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 1, 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**
Through shared reading and rereading of favorite stories, songs, and rhymes, students build phonemic awareness and alphabetic concepts, develop concepts of print, learn high-frequency words, gain oral fluency, and begin to understand authors' craft. The shared reading texts include 15 big books and 9 poems at grade 1. (Poems are reproduced in the *Teacher’s Manual*.)

**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 1 includes Sets 3–8. Additional Small-group Reading sets are available for purchase to meet the needs of your individual classroom.
Whole-class Shared Reading

**Poem**

**“Hippopotamus Stew”**
by Joan Horton
In this silly poem, readers are asked to imagine what they would do if they found a hippopotamus in their meal.
Week 4

**Poem**

**“Bippity Boppity Bumblebee”**
(traditional)
This simple rhyming poem helps students learn one another’s names.
Week 6

**Song**

**“Willaby Wallaby Woo”**
adapted from Dennis Lee
This playful song is a starting point for rhyming nonsense words with children’s names.
Week 2

**Poem**

**Over in the Meadow: A Counting Rhyme**
by Louise Voce
In this traditional counting rhyme, animal babies play with their mother in a meadow.
Week 5

**Poem**

**“Kitty Caught a Caterpillar”**
by Jack Prelutsky
A kitten’s curiosity gets the best of her when she meets a bumblebee.
Week 6

**This Is the Way We Go to School: A Book About Children Around the World**
by Edith Baer
This rhyming text tells how children from all around the world travel to school.
Week 4

**Flower Garden**
by Eve Bunting
With her father’s help, a young girl prepares a surprise flower garden.
Week 3
**This Little Chick**  
by John Lawrence  
A tiny chick ventures around the farm to meet new playmates.  
Week 7

**The Busy Little Squirrel**  
by Nancy Tafuri  
A squirrel turns down his friends’ invitations to play as he prepares for winter.  
Week 8

**When Winter Comes**  
by Nancy Van Laan  
A curious child wonders what happens to plants and animals when winter arrives.  
Week 12

**“In a Winter Meadow”**  
by Jack Prelutsky  
In this winter poem, snowshoe hares play in a meadow.  
Week 13

**“Listen”**  
by Margaret Hillert  
This poem describes some of the sounds of winter.  
Week 11

**Up, Down, and Around**  
by Katherine Ayres  
This rhythmic text describes how different foods grow in a garden.  
Week 14
**beetle bop**  
*by Denise Fleming*  
This book describes beetles of all different types.  
Week 15

**"The Little Turtle"**  
*by Vachel Lindsay*  
This poem describes the behavior of a pet turtle.  
Week 18

**"Kick a Little Stone"**  
*by Dorothy Aldis*  
This poem tells about kicking a stone on a sunny day.  
Week 16

**I Love Our Earth**  
*by Bill Martin Jr. and Michael Sampson*  
The beauty and diversity of our Earth is captured in this book’s poetic text and vibrant photographs.  
Week 21

**no two alike**  
*by Keith Baker*  
This story, set in a wintry forest, celebrates similarities and differences in the world.  
Week 17

**"Mice"**  
*by Rose Fyleman*  
**"Caterpillars"**  
*by Aileen Fisher*  
These poems describe two small creatures.  
Week 22
Listen to the Rain
by Bill Martin Jr. and John Archambault
This lyrical text takes the reader on a journey through a rainstorm.
Week 23

Bugs for Lunch
by Margery Faklam
This rhyming text shares information about bugs and the creatures that eat them.
Week 26

“The Secret Song”
by Margaret Wise Brown
Animals are privy to some of nature's special moments in this poem of questions and answers.
Week 24

A Pig Is Big
by Douglas Florian
Readers explore the concepts of big, bigger, and biggest in this rhyming book.
Week 27

The Napping House
by Audrey Wood
In this cumulative tale, sleepy characters pile together into a cozy bed for a nap.
Week 25

One Duck Stuck
by Phyllis Root
Different animals help a stuck duck find his way out of the mud.
Week 28
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  
gr, 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/reteach

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

**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

**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/reteach

**A Good Team**
by Kenni Alden and Margaret Goldberg
Review/reteach
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

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

**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

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

**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

**Sailboats**
by Lucy Bledsoe
Review/reteach

**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

**New School**
by Kenni Alden
Review/reteach
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/retell

**The Night Skies**
by Corinn Kintz

Review/retell

**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/retell
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

The Polar Bear Son: An Inuit Tale
retold by Lydia Dabcovich
Comprehension: sequencing/retelling

Lightning
by Ann Herriges
Word Analysis: reading polysyllabic words
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