



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>Block Party</i></p> <p>Level E (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 pages 4 & 5. What are the little girls doing? Why? 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 "wave" on page 12</i>) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>put, one, here, and, said, go, in, out, let's, hello, hi, the, I, am, see, people, it's, 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>I Need to Ask You Something</i></p> <p>Level E (emergent)</p>	<ul style="list-style-type: none"> Informational Text; Key Ideas and Details; 1 (ex: <i>What did the little girl need help doing? Who did she ask for help? Where were they? What was the first thing she needed help with? The second thing? The next thing? How was the end different than the rest of the book? How do you know?</i>) Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How did the little girl feel in the book? How did her mother feel? Why did the little girl need help? What was she doing? How do you know?</i>) Informational Text; Craft and Structure; 4 (ex: <i>What did the girl ask for help with on page 2? 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 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 6. What's happening on this page? What is the little girl doing? What is her mom doing? Why did she need help to each her hat? 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: <i>word "yes" 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 "shoes" on page 2</i>) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>Mom, I, need, to, ask, you, something, yes, said, will, help, me, my, love</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>In the Mountains</i></p> <p>Level E (emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, did the little girl and her mom see 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 kinds of animals did the little girl and her mom see? 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 was the little girl doing? What was her mom doing? What was the chipmunk 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 "sit" on page 5</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 "owl" on page 2</i>) Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, saw, an, a, at, me, in, on, jump, up, the, right, by, way, not, to</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>Seven Cookies</p> <p>Level E (emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, who did the little girl share the cookies with 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? Who were the characters in the story? 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 pages 9 & 10. What was the little girl doing? What happened with the dog? 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: word “six” on page 5) 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 “share” on page 3) Foundational Skills; Phonics and Word Recognition; 3.c. (all, for, me, do, I, yes, now, that, with) 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>Sister, Sister</p> <p>Level E (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 were the things each sister liked? What did they like to do differently? What did they like to do together? 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 pages 4 & 5. What is each sister doing? How are they behaving differently? 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: 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 “listen” on page 3) Foundational Skills; Phonics and Word Recognition; 3.c. (I, like, to, my, sister, likes, play, make, when, in, our, things, read, love) 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>The Dashiki</p> <p>Level E (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? How did the story end? What did the little boy do that was different than his mom and dad? 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. What happened to the dashiki? Why? What did the dad decide to do with the dashiki?</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 “hot” 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 “bought” on page 2) Foundational Skills; Phonics and Word Recognition; 3.c. (on, Dad, a, it, had, many, was, he, his, it, lot, then, the, she, her, in, my, I, but, didn’t, out, of) 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>Go Go Gumbo</p> <p>Level E (emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>In the story, what did the little girl and her grandfather put in the pot first? Second? Third? Last? What were they making? 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 pages 8 & 9. What was the little girl doing? What is her grandfather doing? What did they put in the pot? Why? 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: 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 “tomato” on page 6) Foundational Skills; Phonics and Word Recognition; 3.c. (we, put, in, the, it’s, all, up, and, as, can, be, over, go) 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>Ice Cream Money</i> Level E (emergent)	<ul style="list-style-type: none">• Literature; Key Ideas and Details; 1 (ex: <i>In the story, what happened in the story? What did the children buy? How did each child pay? How much did the ice cream cost? 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 pages 8 & 9. How much does the ice cream cost? What did each child have that was different? What did each child have that was the same? 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: <i>word "big" on page 10</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 "coins" on page 4</i>)• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>for, a, after, we, I, have, five, three, one, each, this, is, here's, for, you, please, what</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