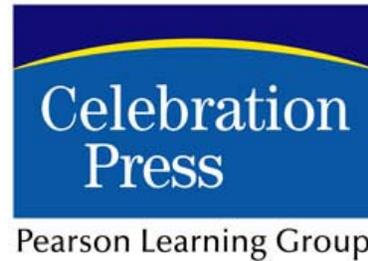


# DRA K-3



correlated to

## Louisiana English Language Arts Content Standards Benchmarks for K-4



For More Information Contact  
Rhonda Avants, Sales Representative  
1-800-435-3499 Ext: 8782

**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)

**Kindergarten Texts & Observation Guides**

- DRA/LA: *Can You Sing?*
- DRA/L1 *Things that Go*  
*What is Red*
- DRA/L2 *I Can See*  
*Bath Time\**

Observation Guides include sections for:  
 Introduction to Text: Preview and Predict  
 Oral Reading and Strategies Used  
 Reading Preferences

DRA Continuum features descriptors for:  
 Emergent Readers; Levels A-2  
 Book Selection  
 Observable Reading Behaviors

Levels A – 2 stories range from 10 to 36 words in repeated word or sentence patterns with natural language structures. Simple illustrations are of familiar animals and objects that support the text. See TRG p. 9

Level 1 selections are nonfiction texts of approximately 16 words. Language structure is repetitive and illustrations depict familiar objects. See TRG p. 14

*DRA Leveled Libraries* are also available from the Pearson Learning Group. The Emergent Stage package features 139 titles appropriate for DRA Levels A – 2. The Early Stage package includes 223 titles appropriate for DRA Levels 3 – 8. Nonfiction collections from *Little Celebrations* are also available.

After completing the DRA continuum for Emergent/Early/Transitional/Extending 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:

- 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

|   |   |
|---|---|
| <b>Louisiana English Language Arts Content Standards</b><br><br><b>Benchmarks for K-4</b> | <b>Celebration Press</b><br><b>an imprint of Pearson Learning Group</b><br><b><i>DRA (Developmental Reading Assessment), K-3</i></b><br><b>Emergent Readers</b> |
|---|---|

|   |   |
|---|---|
| ELA-I-E1 (cont.)  | <ul style="list-style-type: none"> <li>• Support and reinforce self-corrections of miscues</li> </ul> Comprehension: <ul style="list-style-type: none"> <li>• Support and reinforce self-monitoring of meaning across extended text</li> </ul>  |
| <b>ELA-I-E2</b><br>using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching)  | After completing the DRA continuum for Emergent Readers (see TRG pp. 26-29), teachers may prescribe the following Focus for Instruction from the What's Next form (see TRG p. 30).<br>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).<br>Use of Strategies: <ul style="list-style-type: none"> <li>• Model and support moving left to right on text</li> <li>• Model and support 1 to 1 matching on familiar text</li> </ul>  |
| <b>ELA-I-E3</b><br>adjusting speed of reading to suit the difficulty of materials and the purpose for reading   | Teachers may observe this behavior during assessments.  |
| <b>ELA-I-E4</b><br>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 Emergent Readers (see TRG pp. 26-29), teachers may prescribe the following Focus for Instruction from the What's Next form (see TRG p. 30).<br>Previewing and Predicting: <ul style="list-style-type: none"> <li>• Model and support creating a story from the illustrations</li> <li>• Model and support previewing books before reading</li> <li>• Model how to predict using title and illustrations</li> <li>• Model and support predictions of story events before and during the first reading</li> <li>• Model and support linking to similar texts</li> <li>• Model and support use of background knowledge</li> <li>• how information is organized and presented</li> </ul> |
| <b>ELA-L-E5</b><br>reading, comprehending, and responding to written, spoken, and visual texts in extended passages   |   |
| <b>ELA-I-E6</b><br>interpreting texts to generate connections to real-life situations   |   |
| <b>ELA-I-E7</b><br>reading with fluency for various purposes (e.g., enjoying, learning, problem solving)  |   |

|   |  |
|---|--|
| <b>Louisiana English Language Arts Content Standards</b><br><br><b>Benchmarks for K-4</b> | <b>Celebration Press</b><br>an imprint of Pearson Learning Group<br><b><i>DRA (Developmental Reading Assessment), K-3</i></b><br><b>Emergent Readers</b> |
|---|--|

|                            |  |
|----------------------------|--|
| <p>ELA-1-E4-E7 (cont.)</p> | <p>Oral Reading:</p> <ul style="list-style-type: none"> <li>• Encourage joining in on familiar/repeated parts, phrases, and words during read-alouds and shared reading</li> <li>• Support rereading familiar texts to gain fluency</li> <li>• Model and support reading dialogues with expression</li> <li>• Model and support reading longer meaningful phrases with appropriate intonation</li> <li>• Support reading punctuation</li> <li>• Support choral reading and/or readers' theater activities</li> <li>• Support audiotaping to self-assess phrasing and fluency</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>• Support and reinforce responses to literature through a variety of extensions</li> <li>• Model and support retelling of familiar stories</li> <li>• Introduce and support story mapping</li> <li>• Provide opportunities to discuss characters, sequence of events, problems, and resolutions</li> <li>• Provide opportunities to analyze and critique informational texts</li> <li>• Provide opportunities to compare/contrast stories, authors, etc.</li> </ul> <p>Provide opportunities to analyze</p> |
|----------------------------|--|

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

|   |   |
|---|---|
| <p><b>ELA-2-E1</b><br/>dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order</p> <p><b>ELA-2-E2</b><br/>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</p> <p><b>ELA-2-E3</b><br/>creating written texts using the writing process</p> <p><b>ELA-2-E4</b><br/>using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)</p> <p><b>ELA-2-E5</b><br/>recognizing and applying literary devices (e.g., figurative language)</p> | <p>Writing skills are not assessed at these DRA levels.</p> |
|---|---|

|   |  |
|---|--|
| <b>Louisiana English Language Arts Content Standards</b><br><br><b>Benchmarks for K-4</b> | <b>Celebration Press</b><br>an imprint of Pearson Learning Group<br><b><i>DRA (Developmental Reading Assessment), K-3</i></b><br><b>Emergent Readers</b> |
|---|--|

|   |  |
|---|--|
| <b>ELA-1-E6</b><br>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.

|   |                                       |
|---|---------------------------------------|
| <b>ELA-3-E1</b><br>writing legibly  | These skills are not assessed in DRA. |
| <b>ELA-3-E2</b><br>demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments                                  |                                       |
| <b>ELA-3-E3</b><br>demonstrating standard English structure and usage   |                                       |
| <b>ELA-3-E4</b><br>using knowledge of the parts of speech to make choices for writing   |                                       |
| <b>ELA-3-E5</b><br>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.

|  |  |
|--|--|
| <b>ELA-4-E1</b><br>speaking intelligibly, using standard English pronunciation | Teachers may observe these behaviors during the assessments or assessment conferences.   |
| <b>ELA-4-E2</b><br>giving and following directions/procedures                  |  |
| <b>ELA-4-E3</b><br>telling or retelling stories in sequence                    | After completing the DRA continuum for Emergent Readers (see TRG pp. 26-29), teachers may prescribe the following Focus for Instruction from the What’s Next form (see TRG p. 30).<br>Comprehension: <ul style="list-style-type: none"> <li>• Model and support retelling of familiar stories</li> <li>• Introduce the elements in a good retelling and support effective retellings of stories</li> </ul> |

|   |  |
|---|--|
| <b>Louisiana English Language Arts Content Standards</b><br><br><b>Benchmarks for K-4</b> | <b>Celebration Press</b><br>an imprint of Pearson Learning Group<br><b><i>DRA (Developmental Reading Assessment), K-3</i></b><br><b>Emergent Readers</b> |
|---|--|

|   |                                       |
|---|---------------------------------------|
| <b>ELA-4-E4</b><br>giving rehearsed and unrehearsed presentations   | These skills are not assessed in DRA. |
| <b>ELA-4-E5</b><br>speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving) |                                       |
| <b>ELA-4-E6</b><br>listening and responding to a wide variety of media (eg., music, TV, film, speech)   |                                       |
| <b>ELA-4-E7</b><br>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.

|   |                                       |
|---|---------------------------------------|
| <b>ELA-5-E1</b><br>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. |
| <b>ELA-5-E2</b><br>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) |                                       |
| <b>ELA-5-E3</b><br>locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics  |                                       |
| <b>ELA-5-E4</b><br>using available technology to produce, revise, and publish a variety of works  |                                       |
| <b>ELA-S-E5</b><br>giving credit for borrowed information by telling or listing sources   |                                       |
| <b>ELA-5-E6</b><br>interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps)   |                                       |

|   |   |
|---|---|
| <b>Louisiana English Language Arts Content Standards</b><br><br><b>Benchmarks for K-4</b> | <b>Celebration Press</b><br>an imprint of Pearson Learning Group<br><b>DRA (Developmental Reading Assessment), K-3</b><br><b>Emergent Readers</b> |
|---|---|

**STANDARD SIX**

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

|   |   |
|---|---|
| <p><b>ELA-6-E1</b><br/>recognizing and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups</p>   | <p>This skill is not assessed in DRA.</p>   |
| <p><b>ELA-6-E2</b><br/>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> | <p><b>Kindergarten Texts &amp; Observation Guides</b><br/> DRA/LA:        <i>Can You Sing?</i><br/> DRA/L1        <i>Things that Go</i><br/>                       <i>What is Red</i><br/> DRA/L2        <i>I Can See</i><br/>                       <i>Bath Time*</i></p> <p>Levels A – 2 stories range from 10 to 36 words in repeated word or sentence patterns with natural language structures. Simple illustrations are of familiar animals and objects that support the text. See TRG p. 9<br/> (Level 1 selections are nonfiction texts of approximately 16 words. Language structure is repetitive and illustrations depict familiar objects. See TRG p. 14)</p> <p>After completing the DRA continuum for Emergent Readers (see TRG pp. 26-29), teachers may prescribe the following Focus for Instruction from the What’s Next form (see TRG p. 30).<br/> Book Selection:</p> <ul style="list-style-type: none"> <li>• Introduce new genres</li> </ul> |
| <p><b>ELA-6-E3</b><br/>identifying key differences of various genres</p>  | <p>This skill is not assessed in DRA..</p>  |

|   |   |
|---|---|
| <b>Louisiana English Language Arts Content Standards</b><br><br><b>Benchmarks for K-4</b> | <b>Celebration Press</b><br><b>an imprint of Pearson Learning Group</b><br><b><i>DRA (Developmental Reading Assessment), K-3</i></b><br><b>Emergent Readers</b> |
|---|---|

**STANDARD SEVEN**

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

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