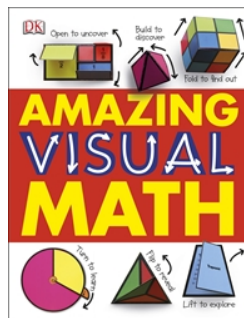


DK Common Core State Standards Alignment



ISBN: 9781465420176

Grade-Level Expectation: NA

Guided Reading Level: NA

CCSS.Math.Content.1.G.A.1,A.2,A.3

CCSS.Math.Content.2.G.A.1,A.2,A.3

CCSS.Math.Content.3.G.A.1,A.2

CCSS.Math.Content.K.G.A.3,B.4,B.5,B.6

CCSS.Math.Content.3.NF.A.1,A.3,A.3a,A.3b,A.3c

CCSS.Math.Content.3.OA.A.1,A.4

Grade 1

Geometry

- **CCSS.Math.Content.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.
- **CCSS.Math.Content.1.G.A.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, halfcircles, 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.
- **CCSS.Math.Content.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.



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Grade 2

Operations and Algebraic Thinking

- **CCSS.Math.Content.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.
- **CCSS.Math.Content.2.G.A.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- **CCSS.Math.Content.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.

Grade 3

Operations and Algebraic Thinking

- **CCSS.Math.Content.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.
- **CCSS.Math.Content.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 $\frac{1}{4}$ of the area of the shape.

Grade K

Geometry

- **CCSS.Math.Content.K.G.A.3** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
- **CCSS.Math.Content.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).
- **CCSS.Math.Content.K.G.B.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- **CCSS.Math.Content.K.G.B.6** Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”



Grade 3

Number and Operations – Fractions⁵

- **CCSS.Math.Content.3.NF.A.1.** Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- **CCSS.Math.Content.3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.

Grade 3

Operations and Algebraic Thinking

- **CCSS.Math.Content.3.OA.A.1** Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
- **CCSS.Math.Content.3.OA.A.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$

