

Bridges Grade 3 Correlations to Washington Mathematics Performance Expectations

NUMBERS, OPERATIONS				
ADDITION, SUBTRACTION, AND PLACE VALUE				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
3.1.A Read, write, compare, order, and represent numbers to 10,000 using numbers, words, and symbols.	Unit 2, Sessions 10, 13–14, 18, 25–26 Unit 5, Sessions 6, 14–16, 18–19 Unit 6, page 737 (Home Connection 23)	September Clocks, Coins & Bills November Computational Fluency December–April Numbers Grid January Computational Fluency Number Corner Student Book, pages 21, 27, 36–37, 39, 42, 50	Set A4 Number & Operations: Place Value, Activity 1 and Independent Worksheets 1–4 Bridges Practice Book, pages 3, 19, 23, 97, 131	Informal Bridges Practice Book, pages 3, 19, 23, 97, 131
3.1.B Round whole numbers through 10,000 to the nearest ten, hundred, and thousand.	Unit 2, Session 16 Unit 5, Sessions 4–5, 16, 18 Unit 5, page 628 (Home Connection 19)	January Computational Fluency May Coins, Clocks & Bills	Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activity 5 and Independent Worksheet 4 Bridges Practice Book, pages 85, 86, 91, 95, 99, 131	Informal Bridges Practice Book, pages 85, 86, 91, 95, 99, 131
3.1.C Fluently add and subtract whole numbers using the standard regrouping algorithms.	Unit 2, Session 18 (see pages 268–270) Unit 2, Session 22 (see pages 291–292) Unit 2, Sessions 23–26, 29 Unit 5, Sessions 2, 5–6, 10, 13, 17 Unit 7, Session 1	March Magnetic Board Number Corner Student Book, pages 25, 40	Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activities 1–5; Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 89, 90, 92, 99, 123, 126, 137	Informal Unit 5, page 588 (Common Strategies for Adding with Regrouping) Bridges Practice Book, pages 89, 90, 92, 99, 101, 107, 123, 126, 137
				Formal Unit 2, Sessions 12 & 30 (Unit Pre- and Post-Assessment) Unit 5, Sessions 1 & 20 (Unit Pre- and Post-Assessment) Number Corner Teacher’s Guide, pages 266–268 and 322–324 (Checkups 3 & 4)
3.1.D Estimate sums and differences to approximate solutions to problems and determine reasonableness of answers.	Unit 2, Sessions 17, 22, 24, 27 Unit 2, page 337 (Home Connection 9) Unit 5, Sessions 2, 5, 10–12, 17, 19	November Magnetic Board January Coins, Clocks & Bills March Magnetic Board May Coins, Clocks & Bills Number Corner Student Book, pages 35, 40, 62	Set A6 Number & Operations: Estimating to Add & Subtract, Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 39, 87, 89, 90, 92, 93, 96, 99, 100, 126	Informal Bridges Practice Book, pages 39, 87, 89, 90, 92, 93, 96, 99, 100, 126
				Formal Unit 2, Sessions 12 & 30 (Unit Pre- and Post-Assessment) Unit 5, Sessions 1 & 20 (Unit Pre- and Post-Assessment) Number Corner Teacher’s Guide, pages 200–202 and 266–268 (Checkups 2 & 3)

Bridges Grade 3 Correlations to Washington Mathematics Performance Expectations (cont.)

NUMBERS, OPERATIONS				
ADDITION, SUBTRACTION, AND PLACE VALUE				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
3.1.E Solve single- and multi-step word problems involving addition and subtraction of whole numbers and verify the solutions.	Unit 2, Sessions 18–19, 22, 25 Unit 5, Sessions 2, 10, 13, 17		Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activities 1–4; Independent Worksheets 1, 2 & 3 Set A6 Number & Operations: Estimating to Add & Subtract, Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 98, 100, 118, 129, 130, 136	Informal Unit 2, Sessions 18, 22 (Work Samples) Unit 5, Sessions 2, 10, 17 Bridges Practice Book, pages 98, 100, 118, 129, 130, 136
				Formal Unit 2, Sessions 12 & 30 (Unit Pre- and Post-Assessment) Unit 5, Sessions 1 & 20 (Unit Pre- and Post-Assessment) Unit 4, Sessions 1 & 24 (Unit Pre- and Post-Assessments)

OPERATIONS, ALGEBRA				
CONCEPTS OF MULTIPLICATION AND DIVISION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
3.2.A Represent multiplication as repeated addition, arrays, counting by multiples, and equal jumps on the number line, and connect each representation to the related equation.	Unit 4, Sessions 2–9, 12, 14–16, 18–19, 22 Unit 4, page 465 (Home Connection 13)	Number Corner Student Book, pages 14, 58	Set A2 Number & Operations: Basic Multiplication & Division, Activities 1 & 2, and Independent Worksheets 1, 3, 5, 6 & 8 Bridges Practice Book, pages 14, 16, 24, 25, 61, 63, 67, 68, 69, 91, 93	Informal Unit 4, Session 9 (Work Sample) Bridges Practice Book, pages 14, 16, 24, 25, 61, 63, 67, 68, 69, 91, 93
				Formal Unit 4, Sessions 1 & 24 (Unit Pre- and Post-Assessments)
3.2.B Represent division as equal sharing, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects, and connect each representation to the related equation.	Unit 4, Sessions 4, 9, 13–14, 23 Unit 6, Sessions 7–8	March Computational Fluency	Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheets 1, 3, 5 & 8 Bridges Practice Book, page 72	Informal Unit 4, Session 9 (Work Sample)
				Formal Unit 4, Sessions 1 & 24 (Unit Pre- and Post-Assessments)

Bridges Grade 3 Correlations to Washington Mathematics Performance Expectations (cont.)

OPERATIONS, ALGEBRA				
CONCEPTS OF MULTIPLICATION AND DIVISION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
3.2.C Determine products, quotients, and missing factors using the inverse between multiplication and division.	Unit 4, Sessions 4, 9, 13, 18–19, 23	March Computational Fluency Number Corner Student Book, page 54	Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheets 1, 3, 4, 5, 7 & 8 Bridges Practice Book, pages 67, 69, 75, 77, 83, 119	
3.2.D Apply and explain strategies to compute multiplication facts to 10×10 and the related division facts.	Unit 4, Sessions 5–6, 10, 15, 18, 20, 22 Unit 4, pages 495, 548, 564 (Home Connections 14, 16 & 17) Unit 5, page 603 (Home Connection 18)	October Calendar Grid October Magnetic Board November Numbers Grid December Computational Fluency February–May Computational Fluency	Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheets 1, 3, 4 & 5 Bridges Practice Book, pages 71, 73	Formal Unit 4, Sessions 1 & 24 (Unit Pre- and Post-Assessments)
3.2.E Quickly recall those multiplication facts for which one factor is 1, 2, 5, or 10 and the related division facts.	Unit 4, Sessions 5–10, 15, 17, 20, 22 Unit 4, pages 495, 548, 564 (Home Connections 14, 16 & 17) Unit 5, page 603 (Home Connection 18) Unit 7, pages 833, 855–856 (Home Connections 27 & 28)	September Numbers Grid October Calendar Grid October Numbers Grid November Numbers Grid December Computational Fluency February–May Computational Fluency Number Corner Student Book pages 14, 23, 45–48, 54	Bridges Practice Book, pages 61, 63, 65, 67, 69, 77, 79, 83, 119, 121, 123, 135	Informal Bridges Practice Book, pages 61, 63, 65, 67, 69, 77, 79, 83, 119, 121, 123, 135
				Formal Unit 4, Sessions 11, 21 (Multiplication Fluency Checkups 1 & 2) Unit 5, Session 9 (Multiplication Fluency Checkup 3) Number Corner Teacher's Guide, pages 266–268, 322–324 (Checkups 3 & 4)
3.2.F Solve and create word problems that match multiplication or division equations.	Unit 4, Sessions 4, 13		Set A1 Number & Operations: Equal Expressions, Activity 1 and Independent Worksheets 1 & 2 Set A2 Number & Operations: Basic Multiplication & Division, Activities 1 & 2, and Independent Worksheets 6 & 8 Bridges Practice Book, pages 62, 66, 76	Formal Unit 4, Sessions 1 & 24 (Unit Pre- and Post-Assessments)

Bridges Grade 3 Correlations to Washington Mathematics Performance Expectations (cont.)

OPERATIONS, ALGEBRA				
CONCEPTS OF MULTIPLICATION AND DIVISION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
3.2.G Multiply any number from 11 to 19 by a single-digit number using the distributive property and place value concepts.	Unit 4, Session 12 Unit 7, Sessions 12–17	May Magnetic Board	Set A2 Number & Operations: Basic Multiplication & Division, Activities 1 & 2, and Independent Worksheet 6 Bridges Practice Book, pages 121, 122, 124, 127, 138	Informal Bridges Practice Book, pages 121, 122, 124, 127, 138
				Formal Unit 7, Sessions 2 & 20 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, pages 322–324 (Checkup 4)
3.2.H Solve single- or multi-step word problems that involve multiplication and division and verify the solutions.	Unit 4, Session 9, 12–13, 14, 23 Unit 6, Sessions 12–13		Set A1 Number & Operations: Equal Expressions, Activity 1 and Independent Worksheets 1 & 2 Set A2 Number & Operations: Basic Multiplication & Division, Activities 1 & 2, and Independent Worksheets 6 & 8 Set F1 Problem Solving: Strategies, Independent Worksheets 2, 3 & 9 Bridges Practice Book, pages 70, 72, 74, 76, 78, 118, 120, 124, 127, 129, 136	Informal Unit 4, Sessions 9 & 13 (Work Samples) Bridges Practice Book, pages 70, 72, 74, 76, 78, 118, 120, 124, 127, 129, 136

Bridges Grade 3 Correlations to Washington Mathematics Performance Expectations (cont.)

NUMBERS, ALGEBRA				
FRACTION CONCEPTS				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
3.3.A Represent fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12 as parts of a whole, parts of a set, and points on the number line.	Unit 3, Sessions 11–12 Unit 6, Sessions 5, 7–9, 11–18	December - February Magnetic Board April Calendar Grid May Calendar Grid Number Corner Student Book, p. 29	Set A5 Number & Operations: Fractions, Activity 1 and Independent Worksheets 1 & 2 Bridges Practice Book, page 10, 103, 105, 109, 111, 114, 125, 133	Informal Bridges Practice Book, page 10, 103, 105, 109, 111, 114, 125, 133
				Formal Unit 6, Sessions 2 & 18 (Unit Pre- and Post-Assessments)
3.3.B Compare and order fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.	Unit 6, Sessions 5, 7–8, 13–15	December Magnetic Board January Magnetic Board	Set A5 Number & Operations: Fractions, Activity 1 Bridges Practice Book, page 30, 103, 109, 111, 114, 115, 116, 117, 125, 133	Informal Bridges Practice Book, page 30, 103, 109, 111, 114, 115, 116, 117, 125, 133
3.3.C Represent equivalent fractions with denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.	Unit 6, Session 6, 9, 13–14	December Magnetic Board January Magnetic Board April Calendar Grid May Calendar Grid	Set A5 Number & Operations: Fractions, Activity 1	Formal Number Corner Teacher's Guide, pages 322–324 (Checkup 4)
3.3.D Solve single- and multi-step word problems involving comparison of fractions and verify the solutions.	Unit 6, Sessions 6, 9, 12		Set A5 Number & Operations: Fractions, Activity 1 Set F1 Problem Solving: Strategies, Independent Worksheet 4 Bridges Practice Book, pages 108, 110, 114, 115, 116, 117, 128	Informal Bridges Practice Book, pages 108, 110, 114, 115, 116, 117, 128
				Formal Unit 6, Sessions 2 & 18 (Unit Pre- and Post-Assessments)

Bridges Grade 3 Correlations to Washington Mathematics Performance Expectations (cont.)

GEOMETRY/MEASUREMENT				
GEOMETRY				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
3.4.A Identify and sketch parallel, intersecting, and perpendicular lines and line segments.	Unit 3, Sessions 3, 9 Unit 7, Sessions 5, 6		Set C1 Geometry: Parallel, Perpendicular & Intersecting, Activity 1 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 42, 43, 58, 140	Informal Unit 3, Session 9 (Instructional Considerations for Geoboard Polygons)
3.4.B Identify and sketch right angles.	Unit 3, Sessions 3, 9 Unit 3, page 423 (Home Connection 12)	November Calendar Grid Number Corner Student Book, page 22	Bridges Practice Book, pages 41, 43, 55, 56, 58, 139, 140	Informal Unit 3, Session 9 (Instructional Considerations for Geoboard Polygons)
3.4.C Identify and describe special types of quadrilaterals.	Unit 3, Sessions 2–4, 8–9, 12–15 Unit 7, Sessions 3–7	November Calendar Grid March Calendar Grid April Calendar Grid	Bridges Practice Book, page 45, 139, 140	Formal Unit 3, Session 15 (Unit Post-Assessment, Ten Objects in a Bag)
3.4.D Measure and calculate perimeters of quadrilaterals.	Unit 5, Sessions 7–8	March Data Collector Number Corner Student Book, page 53	Bridges Practice Book, pages 44, 46, 48, 54, 119, 130, 134	Informal Bridges Practice Book, pages 44, 46, 48, 54, 119, 130, 134
				Formal Number Corner Teacher's Guide, pages 266–268 (Checkup 3)
3.4.E Solve single- and multi-step word problems involving perimeters of quadrilaterals and verify the solutions.	Unit 3, Sessions 2–4, 6–7, 9, 11–12 Unit 7, Sessions 6–8		Bridges Practice Book, pages 50, 60, 106, 130, 134, 135	Informal Bridges Practice Book, pages 50, 60, 106, 130, 134, 135
				Formal Unit 3, Session 15 (Unit Post-Assessment, Ten Objects in a Bag)

Bridges Grade 3 Correlations to Washington Mathematics Performance Expectations (cont.)

ALGEBRA, GEOMETRY/MEASUREMENT, DATA/STATISTICS/PROBABILITY				
ADDITIONAL KEY CONTENT				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
3.5.A Determine whether two expressions are equal and use “=” to denote equality.			Set A1 Number & Operations: Equal Expressions, Activity 1 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 7, 111, 113, 137	Informal Bridges Practice Book, pages 7, 111, 113, 137
3.5.B Measure temperature in degrees Fahrenheit or degrees Celsius using a thermometer.		November Magnetic Board November Data Collector December Calendar Grid January Data Collector Number Corner Student Book, pages 18–20, 24, 26, 31–33, 38		
3.5.C Estimate, measure, and compare weight and mass using appropriate-sized U.S. customary and metric units.	Unit 4, pages 497–498 (Introduction to Weight Measurement) Unit 4, pages 498–500 (Work Place 4D) Unit 4, page 521 (Home Connection 15) Unit 5, pages 620–621 (Introducing Grams) Unit 5, pages 621–623 (Work Place 5C)	September Calendar Grid		
3.5.D Estimate, measure, and compare capacity using appropriate-sized U.S. customary and metric units.	Unit 6, Sessions 9–10 Unit 6, page 759 (Home Connection 24) Unit 7, Session 9	September Calendar Grid	Bridges Practice Book, page 126	
3.5.E Construct and analyze pictographs, frequency tables, line plots, and bar graphs.	Unit 1, Sessions 2, 3, 20 Unit 2, pages 227–229 (Analyzing Outcomes for Blast Off to Space) Unit 3, Session 6 Unit 4, Sessions 3, 17 Unit 6, Sessions 9, 16–17 Unit 6, page 775 (Home Connection 25) Unit 8, Sessions 11, 13, 15	October Data Collector December Data Collector February Data Collector April Data Collector Number Corner Student Book, pages 15–16, 28, 49	Set E1 Data Analysis: Graphs, Activities 1, 2 & 3 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 2, 4, 6, 15, 102, 132	Informal Bridges Practice Book, pages 2, 4, 6, 15, 102, 132
				Formal Unit 6, Sessions 2 & 18 (Unit Pre- and Post-Assessment) Number Corner Teacher’s Guide, pages 200–202 (Checkup 2)

Bridges Grade 3 Correlations to Washington Mathematics Performance Expectations (cont.)

REASONING, PROBLEM SOLVING, AND COMMUNICATION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
3.6.A Determine the question(s) to be answered given a problem situation.	Unit 1, Sessions 4, 7, 19 Unit 2, Sessions 18, 22, 25 Unit 4, Session 9, 12–14, 23 Unit 5, Sessions 2, 10, 13, 17 Unit 8, Sessions 10–15	May Computational Fluency	Set F1 Problem Solving: Strategies, Activities 1, 2 & 3, and Independent Worksheets 1–9 Bridges Practice Book, pages 18, 20, 26, 28	Informal Unit 4, page 514–516 (Instructional Considerations for Solving Game Store Problems)
				Formal Unit 1, Session 19 (Addition & Subtraction Story Problems)
3.6.B Identify information that is given in a problem and decide whether it is essential or unnecessary to the solution of the problem.	Unit 1, Sessions 4, 7 Unit 2, Sessions 18, 22, 25 Unit 3, Session 2, 13–14 Unit 7, Sessions 3, 5	September–May Calendar Grid	Set F1 Problem Solving: Strategies, Activities 1, 2 & 3, and Independent Worksheets 1–9 Bridges Practice Book, pages 18, 20, 26, 28	
3.6.C Identify missing information that is needed to solve a problem.	Unit 1, Sessions 4, 7 Unit 3, Sessions 2, 13–14 Unit 5, Sessions 7–8 Unit 7, Sessions 3, 5		Bridges Practice Book, pages 38, 40	Informal Bridges Practice Book, pages 38, 40
3.6.D Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	Unit 2, Sessions 18–19, 22–23, 26–27 Unit 4, Session 9, 13–14, 23 Unit 5, Session 10, 13, 17 Unit 6, Sessions 5–8 Unit 8, Sessions 10–15		Set F1 Problem Solving: Strategies, Activities 1, 2 & 3, and Independent Worksheets 1–9	
3.6.E Select and use one or more appropriate strategies to solve a problem.	Unit 1, Sessions 4, 7 Unit 2, Sessions 18, 22–23, 25–27 Unit 3, Session 2 Unit 4, Sessions 9, 12–14, 19, 23 Unit 5, Sessions 2, 7–8, 17 Unit 6, Session 7–8 Unit 8, Sessions 10–15		Set F1 Problem Solving: Strategies, Activities 1, 2 & 3, and Independent Worksheets 1–9 Bridges Practice Book, page 80	Informal Bridges Practice Book, page 80, 104, 106

Bridges Grade 3 Correlations to Washington Mathematics Performance Expectations (cont.)

REASONING, PROBLEM SOLVING, AND COMMUNICATION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
3.6.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	Unit 1, Sessions 4, 7–9, 19 Unit 2, Sessions 18, 22–23, 25–27 Unit 3, Sessions 2, 4 Unit 4, Sessions 9, 13–14, 19, 23 Unit 5, Sessions 2, 5, 7–8, 10, 13–14, 17 Unit 6, Sessions 7–8 Unit 7, Sessions 12–13	March Magnetic Board	Set F1 Problem Solving: Strategies, Activities 1, 2 & 3, and Independent Worksheets 1–9 Bridges Practice Book, pages 18, 20, 26, 28, 38, 40, 80, 104, 106, 108, 110, 116, 120, 127, 128, 129, 130, 134, 136	Informal Unit 4, pages 514–516 (Instructional Considerations for Solving Game Store Problems) Bridges Practice Book, pages 18, 20, 26, 28, 38, 40, 80, 104, 106, 108, 110, 116, 120, 127, 128, 129, 130, 134, 136 Formal Unit 1, Session 19 (Addition & Subtraction Story Problems) Unit Pre- and Post-Assessments: Unit 2, Sessions 12 & 30 Unit 4, Sessions 1 & 24 Unit 5, Sessions 1 & 20 Unit 6, Sessions 2 & 18 Unit 7, Sessions 2 & 20
3.6.G Explain why a specific problem-solving strategy was used to determine a solution.	Unit 2, Session 17–18, 22–23, 25–27 Unit 4, Sessions 14, 19, 23 Unit 5, Sessions 7–8, 10–11 Unit 8, Sessions 10–15		Set F1 Problem Solving: Strategies, Activities 1, 2 & 3	
3.6.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	Unit 1, Sessions 4, 7 Unit 2, Session 15, 17, 22, 25–27 Unit 3, Sessions 2, 11–12 Unit 4, Sessions 12–14, 23 Unit 5, Session 11, 17 Unit 7, Sessions 12–13		Set F1 Problem Solving: Strategies, Activities 1, 2 & 3 Set A6 Number & Operations: Estimating to Add & Subtract, Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 78, 80s	Formal Unit 2, Sessions 12 & 30 (Unit Pre- and Post-Assessment) Unit 5, Sessions 1 & 20 (Unit Pre- and Post-Assessment)
3.6.I Summarize mathematical information, draw conclusions, and explain reasoning.	Unit 1, Sessions 2, 4, 7 Unit 2, Session 11 Unit 4, Sessions 17–19 Unit 5, Sessions 7–8 Unit 6, Sessions 5, 16–17 Unit 7, Sessions 8, 18–19 Unit 8, Session 1, 5, 7, 11, 13, 15	October Data Collector December Data Collector February Data Collector April Data Collector May Data Collector	Set E1 Data Analysis: Graphs, Activities 1, 2 & 3 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 115, 121, 124, 126, 132	Informal Bridges Practice Book, pages 115, 121, 124, 126, 132

Bridges Grade 3 Correlations to Washington Mathematics Performance Expectations (cont.)

REASONING, PROBLEM SOLVING, AND COMMUNICATION				
WA Performance Expectations	Bridges	Number Corner	Bridges Supplement	Assessment
3.6.J Make and test conjectures based on data (or information) collected from explorations and experiments.	Unit 1, Sessions 2, 4, 7, 12, 20 Unit 3, Sessions 8, 10 Unit 4, Sessions 3, 18–19 Unit 5, Sessions 7–8 Unit 6, Sessions 5–6, 16–17 Unit 7, Sessions 5–6, 8, 18–19 Unit 8, Sessions 1, 3, 5, 7, 9–14	October Data Collector April Data Collector May Data Collector	Bridges Practice Book, pages 135, 139, 140	