The literature in Being a Reader has been carefully selected to engage young children in the joy of reading while building the foundations for reading success. In grade 2, whole-class shared reading experiences help teachers build a community of readers and teach essential literacy concepts at the same time. Small-group reading texts provide independent, developmentally appropriate practice for students to meet their individual needs as emerging and developing readers.

**Whole-class Shared Reading Texts**

In grade 2 of Being a Reader, periodic shared reading of texts connects word study with literature. Through shared reading experiences, students visit a world in which words and letters engage the imagination in fun and unexpected ways. The shared reading texts include three trade books at grade 2.

**Small-group Reading**

Students read in small groups as soon as they have gained the habits and predispositions required for independent work through careful foundation setting. Books for small-group reading are organized in sets according to reading levels.

**Texts for Emerging Readers**

*Being a Reader* offers carefully sequenced texts with controlled vocabulary that are aligned with the scope and sequence. Children practice what they are learning by reading and discussing real texts that look and feel like authentic trade books. There are 68 hybrid texts for emerging readers (Sets 1–5; six copies of each title are provided).

**Texts for Developing Readers**

When students are ready, they transition into leveled trade books. At this stage, books for developing readers focus on reading comprehension, fluency, word analysis, and self-monitoring and self-correcting. There are 38 leveled trade books and five hybrid books for developing readers (Sets 6–12).

The classroom package for grade 2 includes Sets 6–12. Additional Small-group Reading Sets are available for purchase to meet the needs of your individual classroom.
There’s an Ant in Anthony  
by Bernard Most  
A boy finds ants in unexpected places—words!  
Week 1

Max’s Words  
by Kate Banks  
A boy starts a word collection and the enthusiasm spreads.  
Week 30

Alpha Oops! The Day Z Went First  
by Alethea Kontis  
Mayhem ensues when the letters of the alphabet disagree about their order.  
Week 11
Hybrid Texts for Emerging Readers
Set 1

*We Can Read*  
by Amy Bauman  
s, n; he, she

*We Can’t See!*  
by Amy Bauman  
m, t; can’t, isn’t

*Nan and Sam*  
by Kenni Alden  
a; to, get

*It Can Sit!*  
by Amy Helfer  
r, i; no, yes

*Nat the Rat*  
by Elizabeth Johnson  
Review/reteach

*Go Down, Fat Fish*  
by Corinn Kintz  
f; down, go

*Where Is My Hat?*  
by Valerie Fraser  
h, u; where, my

*Can You See My Fish?*  
by Corinn Kintz  
Review/reteach

*My Cat Dot*  
by Elizabeth Johnson  
d, o; by, here

*The Kick*  
by Elizabeth Johnson  
c, ck, k; saw, they

*Kat and Rick Get a Rock*  
by Elizabeth Johnson  
Review/reteach

Note: Six copies of each title are provided.
Set 2

**Rub-a-Dub-Dub**
by Erica J. Green
*b; was, little*

**Pat and Pam**
by Valerie Fraser
*p; put, what*

**The Pet**
by Elizabeth Johnson
Review/reteach

**Gus**
by Amy Helfer
*l, g; do, like*

**We Have Homes**
by Amy Helfer
*e, w; have, home*

**Wag**
by Amy Helfer
Review/reteach

**Sled Dogs**
by Valerie Fraser
*th, y; said, of*

**What Vets Do**
by Lucy Bledsoe
*v, sh; her, his*

**We Have Fish**
by Valerie Fraser
Review/reteach

**Fish for Max**
by Amy Helfer
*x, ch, tch; come, some, out*

**On the Job**
by Amy Helfer
*z, j, dge; say, says, so*

**A Bad Fox**
by Amy Helfer
Review/reteach
Set 3

Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling
by Corinn Kintz
wh, ing; make, there, be

The Good Little Ducks, Part 1
by Corinn Kintz
ed, qu; look, good

The Good Little Ducks, Part 2
by Corinn Kintz
Review/reteach

The Jug of Water
by Rob Arego
sn, st; want, water, from
Using illustrations to confirm what you read

Where Is Mom?
by Rob Arego
fl, fr, -s; for, again
Identifying characters’ feelings

The Skunk
by Kenni Alden
Review/reteach

Drip Drop
by Erica J. Green
g, dr; many, people
Making inferences; making text-to-self connections

Make Plum Jam
by Erica J. Green
pl, sm; your, very
Sequencing/retelling

The Band
by Elizabeth Johnson
Review/reteach

The Spelling Test
by Rob Arego
sp, cl; could, would, should, were
Identifying characters’ feelings

Winter Fun
by Rob Arego
sk, sl; both, does
Making inferences; making text-to-self connections

The Clowns
by Rob Arego
Review/reteach
Set 4

A Hike by the Lake
by Corinn Kintz
a_e, i_e, e_e; every, other, mother, brother
Compound words; abbreviations

Life in a Plains Tribe, Part 1
by Corinn Kintz
a_e, u_e; woman, women, boy
Compound words; using illustrations to support vocabulary

Life in a Plains Tribe, Part 2
by Corinn Kintz
Review/retell

Snakes!
by Amy Helfer
-s with final e; toward, over
Identifying what you learned from nonfiction

A Cold Ride
by Amy Helfer
-ing with final e; their, old, cold, told
Making text-to-self connections

Get Out and Get Fit
by Amy Helfer
Review/retell

Out My Window
by Amy Bauman
-ed with final e; one, two
Identifying homophones; sequencing/retelling

What Little Deer Eat
by Amy Bauman
ee, ea; don’t, won’t, too
Identifying homophones; making text-to-self connections

A Good Team
by Kenni Alden and Margaret Goldberg
Review/retell

Bird School
by Amy Helfer
er, ir, ur; who, school
Sequencing/retelling

Fox Spills the Stars
retold by Amy Helfer
-ar, or; thought, father
Understanding folktales

Sharks!
by Amy Helfer
Review/retell
Set 5

**Fun Forts**
by Lucy Bledsoe
2-syllable decoding
Using illustrations to support understanding in nonfiction

**Ann’s Book Club**
by Lucy Bledsoe
2-syllable decoding
Using quotation marks to identify a problem and solution

**Have You Ever?**
by Margaret Goldberg
2-syllable decoding
Using quotation marks to identify what a character says; using question marks to read fluently

**Spring on the Farm**
by Rob Arego
2-syllable decoding
Making text-to-text connections

**A Play Day with My Brother Ray**
by Lucy Bledsoe
ai, ay; walk, talk, because, children
Identifying characters’ feelings; making text-to-self connections

**Cook Food on a Campfire**
by Lucy Bledsoe
oa, ow, oo, ew
Sequencing; using commas to read fluently

**Ball Games**
by Erica J. Green
all; even, picture
Making predictions; making text-to-self connections

**Dance!**
by Valerie Fraser
wr, kn; move, great
Making inferences

**Ants, Moths, and Wasps**
by Lucy Bledsoe
Review/retell

**Animal Homes**
by Rob Arego
Review/retell

**Sailboats**
by Lucy Bledsoe
Review/retell

**New School**
by Kenni Alden
Review/retell
Set 5  (continued)

**Sunny Days, Starry Nights**  
by Corinn Kintz  
**igh, _y; though, once**  
Identifying what you learned from nonfiction

**The Desert**  
by Rob Arego  
**ou; few, kind, find, mind**  
Identifying what you learned from nonfiction; making inferences

**Grizzly Bears**  
by Lucy Bledsoe  
**au, aw; learn, young, large**  
Identifying what you learned from nonfiction; making text-to-self connections

**Scout’s Puppies**  
by Kenni Alden  
**enough, watch, been**  
Identifying what you learned from nonfiction; making predictions

**The Silver Coins**  
by Rob Arego  
**oi, oy; word, four, answer**  
Making inferences

**The Four Seasons**  
by Rob Arego  
Review/reteach

**The Night Skies**  
by Corinn Kintz  
Review/reteach

**Glaciers**  
by Kenni Alden  
**ce, ci, cy; earth, most, change**  
Identifying what you learned from nonfiction; exploring text features

**Glaciers and the Earth**  
by Kenni Alden  
Review/reteach
Leveled Trade Books for Developing Readers
Set 6: Transitional Texts*
Lexile Level: 430–510
Fountas and Pinnell Level: I–J
DRA Level: 16–17

Ball Games
by Erica J. Green
Comprehension: making text-to-self connections

New School
by Kenni Alden
Fluency

Sunny Days, Starry Nights
by Corinn Kintz
Fluency

The Silver Coins
by Rob Arego
Comprehension: retelling/sequencing

Sailboats
by Lucy Bledsoe
Comprehension: text features

*Books in Set 6 also appear in Set 5 with a decoding focus.
Note: Six copies of each title are provided.
Set 7
Lexile Level: 180–490
Fountas and Pinnell Level: J
DRA Level: 18

Chameleon!
by Joy Cowley
Fluency

Puffin Peter
by Peter Horáček
Comprehension: sequencing/retelling

Jellyfish
by Ann Herriges
Word analysis: reading polysyllabic words

Leon and Bob
by Simon James
Comprehension: making predictions; comprehension: wondering/questioning

Aggie Gets Lost
by Lori Ries
Comprehension: sequencing/retelling

Cowgirl Kate and Cocoa: Horse in the House
by Erica Silverman
Fluency

Iris and Walter and Cousin Howie
by Elissa Haden
Comprehension: making text-to-self connections

Elephant
by Wendy Perkins
Comprehension: text features

What's It Like to Be an Ant?
by Jinny Johnson
Comprehension: determining important ideas
Set 8
Lexile Level: 410–490
Fountas and Pinnell Level: K
DRA Level: 20

*Jamaica's Find*
by Juanita Havill
Generating independent thinking

*Koalas*
by Valerie Bodden
Self-monitoring and self-correcting

*Ruby Bridges Goes to School*
by Ruby Bridges
Comprehension: wondering/questioning

*The Great Gracie Chase: Stop That Dog!*
by Cynthia Rylant
Fluency

*"Accidentally"*
by Maxine W. Kumin
*"Under the Ground"*
by Rhoda Bacmeister
Generating independent thinking

*Lightning*
by Ann Herriges
Word Analysis: reading polysyllabic words

*The Polar Bear Son: An Inuit Tale*
retold by Lydia Dabcovich
Comprehension: sequencing/retelling
Set 9
Lexile Level: 380–560
Fountas and Pinnell Level: L
DRA Level: 24

Not Norman: A Goldfish Story
by Kelly Bennett
Fluency

Golden Gate Bridge
by Kate Riggs
Comprehension: wondering/questioning

Upstairs Mouse, Downstairs Mole
by Wong Herbert Yee
Generating independent thinking

Happy Like Soccer
by Maribeth Boelts
Comprehension: plot and setting

Only One Year
by Andrea Cheng
Comprehension: making predictions; comprehension: wondering/questioning

Penguins
by Valerie Bodden
Comprehension: text features

Earth
by Derek Zobel
Comprehension: making text-to-text connections

Gravity
by Joy Frisch-Schmoll
Comprehension: determining important ideas
Set 10
Lexile Level: 310–990
Fountas and Pinnell Level: M
DRA Level: 28

“Old Tortoise” by Madeline Comora
“Every Time I Climb a Tree” by Davis McCord
Comprehension: determining theme

Helen Keller by Margaret Davidson
Generating independent thinking: responding to literature

To Be an Artist by Maya Ajmera and John D. Ivanko
Comprehension: making text-to-self connections

Bink & Gollie by Kate DiCamillo and Alison McGhee
Fluency

The Beckoning Cat by Koko Nishizuka
Generating independent thinking: sharing and supporting opinions

I Love Guinea Pigs by Dick King-Smith
Self-monitoring and self-correcting
Set 11
Lexile Level: 330–950
Fountas and Pinnell Level: N
DRA Level: 30

The Key Collection
by Andrea Cheng
Self-monitoring and self-correcting

Tree Lady
by H. Joseph Hopkins
Comprehension: determining theme; comprehension: setting, characters

My Name Is Maria Isabel
by Alma Flor Ada
Comprehension: making text-to-self connections

The Babe and I
by David A. Adler
Generating independent thinking: responding to literature

Ice Bear: In the Steps of the Polar Bear
by Nicola Davies
Comprehension: determining important ideas

“Story”
by Eloise Greenfield
Comprehension: determining theme
Set 12
Lexile Level: 450–780
Fountas and Pinnell Level: O
DRA Level: 34

Family Reminders
by Julie Danneberg
Generating independent thinking: responding to literature

Bee
by Kate Riggs
Comprehension: understanding text features

Shark Lady: The Adventures of Eugenie Clark
by Ann McGovern
Generating independent thinking: responding to literature

Pop’s Bridge
by Eve Bunting
Generating independent thinking: sharing and supporting opinions

Fly Away Home
by Eve Bunting
Generating independent thinking: sharing and supporting opinions