



## Developmental Reading Assessment (DRA™)

# First 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 Early/Transitional Reader

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

- Identify high-frequency words (e.g., the, I, in, he).
- Encourage your child to use pictures to help identify words.
- Match one-to-one (pointing to a word while saying it) consistently.
- Use beginning letter/sound relationships to problem-solve words and to confirm word choice.
- Re-read familiar books to help build fluency.
- Encourage student to read in phrases with appropriate expression and not just word for word.
- Model and support how to pay attention to punctuation (e.g., stopping after periods, pausing after commas)
- Support self-correction of mistakes.

### Encourage the Love of Reading

**Read aloud.** Children love to hear a parent read aloud. Allow your child to select a favorite story and don’t be surprised if you find yourself reading the same story over and over. You may also want to select books or magazines about topics that you enjoy, such as a favorite sport or a new science discovery. Your own enthusiasm will help your child realize that reading is an enjoyable and rewarding experience. Even after your child learns how to read, don’t stop reading aloud.

**Allow children to select their own books.** Take trips to the library or bookstore and let your kids hunt for books that interest them. If your children aren’t sure where to look, introduce them to the children’s librarian. Librarians can tell you the most popular books for kids of all ages. Once your children select a book, support their decisions. Don’t push your child into selecting challenging material. In fact, if a book is too difficult, your child may lose interest in reading.

**Listen to your child.** Once children learn how to read, it’s important for parents and children to read aloud together. This gives children an opportunity to share new skills and gives parents the opportunity to praise their progress. Provide plenty of approval and avoid making corrections.

*Excerpt From: <http://www.thelearningcommunity.us/Portals/0/Tips%20for%20Parents/DOC036.pdf>*

### Range of Typical reading Levels in First Grade

In the fall, first graders typically independently read at a Level 4. By the end of first grade, a typical first grader will independently read at Level 16. 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		
<b>A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>18</b>	<b>20</b>	<b>24</b>	<b>28</b>	<b>30</b>	<b>34</b>	<b>38</b>
Emergent Readers					Early Readers						Transitional Readers				Extending Readers		

## Book Selections

### What does a book with a level of 4–12 look like?

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

- Books will have familiar objects, pictures that provide support, actions, vocabulary and situations.
- Books will be realistic narratives with a sequence of events, fairy tales and folk tales, informational texts, or poetry and songs.
- The language in the books will contain high-frequency words, 1–2 syllable words, and fairly predictable words.
- The pages in the books will have approximately 2–6 lines of text (50 to 150 words).

### 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 6

*Where’s Al?;* Barton, Byron  
*Footprints in the Snow;* Benjamin, Cynthia  
*Things I Like;* Browne, Anthony  
*Sid and Sam;* Buck, Nola  
*How Many Bugs in a Box?;* Carter, David  
*Wheels;* Cobb, Annie  
*Happy Birthday, Danny and the Dinosaur;* Hoff, Syd  
*My Messy Room;* Packard, Mary  
*Mary Wore Her Red Dress;* Peek, Merle  
*It’s Game Day;* Salem, Lynn & Stewart, J.  
*I Love Mud and Mud Loves Me;* Stephens, Vicki  
*Wake Up, Wake Up!;* Wildsmith, B. & R.  
*Sleepy Dog;* Ziefert, Harriet

### Level 8

*Sunshine, Moonshine;* Armstrong, Jennifer  
*Henry’s Busy Day;* Campbell, Rod  
*Go Dog Go;* Eastman, Philip D.  
*Tortillas;* Gonzalez-Jensen  
*Gum on the Drum;* Gregorich, Barbara  
*Traffic Jam;* Harper, Leslie  
*Where’s Spot?;* Hill, Eric  
*Oh a Hunting We Will Go;* Langstaff, John  
*All By Myself;* Mayer, Mercer  
*Ear Book;* Perkins, Al  
*Paper Bag Trail;* Schreiber, Anne & Doughty, A.  
*It Looked Like Spilt Milk;* Shaw, Charles  
*Nickels and Pennies;* Williams, Deborah

### Level 10

*Just Like Daddy;* Asch, Frank  
*Dark, Dark Tale, A;* Brown, Ruth  
*Ten Black Dots;* Crews, Donald  
*Across the Stream;* Ginsburg, Mirra  
*SHHH;* Henkes, Kevin  
*Amy Loves the Wind;* Hoban, Julia  
*Johnny Lion’s Rubber Boots;* Hurd, Edith Thacher  
*Rosie’s Walk;* Hutchins, Pat  
*Itchy, Itchy Chicken Pox;* Maccarone, Grace  
*Are You There Bear?;* Maris, Ron  
*Bread, Bread, Bread;* Morris, Ann  
*Tiger Is a Scaredy Cat;* Phillips, Joan  
*Cars;* Rockwell, Anne

*Cookie’s Week;* Ward, Cindy  
*The Lady With the Alligator Purse;* Westcott, Nadine

### Level 12

*Each Peach Pear Plum;* Ahlberg, Allan & Janet  
*Mine’s the Best;* Bonsall, Crosby  
*Snow, The;* Burningham, John  
*Biscuit;* Capucilli, Alyssa Satin  
*Polar Bear, Polar Bear, What Do You See?;* Carle, Eric  
*Alligator Shoes;* Dorros, Arthur  
*One Fish, Two Fish, Red Fish, Blue Fish;* Dr. Seuss  
*Growing Vegetable Soup;* Ehlert, Lois  
*More Spaghetti I Say;* Gelman, Rita  
*The Carrot Seed;* Kraus, Ruth  
*Buzz Said the Bee;* Lewison, Wendy  
*I’m a Caterpillar;* Marzollo, Jean  
*Great Race, The;* McPhail, David  
*Curious George ;* Rey, H.A  
*Sheep in a Jeep;* Shaw, Nancy

### Level 14

*Goodnight, Moon;* Brown, Margaret Wise  
*George Shrinks;* Joyce, William  
*Oliver;* Kraus, Robert  
*Put Me in the Zoo;* Lopshire, Robert  
*Great Big Enormous Turnip;* Tolstoy, Aleksey

### Level 16

*Town Mouse and Country Mouse, The;* Aesop  
*Three Billy Goats Gruff, The;* Brown, Marcia  
*Liar, Liar Pants on Fire;* Cohen, Miriam  
*Angus and the Cat;* Flack, Marjorie  
*Hattie and the Fox;* Fox, Mem  
*Little Toot;* Gramatky, Hardie  
*Reflections;* Jonas, Ann  
*We Just Moved!;* Krensky, Stephen  
*Let’s Go Froggy;* London, Jonathan  
*Father Bear Comes Home;* Minarik, Else H.  
*Dragon’s Fat Cat;* Pilkey, Dav  
*The Little Engine That Could;* Piper, Walter  
*Benny Bakes a Cake;* Rice, Eve  
*We’re Going on a Bear Hunt;* Rosen, Michael  
*Noisy Nora;* Wells, Rosemary  
*Napping House, The;* Wood, Don & Audrey