

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 Four

INTRODUCTION

This document demonstrates how *Developmental Reading Assessment*[®] (*DRA2*), and *DRA2 Progress Monitoring Assessment (PMA)* meet the objectives of the Common Core State Standards. Correlation references are to the Teacher Observation Guides.

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.

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 4**

**DRA2 Benchmarks Levels 38-40
DRA2 Progress Monitoring Assessment Levels 38-40**

Common Core State Standards Grade 4	Developmental Reading Assessment 2 nd Edition (DRA2)
Reading Standards for Literature	
Key Ideas and Details	
Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Literature 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Literature 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	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, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).	This should be modeled by the teacher during shared/guided reading.
Literature 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	This should be modeled by the teacher during shared/guided reading.

Common Core State Standards Grade 4	Developmental Reading Assessment 2 nd Edition (DRA2)
Literature 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third person narrations.	This should be modeled by the teacher during shared/guided reading.
Integration of Knowledge and Ideas	
Literature 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	This should be modeled by the teacher during shared/guided reading.
8. (Not applicable to literature)	N/A
Literature 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	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, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	DRA2: Oral Reading Fluency; Comprehension (Levels 28-40) DRA2 PMA: Oral Reading Fluency; Monitor Comprehension; In-Depth Progress Monitoring (Levels 28-40)
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Informational Text 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Informational Text 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring

Common Core State Standards Grade 4	Developmental Reading Assessment 2 nd Edition (DRA2)
Craft and Structure	
Informational Text 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Informational Text 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Informational Text 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	This should be modeled by the teacher during shared/guided reading.
Integration of Knowledge and Ideas	
Informational Text 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	DRA2: Comprehension
Informational Text 8. Explain how an author uses reasons and evidence to support particular points in a text.	This should be modeled by the teacher during shared/guided reading.
Informational Text 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	This should be modeled by the teacher during shared/guided reading.
Range of Reading and Level of Text Complexity	
Informational Text 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	DRA2: Oral Reading Fluency; Comprehension (Levels 38-50) DRA2 PMA: Oral Reading Fluency; Monitor Comprehension; In-Depth Progress Monitoring (Levels 38-50)

Common Core State Standards Grade 4	Developmental Reading Assessment 2 nd Edition (DRA2)
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 4)	N/A
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 4)	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. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	DRA2: Oral Reading Fluency DRA2 PMA: Oral Reading Fluency
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
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 4 reading and content</i> , choosing flexibly from a range of strategies.	
Language 4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring

Common Core State Standards Grade 4	Developmental Reading Assessment 2 nd Edition (DRA2)
Language 4.b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring
Language 4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and 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 figurative language, word relationships, and nuances in word meanings.	
Language 5.a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	This should be modeled by the teacher during shared/guided reading.
Language 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.	This should be modeled by the teacher during shared/guided reading.
Language 5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring (Level 38)
Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	DRA2: Comprehension DRA2 PMA: Monitor Comprehension; In-Depth Progress Monitoring