

# *DRA2 Word Analysis*



correlated to

Virginia Learning Standards  
Grade K



# DRA Word Analysis

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Standards of Learning  
for Virginia Public Schools

Kindergarten

	<b>Strand 1: Phonological Awareness</b>	
Quickly identify and generate words that rhyme with given words.	<b>Rhyming</b>  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	K.1 The student will demonstrate growth in the use of oral language. e) Recognize rhyming words. f) Generate rhyming words in a rhyming pattern.  K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language. a) Identify orally words that rhyme. b) Identify words orally according to shared beginning or ending sounds.
Quickly identify and generate words that begin with the same sound.	<b>Alliteration</b>  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.	K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language. b) Identify words orally according to shared beginning or ending sounds.
Quickly segment <ul style="list-style-type: none"><li>spoken sentences into words</li><li>words into onset and rime and/or syllables.</li></ul>	<b>Segmentation</b>  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.	K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language. b) Identify words orally according to shared beginning or ending sounds. c) Blend sounds orally to make words or syllables. d) Divide one-syllable words into sounds (phonemes). e) Divide words into syllables.

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<p>Quickly identify, blend, segment, and manipulate phonemes in spoken words.</p>	<p><b>Phonemic Awareness</b></p> <p>Task 3: Students isolate the initial sound of a word given by the teacher.</p> <p>Task 12: Students repeat segmented phonemes in a word and then say the word.</p> <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>	<p>K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <p>b) Identify words orally according to shared beginning or ending sounds.</p> <p>c) Blend sounds orally to make words or syllables.</p>
<p><b>Strand 2: Metalanguage</b></p>		
<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>	<p>K.1 The student will demonstrate growth in the use of oral language. Begin to discriminate between spoken sentences, words, and syllables.</p> <p>K.2 The student will use listening and speaking vocabularies.</p> <p>a) Use number words.</p> <p>b) Use words to describe/name people, places, and things.</p> <p>c) Use words to describe location, size, color, and shape.</p> <p>d) Use words to describe actions.</p> <p>e) Ask about words not understood.</p> <p>f) Follow one-step and two-step directions.</p> <p>g) Begin to ask how and why questions.</p>

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	<b>Strand 3: Letter and Word Recognition</b>	
Automatically recognize, name, and form the uppercase and lowercase letters of the alphabet.	<b>Letter Recognition</b>  Task 5: Students name randomly placed uppercase letters.  Task 6: Students name randomly placed lowercase letters.	K.9 The student will print the uppercase and lowercase letters of the alphabet independently.
Possess a large and ever-increasing number of "sight" words automatically recognized and understood.	<b>High Frequency Word Recognition</b>  Tasks 9, 17, 22, 29: Students read as quickly as possible lists of high frequency words that increase in difficulty.	K.6 The student will demonstrate an understanding that print makes sense. b) Identify common signs and logos. c) Read ten high-frequency words.
	<b>Strand 4: Phonics</b>	
<ul style="list-style-type: none"><li>spell many high frequency words conventionally;</li><li>segment words into syllables, onset and rime, and phonemes as needed to sound out words;</li><li>use analogies for spelling patterns that cannot be sounded out;</li><li>reflect their current knowledge of sound/spelling patterns in their spelling approximations.</li></ul>	<b>Encoding</b>  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.	K.10 The student will print his/her first and last names.  K.11 The student will write to communicate ideas. a) Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

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	Task 40: Students spell words with prefixes, closed first syllables, suffixes, three-letter initial blends, diphthongs, or long vowel patterns.	
Automatically <ul style="list-style-type: none"><li>• identify and associate spelling patterns with sounds;</li><li>• identify letters that represent more than one sound i.e., c or a</li><li>• identify vowel patterns;</li><li>• quickly blend letter sounds and generate words or names that begin with the designated sound(s).</li></ul>	<b>Decoding</b>  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.  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.	K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language. a) Identify orally words that rhyme. b) Identify words orally according to shared beginning or ending sounds. c) Blend sounds orally to make words or syllables.
Know when to <ul style="list-style-type: none"><li>• sound out words;</li><li>• attend to spelling patterns and use analogies to identify unknown words.</li></ul>	<b>Substitution/Analogies</b>  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.	K.1 The student will demonstrate growth in the use of oral language. Recognize rhyming words. Generate rhyming words in a rhyming pattern.  K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language. a) Identify orally words that rhyme. b) Identify words orally according to shared

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	Task 31: Students use parts of familiar words to problem-solve unknown words.	beginning or ending sounds. c) Blend sounds orally to make words or syllables. d) Divide one-syllable words into sounds (phonemes). e) Divide words into syllables.
	<b>Strand 5: Structural Analysis and Syllabication</b>	
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 and consonants in a word to determine where the word breaks into syllables.	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 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.	K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language. c) Blend sounds orally to make words or syllables. d) Divide one-syllable words into sounds (phonemes). e) Divide words into syllables.