

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

**Grade Three
Developing Geometric Logic: Shapes and Paths**

Two-dimensional shapes are sorted in a variety of ways. A general description for polygons is developed. Quadrilaterals and parallelograms are analyzed and described. Lines, angles, and parts of circles are introduced. Students develop general descriptions for prisms, pyramids, cones, cylinders, and spheres based on knowledge of two-dimensional shapes. Transformations are analyzed and position and location on grids and maps are investigated. 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 3-1 (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>3-1.1 Analyze information to solve increasingly more sophisticated problems.</p> <p>3-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.</p> <p>3-1.3 Explain and justify answers on the basis of mathematical properties, structures, and relationships.</p> <p>3-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.</p> <p>3-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.</p> <p>3-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.</p> <p>3-1.7 Use flexibility in mathematical representations.</p> <p>3-1.8 Recognize the limitations of various forms of mathematical representations.</p>	<p>Mathematics Standard 3-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of the connection between the identification of basic attributes and the classification of two-dimensional shapes.</p> <p>Indicators</p> <p>3-4.1 Identify the specific attributes of circles: center, radius, circumference, and diameter.</p> <p>3-4.2 Classify polygons as either triangles, quadrilaterals, pentagons, hexagons, or octagons according to the number of their sides.</p> <p>3-4.3 Classify lines and line segments as either parallel, perpendicular, or intersecting.</p> <p>3-4.4 Classify angles as either right, acute, or obtuse.</p> <p>3-4.5 Classify triangles by the length of their sides as either scalene, isosceles, or equilateral according and by the sizes of their angles as either acute, obtuse, or right.</p>	<p>Mathematics Standard 3-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining the perimeters of polygon; and the values and combinations of coins required to make change.</p> <p>Indicators</p> <p>3-5.2 Use appropriate tools to measure objects to the nearest unit: measuring length in meters and half inches; measuring liquid volume in fluid ounces, pints, and liters; and measuring mass in grams.</p> <p>3-5.4 Use common referents to make comparisons and estimates associated with length, liquid volume, and mass and weight: meters compared to yards, kilometers to miles, liters to quarts, and kilograms to pounds.</p> <p>3-5.5 Generate strategies to determine the perimeters of polygons.</p>

Vertical Connections	Cross Curricular Connections
<p>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>Grade 5</p> <p>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.</p> <p>Indicators</p> <p>5-5.5 Apply strategies and formulas to determine the volume of rectangular prisms.</p> <p>Grade 6</p> <p>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.</p> <p>Indicators</p> <p>6-5.3 Generate strategies to determine the surface area of a rectangular prism and a cylinder.</p> <p>6-5.6 Use proportions to determine unit rates.</p>	<p>Language Arts</p> <p>Standard 3.1 (Reading): The student will read and comprehend a variety of literary texts in print and nonprint formats.</p> <p>Indicators</p> <p>3-1.1 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.</p> <p>3-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.</p> <p>3-1.8 Carry out independent reading for extended periods of time to derive pleasure.</p> <p>Standard 3-4 (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>3-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, and using literary models to organize written works.</p> <p>3-4.2 Use complete sentences (including compound sentences) in writing.</p> <p>3-4.6 Use revision strategies to improve word choice and the logical progression of ideas in written works.</p> <p>Science</p> <p>Standard 3-1 (Scientific Inquiry): The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.</p> <p>Indicators</p> <p>3-1.1 Classify objects by two of their properties (attributes).</p> <p>3-1.3 Generate questions such as “what if?” or “how?” about objects, organisms, and events in the environment and use those questions to conduct a simple scientific investigation.</p>

Notes:



Big Idea: Geometry is a means to describe the physical world.
Subconcept: Attributes of polygons can be identified and described.
Lessons 5, 6, 7

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

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 3-1 (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>3-1.1 Analyze information to solve increasingly more sophisticated problems.</p> <p>3-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.</p> <p>3-1.3 Explain and justify answers on the basis of mathematical properties, structures, and relationships.</p> <p>3-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.</p> <p>3-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.</p> <p>3-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.</p> <p>3-1.7 Use flexibility in mathematical representations.</p> <p>3-1.8 Recognize the limitations of various forms of mathematical representations.</p>	<p>Mathematics Standard 3-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of the connection between the identification of basic attributes and the classification of two-dimensional shapes.</p> <p>Indicators</p> <p>3-4.2 Classify polygons as either triangles, quadrilaterals, pentagons, hexagons, or octagons according to the number of their sides.</p> <p>3-4.5 Classify triangles by the length of their sides as either scalene, isosceles, or equilateral according and by the sizes of their angles as either acute, obtuse, or right.</p>	<p>Mathematics Standard 3-6 (Data Analysis and Probability): The student will demonstrate through the mathematical processes an understanding of organizing, interpreting, analyzing and making predictions about data, the benefits of multiple representations of a data set, and the basic concepts of probability.</p> <p>Indicators</p> <p>3-6.2 Organize data in tables, bar graphs, and dot plots.</p> <p>3-6.3 Interpret data in tables, bar graphs, pictographs, and dot plots.</p>

Notes:

Vertical Connections	Cross Curricular Connections
<p>Grade 4 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>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>Language Arts Standard 3-4 (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>3-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, and using literary models to organize written works.</p> <p>3-4.2 Use complete sentences (including compound sentences) in writing.</p> <p>3-4.6 Use revision strategies to improve word choice and the logical progression of ideas in written works.</p> <p>Science Standard 3-1 (Scientific Inquiry): The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.</p> <p>Indicators</p> <p>3-1.1 Classify objects by two of their properties (attributes).</p> <p>3-1.3 Generate questions such as “what if?” or “how?” about objects, organisms, and events in the environment and use those questions to conduct a simple scientific investigation.</p>



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

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

Lessons 8, 9, 10, 11

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

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 3-1 (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>3-1.1 Analyze information to solve increasingly more sophisticated problems.</p> <p>3-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.</p> <p>3-1.3 Explain and justify answers on the basis of mathematical properties, structures, and relationships.</p> <p>3-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.</p> <p>3-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.</p> <p>3-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.</p> <p>3-1.7 Use flexibility in mathematical representations.</p> <p>3-1.8 Recognize the limitations of various forms of mathematical representations.</p>	<p>Mathematics Standard 3-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of the connection between the identification of basic attributes and the classification of two-dimensional shapes.</p> <p>Indicators</p> <p>3-4.1 Identify the specific attributes of circles: center, radius, circumference, and diameter.</p> <p>3-4.2 Classify polygons as either triangles, quadrilaterals, pentagons, hexagons, or octagons according to the number of their sides.</p> <p>3-4.3 Classify lines and line segments as either parallel, perpendicular, or intersecting.</p> <p>3-4.4 Classify angles as either right, acute, or obtuse.</p> <p>3-4.6 Exemplify points, lines, line segments, rays, and angles.</p> <p>3-4.7 Analyze the results of combining and subdividing circles, triangles, quadrilaterals, pentagons, hexagons, and octagons.</p>	<p>Mathematics Standard 3-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining the perimeters of polygon; and the values and combinations of coins required to make change.</p> <p>Indicators</p> <p>3-5.2 Use appropriate tools to measure objects to the nearest unit: measuring length in meters and half inches; measuring liquid volume in fluid ounces, pints, and liters; and measuring mass in grams.</p> <p>3-5.4 Use common referents to make comparisons and estimates associated with length, liquid volume, and mass and weight: meters compared to yards, kilometers to miles, liters to quarts, and kilograms to pounds.</p>

Notes:

Vertical Connections	Cross Curricular Connections
<p>Grade 4 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. Indicators 4-4.1 Analyze the quadrilaterals squares, rectangles, trapezoids, rhombuses, and parallelograms according to their properties. 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>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>Language Arts Standard 3.1 (Reading): The student will read and comprehend a variety of literary texts in print and nonprint formats. Indicators 3-1.1 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions. 3-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts. 3-1.8 Carry out independent reading for extended periods of time to derive pleasure.</p> <p>Standard 3-4 (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 3-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, and using literary models to organize written works. 3-4.2 Use complete sentences (including compound sentences) in writing. 3-4.6 Use revision strategies to improve word choice and the logical progression 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 12, 13, 14, 15

Focus Question: What strategies can be used to predict the results of transformations?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 3-1 (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>3-1.1 Analyze information to solve increasingly more sophisticated problems.</p> <p>3-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.</p> <p>3-1.3 Explain and justify answers on the basis of mathematical properties, structures, and relationships.</p> <p>3-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.</p> <p>3-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.</p> <p>3-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.</p> <p>3-1.7 Use flexibility in mathematical representations.</p> <p>3-1.8 Recognize the limitations of various forms of mathematical representations.</p>	<p>Mathematics Standard 3-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of the connection between the identification of basic attributes and the classification of two-dimensional shapes.</p> <p>Indicators</p> <p>3-4.2 Classify polygons as either triangles, quadrilaterals, pentagons, hexagons, or octagons according to the number of their sides.</p> <p>3-4.4 Classify angles as either right, acute, or obtuse.</p> <p>3-4.8 Predict the results of one transformation—either slide, flip, or turn—of a geometric shape.</p>	<p>Mathematics Standard 3-3 (Algebra): The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time.</p> <p>Indicators</p> <p>3-3.1 Create numeric patterns that involve whole-number operations.</p>

Notes:

Vertical Connections	Cross Curricular Connections
<p>Grade 4 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. Indicators 4-4.3 Predict the results of multiple transformations of the same type—translation, reflection, or rotation—on a two-dimensional geometric shape. 4-4.5 Use transformation(s) to prove congruency.</p> <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. 5-4.3 Classify shapes as congruent. 5-4.4 Translate between two-dimensional representations and three-dimensional objects. 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. Indicators 6-4.3 Generalize the relationship between line symmetry and rotational symmetry for two-dimensional shapes. 6-4.4 Construct two-dimensional shapes with line or rotational symmetry. 6-4.5 Identify the transformation(s) used to move a polygon from one location to another in the coordinate plane. 6-4.6 Explain how transformations affect the location of the original polygon in the coordinate plane.</p>	<p>Language Arts Standard 3.1 (Reading): The student will read and comprehend a variety of literary texts in print and nonprint formats. Indicators 3-1.1 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions. 3-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts. 3-1.8 Carry out independent reading for extended periods of time to derive pleasure.</p> <p>Standard 3-4 (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 3-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, and using literary models to organize written works. 3-4.2 Use complete sentences (including compound sentences) in writing. 3-4.6 Use revision strategies to improve word choice and the logical progression 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 16, 17, 18, 19, 20

Focus Question: In what ways are points, lines, line segments, rays, and angles used to analyze maps and grids?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 3-1 (Process): The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. Indicators 3-1.1 Analyze information to solve increasingly more sophisticated problems. 3-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships. 3-1.3 Explain and justify answers on the basis of mathematical properties, structures, and relationships. 3-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects. 3-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations. 3-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered. 3-1.7 Use flexibility in mathematical representations. 3-1.8 Recognize the limitations of various forms of mathematical representations.</p>	<p>Mathematics Standard 3-4 (Geometry): The student will demonstrate through the mathematical processes an understanding of the connection between the identification of basic attributes and the classification of two-dimensional shapes. Indicators 3-4.6 Exemplify points, lines, line segments, rays, and angles. 3-4.8 Predict the results of one transformation—either slide, flip, or turn—of a geometric shape.</p>	<p>Mathematics Standard 3-3 (Algebra): The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time. Indicators 3-3.1 Create numeric patterns that involve whole-number operations. Standard 3-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining the perimeters of polygon; and the values and combinations of coins required to make change. Indicators 3-5.2 Use appropriate tools to measure objects to the nearest unit: measuring length in meters and half inches; measuring liquid volume in fluid ounces, pints, and liters; and measuring mass in grams.</p>

Notes:

Vertical Connections	Cross Curricular Connections
<p>Grade 4 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>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>Grade 5 Mathematics 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>5-4.5 Predict the results of multiple transformations on a geometric shape when combinations of translation, reflection, and rotation are used.</p> <p>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.</p> <p>Indicators</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>Language Arts Standard 3.1 (Reading): The student will read and comprehend a variety of literary texts in print and nonprint formats.</p> <p>Indicators</p> <p>3-1.1 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.</p> <p>3-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.</p> <p>3-1.8 Carry out independent reading for extended periods of time to derive pleasure.</p> <p>Standard 3-4 (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>3-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, and using literary models to organize written works.</p> <p>3-4.2 Use complete sentences (including compound sentences) in writing.</p> <p>3-4.6 Use revision strategies to improve word choice and the logical progression of ideas in written works.</p>

