



COMMON CORE STANDARDS ALIGNMENT

LEVELED TEXTS FROM BEBOP BOOKS

(Suggested uses: Guided Reading, Buddy Reading, Shared Reading, Independent Reading, etc.)

Title & Level	Standard Alignment/Text Features
<p>The Best Thing</p> <p>Level G (emergent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>What was the book about? What information did the little girl share with us? What is her name? Who are the members of her family? How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How does Madison feel about being adopted? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>Look at page 4. How does the photographer help you figure out the tricky words on this page?</i>) • Informational Text; Craft and Structure; 5 • Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the photographer help us as readers understand the information the author is trying to share with us?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at the girl on page 3. What is Madison showing us? Why does the author show us the little black and white photograph? How do you know? How does this help you understand the information in the book?</i>) • Informational Text; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Print concepts; 1 a • Foundational Skills; Phonological Awareness; 2 a-d • Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>my, name, is, was, from, when, five, now, am, and, go, to, in, this, mom, love, me, puts, on, his, up, here, brother, sister, for, us, says, she, being, the, that, ever, her, too</i>) • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6
<p>Kama's Lei</p> <p>Level G (emergent)</p>	<ul style="list-style-type: none"> • Literature; Key Ideas and Details; 1 (ex: <i>In the story, what happened first? Second? Third? Last? How do you know? What was the book mostly about?</i>) • Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? How do you know? Who were the characters in the story? What makes you think that? What was happening in the story? What was Kama's problem in the story? How did he solve his problem? How did the story end? How do you know?</i>) • Literature; Craft and Structure; 6 • Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 2-3. How does the illustrator help you understand the tricky words on page 2-3? What clues does the illustrator give you?</i>) • Literature; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Print concepts; 1 a • Foundational Skills; Phonological Awareness; 2 a-d • Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>was, to, make, a, for, her, at, the, in, his, had, only, it, three, yellow, were, not, enough, saw, on, white, pink, of, had, and, into, onto, now</i>) • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6
<p>Tuti's Play</p> <p>Level G (emergent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>What was the book about? What information did the little girl share with us? What is her name? Who are the members of her family? What was the special thing they were getting ready to do? What did they do to get ready? How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How does Tuti feel about being in the play? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>Look at page 4. How does the photographer help you figure out the tricky words on this page?</i>) • Informational Text; Craft and Structure; 5 • Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the photographer help us as readers understand the information the author is trying to share with us?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at page 3. What is the author showing us? Why does the author show us this picture? How do you know? How does this help you understand the information in the book?</i>) • Informational Text; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Print concepts; 1 a • Foundational Skills; Phonological Awareness; 2 a-d • Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>is, going, to, be, in, a, play, will, very, father, makes, with, mother, from, her, and, just, too, their, for, can, see, how, they, puts, around, loves, has, on, it, now, she</i>) • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6



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<p>Fancy Dance</p> <p>Level G (emergent)</p> <p><i>*Teacher's College Assessment*</i></p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, what happened first? Second? Third? Last? How do you know? What was the book mostly about?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? How do you know? Who were the characters in the story? What makes you think that? What was happening in the story? What was Joe's problem in the story? How did he solve his problem? How did the story end? How do you know?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 5. How does the illustrator help you understand the tricky words on page 5? What clues does the illustrator give you?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a Foundational Skills; Phonological Awareness; 2 a-d Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>this, is, he, going, to, the, a, it, red, white, around, his, at, the, other, they, are, from, many, and, into, there, people, little, takes, over, has, just</i>) Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6
<p>The Goat Goes to Town</p> <p>Level G (emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, what happened first? Second? Third? Last? How do you know? What was the book mostly about?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? How do you know? Who were the characters in the story? What makes you think that? What was happening in the story? What was the problem in the story? How did the problem get solved? How did the story end? How do you know?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 6. How does the illustrator help you understand the tricky words on page 6? What clues does the illustrator give you?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a Foundational Skills; Phonological Awareness; 2 a-d Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>I, my, and, came, a, to, what, the, its, go, down, where, people, that, it's, their, does, not, know, what, do, some, for, likes, say, we, feel</i>) Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6
<p>Living In an Igloo</p> <p>Level G (emergent)</p>	<ul style="list-style-type: none"> Informational Text; Key Ideas and Details; 1 (ex: <i>What was the book about? What information did the little girl share with us? What is her name? Who are the members of her family? What was the special thing they did when they were away from home? Why did they do it? How do you know?</i>) Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How does Daisy feel about living in an igloo? How do you know?</i>) Informational Text; Craft and Structure; 4 (ex: <i>Look at page 5. How does the photographer and illustrator help you figure out the tricky words on this page?</i>) Informational Text; Craft and Structure; 5 Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the photographer help us as readers understand the information the author is trying to share with us?</i>) Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at page 3. What is the author showing us? Why does the author show us this picture? How do you know? How does this help you understand the information in the book?</i>) Informational Text; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a Foundational Skills; Phonological Awareness; 2 a-d Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>my, me, but, name, is, I, in, the, there, a, of, and, play, with, away, from, our, to, an, make, too, little, sister, mother, her, father, uses, we, up, around, very, has, even, are, say, would, like</i>) Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6
<p>Moving Day Surprise</p> <p>Level G (emergent)</p> <p><i>*Teacher's College Assessment*</i></p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, what happened first? Second? Third? Last? How do you know? What was the book mostly about?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? How do you know? Who were the characters in the story? What makes you think that? What was happening in the story? What was the problem in the story? How did the problem get solved? How did the story end? How do you know?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 13. How does the illustrator help you understand the tricky words on pages 13? What clues does the illustrator give you?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a Foundational Skills; Phonological Awareness; 2 a-d Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>my, in, an, this, is, our, is, enough, for, one, three, people, but, now, we, have, a, new, too, says, more, on, Sunday, go, to, with, and, the, likes, his, say, will, them, if, away, went, feel, come, they, have, am, I, Friday, put, Saturday, are, on, down, not, go, who, now, do</i>) Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6

