

## Grade Level: First Grade

### Reading

DRA Target levels and the level's defining characteristics:

End of 1st Trimester	End of 2nd Trimester	End of school year
DRA 6	DRA 12	DRA 16
<ul style="list-style-type: none"> <li>• One to three short, simple sentences on each page</li> <li>• Existence of slight pattern change at some point in the book</li> <li>• Consistent placement of text with one or two minor changes</li> <li>• Good spacing and larger font</li> <li>• Highly support illustrations with few extraneous details</li> <li>• A few high frequency words appear throughout the book</li> </ul>	<ul style="list-style-type: none"> <li>• Text contains more challenging vocabulary</li> <li>• Repetition of three or more phrases or sentence patterns throughout the book</li> <li>• Illustrations provide moderate support</li> <li>• Language structure and patterns may be more varied and complex; they may also contain more literacy "book language"</li> <li>• The content may often include a single character or story line throughout the book</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Patterns are longer, varied and more complex</li> <li>• Greater use of literary or story language: Once upon a time...Long, long ago...</li> <li>• May include repeated pattern in cumulative form with more and more text added to each page</li> <li>• Low picture support</li> <li>• There will be more unfamiliar and often complex vocabulary</li> </ul>

Suggested titles and authors at target DRA levels:

DRA 6	DRA 12	DRA 16
<ul style="list-style-type: none"> <li>• Five Little Monkeys Jumping on the Bed (Christelow)</li> <li>• Go, Dog, Go! (Eastman)</li> <li>• It Looked Like Spilt Milk (Shaw)</li> <li>• Mrs. Wishy Washy (Cowley)</li> <li>• Taking Care of Rosie (Salem)</li> <li>• Wake up! Wake up! (Wildsmith)</li> </ul>	<ul style="list-style-type: none"> <li>• Biscuit (Capucilli)</li> <li>• Cookie's Week (Ward)</li> <li>• Does a Kangaroo Have a Mother Too? (Carle)</li> <li>• More Spaghetti, I Say (Gelman)</li> <li>• Rosie's Walk (Hutchins)</li> <li>• Spot's First Week (Hill)</li> <li>• The Carrot Seed (Krauss)</li> <li>• What Daddies Do Best (Numeroff)</li> </ul>	<ul style="list-style-type: none"> <li>• Are You My Mother? (Eastman)</li> <li>• Big Dog, Little Dog (Eastman)</li> <li>• Danny and the Dinosaur (Hoff)</li> <li>• Father Bear Comes Home (Minarik)</li> <li>• George Shrinks (Joyce)</li> <li>• Goodnight Moon (Brown)</li> <li>• Hattie and the Fox (Fox)</li> <li>• Morris the Moose (Wiseman)</li> <li>• Old Hat, New Hat (Berenstain)</li> </ul>

Teachers can provide parents with example books to better illustrate what each DRA level looks like in real text.

## Writing

<b>1st Trimester</b>	<b>2nd Trimester</b>	<b>3rd Trimester</b>
<ul style="list-style-type: none"><li>• Tell, draw, and write personal stories</li><li>• Develop strategies for hearing and recording sounds, using known words, leaving spaces between words, and being spelling risk-takers</li><li>• Recognize and use story structures</li><li>• Tell stories in sequential order with beginnings, middles, and ends</li><li>• Share and talk about their writing daily</li></ul>	<ul style="list-style-type: none"><li>• Describe sequential steps to make or do something</li><li>• Use visualization to plan steps of how-to texts</li><li>• Use text features and illustration</li><li>• Revise and edit writing</li><li>• Write from own experiences</li><li>• Gather information pertinent to familiar topics, sort into major categories, and write reports</li><li>• Use details, photos, diagrams, graphics, etc to enhance information</li><li>• Revise and edit all-about books</li></ul>	<ul style="list-style-type: none"><li>• Draw upon everyday life to create stories</li><li>• Analyze author's work to identify and reproduce writing techniques</li><li>• Respond to books, including introductions, retelling, connections, and reactions</li><li>• Produce writing that tells a story that the writer and others can read using conventional and approximate spelling</li></ul>

Teachers can provide parents with writing rubrics, (examples of what students should be able to produce) to better illustrate the expectations at the end of each trimester.

## Math

<b>1st Trimester</b>	<b>2nd Trimester</b>	<b>3rd Trimester</b>
<ul style="list-style-type: none"><li>• Counting and comparing numbers</li><li>• Addition and Subtraction readiness</li><li>• Number patterns</li><li>• Money and Time</li><li>• Sums to 10</li></ul>	<ul style="list-style-type: none"><li>• Measurement</li><li>• Basic Facts</li><li>• Place Value</li><li>• Addition and subtraction number stories</li><li>• Coin values</li><li>• Time</li><li>• Equivalent names for numbers</li></ul>	<ul style="list-style-type: none"><li>• Polygons</li><li>• Money</li><li>• Fractions</li><li>• Automaticity of sums to 10 and beyond</li></ul>

## Science

These units may be scheduled in any order throughout the year.

<b>1st Trimester</b>	<b>2nd Trimester</b>	<b>3rd Trimester</b>
Investigating Properties	Investigating Weather	Investigating Animals and Their Needs

## Social Studies

These units may be scheduled in any order throughout the year.

<b>1st Trimester</b>	<b>2nd Trimester</b>	<b>3rd Trimester</b>
Civics - Cooperation, Rules, and Responsibility (6 weeks)	History, Geography, and Civics - Maps and Cultures (6 weeks)	History, Geography, Economics, and Civics - Choices About Resources (6 weeks)