

Correlation to South Carolina Academic Standards Mathematics – 2007

First Grade Developing Measurement Benchmarks: Up and Down

In this module, students compare and order objects according to their attributes. Students identify the appropriate measurement tool for a given situation, measure in standard and nonstandard units, and explore time, money, and temperature. Materials include thermometers, containers, balances, collections of objects, rulers, unit tiles, clocks, calendars, and money sets.

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: Systems of measurement can be used to solve problems in the world around us.

Subconcept: Attributes of length can be analyzed and described.

Lessons 1, 2, 3, 4, 5, 6, 7, 8

Focus Question: What common referents for inches aid in estimating and measuring?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 1-1 (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>1-1.1 Apply substantive mathematical problem-solving strategies.</p> <p>1-1.2 Generate conjectures and exchange mathematical ideas.</p> <p>1-1.3 Explain and justify answers to simple problems.</p> <p>1-1.4 Analyze patterns by reasoning systematically.</p> <p>1-1.5 Generalize mathematical concepts.</p> <p>1-1.6 Use a variety of forms of mathematical communication.</p> <p>1-1.7 Generalize connections among mathematics, the environment, and other subjects.</p> <p>1-1.8 Use multiple informal representations to convey mathematical ideas.</p>	<p>Mathematics Standard 1-5 (Measurement): The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.</p> <p>Indicators</p> <p>1-5.4 Use whole-inch units to measure the length of an object.</p> <p>1-5.5 Generate common referents for whole inches.</p> <p>1-5.6 Use common referents to make estimates in whole inches.</p>	<p>Mathematics Standard 1-2 (Numbers and Operations): The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationship among addition, subtraction, and related basic facts; and the connections among numeric, oral and written-word forms of whole numbers.</p> <p>Indicators</p> <p>1-2.1 Translate between numeral and quantity through 100.</p> <p>1-2.2 Use estimation to determine the approximate number of objects in a set of 20 to 100 objects.</p> <p>1-2.5 Compare whole-number quantities through 100 by using the terms is greater than, is less than, and is equal to.</p>

Notes:

Vertical Connections	Cross Curricular Connections
<p>Grade 2 Standard 2-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time, and temperature.</p> <p>Indicators</p> <p>2-5.3 Use appropriate tools to measure objects to the nearest whole unit: measuring length in centimeters, feet, and yards; measuring liquid volume in cups, quarts, and gallons; measuring weight in ounces and pounds; and measuring temperature on Celsius and Fahrenheit thermometers.</p> <p>2-5.4 Generate common measurement referents for feet, yards, and centimeters.</p> <p>2-5.5 Use common measurement referents to make estimates in feet, yards, and centimeters.</p> <p>2-5.6 Predict whether the measurement will be greater or smaller when different units are used to measure the same object.</p> <p>2-5.9 Recall equivalencies associated with length and time: 12 inches = 1 foot, 3 feet = 1 yard, 60 minutes = 1 hour, and 24 hours = 1 day.</p> <p>Grade 3 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>3-5.3 Recognize the relationship between meters and yards, kilometers and miles, liters and quarts, and kilograms and pounds.</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> <p>3-5.7 Recall equivalencies associated with time and length: 60 seconds = 1 minute and 36 inches = 1 yard.</p> <p>Grade 4 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,</p>	<p>Language Arts Standard 1-1 (Reading): The student will read and comprehend a variety of literary texts in print and nonprint formats.</p> <p>Indicators</p> <p>1-1.1 Use pictures and words to make and revise predictions about a given literary text.</p> <p>1-1.6 Use relevant details in summarizing stories read aloud.</p> <p>Standard 1-2 (Reading): The student will read and comprehend a variety of informational texts in print and nonprint formulas</p> <p>Indicators</p> <p>1-2.1 Summarize the central idea and supporting evidence during classroom discussion of an informational text.</p> <p>1-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.</p> <p>1-2.7 Understand graphic features such as illustrations, graphs, charts, and maps as sources of information.</p> <p>Standard 1-4 (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>1-4.1 Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.</p> <p>1-4.2 Use simple sentences in writing.</p> <p>1-4.3 Use pictures, letters, or words to tell a story from beginning to end.</p> <p>1-4.6 Use revision strategies to improve word choice in written work.</p> <p>1-4.7 Use appropriate spacing between words.</p> <p>1-4.8 Use appropriate work formation by writing from left to right the letters that spell a word.</p> <p>Standard 1-6 (Researching): The student will access and use information from a variety of sources.</p> <p>Indicators</p> <p>1-6.1 Generate how and why questions about a topic of interest.</p> <p>1-6.2 Use print sources of information such as books, newspapers, pictures, charts, and graphs and nonprint media to access information.</p> <p>1-6.5 Use complete sentences when orally presenting information.</p> <p>1-6.6 General one- and two-step oral directions.</p> <p>Science</p>



and generalizable methods of determining area.

Indicators

- 4-5.1 Use appropriate tools to measure objects to the nearest unit: measuring length in quarter inches, centimeters, and millimeters; measuring liquid volume in cups, quarts, and liters; and measuring weight and mass in pounds, milligrams, and kilograms.
- 4-5.3 Use equivalencies to convert units of measure within the U.S. Customary System: converting length in inches, feet, yards, and miles; converting weight in ounces, pounds, and tons; converting liquid volume in cups, pints, quarts, and gallons; and converting time in years, months, weeks, days, hours, minutes, and seconds.
- 4-5.4 Analyze the perimeter of a polygon.
- 4-5.5 Generate strategies to determine the area of rectangles and triangles.

Standard 1-1 (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.

Indicators

- 1-1.1 Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.
- 1-1.2 Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.

Social Studies

Standard 1-3 (Government):

The student will demonstrate an understanding of how government functions and how government affects families.

Indicators

- 1-3.4 Summarize possible consequences of an absence of laws and rules, including the potential for disorderliness and violence.

Notes:



Big Idea: Systems of measurement can be used to solve problems in the world around us.

Subconcept: Attributes of money can be analyzed and described.

Lessons 9, 10, 11, 12

Focus Question: What strategies can be used to determine the value of a collection of coins?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 1-1 (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>1-1.1 Apply substantive mathematical problem-solving strategies.</p> <p>1-1.2 Generate conjectures and exchange mathematical ideas.</p> <p>1-1.3 Explain and justify answers to simple problems.</p> <p>1-1.4 Analyze patterns by reasoning systematically.</p> <p>1-1.5 Generalize mathematical concepts.</p> <p>1-1.6 Use a variety of forms of mathematical communication.</p> <p>1-1.7 Generalize connections among mathematics, the environment, and other subjects.</p> <p>1-1.8 Use multiple informal representations to convey mathematical ideas.</p>	<p>Mathematics Standard 1-5 (Measurement): The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.</p> <p>Indicators</p> <p>1-5.1 Use a counting procedure to determine the value of a collection of pennies, nickels, dimes, and quarters totaling less than a dollar.</p> <p>1-5.2 Represent a nickel, a dime, a quarter, a half-dollar, and a dollar in combinations of coins.</p> <p>1-5.3 Represent money by using the cent and dollar notations.</p>	<p>Mathematics Standard 1-2 (Number and Operations): The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationship among addition, subtraction, and related basic facts; and the connections among numeric, oral and written-word forms of whole numbers.</p> <p>Indicators</p> <p>1-2.1 Translate between numeral and quantity through 100.</p> <p>1-2.5 Compare whole-number quantities through 100 by using the terms <i>is greater than</i>, <i>is less than</i>, and <i>is equal to</i>.</p> <p>1-2.6 Recall basic addition facts through $9 + 9$ and corresponding subtraction facts.</p> <p>1-2.8 Generate strategies to add and subtract without regrouping through two-digit numbers.</p> <p>Standard 1-3 (Algebra): The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.</p> <p>Indicators</p> <p>1-3.1 Analyze numeric patterns in addition and subtraction to develop strategies for acquiring basic facts.</p> <p>1-3.2 Translate patterns into rules for simple addition and subtraction.</p> <p>1-3.4 Analyze numeric relationships to complete and extend simple patterns.</p>

Notes:

Vertical Connections	Cross Curricular Connections
<p>Grade 2 Standard 2-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time, and temperature. Indicators 2-5.1 Use a counting procedure to determine the value of a collection of coins and bills. 2-5.2 Use coins to make change up to one dollar.</p> <p>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 3-5.1 Use the fewest possible number of coins when making change.</p> <p>Grade 4 Standard 4-2 (Number and Operations): The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationships between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers, adding decimals, and subtracting decimals. Indicators 4-2.11 Represent improper fractions, mixed numbers, and decimals. 4-2.12 Generate strategies to add and subtract decimals through hundredths.</p>	<p>Language Arts Standard 1-1 (Reading): The student will read and comprehend a variety of literary texts in print and nonprint formats. Indicators 1-1.1 Use pictures and words to make and revise predictions about a given literary text. 1-1.6 Use relevant details in summarizing stories read aloud. 1-1.8 Carry out independent reading for extended periods of time to derive pleasure.</p> <p>Standard 1-4 (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 1-4.1 Generate ideas for writing by using techniques such as participating in conversations and looking at pictures 1-4.2 Use simple sentences in writing. 1-4.5 Use proofreading skills to edit for the correct use of written Standard American English. 1-4.7 Use appropriate spacing between words. 1-4.8 Use appropriate word formation by writing from left to right the letters that spell a word.</p> <p>Standard 1-5 (Writing): The student will write for a variety of purposes and audiences. Indicators 1-5.2 Create narratives such as stories and journal entries about people, places, actions, or things. 1-5.3 Create written pieces that describe personal experiences, people, places, or things that use words that appear to the senses.</p> <p>Standard 1-6 (Researching): The student will access and use information from a variety of sources. Indicators 1-6.1 Generate how and why questions about a topic of interest. 1-6.2 Use print sources of information such as books, newspapers, pictures, charts, and graphs and nonprint media to access information. 1-6.5 Use complete sentences when orally presenting information. 1-6.6 Generate one- and two-step oral directions.</p> <p>Science Standard 1-1 (Scientific Inquiry): The student will demonstrate an understanding of</p>



	<p>scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.</p> <p>Indicators</p> <p>1-1.1 Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.</p> <p>Social Studies</p> <p>Standard 1-6 (Economics):</p> <p>The student will demonstrate an understanding of how and why people make economic choices and the importance of these choices for families.</p> <p>Indicators</p> <p>1-6.2 Explain methods for obtaining goods and services, including buying with money and bartering.</p>
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Notes:

Big Idea: Systems of measurement can be used to solve problems in the world around us.

Subconcept: Attributes of time and temperature can be analyzed and described.

Lessons 13, 14, 15, 16, 17

Focus Question: In what ways can words and numbers be used to describe changes in temperature?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 1-1 (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>1-1.1 Apply substantive mathematical problem-solving strategies. 1-1.2 Generate conjectures and exchange mathematical ideas. 1-1.3 Explain and justify answers to simple problems. 1-1.4 Analyze patterns by reasoning systematically. 1-1.5 Generalize mathematical concepts. 1-1.6 Use a variety of forms of mathematical communication. 1-1.7 Generalize connections among mathematics, the environment, and other subjects. 1-1.8 Use multiple informal representations to convey mathematical ideas.</p>	<p>Mathematics Standard 1-5 (Measurement): The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.</p> <p>Indicators</p> <p>1-5.8 Use analog and digital clocks to tell and record time to the half hour. 1-5.9 Illustrate past and future dates on a calendar. 1-5.10 Represent dates in standard form (June 1, 2007, for example) and numeric form (6-1-2007, for example). 1-5.11 Use Celsius and Fahrenheit thermometers to measure temperature.</p> <p>Standard 1-3 (Algebra): The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.</p> <p>Indicators</p> <p>1-3.6 Classify change over time as quantitative or qualitative.</p>	<p>Mathematics Standard 1-2 (Number and Operations) The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationship among addition, subtraction, and related basic facts; and the connections among numeric, oral and written-word forms of whole numbers.</p> <p>Indicators</p> <p>1-2.1 Translate between numeral and quantity through 100. 1-2.5 Compare whole-number quantities through 100 by using the terms is greater than, is less than, and is equal to.</p>

Notes:

Vertical Connections	Cross Curricular Connections
<p>Grade 2 Standard 2-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time, and temperature.</p> <p>Indicators</p> <p>2-5.3 Use appropriate tools to measure objects to the nearest whole unit: measuring length in centimeters, feet, and yards; measuring liquid volume in cups, quarts, and gallons; measuring weight in ounces and pounds; and measuring temperature on Celsius and Fahrenheit thermometers.</p> <p>2-5.7 Use analog and digital clocks to tell and record time to the nearest quarter hour and to the nearest five-minute interval.</p> <p>2-5.8 Match <i>a.m.</i> and <i>p.m.</i> to familiar situations.</p> <p>2-5.9 Recall equivalencies associated with length and time: 12 inches = 1 foot, 3 feet = 1 yard, 60 minutes = 1 hour, and 24 hours = 1 day.</p> <p>Grade 3 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>3-5.6 Use analog and digital clocks to tell time to the nearest minute.</p> <p>3-5.7 Recall equivalencies associated with time and length: 60 seconds = 1 minute and 36 inches = 1 yard.</p> <p>Grade 4 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>4-5.6 Apply strategies and procedures to determine the amount of elapsed time in hours and minutes within a 12-hour period, either a.m. or p.m.</p> <p>4-5.7 Use Celsius and Fahrenheit thermometers to determine temperature changes during time intervals.</p> <p>4-5.8 Recall equivalencies associated with liquid volume, time, weight, and length: 8 liquid ounces = 1 cup, 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon; 365 days = 1 year, 52 weeks = 1 year; 16 ounces = 1 pound, 2,000 pounds = 1 ton; and 5,280 feet = 1 mile.</p>	<p>Language Arts Standard 1-1 (Reading): The student will read and comprehend a variety of literary texts in print and nonprint formats.</p> <p>Indicators</p> <p>1-1.4 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.</p> <p>1-1.6 Use relevant details in summarizing stories read aloud.</p> <p>1-1.8 Carry out independent reading for extended periods of time to derive pleasure.</p> <p>Standard 1-4 (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>1-4.1 Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.</p> <p>1-4.2 Use simple sentences in writing.</p> <p>1-4.3 Use pictures, letters, or words to tell a story from beginning to end.</p> <p>1-4.4 Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).</p> <p>1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.</p> <p>1-4.6 Use revision strategies to improve word choice in written work.</p> <p>1-4.7 Use appropriate spacing between words.</p> <p>1-4.8 Use appropriate work formation by writing from left to right the letters that spell a word.</p> <p>Science Standard 1-1 (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>1-1.2 Use tools safely, accurately, and appropriately when gathering specific data.</p> <p>Social Studies Standard 1-1 (Communities): The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.</p> <p>Indicators</p> <p>1-1.3 Illustrate personal and family history on a time line.</p>



Big Idea: Systems of measurement can be used to solve problems in the world around us.

Subconcept: Attributes of capacity and weight can be analyzed and described.

Lessons 18, 19, 20

Focus Question: In what ways can nonstandard units, such as paperclips, be used to weigh objects?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 1-1 (Process): The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</p> <p>Indicators</p> <ul style="list-style-type: none"> 1-1.1 Apply substantive mathematical problem-solving strategies. 1-1.2 Generate conjectures and exchange mathematical ideas. 1-1.3 Explain and justify answers to simple problems. 1-1.4 Analyze patterns by reasoning systematically. 1-1.5 Generalize mathematical concepts. 1-1.6 Use a variety of forms of mathematical communication. 1-1.7 Generalize connections among mathematics, the environment, and other subjects. 1-1.8 Use multiple informal representations to convey mathematical ideas. 	<p>Mathematics Standard 1-5 (Measurement): The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.</p> <p>Indicators</p> <ul style="list-style-type: none"> 1-5.7 Use nonstandard units to measure the weight of objects. 	<p>Mathematics Standard 1-2 (Number and Operations): The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationship among addition, subtraction, and related basic facts; and the connections among numeric, oral and written-word forms of whole numbers.</p> <p>Indicators</p> <ul style="list-style-type: none"> 1-2.1 Translate between numeral and quantity through 100. 1-2.5 Compare whole-number quantities through 100 by using the terms is greater than, is less than, and is equal to.

Notes:

Vertical Connections	Cross Curricular Connections
<p>Grade 2 Standard 2-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time, and temperature.</p> <p>Indicators</p> <p>2-5.3 Use appropriate tools to measure objects to the nearest whole unit: measuring length in centimeters, feet, and yards; measuring liquid volume in cups, quarts, and gallons; measuring weight in ounces and pounds; and measuring temperature on Celsius and Fahrenheit thermometers.</p> <p>2-5.6 Predict whether the measurement will be greater or smaller when different units are used to measure the same object.</p> <p>Grade 3 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>3-5.3 Recognize the relationship between meters and yards, kilometers and miles, liters and quarts, and kilograms and pounds.</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>Grade 4 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>4-5.1 Use appropriate tools to measure objects to the nearest unit: measuring length in quarter inches, centimeters, and millimeters; measuring liquid volume in cups, quarts, and liters; and measuring weight and mass in pounds, milligrams, and kilograms.</p> <p>4-5.3 Use equivalencies to convert units of measure within the U.S. Customary System: converting length in</p>	<p>Language Arts Standard 1-1 (Reading): The student will read and comprehend a variety of literary texts in print and nonprint formats.</p> <p>Indicators</p> <p>1-1.4 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.</p> <p>1-1.6 Use relevant details in summarizing stories read aloud.</p> <p>1-1.8 Carry out independent reading for extended periods of time to derive pleasure.</p> <p>Standard 1-4 (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>1-4.1 Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.</p> <p>1-4.2 Use simple sentences in writing.</p> <p>1-4.3 Use pictures, letters, or words to tell a story from beginning to end.</p> <p>1-4.4 Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).</p> <p>1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.</p> <p>1-4.6 Use revision strategies to improve word choice in written work.</p> <p>1-4.7 Use appropriate spacing between words.</p> <p>1-4.8 Use appropriate work formation by writing from left to right the letters that spell a word.</p> <p>Science Standard 1-1 (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>1-1.2 Use tools safely, accurately, and appropriately when gathering specific data.</p> <p>1-1.3 Carry out simple scientific investigations when given clear directions.</p>



inches, feet, yards, and miles; converting weight in ounces, pounds, and tons; converting liquid volume in cups, pints, quarts, and gallons; and converting time in years, months, weeks, days, hours, minutes, and seconds.

4-5.8 Recall equivalencies associated with liquid volume, time, weight, and length: 8 liquid ounces = 1 cup, 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon; 365 days = 1 year, 52 weeks = 1 year; 16 ounces = 1 pound, 2,000 pounds = 1 ton; and 5,280 feet = 1 mile.

Notes:

