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
David's Drawings Level I (emergent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What happened first in the story? Next? Then? Last? What was the story mostly about? How do you know?*) • Literature; Key Ideas and Details; 3 (*ex: What did David do at school? At home? How did he feel about drawing? How do you know?*) • Literature; Craft and Structure; 5 (ex: *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.*) • Literature; Craft and Structure; 6 (ex: *How do you think the other children felt about adding to David's drawing? How do you think his sister felt? What makes you think that?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *Turn to pages 5-6. How does the illustrator help us figure out the following: who are the characters? How are they feeling? Where does the story take place?*) • 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
I'm Heading to the Rodeo Level I (emergent) *Teacher's College Assessment*	• Literature; Key Ideas and Details; 1 (*ex: 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 it get solved? How did the story end? How do you know?*) • Literature; Key Ideas and Details; 2 (ex: *What happened first in the story? Next? Then? Last? What was the story mostly about? How do you know?*) • Literature; Key Ideas and Details; 3 (ex: *How did the little girl feel about catching the horse and the goat? How did she feel about the rodeo? How do you know?*) • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? Where was the little girl going? Where did she wish she was going? How did the author show us the difference between where she was and where she wanted to be? How did the author choose to end the story? Use details from the text to support your answer.*) • Literature; Craft and Structure; 6 (ex: *How does Mom feel about the little girl? About the problem in the story? About how the problem was solved? How do you know?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *Turn to pages 14-15. How does the illustrator help us figure out the following: who are the characters? How are they feeling? Where does the story take place? What is the problem in the story?*) • 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
My Teacher Can Teach… Anyone! Level I (emergent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What happened first in the story? Next? Then? Last? What was the story mostly about? How do you know?*) • Literature; Key Ideas and Details; 3 (ex: *What are some the different jobs the teacher taught the children about? How did she teach them about each job? How do you know? How did the story end? How do you know?*) • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? Was there a pattern that the author used to tell the story? What was it? How did the author choose to end the story? Use details from the text to support your answer.*) • Literature; Craft and Structure; 6 (ex: *How do you think the children felt about each job they learned about? How do you think the teacher was feeling as she taught about each job? Do you think the children had a favorite job or do you think they liked them all? How do you know?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *Turn to pages 7-8. How does the illustrator help us figure out the following: who are the characters? How are they feeling? What jobs are they learning about? Where does the story take place?*) • 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

Title & Level	Standard Alignment/Text Features
Black All Around! Level I (emergent)	• Literature; Key Ideas and Details; 1 (*ex: Where did the story take place? Was there only one setting or more than one? 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?*) • Literature; Key Ideas and Details; 2 (*ex: What happened first in the story? Next? Then? Last? What was the story mostly about? How do you know?*) • Literature; Key Ideas and Details; 3 (*ex: What was the little girl mostly thinking about? How does she feel about the color black? How do you know? How did the story end? How do you know?*) • Literature; Craft and Structure; 5 (*ex: How did the author choose to begin the story? Did the author use any patterns in how she told the story? What was the pattern? How do the author and illustrator show us the difference between reality and what the little girl imagines? How did the author choose to end the story? Use details from the text to support your answer.*) • Literature; Craft and Structure; 6 (*ex: How do you think the little girl's family feels about the color black? How do you know? Give examples from the story to support your answer.*) • Literature; Integration of Knowledge and Ideas; 7 (*ex: Turn to pages 11-12. How does the illustrator help us figure out the following: who are the characters? How are they feeling? What is really happening to the little girl? What is the little girl imagining? Where does the story take place?*) • 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
Can You Top That? Level I (emergent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (*ex: What happened first in the story? Next? Then? Last? What was the story mostly about? How do you know?*) • Literature; Key Ideas and Details; 3 (*ex: 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?*) • Literature; Craft and Structure; 5 (*ex: 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.*) • Literature; Craft and Structure; 6 (*ex: 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?*) • Literature; Integration of Knowledge and Ideas; 7 (*ex: 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?*) • 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
Summer Sun Risin' Level I (emergent)	• Literature; Key Ideas and Details; 1 (*ex: 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? Was there a problem in the story? How do you know? How did the story end? How do you know?*) • Literature; Key Ideas and Details; 2 (*ex: What happened first in the story? Next? Then? Last? What was the story mostly about? How do you know?*) • Literature; Key Ideas and Details; 3 (*ex: How does the little boy spend his day? What does he do in the morning? In the afternoon? In the evening? At night? How do you know? How did the story end? How do you know?*) • Literature; Craft and Structure; 5 (*ex: How did the author choose to begin the story? Did the author use any type of pattern to tell the story? What was the pattern? How would the reading the story feel different without this pattern? How did the author choose to end the story? Use details from the text to support your answer.*) • Literature; Craft and Structure; 6 (*ex: How do you think the little boy's Ma and Pa felt about the different parts of their day? Why? What makes you think that?*) • Literature; Integration of Knowledge and Ideas; 7 (*ex: Turn to pages 8-9. How does the illustrator help us figure out the following: who are the characters? How are they feeling? What time of day is it? Where does the story take place?*) • 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

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
Surprise Moon Level H (emergent) *Teacher's College Assessment*	• Literature; Key Ideas and Details; 1 (*ex: 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 special holiday was the story about? What did you learn about that holiday? How did the story end? How do you know?*) • Literature; Key Ideas and Details; 2 (ex: *What happened first in the story? Next? Then? Last? What was the story mostly about? How do you know?*) • Literature; Craft and Structure, 4 • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? What were the children doing? How did they feel about it? What happened in the middle of the story? How did the author choose to end the story? How did the author choose to end the book? Use details from the text to support your answer.*) • Literature; Craft and Structure; 6 (ex: *How do you think the children felt at the beginning of the story? In the middle? At the end? What about Nick's parents? How are they feeling? How do you think the author feels about the Autumn Moon Festival? What makes you think that?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *Turn to pages 2-3. How does the illustrator help us figure out the following: who are the characters? How are they feeling? What are they doing? What are they going to do next?*) • 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