

# TS Gold to DRA2 Word Analysis Crosswalk

Teaching Strategies Gold			Developmental Reading Assessment Word Analysis	
<u>GOLD Objective</u>	<u>GOLD Dimension</u>	<u>GOLD Progression</u>	<u>Basic Early Literacy Skill</u>	<u>Skills Assessed by the Task</u>
Demonstrates phonological awareness	Notices and discriminates rhyme	Joins in rhyming songs and games		
		Fills in the missing rhyming word; generates rhyming words spontaneously	Phonological Awareness	Provides a word that rhymes with a word given by the teacher
		Decides whether two words rhyme		
		Generates a group of rhyming words when given a word	Phonological Awareness	Provides a word that rhymes with a word given by the teacher
	Notices and discriminates alliteration	Sings songs and recites rhymes and refrains with repeating initial sounds		
		Shows awareness that some words begin the same way	Phonological Awareness	Identifies a picture that begins with the same sound as the first picture in the set
		Matches beginning sounds of some words	Phonological Awareness	Provides a word that begins with the same sound as the word given by the teacher
		Isolates and identifies the beginning sound of a word	Phonemic Awareness	Isolates the initial sound of a word given by the teacher
	discriminates smaller and smaller units of sound	Hears and shows awareness of separate words in sentences	Phonological Awareness	Uses a number line to show the number of words in a sentence
		Hears and shows awareness of separate syllables in words	Phonological Awareness	Claps the syllables as they say a pictured word

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		Verbally separates and blends onset and rime	Phonological Awareness	Segments a given word by separating the onset from the rime
Demonstrates phonological awareness	Notices and discriminates smaller and smaller units of sound	Verbally separates and blends individual phonemes in words	Phonemic Awareness	Repeats segmented phonemes in a word and then says the word
Demonstrates knowledge of the alphabet	Identifies and names letters	Recognizes and names a few letters in own name	Letter and Word Recognition	Names randomly placed uppercase letters
		Recognizes as many as 10 letters, especially those in own name	Letter and Word Recognition	Names randomly placed uppercase letters
		Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order	Letter and Word Recognition	Names randomly placed lowercase letters
		Identifies and names all upper- and lowercase letters when presented in random order	Letter and Word Recognition	Names randomly placed lowercase letters
	Uses letter-sound knowledge	Identifies the sounds of a few letters	Phonics	Provides the phoneme for each letter and gives a word or name that begins with that phoneme
		Produces the correct sounds for 10-20 letters	Phonics	Provides the phoneme for each letter and gives a word or name that begins with that phoneme

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		Shows understanding that a sequence of letters represents a sequence of spoken sounds	Phonics	Blends two to three consonant-letter sounds and says a word or name that begins with the consonant blend
Uses letter-sound knowledge	Uses letter-sound knowledge	Applies letter-sound correspondence when attempting to read and write	Phonics	Blends two to three consonant-letter sounds and says a word or name that begins with the consonant blend
Demonstrates knowledge of print and its uses	Uses and appreciates books	Shows interest in books		
		Orients book correctly; turns pages from front of the book to the back; recognizes familiar books by their covers		
		Knows some features of a book (title, author, illustrator); connects specific books to authors		
		Uses various types of books for their intended purposes		
	Uses print concepts	Shows understanding that text is meaningful and can be read		
		Indicates where to start reading and the direction to follow		
		Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation		

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		Matches a written word with a spoken word but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line		
Comprehends and responds to books and other texts	Interacts during read-alouds and book conversations	Contributes particular language from the book at the appropriate time		
		Asks and answers questions about the text; refers to pictures		
		Identifies story-related problems, events, and resolutions during conversations with an adult		
Comprehends and responds to books and other texts	Interacts during read-alouds and book conversations	Reconstructs story using pictures, text, and props; begins to make inferences and draw conclusions		
	Uses emergent reading skills	Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues		

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		Pretends to read, using some of the language from the text; describes the action across the pages, using pictures to order the events; may need prompts from adult		
		Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation		
		Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print		
	Retells stories	Retells some events from familiar story with close adult prompting		
		Retells familiar stories, using pictures or props as prompts		
		Retells a familiar story in proper sequence, including major events and characters		
Comprehends and responds to books and other texts	Retells stories	Retells stories with many details about characters, events, and storylines		
Demonstrates emergent writing skills	Writes name	Scribbles or marks		

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		Controlled linear scribbles		
		Mock letters or letter-like forms		
		Letter strings		
		Partially accurate name		
		Accurate name		
	Writes to convey meaning	Scribbles or marks		
		Controlled linear scribbles		
		Mock letters or letter-like forms		
		Letter strings		
		Early invented spelling		
		Late invented spelling		