



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>David's Drawings</p> <p>Level I (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? 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 3-4. How does the illustrator help you understand the tricky words on page 4? 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>one, winter, day, saw, a, beautiful, when, he, got, to, school, took, off, his, and, up, of, thought, for, then, made, of, had, said, but, some, brown, too, she, her, here, you, can, make, under, green, that, then, few, look, have, these, may, put, person, know, like, with, an, would, two, in, begin, was, see, asked, at, again, our, bottom, home, school, over, came, sister, your, right, above, my</i>) Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6
<p>I'm Heading to the Rodeo</p> <p>Level I (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 6-7. How does the illustrator help you understand the tricky words on pages 6-7? 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'm, up, for, school, today, but, in, my, to, the, my, until, it, away, of, your, can't, be, Mom, out, from, hear, and, it's, after, as, begins, by, all, at, once, lets, out, open, are, some, back, up, right, with, just, like, then, into, once, again, than, before</i>) Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6
<p>My Teacher Can Teach... Anyone!</p> <p>Level I (emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, what happened first? Second? Third? And then? 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? How do you know?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 7-8. How does the illustrator help you understand the tricky words on page 7-8? 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, so, good, is, she, can, could, an, how, to, in, a, with, the, pull, write, take, out, and, that, makes, me, because, this, me</i>) Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6



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<p><i>Black All Around!</i></p> <p>Level I (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? 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 5-6. How does the illustrator help you understand the tricky words on pages 5-6? 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>look, everywhere, the, black, is, there, and, all, around, inside, of, a, where, that, on, each, in, that's, little, big, some, course, goes, through, when, old, make, they, go, should, our, no, your</i>) Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Can You Top That?</i></p> <p>Level I (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? 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 3. How does the illustrator help you understand the tricky words on page 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>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>) Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Summer Sun Risin'</i></p> <p>Level I (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 are the different things the little boy did with his family? 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 6-7. 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>up, little, one, on, the, by, in, at, up, it, down, inside, for, out, and, to, go, really, as, set, ready, takes, our, away, all, around, me, only</i>) Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6



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<p>Surprise Moon</p> <p>Level I (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? 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 pages 4-5. How does the illustrator help you understand the tricky words on page 4? 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>it's, said, is, it, your, asked, no, the, what's, that, a, where, my, dad, from, we, can, in, I, want, red, the, blue, don't, you, make, with, big, off, they, went, down, came, out, of, their, houses, yes, this, not, best, was, very, than, all, mom, her, their, inside</i>) Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6