

Bridges Grade 5 Correlations to Washington Mathematics Performance Expectations

OPERATIONS, ALGEBRA					
MULTI-DIGIT DIVISION					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.1.A Represent multi-digit division using place value models and connect the representation to the related equation.	Unit 2, Sessions 13–19 Unit 4, Sessions 2, 4–10	Home Connections, Vol. 1: HC's 19, 21, 34, 41	February Computational Fluency	Bridges Practice Book, pages 35, 68, 79, 85, 91, 99, 131	Informal Unit 2, Sessions 17 & 20 (Work Samples) Bridges Practice Book, pages 22, 61, 79, 81, 85, 91, 99, 131
					Formal Unit 2, Sessions 4 & 21 (Unit Pre- and Post-Assessment, and Student Reflection Sheet)
5.1.B Determine quotients for multiples of 10 and 100 by applying knowledge of place value and properties of operations.	Unit 2, Sessions 15, 19	Home Connections, Vol. 1: HC's 21, 23	December Computational Fluency	Set A3 Number & Operations: Estimating to Multiply & Divide, Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 22, 38, 81,	
5.1.C Fluently and accurately divide up to a four-digit number by one- and two- digit divisors accurately using the standard long division algorithm.		Home Connections, Vol. 2: HC's 42, 47–49, 52, 60–61	May Computational Fluency	Set A4 Number & Operations: Long Division, Activities 1 & 2	Formal Unit 4, Session 21 (Unit Post-Assessment, and Student Reflection Sheet)
5.1.D Estimate quotients to approximate solutions and determine reasonableness of answers in problems involving up to two-digit divisors.	Unit 2, Sessions 14–17 Unit 4, Sessions 2, 4–10	Home Connections, Vol. 1: HC's 19, 32, 35, 36, 41	May Computational Fluency	Set A3 Number & Operations: Estimating to Multiply & Divide, Independent Worksheets 1, 2 & 3 Set A4 Number & Operations: Long Division, Activities 1 & 2 Bridges Practice Book, pages 37, 38, 39, 64, 85, 91, 99, 131	Informal Bridges Practice Book, pages 1, 37, 38, 39, 72, 91, 131
					Formal Unit 4, Session 21 (Unit Post-Assessment, and Student Reflection Sheet)
5.1.E Mentally divide two-digit numbers by one-digit divisors and explain the strategies used.	Unit 2, Sessions 14, 15 Unit 4, Sessions 2, 7–9				

Bridges Grade 5 Correlations to Washington Mathematics Performance Expectations (cont.)

OPERATIONS, ALGEBRA					
MULTI-DIGIT DIVISION					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.1.F Solve single- and multi-step work problems involving multi-digit division and verify the solutions.	Unit 2, Sessions 13–15, 17 Unit 2, page 289 (Division Challenge Problems) Unit 4, Sessions 4, 6, 10 Unit 6, Session 10	Home Connections, Vol. 1: HC's 2–4, 34–35, 37, 41 Home Connections, Vol. 2: HC's 49, 52, 57–58, 61, 64		Set A4 Number & Operations: Long Division, Activities 1 & 2 Bridges Practice Book, pages 30, 32, 34, 36, 64, 70, 72, 90, 92, 100	Informal Unit 2, Sessions 17 & 20 (Work Samples) Unit 5, Session 13 (Work Sample)
					Formal Unit 2, Sessions 4 & 21 (Unit Pre- and Post-Assessment and Student Reflection Sheet)

NUMBERS, OPERATIONS, ALGEBRA					
ADDITION AND SUBTRACTION OF FRACTIONS AND DECIMALS					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.2.A Represent addition and subtraction of fractions and mixed numbers using visual and numerical models, and connect the representation to the related equation.	Unit 4, Sessions 11–16, 18–19, 22 Unit 6, Sessions 5–7	Home Connections, Vol. 1: HC's 23, 40, 41 Home Connections, Vol. 2: HC 51	November Calendar Grid November Calendar Collector March Computational Fluency April Computational Fluency Number Corner Student Book, page 58 Support Activities 27,	Set A5 Number & Operations: Adding & Subtracting Fractions, Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 76, 77, 79, 107, 109	Informal Unit 4, Sessions 15–16 (Work Samples) Unit 6, Session 6 (Work Sample) Bridges Practice Book, pages 76, 77, 107, 109
					Formal Unit 4, Session 1 (Unit Pre-Assessment) Unit 4, Session 23 (Unit Post-Assessment and Student Reflection Sheet)

Bridges Grade 5 Correlations to Washington Mathematics Performance Expectations (cont.)

NUMBERS, OPERATIONS, ALGEBRA					
ADDITION AND SUBTRACTION OF FRACTIONS AND DECIMALS					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.2.B Represent addition and subtraction of decimals using place value models and connect the representation to the related equation.	(Grade 4, Unit 6, Sessions 15–17) Unit 6, Session 14		November Calendar Grid March Computational Fluency support Activities 23, 27, 33, 34, 35 (See Grade 5 Number Corner Blacklines)	Bridges Practice Book, pages 112, 113, 130	Informal Unit 6, Session 14 (Work Sample) Bridges Practice Book, pages 112, 113, 130
					Formal Unit 6, Session 1 (Unit Pre-Assessment) Unit 6, Session 19 (Unit Post-Assessment and Student Reflection Sheet)
5.2.C Given two fractions with unlike denominators, rewrite the fractions with a common denominator.	Unit 4, Sessions 18–19 Unit 6, Sessions 3–7	Home Connections, Vol. 2: HC 51	April Computational Fluency	Set A6 Number & Operations: Fraction Concepts, Activity 2 and Independent Worksheets 2 & 3 Bridges Practice Book, pages 103, 104, 106, 107, 108, 109, 110, 117, 127, 129, 133, 135	Formal Unit 6, Session 19 (Unit Post-Assessment and Student Reflection Sheet)
5.2.D Determine the greatest common factor and the least common multiple of two or more whole numbers.	Unit 6, Sessions 3–7		February Calendar Grid	Set A6 Number & Operations: Fraction Concepts, Activity 1 and Independent Worksheets 1 & 3 Bridges Practice Book, pages 101, 102, 103, 104, 106, 108, 127, 129, 133, 135	

Bridges Grade 5 Correlations to Washington Mathematics Performance Expectations (cont.)

NUMBERS, OPERATIONS, ALGEBRA					
ADDITION AND SUBTRACTION OF FRACTIONS AND DECIMALS					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.2.E Fluently and accurately add and subtract fractions, including mixed numbers.	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 Computational Fluency	Set A5 Number & Operations: Adding & Subtracting Fractions, Independent Worksheets 1, 2 & 3 Set A6 Number & Operations: Fraction Concepts, Activity 2 and Independent Worksheet 3 Bridges Practice Book, pages 108, 110, 118, 127, 129, 133, 134, 135	Informal Unit 6, Sessions 6 & 14 (Work Samples) Bridges Practice Book, pages 108, 110, 118, 127, 129, 133, 134, 135
					Formal Unit 6, Sessions 1 & 19 (Unit Pre- and Post-Assessments and Student Reflection Sheet) Number Corner Teacher's Guide, pages 57–60, 320–324, 400–404 (Baseline Assessment, Checkups 3 & 4)
5.2.F Fluently add and subtract decimal numbers.	Unit 6, Session 14 Unit 6, pages 887–890 and 894–895 (Work Place 6C)	Home Connections, Vol. 2: HC's 55, 56, 58	Number Corner Student Book pages 167, 175	Bridges Practice Book, pages 114, 115, 137	Informal Bridges Practice Book, pages 114, 115, 137
					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.G Estimate sums and differences of fractions, mixed numbers, and decimals to predict solutions to problems or determine reasonableness of answers.	Unit 4, Session 12 Unit 6, Session 14		April Computational Fluency Support Activity 35 (See Grade 5 Number Corner Blacklines)	Set A6 Number & Operations: Fraction Concepts, Activity 2 and Independent Worksheets 2 & 3 Bridges Practice Book, pages 113, 114, 118	Informal Bridges Practice Book, pages 113, 114, 118

Bridges Grade 5 Correlations to Washington Mathematics Performance Expectations (cont.)

NUMBERS, OPERATIONS, ALGEBRA					
ADDITION AND SUBTRACTION OF FRACTIONS AND DECIMALS					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.2.H Solve single- and multi-step word problems involving addition and subtraction of whole numbers, fractions (including mixed numbers) and decimals and verify their solutions.	Unit 4, Sessions 13, 20 Unit 6, Sessions 5–6, 14	Home Connections, Vol. 2: HC 52, 55, 58	March Computational Fluency Number Corner Student Book pages 50, 151–153, 158–159, 188, 193, 196	Set A5 Number & Operations: Adding & Subtracting Fractions, Independent Worksheets 1, 2 & 3 Set A6 Number & Operations: Fraction Concepts, Activity 2 and Independent Worksheet 3 Bridges Practice Book, pages 78, 80, 116, 119, 120, 127, 129, 133, 134, 135	Informal Unit 4, Session 20 (Work Sample) Unit 6, Sessions 5, 6, 14 (Work Samples) Bridges Practice Book, pages 78, 80, 116, 119, 120, 127, 129, 133, 134, 135
					Formal Unit 4, Sessions 1 & 23 (Unit Pre- and Post-Assessments and Student Reflection Sheet) Unit 6, Sessions 1 & 19 (Unit Pre- and Post-Assessments and Student Reflection Sheet) Number Corner Teacher's Guide, pages 320–324, 400–404 (Checkups 3 & 4)

GEOMETRY/MEASUREMENT. ALGEBRA					
TRIANGLES AND QUADRILATERALS					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.3.A Classify quadrilaterals.	Unit 3, Sessions 1–4, 7, 12–14, 16	Home Connections, Vol. 1: HC's 24	October Calendar Grid	Set C1 Geometry: Triangles & Quadrilaterals, Activity 2 and Independent Worksheets 3-4 Bridges Practice Book, pages 41, 97	Formal Unit 3, Sessions 5 & 22 (Unit Pre- and Post-Assessments and Student Reflection Sheet)
5.3.B Identify, sketch, and measure acute, right, and obtuse angles.	Unit 3, Sessions 6–10, 13–16 Unit 8, Session 1	Home Connection, Vol. 1: HC's 25–26	September Calendar Grid May Calendar Grid Number Corner Student Book, pages 180–181, 197	Bridges Practice Book, pages 43, 44	Informal Unit 3, Session 9 (Work Sample)
					Formal Unit 3, Sessions 5 & 22 (Unit Pre- and Post-Assessments and Student Reflection Sheet)

Bridges Grade 5 Correlations to Washington Mathematics Performance Expectations (cont.)

GEOMETRY/MEASUREMENT. ALGEBRA					
TRIANGLES AND QUADRILATERALS					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.3.C Identify, describe, and classify triangles by angle measure and number of congruent sides.	Unit 3, Sessions 4, 7, 12–14, 16		October Calendar Grid	Set C1 Geometry: Triangles & Quadrilaterals, Activity 1 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 43, 44, 97, 140	
5.3.D Determine the formula for the area of a parallelogram by relating it to the area of a rectangle.	Unit 3, Sessions 1, 4, 16 Unit 3, page 336 (Challenge)	Home Connections, Vol. 1: HC's 28,	October Calendar Grid Number Corner Student Book pages 27, 34	Set C1 Geometry: Triangles & Quadrilaterals, Activities 3 & 4 and Independent Worksheet 5	
5.3.E Determine the formula for the area of a triangle by relating it to the area of a parallelogram.	Unit 3, Sessions 4, 16	Home Connections, Vol. 1: HC's 28,	October Calendar Grid Number Corner Student Book pages 27, 34	Set C1 Geometry: Triangles & Quadrilaterals, Activity 4 & Independent Worksheet 5	
5.3.F Determine the perimeters and areas of triangles and parallelograms.	Unit 3, Sessions 1, 4, 16 Unit 3, page 336 (Challenge)	Home Connections, Vol. 1: HC's 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, Activities 3 & 4 and Independent Worksheets 5 & 6 Bridges Practice Book, pages 45, 47, 51, 53, 54, 58, 72, 85, 91	Informal Bridges Practice Book, pages 45, 47, 51, 53, 54, 58, 72, 85, 91
					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)
5.3.G Draw quadrilaterals and triangles from given information about sides and angles.	Unit 3, Sessions 7, 12	Home Connections, Vol. 2: HC 65	Number Corner Student Book pages 8, 14	Set C1 Geometry: Triangles & Quadrilaterals, Activities 1 & 3 and Independent Worksheets 1–4 Bridges Practice Book, pages 42, 44	Formal Unit 3, Sessions 5 & 22 (Unit Pre- and Post-Assessments and Student Reflection Sheet)

Bridges Grade 5 Correlations to Washington Mathematics Performance Expectations (cont.)

GEOMETRY/MEASUREMENT. ALGEBRA					
TRIANGLES AND QUADRILATERALS					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.3.H Determine the number and location of lines of symmetry in triangles and quadrilaterals.	Unit 3, Sessions 12–14, 16	Home Connections, Vol. 1: HC's 27	September Calendar Grid December Calendar Grid Number Corner Student Book pages 15–18	Bridges Practice Book, pages 139, 140	Formal Unit 3, Sessions 5 & 22 (Unit Pre- and Post-Assessments and Student Reflection Sheet) Number Corner Teacher's Guide, pages 110–114 (Checkup 1)
5.3.I Solve single- and multi-step word problems about the perimeters and areas of quadrilaterals and triangles and verify the solutions.	Unit 3, Session 1 Unit 7, Sessions 10-14	Home Connections, Vol. 1: HC 20 Home Connections, Vol. 2: HC 65	September Problem Solving January Problem Solving March Problem Solving Number Corner Student Book pages 8, 14, 86, 94, 139–141, 143, 164, 166, 185	Set C1 Geometry: Triangles & Quadrilaterals, Independent Worksheet 5 & 6 Bridges Practice Book, pages 20, 40, 46, 48, 52, 54, 72, 85, 91,134	Informal Bridges Practice Book, pages 20, 40, 46, 48, 52, 54, 72, 85, 91, 134

OPERATIONS, GEOMETRY/MEASUREMENT, ALGEBRA					
REPRESENTATIONS OF ALGEBRAIC RELATIONSHIPS					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.4.A Describe and create a rule for numerical and geometric patterns and extend the patterns.	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	Bridges Practice Book, pages 123, 124, 128	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)

Bridges Grade 5 Correlations to Washington Mathematics Performance Expectations (cont.)

OPERATIONS, GEOMETRY/MEASUREMENT, ALGEBRA					
REPRESENTATIONS OF ALGEBRAIC RELATIONSHIPS					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.4.B Write a rule to describe the relationship between two sets of data that are linearly related.	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			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)
5.4.C Write algebraic expressions that represent simple situations and evaluate the expressions, using substitution when variables are involved.	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 B1Algebra: Diagrams & Equations, Activity 1 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 124, 125, 126	Informal Unit 1, Session 18 (Work Sample) Unit 7, Session 12 (Work Sample)
					Formal Unit 7, Sessions 3 & 16 (Unit Pre- and Post-Assessments and Student Reflection Sheet)
5.4.D Graph ordered pairs in the coordinate plane for two sets of data related by a linear rule and draw the line they determine.	Unit 1, Session 18 Unit 7, Sessions 4–7	Home Connections, Vol. 1: HC 29 Home Connections, Vol. 2: HC 64			Informal Unit 1, Session 18 (Work Sample) Unit 7, Session 5 (Work Sample)
					Formal Unit 7, Session 16 (Unit Post-Assessment and Student Reflection Sheet)

Bridges Grade 5 Correlations to Washington Mathematics Performance Expectations (cont.)

NUMBERS, DATA/STATISTICS/PROBABILITY					
ADDITIONAL KEY CONTENT					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.5.A Classify numbers as prime or composite.	Unit 1, Session 9, 11–12	Home Connection, Vol. 1: HC 6	September Computational Fluency March Problem Solving Number Corner Student Book, pages 10, 136–137, 139–140	Bridges Practice Book, pages 3, 13, 15, 89	Formal Unit 1, Sessions 4 & 21 (Unit Pre- and Post-Assessment)
5.5.B Determine and interpret the mean of a small data set of whole numbers.	Unit 1, Sessions 19–20 Unit 5, Session 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	Set A4 Number & Operations: Long Division, Activities 1 & 2	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 (Check-ups 2, 3, and 4)
5.5.C Construct and analyze line graphs.	Unit 7, Session 7	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	Bridges Practice Book, pages 87, 88	Number Corner Teacher's Guide, pages 232–236 (Checkup 2)

Bridges Grade 5 Correlations to Washington Mathematics Performance Expectations (cont.)

REASONING, PROBLEM SOLVING, AND COMMUNICATION					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.6.A Determine the question(s) to be answered given a problem situation.	Unit 1, Session 8 Unit 2, Sessions 11, 15 Unit 3, Sessions 1, 19–21 Unit 4, Session 20 Unit 5, Sessions 12–15 Unit 6, page 795 (Pattern Block Fraction Challenge) Unit 7, Sessions 7, 10–13 Unit 8, Sessions 3–5, 7		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	Set E1 Data Analysis: Probability & Technology, Activities 1 & 2, and Independent Worksheet 1 Bridges Practice Book, pages 10, 18, 20, 34, 40, 65, 92, 100, 132, 136	Informal Unit 5, Session 13 (Work Sample)
5.6.B Identify information that is given in a problem and decide whether it is essential or extraneous to the solution of the problem.	Unit 1, Sessions 5–6, 16–17 Unit 3, Sessions 1, 13–14 Unit 4, Session 20 Unit 5, Sessions 12–13 Unit 6, page 795 (Pattern Block Fraction Challenge) Unit 7, Sessions 4–5, 7, 10–13 Unit 8, Sessions 3–5, 7		September–May Problem Solving September–May Calendar Grid 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	Bridges Practice Book, pages 10, 18, 34, 65, 92	Informal Bridges Practice Book, pages 10, 18, 34, 65, 92
5.6.C Determine whether additional information is needed to solve the problem.	Unit 1, Sessions 5–6, 16–17 Unit 3, Sessions 13–14, 19–21 Unit 7, Sessions 2, 4–5, 7, 9–13		May Problem Solving	Bridges Practice Book, pages 65, 132, 134, 136	Informal Bridges Practice Book, pages 65, 132, 134, 136
5.6.D Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	Unit 1, Sessions 16–17 Unit 3, Sessions 3–4, 6–7, 9–10, 19–21 Unit 4, Session 20 Unit 6, Sessions 4–7 Unit 7, Sessions 4–7, 10–13 Unit 8, Session 9		September–May Problem Solving		

Bridges Grade 5 Correlations to Washington Mathematics Performance Expectations (cont.)

REASONING, PROBLEM SOLVING, AND COMMUNICATION					
WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.6.E Select and use one or more appropriate strategies to solve a problem, and explain the choice of strategy.	Unit 1, Sessions 5–6, 10, 16–17 Unit 3, Session 1, 6–7, 9–11 Unit 4, Sessions 6, 10, 13, 20 Unit 5, Sessions 4–5, 12–13 Unit 7, Sessions 7, 10–13	Home Connections, Vol. 2: HC 65	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 7, Session 14 (Poster Response Form) Number Corner Teacher’s Guide, Vol. 2, pages 210–212, 258, 341–342, 377–378 (Scoring Each Other’s Work)
5.6.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	Unit 1, Sessions 5–8, 10, 12 Unit 2, Sessions 8–9, 11–14, 16–17 Unit 3, Sessions 1, 11, 13–14 Unit 4, Sessions 2, 4–6, 10, 12–14, 17–20 Unit 5, Sessions 4–5, 12–15 Unit 6, Sessions 3, 7, 17, 20–21 Unit 7, Sessions 4–13 Unit 8, Sessions 1, 4	Home Connections, Vol. 2: HC 65	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	Bridges Practice Book, pages 10, 17, 18, 20, 26, 28, 30, 32, 34, 36, 40, 46, 52, 54, 64, 65, 69, 70, 72, 74, 78, 80, 85, 86, 90, 91, 92, 100, 116, 119, 120, 126, 128, 132, 133, 134, 135, 136, 138	Informal Unit 7, Session 14 (Poster Response Form) Number Corner Teacher’s Guide, Vol. 2, pages 210–212, 258, 341–342, 377–378 (Scoring Each Other’s Work)
5.6.G Explain why a specific problem-solving strategy or procedure was used to determine a solution.	Unit 1, Sessions 5–6, 16–17 Unit 2, Session 8, 11–12 Unit 3, Session 6–7, 9–10, 19–21 Unit 5, Sessions 12–15 Unit 7, Sessions 10–14		September–May Problem Solving January Computational Fluency		

REASONING, PROBLEM SOLVING, AND COMMUNICATION

WA Performance Expectations	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
5.6.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	Unit 2, Sessions 8, 14–17 Unit 3, Sessions 1, 6–7 Unit 4, Sessions 2, 4–5, 6, 10, 20 Unit 5, Sessions 12–15 Unit 6, Sessions 5–6, 14 Unit 7, Sessions 7, 10–13		September–May Problem Solving Number Corner Student Book, pages 175–178, 185–188, 193–196	Set A3 Number & Operations: Estimating to Multiply & Divide, Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 10, 18, 34, 40, 64, 92, 100, 116	Informal Unit 7, Session 14 (Poster Response Form) Number Corner Teacher’s Guide, Vol. 2, pages 210–212, 258, 341–342, 377–378 (Scoring Each Other’s Work) Bridges Practice Book, pages 10, 18, 34, 40, 64, 92, 100, 116
5.6.I Summarize mathematical information, draw conclusions, and explain reasoning.	Unit 3, Sessions 1, 3, 18, 20 Unit 4, Sessions 7, 10 Unit 5, Sessions 1, 4, 5, 8, 11, 13–15, 17 Unit 7, Session 7 Unit 8, Sessions 6, 8		September–October Calendar Collector December–March Calendar Collector	Set E1 Data Analysis: Probability & Technology, Activities 1 & 2, and Independent Worksheet 1 Bridges Practice Book, pages 38, 87, 88, 93, 95, 116, 120, 123, 124, 128, 136	
5.6.J Make and test conjectures based on data (or information) collected from explorations and experiments.	Unit 1, Session 9, 12, 16–17, 19 Unit 3, Session 7 Unit 4, Sessions 7, 10 Unit 5, Sessions 1, 3, 5, 7–16 Unit 6, Sessions 3–4 Unit 7, Session 7 Unit 8, Sessions 4–9		September–October Calendar Collector December–March Calendar Collector	Set E1 Data Analysis: Probability & Technology, Activities 1 & 2, and Independent Worksheet 1 Bridges Practice Book, pages 3, 7, 8, 15, 20, 33, 44, 48, 50, 87, 123, 124	