Developmental Reading Assessment (DRA™)
Second Grade

The Developmental Reading Assessment (DRA2)™ is an interim benchmark assessment that is designed for students in Kindergarten through third grades. It allows teachers to systematically observe, record, and evaluate change in a student’s reading performance over time. The DRA2 provides teachers with information that helps them determine a student’s independent reading level and to focus on specific goals that the student needs to learn next.

How to Help Your Transitional/Extending Reader

Help your child choose books that are an appropriate level for independent reading. While they are reading, help them do the following:

- Support reading in longer, meaningful phrases with appropriate expression.
- Model and support how to pay attention to punctuation (e.g., stopping after periods, pausing after commas)
- Re-read lower-level or familiar texts to improve fluency rate.
- Support self-correction of mistakes.
- Encourage your child to practice appropriate expression and phrasing with familiar texts (e.g. uses a voice that reflects the mood and pace of the text, and reading in longer phrases).

Range of Typical Reading Levels in Second Grade

In the fall, second graders typically independently read at a Level 18. By the end of second grade, a typical second grader will independently read at Level 28. It is important to note that some students may have DRA scores that are above or below the grade-level expectation. With good instruction, your child will steadily become a better reader, even if he is one or two levels behind peers.

![Developmental Reading Assessment (DRA™) Chart]

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
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<tbody>
<tr>
<td>A 1 2 3 4</td>
<td>6 8 10 12 14 16</td>
<td>18 20 24 28</td>
<td>30 34 38</td>
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<tr>
<td>Emergent Readers</td>
<td>Early Readers</td>
<td>Transitional Readers</td>
<td>Extending Readers</td>
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Five Essential Components of Reading

Reading with children and helping them practice specific reading components can dramatically improve their ability to read. Scientific research shows that there are five essential components of reading that children must be taught in order to learn to read.

- Recognizing and using individual sounds to create words, or phonemic awareness. Children need to be taught to hear sounds in words and that words are made up of the smallest parts of sound, or phonemes.
- Understanding the relationships between written letters and spoken sounds, or phonics. Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and “decode” new words.
- Developing the ability to read a text accurately and quickly, or reading fluency. Children must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.
- Learning the meaning and pronunciation of words, or vocabulary development. Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used.
- Acquiring strategies to understand, remember and communicate what is read, or reading comprehension strategies. Children need to be taught comprehension strategies, or the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.
Book Selections

What does a book with a level of 18–28 look like?

You will find the following characteristics in books that are appropriate for transitional/extending readers:

- Books have familiar and novel experiences, topics, and themes and include a variety of genres (realistic fiction, simple fantasies, basic informational texts, humor, poetry)
- Vocabulary is familiar, specialized and/or may include more challenging vocabulary
- Characters are memorable
- Books will contain more descriptions/details of story elements (e.g., setting, characters, and plot)
- Repeated events and episodic chapters (beginning chapter books)
- Look for books that come in series (e.g., Henry and Mudge, Cam Jansen, Frog and Toad)
- Dialogue is used to move the story along.
- These books may have full pages of print (up to 20 lines of text).
- Illustrations found in these books extend the text, depict characters and setting and information presented graphically generally reinforces the written text

How can I find the “just right” books for my child?

There is a range of reading levels within each grade. Ask your child’s teacher what level your child is at, and request a list of appropriate books.

Suggested Books

**Level 18**

Amazing Grace; Hoffman Mary  
Bear Shadow; Asch Frank  
Bringing the Rain to Kapiti Plain; Aardema Verna  
Danny and the Dinosaur; Hoff Syd  
Days With Frog and Toad; Lobel Arnold  
Froggy Learns to Swim; London Jonathan  
Green Eggs and Ham; Seuss Dr.  
Harry and the Lady Next Door; Zion Gene  
Henry and Mudge, The First Book; Rylant Cynthia  
I Was So Mad; Maer Mercer  
Little Bear; Minarik Else  
Nate the Great; Sharmat Marjorie  
Stone Soup; McGovern Ann  
The Snowy Day; Keats Ezra  
There’s a Hippopotamus Under My Bed; Thaler Mike  
Very Hungry Caterpillar, The; Carle, Eric  
Where the Wild Things Are; Sendak Maurice

**Level 20**

Amelia Bedelia; Parish Peggy  
Arthur Babysits; Brown Marc  
Caps For Sale; Slobodka Esphyr  
Case of the Cat’s Meow; Bonsall Crosby  
Chester’s Way; Henkes Kevin  
Chicka, Chicka, Boom, Boom; Martin Bill  
Click Clack Moo, Cows That Type; Cronin Doreen  
Clifford the Big Red Dog; Bridwell Norman  
Corduroy; Freeman Don  
Franklin Goes to School; Bourgeois Paulette  
Harold and the Purple Crayon; Johnson Crockett  
If You Give a Mouse a Cookie; Numeroff Laura  
Ruby the Copycat; Rathmann Peggy  
Snowshoe Thompson; Levinson Nancy  
The Day Jimmey’s Boa Ate the Wash; Noble Trinka  
The Wolf’s Chicken Stew; Kasza Keiko  
Three by the Sea; Marshall Edward

**Level 24**

Baby Sister for Frances; Russell  
Bad, Bad Bunnies; Delton Judy  
Bedtime for Frances; Hoban, Russell  
Chickens Aren’t the Only Ones; Heller, Ruth  
Gregory, the Terrible Eater; Sharmat Marjorie  
Horrible Harry (series); Kline Suzy  
Hungry, Hungry Sharks; Cole Joanna  
Is Your Mama a Llama?; Guarino Deborah  
Judy Moody; McDonald Megan  
Junie B. Jones and the Stupid Smelly Bus; Park Barbara  
Kat and the Big Snow; Burton Virginia  
Lionel at Large; Krensky, Stephen  
Madeline; Bemelmans, Ludwig  
Make Way for Ducklings; McCloskey Robert  
The Littles; Peterson John  
The Tale of Peter Rabbit; Potter Beatrix  
Tikki Tikki Tembo; Mosel Arlene

**Level 28**

"I Can’t" Said the Ant; Cameron Polly;  
Cloudy With a Chance of Meatballs; Barrett Judi  
Doctor De Soto; Steig William  
Freckle Juice; Blume Judy  
Goldilicious; Kann Victoria  
Gregory, the Terrible Eater; Sharmat, M. Weinman  
How to Eat Fried Worms; Rockwell Thomas  
Ira Sleeps Over; Weber Bernard  
Miss Rumphius; Cooney Barbara  
Tales of Amanda Pig; Van Leeuwen, Jean  
The Mitten; Brett Jan  
The Patchwork Quilt; Flournoy Valerie  
The Story of Ferdinand; Leaf Munro  
Through Grandpa’s Eyes; MacLachlan, Pticia  
Thunder Cake; Polacco Patricia  
Too Many Tamales; Soto Gary