



# 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>Bein' with You This Way</b></p> <p>Level K (early fluent)</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? 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 girl do at the park? What was the same about the people she saw? What was different? How did she feel about the differences and similarities? 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? Why did the author use rhythm and rhyme to tell the story? 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 other children felt about the little girl? How do you think the adults felt? What makes you think that?</i>)</li> <li>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? Where does the story take place?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10               <ul style="list-style-type: none"> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> </ul> </li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>My Steps</b></p> <p>Level K (early fluent)</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? 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 girl feel about her front steps? What were her favorite things to do there? How do you think she'd feel if her family moved to a new house? How do you know?</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? Who was telling the story? How do you know? What was important to the narrator? Was there a problem 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 does Essie feel about the narrator? About the steps? How do you know?</i>)</li> <li>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? Where does the story take place? What is going on in the story?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10               <ul style="list-style-type: none"> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> </ul> </li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Rainbow Joe and Me</b></p> <p>Level K (early fluent)</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? 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 Joe's problem? How did he overcome it? How did Eloise feel about Joe? About 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 did we learn about Eloise? What makes her special? What did we learn about Joe? What makes him special? 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 Joe feel about Eloise? How did Eloise's mom feel about Joe? How do you know?</i>)</li> <li>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? Where does the story take place? What is going on in the story?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10               <ul style="list-style-type: none"> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> </ul> </li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Zora Hurston and the Chinaberry Tree</b></p> <p>Level K (early fluent)</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 it 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>How did Zora feel about her father? About his advice to her? How did she feel about her mother? About her mother's advice to her? 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 Zora like? How would you describe her? How were her father and her mother different? What was the problem in the story? How did Zora solve her problem? 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 Zora's father feel about Zora? How did Zora's mother feel about Zora? How do you know?</i>)</li> <li>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? Where does the story take place? What is going on in the story?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10               <ul style="list-style-type: none"> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> </ul> </li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>

