

A Correlation of

**Developmental Reading Assessment  
2<sup>nd</sup> Edition (DRA2)<sup>®</sup>,  
DRA2 Word Analysis, and  
DRA2 Progress Monitoring  
Assessment (PMA)**



to the

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

**Grade Five**

## 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, 2<sup>nd</sup> Edition (DRA2)<sup>®</sup>,  
DRA2 Word Analysis, and DRA2 Progress Monitoring Assessment (PMA)  
to the  
Common Core State Standards for English Language Arts  
Grade 5**

**DRA2 Benchmarks Levels 40-50  
DRA2 Progress Monitoring Assessment Levels 40-50**

Common Core State Standards Grade 5	Developmental Reading Assessment 2 <sup>nd</sup> Edition (DRA2)
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<b>Literature 1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>DRA2:</b> Comprehension <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Literature 2.</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<b>DRA2:</b> Comprehension <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Literature 3.</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<b>DRA2:</b> Comprehension (Level 50) <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Craft and Structure</b>	
<b>Literature 4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	This should be modeled by the teacher during shared/guided reading.
<b>Literature 5.</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	This should be modeled by the teacher during shared/guided reading.
<b>Literature 6.</b> Describe how a narrator's or speaker's point of view influences how events are described.	This should be modeled by the teacher during shared/guided reading.

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<b>Integration of Knowledge and Ideas</b>	
<b>Literature 7.</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	This should be modeled by the teacher during shared/guided reading.
<b>8.</b> (Not applicable to literature)	N/A
<b>Literature 9.</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	This should be modeled by the teacher during shared/guided reading.
<b>Range of Reading and Level of Text Complexity</b>	
<b>Literature 10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>DRA2:</b> Oral Reading Fluency; Comprehension (Levels 38-50) <b>DRA2 PMA:</b> Oral Reading Fluency; Monitor Comprehension; In-Depth Progress Monitoring (Levels 38-50)
<b>Reading Standards for Informational Texts</b>	
<b>Key Ideas and Details</b>	
<b>Informational Text 1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>DRA2:</b> Comprehension <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Informational Text 2.</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>DRA2:</b> Comprehension <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Informational Text 3.</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>DRA2:</b> Comprehension (Level 40) <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring

Common Core State Standards Grade 5	Developmental Reading Assessment 2 <sup>nd</sup> Edition (DRA2)
<b>Craft and Structure</b>	
<b>Informational Text 4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Informational Text 5.</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Informational Text 6.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	This should be modeled by the teacher during shared/guided reading.
<b>Integration of Knowledge and Ideas</b>	
<b>Informational Text 7.</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	This should be modeled by the teacher during shared/guided reading.
<b>Informational Text 8.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	This should be modeled by the teacher during shared/guided reading.
<b>Informational Text 9.</b> Integrate information from several 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.
<b>Range of Reading and Level of Text Complexity</b>	
<b>Informational Text 10.</b> 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 4–5 text complexity band independently and proficiently.	<b>DRA2:</b> Oral Reading Fluency; Comprehension (Levels 38-50) <b>DRA2 PMA:</b> Oral Reading Fluency; Monitor Comprehension; In-Depth Progress Monitoring (Levels 38-50)

Common Core State Standards Grade 5	Developmental Reading Assessment 2 <sup>nd</sup> Edition (DRA2)
<b>Reading Standards for Foundational Skills</b>	
<b>Print Concepts</b>	
<b>Foundational Skills 1.</b> (Not applicable to Grade 5)	N/A
<b>Phonological Awareness</b>	
<b>Foundational Skills 2.</b> (Not applicable to Grade 5)	N/A
<b>Phonics and Word Recognition</b>	
<b>Foundational Skills 3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>Foundational Skills 3.a.</b> 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.	<b>DRA2:</b> Oral Reading Fluency <b>DRA2 PMA:</b> Oral Reading Fluency
<b>Fluency</b>	
<b>Foundational Skills 4.</b> Read with sufficient accuracy and fluency to support comprehension.	
<b>Foundational Skills 4.a.</b> Read on-level text with purpose and understanding.	<b>DRA2:</b> Oral Reading Fluency <b>DRA2 PMA:</b> Oral Reading Fluency
<b>Foundational Skills 4.b.</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.
<b>Foundational Skills 4.c.</b> 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.
<b>Language Standards</b>	
<b>Vocabulary Acquisition and Use</b>	
<b>Language 4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	
<b>Language 4.a.</b> Use context (e.g., cause/ effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring

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<b>Language 4.b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i> ).	<b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring
<b>Language 4.c.</b> 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.
<b>Language 5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>Language 5.a.</b> Interpret figurative language, including similes and metaphors, in context.	This should be modeled by the teacher during shared/guided reading.
<b>Language 5.b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.	This should be modeled by the teacher during shared/guided reading.
<b>Language 5.c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring (Level 50)
<b>Language 6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	<b>DRA2:</b> Comprehension <b>DRA2 PMA:</b> Monitor Comprehension; In-Depth Progress Monitoring