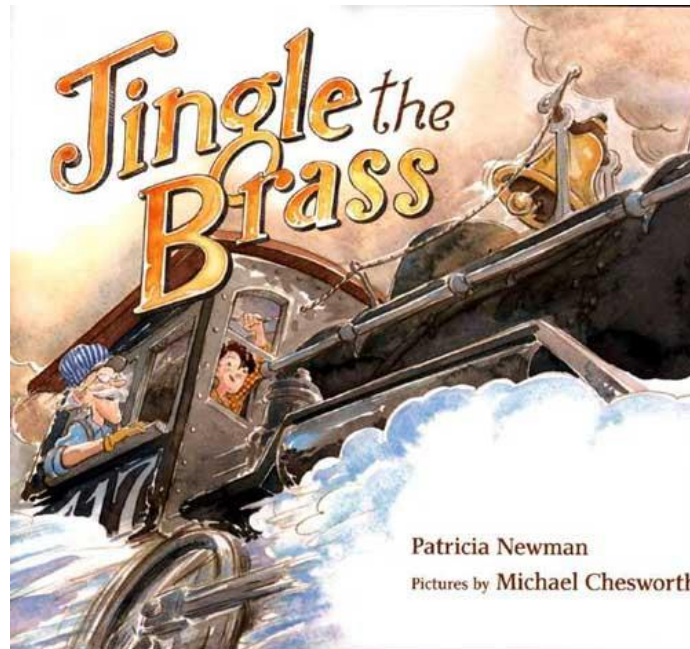


A Core Curriculum State Standards Annotated Teacher's Guide



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Story Summary: Step back in time to Ruby's rail-yard *hash house* and *put on the nosebag* with the *boss hogger*. He'll tell you he likes his *eggs with headlights*, but if you want scrambled, just order *wreck on the main line*. Follow him as he and his *ashcat* warm up engine #417 at the *roundhouse*, *give her a drink* at the water tower, and then hitch her up to a *jigger*. *Jingle the brass* and *ride the point* as the *rods start flashing*. Now you're railroading!

CCSS Annotated Thematic Connections for grades K-5

- Transportation
- Travel
- Trains
- Transcontinental Railroad
- Industrial Revolution
- Intergenerational communication

How to Use this Packet

- Before or after my author visit, use any or all of the curriculum connections with your students to complement your post-reading discussions.
- Activity worksheets immediately follow the instructions.

Pre-Reading Discussion

- Talk about different parts of a train—the engine or locomotive, the various cars that make up a train (grain, refrigerator, hopper, livestock, caboose). Talk about the people who work on the railroad—engineer, fireman, brakemen, track workers, conductor.
 - Use the **What do you know about the railroad?** activity sheet.
- Talk about two trains traveling in the opposite direction that share one track and what sidings are used for.
- Include a discussion of the slang your students use today—what words they use and possible explanations for how the slang developed.

Name _____

Date _____

What do you know about the railroad?

Draw a line from the train car to the type of freight it carries.

- | | |
|---------------------|---|
| A. Hopper | a. carries cows, pig, sheep |
| B. Refrigerator car | b. a car that loads from the top and empties from the bottom; usually carries grain |
| C. Caboose | c. track signals |
| D. Engine | d. the car that drives the train |
| E. Oil can | e. keeps fruits and vegetables cold |
| F. Livestock car | f. the office for the conductor on a freight train |
| G. Semaphore | g. a tank car for carrying liquid |

Match the following railroad workers with their jobs.

- | | |
|-----------------|--|
| A. Engineer | a. drives livestock on and off the train |
| B. Fireman | b. sets the brakes, throws track switches, and protects the rear end of the train from another train |
| C. Brakeman | c. keeps the fire burning in the engine at the correct temperature |
| D. Track worker | d. drives the train |
| E. Conductor | e. lines track and repairs the ties and railroad spikes |
| F. Cowboy | f. does the paperwork for the cargo on a freight train; takes tickets on a passenger train |

Reading Together

Read *Jingle the Brass* aloud to your students, allowing ample time to understand the new slang vocabulary. The pictures provide excellent clues to what the railroad jargon means. Discuss these clues with your students, then open to the glossary at the end of the book to check your answers.

Curriculum Connections

Listening/Speaking

- Retell the story of *Jingle the Brass* as a classroom play. Act out the journey. Students will enjoy becoming the locomotive, the train cars, the semaphore (track signal), and the tunnel, as well as the people in the story.
- Look at the illustrations and discuss how the little boy might be feeling during his journey.
- Talk about other professions that might use jargon. Consider ideas like sports, cowboys, the military, and journalists.
- Ask your students to interview their grandparents about train travel memories. If parents or grandparents worked on the railroad, ask them to come into the class to talk to your students about their experiences.

Writing

- Pick one railroad slang phrase from *Jingle the Brass* and draw a picture to illustrate it.
- Write a short story about your favorite trip. Illustrate it.
- Complete the **All Aboard! Word Search** worksheet
- Complete the **Main Line Maze** worksheet
- Write your own story using railroad slang. Use the **Rail Talk** worksheet.
- Rewrite *Jingle the Brass* from the little boy's perspective.
- Complete the **Railroad Crossing** crossword puzzle.
- Write a letter to the author of *Jingle the Brass*. Ask students to tell her how they liked the story. Ask students to tell about their own train trips. Send her your students' stories.
- Ask students to write a story about their grandparents' memories of train travel (see Listening/Speaking above).
- Write several diary entries from the point of view of a Chinese laborer on the Transcontinental Railroad (see Social Studies below).

Name _____

Date _____

All Aboard! Word Search

T A C H S A K S H M C S R H N
C O N D U C T O R A R V E H O
V R H S I R G T B E R A P M O
G J F R E G G O C E Y R P N P
B G T G E M O N Z F Y N O E S
L U G R N S A O I A C I H M T
R I L K E D O P R D Y S W E E
J E X L Y N A D H N I H T K L
N S E D S A X E I O I S I A L
P J N F Z Z I S H T R M C R T
V A T R E S T L E D Y E K B A
G X M Y L R C W A O A E E C L
E N I G N E A L I W B E R A E
B W S E I S M I L F D O D N S
R I C O H L A D D E R F H S Q

ASHCAT
BRAKEMEN
BULLS
CABOOSE
CANS
CONDUCTOR
DEADHEAD
ENGINE
FLIMSIES
GANDYDANCERS
HOBOES
HOGGER
HOPPER

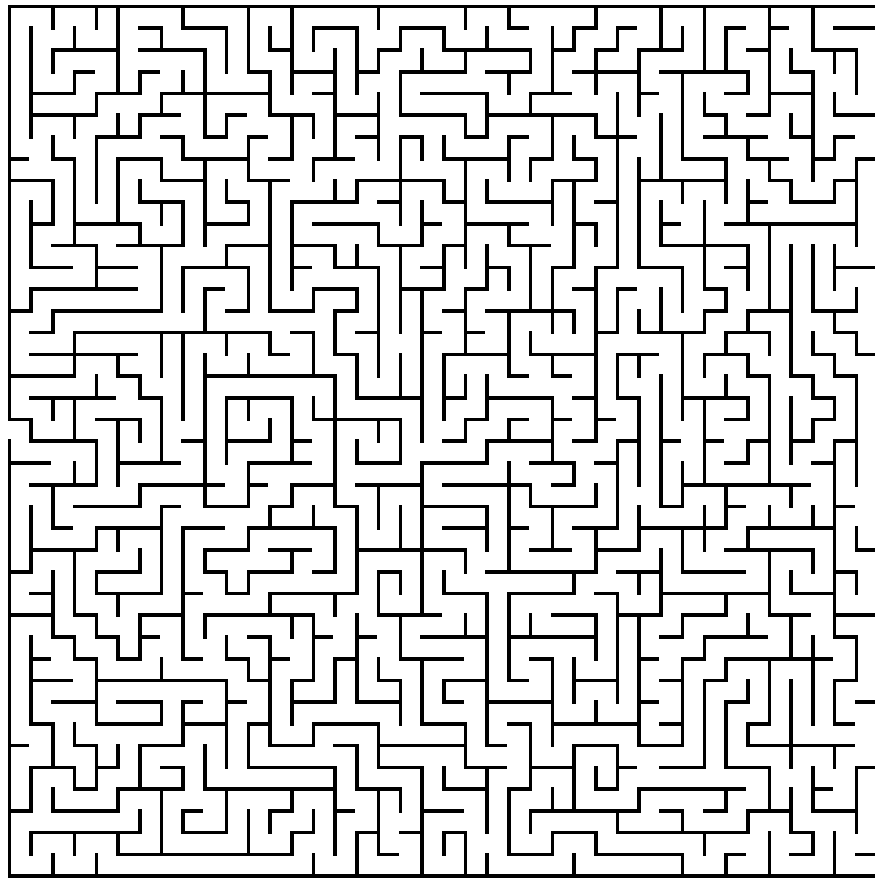
JIGGER
LADDER
REEFER
SEMAPHORE
SIDING
SNOOZER
SPOON
TELLTALES
TICKER
TRESTLE
TRICK
VARNISH
WHITWASH
YARD

Name _____

Date _____

Main Line Maze

My flimsies tell me to hop on the main line to the next station. Help me find the right track.



Name _____

Date _____

Rail Talk

- Choose at least 6 words from column A and write a paragraph.
- Underline all the words that you used from column A.
- Now, write a second paragraph. Replace all the underlined words with the matching slang term from column B.
- Read your story aloud.

Column A

coal
cowboys
head-on crash
restaurant
sunny-side up eggs
engine
ring the bell
quit work and go home
eat
donuts
scrambled eggs
pocket watch
milk
police
at a complete stop
waiting off to the side
hop aboard a moving train
going VERY fast

Column B

black diamonds
clover pickers
cornfield meet
hash house
eggs with headlights
hog
jingle the brass
pull the pin
put on the nosebag
rolling stock
wreck on the main line
ticker
whitewash
bulls
lying dead
in the hole
nail her on the fly
the rods are flashing

Name _____

Date _____

Railroad Crossing! Crossword Puzzle



A crossword puzzle grid with 25 numbered starting points for words. The grid is composed of white squares for letters and black squares for empty space. The numbers are as follows:

- 1: Down, top square
- 2: Across, top row, second square
- 3: Down, top row, eighth square
- 4: Across, second row, second square
- 5: Across, third row, first square
- 6: Down, third row, sixth square
- 7: Across, fourth row, first square
- 8: Down, fourth row, eighth square
- 9: Down, fifth row, ninth square
- 10: Across, fifth row, second square
- 11: Down, sixth row, tenth square
- 12: Across, sixth row, twelfth square
- 13: Across, sixth row, thirteenth square
- 14: Down, seventh row, eleventh square
- 15: Across, seventh row, thirteenth square
- 16: Across, eighth row, second square
- 17: Across, eighth row, seventh square
- 18: Across, eighth row, eighth square
- 19: Down, ninth row, fourth square
- 20: Across, ninth row, fifth square
- 21: Across, ninth row, sixth square
- 22: Across, tenth row, seventh square
- 23: Across, tenth row, eighth square
- 24: Across, eleventh row, second square
- 25: Across, eleventh row, seventh square

Railroad Crossing! Crossword Puzzle Clues

Across

2. a car loaded from the top and emptied from the bottom
4. orders typed on thin paper
5. track workers are called gandy

7. a railroad bridge
10. merry-go-round
12. clover pickers
15. a railroad worker's shift
16. restaurant
18. refrigerator cars
21. heaviest train allowed on the line
22. put on the _____
23. the dining car on a passenger train
24. hogger
25. rolling stock

Down

1. head-on train wreck
3. tank cars
6. a sleeping compartment on a passenger train
8. black diamonds
9. a track-side signal
11. railroad police are called _____
13. milk
14. a locomotive fireman
17. a fireman's shovel
19. a pocket watch
20. eggs with _____

Railroad Crossing! Answer Key

Across

2. hopper 4. flimsies 5. dancers 7. trestle 10. turntable 12. clover pickers 15. trick 16. hash house 18. reefers 21. jigger 22. nosebag 23. diner 24. engineer 25. rolling stock

Down

1. cornfield meet 3. cans 6. snoozer 8. coal 9. semaphore 11. bulls 13. whitewash 14. ashcat 17. spoon 19. ticker 20. headlights

Reading Reference Lists

Train Books

- Awdry, W. *Thomas the Tank Engine* series.
- Aylesworth, Jim. *Country Crossing*.
- Brady, Peter. *Freight Trains*.
- Brown, Dee. *Lonesome whistle : the story of the first transcontinental railroad*.
- Burningham, John. *Hey! Get Off Our Train*.
- Crews, Donald. *Freight Train and Short Cut*.
- Cushman, Karen. *Rodzina*.
- Durbin, William. *The Journal of Sean Sullivan*. (A Dear America book).
- Goble, Paul. *Death of the Iron Horse*.
- Johnson, Angela. *I Dream of Trains*.
- Johnston, Marianne. *Casey Jones*.
- Kay, Verla. *Iron Horses and Orphan Train*.
- Kuklin, Susan. *All aboard! : a true train story*.
- Lyon, George Ella and Stephen Gammell. *A Regular Rolling Noah*.
- McCaughrean, Geraldine. *Stop the train!*
- McPhail, David. *The Train*.
- Meltzer, Milton. *Hear that Train Whistle Blow! How the Railroad Changed the World*.
- Micklethwait., Lucy. *I spy a freight train : transportation in art*.
- Mott, Evelyn Clarke. *Steam train ride*.
- Murphy, Jim. *Across America on an emigrant train*.
- Ó Flatharata, Antoine. *The Prairie Train*.
- Oliver, Lynn. *The Torpedo Run*.
- Sandler, Martin. *Riding the rails in the USA : trains in American life*.
- Sattler, Helen Roney. *Train whistles : a language in code*.
- Siebert, Diane. *Train Song*.
- Weiss, Harvey. *How to run a railroad : everything you need to know about model trains*.
- Wetterer, Margaret. *Kate Shelley and the midnight express*.
- Yancy, Diane. *Desperadoes and dynamite : train robbery in the United States*.

Train Poems and Songs

From the *Random House Book of Poetry for Children*:

- Siebert, Diane. "Train Song."
- Millay, Edna St. Vincent. "Travel."
- Stevenson, Robert Louis. "From a Railway Carriage." (sing to the tune of "Down in the Valley")

McCord, David. "Song of the Train."

From Lillian Morrison's *Rhythm Road*:

- Kroll, Ernest. "The California Zephyr."
- Roethke, Theodore. "Night Journey."
- Bogan, Louise. "Train Tune."

From Kathleen Krull's *I Hear America Singing!* :

- "Casey Jones."
- Goodman, Stephen. "City of New Orleans."
- "Freight Train."
- "I've Been Working on the Railroad."
- "John Henry."
- "Rock Island Line."

From Norm Cohen's *Long Steel Rail: The Railroad in American Folk Song*.

- Bourne, Ernest. "Paddy Works on the Railway."
- Grayson and Whitter. "Nine Pound Hammer."
- Hurt, Mississippi John. "Spike Driver Blues."



IDEA!

Ask the music teacher at your school to record some favorite train songs on a CD or tape.

Social Studies

- Talk about why railroads are useful. What kinds of goods do they transport?
- Using a U.S. map, chart an itinerary to visit several American landmarks by rail.
 - Perhaps visit www.amtrak.com for route maps.
 - Determine four landmarks you'd like to see (monuments, national parks, museums, historic spots, etc.) and create a day-by-day itinerary
 - If you can, determine the cost of rail tickets using the Amtrak website listed above.
- During your units on the industrial revolution or the transcontinental railroad, discuss the following with your students:
 - What was life like before the railroad?
 - How did life in the U.S. change after the railroad?
 - How did railroads influence the growth of industry?
 - What were some of the dangers and problems railroad workers faced when building the transcontinental railroad?
 - What unique problems did Chinese workers face? (The Central Pacific Historical website at www.cpr.org/Museum/Chinese.html has an excellent article on Chinese labor with photographs. Several links are included at the end of the article.)
 - How did the Transcontinental Railroad affect the Plains Indians? (See <http://www.pbs.org/wgbh/americanexperience/features/interview/tcrr-interview/> for a [PBS interview](#)).

Science

- Heat a pot of water in a hot pot or on a hot plate. Discuss what happens to the water.
- How does a steam locomotive work? What is the fuel for the locomotive in *Jingle the Brass*? What are other types of fuels for locomotives throughout history?

- Discuss the parts of the steam locomotive and why steam makes the pistons pump. Check out the following website for an excellent explanation and animation.
<http://travel.howstuffworks.com/steam1.htm>
- Discuss technological advances on the railroad—from the days when brakemen rode on top of the cars to today's radio communications.

Math

- Read train departure times off a railroad timetable and ask students to set their clocks as part of a lesson on telling time. Act out having plenty of time before the train comes and rushing for the train. (The **Don't Miss Your Train!** worksheet includes a timetable which you could use for this activity, but the questions on the worksheet are geared for grades 3-6.)
- Take a field trip to a railroad depot. Count the cars on a long freight train.
- Teach your students to read the railroad timetable included with **Don't Miss Your Train!** Ask students to complete the accompanying timetable worksheet in groups or independently.
- Using the itinerary students planned in the Social Studies section, ask them to calculate the amount of traveling time for the journey and the cost for their own family. Be sure to include meals (see railroad menu in the Health/P.E. section).

Name _____

Date _____

Don’t Miss Your Train!

Use the timetable on the following page to answer the questions.

- 1. There are two trains listed on this timetable—the #5 train and the #6 train.
 - a. Does the #5 train travel west or east? _____
 - b. Does the #6 train travel west or east? _____
- 2. What services could a passenger expect to find on these trains?

- 3. Pretend you are a westbound passenger. Answer the following questions:
 - a. What time does the train leave Chicago for Naperville? _____
 - b. How many miles is it between Chicago and Naperville? _____
 - c. What time does your train arrive in Omaha, Nebraska? _____
 - d. How many miles between Naperville and Omaha? _____
 - e. How long does the trip from Chicago to Omaha take? _____

- 4. Now pretend you are an eastbound passenger. Answer the following questions:
 - a. What train will you be riding—#5 or #6? _____
 - b. What time does the train leave Salt Lake City, Utah? _____
(Hint: Dp means depart and Ar means arrive)
 - c. What time does your train arrive in Denver, Colorado? _____
 - d. EXTRA CREDIT: How many miles between Salt Lake City and Denver?

Note: These exercises do not span time zones. Question 3 stays within Central time; question 4 stays within Mountain time. To extend this lesson further, cross time zones during your travel.

Don't Miss Your Train! Timetable

CALIFORNIA ZEPHYR

Chicago • Denver • San Francisco

5		← Train Number →		6	
Daily		← Days of Operation →		Daily	
☒ ☐ ☒		← On Board Service →		☒ ☐ ☒	
Read Down	Miles		Symbol	▲	Read Up
2 20P	0	Dp	Chicago, IL—Union Sta. (CT)	● ☐ ☒	Ar 3 02P
☒ 2 54P	28		Naperville, IL (METRA/BN Line)	● ☐	☒ 2 09P
4 04P	104		Princeton, IL	○	12 57P
4 57P	162		Galesburg, IL—S. Seminary St. ☒	● ☐	12 06P
5 44P	205		Burlington, IA	○ ☐	11 18A
6 16P	233		MT Pleasant, IA	● ☐	10 46A
7 21P	279		Ottumwa, IA	● ☐	10 01A
8 37P	359		Osceola, IA (Des Moines)	○ ☐	8 06A
9 09P	392		Creston, IA	○ ☐	7 31A
10 57P	500	Ar	Omaha, NE	● ☐ ☐	Dp 5 43A
11 17P		Dp	☐ Kansas City—see back	☐	Ar 5 23A
12 43A	555	Ar	Lincoln, NE	● ☐ ☐	Dp 4 15A
12 49A		Dp		☐	Ar 4 09A
2 22A	652		Hastings, NE (Grand Island)	● ☐ ☐	2 10A
3 09A	706		Holdrege, NE	○ ☐	1 22A
4 18A	783		McCook, NE (CT)	○ ☐	12 17A
5 40A	960		Fort Morgan, CO (Sterling) (MT)	○ ☐	9 53P
7 50A	1038	Ar	Denver, CO - ☐ Colorado Springs, Pueblo, Cheyenne—see back	● ☐ ☐	Dp 7 38P
8 20A		Dp		☐	Ar 7 18P
10 22A	1100		Fraser-Winter Park, CO	○ ☐	4 30P
10 52A	1113		Granby, CO (Rocky Mt. Nat'l Park)	○ ☐	3 58P
2 08P	1223		Glenwood Springs, CO (Aspen)	● ☐ ☐	12 50P
4 27P	1311		Grand Junction, CO	● ☐ ☐	11 03A
6 14P	1417		Green River, UT	○ ☐	8 36A
7 39P	1488		Helper, UT (Price)	○ ☐	7 15A
9 45P	1563		Provo, UT	○ ☐	5 11A
11 47P	1608	Ar	Salt Lake City, UT	● ☐ ☐	Dp 4 06A
11 59P		Dp	☐ Boise, Ogden, Las Vegas—see back (MT)	☐	Ar 3 35A
3 44A	1871		Elko, NV (PT)	○ ☐	10 00P
6 19A	2013		Winnemucca, NV	○ ☐	7 15P
9 14A	2199	Ar	Sparks, NV	○ ☐	Dp 4 38P
9 24A		Dp		☐	Ar 4 29P
9 39A	2202		Reno, NV	● ☐ ☐	4 13P
10 39A	2237		Truckee, CA (Lake Tahoe)	○ ☐	3 01P
12 50P	2301		Colfax, CA	○ ☐	12 45P
1 59P	2336		Roseville, CA	○ ☐	11 59A
D 2 39P	2353		Sacramento, CA	● ☐ ☐	11 32A
D 3 08P	2367		Davis, CA	● ☐ ☐	10 56A
D 3 50P	2411		Martinez, CA (San Joaquin Trains)	● ☐ ☐	10 14A
5 09P	2438	Ar	Emeryville, CA	● ☐ ☐	Dp 9 35A
			☐ Oakland, San Francisco—see below		

Services on the California Zephyr

- ☒ **Coaches: Reservations required**
- ☐ **Sleeping Cars:** First Class Superliner® Service
- Amtrak's Metropolitan Lounge® available in Chicago for First Class Service passengers
- ☒ **Dining Car:** Complete meals
- ☐ **Sightseer Lounge:** Sandwiches, snacks and beverages
- ☒ **Entertainment:** Feature movies
- Trails and Rail Program:** In a cooperative effort with the National Park Service, volunteer rangers provide a narrative between Grand Junction and Denver (Spring/Summer).
- On-Board Guide Program:** California State Railroad Museum narrators provide historical and sightseeing commentary between Reno and Sacramento.
- ☒ **No Smoking:** Smoking is prohibited entirely on this train. Passengers may smoke on station platforms as announced by train crews, and must remain next to the train, ready to board immediately upon hearing the locomotive horn and verbal "All Aboard" calls.

Scenic Highlights

- One of the most popular scenic trains
- Rocky Mountains/Moffat Tunnel
- Colorado's Gore, Byers and Glenwood Canyons
- California's historic Donner Pass and High Sierra

Symbols and Reference Marks

- A Time Symbol for A.M.
- CT Central Time
- D Stops only to discharge passengers.
- MT Mountain Time
- N Time Symbol for Noon
- P Time Symbol for P.M.
- PT Pacific Time
- R Stops only to receive passengers.
- ☐ **Checked Baggage Service available at stations indicated.**
- ☐ **Thruway Motorcoach Connection.** Coordinated train/motorcoach service with connections at the Amtrak station (in most cases), as well as through fares/ticketing. Passengers traveling on Thruway connections must be ticketed before boarding coaches in order to obtain through fares. Motorcoaches are normally not accessible to passengers who use wheelchairs, except for connections at Emeryville.
- Ticket office open for all train departures.
- Ticket office/checked baggage not open for all departures.
- Tickets can not be purchased at this location.
- ☐ All station facilities are fully accessible to persons using wheelchairs. Barrier-free access between street or parking lot, station platform and trains; however, not all facilities within the station are fully accessible.
- ☐ Amtrak Vacations package(s) available at this destination. Book your hotel and/or tour by calling 1-800-321-8684.
- ☐ Passengers not carried locally between this station and Chicago except when connecting at Chicago to/from other Amtrak trains.
- ☐ Direct transfer between train and motorcoach at Amtrak station for connecting passengers only.
- ☐ Classic Limousine operates van service from Springfield, IL for connections from Train 22 to Trains 3 and 5 at Galesburg, IL and from Galesburg, IL from Trains 4 and 6 to Train 21 at Springfield, IL.

Art/Music

- Sing railroad songs with your class. Use the suggested **Train Poems & Songs** resource list in the Reading Reference List section.
- A “quill” is an engineer’s signature whistle call. According to one story, an engineer blew his quill as he pulled into the station. His wife heard it from their house and she had dinner on the table by the time he came home. Have your students make up their own quills with a railroad whistle or with their own voices. Are there specific “quills” their parents use to call them in for supper? To call the dog?
- Ask students to draw their own freight train and label all the cars with slang names.
- Every railroad line had its own logo. Ask your students to create their own railroad line and design a logo. Each railroad had different designs for the plates, silverware and glassware in the dining cars. Ask students to design their own china pattern for their railroad line. This website is a great place to see some of the patterns:
http://cabinclass.com/pages/railroad/diningcar_01.htm
- Analyze Michael Chesworth’s illustrations and note some of the techniques he uses to suggest speed. What are some of the funny touches he includes? Why do you suppose he chose the color palette he did?
- Track workers or gandy dancers used chants and songs to help them realign the heavy steel track in unison. Teach your class some of the track workers’ songs and see if they can pull and push an imaginary track as a team. Use the **Gandy Dancers’ Song Sheet** on the next page.

Gandy Dancers' Songs

Track workers replaced worn out cross-ties, smoothed rough areas in the track, and straightened bends or kinks in the track. This was called lining the track.

A team of 16 or more strong men with 30 lb. steel bars stood on both sides of the track and dug small holes under the rail for leverage. In order to move the heavy rail, every man had to heave at the same time. The foreman signaled the direction to move the track and the caller sang a short song called a ditty to help the men get in synch with one another.

The following ditties are from the Buckingham Lining Bar Gang in Virginia:

Way down yonder on my knees
I thought I heard a chicken sneeze
Way down yonder
On my knees
Oh, yeah

~~~

Cap'n, Cap'n he's so mean  
Won't give me time to eat my beans  
Cap'n, Cap'n  
He's so mean  
He won't give me time to eat my beans

~~~

Hey, boys he's alright
Cap'n, Cap'n can't you see
Lining this track is killing me
Cap'n, Cap'n can't you see
Lining this track is killing me

Health/P.E.

- Act out a scene in the dining car on a passenger train. Have students create menus from which the passengers may order. For older students, menus may include prices. Ask them to calculate the price of a balanced meal.
- Your students are the head chefs on their own railroad lines (see the Art activities above). Ask them to design and prepare a healthful menu. (Discussion of the major food groups and suggested servings may be necessary.) Then ask your students to prepare a grocery list (including quantities and prices) to determine the railroad's cost for each meal. Decide on a profit margin and determine the prices for each meal on the menu.

Core Curriculum State Standards Annotations: Reading Literature

CCS Standards	Reading Together	Speaking-Listening	Writing	Reading	Social Studies	Science	Math	Art & Music	Health & PE
RL.K.1	✓	✓		✓					
RL.K.3	✓	✓		✓					
RL.K.5	✓	✓		✓					
RL.K.7	✓	✓							
RL.K.10	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.1.1	✓	✓		✓					
RL.1.3	✓	✓		✓					
RL.1.7	✓	✓							
RL.2.1					✓				
RL.2.3		✓							
RL.2.10	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.3.1			✓						
RL.3.4		✓		✓					
RL.3.10	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.4.1	✓	✓	✓		✓				

"Common Core State Standards Initiative | English Language Arts Standards | Home | English Language Arts Standards." *Common Core State Standards Initiative | Home*. Web. 14 May 2013. <<http://www.corestandards.org/ELA-Literacy>>

Core Curriculum State Standards Annotations: Reading Informational Text

CCS Standards	Reading Together	Speaking - Listening	Writing	Reading	Social Studies	Science	Math	Art & Music	Health & PE
RI.K.1	✓	✓		✓	✓				
RI.K.2	✓	✓		✓					
RI.K.4	✓	✓	✓						
RI.K.5	✓	✓							
RI.K.7	✓							✓	
RI.K.10	✓	✓	✓	✓	✓	✓	✓	✓	✓
RI.1.1	✓	✓		✓					
RI.1.2	✓	✓		✓					
RI.1.4	✓	✓	✓						
RI.1.6		✓							
RI.1.7		✓							
RI.1.10	✓	✓	✓	✓	✓	✓	✓	✓	✓
RI.2.1	✓	✓	✓		✓				
RI.2.3	✓	✓	✓		✓				
RI.2.4	✓								
RI.2.6		✓							
RI.2.7			✓		✓				
RI.2.10	✓	✓	✓	✓	✓	✓	✓	✓	✓

CCS Standards	Reading Together	Speaking - Listening	Writing	Reading	Social Studies	Science	Math	Art & Music	Health & PE
RI.3.3						✓			
RI.3.7					✓				
RI.3.10	✓	✓	✓	✓	✓	✓	✓	✓	✓
RI.4.7					✓				
RI.4.10	✓	✓	✓	✓	✓	✓	✓	✓	✓
RI.5.7					✓				

"Common Core State Standards Initiative | English Language Arts Standards | English Language Arts Standards | Reading: Informational Text." *Common Core State Standards Initiative | Home*. Web. 14 May 2013. <<http://www.corestandards.org/ELA-Literacy/RI>>

Core Curriculum State Standards Annotations: Writing

CCS Standards	Reading Together	Speaking-Listening	Writing	Reading	Social Studies	Science	Math	Art & Music	Health & PE
W.K.1			✓						
W.K.2			✓						
W.K.5			✓						
W.K.8			✓						
W.1.3			✓						
W.2.3			✓						

"Common Core State Standards Initiative | English Language Arts Standards | English Language Arts Standards | Writing." *Common Core State Standards Initiative | Home*. Web. 14 May 2013. <<http://www.corestandards.org/ELA-Literacy/W/>>.

Core Curriculum State Standards Annotations: Speaking & Listening

CCS Standards	Reading Together	Speaking-Listening	Writing	Reading	Social Studies	Science	Math	Art & Music	Health & PE
SL.K.1	✓	✓			✓	✓		✓	
SL.K.2	✓	✓			✓	✓		✓	
SL.K.3	✓	✓			✓	✓		✓	
SL.K.6		✓							
SL.1.1	✓	✓			✓	✓		✓	
SL.1.2	✓	✓			✓	✓			
SL.1.3					✓				
SL.2.1	✓	✓			✓	✓		✓	
SL.2.4		✓	✓		✓				
SL.3.1	✓	✓			✓	✓		✓	
SL.3.4		✓	✓		✓				
SL.4.1	✓	✓			✓	✓		✓	
SL.4.4		✓	✓		✓				
SL.5.1	✓	✓			✓	✓		✓	
SL.5.4		✓	✓		✓				

"Common Core State Standards Initiative | English Language Arts Standards | English Language Arts Standards | Writing." *Common Core State Standards Initiative | Home*. Web. 14 May 2013. <<http://www.corestandards.org/ELA-Literacy/SL/>>.