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
¡Béisbol! Latino Baseball Pioneers and Legends Level R (fluent)	• Informational Text; Key Ideas and Details; 1 (ex: *Use text based support to answer the following questions: Who was the book about? Which athletes was Jonah Winter writing about? Where did they live? What did you learn about their careers? About what they accomplished? Etc. How do you know?*) • Informational Text; Key Ideas and Details; 2 (ex: *What was the main idea of the book? What was the book mostly about? How do you know? Write a one paragraph summary of the book.*) • Informational Text; Key Ideas and Details; 3 (ex: *Pick two players profiled in the book. How were they similar? Different? Consider the following: their backgrounds, the challenges each faced, their experiences and achievements, etc.*) • Informational Text; Craft and Structure; 4 (ex: *What are some new words that you learned in this book? How did figuring out what these words mean help you understand the book as a whole? Etc.*) • Informational Text; Integration of Knowledge and Ideas; 8 (ex: *What was life like for the baseball players in the book? How was each successful at their career? What evidence did the author provide to help you draw that conclusion? Etc.*) • Informational Text; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6
Celebrate! Connections Among Cultures Level R (fluent)	• Informational Text; Key Ideas and Details; 1 (ex: *Use text based support to answer the following questions: Who was the book about? What culture was Jan Reynolds writing about? Where did they people in the book live? What did you learn about their traditions? About what they eat? What they do day to day? Etc. How do you know?*) • Informational Text; Key Ideas and Details; 2 (ex: *What was the main idea of the book? What was the book mostly about? How do you know? Write a one paragraph summary of the book.*) • Informational Text; Key Ideas and Details; 3 (ex: *Pick two traditions profiled in the book. How were they similar? Different? Etc.*) • Informational Text; Craft and Structure; 4 (ex: *What are some new words that you learned in this book? How did figuring out what these words mean help you understand the book as a whole? Etc.*) • Informational Text; Integration of Knowledge and Ideas; 8 (ex: *Pick a way people celebrate. Which holidays did the author compare as similar? What evidence did the author provide to help her draw that conclusion? Etc.*) • Informational Text; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6
Dia's Story Cloth: The Hmong People's Journey of Freedom Level R (fluent)	• Informational Text; Key Ideas and Details; 1 (ex: *Use text based support to answer the following questions: Who was the book about? Which event in her family's past was Dia writing about? Where were her people from? What did you learn about them and what happened to them? Etc. How do you know?*) • Informational Text; Key Ideas and Details; 2 (ex: *What was the main idea of the book? What was the book mostly about? How do you know? Write a one paragraph summary of the book.*) • Informational Text; Key Ideas and Details; 3 (ex: *Pick two family members profiled in the book. How were they similar? Different? Consider the following: their backgrounds, the challenges each faced their experiences and feelings, etc.*) • Informational Text; Craft and Structure; 4 (ex: *What are some new words that you learned in this book? How did figuring out what these words mean help you understand the book as a whole? Etc.*) • Informational Text; Integration of Knowledge and Ideas; 8 (ex: *What was life like for the family in the book? What evidence did the author provide to help you draw that conclusion? Etc.*) • Informational Text; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6

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Frederick Douglass: The Last Day of Slavery Level R (fluent)	• Literature; Key Ideas and Details; 1 (*ex: What kind of person was Frederick? How do you know? Use details from the text to support your answer. How did this detail help you infer that about Frederick?*) • Literature; Key Ideas and Details; 2 (*ex: What was the story mostly about? Did the story have a central theme? If so, what was it? How do you know? Write a one paragraph summary of the story.*) • Literature; Key Ideas and Details; 3 (*ex: Pick two characters in the book. How were they the same? How were they different? Use examples from the text to support your answer. Etc.*) • Literature; Craft and Structure; 6 (ex: *How did the author choose to tell the story? In first or third person? Why do you think the author chose to tell the story that way? How does the perspective influence how events are described? Use details from the story to support your answer.*) • Literature; Integration of Knowledge and Ideas; 9 (ex: *Choose another book you've read. Consider the following: characters, setting, problem, solution, events, themes, moral, etc. How were these books the same? How were they different? Use details from each text to support your answer.*) • Literature; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6
The Happiest Tree: A Yoga Story Level R (fluent)	• Literature; Key Ideas and Details; 1 (*ex: What kind of person was Meena? How do you know? Use details from the text to support your answer. How did this detail help you infer that about Meena?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? Did the story have a central theme? If so, what was it? How do you know? Write a one paragraph summary of the story.*) • Literature; Key Ideas and Details; 3 (ex: *Pick two characters in the book. How were they the same? How were they different? Use examples from the text to support your answer. Etc.*) • Literature; Craft and Structure; 6 (ex: *How did the author choose to tell the story? In first or third person? Why do you think the author chose to tell the story that way? How does the perspective influence how events are described? Use details from the story to support your answer.*) • Literature; Integration of Knowledge and Ideas; 9 (ex: *Choose another book you've read. Consider the following: characters, setting, problem, solution, events, themes, moral, etc. How were these books the same? How were they different? Use details from each text to support your answer.*) • Literature; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6
In Daddy's Arms I am Tall: African Americans Celebrating Fathers Level R (fluent)	• Literature; Key Ideas and Details; 1 (*ex: What kind of people were the fathers in these poems? How do you know? Use details from the text to support your answer. How did each detail help you make inferences about each father?*) • Literature; Key Ideas and Details; 2 (ex: *What was the poem collection mostly about? Did the collection have a central theme? If so, what was it? How do you know? Write a one paragraph summary of the poem collection.*) • Literature; Key Ideas and Details; 3 (*ex: Pick two poems in the book. How were they the same? How were they different? Use examples from the text to support your answer. Etc.*) • Literature; Craft and Structure; 6 (ex: *How did the authors choose to write each poem? In first or third person? Why do you think the authors chose to write each poem that way? How does the perspective influence how events are described? Use details from the text to support your answer.*) • Literature; Integration of Knowledge and Ideas; 9 (ex: *Choose another poem collection you've read (ex: <u>Love to Mama</u>). Consider the following: characters, setting, events, images, content, themes, moral, etc. How were these collections the same? How were they different? Use details from each text to support your answer.*) • Literature; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6

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The Legend of Freedom Hill Level R (fluent)	• Literature; Key Ideas and Details; 1 (*ex: What kind of person was Sophie? Rosabel? How do you know? Use details from the text to support your answer. How did this detail help you infer that about each girl?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? Did the story have a central theme? If so, what was it? How do you know? Write a one paragraph summary of the story.*) • Literature; Key Ideas and Details; 3 (*ex: Pick two characters in the book. How were they the same? How were they different? Use examples from the text to support your answer. Etc.*) • Literature; Craft and Structure; 6 (ex: *How did the author choose to tell the story? In first or third person? Why do you think the author chose to tell the story that way? How does the perspective influence how events are described? Use details from the story to support your answer.*) • Literature; Integration of Knowledge and Ideas; 9 (ex: *Choose another book you've read. Consider the following: characters, setting, problem, solution, events, themes, moral, etc. How were these books the same? How were they different? Use details from each text to support your answer.*) • Literature; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6
Love to Mamá: A Tribute to Mothers Level R (fluent)	• Literature; Key Ideas and Details; 1 (*ex: What kind of people were the mothers in these poems? How do you know? Use details from the text to support your answer. How did each detail help you make inferences about each mother?*) • Literature; Key Ideas and Details; 2 (ex: *What was the poem collection mostly about? Did the collection have a central theme? If so, what was it? How do you know? Write a one paragraph summary of the poem collection.*) • Literature; Key Ideas and Details; 3 (*ex: Pick two poems in the book. How were they the same? How were they different? Use examples from the text to support your answer. Etc.*) • Literature; Craft and Structure; 6 (ex: *How did the author choose to write each poem? In first or third person? Why do you think the author chose to write each poem that way? How does the perspective influence how events are described? Use details from the story to support your answer.*) • Literature; Integration of Knowledge and Ideas; 9 (ex: *Choose another poem collection you've read (ex: <u>In Daddy's Arms I Am Tall</u>). Consider the following: characters, setting, events, images, content, themes, moral, etc. How were these collections the same? How were they different? Use details from each text to support your answer.*) • Literature; Range of Reading and Level of Text Complexity; 10 • Foundational Skills; Phonics and Word Recognition; 3 a • Foundational Skills; Fluency; 4 a-c • Language Standards; Vocabulary Acquisition and Use; 6