



# 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>Christmas Makes Me Think</i></b></p> <p>Level J (early fluent)</p>	<ul style="list-style-type: none"> <li>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?</i>)</li> <li>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>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 3-4. How does the illustrator help you understand the tricky words on page 4? What clues does the illustrator give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>one, winter, day, saw, a, beautiful, when, he, got, to, school, took, off, his, and, up, of, thought, for, then, made, of, had, said, but, some, brown, too, she, her, here, you, can, make, under, green, that, then, few, look, have, these, may, put, person, know, like, with, an, would, two, in, begin, was, see, asked, at, again, our, bottom, home, school, over, came, sister, your, right, above, my</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Elizabeth's Doll</i></b></p> <p>Level J (early fluent)</p>	<ul style="list-style-type: none"> <li>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?</i>)</li> <li>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? 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; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 6-7. How does the illustrator help you understand the tricky words on pages 6-7? What clues does the illustrator give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (<i>had, a, new, baby, brother, take, of, him, and, she, to, for, her, own, didn't, have, so, went, up, but, and, it, on, the, then, was, just, right, when, he, got, very, only, little, gave, too, around, still, did, onto, with, also, didn't, left, got, from, out, some, wouldn't, be, small, how, this, always, other, things, inside, where, were, couldn't, all, either, wasn't, until, every, put, which, large, together, although, hadn't, new, become, while, off, thought, that, one, day, would, too</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Fishing Fun</i></b></p> <p>Level J (early fluent)</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 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?</i>)</li> <li>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>)</li> <li>Informational Text; Craft and Structure; 4 (ex: <i>Look at page 4. How do the photographer and illustrator help you figure out the tricky words on this page?</i>)</li> <li>Informational Text; Craft and Structure; 5</li> <li>Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the photographer help us as readers understand the information the author is trying to share with us?</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; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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(Suggested uses: Guided Reading, Buddy Reading, Shared Reading, Independent Reading, etc.)

Title & Level	Standard Alignment/Text Features
<p><b><i>Punched Paper</i></b></p> <p>Level J (early fluent)</p> <p>*Teacher's College Assessment*</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 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>)</li> <li>• 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>)</li> <li>• Informational Text; Craft and Structure; 4 (ex: <i>Look at page 3. How do the photographer and illustrator help you figure out the tricky words on this page?</i>)</li> <li>• Informational Text; Craft and Structure; 5</li> <li>• Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the photographer help us as readers understand the information the author is trying to share with us?</i>)</li> <li>• Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at page 5. 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; Print concepts; 1 a</li> <li>• Foundational Skills; Phonological Awareness; 2 a-d</li> <li>• Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (our, is, going, to, have, a, we, all, choose, do, and, I, make, the, in, what, can, ask, know, how, about, says, use, these, opens, up, half, on, don't, want, this, you, next, our, back, then, along, outside, now, into, with, out, try, almost, off, your, my, look, at, more, when, are, across, our, now, have, who, asks, gives, say, too)</li> <li>• Foundational Skills; Fluency; 4 a-c</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>African Dance: Drumbeat in Our Feet</i></b></p> <p>Level J (early fluent)</p>	<ul style="list-style-type: none"> <li>• 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?</i>)</li> <li>• 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 was the beginning of the story different from the middle? From the end? How did the story end? How do you know?</i>)</li> <li>• Literature; Craft and Structure; 6</li> <li>• Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 3. How does the illustrator help you understand the tricky words on page 3? What clues does the illustrator give you?</i>)</li> <li>• Literature; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a</li> <li>• Foundational Skills; Phonological Awareness; 2 a-d</li> <li>• Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (long, ago, people, in, made, up, the, about, their, some, like, other, and, there, were, from, down, children, not, him, to, when, now, us, we, Saturdays, on, are, for, a, our, of, those, who, came, before, onto, right, left, why, do, you, say, is, big, make, way, each, their, they, all)</li> <li>• Foundational Skills; Fluency; 4 a-c</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Allie's Basketball Dream</i></b></p> <p>Level J (early fluent)</p>	<ul style="list-style-type: none"> <li>• 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?</i>)</li> <li>• 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? 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; Craft and Structure; 6</li> <li>• Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to pages 11-12. How does the illustrator help you understand the tricky words on page 12? What clues does the illustrator give you?</i>)</li> <li>• Literature; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a</li> <li>• Foundational Skills; Phonological Awareness; 2 a-d</li> <li>• Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (ex: <i>when, father, came, home, from, brought, her, he, a, because, I, love, you, said, and, on, the, was, something, that, really, next, day, to, new, made, as, she, it, they, the, his, etc</i>)</li> <li>• Foundational Skills; Fluency; 4 a-c</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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<p><b><i>Bibim Bap for Dinner</i></b></p> <p>Level J (early fluent)</p>	<ul style="list-style-type: none"> <li>• 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>)</li> <li>• 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>)</li> <li>• Informational Text; Craft and Structure; 4 (ex: <i>Look at page 3. How do the photographer and illustrator help you figure out the tricky words on this page?</i>)</li> <li>• Informational Text; Craft and Structure; 5</li> <li>• Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the photographer help us as readers understand the information the author is trying to share with us?</i>)</li> <li>• Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Look at pages 4-5. 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; Print concepts; 1 a</li> <li>• Foundational Skills; Phonological Awareness; 2 a-d</li> <li>• Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (ex: <i>we, are, for, dinner, in, to, together, and, one, of, my, favorite, with, four, when, will, have, some, next, take, out, lots, our, also, going, use, think, they, like, them, etc</i>)</li> <li>• Foundational Skills; Fluency; 4 a-c</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Leo and the Butterflies</i></b></p> <p>Level J (early fluent)</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 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>)</li> <li>• 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>)</li> <li>• Informational Text; Craft and Structure; 4 (ex: <i>Look at page 2. How do the photographer and illustrator help you figure out the tricky words on this page?</i>)</li> <li>• Informational Text; Craft and Structure; 5</li> <li>• Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the photographer help us as readers understand the information the author is trying to share with us?</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; Print concepts; 1 a</li> <li>• Foundational Skills; Phonological Awareness; 2 a-d</li> <li>• Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (ex: <i>my, name, is, and, in, it, here, very, the, have, many, we, like, near, home, full, are, things, when, go, for, lots, at, make, inside, of, from, these, their, will, that, under, them, etc</i>)</li> <li>• Foundational Skills; Fluency; 4 a-c</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b><i>Mud Tortillas</i></b></p> <p>Level J (early fluent)</p> <p>*Teacher's College Assessment*</p>	<ul style="list-style-type: none"> <li>• 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?</i>)</li> <li>• 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? 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; Craft and Structure; 6</li> <li>• Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to pages 4-5. How does the illustrator help you understand the tricky words on page 4? What clues does the illustrator give you?</i>)</li> <li>• Literature; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a</li> <li>• Foundational Skills; Phonological Awareness; 2 a-d</li> <li>• Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (ex: <i>two, sisters, and, play, outside, their, care, of, the, because, usually, day, one, were, would, make, but, how, all, that, some, them, not, take, everything, said, just, that's, replied, etc</i>)</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>Ten Oni Drummers</b></p> <p>Level J (early fluent)</p>	<ul style="list-style-type: none"> <li>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?</i>)</li> <li>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>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to pages 6-7. How does the illustrator help you understand the tricky words on page 6? What clues does the illustrator give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (ex: <i>in, I, upon, the, and, sometimes, have, one, by, its, for, more, two, off, of, three, them, around, they, their, forth, from, five, on, etc</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Two Sweet Peas</b></p> <p>Level J (early fluent)</p>	<ul style="list-style-type: none"> <li>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>)</li> <li>Literature; Key Ideas and Details; 3 (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?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to pages 2-3. How does the illustrator help you understand the tricky words on page 3? What clues does the illustrator give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (ex: <i>says, when, I, was, me, she, said, may, your, be, open, as, the, you, be, sure, with, in, her, small, near, all, long, went, the, that, we'd, all, our, they, had, would, etc</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>When This World Was New</b></p> <p>Level J (early fluent)</p>	<ul style="list-style-type: none"> <li>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?</i>)</li> <li>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>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to page 1. How does the illustrator help you understand the tricky words on this page? What clues does the illustrator give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (ex: <i>it, was, our, first, day, in, this, my, came, I, and, the, before, from, an, on, that, away, had, take, two, over, out, at, beneath, saw, near, with, me, very, small, didn't, but, etc.</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Mama Elizabeti</b></p> <p>Level J (early fluent)</p>	<ul style="list-style-type: none"> <li>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?</i>)</li> <li>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? 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; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn back to pages 3-4. How does the illustrator help you understand the tricky words on pages 3-4? What clues does the illustrator give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a</li> <li>Foundational Skills; Phonological Awareness; 2 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-e, 3.f (ex: <i>had, a, new, baby, sister, to, take, care, of, the, so, it, was, for, her, brother, knew, just, do, she, went, get, their, who, onto, just, with, but, his, which, out, all, some, etc.</i>)</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>

