



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><i>Coming to America: A Muslim Family's Story</i></p> <p>Level S (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>Use text based support to answer the following questions: Who was the book about? Where was the family from? Where did they live? What did you learn about their home? About what they eat? What they do day to day? How was their life different in America than it was in Egypt? The same? How does each family member feel about America? Etc. How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>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.</i>) • Informational Text; Key Ideas and Details; 3 (ex: <i>Pick two family members profiled in the book. How were they similar? Different? Consider the following: their backgrounds, the challenges each faced, their experiences in America, their feelings about Egypt, etc.</i>) • Informational Text; Craft and Structure; 4 (ex: <i>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.</i>) • Informational Text; Integration of Knowledge and Ideas; 8 (ex: <i>What was life like for the family in the book? What evidence did the author provide to help you draw that conclusion? Etc.</i>) • 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
<p><i>Everglades Forever: Restoring America's Great Wetlands</i></p> <p>Level S (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>Use text based support to answer the following questions: What was the book about? What region of the US? Why did the author focus on that region? Are the Everglades an important area ecologically? What problem is that region facing? Why? What are people doing about it? How does the author feel about the Everglades? How do you know? Etc.</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? What was the main idea? How do you know? Write a one paragraph summary for the book.</i>) • Informational Text; Craft and Structure; 4 (ex: <i>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.</i>) • Informational Text; Integration of Knowledge and Ideas; 8 (ex: <i>Why are the Everglades important? What evidence does the author present that helps convince the reader of this? Cite examples from the text.</i>) • 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
<p><i>Jim Thorpe's Bright Path</i></p> <p>Level S (fluent)</p>	<ul style="list-style-type: none"> • Literature; Key Ideas and Details; 1 (ex: <i>What kind of person was Jim? How do you know? Use details from the text to support your answer. How did this detail help you infer that about Jim?</i>) • Literature; Key Ideas and Details; 2 (ex: <i>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.</i>) • Literature; Key Ideas and Details; 3 (ex: <i>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.</i>) • Literature; Craft and Structure; 6 (ex: <i>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.</i>) • Literature; Integration of Knowledge and Ideas; 9 (ex: <i>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.</i>) • 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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<p><i>Love to Langston</i></p> <p>Level S (fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>What kind of person was Langston? How do you know? Use details from the text to support your answer. How did this detail help you infer that about Langston?</i>) Literature; Key Ideas and Details; 2 (ex: <i>What was the poem collection 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.</i>) Literature; Key Ideas and Details; 3 (ex: <i>Pick two different poems that described different times in Langston's life. How were they the same? How were they different? Use examples from the text to support your answer. Etc.</i>) Literature; Craft and Structure; 6 (ex: <i>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.</i>) Literature; Integration of Knowledge and Ideas; 9 (ex: <i>Choose another poem collection or biography 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.</i>) 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
<p><i>Mama's Window</i></p> <p>Level S (fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>What kind of person was Sugar? How do you know? Use details from the text to support your answer. How did this detail help you infer that about Sugar?</i>) Literature; Key Ideas and Details; 2 (ex: <i>What was the main idea of each chapter? 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.</i>) Literature; Key Ideas and Details; 3 (ex: <i>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.</i>) Literature; Craft and Structure; 6 (ex: <i>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.</i>) Literature; Integration of Knowledge and Ideas; 9 (ex: <i>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.</i>) 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
<p><i>Sixteen Years in Sixteen Seconds: The Sammy Lee Story</i></p> <p>Level S (fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>What kind of person was Sammy? How do you know? Use details from the text to support your answer. How did this detail help you infer that about Sammy?</i>) Literature; Key Ideas and Details; 2 (ex: <i>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.</i>) Literature; Key Ideas and Details; 3 (ex: <i>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.</i>) Literature; Craft and Structure; 6 (ex: <i>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.</i>) Literature; Integration of Knowledge and Ideas; 9 (ex: <i>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.</i>) 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