

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

**Second Grade
Developing Measurement Benchmarks: Large and Small**

In this module, students investigate length, capacity, weight (mass), perimeter, area, time, temperature, and money. They use measurement instruments and materials such as thermometers, containers, tape measures, rulers, unit strips, clocks, calendars, and money sets to develop an understanding of measurement systems. The reasonableness of estimates and the appropriateness of tools and units are analyzed.

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

Focus Question: What common referents for feet, yards, and centimeters aid in estimating and measuring?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 2-1 (Process): The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. Indicators 2-1.1 Apply substantive mathematical problem-solving strategies. 2-1.2 Generate conjectures and exchange mathematical ideas. 2-1.3 Explain and justify answers to simple problems. 2-1.4 Analyze patterns by reasoning systematically. 2-1.5 Generalize mathematical concepts. 2-1.6 Use a variety of forms of mathematical communication. 2-1.7 Generalize connections among mathematics, the environment, and other subjects. 2-1.8 Use multiple informal representations to convey mathematical ideas.</p>	<p>Mathematics 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 2-5.3 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. 2-5.4 Generate common measurement referents for feet, yards, and centimeters. 2-5.5 Use common measurement referents to make estimates in feet, yards, and centimeters. 2-5.6 Predict whether the measurement will be greater or smaller when different units are used to measure the same object. 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>Mathematics Standard 2-2 (Number and Operations): The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers. Indicators 2-2.1 Generate estimation strategies to determine the approximate number of objects in a set of no more than 1,000 objects. 2-2.4 Compare whole-number quantities through 999 by using the terms is less than, is greater than, and is equal to and the symbols <, >, and =.</p> <p>Standard 2-3 (Algebra): The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change. Indicators 2-3.3 Analyze relationships to complete and extend growing and repeating patterns involving numbers, symbols, and objects.</p>

Notes:

Vertical Connections	Cross Curricular Connections
<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 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. 3-5.5 Generate strategies to determine the perimeters of polygons. 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 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. 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>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.</p> <p>5-5.1 Use appropriate tools and units to measure objects to the precision of one-eighth inch. 5-5.3 Use equivalencies to convert units of measure within the metric system: converting length in millimeters, centimeters, meters, and kilometers; converting liquid volume in</p>	<p>Language Arts Standard 2-2: The student will read and comprehend a variety of informational texts in print and nonprint formats.</p> <p>Indicators 2-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations. 2-2.7 Use graphic features such as illustrations, graphs, charts, maps, and diagrams as sources of information.</p> <p>Standard 2-4 (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 2-4.1 Generate ideas for writing using prewriting techniques such as creating lists, having discussions, and examining literary models. 2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing. 2-4.5 Use proofreading skills to edit for the correct use of written Standard American English: 2-4.6 Use revision strategies to improve word choice and the logical progression of ideas in written work.</p> <p>Science Standard 2-1 (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 2-1.2 Use tools safely, accurately, and appropriately when gathering specific data in US customary and metric units of measurement. 2-1.3 Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language.</p>



<p>milliliters, centiliters, liters, and kiloliters; and converting mass in milligrams, centigrams, grams, and kilograms.</p> <p>5-5.4 Apply formulas to determine the perimeters and areas of triangles, rectangles, and parallelograms.</p> <p>5-5.8 Recall equivalencies associated with length, liquid volume, and mass: 10 millimeters = 1 centimeter, 100 centimeters = 1 meter, 1000 meters = 1 kilometer; 10 milliliters = 1 centiliter, 100 centiliters = 1 liter, 1000 liters = 1 kiloliter; and 10 milligrams = 1 centigram, 100 centigrams = 1 gram, 1000 grams = 1 kilogram.</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 money can be analyzed and described.

Lessons 8, 9, 10, 11,

Focus Question: What strategies can be used to make change up to one dollar?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 2-1 (Process): The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. Indicators 2-1.1 Apply substantive mathematical problem-solving strategies. 2-1.2 Generate conjectures and exchange mathematical ideas. 2-1.3 Explain and justify answers to simple problems. 2-1.4 Analyze patterns by reasoning systematically. 2-1.5 Generalize mathematical concepts. 2-1.6 Use a variety of forms of mathematical communication. 2-1.7 Generalize connections among mathematics, the environment, and other subjects. 2-1.8 Use multiple informal representations to convey mathematical ideas.</p>	<p>Mathematics 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>Mathematics Standard 2-2 (Number and Operations): The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers. Indicators 2-2.4 Compare whole-number quantities through 999 by using the terms <i>is less than</i>, <i>is greater than</i>, and <i>is equal to</i> and the symbols $<$, $>$, and $=$. 2-2.5 Interpret models of equal grouping (multiplication) as repeated addition and arrays. 2-2.7 Generate strategies to add and subtract pairs of two-digit whole numbers with regrouping. 2-2.8 Generate addition and subtraction strategies to find missing addends and subtrahends in number combinations through 20.</p>

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Vertical Connections	Cross Curricular Connections
<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.</p> <p>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.</p> <p>Indicators 4-2.7 Compare decimals through hundredths by using the terms <i>is less than</i>, <i>is greater than</i>, and <i>is equal to</i> and the symbols $<$, $>$, and $=$. 4-2.11 Represent improper fractions, mixed numbers, and decimals. 4-2.12 Generate strategies to add and subtract decimals through hundredths.</p> <p>Grade 5 Standard 5-2 (Number and Operations): The student will demonstrate through the mathematical processes an understanding of the place value system; the division of whole numbers; the addition and subtraction of decimals; the relationships among whole numbers, fractions, and decimals; and accurate, efficient, and generalizable methods of adding and subtracting fractions.</p> <p>Indicators 5-2.4 Compare whole numbers, decimals, and fractions by using the symbols $<$, $>$, and $=$. 5-2.5 Apply an algorithm to add and subtract decimals through thousandths.</p>	<p>Language Arts Standard 2-1 (Reading): The student will read and comprehend a variety of literary texts in print and nonprint formats.</p> <p>Indicators 2-1.6 Analyze the details that support the expression of the main idea in a given literary text. 2-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts. 2-1.8 Carry out independent reading for extended periods of time to derive pleasure.</p> <p>Standard 2-4 (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 2-4.1 Generate ideas for writing using prewriting techniques such as creating lists, having discussions, and examining literary models. 2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing. 2-4.5 Use proofreading skills to edit for the correct use of written Standard American English: 2-4.6 Use revision strategies to improve word choice and the logical progression of ideas in written work.</p>

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 12, 13, 14, 15,

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 2-1 (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>2-1.1 Apply substantive mathematical problem-solving strategies.</p> <p>2-1.2 Generate conjectures and exchange mathematical ideas.</p> <p>2-1.3 Explain and justify answers to simple problems.</p> <p>2-1.4 Analyze patterns by reasoning systematically.</p> <p>2-1.5 Generalize mathematical concepts.</p> <p>2-1.6 Use a variety of forms of mathematical communication.</p> <p>2-1.7 Generalize connections among mathematics, the environment, and other subjects.</p> <p>2-1.8 Use multiple informal representations to convey mathematical ideas.</p>	<p>Mathematics Standard 2-3 (Algebra) The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change.</p> <p>Indicators</p> <p>2-3.4 Identify quantitative and qualitative change over time.</p> <p>2-3.5 Analyze quantitative and qualitative change over time.</p> <p>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>2-5.9 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>Mathematics Standard 2-2 (Number and Operations): The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.</p> <p>Indicators</p> <p>2-2.4 Compare whole-number quantities through 999 by using the terms is less than, is greater than, and is equal to and the symbols $<$, $>$, and $=$.</p> <p>Standard 2-6 (Data Analysis and Probability): The student will demonstrate through the mathematical processes an understanding of creating questions to collect data, organizing data, describing trends of a data set, and making predictions based on data.</p> <p>Indicators</p> <p>2-6.2 Organize data in charts, pictographs, and tables.</p>

Notes:



Vertical Connections	Cross Curricular Connections
<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. Indicators 3-5.6 Use analog and digital clocks to tell time to the nearest minute. 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. Indicators 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. 4-5.6 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. 4-5.7 Use Celsius and Fahrenheit thermometers to determine temperature changes during time intervals. 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>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 5-5.6 Apply procedures to determine the amount of elapsed time in hours, minutes, and seconds within a 24-hour period. 5-5.7 Understand the relationship between the Celsius and Fahrenheit temperature scales.</p>	<p>Language Arts Standard 2-1 (Reading): The student will read and comprehend a variety of literary texts in print and nonprint formats. Indicators 2-1.6 Analyze the details that support the expression of the main idea in a given literary text. 2-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts. 2-1.8 Carry out independent reading for extended periods of time to derive pleasure.</p> <p>Standard 2-4 (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 2-4.1 Generate ideas for writing using prewriting techniques such as creating lists, having discussions, and examining literary models. 2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing. 2-4.5 Use proofreading skills to edit for the correct use of written Standard American English: 2-4.6 Use revision strategies to improve word choice and the logical progression of ideas in written work.</p> <p>Science Standard 2-1 (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 2-1.2 Use tools safely, accurately, and appropriately when gathering specific data in US customary and metric units of measurement. 2-1.3 Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language.</p> <p>Standard 2-3 (Weather): The student will demonstrate an understanding of daily and seasonal weather conditions. Indicator 2-3.2 Recall weather terminology.</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 16, 17, 18, 19, 20

Focus Question: In what ways are the units and tools used to measure liquid volume and weight similar to or different from those used to measure length?

Process Standards	Content Standards	Horizontal Connections
<p>Mathematics Standard 2-1 (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>2-1.1 Apply substantive mathematical problem-solving strategies.</p> <p>2-1.2 Generate conjectures and exchange mathematical ideas.</p> <p>2-1.3 Explain and justify answers to simple problems.</p> <p>2-1.4 Analyze patterns by reasoning systematically.</p> <p>2-1.5 Generalize mathematical concepts.</p> <p>2-1.6 Use a variety of forms of mathematical communication.</p> <p>2-1.7 Generalize connections among mathematics, the environment, and other subjects.</p> <p>2-1.8 Use multiple informal representations to convey mathematical ideas.</p>	<p>Mathematics 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>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>Mathematics Standard 2-3 (Algebra): The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change.</p> <p>Indicators</p> <p>2-3.4 Identify quantitative and qualitative change over time.</p> <p>2-3.5 Analyze quantitative and qualitative change over time.</p> <p>Standard 2-6 (Data Analysis and Probability): The student will demonstrate through the mathematical processes an understanding of creating questions to collect data, organizing data, describing trends of a data set, and making predictions based on data.</p> <p>Indicators</p> <p>2-6.2 Organize data in charts, pictographs, and tables.</p>

Notes:

Vertical Connections	Cross Curricular Connections
<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. 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> <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. 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. 4-5.8 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>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 5-5.3 Use equivalencies to convert units of measure within the metric system: converting length in millimeters, centimeters, meters, and kilometers; converting liquid volume in milliliters, centiliters, liters, and kiloliters; and converting mass in milligrams, centigrams, grams, and kilograms. 5-5.5 Apply strategies and formulas to determine the volume of rectangular prisms. 5-5.8 Recall equivalencies associated with length, liquid volume, and mass: 10 millimeters = 1 centimeter, 100 centimeters = 1 meter, 1000 meters = 1 kilometer; 10 milliliters = 1 centiliter, 100 centiliters = 1 liter, 1000 liters = 1 kiloliter; and 10</p>	<p>Language Arts Standard 2-1 (Reading): The student will read and comprehend a variety of literary texts in print and nonprint formats. Indicators 2-1.6 Analyze the details that support the expression of the main idea in a given literary text. 2-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts. 2-1.8 Carry out independent reading for extended periods of time to derive pleasure.</p> <p>Standard 2-4 (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 2-4.1 Generate ideas for writing using prewriting techniques such as creating lists, having discussions, and examining literary models. 2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing. 2-4.5 Use proofreading skills to edit for the correct use of written Standard American English: 2-4.6 Use revision strategies to improve word choice and the logical progression of ideas in written work.</p> <p>Standard 2-6 (Researching): The student will access and use information from a variety of sources. Indicators 2-6.2 Use a variety of print sources such as books, pictures, charts, graphs, diagrams, and picture dictionaries and nonprint media to access information. 2-6.5 Use Standard American English when appropriate in conversations and discussions.</p> <p>Science Standard 2-1 (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 2-1.2 Use tools safely, accurately, and appropriately when gathering specific data in US customary and metric units of measurement. 2-1.3 Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language.</p>



milligrams = 1 centigram, 100 centigrams = 1 gram, 1000 grams = 1 kilogram.	
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Notes:

