



# 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>Bein' with You This Way</i></b></p> <p>Level K (early fluent)</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 1-2. How does the illustrator help you understand the tricky words on page 1? 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 (ex: <i>everybody, are, you, ready, then, those, and, with, me, all, right, here, we, go, she, has, he, how, different, same, the, but, now, isn't, it, unusual, what, little, big, way, brown, blue, etc.</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>My Steps</i></b></p> <p>Level K (early fluent)</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? 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 6-7. How does the illustrator help you understand the tricky words on pages 6-7? 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 (ex: <i>these, are, my, all, five, of, them, one, two, three, four, to, can, from, down, on, just, whenever, it's, a, while, play, people, sometimes, know, then, say, but, always, don't, you, go, away, etc.</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Rainbow Joe and Me</i></b></p> <p>Level K (early fluent)</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 Joe's problem? How did he overcome 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 5-6. How does the illustrator help you understand the tricky words on pages 5-6? 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 (ex: <i>my, name, is, and, I, make, colors, up, red, white, across, paper, blue, purple, in, yellow, likes, too, his, really, just, call, don't, says, when, but, go, out, and, about, everything, got, make, with, inside, etc.</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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<p><i>Zora Hurston and the Chinaberry Tree</i></p> <p>Level K (early fluent)</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 3-4. How does the illustrator help you understand the tricky words on page 4? 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 (ex: <i>the, her, mother, taught, to, it, one, at, from, she, could, see, as, of, beyond, there, day, but, only, boys, down, father, who, better, no, way, their, every, school, Sunday, didn't, girls, everything, even, etc.</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>