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:**
th, sch, scr, shr, spl, spr, squ, str, thr

**Common Vowel Digraphs:**
ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, 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

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<tr>
<th>Kindergarten DRA Scores</th>
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<th>3rd Grade DRA Scores</th>
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<tr>
<td>A 1 2 3 4</td>
<td>6 8 10 12 14 16</td>
<td>18 20 24 28</td>
<td>30 34 38</td>
</tr>
<tr>
<td>Emergent Readers</td>
<td>Early Readers</td>
<td>Transitional Readers</td>
<td>Extending Readers</td>
</tr>
</tbody>
</table>
**Emergent Readers**  
**(DRA A-4)**  
**Students at this level:**  
- Read from left to right  
- Use meaning and beginning sounds  
- Reread for understanding  
- Read and write 30 words  
- Discuss stories after reading  
- Write simple messages

<table>
<thead>
<tr>
<th><strong>Phonemic Awareness</strong></th>
<th><strong>Phonics Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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/.</td>
<td>Teach your child to recognize the letters in his or her name.</td>
</tr>
<tr>
<td>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.</td>
<td>Write letters on cards. Hold up the cards one at a time and have your child say the letter name and sound.</td>
</tr>
<tr>
<td>Read books over and over again containing rhymes. As you read, have your child complete the rhyming word at the end of each line.</td>
<td>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.</td>
</tr>
<tr>
<td>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”.</td>
<td>Write letters with your finger on your child’s back and have them guess the letter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Vocabulary Activities</strong></th>
<th><strong>Fluency Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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?</td>
<td>Speak in complete sentences “pizza”, “I want pizza.”</td>
</tr>
<tr>
<td>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?”</td>
<td>Using a favorite book, have your child tell the story in their own words using the pictures to help them.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
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</table>
Comprehension Activities

➢ Before reading, take a quick “book look” 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?

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

Level 1
Count and See; Hoban, Tana
Do You Want to be My Friend?; Carle, Eric
Great Cat Chase; Mayer, Mercer
My Book; Maris, Ron
My Very First Book of Colors; Carle, Eric
Now We Can Go; Jonas, Cann

Level 2
Cat on the Mat; Wildsmith, Brian
Chicken Soup; Fitros, Pamela
Grizzwold; Hoff, Syd
Have You Seen My Cat?; Carle, Eric
Have You Seen My Duckling?; Tafuri, Nancy
I’m Hungry; Fitros, Pamela

For digital resources please visit your child’s school webpage.

Kindergarten
High Frequency Words

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Level 4
Bears in the Night; Berenstain, Stan
Bears on Wheels; Berenstain, Stan
Fast Draw Freddie; Hamsa, Bobbie
Ice is...Whee!; Greene, Carol
Mary Wore Her Red Dress; Peek, Merle
Mud; Lewison, Wendy
My Dream; Wildsmith, Brian
Oops!; Mayer, Mercer
Roll Over!; Peek, Merle
School Bus; Crews, Donald
Snow Joe; Greene, Carol
Spots, Feathers, and Curly Tails; Tafuri, Nancy
The Chick and Duckling; Ginsburg, Mirra
Too Many Balloons; Matthias, Catherine
Toot, Toot; Wildsmith, Brian
What’s for Lunch?; Carle, Eric
Where is It?; Lillegard, Dee
Early Readers
DRA 6-16

Students at this level:

- Know their letters and sounds
- Are learning to read and write high frequency words
- Read for meaning
- Read with expression
- Use phonics skills to solve unknown words
- Reread when necessary to clarify reading

<table>
<thead>
<tr>
<th>Phonemic Awareness Activities</th>
<th>Phonics Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play a game in which you say a word and your child has to break</td>
<td>Hunting for words – Choose a letter and have your child hunt for five items</td>
</tr>
<tr>
<td>apart all the sounds. Ask your child to stretch out a word like</td>
<td>beginning with that letter sound. As each object is found, help your child</td>
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<tr>
<td>dog and s/he can pretend to stretch a word with a rubber band.</td>
<td>write the word on a list. For example, if the target sound is “m,” the child</td>
</tr>
<tr>
<td>Your child should say /d/ /o/ /g/.</td>
<td>might find and write mop, mat, Mom, money, and microwave.</td>
</tr>
<tr>
<td>Play the “Silly Name Game.” Replace the first letter of each</td>
<td>1st sound: Have your child say the first sound in the word and make a guess</td>
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<tr>
<td>family member’s name with a different letter. For example, ‘Tob’</td>
<td>based on the picture or surrounding words. Double-check the printed word to see it</td>
</tr>
<tr>
<td>for ‘Bob’, ‘Watt’ for ‘Matt’, etc.</td>
<td>matches the child’s guess.</td>
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<td>Demonstrate clapping a word into its syllables. Ask your child to</td>
<td>Familiar Parts: When your child starts reading longer words, have him notice the</td>
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<tr>
<td>clap words into syllables.</td>
<td>parts of the word that he already knows. For example, in a word such as “presenting,”</td>
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<td>your child may already know the prefix pre-, the word “sent,” and the word ending</td>
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<table>
<thead>
<tr>
<th>Fluency Activities</th>
<th>Vocabulary Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point out punctuation marks that aid in expression such as</td>
<td>Read aloud – Continue to read aloud to your child even after he is able to read</td>
</tr>
<tr>
<td>question marks, exclamation points and quotation marks.</td>
<td>independently. Choose books above your child’s level because they are likely to</td>
</tr>
<tr>
<td>Demonstrate how our voice changes as you read for each. Only</td>
<td>contain broader vocabulary. This way, you are actually teaching him new words and</td>
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<tr>
<td>focus on one during a book. Remember it is important to enjoy it</td>
<td>how they are used in context.</td>
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<tr>
<td>first and foremost.</td>
<td>Preview words – Before reading to or with your child, scan through the book, and</td>
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<tr>
<td>Make your own books of favorite songs for your child to practice</td>
<td>choose two words that you think might be interesting or unfamiliar to your child.</td>
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<tr>
<td>“reading.” This builds confidence and helps your child identify</td>
<td>Tell your child what the words are and what they mean.</td>
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<tr>
<td>him/herself as a reader.</td>
<td>Play “categories” with your child. Name a topic such as “farms” and ask your child</td>
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<tr>
<td>Say a sentence to your child and ask him/her to repeat it to you.</td>
<td>to think of all the words he/she can relate to that topic. This is a great way to</td>
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<tr>
<td>Challenge your child to increase the number of words he/she can</td>
<td>build word knowledge.</td>
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<tr>
<td>repeat. As you say it, put it in meaningful phrases. Ex; the boy</td>
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<tr>
<td>went/ to the store /with his mother.</td>
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</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Comprehension Activities</th>
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<tbody>
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<td><strong>High Frequency Words</strong></td>
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<tr>
<td>all</td>
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<td>us</td>
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<td>with</td>
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<td>who</td>
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</tbody>
</table>

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

**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
- *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
- *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
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<th>Level 14</th>
<th>Level 16</th>
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</thead>
<tbody>
<tr>
<td>Buzz, Buzz, Buzz; Byron Barton</td>
<td>Town Mouse and Country Mouse, The; Aesop</td>
</tr>
<tr>
<td>Goodnight, Moon; Brown, Margaret Wise</td>
<td>Three Billy Goats Gruff, The; Brown, Marcia</td>
</tr>
<tr>
<td>George Shrinks; Joyce, William</td>
<td>Liar, Liar Pants on Fire; Cohen, Miriam</td>
</tr>
<tr>
<td>Oliver; Kraus, Robert</td>
<td>Angus and the Cat; Flack, Marjorie</td>
</tr>
<tr>
<td>Put Me in the Zoo; Lopshire, Robert</td>
<td>Hattie and the Fox; Fox, Mem</td>
</tr>
<tr>
<td>Great Big Enormous Turnip; Tolstoy, Aleksey</td>
<td>Little Toot; Gramatky, Hardie</td>
</tr>
<tr>
<td>Mama Do You Love Me?; Barbara Joose</td>
<td>Reflections; Jonas, Ann</td>
</tr>
<tr>
<td>Picture for Harold’s Room; Crockett Johnson</td>
<td>We Just Moved!; Krensky, Stephen</td>
</tr>
<tr>
<td>Sammy the Seal; Syd Hoff</td>
<td>Let’s Go Froggy; London, Jonathan</td>
</tr>
<tr>
<td>Time to Sleep; Denise Fleming</td>
<td>Father Bear Comes Home; Minarik, Else H.</td>
</tr>
<tr>
<td>Whose Mouse Are You?; Robert Kaus</td>
<td>Dragon’s Fat Cat; Pilkey, Dav</td>
</tr>
<tr>
<td>You Can’t Smell a Flower With Your Ear; Joanna Cole</td>
<td>The Little Engine That Could; Piper, Walter</td>
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<tr>
<td></td>
<td>Benny Bakes a Cake; Rice, Eve</td>
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<td>We’re Going on a Bear Hunt; Rosen, Michael</td>
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<tr>
<td></td>
<td>Noisy Nora; Wells, Rosemary</td>
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<td>Napping House, The; Wood, Don &amp; Audrey</td>
</tr>
</tbody>
</table>

For digital resources please visit your child’s school webpage.
## Transitional Readers

**DRA 18-28**

*Students at this level are working on:*

- Decoding
- Fluency
- Retelling
- Words with multiple syllables
- More complex text

### 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 your 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

- **V.I.P 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 your 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
- *Amusing 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, 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 Little Book*; 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*; MacLachlan, Patricia
- *The Patchwork Quilt*; Flournoy Valerie
- *The Story of Ferdinand*; Sendak Maurice
- *Through Grandpa’s Eyes*; MacLachlan, Patricia
- *Thunder Cake*; Polacco Patricia
- *Too Many Tamales*; Soto Gary
Grade 2
High Frequency Words

able  stop  inside  find  car  walk  pick  funny  each  begin
behind together must game eat almost second grew first
dad wall place grow fish almost story jump gave end
even worn seen just girl between too name happy five
food any street night help dark want rain last give
goes books top read let every year sky our hide
hill deep watch sleep outside four anything take right
live fast yes teach room good both try snow paper
part friend ask under something home dog way than
say got boy week things love father bad until
stay house door ball use party fun bus why
today much feel can’t winter school great down because

For digital resources please visit your child’s school webpage.