



# 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>How We Are Smart</i></p> <p>Level T<br/>(fluent)</p> | <ul style="list-style-type: none"><li>• 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 each person from? Where did they live? Why were they famous/important/historically significant? What can you tell about each person from the poem? How was each person intelligent? Etc. How do you know?</i>)</li><li>• Informational Text; Key Ideas and Details; 2 (ex: <i>What was the main idea of each poem? What was the book mostly about? How do you know? Write a summary of what you learned about each person you learned about.</i>)</li><li>• Informational Text; Key Ideas and Details; 3 (ex: <i>Pick two people profiled in the book. How were they similar? Different? Consider the following: their backgrounds, the challenges each faced, their talents and contributions, etc.</i>)</li><li>• 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>)</li><li>• Informational Text; Craft and Structure; 5 (ex: <i>Compare and contrast How We Are Smart to another biography/collection of biographies you've read (ex: <u>Beisbol: Latino Baseball Pioneers and Legends</u>). How were the texts the same? Different? Consider the following: structure of the text, genre, content, events described, etc).</i></li><li>• Informational Text; Integration of Knowledge and Ideas; 8 (ex: <i>How was each person profiled smart? What evidence did the author provide? Etc.</i>)</li><li>• Informational Text; Range of Reading and Level of Text Complexity; 10</li><li>• Foundational Skills; Phonics and Word Recognition; 3 a</li><li>• Foundational Skills; Fluency; 4 a-c</li><li>• Language Standards; Vocabulary Acquisition and Use; 6</li></ul> |