

Parents,

You are your child's first teacher and reading with your child is a proven way to promote early literacy. Helping to make sure your child is reading on grade level is one of the most important things you can do to prepare him/her for the future. By reading with your child for 20 minutes per day and making a few simple strategies a part of your daily routine, you can make a positive impact on your child's success in school.

Five Areas of Reading

Phonemic Awareness

Phonemic awareness is the ability to hear and distinguish sounds.

This includes:

- Recognizing sounds, alone and in words
- Adding sounds to words
- Taking apart words and breaking them into their different sounds
- Moving sounds

Phonics

Phonics is the ability to understand the relationship between letters and the sounds they represent.

This includes:

- Recognizing print patterns that represent sounds
- Syllable patterns
- Word parts (prefixes, suffixes, and root words)

Common Consonant Digraphs and Blends:

bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr

Common Consonant Trigraphs:

nth, sch, scr, shr, spl, spr, squ, str, thr

Common Vowel Digraphs:

ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou, ow, oy

Fluency

Fluency is the ability to read with sufficient speed to support understanding.

This includes:

- Automatic word recognition
- Accurate word recognition
- Use of expression

Comprehension

Comprehension is the ability to understand and draw meaning from text.

This includes:

- Paying attention to important information
- Interpreting specific meanings in text
- Identifying the main idea
- Verbal responses to questions
- Application of new information gained through reading

Vocabulary

Vocabulary is students' knowledge of and memory for word meanings.

This includes:

- Receptive Vocabulary
 - Words we understand when read or spoken to us
- Expressive Vocabulary
 - Words we know well enough to use in speaking and writing



Kindergarten DRA Scores					1st Grade DRA Scores						2nd Grade DRA Scores				3rd Grade DRA Scores		
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		

Emergent Readers

(DRA A-4)

Students at this level:

*Read from left to right

*Reread for understanding

*Discuss stories after reading

*Use meaning and beginning sounds

*Read and write 30 words

*Write simple messages

Phonemic Awareness

- Play a game in which you say a word and your child has to break apart all the sounds. Ask your child to stretch out a word like dog and h/she can pretend to stretch a word with a rubber band. Your child should say /d/ /o/ /g/.
- Play "I Spy" but instead of giving a color, say "I spy something that starts with /b/" or I spy something that with has these sounds, /d/o/g/." Have your child do the same.
- Read books over and over again containing rhymes. As you read, have your child complete the rhyming word at the end of each line.
- Prompt your child to produce rhymes. Ask, "Can you tell me a word that rhymes with 'cake'?", and sing rhyming songs like "Twinkle, Twinkle Little Star".

Phonics Activities

- Teach your child to recognize the letters in his or her name.
- Write letters on cards. Hold up the cards one at a time and have your child say the letter name and sound.
- Ask your child to name stores, restaurants, and other places that have signs. This is called environmental print. Have your child cut the images of these signs from bags, takeout containers, and fliers and post them somewhere to make an Environmental Print Word Wall.
- Write letters with your finger on your child's back and have them guess the letter.

Vocabulary Activities

- Play "categories" with your child. Name a topic such as "farms" and ask your child to think of all the words he/she can relate to that topic. This is a great way to build word knowledge.
- Talk about how things are similar/alike as well as how things are different. Ex: How is a dog like a cat? How is a dog different from a cat?
- Trips to everyday places build vocabulary. Discuss what you are doing and seeing as you are going through the store, for example: "I'm here in the bakery. I can find donuts, cookies, and bread." Ask your child, "What else do you think I could find here?"
- Read aloud – Continue to read aloud to your child even after he is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary.

Fluency Activities

- Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it in meaningful phrases. Ex; the boy went/to the store/with his mother.
- Speak in complete sentences "pizza", "I want pizza."
- Using a favorite book, have your child tell the story in their own words using the pictures to help them.
- Use different voices – When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.

Comprehension Activities

- Before reading, take a quick "picture walk" and encourage your child to talk about what he or she thinks about what might happen in the story.
- During reading, describe how you feel about what's going on in the book, what you think will happen next, or what you thought about a character's choice.
- When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is much more than just figuring out the words.
- After reading, ask your child, "What was your favorite part?" Show me. Why do you like that part?

Kindergarten Sight Word List:

the	and	a	to	in	is	you
it	he	for	on	are	with	his
they	I	at	be	this	had	all
we	can	said	she	like	go	look
see	my	do	am	me	big	here

Visit your local library to enjoy books at the emergent level!

Level 1

Do You Want to be My Friend?; Eric Carle
Have You Seen My Duckling?; Nancy Tafuri
Growing Colors; Bruce McMillan
My Book; Ron Maris
Counting Chicks; Elizabeth Schafer
Numbers All Around; Chesson & Canizares
Boxes, Avelyn Davidson
The Red Book; Ariel Pang
Stop! East!; Cass Hollander

Level 2

Have You Seen My Cat?; Eric Carle
Growing Vegetable Soup; Lois Ehlert
Let's go Visiting; Sue Williams
Six Yellow Ducks; Cynthia Rothman
Who Hid?; Nancy Leber
In My Pocket; Liza Charlesworth
My Family Quilt, Judy Nayer
Five!, Jennifer Drew
I See Fish; Don Curry
Brothers; Lola Schaefer
Little Critter Numbers; Mercer Mayer
At a Farm; Rick Wagner

Level 4

Roll Over!; Merle Peek
Spots, Feathers, and Curly Tails; Nancy Tafuri
What's for Lunch?; Eric Carle
It Looked Like Spilt Milk; Charles Shaw
My Cat Muffin; Marjory Gardner
Good News, Bad News; Jeff Mack
Every Animal has A Home; Mindy Menschell
I Want A Pet; Barbara Gregorich
The Tortoise and the Hare; Jerry Pinkney
Pig Played; Cynthia Rothman
Kites; Betina Ling
Silly Sally; Audrey Wood
Little Duckling is Lost; May Nelson
Love Me, Love You; Susan O'Keefe



Early Readers

DRA 6-16

Students at this level:

*Know their letters and sounds

*Read for meaning

*Use phonics skills to solve unknown words

*Are learning to read and write high frequency words

*Read with expression

*Reread when necessary to clarify reading

Phonemic Awareness Activities

- Play a game in which you say a word and your child has to break apart all the sounds. Ask your child to stretch out a word like dog and h/she can pretend to stretch a word with a rubber band. Your child should say /d/ /o/ /g/.
- Play the "Silly Name Game." Replace the first letter of each family member's name with a different letter. For example, 'Tob' for 'Bob', 'Watt' for 'Matt', etc.
- Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.

Phonics Activities

- Hunting for words – Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is "m," the child might find and write mop, mat, Mom, money, and microwave.
- 1st sound: Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double-check the printed word to see it matches the child's guess.
- Familiar Parts: When your child starts reading longer words, have him notice the parts of the word that he already knows. For example, in a word such as "presenting," your child may already know the prefix pre-, the word "sent," and the word ending -ing.

Fluency Activities

- Point out punctuation marks that aid in expression such as question marks, exclamation points and quotation marks. Demonstrate how our voice changes as you read for each. Only focus on one during a book. Remember it is important to enjoy it first and foremost.
- Make your own books of favorite songs for your child to practice "reading." This builds confidence and helps your child identify him/herself as a reader.
- Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it in meaningful phrases. Ex; the boy went/ to the store /with his mother.

Vocabulary Activities

- Read aloud – Continue to read aloud to your child even after he is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching him new words and how they are used in context.
- Preview words – Before reading to or with your child, scan through the book, and choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean.
- Play "categories" with your child. Name a topic such as "farms" and ask your child to think of all the words he/she can relate to that topic. This is a great way to build word knowledge.

Comprehension Activities

- Think aloud – When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is much more than just figuring out the words. Describe how you feel about what's going on in the book, what you think will happen next, or what you thought about a character's choice.
- After reading – Ask your child to retell the story from the beginning, and ask for opinions, too. "What was your favorite part? Would you recommend this to a friend?"
- "Which character was bossy? How do you know?" If your child doesn't know, give your answer. You may need to do this many times before your child can do it. He/she may also "mimic" your answer. Encourage your child's attempts.

Level 6

Where's Al?; Byron Barton
Footprints in the Snow; Cynthia Benjamin
Things I Like; Anthony Browne
Sid and Sam; Nola Buck
How Many Bugs in a Box?; David Carter
Wheels; Annie Cobb
My Messy Room; Mary Packard
Mary Wore Her Red Dress; Merle Peek
It's Game Day; Lynn Salem & J. Stewart
I Love Mud and Mud Loves Me; Vicki Stephens
Wake Up, Wake Up!; B. & R. Wildsmith,
Sleepy Dog; Harriet Ziefert
Bears in the Night; Stan Bernstain
Bears on Wheels; Stan Berenstain
Fast Draw Freddie; Bobbie Hamsa
Ice is...Whee!; Carol Greene
Mary Wore Her Red Dress; Merle Peek
Mud; Wendy Lewison
Snow Joe; Carol Greene
The Chick and Duckling; Mirra Ginsurg
Too Many Balloons; Catherine Matthias
Traffic Jam; Leslie Harper
Where's Spot?; Eric Hill
Brown Bear, Brown Bear, What Do You See?; Eric Carle

Level 8

Sunshine, Moonshine; Jennifer Armstrong
Tortillas; Gonzalez-Jensen
Oh a Hunting We Will Go; John Langstaff
All By Myself; Mercer Mayer
The Ear Book; Al Perkins
Paper Bag Trail; Anne Schreiber & A. Doughty
School Bus; Donald Crews
SHHH; Kevin Henkes
Are You There Bear?; Ron Maris
The Missing Tooth; Mary Packard
Down on the Farm; Merrily Kutner
Five Little Monkeys Jumping on the Bed; Eileen Christelow
David Smells; David Shannon

Level 10

Just Like Daddy; Frank Asch
Dark, Dark Tale, A; Ruth Brown
Across the Stream; Mirra Ginsburg
Johnny Lion's Rubber Boots; Edith Thacher Hurd
Rosie's Walk; Pat Hutchins
Itchy, Itchy Chicken Pox; Grace Maccarone
Bread, Bread, Bread; Ann Morris
Tiger Is a Scaredy Cat; Joan Phillips
Biscuit; Alyssa Satin Capucilli
Fly High, Fly Guy, Tedd Arnold
Cars; Anne Rockwell
A Color of His Own; Leo Lionni

Level 12

Each Peach Pear Plum; Allan & Janet Ahlberg
Mine's the Best; Crosby Bonsall
Snow, The; John Burningham
Polar Bear, Polar Bear, What Do You Hear? Bill Martin Jr.
Alligator Shoes; Arthur Dorros
More Spaghetti I Say; Rita Gelman
The Carrot Seed; Ruth Krauss
Buzz Said the Bee; Wendy Lewison
I'm a Caterpillar; Jean Marzollo
The Great Race, David McPhail
Sheep in a Jeep; Nancy Shaw

Level 14

Buzz, Buzz, Buzz; Byron Barton
Goodnight, Moon; Margaret Wise Brown
George Shrinks; William Joyce
Great Big Enormous Turnip; Aleksey Tolstoy
Sammy the Seal; Syd Hoff
Time to Sleep; Denise Fleming
Whose Mouse Are You?; Robert Kraus
Happy Birthday, Danny and the Dinosaur; Syd Hoff
The Lady With the Alligator Purse; Nadine Westcott

Level 16

Liar, Liar Pants on Fire; Miriam Cohen
Angus and the Cat; Marjorie Flack
Hattie and the Fox; Mem Fox
Reflections; Ann Jonas
We Just Moved!; Stephen Krensky
Let's Go Froggy; Jonathan London
Father Bear Comes Home; Else H. Minarik
Dragon's Fat Cat; Dave Pilkey
The Little Engine That Could; Watty Piper
Benny Bakes a Cake; Eve Rice
We're Going on a Bear Hunt; Michael Rosen
Noisy Nora; Rosemary Wells
The Napping House; Audrey Wood
Grizzwold; Syd Hoff
Ten Black Dots; Donald Crews
Oliver; Syd Hoff
Bear Shadow; Frank Asch
Bringing the Rain to Kapiti Plain; Verna Aardema
Danny and the Dinosaur; Syd Hoff
Froggy Learns to Swim; Jonathan London
Green Eggs and Ham; Dr. Seuss
Harry and the Lady Next Door; Gene Zion
Henry and Mudge; Cynthia Rylant
I Was So Mad; Mercer Mayer
Little Bear; Else Minarik
Stone Soup; Ann McGovern
The Snowy Day; Ezra Keats
The Very Hungry Caterpillar; Eric Carle
Where the Wild Things Are; Maurice Sendak
Clifford the Big Red Dog; Norman Bridwell

Transitional Readers

DRA 18-28

Students at this level are working on:

*Decoding

*Retelling

*More complex text

*Fluency

*Words with multiple syllables

Phonemic Awareness Activities

- Give your child a small car (such as a Matchbox car). Write a 5+ letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.
- Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.

Phonics Activities

- Writing words – Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or place notes on the pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have him/her write back. Don't be concerned about spelling. Instead, have your child sound out the words to the best of his/her ability.
- Hunting for words – Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help our child write the word on a list. For example, if the target sound is "bl," the child might find and write blanket, blood, blue, blizzard, blast.

Fluency Activities

- Use different voices – When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.
- Record the reading – After your child has practiced a few paragraphs, have him/her record it with a tape player, cell phone, or MP3 device. Once recorded, your child can listen to his reading and follow along in the book. Often, he/she will want to record it again and make it even better?

Vocabulary Activities

- Read aloud – Continue to read aloud to your child even after he is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. Take time to discuss new words and how they are used in the story.
- Hot potato – Play hot potato with synonyms (words with similar meanings). Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again with antonyms (opposites).

Comprehension Activities

- Fiction- After reading a fiction story, ask your child:
 1. What is the most important thing the character did?
 2. What is the most important feeling the character had?
- Non-fiction Key Words- After reading a non-fiction book or article ask you child:
 1. What are the 3 most important words about this topic?
 2. Why are these words important to the topic?

Visit your local library to enjoy books at the emergent level!

Level 18

Days With Frog and Toad; Arnold Lobel
Nate the Great; Marjorie Sharmat
There's a Hippopotamus Under My Bed; Mike Thaler
One Fish, Two Fish, Red Fish, Blue Fish; Dr. Seuss
Curious George; H.A Rey
You Can't Smell a Flower With Your Ear; Joanna Cole
Arthur Babysits; Marc Brown
Caps For Sale; Esphyr Slobodkina
Case of the Cat's Meow; Crosby Bonsall
Corduroy; Don Freeman
Franklin Goes to School; Paulette Bourgeois
Harold and the Purple Crayon; Crockett Johnson
If You Give a Mouse a Cookie; Laura Numeroff
Ruby the Copycat; Peggy Rathmann
Snowshoe Thompson; Nancy Levinson
The Day Jimmy's Boa Ate the Wash; Trinka Noble
Bedtime for Frances; Russell Hoban
Lionel at Large; Stephen Krensky
Madeline; Ludwig Bemelmans
The Story of Ferdinand; Leaf Munro
A Baby Sister for Frances; Russell Hoban

Level 20

Amelia Bedelia; Peggy Parish
Chicka, Chicka, Boom, Boom; Martin & Archambault
Mama Do You Love Me?; Barbara Joosse
A Picture for Harold's Room; Crockett Johnson
Amazing Grace; Mary Hoffman
Bad, Bad Bunnies; Judy Delton
Chickens Aren't the Only Ones; Ruth Heller
Gregory, the Terrible Eater; Marjorie Sharmat
Horrible Harry (series); Suzy Kline
Hungry, Hungry Sharks; Joanna Cole
Is Your Mama a Llama?; Deborah Guarino
Katy and the Big Snow; Virginia Burton
Make Way for Ducklings; Robert McCloskey
The Tale of Peter Rabbit; Beatrix Potter
Gregory, the Terrible Eater; Mitchell Sharmat
Tales of Amanda Pig; Jean Van Leeuwen
Through Grandpa's Eyes; Patricia MacLachlan

Level 24

Judy Moody; Megan McDonald
Junie B. Jones and the Stupid Smelly Bus; Barbara Park
The Littles; John Peterson
The Town Mouse and Country Mouse; Jan Brett
Chester's Way; Kevin Henkes
Click Clack Moo, Cows That Type; Doreen Cronin
"I Can't" Said the Ant; Polly Cameron
Cloudy With a Chance of Meatballs; Judi Barrett
Freckle Juice; Judy Blume
Miss Rumphius; Barbara Cooney
The Mitten; Jan Brett
Thunder Cake; Patricia Polacco
Too Many Tamales; Gary Soto
The Art Lesson; Tommie de Paola
Fancy Nancy; Jane O'Connor
Strega Nona; Tommie de Paola

Level 28

How to Eat Fried Worms; Thomas Rockwell

Level 30

Tikki Tikki Tembo; Arlene Mosel
Doctor De Soto; William Steig
Goldilicious; Victoria Kann
Snowflake Bentley; Jacqueline Briggs Martin
Horace and Morris but Mostly Dolores; James Howe
Diary of a Spider; Doreen Cronin
26 Fairmont Avenue; Tommie de Paola
Pinkalicious; Victoria Kann
The Hat; Jan Brett
The Magic Finger; Roald Dahl
The Black Lagoon Adventure Series; Mike Thaler
A to Z Mysteries; Ron Roy

The Fry word lists found below are used in first, second and third grades. The first grade expectation is to be able to read 80%, or 130, of the first 160 Fry List words with automaticity. The second grade goal is to read 80%, 240, of the first 300 Fry list words with automaticity. The third grade goal is to read 80%, 320, of the first 400 Fry list words with automaticity. Students should work toward knowing these words as opposed to sounding them out. All of the above goals are end of the year grade level goals.

Fry List 1 st 100 Words				
List 1 1. the 2. of 3. and 4. a 5. to 6. in 7. is 8. you 9. that 10. it 11. he 12. was 13. for 14. on 15. are 16. as 17. with 18. his 19. they 20. I	List 2 1. at 2. be 3. this 4. have 5. from 6. or 7. one 8. had 9. by 10. words 11. but 12. not 13. what 14. all 15. were 16. we 17. when 18. your 19. can 20. said	List 3 1. there 2. use 3. an 4. each 5. which 6. she 7. do 8. how 9. their 10. if 11. will 12. up 13. other 14. about 15. out 16. many 17. then 18. them 19. these 20. so	List 4 1. some 2. her 3. would 4. make 5. like 6. him 7. into 8. time 9. has 10. look 11. two 12. more 13. write 14. go 15. see 16. number 17. no 18. way 19. could 20. people	List 5 1. my 2. than 3. first 4. water 5. been 6. called 7. who 8. am 9. its 10. now 11. find 12. long 13. down 14. day 15. did 16. get 17. come 18. made 19. may 20. part
Fry List 2 nd 100 words				
List 1 1. over 2. new 3. sound 4. take 5. only 6. little 7. work 8. know 9. place 10. years 11. live 12. me 13. back 14. give 15. most 16. very 17. after 18. things 19. our 20. just	List 2 1. name 2. good 3. sentence 4. man 5. think 6. say 7. great 8. where 9. help 10. through 11. much 12. before 13. line 14. right 15. too 16. means 17. old 18. any 19. same 20. tell	List 3 1. boy 2. follow 3. came 4. want 5. show 6. also 7. around 8. form 9. three 10. small 11. set 12. put 13. end 14. does 15. another 16. well 17. large 18. must 19. big 20. even	List 4 1. such 2. because 3. turn 4. here 5. why 6. ask 7. went 8. men 9. read 10. need 11. land 12. different 13. home 14. us 15. move 16. try 17. kind 18. hand 19. picture 20. again	List 5 1. change 2. off 3. play 4. spell 5. air 6. away 7. animal 8. house 9. point 10. page 11. letter 12. mother 13. answer 14. found 15. study 16. still 17. learn 18. should 19. America 20. world

Fry List 3rd 100 Words

<p>List 1</p> <ol style="list-style-type: none"> high every near add food between own below country plant last school father keep tree never start city earth eyes 	<p>List 2</p> <ol style="list-style-type: none"> light thought head under story saw left don't few while along might close something seem next hard open example begin 	<p>List 3</p> <ol style="list-style-type: none"> life always those both paper together got group often run important until children side feet car mile night walk white 	<p>List 4</p> <ol style="list-style-type: none"> sea began grow took river four carry state once book hear stop without second late miss idea enough eat face 	<p>List 5</p> <ol style="list-style-type: none"> watch far Indian real almost let above girl sometimes mountains cut young talk soon list song being leave family it's
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Fry List 4th 100 Words

<p>List 1</p> <ol style="list-style-type: none"> body music color stand sun questions fish area mark dog horse birds problem complete room knew since ever piece told 	<p>List 2</p> <ol style="list-style-type: none"> usually didn't friends easy heard order red door sure become top ship across today during short better best however low 	<p>List 3</p> <ol style="list-style-type: none"> hours black products happened whole measure remember early waves reached listen wind rock space covered fast several hold himself toward 	<p>List 4</p> <ol style="list-style-type: none"> five step morning passed vowel true hundred against pattern numeral table north slowly money map farm pulled draw voice seen 	<p>List 5</p> <ol style="list-style-type: none"> cold cried plan notice south sing war ground fall king town I'll unit figure certain field travel wood fire upon
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Fry List 5th 100 Words

List 1	List 2	List 3	List 4	List 5
1. done	1. front	1. stay	1. warm	1. object
2. English	2. feel	2. green	2. common	2. am
3. road	3. fact	3. known	3. bring	3. rule
4. half	4. inches	4. island	4. explain	4. among
5. ten	5. street	5. week	5. dry	5. noun
6. fly	6. decided	6. less	6. though	6. power
7. gave	7. contain	7. machine	7. language	7. cannot
8. box	8. course	8. base	8. shape	8. able
9. finally	9. surface	9. ago	9. deep	9. six
10. wait	10. produce	10. stood	10. thousands	10. size
11. correct	11. building	11. plane	11. yes	11. dark
12. oh	12. ocean	12. system	12. clear	12. ball
13. quickly	13. class	13. behind	13. equation	13. material
14. person	14. note	14. ran	14. yet	14. special
15. became	15. nothing	15. round	15. government	15. heavy
16. shown	16. rest	16. boat	16. filled	16. fine
17. minutes	17. carefully	17. game	17. heat	17. pair
18. strong	18. scientists	18. force	18. full	18. circle
19. verb	19. inside	19. brought	19. hot	19. include
20. stars	20. wheels	20. understand	20. check	20. built

Fry List 6th 100 Words

List 1	List 2	List 3	List 4	List 5
1. can't	1. region	1. window	1. arms	1. west
2. matter	2. return	2. difference	2. brother	2. lay
3. square	3. believe	3. distance	3. race	3. weather
4. syllables	4. dance	4. heart	4. present	4. root
5. perhaps	5. members	5. sit	5. beautiful	5. instruments
6. bill	6. picked	6. sum	6. store	6. meet
7. felt	7. simple	7. summer	7. job	7. third
8. suddenly	8. cells	8. wall	8. edge	8. months
9. test	9. paint	9. forest	9. past	9. paragraph
10. direction	10. mind	10. probably	10. sign	10. raised
11. center	11. love	11. legs	11. record	11. represent
12. farmers	12. cause	12. sat	12. finished	12. soft
13. ready	13. rain	13. main	13. discovered	13. whether
14. anything	14. exercise	14. winter	14. wild	14. clothes
15. divided	15. eggs	15. wide	15. happy	15. flowers
16. general	16. train	16. written	16. beside	16. shall
17. energy	17. blue	17. length	17. gone	17. teacher
18. subject	18. wish	18. reason	18. sky	18. held
19. Europe	19. drop	19. kept	19. glass	19. describe
20. moon	20. developed	20. interest	20. million	20. drive

OTSEGO COUNTY LIBRARY

700 S Otsego Ave,
Gaylord, MI 49735
989-732-5841

ocl@otsego.org

Library Hours:

Monday – Wednesday – 9:00 a.m. to 8:00 p.m.

Thursday - Friday – 9:00 a.m. to 5:00 p.m.

Saturday – 9:00 a.m. to 1:00 p.m.

Sunday – 1:00 p.m. to 5:00 p.m.

To check the DRA level of other books you can visit Scholastic Book Wizard. It does not contain all books however, it has many titles.

<https://www.scholastic.com/teachers/bookwizard/>

North Ohio Elementary

912 N Ohio Ave,
Gaylord, MI 49735
(989) 731-2648

South Maple Elementary

650 E. Fifth Street
Gaylord, MI 49735
(989)731-0648

Adapted from Warren Consolidated Schools (10/2017)

For more information about the Michigan 3rd grade reading law you can visit:

http://www.michigan.gov/documents/mde/3rd_Grade_Reading_Law_FAQ-June_2017_573055_7.pdf