

A Correlation of

**Developmental Reading Assessment
2nd Edition (DRA2)[®],
DRA2 Word Analysis, and
DRA2 Progress Monitoring
Assessment (PMA)**



to the

**Common Core State Standards
for English Language Arts**

Grade Three

INTRODUCTION

This document demonstrates how ***Developmental Reading Assessment® (DRA2), DRA2 Word Analysis and DRA2 Progress Monitoring Assessment (PMA)*** meet the objectives of the Common Core State Standards. Correlation references are to the Teacher Observation Guides for DRA2 except for *DRA2 Word Analysis* which may refer to both the Teacher Guide and Student Assessment Book.

Developmental Reading Assessment (DRA2) provides teachers with a proven diagnostic reading assessment that not only establishes each student's reading level but also gives the teacher a Focus for Classroom Instruction designed to assist students' progression to the next reading level. Students and teachers meet in a one-on-one conference – giving the teacher invaluable insight as to each student's strengths and weaknesses.

Developmental Reading Assessment (DRA) Word Analysis provides classroom and reading teachers with a systematic means to observe how struggling and emerging readers attend to, and work with, the various features of spoken and written words. DRA2 Word Analysis is an individual diagnostic assessment tool that assesses phonological awareness, letter/word recognition, phonics, metalanguage, and structural analysis in Grades K-3.

DRA2 Progress Monitoring Assessment monitors progress and informs instruction for struggling reading. Leveled passages will assist teachers in determining effectiveness of instruction, diagnosing areas of need, highlighting strengths, and providing guidance for additional instruction. Passages from Levels 4 through 60 include fiction and non-fiction. The assessment and scoring is brief, accurate and effective.

**Developmental Reading Assessment, 2nd Edition (DRA2)[®],
DRA2 Word Analysis, and DRA2 Progress Monitoring Assessment (PMA)
to the
Common Core State Standards for English Language Arts
Grade 3**

**DRA2 Benchmarks Levels 28-38
DRA2 Word Analysis Tasks 28-40
DRA2 Progress Monitoring Assessment Levels 28-38**

Common Core State Standards Grade 3	Developmental Reading Assessment 2 nd Edition (DRA2)
Reading Standards for Literature	
Key Ideas and Details	
Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Literature 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Craft and Structure	
Literature 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	This should be modeled by the teacher during shared/guided reading.
Literature 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	This should be modeled by the teacher during shared/guided reading.
Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.	This should be modeled by the teacher during shared/guided reading.

Common Core State Standards Grade 3	Developmental Reading Assessment 2 nd Edition (DRA2)
Integration of Knowledge and Ideas	
Literature 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	This should be modeled by the teacher during shared/guided reading.
Literature 8. (Not applicable to literature)	N/A
Literature 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	This should be modeled by the teacher during shared/guided reading.
Range of Reading and Level of Text Complexity	
Literature 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	DRA2: Oral Reading Fluency; Comprehension (Levels 16-38) DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (Levels 16-38)
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	This should be modeled by the teacher during shared/guided reading.
Informational Text 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	DRA2: Comprehension (Levels 28, 38) DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Informational Text 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	DRA2: Comprehension (Levels 28, 38) DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (Levels 28, 34, 38)

Common Core State Standards Grade 3	Developmental Reading Assessment 2 nd Edition (DRA2)
Craft and Structure	
Informational Text 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Informational Text 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	DRA2: Comprehension (Levels 28, 38)
Informational Text 6. Distinguish their own point of view from that of the author of a text.	This should be modeled by the teacher during shared/guided reading.
Integration of Knowledge and Ideas	
Informational Text 7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (Levels 28, 34, 38)
Informational Text 9. Compare and contrast the most important points and key details presented in two texts on the same topic.	This should be modeled by the teacher during shared/guided reading.
Range and Level of Text Complexity	
Informational Text 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	DRA2: Oral Reading Fluency; Comprehension (Levels 28, 38) DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (Levels 16-28)

Common Core State Standards Grade 3	Developmental Reading Assessment 2 nd Edition (DRA2)
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 3)	N/A
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 3)	N/A
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Foundational Skills 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (Levels 28, 34, 38) DRA Word Analysis – Task 28, Task 37, Task 38
Foundational Skills 3.b. Decode words with common Latin suffixes.	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (Level 38) DRA Word Analysis – Task 38
Foundational Skills 3.c. Decode multi-syllable words.	DRA2: Oral Reading Fluency DRA2 PMA: Oral Reading Fluency; Monitor Comprehension; In-Depth Progress Monitoring DRA Word Analysis – Task 34, Task 35, Task 37, Task 38 (Task 39)
Foundational Skills 3.d. Read grade appropriate irregularly spelled words.	DRA2: Oral Reading Fluency DRA2 PMA: Oral Reading Fluency; Monitor Comprehension; In-Depth Progress Monitoring DRA Word Analysis – Task 22, Task 29
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.	
Foundational Skills 4.a. Read on-level text with purpose and understanding.	DRA2: Oral Reading Fluency; Comprehension DRA2 PMA: Oral Reading Fluency; Monitor Comprehension; In-Depth Progress Monitoring

Common Core State Standards Grade 3	Developmental Reading Assessment 2 nd Edition (DRA2)
Foundational Skills 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Teachers have the opportunity to address this objective by administering the passages more than once.
Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Teachers have the opportunity to assess this standard during Oral Reading.
Language Standards	
Vocabulary Acquisition and Use	
Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	
Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Language 4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (Levels 28, 34, 38) DRA2 Word Analysis – Task 28, Task 37, Task 38
Language 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (Levels 28, 34, 38) DRA Word Analysis – Task 28, Task 35, Task 37, Task 38
Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	This should be modeled by the teacher during shared/guided reading.
Language 5. Demonstrate understanding of word relationships and nuances in word meanings.	
Language 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	This should be modeled by the teacher during shared/guided reading.

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Language 5.b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	This should be modeled by the teacher during shared/guided reading.
Language 5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	This should be modeled by the teacher during shared/guided reading.
Language 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring