



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>The Best Thing</i></p> <p>Level G (emergent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>What was the book about? What information did the little girl share with us? What is her name? Who are the members of her family? Where were they? How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How does Madison feel about being adopted? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>Infer/discuss the meaning of the following subject specific words: adopted</i>) • Informational Text; Craft and Structure; 5 • Informational Text; Craft and Structure; 6 (ex: <i>What is the author's purpose in writing this book? What is she trying to describe to us? How do you know?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at the girl on page 3. What is Madison showing us? Why does the author show us the little black and white photograph? How do you know? How does this help you understand the information in the book?</i>) • Informational Text; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a-f • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Kama's Lei</i></p> <p>Level G (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? Who were the characters? Where did the story take place? How do you know?</i>) • Literature; Key Ideas and Details; 2 (ex: <i>What happened first in the story? Next? Then? Last? What was the story mostly about? How do you know?</i>) • Literature; Key Ideas and Details; 3 (ex: <i>What was Kama's problem in the story? How did he feel about his problem? How did he solve that problem? How do you know?</i>) • Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was the problem? What was the solution? How did the author choose to end the story? Use details from the text to support your answer.</i>) • Literature; Craft and Structure; 6 (ex: <i>How do you think Mrs. Lee and Mr. Silva felt about giving Kama flowers? How do you think Auntie Emma felt about receiving the lei from Kama? How do you know?</i>) • Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 4-5. How does the illustrator help us figure out the following: who are the characters? How are they feeling? What is the problem in the story? Where does the story take place?</i>) • Literature; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a-f • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Tuti's Play</i></p> <p>Level G (emergent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>What was the book about? What information did the little girl share with us? What is her name? Who are the members of her family? What was the special thing they were getting ready to do? How did they get ready? Where was she? How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How does Tuti feel about being in the play? How do you know?</i>) • Informational Text; Craft and Structure; 5 • Informational Text; Craft and Structure; 6 (ex: <i>What is the author's purpose in writing this book? What is she trying to describe to us? How do you know?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at page 3. What is the author showing us? Why does the author show us this picture? How do you know? How does this help you understand the information in the book?</i>) • Informational Text; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a-f • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6



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>Fancy Dance</p> <p>Level G (emergent)</p> <p>*Teacher's College Assessment*</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>Who were the characters in the story? Where did the story take place? What were the characters doing? Why? How do you know?</i>) Literature; Key Ideas and Details; 2 (ex: <i>What happened first in the story? Next? Then? Last? What was the story mostly about? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>What was Joe's problem in the story? How did he feel about performing? How do you know? How did the story end? Did Joe solve his problem? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was the problem? What was the solution? How did the author choose to end the story? Use details from the text to support your answer.</i>) Literature; Craft and Structure; 6 (ex: <i>How do you think the other dancers were feeling before their performance? How do you think the people in the audience felt before the performance? How do you think the singers and drummers were feeling before the performance?</i>) Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 6-7. How does the illustrator help us figure out the following: who are the characters? How are they feeling? What is the problem in the story? Where does the story take place?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-f Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6
<p>The Goat Goes to Town</p> <p>Level G (emergent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (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 was the problem in the story? How did the problem get solved? How did the story end? How do you know?</i>) Literature; Key Ideas and Details; 2 (ex: <i>What happened first in the story? Next? Then? Last? What was the story mostly about? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>What problems did the goat cause in the story? How did the townspeople react? How did the problem get solved? How do you know?</i>) Literature; Craft and Structure, 4 (discuss instances of onomatopoeia such as: BEH, BEH and CLIP CLOP, CHOMP CHOMP CHOMP; discuss why the author might have chosen to use rhythm and rhyme in the telling of the story) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was the problem? What was the solution? How did the author choose to end the story? Use details from the text to support your answer.</i>) Literature; Craft and Structure; 6 (ex: <i>How do you think the goat was feeling as it was wandering through the town? How did it feel at the end of the book? What makes you think that?</i>) Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 6-7. How does the illustrator help us figure out the following: who are the characters? How are they feeling? What is the problem in the story? Where does the story take place?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-f Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6
<p>Living In an Igloo</p> <p>Level G (emergent)</p>	<ul style="list-style-type: none"> Informational Text; Key Ideas and Details; 1 (ex: <i>What was the book about? What information did the little girl share with us? What is her name? Who are the members of her family? What was the special thing they did when they were away from home? Why did they do it? How do you know?</i>) Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How does Daisy feel about living in an igloo? How do you know?</i>) Informational Text; Craft and Structure; 4 (ex: <i>Infer/discuss the meaning of the following subject specific words: Kenalogak, far north, caribou, hunt, igloo, caribou skins</i>) Informational Text; Craft and Structure; 5 Informational Text; Craft and Structure; 6 (ex: <i>What is the author's purpose in writing this book? What is she trying to describe to us? How do you know?</i>) Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at page 3. What is the author showing us? Why does the author show us this picture? How do you know? How does this help you understand the information in the book?</i>) Informational Text; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-f Foundational Skills; Fluency; 4 a-c Language Standards; Vocabulary Acquisition and Use; 6



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>Moving Day Surprise</i></p> <p>Level G (emergent)</p> <p><i>*Teacher's College Assessment*</i></p>	<ul style="list-style-type: none"> • Literature; Key Ideas and Details; 1 (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 was the problem in the story? How did the problem get solved? How did the story end? How do you know?</i>) • Literature; Key Ideas and Details; 2 (ex: <i>What happened first in the story? Next? Then? Last? What was the story mostly about? How do you know?</i>) • Literature; Key Ideas and Details; 3 (ex: <i>What was the little boy's problem in the story? How did he feel about his problem? How did the problem get solved? How did the little boy feel about the solution? How do you know?</i>) • Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was the problem? What was the solution? How did the author choose to end the story? Use details from the text to support your answer.</i>) • Literature; Craft and Structure; 6 (ex: <i>How do you think the little boy's parents were feeling as they were looking for a new apartment? How do you think they felt when they surprised the little boy by taking him upstairs to the new apartment? What makes you think that?</i>) • Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 10-11. How does the illustrator help us figure out the following: who are the characters? How are they feeling? What is the problem in the story? Where does the story take place?</i>) • Literature; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a-f • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6