



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><i>Batter Up</i></p> <p>Level B (early emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>What happened when the little girl went up to bat?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who were the characters in the story? What happened in the story? How did the story end?</i>) Literature; Craft and Structure; 4 (ex: “pitch” on page 2) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 2. Look at the picture. What is happening in the story? What is the little girl doing? What clues does the picture give you?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonological Awareness; 2d (ex: word “hit” on page 3) Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word “throw” on page 6) Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding Language Standards; Conventions of Standard English; 2b Language Standards; Vocabulary Acquisition and Use; 5b (ex: what is the opposite of “run”? What is the opposite of “pitch”?) Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Best Friends</i></p> <p>Level B (early emergent)</p> <p><i>*Teacher’s College Assessment*</i></p>	<ul style="list-style-type: none"> Informational Text; Key Ideas and Details; 1 (ex: <i>What did the best friends do together? Where were they? How do you know?</i>) Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How did the girl and the boy in the story feel about each other? How do you know?</i>) Informational Text; Craft and Structure; 4 (ex: <i>What are the children doing on the rope ladder? How do you know?</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 illustrator 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>Turn to page 2. What do the little boy and little girl like to do together? What clues does the picture give you?</i>) Informational Text; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonological Awareness; 2d (ex: word “run” on page 6) Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word “ride” on page 2) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>we, like, to, are</i>) Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding Language Standards; Conventions of Standard English; 2b Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Big or Little?</i></p> <p>Level B (early emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>What was bigger than the little girl? What was smaller than the little girl? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who were the characters in the story? What happened in the story? How did the story end?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 2. Look at the picture. What is happening in the story? What is the little girl doing? What clues does the picture give you?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonological Awareness; 2d (ex: word “big” on page 2) Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word “house” on page 2) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, am, a, is, big, little</i>) Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding Language Standards; Conventions of Standard English; 2b Language Standards; Vocabulary Acquisition and Use; 6



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<p>Big Snowball Fight</p> <p>Level B (early emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>What were the children doing in the book? What was the weather like? How many snowballs were there on the first page?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who were the characters in the story? What happened in the story? How did the story end? What season was it? How do you know?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 5. Look at the picture. What is happening in the story? What is the little girl in the green doing? Why do you think she's doing that? What are the children going to do? How do you know? What clues has the illustrator given you in the pictures? How do you know?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonological Awareness; 2d (ex: word "big" on page 8) Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "snowball" on page 2) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>one, two, three, four, five, six</i>) Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding Language Standards; Conventions of Standard English; 2b Language Standards; Vocabulary Acquisition and Use; 6
<p>Carmen's Colors</p> <p>Level B (early emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, what was purple? What was green? etc</i>) Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who was Carmen? How do you know? What was Carmen doing? What makes you think that? Who is Carmen with? Who are the other characters in the story?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 2. Look at the picture. What is happening in the story? What is Carmen doing? Where is she? How do you know? What clues do the pictures give you?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "flowers" on page 2) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>orange, green, purple, blue, yellow, red, pink</i>) Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding Language Standards; Conventions of Standard English; 2b Language Standards; Vocabulary Acquisition and Use; 6
<p>Flora's Box</p> <p>Level B (early emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, where was Flora? What did she do with the box first? What did she do with the box last? Etc.</i>) Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who was Flora? How do you know? What was Flora doing? What makes you think that?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 3. Look at the picture. What is happening in the story? What is Flora doing? Where is she? How do you know?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "behind" on page 3) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>here, is, a, the, in, on, to, bye</i>) Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding Language Standards; Conventions of Standard English; 2b Language Standards; Vocabulary Acquisition and Use; 6
<p>Here Comes the Bus</p> <p>Level B (early emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, where did the bus go first? Where did the bus go last? Who was riding the bus? Why? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? How do you know? What were the children doing? What makes you think that? Where were they going? What time of day was it? How do you know?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 2. Look at the picture. What is happening in the story? What are the children doing? Why? What clues do the pictures give you? How do you know?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonological Awareness; 2d (ex: word "bus" on page 2) Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "stop" on page 3) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>here, the, one, two, three, four, five</i>) Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding Language Standards; Conventions of Standard English; 2b Language Standards; Vocabulary Acquisition and Use; 6



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<i>Jump Rope</i> Level B (early emergent)	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, what were the children doing? Who went first? What did they do after they jumped in?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? How do you know? What were the children doing? What makes you think that?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 2. Look at the picture. What is happening in the story? What are the children doing? How do you know?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonics and Word Recognition; 3.c. (<i>she, he, out, we, all</i>) Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding Language Standards; Conventions of Standard English; 2b Language Standards; Vocabulary Acquisition and Use; 6
<i>My Horse</i> Level B (early emergent)	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, what happened? What did the horse do? How do you know?</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? How do you know?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 3. Look at the picture. What is the horse doing? What is the boy doing? How is the boy feeling? How do you know? Etc.</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonological Awareness; 2d (ex: word “<i>runs</i>” on page 6) Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word “<i>sleeps</i>” on page 2) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>my, me, loves</i>) Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding Language Standards; Conventions of Standard English; 2b Language Standards; Vocabulary Acquisition and Use; 6
<i>Shapes Where We Play</i> Level B (early emergent)	<ul style="list-style-type: none"> Informational Text; Key Ideas and Details; 1 (ex: <i>In the book, what shapes did the children see at the playground? How do you know?</i>) Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) Informational Text; Craft and Structure; 4 (ex: <i>Turn to pages 10 & 11. What shape did the children see? What is an oval? How do you know? What clues did you use to figure out your answer?</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 illustrator 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>Turn to page 2. What shape did the little girl see? Where did she see that shape? How do you know? What clues did you use to figure out your answer?</i>) Informational Text; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonological Awareness; 2d (ex: word “<i>can</i>” on page 12) Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word “<i>circle</i>” on page 2). Foundational Skills; Phonics and Word Recognition; 3.c. (<i>here, is, a, can, you, where, we, play</i>) Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding Language Standards; Conventions of Standard English; 2b Language Standards; Vocabulary Acquisition and Use; 6
<i>My Family</i> Level B (early emergent) <i>*Teacher’s College Assessment*</i>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, what happened to the little girl? What did she learn? Who did she learn it from? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? How do you know? Who were the characters? How do you know?</i>) Literature; Craft and Structure; 6 Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 3. Look at the picture. What is happening in the story? What is the little girl learning how to do? Who is teaching her? How do you know?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word “<i>mother</i>” on page 2) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>me, my, who, you</i>) Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding Language Standards; Conventions of Standard English; 2b Language Standards; Vocabulary Acquisition and Use; 6



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<p><i>This Is My Home</i></p> <p>Level B (early emergent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>In the book, what was each child's home made out of? How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>Turn to page 8 & 9. Where does the child live? What is his home made out of? What do you think "poles" are? How do you know? Why do you think they used poles and cloth to make their home? What clues did you use to figure out your answer?</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 illustrator 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>Turn to page 4 & 5. Where does the child live? What did they use to make their home? Why do you think they used snow to make their home? What clues did you use to figure out your answer?</i>) • Informational Text; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Print concepts; 1 a-d • Foundational Skills; Phonological Awareness; 2d (ex: word "mud" on page 10) • Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "stones" on page 6). • Foundational Skills; Phonics and Word Recognition; 3.c. (<i>this, is, my, home, we, made, it, with</i>) • Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding • Language Standards; Conventions of Standard English; 2b • Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Golden Dragon Parade</i></p> <p>Level B (early emergent)</p>	<ul style="list-style-type: none"> • Literature; Key Ideas and Details; 1 (ex: <i>In the story, what happened? Where were the main characters? What were they watching? What were some of the things they saw in the parade? How do you know?</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? How do you know?</i>) • Literature; Craft and Structure; 6 • Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 2 & 3. Look at the picture. What do they see in the parade? How are the people watching feeling? How are the people in the parade feeling? How do you know? Etc.</i>) • Informational Text; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Print concepts; 1 a-d • Foundational Skills; Phonological Awareness; 2d (ex: word "pop" on page 16) • Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "masks" on page 5) • Foundational Skills; Phonics and Word Recognition; 3.c. (<i>here, they, come, I, see, the</i>) • Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding • Language Standards; Conventions of Standard English; 2b • Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Yum, Apples!</i></p> <p>Level B (early emergent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>In the book, what did we learn about? What was the first thing that happened? What happened next? Then? Last? What was the little girl growing? How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>Turn to pages 6 & 7. What is growing? What is a bud? What does the bud grow into? How do you know? What clues did you use to figure out your answer?</i>) • Informational Text; Craft and Structure; 5 • Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the illustrations? How does the illustrator 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>Turn to pages 2 & 3. Where is the little girl? What is she doing? What season is it? How do you know? What clues did you use to figure out your answer?</i>) • Informational Text; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Print concepts; 1 a-d • Foundational Skills; Phonological Awareness; 2d (ex: word "bud" on page 6) • Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "seed" on page 2). • Foundational Skills; Phonics and Word Recognition; 3.c. (<i>this, is, a, it, and</i>) • Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding • Language Standards; Conventions of Standard English; 2b • Language Standards; Vocabulary Acquisition and Use; 6



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<p><i>Rain Falls</i></p> <p>Level B (early emergent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>In the book, what did we learn about? Where did the rain fall? What happened when the rain fell? How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>Turn to page 6. Where did the rain fall? What happened to the lake when the rain fell? How do you know? What clues did you use to figure out your answer?</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 illustrator 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>Turn to page 12. Where is the rain falling? How does the little boy feel about the rain? How do you know? What clues did you use to figure out your answer?</i>) • Informational Text; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Print concepts; 1 a-d • Foundational Skills; Phonological Awareness; 2d (ex: word “dog” on page 10) • Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word “flowers” on page 3). • Foundational Skills; Phonics and Word Recognition; 3.c. (<i>it, on, the</i>) • Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding • Language Standards; Conventions of Standard English; 2b • Language Standards; Vocabulary Acquisition and Use; 6
<p><i>What Time Is It?</i></p> <p>Level B (early emergent)</p>	<ul style="list-style-type: none"> • Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the little boy do first? Second? Third? Etc. Where did he go? Who was he with? How do you know?</i>) • Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? How do you know? What was the little boy doing? What makes you think that? How do you know?</i>) • Literature; Craft and Structure; 6 • Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 8 and 9. Look at the picture. What is happening in the story? What are the children doing? Where are they? How are they feeling? How do you know?</i>) • Literature; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Print concepts; 1 a-d • Foundational Skills; Phonics and Word Recognition; 3.c. (<i>what, is, it, to, go, play, eat</i>) • Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding • Language Standards; Conventions of Standard English; 2b • Language Standards; Vocabulary Acquisition and Use; 6