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
Baseball Saved Us Level O (fluent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? What lesson did Shorty learn in the story? How do you know?*) • Literature; Key Ideas and Details; 3 (*ex: What happened to Shorty? Where was he? Why was he there? Why did he play baseball? What choices did Shorty make in the story? What did Shorty do to solve the problem in the story? How did he feel about the problem? How do you know?*) • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? What was the problem in the story? 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.*) • Literature; Craft and Structure; 6 (ex: *How did Shorty feel about Camp? About his father? About baseball? What would you have done if you were in Shorty's shoes? How would you have felt? What makes you think that?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *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?*) • 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
The Birthday Swap Level O (fluent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? How do you know? What lesson did Lori learn? How do you know?*) • Literature; Key Ideas and Details; 3 (ex: *How did Lori feel about her sister Cookie? About Cookie's birthday? What choices did Lori make in the story? How do you know?*) • Literature; Craft and Structure; 5 (ex: *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.*) • Literature; Craft and Structure; 6 (ex: *How does Cookie feel about Lori? About her birthday? If you were in Lori's shoes, how would you have felt? How would you have felt if you were Cookie's shoes? How do you know?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *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?*) • 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
The Bus Ride Level O (fluent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? What lesson did Sarah learn? How do you know?*) • Literature; Key Ideas and Details; 3 (ex: *What was Sarah's problem? How did she overcome it? How did Sarah feel about the rules on the bus? About her mother? What were the important choices that Sarah made in the story? How do you know?*) • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? What did we learn about Amelia? What makes her special? What challenges did Sarah 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.*) • Literature; Craft and Structure; 6 (ex: *How does Sarah's mom feel about her choices? How would you have felt if you were Sarah? Would you have made the same choices as she did? How do you know?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *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?*) • 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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Title & Level	Standard Alignment/Text Features
Estela's Swap Level O (fluent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? Was there a moral to the story? If so, what was it? How do you know?*) • Literature; Key Ideas and Details; 3 (ex: *How did Estela feel about the Swap Meet? About her music box? About folk dancing lessons? What choices does she make? How do you know?*) • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? What was Estela like? How would you describe her? What was the problem in the story? How did Estela deal with the problem? How did the author choose to end the story? Use details from the text to support your answer.*) • Literature; Craft and Structure; 6 (ex: *If you were in Estela's shoes, would you have made the same choices? How do you know?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *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?*) • 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
Heroes Level O (fluent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? What lesson did Donnie learn in the story? What lesson did the other boys learn? How do you know?*) • Literature; Key Ideas and Details; 3 (*ex: What happened to Donnie? How did he feel about his friends? About playing war? About his father and Uncle Yosh? How do you know?*) • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? 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.*) • Literature; Craft and Structure; 6 (ex: *How do you think the other boys felt about Donnie? How did Donnie's father and uncle feel about Donnie? What makes you think that? What choices did Donnie make in the story? If you were Donnie, would you have made the same choices or different ones? Why?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *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?*) • 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
Home at Last Level O (fluent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? What lesson did Ana learn in the story? What lesson did Mami learn? How do you know?*) • Literature; Key Ideas and Details; 3 (ex: *How did Ana feel about Mami? How did Mami feel about learning English? About Jesus and Julio? How do you know?*) • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? What was Ana like? How would you describe her? What was Mami like? How would you describe her? What was the problem in the story? How did Mami try to solve her problem? How did the author choose to end the story? Use details from the text to support your answer.*) • Literature; Craft and Structure; 6 (ex: *How does Mami feel about Ana? If you were in Mami's shoes, what would you have done? Would you have made the same choices? Why or why not? How do you know?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *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?*) • 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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Title & Level	Standard Alignment/Text Features
Joe Louis, My Champion Level O (fluent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? What lesson did Sammy learn in the story? How do you know?*) • Literature; Key Ideas and Details; 3 (ex: *What choices did Sammy make in the story? What did Sammy want? How do you know?*) • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? What was Sammy like? How would you describe him? What was the problem in the story? Did Sammy's problem get solved? How did the author choose to end the story? Use details from the text to support your answer.*) • Literature; Craft and Structure; 6 (ex: *How does Sammy feel about Joe Louis? About what he wants to be when he grows up? How do you know? How do you feel about Joe Louis? What do you want to be when you grow up?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *Turn to page 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?*) • 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
Juneteenth Jamboree Level O (fluent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? What was the lesson of the story? How do you know?*) • Literature; Key Ideas and Details; 3 (ex: *How did Cassandra feel about the Juneteenth celebration? About her family? How do you know?*) • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? What was Cassandra like? How would you describe him? What was the Juneteenth Jamboree like? Was there a problem in the story? How did the author choose to end the story? Use details from the text to support your answer.*) • Literature; Craft and Structure; 6 (ex: *How does Cassandra's family feel about Juneteenth? How do you know? If you were in Cassandra's shoes, how would you feel about Juneteenth? Why?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *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?*) • 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
Night Golf Level O (fluent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? What lesson did James learn in the story? How do you know?*) • Literature; Key Ideas and Details; 3 (ex: *How did James feel about golf? About Charlie? About being a caddy? About having to play at night? How do you know?*) • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? What was James like? How would you describe him? What was the problem in the story? How did James 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.*) • Literature; Craft and Structure; 6 (ex: *How did Charlie feel about golf? If you were James, how would you have felt in the story? How do you know?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *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?*) • 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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Title & Level	Standard Alignment/Text Features
The Piano Level O (fluent)	• Literature; Key Ideas and Details; 1 (*ex: 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?*) • Literature; Key Ideas and Details; 2 (ex: *What was the story mostly about? What lesson did Tia learn? What lesson did Miss Hartwell learn? How do you know?*) • Literature; Key Ideas and Details; 3 (ex: *How did Tia feel about cleaning Miss Hartwell's home? About learning how to play piano? About Miss Hartwell? How do you know?*) • Literature; Craft and Structure; 5 (ex: *How did the author choose to begin the story? What was Tia like? How would you describe her? What was Miss Hartwell like? How would you describe her? What was the problem in the story? How did Tia solve her problem? How did the author choose to end the story? Use details from the text to support your answer.*) • Literature; Craft and Structure; 6 (ex: *How did Miss Hartwell feel about Tia? What would you have done if you were in Tia's shoes? Would you have made the same choices? How do you know?*) • Literature; Integration of Knowledge and Ideas; 7 (ex: *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?*) • 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