



# 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>Arrorró, mi niño: Latino Lullabies and Gentle Games</b></p> <p>Level L (early fluent)</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>What were the poems about? Who were the poems meant for? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 2 (ex: <i>What in the first poem? The second poem? The third? Etc. How do you know?</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>Who were the characters in the illustration for the first poem? The second? The third? Etc. How do the illustrations help you understand the poems? How do you know? Use details from the text to support your answer.</i>)</li> <li>Literature; Craft and Structure; 6 (ex: <i>How do you think the family members felt about the babies? How were the babies feeling at different parts of the book? 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 illustrator imagine each poem taking place?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Babu's Song</b></p> <p>Level L (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 the problem 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 Bernardi feel about soccer? About school? How does he feel about selling toys? How do you know? How did Bernardi feel about Babu? 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 did Babu feel about Bernardi? How do you know? How did Bernardi feel about Babu? How do you know?</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 5-6. 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</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Butterflies for Kiri</b></p> <p>Level L (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 the problem 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>What was Kiri's problem? How did she overcome it? How did her mother feel Kiri? 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 Kiri? What makes her special? What did we learn about her problem? What does she do to try to solve the 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 Kiri feel about her problem? How does she feel about trying to solve it? How do you know?</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? What is going on in the story?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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## LEVELED TEXTS FROM BEBOP BOOKS

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Title & Level	Standard Alignment/Text Features
<p><i>Elizabeti's School</i></p> <p>Level L (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 Elizabeti feel about school? About her family at home? 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 Elizabeti like? How would you describe her? What was the problem in the story? How did Elizabeti 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 Elizabeti's family feel about Elizabeti? How do you know?</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 5-6. 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</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><i>Sweet Potato Pie</i></p> <p>Level L (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 Sadie feel about her family? About their problem? About how they were going to solve it? 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 Sadie like? How would you describe her? What were family members like? What was the problem in the story? How did Sadie and the family solve the 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 Sadie's family feel about Sadie? How did Sadie's family feel about their problem? 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</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><i>Under the Lemon Moon</i></p> <p>Level L (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 Rosalinda feel about the Night Man? About her tree? About her family? Her grandmother? About La Anciana? 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 Rosalinda like? How would you describe her? What was the problem in the story? How did Rosalinda solve her problem? How did she feel about possible solutions to the 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 Rosalinda's family feel about her problem? How do you know?</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 7-8. 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</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-f</li> <li>Foundational Skills; Fluency; 4 a-c</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>