DRA2 Word Analysis

correlated to

Virginia Learning Standards
Grade 2

PEARSON

	Strand 1: Phonological Awareness	
Quickly identify and generate words that rhyme with given words.	**Rhyming** Task 1: Students identify a picture that rhymes with the first picture in the set. Task 13: Students provide a word that rhymes with a word given by the teacher	
Quickly identify and generate words that begin with the same sound.	**Alliteration** Task 2: Students identify a picture that begins with the same sound as the first picture in the set. Task 19: Students provide a word that begins with the same sound as the word given by the teacher.	
Quickly segment • spoken sentences into words • words into onset and rime and/or syllables.	**Segmentation** Task 8: Students use a number line to show the number of words in a sentence. Task 14: Students segment a given word by separating the onset from the rime. Task 18: Students clap the syllables as they say a pictured word.	
Quickly identify, blend, segment, and manipulate phonemes in spoken words.	**Phonemic Awareness** Task 3: Students isolate the initial sound of a word given by the teacher. Task 12: Students repeat segmented phonemes in a word and then say the word.	

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	Task 15: Students repeat a word given by the teacher without the first sound(s). Task 20: Students repeat a word given by the teacher without the last sound(s). Task 21: Students segment a given word into phonemes.	
	Strand 2: Metalanguage	
Understand language used to talk about basic printed language concepts; continue to learn terms used to talk about printed language, i.e., vowel, consonant, prefix, suffix, syllable, etc.	Task 4: Students demonstrate that they understand language used to talk about printed language concepts using their first and last names. Task 7: Students demonstrate that they understand language used to talk about printed language concepts using words in sentences.	3.4 The student will use strategies to read a variety of fiction and nonfiction materials. c) Apply meaning clues, language structure, and phonetic strategies.
	Strand 3: Letter and Word Recognition	
Automatically recognize, name, and form the uppercase and lowercase letters of the alphabet	**Letter Recognition** Task 5: Students name randomly placed uppercase letters. Task 6: Students name randomly placed lowercase letters.	
Possess a large and ever-increasing number of "sight" words automatically recognized and understood.	**High Frequency Word Recognition** Tasks 9, 17, 22, 29: Students read as quickly as possible lists of high frequency words that increase in difficulty.	3.4 The student will use strategies to read a variety of fiction and nonfiction materials. e) Read fiction and nonfiction fluently and accurately. f 3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

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		h) Use correct spelling for high-frequency sight words, including irregular plurals.
	Strand 4: Phonics	
• spell many high frequency words conventionally; • segment words into syllables, onset and rime, and phonemes as needed to sound out words; • use analogies for spelling patterns that cannot be sounded out; • reflect their current knowledge of sound/spelling patterns in their spelling approximations.	**Encoding** Task 10: Students spell two to three-letter high frequency words. Task 16: Students spell words with short vowels and common spelling patterns. Task 27: Students spell words with VCe, initial diagraphs, pre-consonant nasals, or suffixes. Task 36: Students spell words with r-controlled vowels, suffixes, initial blends, ck, or open first syllable. Task 40: Students spell words with prefixes, closed first syllables, suffixes, three-letter initial blends, diphthongs, or long vowel patterns.	3.3 The student will apply word-analysis skills when reading. a) Use knowledge of all vowel patterns. b) Use knowledge of homophones. c) Decode regular multisyllabic words. 3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. h) Use correct spelling for high-frequency sight words, including irregular plurals.
Automatically • identify and associate spelling patterns with sounds; • identify letters that represent more than one sound i.e., c or a • identify vowel patterns; • quickly blend letter sounds and generate words or names that begin with the designated sound(s).	**Decoding** Task 11: Students provide the phoneme for each letter and give a word or name that begins with that phoneme. Task 25: Students blend two to three consonant-letter sounds and say a word or name that begins with the consonant blend.	3.3 The student will apply word-analysis skills when reading. a) Use knowledge of all vowel patterns. c) Decode regular multisyllabic words.

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	Task 26: Students tell how the words with the same vowel are alike, say the long and short sounds of the designated vowel, and read the words in each set. Task 32: Students identify the vowel pattern in a set of words and read aloud the words. Task 33: Students blend a group of letters and give a word that makes sense and begins with those blended sounds.	
Know when to • sound out words; • attend to spelling patterns and use analogies to identify unknown words.	**Substitution/Analogies** Task 23: Students tell how the words are alike and read aloud the rhyming words in each set. Task 24: Students tell how the words are alike and read aloud the words in each set. Task 30: Students read six sets of words with different rimes. Task 31: Students use parts of familiar words to problem-solve unknown words.	3.3 The student will apply word-analysis skills when reading. a) Use knowledge of all vowel patterns. b) Use knowledge of homophones. c) Decode regular multisyllabic words. 3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. h) Use correct spelling for high-frequency sight words, including irregular plurals.
	Strand 5: Structural Analysis and Syllabication	
Identify and isolate word parts such as affixes and base or root words; understand the meaning of commonly used prefixes and suffixes; use structural analysis to determine word meanings. Recognize and use syllable patterns to decode polysyllabic words; analyze the pattern of vowels	Tasks 28, 35, 38: Students read aloud and use each word to which a suffix has been added in a sentence to demonstrate their understanding of the word. Task 37: Students read aloud and tell the meaning of each word to which a prefix has been	3.4 The student will use strategies to read a variety of fiction and nonfiction materials. c) Apply meaning clues, language structure, and phonetic strategies. e) Read fiction and nonfiction fluently and accurately.

and consonants in a word to determine where the word breaks into syllables.	added. Tasks 34, 39: Students read aloud a polysyllabic word, clap the syllables while saying the word, and tell where to divide the word into syllables.	