

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

**Third Grade
Developing Measurement Benchmarks: Scales and Balances**

In this module, as students explore systems of measurement, they investigate and analyze appropriate units and tools for measurement. Standard units and their fractional parts are used to measure a variety of objects. Tools such as rulers, tape measures, scales, clocks, balances, and a thermometer are provided in the module. Other materials include containers, unit cubes, mass sets, and collections of objects.

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

Focus Question: What strategies can be used to estimate and measure lengths?

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 3-5 (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>Mathematics Standard 3-6: (Data Analysis) 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>Mathematics Standard 4-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of elapsed time; conversions within the U.S. Customary System; and accurate, efficient, and generalizable methods of determining area. 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. 4-5.4 Analyze the perimeter of a polygon.</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 5-5.4 Apply formulas to determine the perimeters and areas of triangles, rectangles, and parallelograms.</p> <p>Grade 6 Standard 6-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of surface area; the perimeter and area of irregular shapes; the relationships among the circumference, diameter, and radius of a circle; the use of proportions to determine unit rates; and the use of scale to determine distance. Indicators 6-5.4 Apply strategies and procedures to estimate the perimeters and areas of irregular shapes. 6-5.5 Apply strategies and procedures of combining and subdividing to find the perimeters and areas of irregular 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. 3-1.6 Analyze the details that support the expression of the main idea in a given literary text. 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 in writing. 3-4.4 Use the conventions of written Standard American English. 3-4.5 Use proofreading skills to edit for the correct use of written Standard American English: 3-4.6 Use revision strategies to improve word choice and the logical progression of ideas in written works. 3-4.7 Use correct letter formation when using manuscript or cursive writing.</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. Indicators 3-1.4 Predict the outcome of a simple investigation and compare the result with the prediction. 3-1.5 Use tools (including beakers, meter tapes and sticks, forceps/tweezers, tuning forks, graduated cylinders, and graduated syringes) safely, accurately, and appropriately when gathering specific data. 3-1.7 Explain why similar investigations might produce different results. 3-1.8 Use appropriate safety procedures when conducting investigations.</p>



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

Subconcept: Attributes of area and volume can be analyzed and described.

Lessons 7, 8, 9, 10, 11

Focus Question: What common referents for units of length can be used to make estimates about measurements of area and volume?

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 3-5 (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>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> <p>Standard 3-6 (Data Analysis): 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 4-5 (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. 4-5.5 Generate strategies to determine the area of rectangles and triangles.</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 5-5.4 Apply formulas to determine the perimeters and areas of triangles, rectangles, and parallelograms. 5-5.5 Apply strategies and formulas to determine the volume of rectangular prisms.</p> <p>Grade 6 Standard 6-5 (Measurement): The student will demonstrate through the mathematical processes an understanding of surface area; the perimeter and area of irregular shapes; the relationships among the circumference, diameter, and radius of a circle; the use of proportions to determine unit rates; and the use of scale to determine distance. Indicators 6-5.3 Generate strategies to determine the surface area of a rectangular prism and a cylinder. 6-5.4 Apply strategies and procedures to estimate the perimeters and areas of irregular shapes. 6-5.5 Apply strategies and procedures of combining and subdividing to find the perimeters and areas of irregular 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 in writing. 3-4.3 Create paragraphs that include a topic sentence with supporting details and logical transitions. 3-4.4 Use the conventions of written Standard American English. 3-4.5 Use proofreading skills to edit for the correct use of written Standard American English. 3-4.6 Use revision strategies to improve word choice and the logical progression of ideas in written works. 3-4.7 Use correct letter formation when using manuscript or cursive writing.</p> <p>Standard 3-6 (Researching): The student will access and use information from a variety of sources. Indicators 3-6.1 Generate a topic for inquiry. 3-6.2 Use print sources such as books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri and nonprint media to access information. 3-6.1 Generate a topic for inquiry. 3-6.5 Use the Internet as a source of information. 3-6.6 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. 3-6.7 Use appropriate visual aids such as pictures, objects, and charts to support oral presentations.</p> <p>Science Standard 3-1 (Scientific Inquiry): The student will demonstrate an understanding of scientific</p>



	<p>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> <p>3-1.4 Predict the outcome of a simple investigation and compare the result with the prediction.</p> <p>3-1.7 Explain why similar investigations might produce different results.</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 12, 13, 14, 15

Focus Question: What strategies can be used to tell time to the nearest minute?

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 3-5 (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>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>3-3.4 Illustrate situations that show change over time as increasing.</p> <p>Standard 3-6 (Data Analysis): 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 4-5 (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>4-5.3 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.</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>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>Indicators</p> <p>5-5.6 Apply procedures to determine the amount of elapsed time in hours, minutes, and seconds within a 24-hour period.</p> <p>5-5.7 Understand the relationship between the Celsius and Fahrenheit temperature scales.</p> <p>Grade 6 Standard 6-3 (Algebra): The student will demonstrate through the mathematical processes an understanding of writing, interpreting, and using mathematical expressions, equations, and inequalities.</p> <p>Indicators</p> <p>6-3.1 Analyze numeric and algebraic patterns and pattern relationships.</p> <p>6-3.5 Use inverse operations to solve one-step equations that have whole-number solutions and variables with whole-number coefficients.</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>3-4.5 Use proofreading skills to edit for the correct use of written Standard American English:</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>3-1.3 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> <p>3-1.4 Predict the outcome of a simple investigation and compare the result with the prediction.</p> <p>3-1.5 Use tools (including beakers, meter tapes and sticks, forceps/tweezers, tuning forks, graduated cylinders, and graduated syringes) safely, accurately, and appropriately when gathering specific data.</p> <p>3-1.6 Infer meaning from data communicated in graphs, tables, and diagrams.</p> <p>3-1.7 Explain why similar investigations might produce different results.</p> <p>3-1.8 Use appropriate safety procedures when conducting investigations.</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: What common referents can be used to estimate and measure

Process Standards	Content Standards	Horizontal Connections
<p>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</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.</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>Mathematics</p> <p>Standard 3-6 (Data Analysis): 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 4-5 (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 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.</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>4-5.9 Exemplify situations in which highly accurate measurements are required.</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>Indicators</p> <p>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.</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> <p>Grade 6 Standard 6-3 (Algebra): The student will demonstrate through the mathematical</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>3-4.5 Use proofreading skills to edit for the correct use of written Standard American English:</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>3-1.3 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> <p>3-1.4 Predict the outcome of a simple investigation and compare the result with the prediction.</p> <p>3-1.5 Use tools (including beakers, meter tapes and sticks, forceps/tweezers, tuning forks, graduated cylinders, and graduated syringes) safely, accurately, and appropriately when gathering specific data.</p> <p>3-1.6 Infer meaning from data communicated in graphs, tables, and diagrams.</p> <p>3-1.7 Explain why similar investigations might produce different results.</p> <p>3-1.8 Use appropriate safety procedures when conducting investigations.</p>



processes an understanding of writing, interpreting, and using mathematical expressions, equations, and inequalities.

Indicators

6-3.1 Analyze numeric and algebraic patterns and pattern relationships.

6-3.5 Use inverse operations to solve one-step equations that have whole-number solutions and variables with whole-number coefficients.

Notes:

