

Bridges Grade 5 Correlations to South Carolina Mathematics Standards

MATHEMATICAL PROCESSES					
South Carolina Standard 5-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.					
Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-1.1 Analyze information to solve increasingly more sophisticated problems.	Unit 2, Sessions 8, 12 Unit 4, Sessions 10, 20 Unit 5, Sessions 9-10, 12-13 Unit 6, sessions 5-6, 14 Unit 7, Sessions 7, 10-14 Unit 8, Sessions 5, 7, 9		September –May Problem Solving Number Corner Student Book, pages 2, 5–8, 13–14, 20–24, 28–31, 35–38, 45–48, 63–65, 69–71, 78–81, 84–87, 92–95, 102–105, 112–115, 120–123, 127–128, 132–133, 136–137, 139–140, 144–147, 150–157, 164–167, 175–178, 185–188, 193, 196		Informal Unit 2, Session 8 (Work Sample) Unit 4, Session 20 (Work Sample) Unit 5, Session 13 (Work Sample) Unit 6, Session 14 (Work Sample) Unit 7, Sessions 12, 14 (Work Sample, Poster)
5-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.	Unit 1, Session 13 Unit 3, Sessions 4, 7, 10, 17, 20-21 Unit 4, Session 10 Unit 5, Sessions 8, 10-11 Unit 6, Sessions 8, 11-13 Unit 7, Sessions 1-2		February Calendar Collector May Calendar Grid		
5-1.3 Explain and justify answers on the basis of mathematical properties, structures, and relationships.	Unit 1, Sessions 5-6, 9, 11-12, 16-18 Unit 2, Sessions 1-2 Unit 3, Sessions 4, 6-7, 17, 19-20 Unit 4, Sessions 10-11, 15 Unit 5, Sessions 8, 10, 13 Unit 6, Sessions 8, 12-13 Unit 7, Sessions 4-5, 7-9, 10-12		September, December, January, February, March, May Calendar Grid February Problem Solving		
5-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.	Unit 3, Sessions 10, 13-14, 17, 19 Unit 6, Sessions 10, 12-13 Unit 7, Sessions 4-6		October Calendar Grid December Calendar Grid March Problem Solving		

Bridges Grade 5 Correlations to South Carolina Mathematics Standards (cont.)

MATHEMATICAL PROCESSES					
South Carolina Standard 5-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.					
Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.	Unit 1, Sessions 7, 9, 13 Unit 2, Sessions 1, 15, 18 Unit 3, Sessions 6, 10-11, 17 Unit 5, Sessions 1, 6, 14-15 Unit 7, Sessions 5-7, 13 Unit 8, Sessions 1, 6, 8		October, January, and April Problem Solving		Informal Unit 5, Sessions 14, 18 (Poster, Work Sample) Unit 7, Sessions 5, 14 (Posters) Number Corner Teacher's Guide, Vol. 2, pages 210-212, 258, 341-342, 377-378 (Scoring Each Other's Work)
5-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered	Unit 1, Sessions 8-9, 11 Unit 3, Sessions 9-10, 19-20 Unit 4, Session 10 Unit 6, Sessions 8, 10-13 Unit 8, Session 9		November Calendar Grid February Calendar Grid December, January, March, April Calendar Collector March Problem Solving		
5-1.7 Use flexibility in mathematical representations.	Unit 1, Sessions 2-3 Unit 2, Session 11 Unit 3, Sessions 9, 19-20 Unit 5, Sessions 1, 3-4, 17 Unit 6, Sessions 2, 5, 10-13 Unit 7, Sessions 4-5, 7-8, 10-12 Unit 8, Sessions 6, 8		November Calendar Grid March Calendar Collector	Set A5 Number & Operations: Adding & Subtracting Fractions Set B1 Algebra: Diagrams & Equations	
5-1.8 Recognize the limitations of various forms of mathematical representations.	Unit 1, Sessions 2-3, 20 Unit 2, Sessions 10-11 Unit 5, Session 1 Unit 6, Sessions 8, 11 Unit 7, Sessions 10-12			Set D1 Measurement: Area & Perimeter Set D2 Measurement: Volume	

Bridges Grade 5 Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS					
South Carolina Standard 5-2: The student will demonstrate through the mathematical processes an understanding of the place value system; the division of whole numbers; the addition and subtraction of decimals; the relationships among whole numbers, fractions, and decimals; and accurate, efficient, and generalizable methods of adding and subtracting fractions.					
Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-2.1 Analyze the magnitude of a digit on the basis of its place value, using whole numbers and decimal numbers through thousandths.	Unit 6, Sessions 8-12 Unit 7, Session 8	Home Connections, Vol. 2: HC's 53, 54, 58	November Calendar Grid December Computational Fluency February Calendar Grid March Computational Fluency April Calendar Collector	Set A7 Number & Operations: Place Value to Billions, Independent Worksheets 1, 2 & 3	Formal Unit 6, Session 19 (Unit Post-Assessment)
5-2.2 Apply an algorithm to divide whole numbers fluently.	Unit 4, Sessions 6–10 Unit 6, Sessions 4–5	Home Connections, Vol. 1: HC's 34, 35, 41 Home Connections, Vol. 2: HC's 42, 47–49, 52, 60–61	February Computational Fluency May Computational Fluency		Formal Unit 4, Session 21 (Unit Post-Assessment, and Student Reflection Sheet)
5-2.3 Understand the relationship among the divisor, dividend, and quotient.	Unit 1, Sessions 7-8 Unit 2, Sessions 15, 18				
5-2.4 Compare whole numbers, decimals, and fractions by using the symbols $<$, $>$, and $=$.	Unit 4, Sessions 12, 18 Unit 6, Sessions 3-4, 7, 17-18	Home Connections, Vol. 2: HC's 51, 58		Set A7 Number & Operations: Place Value to Billions, Independent Worksheets 1, 2 & 3	
5-2.5 Apply an algorithm to add and subtract decimals through thousandths.	Unit 6, Session 14 Unit 6, pages 887–890 and 894–895 (Work Place 6C)	Home Connections, Vol. 2: HC's 55, 56, 58	March Computational Fluency Number Corner Student Book pages 167, 175		Formal Unit 6, Session 1 (Unit Pre-Assessment) Unit 6, Session 19 (Unit Post-Assessment and Student Reflection Sheet) Number Corner Teacher's Guide, pages 320–324, 400–404 (Checkups 3 & 4)
5-2.6 Classify numbers as prime, composite, or neither.	Unit 1, Session 9, 11–12	Home Connection, Vol. 1: HC 5	September Computational Fluency March Problem Solving Number Corner Student Book, pages 10, 136–137, 139–140		Formal Unit 1, Sessions 4 & 21 (Unit Pre- and Post-Assessment) Number Corner Teacher's Guide, pages 400–404 (Checkup 4)

Bridges Grade 5 Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS					
South Carolina Standard 5-2: The student will demonstrate through the mathematical processes an understanding of the place value system; the division of whole numbers; the addition and subtraction of decimals; the relationships among whole numbers, fractions, and decimals; and accurate, efficient, and generalizable methods of adding and subtracting fractions.					
Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-2.7 Generate strategies to find the greatest common factor and the least common multiple of two whole numbers.	Unit 6, Sessions 3–7		September Problem Solving February Calendar Grid		Formal Unit 6, Session 19 (Unit Post-Assessment)
5-2.8 Generate strategies to add and subtract fractions with like and unlike denominators.	Unit 4, sessions 11-14, 19-20 Unit 6, Sessions 5–7, 14 Unit 6, page 890 (Challenge) Unit 6, page 895 (Challenge)	Home Connections, Vol. 2: HC's 51, 56, 58	November Calendar Collector March Computational Fluency April Calendar Collector April Computational Fluency April Problem Solving	Set A5 Number & Operations: Adding & Subtracting Fractions, Independent Worksheets 1, 2 & 3	Informal Unit 6, Sessions 6 & 14 (Work Samples)
					Formal Unit 4, Sessions 1 & 23 (Unit Pre- and Post-Assessments) Unit 6, Sessions 1 & 19 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, pages 57–60, 320–324, 400–404 (Baseline Assessment, Checkups 3 & 4)
5-2.9 Apply divisibility rules for 3, 6, and 9.	Unit 1, Session 12 Unit 4, Session 7 Unit 4, pages 548-550 (Work Place 4B Regular spinner requires dividing by 3; challenge spinner by 6 & 9)	Home Connections, Vol. 1 HC 34	December Problem Solving		

Bridges Grade 5 Correlations to South Carolina Mathematics Standards (cont.)

ALGEBRA					
South Carolina Standard 5-3: The student will demonstrate through the mathematical processes an understanding of the use of patterns, relations, functions, models, structures, and algebraic symbols to represent quantitative relationships and will analyze change in various contexts.					
Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-3.1 Represent numeric, algebraic, and geometric patterns in words, symbols, algebraic expressions, and algebraic equations.	Unit 1, Sessions 5–6, 16–18 Unit 7, Sessions 4–9	Home Connections, Vol. 1: HC's 2, 3, 8 Home Connections, Vol. 2: HC 61	September–May Calendar Grid February Problem Solving Number Corner Student Book pages 102–105, 112–115, 120–123		Informal Unit 1, Session 6 (Work Sample) Unit 7, Sessions 5, 7 (Work Samples)
					Formal Unit 1, Sessions 4 & 21 (Unit Pre- and Post-Assessment) Unit 7, Sessions 3 & 16 (Unit Pre- and Post-Assessment)
5-3.2 Analyze patterns and functions with words, tables, and graphs.	Unit 1, Sessions 5–6, 16–18 Unit 7, Sessions 4–9	Home Connections, Vol. 1: HC 8 Home Connections, Vol. 2: HC's 61–64	February Problem Solving		Informal Unit 1, Session 6 (Work Sample) Unit 7, Session 5 (Work Sample)
					Formal Unit 1, Sessions 4 & 21 (Unit Pre- and Post-Assessment) Unit 7, Sessions 3 & 16 (Unit Pre- and Post-Assessment)
5-3.3 Match tables, graphs, expressions, equations, and verbal descriptions of the same problem situation.	Unit 1, Session 16–17 Unit 3, Session 6 Unit 4, Session 9 Unit 6, Sessions 2, 4 Unit 7, Sessions 2, 4–7, 9–13	Home Connections, Vol. 1: HC 8, 25 Home Connections, Vol. 2: HC's 60–64	November Problem Solving Number Corner Student Book pages 36	Set B1 Algebra: Diagrams & Equations, Activity 1 and Independent Worksheets 1 & 2	Informal Unit 1, Session 18 (Work Sample) Unit 7, Session 12 (Work Sample)
					Formal Unit 7, Session 3 (Unit Pre-Assessment) Unit 7, Session 16 (Unit Post-Assessment and Student Reflection Sheet)

Bridges Grade 5 Correlations to South Carolina Mathematics Standards (cont.)

ALGEBRA

South Carolina Standard 5-3: The student will demonstrate through the mathematical processes an understanding of the use of patterns, relations, functions, models, structures, and algebraic symbols to represent quantitative relationships and will analyze change in various contexts.

Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-3.4 Identify applications of commutative, associative, and distributive properties with whole numbers.	Unit 1, Sessions 7, 13-14 Unit 2, Session 13 Unit 7, Sessions 1-2	Home Connections, Vol. 1 Home Connection 7	January Computational Fluency	Set A8 Number & Operations: Whole Number Properties, Activity 1 and Independent Worksheets 1 & 2	
5-3.5 Analyze situations that show change over time.	Unit 7, Session 7-8	Home Connections, Vol. 2: HC 64	December Calendar Collector January Calendar Collector March Calendar Collector Number Corner Student Book, pages 67, 76–77, 100–101, 134, 141		Formal Number Corner Teacher's Guide, pages 232–236 (Checkup 2)

GEOMETRY

South Carolina Standard 5-4: The student will demonstrate through the mathematical processes an understanding of congruency, spatial relationships, and relationships among the properties of quadrilaterals.

Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-4.1 Apply the relationships of quadrilaterals to make logical arguments about their properties.	Unit 3, Sessions 1–4, 7, 12–14, 16	Home Connections, Vol. 1: HC 24 Home Connections, Vol. 2: HC 65		Set C1 Geometry: Triangles & Quadrilaterals, Activity 1 and Independent Worksheets 1, 2 & 3	Formal Unit 3, Sessions 5 & 22 (Unit Pre- and Post-Assessment, and Student Reflection Sheet)
5-4.2 Compare the angles, side lengths, and perimeters of congruent shapes.	Unit 3, Sessions 2, 4, 6-7, 11-14, 16		September, October, and December Calendar Grid		
5-4.3 Classify shapes as congruent.	Unit 3, Sessions 1-3, 6, 11	Home Connections, Vol. 1: HC 27	September and December Calendar Grid		Formal Unit 3, Sessions 5 & 22 (Unit Pre- and Post-Assessment, and Student Reflection Sheet)
5-4.4 Translate between two-dimensional representations and three-dimensional objects.	Unit 3, Sessions 18-21	Home Connections, Vol. 1 HC's 24, 30	December and January Calendar Grid	Set D2 Measurement: Volume, Activities 1 & 2	

Bridges Grade 5 Correlations to South Carolina Mathematics Standards (cont.)

GEOMETRY

South Carolina Standard 5-4: The student will demonstrate through the mathematical processes an understanding of congruency, spatial relationships, and relationships among the properties of quadrilaterals.

Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-4.5 Predict the results of multiple transformations on a geometric shape when combinations of translation, reflection, and rotation are used.	Unit 3, Sessions 11-12		December and May Calendar Grid	Set C2 Geometry: Transformations, Activity 1 and Independent Worksheets 1 & 2	
5-4.6 Analyze shapes to determine line symmetry and/or rotational symmetry.	Unit 3, Sessions 1, 12-16	Home Connections, Vol. 1: HC 27	September Calendar Grid December Calendar Grid Number Corner Student Book pages 15–18		Formal Unit 3, Sessions 5 & 22 (Unit Pre- and Post-Assessment, and Student Reflection Sheet) Number Corner Teacher's Guide, pages 110–114 (Checkup 1)

MEASUREMENT

South Carolina Standard 5-5: The student will demonstrate through the mathematical processes an understanding of the units and systems of measurement and the application of tools and formulas to determine measurements.

Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-5.1 Use appropriate tools and units to measure objects to the precision of one-eighth inch.	Unit 1, Session 1 Unit 3, Session 1 Unit 4, Sessions 21-22 Unit 7, Session 15			Set C1 Geometry: Triangles & Quadrilaterals, Activity 1 and Independent Worksheets 1, 2 & 3	
5-5.2 Use a protractor to measure angles from 0 to 180 degrees.	Unit 3, Sessions 6–10, 13–16 Unit 8, Session 1	Home Connections, Vol. 1: HC's 25–26	September Calendar Grid May Calendar Grid Number Corner Student Book, pages 180–181, 197		Informal Unit 3, Session 9 (Work Sample) Formal Unit 3, Session 5 (Unit Pre-Assessment) Unit 3, Session 22 (Unit Post-Assessment and Student Reflection Sheet)

Bridges Grade 5 Correlations to South Carolina Mathematics Standards (cont.)

MEASUREMENT					
South Carolina Standard 5-5: The student will demonstrate through the mathematical processes an understanding of the units and systems of measurement and the application of tools and formulas to determine measurements.					
Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-5.3 Use equivalencies to convert units of measure within the metric system: converting length in millimeters, centimeters, meters, and kilometers; converting liquid volume in milliliters, centiliters, liters, and kiloliters; and converting mass in milligrams, centigrams, grams, and kilograms.	Unit 1, Session 1 Unit 2, Session 2 Unit 6, Session 13	Home Connections, Vol. 1: HC's 11, 15, 18			
5-5.4 Apply formulas to determine the perimeters and areas of triangles, rectangles, and parallelograms.	Unit 2, Sessions 1-2, 5 Unit 3, Sessions 1-4, 16 Unit 3, page 336 (Challenge) Unit 7, Sessions 10-11	Home Connections, Vol. 1: HC's 18, 20, 23, 28, 34	September Problem Solving January Problem Solving March Problem Solving Number Corner Student Book pages 8, 14, 27, 34, 86, 94, 139-141	Set C1 Geometry: Triangles & Quadrilaterals, Activity 1 and Independent Worksheets 2 & 3 Set D1 Measurement: Area & Perimeter, Activities 1, 2, 3 & 4, and Independent Worksheets 1 & 2	Formal Unit 3, Session 22 (Unit Post-Assessment and Student Reflection Sheet) Number Corner Teacher's Guide, pages 110-114, 232-236, 320-324, 400-404 (Checkups 1, 2, 3, and 4)
5-5.5 Apply strategies and formulas to determine the volume of rectangular prisms.	Unit 3, Session 20	Home Connections, Vol. 1: HC 31	January Calendar Grid April Calendar Grid Number Corner Student Book pages 89, 97, 154, 162	Set D2 Measurement: Volume, Activities 1 & 2, and Independent Worksheets 1 & 2	Formal Unit 3, Session 22 (Unit Post-Assessment and Student Reflection Sheet) Number Corner Teacher's Guide, pages 232-236, 400-404 (Checkups 2 and 4)
5-5.6 Apply procedures to determine the amount of elapsed time in hours, minutes, and seconds within a 24-hour period.	Unit 4, page 517 (Challenge) Unit 6, Sessions 5, 6		March Calendar Collector April Problem Solving		Formal Number Corner Teacher's Guide, pages 320-324 (Checkup 3)

Bridges Grade 5 Correlations to South Carolina Mathematics Standards (cont.)

MEASUREMENT

South Carolina Standard 5-5: The student will demonstrate through the mathematical processes an understanding of the units and systems of measurement and the application of tools and formulas to determine measurements.

Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-5.7 Understand the relationship between the Celsius and Fahrenheit temperature scales.			January Calendar Collector		
5-5.8 Recall equivalencies associated with length, liquid volume, and mass: 10 millimeters = 1 centimeter, 100 centimeters = 1 meter, 1000 meters = 1 kilometer; 10 milliliters = 1 centiliter, 100 centiliters = 1 liter, 1000 liters = 1 kiloliter; and 10 milligrams = 1 centigram, 100 centigrams = 1 gram, 1000 grams = 1 kilogram.	Unit 1, Session 1 Unit 2, Sessions 1-2 Unit 6, Session 13	Home Connections, Vol. 1 HC's 11,15,18			

DATA ANALYSIS AND PROBABILITY

South Carolina Standard 5-6: The student will demonstrate through the mathematical processes an understanding of investigation design, the effect of data-collection methods on a data set, the interpretation and application of the measures of central tendency, and the application of basic concepts of probability.

Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-6.1 Design a mathematical investigation to address a question.	Unit 5, Sessions 12-16 Unit 8, Sessions 2, 5, 7		October Calendar Grid December, January, and March Calendar Collector		
5-6.2 Analyze how data-collection methods affect the nature of the data set.	Unit 1, Sessions 2-3 Unit 5, Sessions 3, 16, 18 Unit 7, Session 15 Unit 8, Session 5		December Calendar Collector		

Bridges Grade 5 Correlations to South Carolina Mathematics Standards (cont.)

DATA ANALYSIS AND PROBABILITY					
South Carolina Standard 5-6: The student will demonstrate through the mathematical processes an understanding of investigation design, the effect of data-collection methods on a data set, the interpretation and application of the measures of central tendency, and the application of basic concepts of probability.					
Indicators	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessments
5-6.3 Apply procedures to calculate the measures of central tendency (mean, median, and mode).	Unit 1, Sessions 19–20 Unit 5, Session 4-5 Unit 8, Sessions 6, 8	Home Connections, Vol. 1: HC's 9–10 Home Connections, Vol. 2: HC's 43, 47, 69	October Calendar Collector January Calendar Collector Number Corner Student Book, pages 26, 100–101		Informal Unit 8, Session 8 (Work Sample) Formal Unit 5, Sessions 2 & 19 (Unit Pre- and Post-Assessment and Student Reflection Sheet) Unit 8, Session 12 (Unit Post-Assessment and Student Reflection Sheet) Number Corner Teacher's Guide, pages 232–236, 320–324, 400–404 (Checkups 2, 3, and 4)
5-6.4 Interpret the meaning and application of the measures of central tendency.	Unit 1, Sessions 19-20 Unit 5, Sessions 4-5 Unit 5, Session 15 Unit 8, Sessions 6, 8	Home Connections, Vol. 1: HC's 9-10 Home Connections, Vol. 2: HC's 43, 47, 69	October Calendar Collector January Calendar Collector		Formal Unit 1, Session 21 (Unit Post-Assessment) Unit 5, Sessions 2 & 19 (Unit Pre- and Post-Assessments)
5-6.5 Represent the probability of a single-stage event in words and fractions.	Unit 5, Sessions 6-8, 11	Home Connections, Vol. 2: HC's 45, 46	September Calendar Collector February Calendar Collector		Formal Unit 5, Sessions 2 & 19 (Unit Pre- and Post-Assessments)
5-6.6 Conclude why the sum of the probabilities of the outcomes of an experiment must equal 1.	Unit 5, Sessions 6, 11		September Calendar Collector February Calendar Collector		