Instructional Alignment Chart

Standard(s) for previous Grade Level:(Box 2)	Standard for your Grade Level (Box 1)	Standard(s) for next Grade Level: (Box 3)
CLUSTER HEADING: **STANDARD: N/A**	**CLUSTER HEADING: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** **STANDARD: K.G.3** **Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").**	**CLUSTER HEADING: Reason with shapes and their attributes.** **STANDARD: 1.G.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. (Note: Students do not need to learn formal names such as "right rectangular prism.")**

Changes (Box 4)	Changes (Box 5)
	• **Moved from identification to composition/creation of new shapes** • **Added shapes: trapezoid, half circle, quarter circle and rectangular prism**

Implications for curriculum, instruction and assessment

Adapted from *The Charles A. Data Center at the University of Texas at Austin*

Instructional Alignment Chart

Standard(s) for previous Grade Level:(Box 2)	Standard for your Grade Level (Box 1)	Standard(s) for next Grade Level: (Box 3)
CLUSTER HEADING: Analyze, compare, create, and compose shapes. **STANDARD: K.G.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).** **STANDARD: K.G.5** **Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.**	**CLUSTER HEADING: Reason with shapes and their attributes.** **STANDARD: 1.G.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.**	**CLUSTER HEADING: Reason with shapes and their attributes.** **STANDARD: 2.G.1** **Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Note: Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**

Changes (Box 4)	Changes (Box 5)
• **Cluster heading changed.** • **Moved from informal language to formal.** • **Added the understanding of defining versus non-defining attributes.** • **Added building and drawing shapes to possess defining attributes.**	• **Added recognition of shapes.** • **Added shapes: quadrilaterals and pentagons (this information gathered from the cluster heading).**

Implications for curriculum, instruction and assessment

Adapted from *The Charles A. Data Center at the University of Texas at Austin*

Instructional Alignment Chart

Standard(s) for previous Grade Level:(Box 2)	Standard for your Grade Level (Box 1)	Standard(s) for next Grade Level: (Box 3)
CLUSTER HEADING: Reason with shapes and their attributes. **STANDARD: 1.G.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.**	**CLUSTER HEADING: Reason with shapes and their attributes.** **STANDARD: 2.G.1** **Recognize and draw shapes having specified attributes such as a given number of angles or a given number of equal faces. (Note: Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**	**CLUSTER HEADING: Reason with shapes and their attributes.** **STANDARD: 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.**

Changes (Box 4)	Changes (Box 5)
• **Added shapes: quadrilaterals and pentagons (initial shapes found in the Kindergarten Cluster Heading: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**	• **Added the understanding that shapes share attributes and that they can be defined by a larger category.** • **Added shapes: rhombus** • **Added understanding that rhombuses, rectangles, and squares are quadrilaterals.** • **Added providing of non-examples.**

Implications for curriculum, instruction and assessment

Adapted from *The Charles A. Data Center at the University of Texas at Austin*

Instructional Alignment Chart

Standard(s) for previous Grade Level:(Box 2)	Standard for your Grade Level (Box 1)	Standard(s) for next Grade Level: (Box 3)
CLUSTER HEADING: Reason with shapes and their attributes. STANDARD: 2.G.1 Recognize and draw shapes having specified attributes such as a given number of angles or a given number of equal faces. (Note: Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	CLUSTER HEADING: Reason with shapes and their attributes. STANDARD: 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.	CLUSTER HEADING: Draw and identify lines and angles, and classify shapes by properties of their lines and angles. STANDARD: 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.

Changes (Box 4)	Changes (Box 5)
• Added the understanding that shapes share attributes and that they can be defined by a larger category. • Added shapes: rhombus • Added understanding that rhombuses, rectangles, and squares are quadrilaterals. • Added providing of non-examples.	• Cluster heading changed. • Added classification based on parallel/perpendicular lines or angles. • Added right triangle category and identifying right triangles.

Implications for curriculum, instruction and assessment

Adapted from *The Charles A. Data Center at the University of Texas at Austin*

Instructional Alignment Chart

Standard(s) for previous Grade Level:(Box 2)	Standard for your Grade Level (Box 1)	Standard(s) for next Grade Level: (Box 3)
CLUSTER HEADING: Reason with shapes and their attributes. **STANDARD: 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.**	**CLUSTER HEADING: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** **STANDARD: 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.**	**CLUSTER HEADING: Classify two-dimensional figures into categories based on their properties.** **STANDARD: 5.G.3** **Understand that attributes belonging to a category of two-dimensional figures can also belong to all sub categories of that category.** *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

Changes (Box 4)	Changes (Box 5)
• **Cluster heading changed.** • **Added classification based on parallel/perpendicular lines or angles.** • **Added right triangle category and identifying right triangles.**	• **Cluster heading changed. Classifying by lines and angles changed to properties.** • **Added understanding of sub categories.**

Implications for curriculum, instruction and assessment

Adapted from *The Charles A. Data Center at the University of Texas at Austin*

Instructional Alignment Chart

Standard(s) for previous Grade Level:(Box 2)	Standard for your Grade Level (Box 1)	Standard(s) for next Grade Level: (Box 3)
CLUSTER HEADING: Draw and identify lines and angles, and classify shapes by properties of their lines and angles. **STANDARD: 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.**	**CLUSTER HEADING: Classify two-dimensional figures into categories based on their properties.** **STANDARD: 5.G.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.*	**CLUSTER HEADING:** **STANDARD:** **No related standards found**

Changes (Box 4)	Changes (Box 5)
• **Cluster heading changed. Classifying by lines and angles changed to properties.** • **Added understanding of sub categories.**	**N/A**

Implications for curriculum, instruction and assessment

Adapted from *The Charles A. Data Center at the University of Texas at Austin*

Instructional Alignment Chart

Standard(s) for previous Grade Level:(Box 2)	*Standard for your Grade Level (Box 1)*	*Standard(s) for next Grade Level: (Box 3)*
CLUSTER HEADING: **STANDARD:** **No related standards found.**	**CLUSTER HEADING: Solve real-world and mathematical problems involving area, surface area, and volume.** **STANDARD: 6.G.4** **Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.**	**CLUSTER HEADING: Solve real-world mathematical problems involving angle measure, area, surface area, and volume.** **STANARD: 7.G.6** **Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.**

Changes (Box 4)	*Changes (Box 5)*
N/A	• **Cluster heading added angle measure.** • **Added area and volume for two-dimensional and three-dimensional.** • **Takes away the use of nets for finding surface area.** • **Added shapes: quadrilaterals, polygons, cubes, and right prisms.**

Implications for curriculum, instruction and assessment

Adapted from *The Charles A. Data Center at the University of Texas at Austin*

Instructional Alignment Chart

Standard(s) for previous Grade Level:(Box 2)	Standard for your Grade Level (Box 1)	Standard(s) for next Grade Level: (Box 3)
CLUSTER:		CLUSTER:

Changes (Box 4)	Changes (Box 5)

Implications for curriculum, instruction and assessment

Adapted from *The Charles A. Data Center at the University of Texas at Austin*