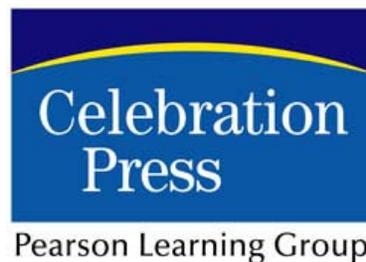


DRA K-3



correlated to

Louisiana English Language Arts Content Standards Benchmarks for K-4



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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)

First Grade Texts & Observation Guides

- DRA/L14 *The Wagon*
*A New School**
- DRA/L16 *The Pot of Gold*
*Monkey's Stepping Stones**
*Animal Homes**

Second Grade Texts & Observation Guides (silent reading begins)

- DRA/L18 *A Giant in the Forest*
*Game Day**
- DRA/L20 *Green Freddie*
*Turtle's Big Race**
- DRA/L24 *The Wonderful Day*
*Thin as a Stick**
- DRA/L28 *You Don't Look Beautiful to Me*
*From Peanuts to Peanut Butter**
*Incredible Journeys: Animal Migration**

Levels 12-14 stories range from 86 to 207 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

Levels 16-28 stories contain a minimum of 266 words, portray fantasy or animal characters in content beyond students' experiences, and integrate literary and natural language structures. Text ranges from full pages to 3 to 12 lines with illustrations that provide moderate to minimum support. See TRG p. 12

Level 16 selections are nonfiction texts of approximately 175 words and include photographs, labels, and charts that reinforce information on familiar topics. See TRG p. 15.

Level 28 selections are nonfiction texts of approximately 265-375 words and include photographs, labels, maps and other graphic features that reinforce information on familiar topics. Headings introduce new topics and text includes some compound and complex sentences. See TRG p. 16

<p>Louisiana English Language Arts Content Standards</p> <p>Benchmarks for K-4</p>	<p>Celebration Press an imprint of Pearson Learning Group <i>DRA (Developmental Reading Assessment), K-3</i> Transitional Readers</p>
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<p>ELA-1-E1 (cont.)</p>	<p>Observation Guides includes sections for: Introduction to Text: Preview and Predict Oral Reading and Strategies Used Reading Preferences</p> <p>DRA Continuum features descriptors for: Transitional Readers; Levels 12-24 Book Selection & Sustained Reading Previewing and Predicting Oral Reading and Use of Strategies</p> <p>After completing the DRA continuum for Transitional 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:</p> <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 <p>Comprehension:</p> <ul style="list-style-type: none"> • Support and reinforce self-monitoring of meaning across extended text • Support word study: compound words, contractions, endings and their meanings • Extend word study: prefixes, suffixes, root words, word origins, and word meanings
<p>ELA-1-E2 using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching)</p>	<p>After completing the DRA continuum for Transitional 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:</p> <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

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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 Transitional 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 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
ELA-L-E5 reading, comprehending, and responding to written, spoken, and visual texts in extended passages	
ELA-I-E6 interpreting texts to generate connections to real-life situations	
ELA-I-E7 reading with fluency for various purposes (e.g., enjoying, learning, problem solving)	

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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	
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	

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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	
ELA-4-E3 telling or retelling stories in sequence	After completing the DRA continuum for Transitional 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)	

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STANDARD FIVE

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

<p>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)</p>	<p>These skills are not assessed in DRA.</p>
<p>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)</p>	
<p>ELA-5-E3 locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</p>	
<p>ELA-5-E4 using available technology to produce, revise, and publish a variety of works</p>	
<p>ELA-S-E5 giving credit for borrowed information by telling or listing sources</p>	
<p>ELA-5-E6 interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps)</p>	

STANDARD SIX

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

<p>ELA-6-E1 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>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>	<p>First Grade Texts & Observation Guides DRA/L14 <i>The Wagon</i> <i>A New School*</i> DRA/L16 <i>The Pot of Gold</i> <i>Monkey's Stepping Stones*</i> <i>Animal Homes*</i> Second Grade Texts & Observation Guides (silent reading begins) DRA/L18 <i>A Giant in the Forest</i> <i>Game Day*</i></p>

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ELA-6-E2 (cont.)	<p>DRA/L20 <i>Green Freddie</i> <i>Turtle's Big Race*</i></p> <p>DRA/L24 <i>The Wonderful Day</i> <i>Thin as a Stick*</i></p> <p>DRA/L28 <i>You Don't Look Beautiful to Me</i> <i>From Peanuts to Peanut Butter*</i> <i>Incredible Journeys: Animal Migration*</i></p> <p>Levels 12-14 stories range from 86 to 207 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> <p>Levels 16-28 stories contain a minimum of 266 words, portray fantasy or animal characters in content beyond students' experiences, and integrate literary and natural language structures. Text ranges from full pages to 3 to 12 lines with illustrations that provide moderate to minimum support. See TRG p. 12</p> <p>Level 16 selections are nonfiction texts of approximately 175 words and include photographs, labels, and charts that reinforce information on familiar topics. See TRG p. 15</p> <p>Level 28 selections are nonfiction texts of approximately 265-375 words and include photographs, labels, maps and other graphic features that reinforce information on familiar topics. Headings introduce new topics and text includes some compound and complex sentences. See TRG p. 16</p> <p>After completing the DRA continuum for Transitional 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: Introduce new genres</p>
ELA-6-E3 identifying key differences of various genres	This skill is not assessed in DRA.

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STANDARD SEVEN

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

<p>ELA-7-E1 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 Transitional 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"> • 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 <p>Comprehension:</p> <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
<p>ELA-7-E2 problem solving by using reasoning skills, life experiences, and available information</p>	
<p>ELA-7-E3 recognizing an author's purpose and point of view</p>	
<p>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</p>	