



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>Confetti Eggs</p> <p>Level F (emergent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>What were the little girl and the little boy doing? Where were they? What was the How do you make a confetti egg? What is the first step? The second step? Next? etc 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 and the little boy feel about making confetti eggs? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>Turn to page 3. What is the second step? Why do you empty out the yolk? 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 4. What's happening on this page? What is the little girl doing? What is the little boy doing? 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 "tap" 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 "yolk" on page 3) • Foundational Skills; Phonics and Word Recognition; 3.c. (<i>the, take, off, goes, yellow, out, inside, then, your, up, put, it, on, make, use, end, of, a, in</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>Chinatown Adventure</p> <p>Level F (emergent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>Where did the little girl go? Who did she go with? What did she do first when she was there? What did she think about buying? What did she have for lunch? What did her family buy? What did the little girl buy? What did they do last? 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? How do you know? Where did they go? Why do you think they went there? What makes you think that?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>What is the little girl doing on page 9? What is she thinking about buying? 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 4. What's happening on this page? What is the little girl doing? What is her mom doing? What do the words say? How does the picture help you understand the text? 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 "mom" 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 "puppet" on page 15) • Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I'm, so, today, we're, going, to, my, and, I, a, the, is, of, see, so, many, things, these, this, I'll, for, some, then, we, now, it's, go, what, will, our, he</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>Twister's Tricks</p> <p>Level F (emergent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>What are the children doing? Where were they? What was the first trick they taught Twister? The second trick? The third trick? What did they do last? 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 Tom and John feel? How did dad feel? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>On page 13, what was Twister's trick? 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 9. What's happening on this page? What is the little girl doing? What is Tom doing? 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 "Tom" 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 "forward" on page 5) • Foundational Skills; Phonics and Word Recognition; 3.c. (<i>this, is, our, going, to, be, in, a, we, are, him, me, onto, first, I, say, let's, do, pull, the, and, good, boy, Dad, up, to, his, off, asks, for, he, can't</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>Car Wash</i></p> <p>Level F (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, where was the family going? Why? In the car wash, what happened first? Second? 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 10 & 11. What happened? How does the little girl feel? 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 “mud” 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 “bubbles” on page 4) • Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, look, out, the, and, what, do, see, on, all, around, we're going, to, the, here, we, go, down, through</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>Ruby's Whistle</i></p> <p>Level F (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 was Ruby's problem? Who tried to help her first? How did they try to help her? Who tried to help her next? How did they try to help her? How did Ruby's problem get solved? How did Ruby and her parents feel at the end of the book?</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 does the author tell us Ruby can do? How does the illustrator make the picture match the words? 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 “bubbles” on page 5) • Foundational Skills; Phonics and Word Recognition; 3.c. (<i>can't, she, can, with, her, but, doesn't, know, how, to, me, says, he, two, in, his, and, comes, out, puts, her, nothing, together, an, a, on, Sunday, take, there, are, many, on, the, each, other, that, day, begins, who, ask</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