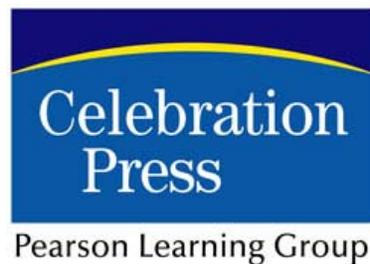


DRA K-3



correlated to

Louisiana English Language Arts Content Standards Benchmarks for K-4



For More Information Contact
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STANDARD ONE

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

ELA-I-EI

gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cueing systems (e.g. phonics, sentence structure, meaning)

Preprimer Texts & Observation Guides

DRA/L3 *The "I Like" Game*

Look at Me

DRA/L4 *Where Is My Hat?*

*Get Your Umbrella**

DRA/L6 *Why Are We Stopping?*

Time to Play

DRA/L8 *Duke*

The Lost Book

Primer Texts & Observation Guides

DRA/L10 *Shoe Boxes*

Grandma's Surprise

DRA/L12 *Robert's New Friend*

Allie's Wish

Levels 3-6 stories range from 46 to 75 words, contain repetitive words, phrases and actions, and portray familiar characters and experiences. Each page has 1 to 3 lines of text with supporting illustrations. See TRG p. 10

Levels 8-12 stories are approximately 86 or more words, integrate oral and language structures, and contain more high-frequency words. Each page has 2 to 6 lines of text with moderately supporting illustrations that suggest setting and sequence of events. See TRG p. 11

Observation Guides includes sections for:

Introduction to Text: Preview and Predict

Oral Reading and Strategies Used

Comprehension and Response (3 up)

Reading Preferences

DRA Continuum features descriptors for:

Early Readers; Levels 3-10

Book Selection & Sustained Reading

Previewing and Predicting

Oral Reading and Use of Strategies

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ELA-I-E1 (cont.)	After completing the DRA continuum for Early Readers (see TRG pp. 26-29), teachers may prescribe the following Focus for Instruction from the What’s Next form (see TRG p. 30). Use of Strategies: <ul style="list-style-type: none"> • Demonstrate the concept of first and last, beginning and ending of a word, sentence, story • Model and support using known words to monitor • Model and support using beginning letter(s) and meaning to predict and monitor word choice • Model and support confirming and discounting word choice using meaning, language, and visual information • Support and reinforce self-corrections of miscues Comprehension: <ul style="list-style-type: none"> • Support and reinforce self-monitoring of meaning across extended text
ELA-I-E2 using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching)	After completing the DRA continuum for Early Readers (see TRG pp. 26-29), teachers may prescribe the following Focus for Instruction from the What’s Next form (see TRG p. 30). After completing the DRA continuum (see TRG pp. 26-29), teachers may prescribe the following Focus for Instruction from the What’s Next form (see TRG p. 30). Use of Strategies: <ul style="list-style-type: none"> • Model and support moving left to right on text • Model and support 1 to 1 matching on familiar text
ELA-I-E3 adjusting speed of reading to suit the difficulty of materials and the purpose for reading	Teachers may observe this behavior during assessments.
ELA-I-E4 identifying story elements (e.g., setting, plot, character, theme) and literary devices (e.g., figurative language, dialogue) within a selection	After completing the DRA continuum for Early Readers (see TRG pp. 26-29), teachers may prescribe the following Focus for Instruction from the What’s Next form (see TRG p. 30). Previewing and Predicting: <ul style="list-style-type: none"> • Model and support creating a story from the illustrations
ELA-L-E5 reading, comprehending, and responding to written, spoken, and visual texts in extended passages	

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ELA-1-E6 interpreting texts to generate connections to real-life situations	<ul style="list-style-type: none"> • Model and support previewing books before reading • Model how to predict using title and illustrations • Model and support predictions of story events before and during the first reading • Model and support linking to similar texts • Model and support use of background knowledge Oral Reading: <ul style="list-style-type: none"> • Encourage joining in on familiar/repeated parts, phrases, and words during read-alouds and shared reading • Support rereading familiar texts to gain fluency • Model and support reading dialogues with expression • Model and support reading longer meaningful phrases with appropriate intonation • Support reading punctuation • Support choral reading and/or readers' theater activities • Support audiotaping to self-assess phrasing and fluency Comprehension: <ul style="list-style-type: none"> • Support and reinforce responses to literature through a variety of extensions • Model and support retelling of familiar stories • Introduce and support story mapping • Provide opportunities to discuss characters, sequence of events, problems, and resolutions • Provide opportunities to analyze and critique informational texts • Provide opportunities to compare/contrast stories, authors, etc. • Provide opportunities to analyze how information is organized and presented
ELA-1-E7 reading with fluency for various purposes (e.g., enjoying, learning, problem solving)	

STANDARD TWO: Students write competently for a variety of purposes and audiences.

ELA-2-E1 dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order	Writing skills are not assessed at these DRA levels.
ELA-2-E2 focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions	

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ELA-2-E3 creating written texts using the writing process	
ELA-2-E4 using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)	
ELA-2-E5 recognizing and applying literary devices (e.g., figurative language)	
ELA-1-E6 writing as a response to texts and life experiences (e.g., journals, letters, lists)	

STANDARD THREE

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

ELA-3-E1 writing legibly	These skills are not assessed in DRA.
ELA-3-E2 demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments	
ELA-3-E3 demonstrating standard English structure and usage	
ELA-3-E4 using knowledge of the parts of speech to make choices for writing	
ELA-3-E5 spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary	

STANDARD FOUR

Students demonstrate competence in speaking and listening as tools for learning and communicating.

ELA-4-E1 speaking intelligibly, using standard English pronunciation	Teachers may observe these behaviors during the assessments or assessment conferences.
ELA-4-E2 giving and following directions/procedures	

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ELA-4-E3 telling or retelling stories in sequence	After completing the DRA continuum for Early Readers (see TRG pp. 26-29), teachers may prescribe the following Focus for Instruction from the What’s Next form (see TRG p. 30). Comprehension: <ul style="list-style-type: none"> • Model and support retelling of familiar stories • Introduce the elements in a good retelling and support effective retellings of stories
ELA-4-E4 giving rehearsed and unrehearsed presentations	These skills are not assessed in DRA.
ELA-4-E5 speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)	
ELA-4-E6 listening and responding to a wide variety of media (eg., music, TV, film, speech)	
ELA-4-E7 participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)	

STANDARD FIVE

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

ELA-5-E1 recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)	These skills are not assessed in DRA.
ELA-5-E2 locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)	
ELA-5-E3 locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics	

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ELA-5-E4 using available technology to produce, revise, and publish a variety of works	
ELA-S-E5 giving credit for borrowed information by telling or listing sources	
ELA-5-E6 interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps)	

STANDARD SIX

Students read, analyze, and respond to literature as a record of life experiences.

ELA-6-E1 recognizing and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	This skill is not assessed in DRA.
ELA-6-E2 recognizing and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction)	<p>Preprimer Texts & Observation Guides</p> DRA/L3 <i>The "I Like" Game</i> <i>Look at Me</i> DRA/L4 <i>Where Is My Hat?</i> <i>Get Your Umbrella*</i> DRA/L6 <i>Why Are We Stopping?</i> <i>Time to Play</i> DRA/L8 <i>Duke</i> <i>The Lost Book</i> <p>Primer Texts & Observation Guides</p> DRA/L10 <i>Shoe Boxes</i> <i>Grandma's Surprise</i> DRA/L12 <i>Robert's New Friend</i> <i>Allie's Wish</i> <p>Levels 3-6 stories range from 46 to 75 words, contain repetitive words, phrases and actions, and portray familiar characters and experiences. Each page has 1 to 3 lines of text with supporting illustrations. See TRG p. 10</p> <p>Levels 8-12 stories are approximately 86 or more words, integrate oral and language structures, and contain more high-frequency words. Each page has 2 to 6 lines of text with moderately supporting illustrations that suggest setting and sequence of events. See TRG p. 11</p>

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ELA-6-E2 (cont.)	After completing the DRA continuum for Early Readers (see TRG pp. 26-29), teachers may prescribe the following Focus for Instruction from the What’s Next form (see TRG p. 30). Book Selection: <ul style="list-style-type: none"> • Introduce new genres
ELA-6-E3 identifying key differences of various genres	This skill is not assessed in DRA.

STANDARD SEVEN

Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

ELA-7-E1 using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	After completing the DRA continuum for Early Readers (see TRG pp. 26-29), teachers may prescribe the following Focus for Instruction from the What’s Next form (see TRG p. 30). Previewing and Predicting: <ul style="list-style-type: none"> • Model and support creating a story from the illustrations • Model and support previewing books before reading • Model how to predict using title and illustrations • Model and support predictions of story events before and during the first reading • Model and support linking to similar texts • Model and support use of background knowledge Comprehension: <ul style="list-style-type: none"> • Support and reinforce responses to literature through a variety of extensions • Model and support retelling of familiar stories • Introduce and support story mapping • Provide opportunities to discuss characters, sequence of events, problems, and resolutions • Provide opportunities to analyze and critique informational texts • Provide opportunities to compare/contrast stories, authors, etc. • Provide opportunities to analyze how information is organized and presented
ELA-7-E2 problem solving by using reasoning skills, life experiences, and available information	
ELA-7-E3 recognizing an author's purpose and point of view	
ELA-7-E4 distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations	