



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>¡Béisbol! Latino Baseball Pioneers and Legends</i></p> <p>Level R (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>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?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Key Ideas and Details; 3 (ex: <i>What happened to the players in the book? Where did they play? What did they do with their lives? What did you learn about their backgrounds? Use details from the story to support your answer.</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; 7 (ex: <i>How did the stats help you understand the text? The illustrations? How would the book have been different without the stats? How do you know? 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>Celebrate! Connections Among Cultures</i></p> <p>Level R (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>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?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Key Ideas and Details; 3 (ex: <i>What were the people in the book doing? Where were they? What did they do? What did you learn about their culture? About their traditions? Use details from the story to support your answer.</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; 7 (ex: <i>How did the captions help you understand the text? The photos? The map? How would the book have been different without the photographs? How do you know? 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>Dia's Story Cloth: The Hmong People's Journey of Freedom</i></p> <p>Level R (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>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?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Key Ideas and Details; 3 (ex: <i>What happened to the people in the book? Where did they go? Why? What choices did they make? What did you learn about their backgrounds? Use details from the story to support your answer.</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; 7 (ex: <i>How did the photographs of the story cloth help you understand the information Dia Cha shared? How would the book have been different without the photographs? How do you know? 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



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<p>Frederick Douglass: The Last Day of Slavery</p> <p>Level R (fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>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?</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?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Pick your favorite scene from the story and describe it. Include the following details: where did that part of the story take place? Who were the characters? What happened? What choices did each character make? How did the other characters react? Why did they make those choices? How did these choices impact the rest of the story? How do you know? 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? 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>The Happiest Tree: A Yoga Story</p> <p>Level R (fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>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?</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?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Pick your favorite scene from the story and describe it. Include the following details: where did that part of the story take place? Who were the characters? What happened? What choices did each character make? How did the other characters react? Why did they make those choices? How did these choices impact the rest of the story? How do you know? 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? 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>In Daddy's Arms I am Tall: African Americans Celebrating Fathers</p> <p>Level R (fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>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?</i>) Literature; Key Ideas and Details; 2 (ex: <i>What was the poem collection mostly about? Did the collection have a central theme? If so, what was it? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Pick your poem and describe it. Include the following details: what was the poem about? What happened? Who/what/where did it describe? What was the poet describing? How do you know? Etc.</i>) Literature; Craft and Structure; 6 (ex: <i>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? Use details from the story to support your answer.</i>) Literature; Integration of Knowledge and Ideas; 9 (ex: <i>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.</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>The Legend of Freedom Hill</i></p> <p>Level R (fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>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?!</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?!</i>) Literature; Key Ideas and Details; 3 (ex: <i>Pick your favorite scene from the story and describe it. Include the following details: where did that part of the story take place? Who were the characters? What happened? What choices did each character make? How did the other characters react? Why did they make those choices? How did these choices impact the rest of the story? How do you know? 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? 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>Love to Mamá: A Tribute to Mothers</i></p> <p>Level R (fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>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?!</i>) Literature; Key Ideas and Details; 2 (ex: <i>What was the poem collection mostly about? Did the collection have a central theme? If so, what was it? How do you know?!</i>) Literature; Key Ideas and Details; 3 (ex: <i>Pick your poem and describe it. Include the following details: what was the poem about? What happened? Who/what/where did it describe? What was the poet describing? How do you know? 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? Use details from the story to support your answer.</i>) Literature; Integration of Knowledge and Ideas; 9 (ex: <i>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.</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