

## 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.<sup>1</sup>
  - 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.<sup>1</sup> 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 3<sup>rd</sup> – 8<sup>th</sup>. 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.