



Common Core Collaborative Cards – Geometry (G)
Correlation to the Common Core State Standards

CARDS									
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Grade 3 Deck

Geometry

Reason with shapes and their attributes

3.G.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.			x	x	x	x		x	x
3.G.2.	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	x	x	x	x	x	x	x	x	x

Number and Operations – Fractions

Develop understanding of fractions as numbers.

3.NF.2.	Understand a fraction as a number on a number line; represent fractions on a number line diagram.	x	x							
3.NF.3.	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.				x					

Measurement and Data

Geometric measurement: Understand concepts of area and relate area to multiplication and addition.

3.MD.5.	Recognize area as an attribute of plane figures and understand concepts of area measurement.					x	x			x
3.MD.6.	Measure area by counting unit squares (square cm, square in, square ft, and improvised units).							x		
3.MD.7.	Relate area to the operations of multiplication and addition.							x		

Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

3.MD.8.	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.								x	x	x
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Grade 4 Deck

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

4.G.1.	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	x	x	x		x	x	x		
4.G.2.	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	x	x	x	x		x		x	
4.G.3.	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	x		x	x			x		

Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

4.MD.3.	Apply area and perimeter formulas for rectangles in real-world and mathematical problems.			x	x	x	x			x
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Geometric measurement: Understand concepts of angle and measure angles.

4.MD.5.	Recognize angles as geometric shapes that are formed whenever two rays share a common endpoint, and understand concepts of angle measurement.				x					x
4.MD.7.	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.		x			x	x		x	x



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Grade 5 Deck

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

5.G.1.	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., <i>x</i> -axis and <i>x</i> -coordinate, <i>y</i> -axis and <i>y</i> -coordinate).	x	x					x	x
5.G.2.	Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	x		x			x	x	

Classify two-dimensional figures into categories based on their properties.

5.G.3.	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	x	x		x	x	x	x	
5.G.4.	Classify two-dimensional figures in a hierarchy based on properties.		x		x	x	x		

Measurement and Data

Convert like measurement units within a given measurement system.

5.MD.1.	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions in solving multi-step, real-world problems.			x			x		x	x
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Geometric measurement: Understand concepts of volume and relate volume to multiplication and addition.

5.MD.5.	Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.			x				x	x	x
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