



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>At the Park</i></p> <p>Level D (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 to page 6. What sense was the boy using? How do you know? How does the illustrator show us?</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: <i>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</i>) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, have, senses, the, my, you, do, too</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>Bedtime Fun</i></p> <p>Level D (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 to page 4. What did the little boy want to do instead of going to bed? How do you know? How does the illustrator show us?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonological Awareness; 2d (ex: <i>word "bed" on page 2</i>) Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: <i>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 "head" on page 3</i>) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, don't, want, to, go, want, my, on, with, 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 |
| <p><i>I Play Soccer</i></p> <p>Level D (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 to page 2. What was the little girl doing? What were the other players doing? How do you know? How does the illustrator show us?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonological Awareness; 2d (ex: <i>word "run" on page 3</i>) Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: <i>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 "ball" on page 2</i>) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, for, the, after, for, a</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>My Big Rock</i></p> <p>Level D (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? 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 to page 3. What was the little girl doing? How do you know? How does the illustrator show us?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Print concepts; 1 a-d Foundational Skills; Phonological Awareness; 2d (ex: <i>word "big" on page 2</i>) Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: <i>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 "horse" on page 3</i>) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, play, on, my, is, a</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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LEVELED TEXTS FROM BEBOP BOOKS

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

| Title & Level | Standard Alignment/Text Features |
|---|--|
| <p><i>I Had a Hippopotamus</i></p> <p>Level D (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 1. Where did the little boy get all the animals that he gave to his family members? What was different about the end of the story?</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 “but” on page 4) 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 “hippopotamus” on page 3) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, had, a, but, gave, it, to, my, mom, an, dad, sister, brother, baby, friend, girl, teacher, 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 |
| <p><i>I Make Clay Pots</i></p> <p>Level D (emergent)</p> | <ul style="list-style-type: none"> Informational Text; Key Ideas and Details; 1 (ex: <i>What did the little girl and her grandmother do? Where were they? What was the first thing they did? What did they do next? Last?</i>) Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How did the little girl and her grandmother feel about what they were doing? How do you know?</i>) Informational Text; Craft and Structure; 4 (ex: <i>What did the girl do on page 3? How do you know? What clues does the picture give you?</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 page 5. What’s happening on this page? What is she doing? Why might she be doing that? 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 “pot” 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 “clay” on page 2) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>here, is, the, I, now, it, a</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>A Special Day</i></p> <p>Level D (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 the title page. What special day is it? 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 “top” on page 4) 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 “skirt” on page 4) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>It, is, a, day, for, on, I, have, there, are, my</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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| Title & Level | Standard Alignment/Text Features |
|--|---|
| <p><i>Wave Goodbye</i></p> <p>Level D (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 6-7. Where are they going? How do you know? What clues does the illustrator 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: <i>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 "derriere" on page 19</i>)• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, think, it's, we, go, your, and, a, 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>Piñata Party</i></p> <p>Level D (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 to page 3. What was the little girl doing? What are the other children going to do? How do you know? How does the illustrator show us?</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: <i>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 "piñata" on page 2</i>)• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>has, a, she, the, he, here, come</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 |