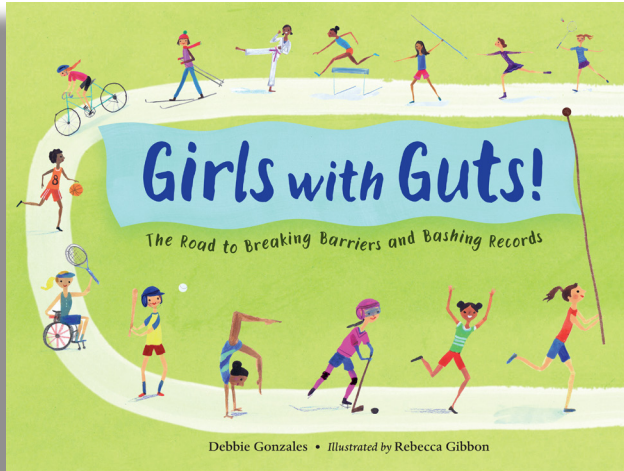


A Common Core State Standards-Aligned
Discussion/Activity Guide for Grades 1 – 4



GIRLS WITH GUTS! THE ROAD TO BREAKING BARRIERS AND BASHING RECORDS

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Written by Debbie Gonzales
Illustrated by Rebecca Gibbon
Published by Charlesbridge Publishing

 Charlesbridge

No chasing! No stretching or straining! And never, ever sweat. These were the rules girls were forced to play by until Title IX passed in 1972. And it was a game-changer.

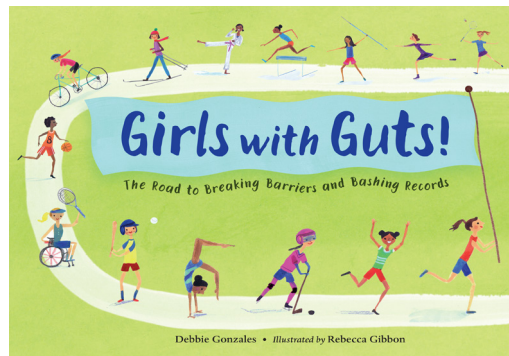
A celebration of the strength, endurance, and athleticism of women and girls throughout the ages, *Girls With Guts!* keeps score with examples of women athletes from the late 1800s up through the 1970s, sharing how women refused to take no for an answer, and how finally, they pushed for a law to protect their right to play, compete, and be athletes.

Guide created by
Debbie Gonzales, MFA



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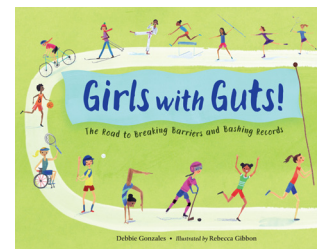
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Pre-Reading Discussion

Consider the illustration on the front cover:

- Describe the action depicted in the illustration. Identify clues in the girls's expressions that suggest how the athletes are feeling.
- List the sports featured in the illustration. Identify those in which you participate.
- Explain what having *guts* means to you.
- A *barrier* is defined as being a barricade, a blockade, or a wall. Determine the purpose of a barrier. Discuss reasons why an athlete might desire to break through a barrier.
- A *record* is defined as an achievement, distinction, and an accomplishment. Tell how and why an athlete would want to break a record.
- Predict what you think this book is going to be about.



Meet the author – Debbie Gonzales:

- When Debbie was a child, her family moved often. By the time she was thirteen, she had lived in Texas, Oklahoma, Nebraska, Iowa, Colorado, and California. As a result, her favorite place to be has always been the classroom. Deb loves learning. Why do you think this is so?
- As an adult, Debbie became a teacher, a school administrator, and an adjunct professor. Consider how her childhood experiences served to prepare her for a career in education.
- Debbie discovered her love of sports after her first child was born. She enjoyed playing soccer, softball, and ran two marathons. Determine how engaging in athletics prepared Deb to write a book such as this one.
- Learn more about Deb and her many projects by accessing www.debbiegonzales.com and/or www.guidesbydeb.com.



Meet the illustrator – Rebecca Gibbon:

- Rebecca grew up in Wales, which is part of the United Kingdom. As a child, she was captivated by books and continues to collect them today. Make a connection between her early love for literature and the work she does today.
- Rebecca begins each illustration project with pencil sketches in search for a unique idea. From there, she paints with acrylics to form a base, then brings life to her illustrations by using special drawing pencils. Image the time and care Rebecca takes to create illustrations for an entire book! How about you? Describe your favorite artistic techniques.
- Access www.rebeccagibbon.com to view samples of Rebecca's artwork. Spend time appreciating her lively, colorful creations, as well as the care she has taken to create them.



Post-Reading Discussion

It's hard to believe that there was a time when girls were not encouraged to play sports. It's true. Athletic programs funded by the US government were once for boys only. That was the rule.

- Do you participate in athletics? If so, list the types of sports in which you participate.
- If you are an athlete, how long have you been competing?
- Describe the equipment needed to compete. Talk about your coaches.
- If you don't participate in sports, explain why you've chosen not to.
- Consider the quote featured above. It is true that there was a time in history when girls were not encouraged – or even *allowed* – to compete. What do you think about this rule? Respond to this statement.

Unashamed and self-assured, courageous female athletes pressed on, even when folks tried to squash their competitive spirit.

- The word *confidence* means belief in oneself, courage, and fearlessness. Historically, athletic women were treated badly by many people. Explore how possessing confidence helped them to believe in themselves enough to continue to pursue their goals.
- Imagine what it would've been like if you wanted to compete in sport that you enjoy and were told that you couldn't, or shouldn't. How would that make you feel? How would you respond?
- Predict why athletic girls and women were treated in this way. Why were their competitive spirits squashed?

“Enough!” they said. “Equal rights for girls and boys!”

- What does the term *equal rights* mean to you? Explain your answer.
- The word *equality* means balance, fairness, and equal opportunity. Identify ways that, up to this point in history, female athletes had not been granted equality in sports.
- To establish a law, Congress, which is comprised of the Senate and the House of Representatives, presents what is known as a bill to be voted upon. If the bill wins enough votes in Congress, and the Federal Courts feel that the bill-passing process was fairly done, then the President decides if it will become law. This process takes a long time and can be a difficult experience. Yet, Edith Green, Shirley Chisholm, Patsy Mink and other members of Congress believed so strongly that they were willing to fight for equal treatment for girls in education and in sports. Express your feelings toward those that fought for the law.
- The word *opposition* means clash, hostility, and conflict. Discuss reasons why there was such strong opposition to Title IX, even after it became a law.



Yet the battle for equality raged on.

- Why do you think that, even after Title IX was passed, girls were still forbidden to compete in Little League baseball? Explain your answer.
- Sylvia Pressler is the judge who fought for the right for girls to play Little League baseball in 1975. She is famous for saying, “The institution of Little League is as American as the hot dog and apple pie. There is no reason why that part of Americana should be withheld from girls.” Explain what she meant in this statement. Do you agree? How so?



In time, female athletes began to experience equal treatment, changing the athletic world forever.

- The females who participated in the 1996 Summer Olympics were outstanding! American women won team gold in basketball, soccer, softball and gymnastics, and in several other individual events. Those games became known as the “Summer of Women.” The athletes were named “Title IX Babies” because they were born around the time that Title IX was passed. Explore reasons why these athletes excelled in such an phenomenal way.
- Women in the Pre-Title IX era compelled by their desire to compete. Those who compete after Title IX are free, by law, to do so. Compare and contrast these athletic experiences. Discuss the similarities and differences of their motivations.

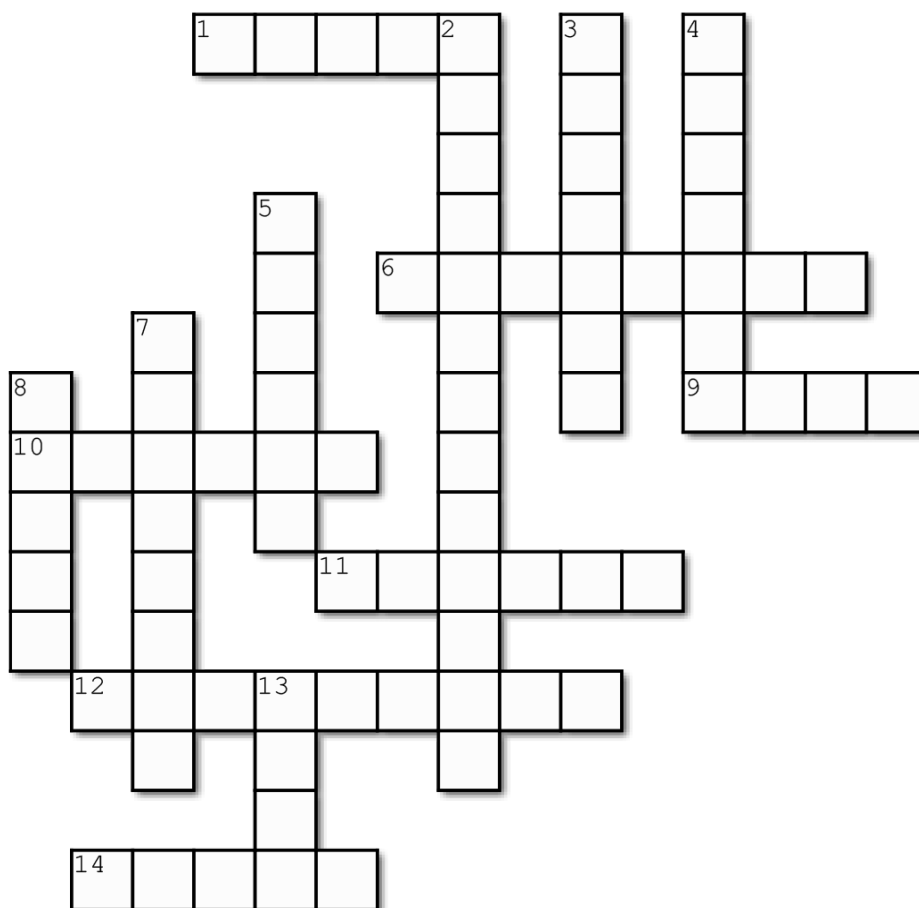


Look at you...
springing, kicking, dribbling, and pitching it sone the pike.
Girl, you are amazing!

- Imagine if you were able to have a conversation with an athlete of old, such as Melpomene, Eleanora Sears, Gertrude Ederle, Althea Gibson, or Margaret Gisolo. What message would they want to tell you? What would they say? What would you say to them?
- Imagine that you had the honor of speaking with influential lawmakers such as Edith Green, Shirley Chisholm, Patsy Mink, or Sylvia Pressler. What message would they want to tell you? What would they say? What would you say to them?
- What does Title IX mean to you? How will you use the freedom that was fought for you by others?



Girls with Guts! Crossword Puzzle



ACROSS:

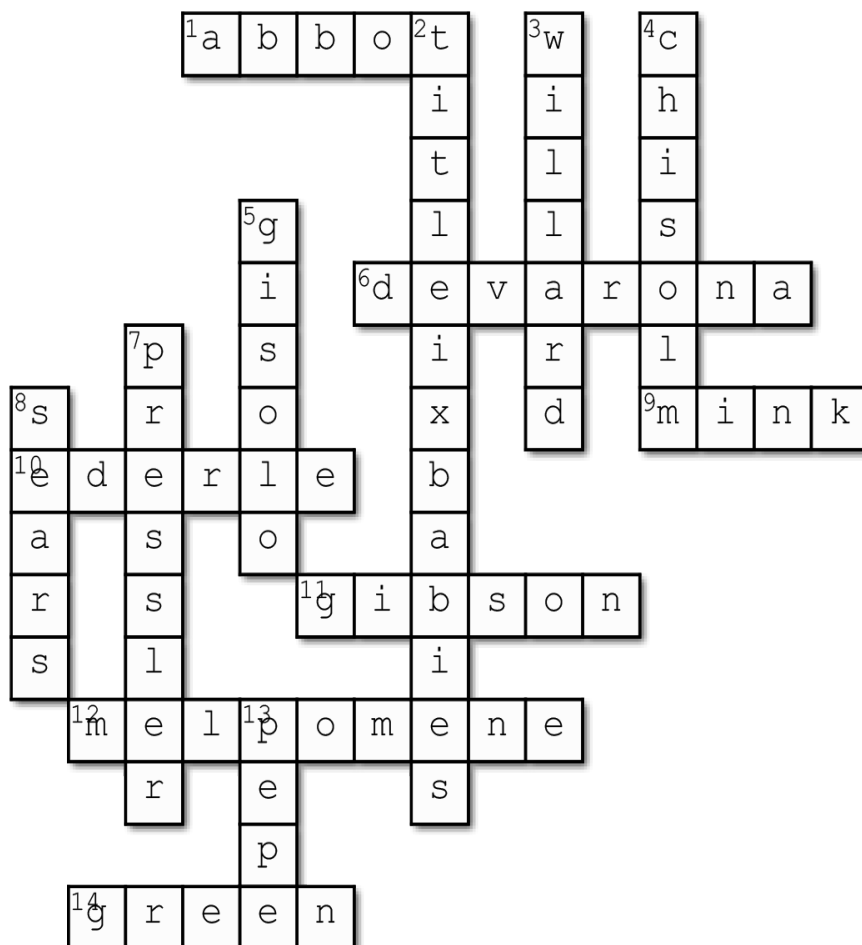
1. Author of the first Basketball Guide for Women
6. Gold medalist denied an athletic college scholarship for swimming
9. Asian-American Congresswoman who was one of the principal authors of Title IX
10. The first woman to swim the English Channel
11. First African-American to win a Grand Slam
12. Female marathoner who was refused entry into the stadium during the 1896 Olympics
14. Congresswoman who played an instrumental role in passing Title IX

DOWN:

2. Olympians born around the time Title IX was passed
3. Social reformer who stood out against gender inequality by riding a bicycle she named Gladys
4. The first African-American women elected to Congress
5. Banned from playing American Legion baseball
7. Judge known for deciding a landmark case allowing girls to compete in Little League baseball
8. Bold athlete in the early 1900s, excelled in sports such as polo, squash, golf, tennis, and horse-back riding
13. Pitched three games in Little League until being kicked out due to being a girl



Girls with Guts! Crossword Puzzle Answers

**ACROSS:**

1. Author of the first Basketball Guide for Women
6. Gold medalist denied an athletic college scholarship for swimming
9. Asian-American Congresswoman who was one of the principal authors of Title IX
10. The first woman to swim the English Channel
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Data Interpretation: Part 1

Objective: To interpret and analyze data as it relates to historic aspects of the story.

Materials:

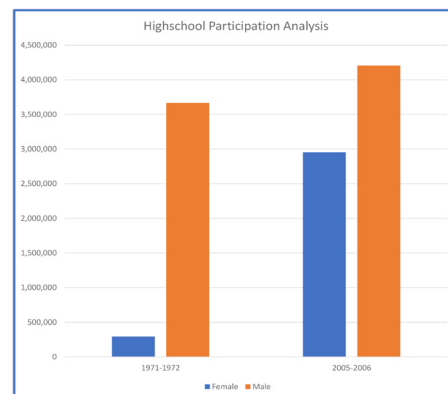
- *Girls with Guts! The Road to Breaking Barriers and Bashing Records*, the book
- The NCAA Sports Report: Bar Graph Analysis (Guide, pg. 9)

Procedure:

- Consider the timeline featured on the final pages of *Girls with Guts!* Compare and contrast the events depicted before and after Title IX was passed. Encourage students to discover how the passage of the law has served to offer more girls the opportunities to compete as elite athletes.
- Print a copy of **The NCAA Sports Report: Bar Graph Analysis**. Explain that the NCAA (the National Collegiate Athletic Association) is an organization dedicated to the well-being and lifelong success of college athletes.
- Review the data featured in the tables located at the top of the page. Discuss the differences between the number of players who competed during 1971 to 1972 (when Title IX was passed) and the number of competitors involved in athletics from 2005 to 2006.
- Review the **The NCAA Sports Report: Bar Graph Analysis**, making a connection between the data represented in the table and the bar graph. Instruct students to answer the discussion questions listed at the bottom of the page.
- Encourage students to make a personal connection based of their interpretations of the historic data by sharing their conclusions with the class.

Reference: NCAA Year-By-Year Sports Participation 1982-2001; Sports and Recreation of Universities and Colleges 1957-82 (NCAA), National Federation of State High School Associations in 2001.

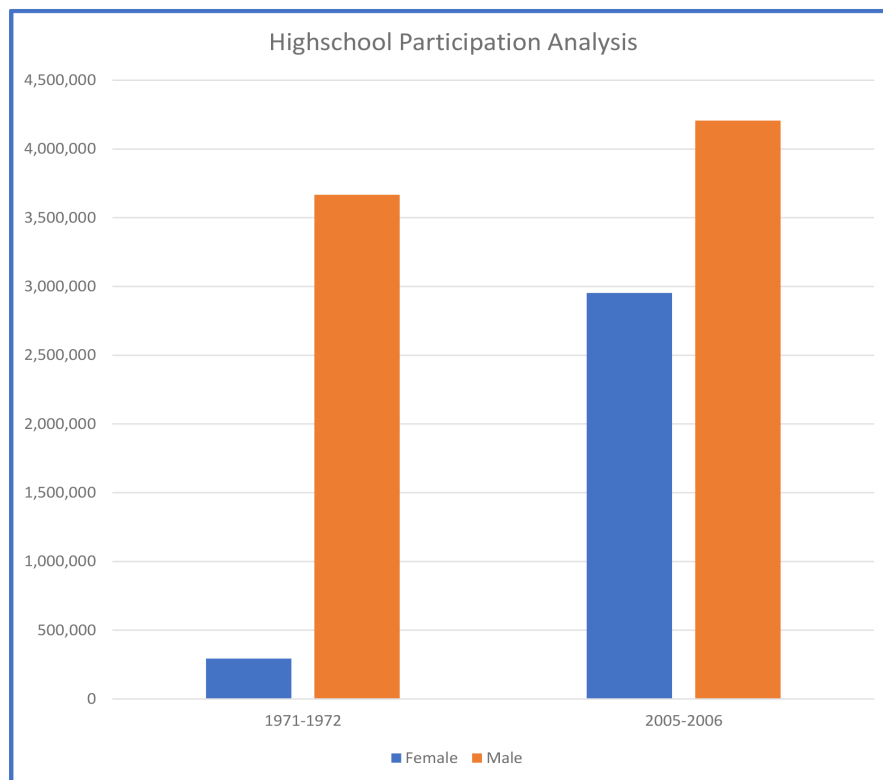
High School Participation		
Year	1971-1972	2005-2006
Female	294,095	2,953,355
Male	3,666,917	4,206,549



The NCAA Sports Report: Bar Graph Analysis

Analyze the effects of the passage of Title IX by making connection between the data represented in the table and the bar graph below.

High School Participation		
Year	1971-1972	2005-2006
Female	294,095	2,953,355
Male	3,666,917	4,206,549



Discussion:

- Compare the number of high school girls participating in sports to the number of athletic boys in 1971-1972. Explain the difference between the data.
- Consider the changes in the data represented during 2005-2006. Notice the rise in the number of girls who were participating in athletics. Identify what happened to bring about the change.
- Contrast the number of boys's athletic participation from 1971-1972 to 2005-2006 to the girls'. Explore reasons why there is little change in the boys' data as compared to the girls'.
- Write a short informative essay exploring how the data represented in the table and graph reflect the impact Title IX has had for athlete girls. Share work with the class.



Data Interpretation: Part 2

Objective: To interpret and analyze pictographs and personally gathered data.

Materials:

- *Girls with Guts! The Road to Breaking Barriers and Bashing Records*, the book
- The NCAA Sports Report: Pictograph Analysis (Guide, pg. 11)
- A Classmate Poll (Guide, pg. 12)
- Pencil
- Markers

Procedure:

- Consider the timeline featured on the final pages of *Girls with Guts!* Compare and contrast the events depicted before and after Title IX was passed. Encourage students to discover how the passage of the law has served to offer more girls the opportunities to compete as elite athletes.
- Print a copy of **The NCAA Sports Report: Pictograph Analysis**. Explain that the NCAA (the National Collegiate Athletic Association) is an organization dedicated to the well-being and lifelong success of college athletes.
- Review the data featured in the pictographs. Discuss the differences between the number of players who competed in 1972 (when Title IX was passed) and the number of competitors involved in athletics in 2011.
- Print a copy of **A Classmate Poll**. Follow the instructions listed to collect data from the members of a class. Use information to create a pictograph representation of your findings.
- Share poll results and analysis with the class.

Reference: NCAA Year-By-Year Sports Participation 1982-2001; Sports and Recreation of Universities and Colleges 1957-82 (NCAA), National Federation of State High School Associations in 2001.



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The NCAA Sports Report: Pictograph Analysis

Analyze the effects of the passage of Title IX by making connection between the ratios represented in the pictographs below.

In 1972, 1 in 27 girls participated in high school athletics.



In 2011, 2 in 5 girls participated in high school athletics.



Discussion:

- Respond to the pictograph presenting the 1972 data. Describe your reaction to the ratio of girls who were not participating in athletics to those that were. Explain why so few girls were participating in athletics during that time in history.
- Consider the changes in the data represented during 2011. Notice the change in the number of girls who were participating in high school athletics. Tell why the ratio altered in such an astounding way.
- Write a short informative essay exploring how the ratios represented in pictographs. Make connections between your analysis of the two pictographs and the impact Title IX has had for athletic girls. Share your work with the class.

A Classmate Poll

Take a poll using the graphic organizer below. Ask twenty-seven female classmates if they participate in athletics. Transfer the poll results to the pictograph by choosing one color for participants and another for those who are not. Analyze your poll results. Write a short summary determining what the effect Title IX has had on your results. Share your work with the class.

Classroom Poll

Name of Girl	Yes	No	Name of Girl	Yes	No	Name of Girl	Yes	No

Classroom Poll Pictograph



The Introduction of Title IX Discussion Sheet

No person in the United State shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.

Discussion:

- Following re-reading **Girls with Guts! The Road to Breaking Barriers and Bashing Records**, summarize the reason for passing Title IX. Use references from the book as examples to support your point-of-view.
- Circle any unfamiliar words. Research the definitions. Explain how these words serve to support the overall message of Title IX.
- Identify words that you find to be interesting. Explain why these words are intriguing to you.
- Describe how Title IX makes you feel. Why is this so?
- Consider the time in history when this law was passed. Determine reasons why many people in society felt that the law was unnecessary or harmful.
- The word *syntax* means the arrangement of words and phrases. The brave authors of Title IX used intentional syntax when crafting the law. Consider the syntax in the introduction of Title IX. Determine how the structure serves to create meaning, determination, and believability.



Common Core State Standards Alignment

Common Core State Standards Alignment		Discussion	Crossword Puzzle	Data Interpretation	Title IX & YOU
English Language Arts Standards » Reading: Literature					
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	•	•	•	•
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	•	•	•	•
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	•	•		
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	•	•		•
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	•			
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	•	•		
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	•	•	•	•
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	•	•	•	•
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	•	•		
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	•	•	•	
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	•	•	•	•
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	•	•		
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	•			
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	•	•	•	•
English Language Arts Standards » Informational Text					
CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.	•	•	•	•
CCSS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.	•	•	•	•
CCSS.ELA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	•			
CCSS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	•	•		•
CCSS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	•	•		•
CCSS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.	•	•		
CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	•	•	•	•
CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	•	•	•	•
CCSS.ELA-Literacy.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	•	•	•	•



		Discussion	Crossword Puzzle	Data Interpretation	Title IX & YOU
English Language Arts Standards » Informational Text (cont.)					
CCSS.ELA-Literacy.RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	•	•		
CCSS.ELA-Literacy.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	•	•	•	•
CCSS.ELA-Literacy.RI.2.8	Describe how reasons support specific points the author makes in a text.	•	•	•	•
CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•
CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	•	•	•	•
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	•	•		•
CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	•	•	•	•
CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	•	•	•	•
CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	•	•	•	•
CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	•	•	•	•
CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	•	•		•
CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	•	•	•	•
CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	•	•	•	•
CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	•	•		•
CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	•	•	•	•
CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	•	•	•	•
English Language Arts Standards » Speaking & Listening					
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•		•	•
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•		•	•
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			•	•



		Discussion	Crossword Puzzle	Data Interpretation	Title IX & YOU
English Language Arts Standards » Speaking & Listening (cont.)					
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	●	●	●	●
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●	●	●	●
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	●		●	
CCSS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			●	●
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●			●
CCSS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			●	●
CCSS.ELA-Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			●	●
English Language Arts Standards » Writing					
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure			●	
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			●	
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			●	
CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			●	
Mathematical Practice					
CCSS.Math.Content.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.			●	
CCSS.Math.Content.2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.			●	
CCSS.Math.Content.3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.			●	