

To the Teacher **Sample Common Core Standards Addressed**

MATH COMMON CORE CONTENT STANDARDS

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.
- Reason with shapes and their attributes.
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
- Classify two-dimensional figures into categories based on their properties.
- Solve real-world and mathematical problems involving area, surface area, and volume.
- Draw construct, and describe geometrical figures and describe the relationships between them.

MATH COMMON CORE MATHEMATICAL PRACTICE STANDARDS

- MP2 Reason abstractly and quantitatively.
- MP4 Model with mathematics.
- MP5 Use appropriate tools strategically.
- MP6 Attend to precision.
- MP7 Look for and make use of structure.

- ***Identify and describe shapes.***
 - K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
 - K.G.A.2 Correctly name shapes regardless of their orientations or overall size.
 - K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

- ***Analyze, compare, create, and compose shapes.***
 - K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
 - K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
 - K.G.B.6 Compose simple shapes to form larger shapes.

- ***Reason with shapes and their attributes.***
 - 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
 - 1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.¹
 - 1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

- 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
- 3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- 3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*
- ***Draw and identify lines and angles, and classify shapes by properties of their lines and angles.***
 - 7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
 - 7.G.A.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- ***Classify two-dimensional figures into categories based on their properties.***
 - 5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
 - 5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.
- ***Solve real-world and mathematical problems involving area, surface area, and volume.***

Many of the CCSS appear at each grade level 3rd – 8th. Below is a sampling of CCSS appropriate for all Bloom’s Differentiated Enrichment Units. Apply your appropriate grade-level standards.

READING

Key Ideas and Details

- 3.RIT.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RIT.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RIT.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

ALL Grade levels: RIT.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts.

5.RIT.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Craft and Structure

3.RIT.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade level topic or subject area.

3.RIT.5. Use text features and search tools to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

Grade 3

3.RIT.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Grade 4

4.RIT.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Grade 5

5.RIT.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

SPEAKING AND LISTENING

Presentation of Knowledge and Ideas

3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

LANGUAGE

Conventions of Standard English

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing flexibly from a range of strategies.

3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

WRITING

Text Types and Purposes

- 3.W.1 Write opinion pieces on topics supporting a point of view with reasons and information.
- 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Research to Build and Present Knowledge

- 3.W.7 Conduct short research projects that build knowledge about a topic.
- 3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- 4.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.