

DRA2 Word Analysis



correlated to

Virginia Learning Standards
Grade 3



DRA Word Analysis

CELEBRATION PRESS
Pearson Learning Group

**Standards of Learning
for Virginia Public Schools**

Grade Three

	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 <ul style="list-style-type: none">spoken sentences into wordswords 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.	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.

DRA Word Analysis

CELEBRATION PRESS
Pearson Learning Group

**Standards of Learning
for Virginia Public Schools**

Grade Three

	<p>Task 15: Students repeat a word given by the teacher without the first sound(s).</p> <p>Task 20: Students repeat a word given by the teacher without the last sound(s).</p> <p>Task 21: Students segment a given word into phonemes.</p>	
	Strand 2: Metalanguage	
<p>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.</p>	<p>Task 4: Students demonstrate that they understand language used to talk about printed language concepts using their first and last names.</p> <p>Task 7: Students demonstrate that they understand language used to talk about printed language concepts using words in sentences.</p>	
	Strand 3: Letter and Word Recognition	
<p>Automatically recognize, name, and form the uppercase and lowercase letters of the alphabet</p>	Letter Recognition <p>Task 5: Students name randomly placed uppercase letters.</p> <p>Task 6: Students name randomly placed lowercase letters.</p>	
<p>Possess a large and ever-increasing number of "sight" words automatically recognized and understood.</p>	High Frequency Word Recognition <p>Tasks 9, 17, 22, 29: Students read as quickly as possible lists of high frequency words that increase in difficulty.</p>	
	Strand 4: Phonics	
<ul style="list-style-type: none">spell many high frequency words conventionally;	Encoding	3.3 The student will apply word-analysis skills when reading.

DRA Word Analysis

CELEBRATION PRESS
Pearson Learning Group

**Standards of Learning
for Virginia Public Schools**

Grade Three

<ul style="list-style-type: none">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.	<p>Task 10: Students spell two to three-letter high frequency words.</p> <p>Task 16: Students spell words with short vowels and common spelling patterns.</p> <p>Task 27: Students spell words with VCe, initial diagraphs, pre-consonant nasals, or suffixes.</p> <p>Task 36: Students spell words with r-controlled vowels, suffixes, initial blends, ck, or open first syllable.</p> <p>Task 40: Students spell words with prefixes, closed first syllables, suffixes, three-letter initial blends, diphthongs, or long vowel patterns.</p>	<ul style="list-style-type: none">a) Use knowledge of all vowel patterns.b) Use knowledge of homophones.c) Decode regular multisyllabic words. <p>3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none">h) Use correct spelling for high-frequency sight words, including irregular plurals.
<p>Automatically</p> <ul style="list-style-type: none">identify and associate spelling patterns with sounds;identify letters that represent more than one sound i.e., c or aidentify vowel patterns;quickly blend letter sounds and generate words or names that begin with the designated sound(s).	<p>Decoding</p> <p>Task 11: Students provide the phoneme for each letter and give a word or name that begins with that phoneme.</p> <p>Task 25: Students blend two to three consonant-letter sounds and say a word or name that begins with the consonant blend.</p> <p>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.</p>	<p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none">a) Use knowledge of all vowel patterns.b) Use knowledge of homophones.c) Decode regular multisyllabic words. <p>3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none">h) Use correct spelling for high-frequency sight words, including irregular plurals.

DRA Word Analysis

CELEBRATION PRESS
Pearson Learning Group

**Standards of Learning
for Virginia Public Schools**

Grade Three

	<p>Task 32: Students identify the vowel pattern in a set of words and read aloud the words.</p> <p>Task 33: Students blend a group of letters and give a word that makes sense and begins with those blended sounds.</p>	
<p>Know when to</p> <ul style="list-style-type: none">• sound out words;• attend to spelling patterns and use analogies to identify unknown words.	<p>Substitution/Analogies</p> <p>Task 23: Students tell how the words are alike and read aloud the rhyming words in each set.</p> <p>Task 24: Students tell how the words are alike and read aloud the words in each set.</p> <p>Task 30: Students read six sets of words with different rimes.</p> <p>Task 31: Students use parts of familiar words to problem-solve unknown words.</p>	<p>3.4 The student will use strategies to read a variety of fiction and nonfiction materials.</p> <p>c) Apply meaning clues, language structure, and phonetic strategies.</p> <p>d) Use context to clarify meaning of unfamiliar words.</p>
	<p>Strand 5: Structural Analysis and Syllabication</p>	
<p>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.</p> <p>Recognize and use syllable patterns to decode polysyllabic words; analyze the pattern of vowels and consonants in a word to determine where the word breaks into syllables.</p>	<p>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.</p> <p>Task 37: Students read aloud and tell the meaning of each word to which a prefix has been added.</p> <p>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.</p>	<p>3.3 The student will apply word-analysis skills when reading.</p> <p>c) Decode regular multisyllabic words.</p>