



# 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>Aani and the Tree Huggers</i></p> <p>Level N (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? How did the story end? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 2 (ex: <i>What was the story mostly about? What lesson did Aani learn in the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What happened to Aani? How did she feel about the trees? How did the other women feel? What big decisions did she make during the story? How did these choices impact the way the story goes? 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 the problem in the story? How did the women solve the problem? 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 do you think the other women felt about Aani? How do you think they felt about the trees? Do you agree with Aani's choices? Why or why not? What makes you think that?</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?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><i>Abuela's Weave</i></p> <p>Level N (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? How did the story end? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 2 (ex: <i>What was the story mostly about? What lesson did Esperanza learn during the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did Esperanza feel about going to market? About Abuela? About the tapestries? What did Esperanza do to help Abuela? What choices did she make throughout the story? 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? 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 does Abuela feel about Esperanza? About going to market? About her tapestries? How did you feel with Esperanza's choices in the book? About Abuela's choices? Would you have made the same choices as them? 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-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><i>Amelia's Road</i></p> <p>Level N (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? How did the story end? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 2 (ex: <i>What was the story mostly about? What lesson did Amelia learn in the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What was Amelia's problem? How did she overcome it? What choices did she make during the story? How did Amelia feel about school? About moving? About picking fruit? About her family? About roads? 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 Amelia? What makes her special? What challenges did Amelia face? How did she feel about these challenges? 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 Amelia's family feel about moving? About picking fruit? About Amelia? How do you know? How would you feel if you were in Amelia's shoes? Why?</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-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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<p><b>The Blue Roses</b></p> <p>Level N (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 was the story mostly about? What did Rosalie learn in the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did Rosalie feel about the garden? About Papa? About his advice to her? How do you know? How did Rosalie behave in the story? What choices did she make? Give examples from the text.</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Rosalie like? How would you describe her? What was Papa like? How would you describe him? What was the problem in the story? How did Rosalie deal with 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 Papa feel about his garden? The roses? Aging? About Rosalie? If you were Rosalie, how would you have felt in the story? How do you know?</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 3-4. 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-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Confetti: Poems for Children</b></p> <p>Level N (fluent)</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>How did the collection of poems begin? How do you know? Were there characters in the poems? What makes you think that? What was happening in the poems? How did the collection of poems end? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 2 (ex: <i>What was the collection of poems mostly about? Was there a message or lesson that came out of reading this collection of poems? Why or why not? How do you know?</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the collection of poems? What were the poems mostly about? Why do you think the author chose to put them in the same book? How did the author choose to end the poem collection? Use details from the text to support your answer.</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to the poem "Sun Song." How does the illustrator help us figure out the following: what was the poem about? What images does the poet create? How does the illustrator help us understand these images? How do you know?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Phonics and Word Recognition; 3 a-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Destiny's Gift</b></p> <p>Level N (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 was the story mostly about? What lesson did Destiny learn in the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did Destiny feel about Mrs. Wade? About her bookstore? About reading and her notebook? How do you know? What choices did Destiny make in the story? What choices did Mrs. Wade make? Use examples from the text.</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Destiny like? How would you describe her? What was Mrs. Wade like? How would you describe her? What was the problem in the story? How did Destiny 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 Mrs. Wade feel about Destiny? About her bookstore? About her neighbors? How do you know? If you were Destiny, how would you have felt about her problem? About the way it was solved? Would you have made the same choices as Destiny? Use examples from the text to support your answer.</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 3-4. 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-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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<p><b>Get Set! Swim!</b></p> <p>Level N (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 was the story mostly about? What did Jessenia learn in the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did Jessenia feel about the swim meet? About her mother? How do you know? What choices did Jessenia make during the story? Give examples from the text to support your answer.</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Jessenia like? How would you describe her? How was Jessenia different than her mother? How were they similar? What was the problem in the story? How did Jessenia 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 Jessenia's mother feel about Jessenia? About Puerto Rico? About their new neighborhood? About the swim meet? How do you know? How would you feel if you were in Jessenia's shoes? If you were in Jessenia's mother's shoes? Use examples from the story to support your answer.</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 1. 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-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>The Have a Good Day Cafe</b></p> <p>Level N (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 was the story mostly about? What lesson did Mike learn during the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did Mike feel about his family's food cart? About his grandmother? About his grandmother's cooking? How do you know? What choices did Mike make during the story? What choices did his grandmother make? How did these choices impact the story? 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 Mike like? How would you describe him? What was Grandma like? How would you describe her? What was the problem in the story? How did Mike and Grandma 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 Grandma feel about the food cart? About Mike? About their problem? About the solution? How do you know? Do you agree with the choices Mike made in the story? With the choices that Grandma made? Why or why not? Use examples from the story to support your answer.</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-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Joshua's Masai Mask</b></p> <p>Level N (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 was the story mostly about? What lesson did Joshua learn during the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did Joshua feel about the talent show? About playing the kalimba? About rap? About Kareem and Shamika? About his uncle? About the Masai mask? How do you know? What choices did Joshua make during the course of the story? How did they impact how the story ends? Use examples from the story to support your answer.</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Joshua like? How would you describe him? What were his classmates like? What was the problem in the story? How did Joshua solve the problem? How did the author choose to end the story? What genre was this story? How do you know? Use details from the text to support your answer.</i>)</li> <li>Literature; Craft and Structure; 6 (ex: <i>How does Joshua's uncle feel about Joshua? About the kalimba? How did Joshua's parents feel about him? How do you know? What would you have done if you were in Joshua's shoes? Would you have felt the same way? Why or why not?</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-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



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Title & Level	Standard Alignment/Text Features
<p><b>Rent Party Jazz</b></p> <p>Level N (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 was the story mostly about? What lesson did Sonny learn in the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did Sonny feel about selling coal? About Mama? About Smilin' Jack? About their problem? What choices did he make over the course of the story? How did these choices impact how the story ended? 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 Sonny like? How would you describe him? What was the problem in the story? How did Sonny 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 did Mama feel about Sonny? About their problem? About Smilin' Jack? About their plan to raise the rent money? How would you feel if you were in Sonny's shoes? In Mama's shoes? 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-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Richard Wright and the Library Card</b></p> <p>Level N (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 was the story mostly about? What lesson did Richard learn over the course of the story? What was the moral of the story? What did you take away from it? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did Richard feel about reading? About his job? About the library? About the way black people were treated? About Jim Falk? How do you know? What choices did Richard make in the book? Do you agree with his choices? How did these choices impact the rest of his life? Use examples from the book to support your answer.</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story of Richard's life? What was Richard like? How would you describe him? What was he passionate about? What was the problem in the story? How did Richard solve her problem? How did the author choose to end the story about this part of Richard's life? Use details from the text to support your answer.</i>)</li> <li>Literature; Craft and Structure; 6 (ex: <i>How does Jim Falk feel about Richard? About reading? About the books Richard chose? How do you know? How would you have felt if you were Richard? Why? Use examples from the story to support your answer.</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 3-4. 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-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Strong to the Hoop</b></p> <p>Level N (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 was the story mostly about? What lesson did James learn over the course of the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did James feel about basketball? About the older boys? About being able to play with them? How do you know? What choices did James make in the story? How did these choices impact how the story ended? Use details from the story to support your answer.</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was James like? How would you describe him? How did he feel about playing basketball with the older boys? What was the problem in the story? How did the problem get solved? 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 the older boys feel about James? About playing basketball with him? How do you know? If you were James, how would you have felt? Would you have made the same choices? Why or why not?</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-d</li> <li>Foundational Skills; Fluency; 4 a-d</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>