



# 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>At the Firehouse with Dad</i></b></p> <p>Level H (emergent)</p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What did the little boy do at the firehouse? How did he feel about his visit? How do you know?</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? Was there a problem and a solution in the story? How do you know? How did the author choose to end the story? Use details from the text to support your answer.</i>)</li> <li>Literature; Craft and Structure; 6 (ex: <i>How do you think the boy's father felt about showing him around the firehouse? How do you think the little boy felt about his visit? What makes you think that?</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 8-9. How does the illustrator help us figure out the following: who are the characters? How are they feeling? Where does the story take place?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Pop Pop and Grandpa</i></b></p> <p>Level H (emergent)</p>	<ul style="list-style-type: none"> <li>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 did the little boy do with his Grandpa? With his Pop Pop? How did the story end? How do you know?</i>)</li> <li>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>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did the little boy feel about visiting his Pop Pop? How did he feel about visiting Grandpa? How do you know?</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? How were Pop Pop and Grandpa similar? How were they different? How did the author choose to end the story? Use details from the text to support your answer.</i>)</li> <li>Literature; Craft and Structure; 6 (ex: <i>How does Grandpa feel about the little boy's visit? How does Pop Pop feel? How do you know?</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 8-9. How does the illustrator help us figure out the following: who are the characters? How are they feeling? Where does the story take place?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Pran's Week of Adventure</i></b></p> <p>Level H (emergent)</p> <p><i>*Teacher's College Assessment*</i></p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What was Pran's problem in the story? How did Mrs. Patel try to fix the problem? How do you know? How did the story end? Did Pran's problem get solved? How? How do you know?</i>)</li> <li>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>)</li> <li>Literature; Craft and Structure; 6 (ex: <i>How do you think Mrs. Patel feel about their problem? How do you think she felt about each way she tried to solve the problem? How do you think she felt at the end of the story?</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 8-9. 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? What are the characters doing to try to fix the problem? Where does the story take place?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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Title & Level	Standard Alignment/Text Features
<p><b><i>Silent Sam</i></b></p> <p>Level H (emergent)</p> <p>*Teacher's College Assessment*</p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What was Sam's problem in the story? How did he feel about Gus? How do you know? How did the story end? Did Sam's problem get solved? What happened? How do you know?</i>)</li> <li>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>)</li> <li>Literature; Craft and Structure; 6 (ex: <i>How do you think Gus was feeling in the story? How do you think Sam's mom felt at the end of the story? How did Sam's feelings change at the end of the story?</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 12-13. 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>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>What Boo and I Do</i></b></p> <p>Level H (emergent)</p>	<ul style="list-style-type: none"> <li>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 dog's name? What special tricks can her dog do? How is her dog different than other dogs? What was the special thing they do together? Where do they go? What do they do there? How do you know?</i>)</li> <li>Informational Text; Key Ideas and Details; 2 (ex: <i>What happened first in the story? Next? Then? Last? What was the book mostly about? How do you know?</i>)</li> <li>Informational Text; Craft and Structure; 5</li> <li>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>)</li> <li>Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at page 10. 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>)</li> <li>Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Hey! You're Eating My Homework</i></b></p> <p>Level H (emergent)</p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What was Ramon's problem in the story? How did he feel about his problem? How do you know? What did he do to solve it? How did the story end? Did Ramon solve his problem? How do you know?</i>)</li> <li>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>)</li> <li>Literature; Craft and Structure; 6 (ex: <i>How do you think Ramon's mom was feeling about his problem? How do you think the squirrels and birds were feeling? Why? What makes you think that?</i>)</li> <li>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? How did Ramon try to solve his problem? Where does the story take place?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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Title & Level	Standard Alignment/Text Features
<p><b><i>Jazz Baby</i></b></p> <p>Level G (emergent)</p>	<ul style="list-style-type: none"> <li>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>)</li> <li>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>)</li> <li>Literature; Craft and Structure, 4</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What were the children doing? How did they feel about it? How did the author choose to end the story? Use details from the text to support your answer.</i>)</li> <li>Literature; Craft and Structure; 6 (ex: <i>How do you think the children felt at the beginning of the story? In the middle? At the end? How do you think the author feels about music? What makes you think that?</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 22-23. How does the illustrator help us figure out the following: who are the characters? How are they feeling? What are they doing?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Pencil Talk and Other School Poems</i></b></p> <p>Level H (emergent)</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>Where did the poems take place? How do you know? What were the poems about? What makes you think that?</i>)</li> <li>Literature; Key Ideas and Details; 2 (ex: <i>What were the poems mostly about? How do you know?</i>)</li> <li>Literature; Craft and Structure, 4</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the poem collection? How did the author arrange the poems? What was the order? How did the author choose to end the book of poems? Use details from the text to support your answer.</i>)</li> <li>Literature; Craft and Structure; 6 (ex: <i>How were the children feeling in each poem? How do you think the author feels about school? What makes you think that?</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>How does the illustrator help us figure out the following: what is each poem about? What do all the poems have in common? What is the big idea of this collection of poems?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>