

**Math Out of the Box Correlation
to
South Carolina Academic Standards
for
Mathematics – 2007**

**Grade Four
Developing Geometric Logic: Corners and Containers**

General descriptions of quadrilaterals are developed and two-dimensional shapes are subdivided to form new shapes. Students classify triangles according to their properties and develop definitions for each type of triangle. Students explore points, lines, line segments, rays, and angles. Students identify and build three-dimensional shapes from given two-dimensional representations. Students demonstrate proficiency with translations, reflections, and rotations. Students find the distance between points along horizontal and vertical lines of a coordinate grid. A Bright Idea Geometry Journal is kept throughout the lessons.

This correlation was developed by the Math Out of the Box Staff.

Send email to mootb@clemson.edu with questions and comments.



Correlation Information

The purpose of this document is to provide a correlation of Math Out of the Box lessons to the South Carolina Academic Standards for Mathematics, 2007. These correlations are intended to aid classroom teachers with lesson planning, schools with vertical planning, and districts with curriculum planning.

The correlation document is arranged in the following order:

Process Standards

Process standards that are used in the lessons of the subconcept to develop conceptual understanding of mathematics are listed in this column. It is recommended that one process standard be selected for formative assessment in each subconcept.

Content Standards

The content standards listed in this column are those that are addressed in one or more of the phases of the learning cycle in the listed lessons. Standards are connected by subconcept because conceptual knowledge is built in sets of lessons in the Math Out of the Box curriculum. These subconcepts are connected to a big idea of mathematics. The first lesson of a subconcept is an embedded pre-assessment, connecting to prior learning. The final lesson in a subconcept is designed to be formative and summative.

Horizontal Connections

Connections to mathematics standards in other strands are listed here to show the horizontal weave of the Math Out of the Box curriculum. These connections provide opportunities for the development of connections between mathematical concepts, maintenance of skills, and additional practice.

Vertical Connections

Foundation standards show the vertical articulation of the lessons. At times, an investigation is planned in a lesson to specifically build a foundation for the standards in the next grade or grades. These lessons, or parts of lessons, are essential so that concepts are connected from grade to grade.

Cross Curricular Connections

Connections to standards from other subject areas are listed to aid in cross curricular integration and the development of curriculum maps.



Big Idea: Geometry is a means to describe the physical world.

Subconcept: Three-dimensional shapes can be analyzed and described.

Lessons 1, 2, 3, 4

Focus Question: In what ways can two-dimensional figures be used to describe three-dimensional shapes?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 4-1 (Process): The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</p> <p>Indicators</p> <p>4-1.1 Analyze information to solve increasingly more sophisticated problems.</p> <p>4-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.</p> <p>4-1.3 Explain and justify answers to problems on the basis of mathematical properties, structures, and relationships on mathematical properties, structures, and relationships.</p> <p>4-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.</p> <p>4-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.</p> <p>4-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.</p> <p>4-1.7 Use flexibility in mathematical representations.</p> <p>4-1.8 Recognize the limitations of various forms of mathematical representations.</p>	<p>Mathematics Standard 4-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of the relationship between two- and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system.</p> <p>Indicators</p> <p>4-4.1 Analyze the quadrilaterals squares, rectangles, trapezoids, rhombuses, and parallelograms according to their properties.</p> <p>4-4.2 Analyze the relationship between three-dimensional geometric shapes in the form of cubes, rectangular prisms, and cylinders and their two-dimensional nets.</p> <p>4-4.4 Represent the two-dimensional shapes trapezoids, rhombuses, and parallelograms and the three-dimensional shapes cubes, rectangular prisms, and cylinders.</p>	<p>Mathematics Standard 4-3 (Algebra): The student will demonstrate through the mathematical processes an understanding of numeric and nonnumeric patterns, the representation of simple mathematical relationships, and the application of procedures to find the value of an unknown.</p> <p>Indicators</p> <p>4-3.3 Use a rule to complete a sequence or a table.</p> <p>4-3.4 Translate among, letters, symbols, and words to represent quantities in simple mathematical expressions or equations.</p>

Vertical Connections	Cross Curricular Connections
<p>Grade 5 Standard 5-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of the units and systems of measurement and the application of tools and formulas to determine measurement. Indicators 5-5.5 Apply strategies and formulas to determine the volume of rectangular prisms.</p> <p>Grade 6 Standard 6-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of surface area; the perimeter and area of irregular shapes; the relationships among the circumference, diameter, and radius of a circle; the use of proportions to determine unit rates; and the use of scale to determine distance. Indicators 6-5.3 Generate strategies to determine the surface area of a rectangular prism and a cylinder. 6-5.6 Use proportions to determine unit rates.</p> <p>Grade 7 Standard 7-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of how to use ratio and proportion to solve problems involving scale factors and rates and how to use one-step unit analysis to convert between and within the U.S. Customary System and the metric system. Indicators 7-5.1 Use ratio and proportion to solve problems involving scale factors and rates. 7-5.2 Apply strategies and formulas to determine the surface area and volume of the three-dimensional shapes prism, pyramid, and cylinder.</p>	<p>Language Arts Standard 4.2 (Reading): The student will read and comprehend a variety of informational texts in print and nonprint formats. Indicators 4-2.1 Summarize evidence that supports the central idea of a given informational text. 4-2.2 Analyze informational texts to draw conclusions and make inferences. 4-2.5 Carry out independent reading for extended periods of time to gain information. 4-2.7 Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.</p> <p>Standard 4-4 (Writing): The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. Indicators 4-4.1 Use prewriting techniques to organize written works. 4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing. 4-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.</p>

Notes:

Big Idea: Geometry is a means to describe the physical world.

Subconcept: Attributes of two-dimensional figures can be identified and described.

Lessons 5, 6, 7, 8, 9

Focus Question: What attributes can be used to classify two-dimensional figures?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 4-1 (Process): The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</p> <p>Indicators</p> <p>4-1.1 Analyze information to solve increasingly more sophisticated problems.</p> <p>4-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.</p> <p>4-1.3 Explain and justify answers to problems on the basis of mathematical properties, structures, and relationships on mathematical properties, structures, and relationships.</p> <p>4-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.</p> <p>4-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.</p> <p>4-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.</p> <p>4-1.7 Use flexibility in mathematical representations.</p> <p>4-1.8 Recognize the limitations of various forms of mathematical representations.</p>	<p>Mathematics Standard 4-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of the relationship between two- and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system.</p> <p>Indicators</p> <p>4-4.1 Analyze the quadrilaterals squares, rectangles, trapezoids, rhombuses, and parallelograms according to their properties.</p> <p>4-4.4 Represent the two-dimensional shapes trapezoids, rhombuses, and parallelograms and the three-dimensional shapes cubes, rectangular prisms, and cylinders.</p> <p>4-4.6 Represent points, lines, line segments, rays, angles, and polygons.</p> <p>Mathematics Standard 4-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of elapsed time; conversions within the U.S. Customary System; and accurate, efficient, and generalizable methods of determining area.</p> <p>Indicators</p> <p>4-5.2 Compare angle measures with referent angles of 45 degrees, 90 degrees, and 180 degrees to estimate angle measures.</p>	<p>Mathematics Standard 4-3 (Algebra): The student will demonstrate through the mathematical processes an understanding of numeric and nonnumeric patterns, the representation of simple mathematical relationships, and the application of procedures to find the value of an unknown.</p> <p>Indicators</p> <p>4-3.2 Generalize a rule for numeric, nonnumeric, and repeating patterns involving all operations.</p> <p>4-3.3 Use a rule to complete a sequence or a table.</p>

Vertical Connections	Cross Curricular Connections
<p>Grade 5 Standard 5-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of congruency, spatial relationships, and relationships among the properties of quadrilaterals.</p> <p>Indicators</p> <p>5-4.1 Apply the relationships of quadrilaterals to make logical arguments about their properties.</p> <p>5-4.2 Compare the angles, side lengths, and perimeters of congruent shapes.</p> <p>5-4.3 Classify shapes as congruent.</p> <p>Grade 6 Standard 6-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry.</p> <p>Indicators</p> <p>6-4.2 Apply strategies and procedures to find the coordinates of the missing vertex of a square, rectangle, or right triangle when given the coordinates of the polygon's other vertices.</p> <p>6-4.7 Compare the angles, side lengths, and perimeters of similar shapes.</p> <p>6-4.8 Classify shapes as similar.</p> <p>6-4.9 Classify pairs of angles as either complementary or supplementary.</p> <p>Grade 7 Standard 7-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of proportional reasoning, tessellations, the use of geometric properties to make deductive arguments, the results of the intersection of geometric shapes in a plane, and the relationship among angles formed when a transversal intersects two parallel lines.</p> <p>Indicators</p> <p>7-4.1 Analyze geometric properties and the relationships among the properties of triangles, congruence, similarity, and transformations to make deductive arguments.</p> <p>7-4.5 Analyze the congruent and supplementary relationships—specifically, alternate interior, alternate exterior, corresponding, and adjacent—of the angles formed by parallel lines and a transversal.</p> <p>7-4.10 Explain the relationship of the angle measurements among shapes that tessellate.</p>	<p>Language Arts Standard 4-4 (Writing): The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>Indicators</p> <p>4-4.1 Use prewriting techniques to organize written works.</p> <p>4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing.</p> <p>4-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.</p>



Big Idea: Geometry is a means to describe the physical world.

Subconcept: Conjectures about geometric properties can be made and tested.

Lessons 10, 11, 12

Focus Question: What relationships between two- and three-dimensional shapes can be described?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 4-1 (Process): The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</p> <p>Indicators</p> <p>4-1.1 Analyze information to solve increasingly more sophisticated problems.</p> <p>4-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.</p> <p>4-1.3 Explain and justify answers to problems on the basis of mathematical properties, structures, and relationships on mathematical properties, structures, and relationships.</p> <p>4-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.</p> <p>4-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.</p> <p>4-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.</p> <p>4-1.7 Use flexibility in mathematical representations.</p> <p>4-1.8 Recognize the limitations of various forms of mathematical representations.</p>	<p>Mathematics Standard 4-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of the relationship between two- and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system.</p> <p>Indicators</p> <p>4-4.1 Analyze the quadrilaterals squares, rectangles, trapezoids, rhombuses, and parallelograms according to their properties.</p> <p>4-4.2 Analyze the relationship between three-dimensional geometric shapes in the form of cubes, rectangular prisms, and cylinders and their two-dimensional nets.</p>	<p>Mathematics Standard 4-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of elapsed time; conversions within the U.S. Customary System; and accurate, efficient, and generalizable methods of determining area.</p> <p>Indicators</p> <p>4-5.5 Generate strategies to determine the area of rectangles and triangles.</p>

Notes:



Vertical Connections	Cross Curricular Connections
<p>Grade 5 Standard 5-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of congruency, spatial relationships, and relationships among the properties of quadrilaterals. Indicators 5-4.1 Apply the relationships of quadrilaterals to make logical arguments about their properties. 5-4.4 Translate between two-dimensional representations and three-dimensional objects.</p> <p>Grade 6 Standard 6-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry. Indicators 6-4.7 Compare the angles, side lengths, and perimeters of similar shapes.</p> <p>Grade 7 Standard 7-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of proportional reasoning, tessellations, the use of geometric properties to make deductive arguments, the results of the intersection of geometric shapes in a plane, and the relationship among angles formed when a transversal intersects two parallel lines. Indicators 7-4.4 Translate between two- and three-dimensional representations of compound figures. 7-4.6 Compare the areas of similar shapes and the areas of congruent shapes.</p>	<p>Language Arts Standard 4.2 (Reading): The student will read and comprehend a variety of informational texts in print and nonprint formats. Indicators 4-2.1 Summarize evidence that supports the central idea of a given informational text. 4-2.2 Analyze informational texts to draw conclusions and make inferences. 4-2.5 Carry out independent reading for extended periods of time to gain information. 4-2.7 Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.</p> <p>Standard 4-4 (Writing): The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. Indicators 4-4.1 Use prewriting techniques to organize written works. 4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing. 4-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.</p>

Notes:

Big Idea: Geometry is a means to describe the physical world.
Subconcept: Movements of shapes can be analyzed and described.
Lessons 13, 14, 15, 16

Focus Question: What relationships between angles and translations can be described?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 4-1 (Process): The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</p> <p>Indicators</p> <p>4-1.1 Analyze information to solve increasingly more sophisticated problems.</p> <p>4-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.</p> <p>4-1.3 Explain and justify answers to problems on the basis of mathematical properties, structures, and relationships on mathematical properties, structures, and relationships.</p> <p>4-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.</p> <p>4-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.</p> <p>4-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.</p> <p>4-1.7 Use flexibility in mathematical representations.</p> <p>4-1.8 Recognize the limitations of various forms of mathematical representations.</p>	<p>Mathematics Standard 4-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of the relationship between two- and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system.</p> <p>Indicators</p> <p>4-4.3 Predict the results of multiple transformations of the same type—translation, reflection, or rotation—on a two-dimensional geometric shape.</p> <p>4-4.5 Use transformation(s) to prove congruency.</p>	<p>Mathematics Standard 4-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of elapsed time; conversions within the U.S. Customary System; and accurate, efficient, and generalizable methods of determining area.</p> <p>Indicators</p> <p>4-5.2 Compare angle measures with referent angles of 45 degrees, 90 degrees, and 180 degrees to estimate angle measures.</p>

Notes:

Vertical Connections	Cross Curricular Connections
<p>Grade 5 Standard 5-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of congruency, spatial relationships, and relationships among the properties of quadrilaterals.</p> <p>Indicators</p> <p>5-4.1 Apply the relationships of quadrilaterals to make logical arguments about their properties.</p> <p>5-4.3 Classify shapes as congruent.</p> <p>5-4.4 Translate between two-dimensional representations and three-dimensional objects.</p> <p>5-4.5 Predict the results of multiple transformations on a geometric shape when combinations of translation, reflection, and rotation are used.</p> <p>Grade 6 Standard 6-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry.</p> <p>Indicators</p> <p>6-4.3 Generalize the relationship between line symmetry and rotational symmetry for two-dimensional shapes.</p> <p>6-4.4 Construct two-dimensional shapes with line or rotational symmetry.</p> <p>6-4.5 Identify the transformation(s) used to move a polygon from one location to another in the coordinate plane.</p> <p>6-4.6 Explain how transformations affect the location of the original polygon in the coordinate plane.</p> <p>Grade 7 Standard 7-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of proportional reasoning, tessellations, the use of geometric properties to make deductive arguments, the results of the intersection of geometric shapes in a plane, and the relationship among angles formed when a transversal intersects two parallel lines.</p> <p>Indicators</p> <p>7-4.1 Analyze geometric properties and the relationships among the properties of triangles, congruence, similarity, and transformations to make deductive arguments.</p> <p>7-4.9 Create tessellations with transformations.</p> <p>7-4.10 Explain the relationship of the angle measurements among shapes that tessellate.</p>	<p>Language Arts Standard 4-4 (Writing): The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>Indicators</p> <p>4-4.1 Use prewriting techniques to organize written works.</p> <p>4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing.</p> <p>4-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.</p>



Big Idea: Geometry is a means to describe the physical world.

Subconcept: Conclusions can be drawn about the position and location of shapes.

Lessons 17, 18, 19, 20

Focus Question: What strategies can be used to represent points on a coordinate grid?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 4-1 (Process): The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</p> <p>Indicators</p> <p>4-1.1 Analyze information to solve increasingly more sophisticated problems.</p> <p>4-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.</p> <p>4-1.3 Explain and justify answers to problems on the basis of mathematical properties, structures, and relationships on mathematical properties, structures, and relationships.</p> <p>4-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.</p> <p>4-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.</p> <p>4-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.</p> <p>4-1.7 Use flexibility in mathematical representations.</p> <p>4-1.8 Recognize the limitations of various forms of mathematical representations.</p>	<p>Mathematics Standard 4-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of the relationship between two- and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system.</p> <p>Indicators</p> <p>4-4.1 Analyze the quadrilaterals squares, rectangles, trapezoids, rhombuses, and parallelograms according to their properties.</p> <p>4-4.3 Predict the results of multiple transformations of the same type—translation, reflection, or rotation—on a two-dimensional geometric shape.</p> <p>4-4.4 Represent the two-dimensional shapes trapezoids, rhombuses, and parallelograms and the three-dimensional shapes cubes, rectangular prisms, and cylinders.</p> <p>4-4.5 Use transformation(s) to prove congruency.</p> <p>4-4.6 Represent points, lines, line segments, rays, angles, and polygons.</p> <p>4-4.7 Represent with ordered pairs of whole numbers the location of points in the first quadrant of a coordinate grid.</p> <p>4-4.8 Illustrate possible paths from one point to another along vertical and horizontal grid lines in the first quadrant of the coordinate plane.</p>	<p>Mathematics Standard 4-3 (Algebra): The student will demonstrate through the mathematical processes an understanding of numeric and nonnumeric patterns, the representation of simple mathematical relationships, and the application of procedures to find the value of an unknown.</p> <p>Indicators</p> <p>4-3.2 Generalize a rule for numeric, nonnumeric, and repeating patterns involving all operations.</p> <p>4-3.3 Use a rule to complete a sequence or a table.</p>

Notes:



Vertical Connections	Cross Curricular Connections
<p>Grade 5 Standard 5-4 (Geometry): 5-4.1 Apply the relationships of quadrilaterals to make logical arguments about their properties. 5-4.2 Compare the angles, side lengths, and perimeters of congruent shapes. 5-4.3 Classify shapes as congruent. 5-4.5 Predict the results of multiple transformations on a geometric shape when combinations of translation, reflection, and rotation are used. 5-4.6 Analyze shapes to determine line symmetry and/or rotational symmetry.</p> <p>Grade 6 Standard 6-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry. Indicators 6-4.7 Compare the angles, side lengths, and perimeters of similar shapes. 6-4.8 Classify shapes as similar. 6-4.9 Classify pairs of angles as either complementary or supplementary.</p> <p>Grade 7 Standard 7-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of proportional reasoning, tessellations, the use of geometric properties to make deductive arguments, the results of the intersection of geometric shapes in a plane, and the relationship among angles formed when a transversal intersects two parallel lines. Indicators 7-4.6 Compare the areas of similar shapes and the areas of congruent shapes. 7-4.7 Explain the proportional relationship among attributes of similar shapes. 7-4.8 Apply proportional reasoning to find missing attributes of similar shapes.</p>	<p>Language Arts Standard 4.2 (Reading): The student will read and comprehend a variety of informational texts in print and nonprint formats. Indicators 4-2.1 Summarize evidence that supports the central idea of a given informational text. 4-2.2 Analyze informational texts to draw conclusions and make inferences. 4-2.5 Carry out independent reading for extended periods of time to gain information. 4-2.7 Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.</p> <p>Standard 4-4 (Writing): The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. Indicators 4-4.1 Use prewriting techniques to organize written works. 4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing. 4-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.</p>

