

Using Common Core Standards to Enhance Classroom Instruction and Assessment

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Geometry K-3

Kindergarten

The student will recognize or recall specific vocabulary, such as:

- Analyze, attribute, build, compare, compose, corner, difference, larger, model, number, part, rectangle, shape, side, similarity, three dimensional, triangle, two dimensional

The student will perform basic processes, such as:

- Use the names of shapes to describe objects in the environment (K.G.A.1)
- Describe the relative position of objects (for example, using terms such as above, below, beside, in front of, behind, next) (K.G.A.1)
- Name the shapes regardless of orientation or size (K.G.A.2)
- Identify shapes as two dimensional (lying in plane, flat) or three dimensional (solids) K.G.A.3)
- Identify attributes of two-and three-dimensional shapes
- Model shapes in the real world by building shapes from components and drawing shapes (K.G.B.5)

The student will:

- Analyze and compare a variety of two-and three-dimensional shares using informal language to describe similarities, differences, component parts (for example, number of sides and vertices/corners) and other attributes (for example, having sides of equal length) (K.G.B.4)
- Compose simple shapes to form larger shapes (for example, joining two triangles to make a rectangle) (K.G.B.6)

First Grade

The student will recognize or recall specific vocabulary, such as:

- Attribute, circle, closed, color, compose, cube, defining, distinguish, equal, fourth, half-circle, nondefining, orientation, partition, rectangle, row, shape, share, size, square, three sided, third, trapezoid, triangle, two dimensional

The student will perform basic processes, such as:

- Identify the attributes of various shapes
- Create two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles)
- Partition circles and rectangles into two and four equal shares (1.G.A.3)

The student will:

- Distinguish between the defining and nondefining attributes of a variety of shapes (for example, defining attributes of triangles: closed, three-sided, nondefining attributes include color, orientation and overall size) (1.G.A.1)
- Create composite shapes by composing three-dimensional shapes (cubes, right rectangular prisms, right circular cylinders) (1.G.A.2)
- Describe the partitioned circles and rectangles using the words halves, fourths and quarters (1.G.A.3)

Second Grade

The student will recognize or recall specific vocabulary, such as:

- Angle, attribute, circle, column, count, cube, equal, face, fourth, half, hexagon, identical, number, partition, pentagon, quadrilateral, rectangle, row, shape, share, size, square, third, triangle, total, whole

The student will perform basic processes, such as:

- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes (2.G.A.1)
- Partition a rectangle into rows and columns of the same size squares and count to find the total number (2.G.A.2)
- Partition circles and rectangles into two, three, or four equal shares (2.G.A.3)

The student will:

- Draw shapes that have specific attributes, such as a number of equal faces or numbers of equal angles (2.G.A.1)
- Describe the shares of partitioned circle or rectangle using the words halves, thirds, half of, and a third of, and so on (2.G.A.3)
- Describe the whole as two halves, three thirds and four fourths (2.G.A.3)
- Determine the equal shares of identical wholes need to have the same shape (2.G.A.3)

Third Grade

The student will recognize or recall specific vocabulary, such as:

- Area, attribute, category, classify, equal, express, part, partition, quadrilateral, shape, unit fraction, whole

The student will perform basic processes, such as:

- Identify the attributes of various quadrilaterals
- Partition shapes into parts with equal areas (3.G.A.2)

The student will:

- Classify quadrilaterals into categories based on their attributes (3.G.A.1)
- Express the area of each part of a partitioned shapes as a unit fraction of the whole (3.G.A.2.)