



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).

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.

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.

Kindergarten					First					Second				Third			
A	1	2	3	4	6	8	10	12	14	16	18	20	24	28	30	34	38
Emergent Readers					Early Readers					Transitional Readers				Extending 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; Slobodkina 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 Jimmy'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
Katy 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; Waber Bernard
Miss Rumphius; Cooney Barbara
Tales of Amanda Pig; Van Leeuwen, Jean
The Mitten; Brett Jan
The Patchwork Quilt; Flourney Valerie
The Story of Ferdinand; Leaf Munro
Through Grandpa's Eyes; MacLachlan, Patricia
Thunder Cake; Polacco Patricia
Too Many Tamales; Soto Gary