



# 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
<b><i>Bath Time</i></b>  Level C (early emergent)	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the boy do first? What did the boy do second? Third? How do you know?</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 to page 2. Look at the picture. What is happening in the story? What is the little boy doing? Why? How do you know?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonological Awareness; 2d (ex: word “tub” on page 2)</li> <li>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 “pail” on page 4)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, put, my, in, the, oh, no</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<b><i>A Day at the Fair</i></b>  Level C (early emergent)	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the boy do first? What did the boy do second? Third? How do you know?</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 to page 2. Look at the picture. What is happening in the story? What is the little boy doing? Why? How do you know?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>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)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>who, wants, to, I, do</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<b><i>Everybody Wears Braids</i></b>  Level C (early emergent)	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>In the story, what were the girls doing? What was special about them? How do you know? How did the story end?</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 to page 2. Look at the picture. What is happening in the story? What is the little girl doing? Why? How do you know?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>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 “braids” on page 2)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, have, seven, six, five, four, three, two, how, many, do</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<b><i>Fish Print</i></b>  Level C (early emergent)	<ul style="list-style-type: none"> <li>Informational Text; Key Ideas and Details; 1 (ex: <i>What did the little girls do together? Where were they? What was the first thing they did? The second thing? The third thing?</i>)</li> <li>Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How did the girls feel about what they were doing? How do you know?</i>)</li> <li>Informational Text; Craft and Structure; 4 (ex: <i>What are the girls doing on page 7? How do you know?</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 illustrator 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>Turn to page 8. What happened last? What did the little girls do? What clues does the picture give you?</i>)</li> <li>Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>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 “paint” on page 2)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>blue, yellow, orange, pink, the</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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## LEVELED TEXTS FROM BEBOP BOOKS

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

Title & Level	Standard Alignment/Text Features
<p><b>Laundry Day</b></p> <p>Level C (early 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 did the family do first? What did the family do second? Third? How do you know?</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 to page 2. Look at the picture. What is happening in the story? What is the little boy doing? What is the little girl doing? What is the woman doing? Why? How do you know?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>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 "people" on page 8)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>in, go, the, out</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Mom Is a Painter</b></p> <p>Level C (early emergent)</p> <p>*Teacher's College Assessment*</p>	<ul style="list-style-type: none"> <li>Informational Text; Key Ideas and Details; 1 (ex: <i>What did the mom do in the story? What does she paint? What colors does she use? What was the last thing she painted?</i>)</li> <li>Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How did the mom feel about what she was doing? How did the little boy feel? How do you know?</i>)</li> <li>Informational Text; Craft and Structure; 4 (ex: <i>What did the mom do on page 5? How do you know?</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 illustrator 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>Turn to page 8. What happened last? What did the mom do? What clues does the picture give you?</i>)</li> <li>Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonological Awareness; 2d (ex: word "bug" on page 3)</li> <li>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 "painter" on page 2)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>mom, is, a, she, red, yellow, green, blue, purple</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Splash!</b></p> <p>Level C (early emergent)</p>	<ul style="list-style-type: none"> <li>Informational Text; Key Ideas and Details; 1 (ex: <i>What did the children do in the story? Where are they? What was the first thing they did? Where was the first place they were? Where did they go and what did they do next? Last?</i>)</li> <li>Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How did the kids feel about what they were doing? How do you know?</i>)</li> <li>Informational Text; Craft and Structure; 4 (ex: <i>What did the kids do on page 6? How do you know? What clues does the picture give you?</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 illustrator 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>Turn to page 8. What happened last? Where were the children? What were they doing? What clues does the picture give you?</i>)</li> <li>Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonological Awareness; 2d (ex: word "tub" on page 4)</li> <li>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 "sink" on page 2)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>we, love, to, in, the</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</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>What a Street!</i></b></p> <p>Level C (early emergent)</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the children do first? What did the children do second? Third? How do you know?</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 to page 3. Look at the picture. What is happening in the story? What are the little girls doing? Why? How do you know?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>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 “messy” on page 2)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>what, a, up, the</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Yoga Class</i></b></p> <p>Level C (early emergent)</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the children do first? What did the children do second? Third? How do you know?</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 to page 3. Look at the picture. What is happening in the story? What are the little children doing? Why? How do you know? Why is there a frog in the corner of the page?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonological Awareness; 2d (ex: word “cat” on page 2)</li> <li>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 “snake” on page 5)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, am, a, me, just</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Cleaning Day</i></b></p> <p>Level C (early emergent)</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the little girl, her dad and the dog do first? What did they do second? Third? How do you know?</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>Was the dog helpful in the story? What clues does the illustrator give you to answer that question?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>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 “rake” on page 7)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>it’s, day, we, the, no, more</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Hello Flower</i></b></p> <p>Level C (early emergent)</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the little boy do first? What did he do second? Third? How do you know?</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>What is the boy doing when he says ‘I weed it’? How do you know? Use the picture to find clues to support your answer.</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>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 “watch” on page 5)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, it, hello, love</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</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
<b>Juicy Peach</b>  Level C (early emergent)	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the little boys do first? What did they do second? Third? Last? How do you know?</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>What did the boys do with the peaches? What clues does the illustrator give you to answer that question?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>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 “smell” on page 4)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>see, a, eat</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<b>Loose Tooth</b>  Level C (early emergent)	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the little girl do first? What did she do second? Third? Last? How do you know? When did the story begin? When did it end? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? How do you know? Who was the character 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>How was the beginning of the story like the end of the story? How was it different? What clues does the illustrator give you to answer that question?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>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 “tooth” on page 2)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>my, come, out, on, it, no, yes</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<b>Make a Turkey</b>  Level C (early emergent)	<ul style="list-style-type: none"> <li>Informational Text; Key Ideas and Details; 1 (ex: <i>What did the little boy do? Where was he? What was the first thing he did? What did he do next? Last? What had he made at the end of the book? What did he need to use in the book?</i>)</li> <li>Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How did the boy feel about what he was doing? How do you know?</i>)</li> <li>Informational Text; Craft and Structure; 4 (ex: <i>What did the boy do on page 4? How do you know? What clues does the picture give you?</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 illustrations? How does the illustrator 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>Turn to page 8. What happened last? Where was the boy? What was he doing? What clues does the picture give you?</i>)</li> <li>Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonological Awareness; 2d (ex: word “pan” on page 2)</li> <li>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 “press” on page 5)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>it’s, a, you, will, need</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<b>100 Day</b>  Level C (early emergent)	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the children do first? What did they do second? Last? How do you know? When did the story begin? When did it end? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? How do you know? Who are 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>How was the beginning of the story like the end of the story? How was it different? What clues does the illustrator give you to answer that question?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>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 “count” on page 4)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>is, we, play, to, with</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</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>On Our Farm</b></p> <p>Level C (early emergent)</p>	<ul style="list-style-type: none"> <li>• Informational Text; Key Ideas and Details; 1 (ex: <i>What did the little girl and her father do? Where were they? What was the first thing they did? What did they do next? Last?</i>)</li> <li>• Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How did the little girl and her father feel about what they were doing? How do you know?</i>)</li> <li>• Informational Text; Craft and Structure; 4 (ex: <i>What did the boy do on page 4? How do you know? What clues does the picture give you?</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 illustrations? How does the illustrator 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>Turn to page 4. What's happening on this page? What are they doing? Why might they be doing that? What clues does the picture give you?</i>)</li> <li>• Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• Foundational Skills; Phonological Awareness; 2d (ex: word "hug" on page 8)</li> <li>• 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)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (we)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Snapshots</b></p> <p>Level C (early 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?</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>Why does Grandpa ask Mai to hold still? What makes you think that? What clues do the pictures give you?</i>)</li> <li>• Literature; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• 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 "smile" on page 2)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (just)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Train Ride</b></p> <p>Level C (early 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?</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 to page 4. Why do they wave? What makes you think that? What clues do the pictures give you?</i>)</li> <li>• Literature; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• Foundational Skills; Phonological Awareness; 2d (ex: word "hug" on page 3)</li> <li>• 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 "wave" on page 4)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (we, are)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>We Eat Rice</b></p> <p>Level C (early emergent)</p>	<ul style="list-style-type: none"> <li>• Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the children eat with their rice? What did they eat first? What did they eat second? Third? Last?</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 to page 4 &amp; 5. How is page 4 different than page 5?</i>)</li> <li>• Literature; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• 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 "soup" on page 3)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (we, like, to, eat, and, every, day)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



# 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>Where Is My Puppy?</i></b></p> <p>Level C (early 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?</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 to page 4. Where was the puppy? How do you know?</i>)</li> <li>• Literature; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• Foundational Skills; Phonological Awareness; 2d (ex: word “<i>bed</i>” on page 3)</li> <li>• 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>yard</i>” on page 5)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>where, is, my, he, in, the, here, my</i>)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Time for Tacos</i></b></p> <p>Level C (early emergent)</p>	<ul style="list-style-type: none"> <li>• Informational Text; Key Ideas and Details; 1 (ex: <i>What did the little boy and his father do? Where are they? What was the first thing they did? What did they do next? Last? What had they made at the end of the book?</i>)</li> <li>• Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How did the boy and his father feel about what they were doing? How do you know?</i>)</li> <li>• Informational Text; Craft and Structure; 4 (ex: <i>What did the boy do on page 2? How do you know? What clues does the picture give you?</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 illustrations? How does the illustrator 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>Turn to page 8. What happened last? Where was the boy? What was he doing? What clues does the picture give you?</i>)</li> <li>• Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• 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>beans</i>” on page 3)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>take, a, put, in, some, eat, it</i>)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>