



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>Children of Long Ago</i></p> <p>Level M (early fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>When did the story take place? At what time in history? How do you know? Who were the characters in the poems? What makes you think that? What was happening in each of the poems? How do you know?</i>) Literature; Key Ideas and Details; 2 (ex: <i>What was the collection of poems mostly about? Was there a moral or a message in the collection of the poems? Why or why not? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Look at the poem "Paper Dolls." What were the little girls doing? What did they do with their paper dolls? How did they feel about their game? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the poem collection? Who were the characters in the different poems? What were the settings? Why did the author use rhythm and rhyme in the poems? How did the author choose to end the collection of poems? Use details from the text to support your answer.</i>) Literature; Craft and Structure; 6 (ex: <i>Look at the poem "I'm Not Scared." How did the little girl feel about Emma Lee? How did she feel about visiting her? What things was she not afraid of? How do you think her mother felt? How would you feel about visiting a friend alone if you were the little girl? What makes you think that?</i>) Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Look at the poem "I'm Not Scared." How does the illustrator help us figure out the following: who are the characters? How are they feeling? Where does the poem take place?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-d Foundational Skills; Fluency; 4 a-d Language Standards; Vocabulary Acquisition and Use; 6
<p><i>DeShawn Days</i></p> <p>Level M (early fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>Where did the poems take place? How do you know? Who were the characters in the poems? What makes you think that? Where did the poems take place? How do you know?</i>) Literature; Key Ideas and Details; 2 (ex: <i>What was the book of poems mostly about? Was there a moral or a message to the poem collection? Why or why not? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>Turn to the poem "What is Life Like in the 'Hood.'" How did DeShawn feel about his neighborhood? What are the sights and smells he tells us about? What is the summertime like? What is the wintertime like? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the poem collection? Who were the characters in the different poems? What were the settings? Did the author use rhythm and rhyme in the poems? How did the author choose to end the collection of poems? Use details from the text to support your answer.</i>) Literature; Craft and Structure; 6 (ex: <i>Turn to the poem "My Cousin Tiffany." How does Tiffany feel about the DeShawn? How does he feel about her? How do you know? How do you feel about DeShawn? Tiffany? DeShawn's grandmother? His neighborhood? Why?</i>) Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to the poem "My Grandmother's Legs." 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>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-d Foundational Skills; Fluency; 4 a-d Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Giving Thanks: A Native American Good Morning Message</i></p> <p>Level M (early fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>What is the good morning message about? Where did it take place? What did the message give thanks for? How do you know?</i>) Literature; Key Ideas and Details; 2 (ex: <i>What was the story mostly about? What was the lesson of the morning message? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the morning message? What happened over the course of the book? How did the author choose to end the book? Use details from the text to support your answer.</i>) Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Flip through the pages of the story. How did the illustrator help the reader understand the meaning of the message?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-d Foundational Skills; Fluency; 4 a-d Language Standards; Vocabulary Acquisition and Use; 6



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<p><i>Grandfather Counts</i></p> <p>Level M (early fluent)</p>	<ul style="list-style-type: none"> 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>) Literature; Key Ideas and Details; 2 (ex: <i>What was the story mostly about? What did Helen learn during the story? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>How did Helen feel about Gong Gong? About having him in the house? How did her feelings change over the course of the book? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Helen like? How would you describe her? What was Gong Gong like? 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>) Literature; Craft and Structure; 6 (ex: <i>How do you think Gong Gong felt about moving in? How did Helen's mother feel about it? How did Cece feel? How did their feelings change over the course of the book? How do you know? How would you feel if you were Helen? If you were Gong Gong? Why?</i>) 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>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-d Foundational Skills; Fluency; 4 a-d Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Grandma's Purple Flowers</i></p> <p>Level M (early fluent)</p>	<ul style="list-style-type: none"> 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>) Literature; Key Ideas and Details; 2 (ex: <i>What was the story mostly about? What did the little girl learn in the story? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>How did the little girl feel about her grandmother? What are her favorite things to do with her? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was the little girl like? How would you describe her? What was her grandma like? How would you describe her? What was the problem in the story? How did the little girl solve her problem? How did the author choose to end the story? Use details from the text to support your answer.</i>) Literature; Craft and Structure; 6 (ex: <i>How does Grandma feel about the little girl? About her problem? How do you know? How would you have felt if you were the little girl? Why?</i>) 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>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-d Foundational Skills; Fluency; 4 a-d Language Standards; Vocabulary Acquisition and Use; 6
<p><i>The Palm of My Heart</i></p> <p>Level M (early fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>What were the poems about? Who wrote the poems? Why? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the collection of poems? What was the collection of poems mostly about? How did the author choose to end the collection of poems? Use details from the text to support your answer.</i>) Literature; Craft and Structure; 6 (ex: <i>How do the authors feel about the color black? Why do you think that? How do they describe the color? How do you know? How do you feel about the color black? About the color of your skin? What makes you say that?</i>) Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Flip through the poems in the book. How does the illustrator help us figure out the following: who are the characters? How are they feeling? Where do the poems take place? What are they mostly about?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-d Foundational Skills; Fluency; 4 a-d Language Standards; Vocabulary Acquisition and Use; 6



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<p><i>Poems to Dream Together/ Poemas para sonar juntos</i></p> <p>Level M (early fluent)</p>	<ul style="list-style-type: none"> Literature; Key Ideas and Details; 1 (ex: <i>What were the poems about? Who wrote the poems? Why? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the poem collection? Who were the characters in the different poems? What were the settings? Did the author use rhythm and rhyme in the poems? How did the author choose to end the collection of poems? Use details from the text to support your answer.</i>) 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 in the poem? How are they feeling? Where does the poem take place? What is going on in the poem?</i>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-d Foundational Skills; Fluency; 4 a-d Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Saturday at the New You</i></p> <p>Level M (early fluent)</p>	<ul style="list-style-type: none"> 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>) Literature; Key Ideas and Details; 2 (ex: <i>What was the story mostly about? What did Shauna learn in the story? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>How did Shauna feel about her mother? About her Saturdays at The New You? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Shauna like? How would you describe her? What was a Saturday like at The New You? What was the problem in the story? How did Shauna help solve the problem? How did the author choose to end the story? Use details from the text to support your answer.</i>) Literature; Craft and Structure; 6 (ex: <i>How does Shauna's mother feel about Shauna? About The New You? How do you know? If you were Shauna, how would you have felt about helping out at The New You?</i>) 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>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-d Foundational Skills; Fluency; 4 a-d Language Standards; Vocabulary Acquisition and Use; 6
<p><i>The Secret to Freedom</i></p> <p>Level M (early fluent)</p>	<ul style="list-style-type: none"> 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>) Literature; Key Ideas and Details; 2 (ex: <i>What was the story mostly about? What lesson did Lucy learn in the story? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>How did Lucy feel about slavery? About the war? About the underground railroad? About her family? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Aunt Lucy like as a child? How would you describe her? What was going on at that time in history? How was it affecting her family? What was the problem in the story? How did Lucy help to solve the problem? How did the author choose to end the story? Use details from the text to support your answer.</i>) Literature; Craft and Structure; 6 (ex: <i>How does Albert feel about Lucy? How did Albert feel about slavery? Etc. How do you know? What would you have done if you were Lucy? Would you have made the same choices? Why or why not?</i>) 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>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-d Foundational Skills; Fluency; 4 a-d Language Standards; Vocabulary Acquisition and Use; 6



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<p><i>Up the Learning Tree</i></p> <p>Level M (early fluent)</p>	<ul style="list-style-type: none"> 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>) Literature; Key Ideas and Details; 2 (ex: <i>What was the story mostly about? What did Henry learn in the story? What was the story's moral? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>How did Henry feel about her school? About slavery? About Miss Hattie? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Henry like? How would you describe him? What was Miss Hattie like? How would you describe her? What was Henry's problem? How did Henry solve the problem? How did the author choose to end the story? Use details from the text to support your answer.</i>) Literature; Craft and Structure; 6 (ex: <i>How does Miss Hattie feel about Henry? About his problem? How do you know? How did you feel about Henry? How did you feel about Miss Hattie? Would you have made the same choices that Henry did? That Miss Hattie did? Why or why not?</i>) 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>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-d Foundational Skills; Fluency; 4 a-d Language Standards; Vocabulary Acquisition and Use; 6
<p><i>Willie Wins</i></p> <p>Level M (early fluent)</p>	<ul style="list-style-type: none"> 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>) Literature; Key Ideas and Details; 2 (ex: <i>What was the story mostly about? What lesson did Willie learn? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>How did Willie feel about his piggy bank? About his father? About his classmates? About his assignment in class? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Willie like? How would you describe him? What was his father like? How would you describe him? How did Willie feel about his teacher's assignment? What was the problem in the story? How did Willie solve his problem? How did the author choose to end the story? Use details from the text to support your answer.</i>) Literature; Craft and Structure; 6 (ex: <i>How does Willie's father feel about Willie? About the piggy bank? About his school assignment? How do you know? How would you have felt about the piggy bank if you were Willie? About the school assignment? Why or why not?</i>) 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>) Literature; Range of Reading and Level of Text Complexity; 10 Foundational Skills; Phonics and Word Recognition; 3 a-d Foundational Skills; Fluency; 4 a-d Language Standards; Vocabulary Acquisition and Use; 6