



# 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>Caravan</i></p> <p>Level Q (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 did Jura learn in the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What happened to Jura? What did he do in the story? What happened to him? What did he see? What choices did he make? How did he feel? How do you know?</i>)</li> <li>Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? Was there a problem in the story? Was the problem solved? 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 Jura feel in the story? How would you have felt if you were in his shoes? 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 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>Catching the Moon: The Story of a Young Girl's Baseball Dream</i></p> <p>Level Q (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 was the story mostly about? What lesson did Marcenia learn in the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What choices did Marcenia make during the story? How did she feel about baseball? 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 the problem in the story? How did the problem get solved? 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 Marcenia feel about baseball? About her family? If you were in Marcenia's shoes, would you have made the same choices? Why or why not? 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>George Crum and the Saratoga Chip</i></p> <p>Level Q (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 was the problem 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 George learn in the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What was George's problem? What choices did he make as he tried to overcome it? What happened to George in the story? How did he react to different events? 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 George? What makes him special? What challenges did George face? How did he 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 George feel in the story? If you were in George's shoes, would you have made the same choices? Felt the same way? 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>



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Title & Level	Standard Alignment/Text Features
<p><b><i>Gettin' Through Thursday</i></b></p> <p>Level Q (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 Andre learn? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did Andre feel about Thursdays? About his family? What choices did Andre and his family make? What happened to them in 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 Andre like? How would you describe him? What was the problem in the story? How did Andre and his family 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 Andre feel about his family? About Thursdays? How do you know? How would you have felt if you were in Andre's shoes? Would you have made the same choices as Andre? 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>
<p><b><i>Journey Home</i></b></p> <p>Level Q (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 Mai learn? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>How did Mai feel about Vietnam? About her mother? What choices did Mai and her mother make? What happened to them in 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 Mai like? How would you describe her? What was her mother like? How would you describe her? What was the problem in the story? How did Mai and her mother 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 Mai feel about going to Vietnam? How do you know? How would you have felt if you were in Mai's shoes? Would you have made the same choices as Mai? 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>
<p><b><i>Louis Sockalexis: Native American Baseball Pioneer</i></b></p> <p>Level Q (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 Louis learn in the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What choices did Louis make? What happened to Louis in the book? How did he react to these events? 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 Louis like? How would you describe him? What was the problem in the story? How did Louis 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 would you feel if you were in Louis's shoes? Would you have made the same decisions? Why or why not? 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>



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<p><b>Passage to Freedom: The Sugihara Story</b></p> <p>Level Q (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 Hiroki learn in the story? What lesson did Chiune learn? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What happened in the story? What choices did the characters make in 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 Hiroki like? How would you describe him? What was Chiune like? How would you describe him? What was the problem in the story? How did Chiune 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>What would you have done if you were in Chiune's shoes? Would you have made the same decisions? Why or why not? How do you know?</i>)</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to pages 2-3. 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>Paul Robeson</b></p> <p>Level Q (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 Paul learn in the book? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What happened in the story? What choices did Paul make in the book? 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 Paul like? How would you describe him? What was the problem in the story? How did Paul 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>What would you have done if you were in Paul's shoes? Would you have made the same decisions? Why or why not? 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><b>Ray Charles</b></p> <p>Level Q (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 Ray learn in the book? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What happened in the story? What choices did Ray make in the book? 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 Ray like? How would you describe him? What was the problem in the story? How did Ray overcome 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>What would you have done if you were in Ray's shoes? Would you have made the same decisions? Why or why not? 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>



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Title & Level	Standard Alignment/Text Features
<p><i>Sam and the Lucky Money</i></p> <p>Level Q (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 Sam learn in the story? How do you know?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>What happened in the story? What choices did Sam make in 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 Sam like? How would you describe him? What was the problem in the story? How did Sam 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>What would you have done if you were in Sam's shoes? Would you have made the same decisions? Why or why not? 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>