



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>Christmas Makes Me Think</p> <p>Level J (early fluent)</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? 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 did the little boy notice in the story? What did each thing make him think about? How do you know?</i>) 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>) Literature; Craft and Structure; 6 (ex: <i>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?</i>) Literature; Integration of Knowledge and Ideas; 7 (ex: <i>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?</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>Elizabethi's Doll</p> <p>Level J (early fluent)</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 it 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>How did Elizabethi feel about Obedi? How did she feel about Eva? How did Elizabethi's mother feel about Elizabethi? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was happening in Elizabethi's family? Who was Eva? Why did Elizabethi play with her? What was the problem in the story? How did Elizabethi solve her problem? 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 does Elizabethi's mom feel about Eva? About Elizabethi? About Elizabethi's problem? How do you know?</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? Where does the story take place? What is going on in the story?</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>Fishing Fun</p> <p>Level J (early fluent)</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 author share with us? Who was the book about? What was the special thing they do together? Where were they going?? What do they do there? How do you know? How do you know?</i>) Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do the boys feel about fishing? 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 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>) 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



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<p><i>Punched Paper</i></p> <p>Level J (early fluent)</p> <p><i>*Teacher's College Assessment*</i></p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>What was the book about? What information did Maria and Andy give us? What did they teach us how to make? Why were they making punched paper? Where were they? How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? Why did the author write the book? To convince us? To teach us? To explain something to us? 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
<p><i>African Dance</i></p> <p>Level J (early fluent)</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? 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>How was the beginning of the story different from the middle? From the end? How do you know? How did the story end? What happened? How do you know?</i>) • Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What did the author try to teach us about by telling this story? 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 were the children feeling in the story? How do you think their teacher felt? How do you think the audience felt while watching their performance?</i>) • 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>) • 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>Allie's Basketball Dream</i></p> <p>Level J (early fluent)</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? Was there a problem in the story? What was the problem? How did it get solved? How do you know? 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 did Allie want to be able to do? How did she feel about basketball? What did she want to be able to do? How do you know? How did the story end? How do you know?</i>) • Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What challenges did Allie face? What did she do face those challenges? 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 Allie's friend Keisha felt about Allie's dream? How did Julio feel? Sheba? How do you think Allie's cousin Gwen felt about Allie's dream? Why? What makes you think that?</i>) • Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 3-4. 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?</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



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<i>Bibim Bap for Dinner</i> Level J (early fluent)	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>What was the book about? What was the little boy making? Why? What ingredients did he use? What steps did he take? Did he have any help? How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about How does the little boy feel about bibim bap? 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 teach us about? How do you know? What did you learn from the book?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at page 2. 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
<i>Leo and the Butterflies</i> Level J (early fluent)	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>What was the book about? What information did Leo share with us? Where did he go? What did he see? What was the purpose of the book? To explain? To teach? To persuade? To inform? How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How does Leo feel about butterflies? 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 teach us about? How do you know?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at page 2. 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
<i>Mama Elizabeti</i> Level J (early fluent)	<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; Craft and Structure, 4 • Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What happened in Elizabeti’s family? 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.</i>) • Literature; Craft and Structure; 6 (ex: <i>How do you think Elizabeti felt at the beginning of the story? In the middle? At the end? How do you think Obedi was feeling at different points in the story? What makes you think that?</i>) • Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 1-2. 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?</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



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<p>Mud Tortillas</p> <p>Level J (early fluent)</p> <p>*Teacher's College Assessment*</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; Craft and Structure, 4 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? What happened in the middle of the story? 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 Adriana and Teresita felt at the beginning of the story? In the middle? At the end? How did Adriana's feelings change over the course of the story? How did Teresita's feelings change? How did their aunties feel at the beginning? At the end? What makes you think that?</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 are they doing? What are they going to do next?</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>Ten Oni Drummers</p> <p>Level J (early fluent)</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? 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; Craft and Structure, 4 Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was the little boy doing? Were the oni real or imaginary? What makes you think that? 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.</i>) Literature; Craft and Structure; 6 (ex: <i>How do you think the little boy felt at the beginning of the story? In the middle? At the end? What about the oni drummers? How are they feeling? What makes you think that?</i>) Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 2-5. 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?</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>Two Sweet Peas</p> <p>Level J (early fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>What happened in each poem? What was the first poem about? The next poem? Etc. How do you know? What was the book mostly about?</i>) Literature; Key Ideas and Details; 2 (ex: <i>What happened first in the story? Next? Then? Last? What was the poem collection mostly about? How do you know?</i>) Literature; Craft and Structure, 4 Literature; Craft and Structure; 5 (ex: <i>Where did the poems take place? How do you know? Who were the characters in the poems? What makes you think that? Why do you think the author put the poems in this order? How do you know? How did the author choose to end the book? Use details from the text to support your answer.</i>) Literature; Craft and Structure; 6 (ex: <i>How do you think each character felt in each poem? What was the mood of each poem? Whose perspective was each poem from? What makes you think that?</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 are they doing? What are they going to do next?</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



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<p><i>When This World Was New</i></p> <p>Level J (early fluent)</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? 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; Craft and Structure, 4• Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What were the characters? How did they feel about it? What happened in the middle of the story? Where did they go? How did they feel? How did the author choose to end the story? How was the end of the story special? How did the author choose to end the book? Use details from the text to support your answer.</i>)• Literature; Craft and Structure; 6 (ex: <i>How do you think Danilito felt at the beginning of the story? In the middle? At the end? What about Danilito's parents? His uncle? How are they feeling? How do you think everyone felt about moving to America? About snow? What makes you think that?</i>)• Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 1-2. 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?</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