



# 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><b><i>At the Firehouse with Dad</i></b></p> <p>Level H (emergent)</p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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? How did the story end? How do you know?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 4-5. How does the illustrator help you understand the tricky words on page 5? What clues does the illustrator give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>is, your, to, day, I, am, going, with, my, dad, he, a, put, out, all, over, the, me, his, and, has, in, they, see, each, other, when, it, or, are, of, where, can, on, here, so, if, likes, too, there, big, eat, their, with, them, have, we, after, down, red, for, next, one, puts, from, other, are, always, go, now, home, all</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Pop Pop and Grandpa</i></b></p> <p>Level H (emergent)</p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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 did the boy do with Pop Pop? What did he do with Grandpa? How did the story end? How do you know?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 8-9. How does the illustrator help you understand the tricky words on pages 8-9? What clues does the illustrator give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>when, I, go, to, see, the, in, on, way, his, in, an, until, and, we, me, a, likes, play, together, sometimes, lets, with, them, I'm, while, plays, great, loves, have, before, make, one, last, different, they, love, both</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Pran's Week of Adventure</i></b></p> <p>Level H (emergent)</p> <p><i>*Teacher's College Assessment*</i></p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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 Pran and Mrs. Patel's problem in the story? How did they solve their problem? How did the story end? How do you know?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>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>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>on, Sunday, down, the, had, to, go, be, another, way, take, Monday, took, and, was, but, they, got, up, at, Tuesday, fell, their, Wednesday, went, back, home, Thursday, a, another, Friday, got, Saturday, without, any</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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

Title & Level	Standard Alignment/Text Features
<p><b><i>Silent Sam</i></b></p> <p>Level H (emergent)</p> <p>*Teacher's College Assessment*</p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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 Sam's problem in the story? How did he solve his problem? How did the story end? How do you know?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>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>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>has, a, the, is, wants, to, say, says, makes, he, until, plays, for, his, even, but, you, are, no, fun, to, decides, over, into, she, looks, at, on, who, asks, name, be</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>What Boo and I Do</i></b></p> <p>Level H (emergent)</p>	<ul style="list-style-type: none"> <li>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 dog's name? What special tricks can her dog do? How is her dog different than other dogs? What was the special thing they do together? Where do they go? What do they do there? How do you know?</i>)</li> <li>Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How does the little girl feel about her dog? How do you know?</i>)</li> <li>Informational Text; Craft and Structure; 4 (ex: <i>Look at page 4. How do the photographer and illustrator help you figure out the tricky words on this page?</i>)</li> <li>Informational Text; Craft and Structure; 5</li> <li>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>)</li> <li>Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at page 10. 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>)</li> <li>Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>this, is, my, her, name, I've, had, she, was, a, likes, to, for, the, I, have, to, do, many, things, can, when, very, in, so, just, can, very, also, and, that, makes, special, each, can't, have, they, are, always, see, gives, sometimes, gets, likes, give, too, feel, good, fun, like, make, new, friends, with, people, love, it</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Hey! You're Eating My Homework</i></b></p> <p>Level H (emergent)</p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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 Ramon's problem in the story? How did he solve his problem? How did the story end? How do you know?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 3. How does the illustrator help you understand the tricky words on page 3? What clues does the illustrator give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>out, and, it's, to, make, she, said, on, a, the, he, in, to, the, look, said, will, love, this, your, is, what, happens, then, about, you, see, after, school, mom, with, his, for, soon, you're, my, away, no, now, need, new, went, but, had, an, through, look, took, him, back, some, below, down, soon, over, it, they, everyone, loves, even, me</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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Title & Level	Standard Alignment/Text Features
<p><b>Jazz Baby</b></p> <p>Level H (emergent)</p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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? How did the story end? How do you know?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to pages 8-9. How does the illustrator help you understand the tricky words on page 8-9? What clues does the illustrator give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>baby, the, you've, got, in, your, sure, as, you're, happy, it, and, all, day, those, make, them, if, you, cut, a, that, big, let, night, long</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Pencil Talk and Other School Poems</b></p> <p>Level H (emergent)</p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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>)</li> <li>Literature; Craft and Structure; 6</li> <li>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 2-3? What clues does the illustrator give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>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>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>