



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>Cool Melons— Turn to Frogs! The Life and Poems of Issa</p> <p>Level P (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 the problem 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? Was there a moral or lesson to the story? If so, what was it? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>What happened to Issa? What are some things that happened to him? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story of Issa's life? 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>) Literature; Craft and Structure; 6 (ex: <i>What choices did Issa make in the story? How did he feel about these choices? How would you have felt if you were in Issa's shoes? Would you have made the same choices as Issa? What makes you think that?</i>) 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?</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>Crazy Horse's Vision</p> <p>Level P (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? How did the story end? How do you know?</i>) Literature; Key Ideas and Details; 2 (ex: <i>What was the story mostly about? Was there a moral or lesson to the story? If so, what was it? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>What are some of the choices that Crazy Horse made in the story? How did those choices impact the course of the story? How do you know?</i>) 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? What was it? 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 did Crazy Horse feel about the white soldiers? About his father? About the vision quest? How do you know?</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>Dear Mrs. Parks</p> <p>Level P (fluent)</p>	<ul style="list-style-type: none"> Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? What was the main idea of each chapter? How do you know?</i>) Informational Text; Craft and Structure; 6 (ex: <i>Why do you think Mrs. Parks decided to write this book? Think about how Mrs. Parks feels about the questions she's asked. Do you agree with her answers? Why or why not? Use examples from the book to support your answer.</i>) Informational Text; 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>The Jones Family Express</i></p> <p>Level P (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 Steven learn in the story? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>What did Steven want to do for his aunt? What choices did he make? Use examples from the text to support your answer.</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Steven like? How would you describe him? What was Aunt Carolyn like? How would you describe her? What was the problem in the story? How did Steven deal with 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 Steven feel about his Aunt Carolyn? About the problem? How would you feel if you were in Steven's shoes? Would you have made the same choices? How do you know?</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>Keepers</i></p> <p>Level P (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 Kenyon learn in the story? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>What happened in the story? What choices did Kenyon make? What choices did his grandmother make? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Kenyon like? How would you describe him? What was his grandmother like? How would you describe her? What was the problem in the story? How did Kenyon deal with the problem? How did the author choose to end the story? 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? 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>Quiet Hero: The Ira Hayes Story</i></p> <p>Level P (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 Ira learn in the story? How do you know?</i>) Literature; Key Ideas and Details; 3 (ex: <i>What choices did Ira make in the story? What happened to him? How did he react? How do you know?</i>) Literature; Craft and Structure; 5 (ex: <i>How did the author choose to begin the story? What was Ira like? How would you describe him? 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>) Literature; Craft and Structure; 6 (ex: <i>How did Ira feel about his boarding school? About did he feel about the war before the war? During the war? After the war? How would you have felt if you were in Ira's shoes? How do you know?</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



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<p><i>Vanishing Cultures: Amazon Basin</i></p> <p>Level P (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>Who was the book about? What culture was Jan Reynolds writing about? Where did they live? What did you learn about their home? About what they eat? What they do day to day? Etc. How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>What are some new words that you learned in this book? How did figuring out what these words mean help you understand the book as a whole? Etc.</i>) • Informational Text; Craft and Structure; 5 (ex: <i>How did the captions help you understand the text? The photos? The map? Etc.</i>) • Informational Text; Craft and Structure; 6 (ex: <i>How do you think the children in the book felt? How do you think Jan Reynolds felt about the community she was writing about? What makes you think that?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>How do the photos help you understand the information presented by the author? How would the book have been different without the photographs? How do you know?</i>) • Informational Text; 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>Vanishing Cultures: Down Under</i></p> <p>Level P (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>Who was the book about? What culture was Jan Reynolds writing about? Where did they live? What did you learn about their home? About what they eat? What they do day to day? Etc. How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>What are some new words that you learned in this book? How did figuring out what these words mean help you understand the book as a whole? Etc.</i>) • Informational Text; Craft and Structure; 5 (ex: <i>How did the captions help you understand the text? The photos? The map? Etc.</i>) • Informational Text; Craft and Structure; 6 (ex: <i>How do you think the children in the book felt? How do you think Jan Reynolds felt about the community she was writing about? What makes you think that?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>How do the photos help you understand the information presented by the author? How would the book have been different without the photographs? How do you know?</i>) • Informational Text; 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>Vanishing Cultures: Far North</i></p> <p>Level P (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>Who was the book about? What culture was Jan Reynolds writing about? Where did they live? What did you learn about their home? About what they eat? What they do day to day? Etc. How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>What are some new words that you learned in this book? How did figuring out what these words mean help you understand the book as a whole? Etc.</i>) • Informational Text; Craft and Structure; 5 (ex: <i>How did the captions help you understand the text? The photos? The map? Etc.</i>) • Informational Text; Craft and Structure; 6 (ex: <i>How do you think the children in the book felt? How do you think Jan Reynolds felt about the community she was writing about? What makes you think that?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>How do the photos help you understand the information presented by the author? How would the book have been different without the photographs? How do you know?</i>) • Informational Text; 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>Vanishing Cultures: Frozen Land</i></p> <p>Level P (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>Who was the book about? What culture was Jan Reynolds writing about? Where did they live? What did you learn about their home? About what they eat? What they do day to day? Etc. How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>What are some new words that you learned in this book? How did figuring out what these words mean help you understand the book as a whole? Etc.</i>) • Informational Text; Craft and Structure; 5 (ex: <i>How did the captions help you understand the text? The photos? The map? Etc.</i>) • Informational Text; Craft and Structure; 6 (ex: <i>How do you think the children in the book felt? How do you think Jan Reynolds felt about the community she was writing about? What makes you think that?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>How do the photos help you understand the information presented by the author? How would the book have been different without the photographs? How do you know?</i>) • Informational Text; 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>Vanishing Cultures: Himalaya</i></p> <p>Level P (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>Who was the book about? What culture was Jan Reynolds writing about? Where did they live? What did you learn about their home? About what they eat? What they do day to day? Etc. How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>What are some new words that you learned in this book? How did figuring out what these words mean help you understand the book as a whole? Etc.</i>) • Informational Text; Craft and Structure; 5 (ex: <i>How did the captions help you understand the text? The photos? The map? Etc.</i>) • Informational Text; Craft and Structure; 6 (ex: <i>How do you think the children in the book felt? How do you think Jan Reynolds felt about the community she was writing about? What makes you think that?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>How do the photos help you understand the information presented by the author? How would the book have been different without the photographs? How do you know?</i>) • Informational Text; 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>Vanishing Cultures: Mongolia</i></p> <p>Level P (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>Who was the book about? What culture was Jan Reynolds writing about? Where did they live? What did you learn about their home? About what they eat? What they do day to day? Etc. How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>What are some new words that you learned in this book? How did figuring out what these words mean help you understand the book as a whole? Etc.</i>) • Informational Text; Craft and Structure; 5 (ex: <i>How did the captions help you understand the text? The photos? The map? Etc.</i>) • Informational Text; Craft and Structure; 6 (ex: <i>How do you think the children in the book felt? How do you think Jan Reynolds felt about the community she was writing about? What makes you think that?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>How do the photos help you understand the information presented by the author? How would the book have been different without the photographs? How do you know?</i>) • Informational Text; 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>Vanishing Cultures: Sahara</i></p> <p>Level P (fluent)</p>	<ul style="list-style-type: none"> • Informational Text; Key Ideas and Details; 1 (ex: <i>Who was the book about? What culture was Jan Reynolds writing about? Where did they live? What did you learn about their home? About what they eat? What they do day to day? Etc. How do you know?</i>) • Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? How do you know?</i>) • Informational Text; Craft and Structure; 4 (ex: <i>What are some new words that you learned in this book? How did figuring out what these words mean help you understand the book as a whole? Etc.</i>) • Informational Text; Craft and Structure; 5 (ex: <i>How did the captions help you understand the text? The photos? The map? Etc.</i>) • Informational Text; Craft and Structure; 6 (ex: <i>How do you think the children in the book felt? How do you think Jan Reynolds felt about the community she was writing about? What makes you think that?</i>) • Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>How do the photos help you understand the information presented by the author? How would the book have been different without the photographs? How do you know?</i>) • Informational Text; 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