

Bridges Grade 5 Correlations to Utah Mathematics Standards

STANDARD 1: STUDENTS WILL EXPAND NUMBER SENSE TO INCLUDE INTEGERS AND PERFORM OPERATIONS WITH WHOLE NUMBERS, SIMPLE FRACTIONS, AND DECIMALS.

Objective 1: Represent whole numbers and decimals from thousandths to one billion, fractions, percents, and integers.

| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|--|--|--|--|---|---|
| 1a. Read and write numbers in standard and expanded form. | Unit 2, Session 1–3 Unit 6, Sessions 8–12 Unit 6, pp 887–890, 894–895 (WP 6B) Unit 7, Session 8 | Home Connections, Vol. 2 HC's 53, 54, 58 | Nov. Calendar Grid Mar. Computational Fluency April Calendar Collector | | Formal Unit 1, pp 39–43 (Ind. Int.) Number Corner Teacher's Guide, Vol. 2, pp 400–404 (Checkup 4) |
| 1b. Demonstrate multiple ways to represent whole numbers, decimals, fractions, percents, and integers using models and symbolic representations (e.g., $108 = 2 \times 50 + 8$; $108 = 102 + 8$; $90\% = 90$ out of 100 squares on a hundred chart). | Unit 2, Sessions 1–3 Unit 4, Sessions 11–19 Unit 5, Session 6 Unit 6, Sessions 2–4, 8–16 | Home Connections, Vol. 1: HC 39 Home Connections, Vol. 2: HC's 54, 56, 58 | Nov. Calendar Collector Nov. Calendar Grid Feb. Calendar Collector Feb. Calendar Grid | Set A10 Number & Operations: Integers, Activities 1–3 and Ind. Worksheets 1–3 Bridges Practice Book, pp 73, 75, 76, 84, 111, 130 | Formal Unit Pre- and Post-Assmts: Unit 4, Sessions 1 & 23 Unit 6, Sessions 1 & 19 Number Corner Teacher's Guide, Vol. 1 & 2, pp 58–60, 232–236, 321–324, 400–404 (Baseline and Checkups 2–4) |
| 1c. Identify, read, and locate fractions, mixed numbers, decimals, and integers on the number line. | Unit 5, Session 6 Unit 6, Sessions 13, 16 Unit 6, pp 892–893 (WP 6B) | Home Connections, Vol. 1: HC 36 Home Connections, Vol. 2: HC 58 | Mar. Computational Fluency | Set A10 Number & Operations: Integers, Activities 1–3 and Ind. Worksheets 1–3 | Formal Unit 6, Session 19 (Post-Assessment) Number Corner Teacher's Guide, Vol. 2, pp. 321–324, 400–404 (Checkups 3, 4) |
| 1d. Represent repeated factors using exponents. | | | | Set A11 Number & Operations: Multiplying Decimals, Activity 1 (Extensions) Set D2 Measurement: Volume, Activity 2 (Extensions) | |
| 1e. Describe situations where integers could be used in the students' environment. | | | | Set A10 Number & Operations: Integers, Activities 1 & 2 and Ind. Worksheet 1 | |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

| STANDARD 1: STUDENTS WILL EXPAND NUMBER SENSE TO INCLUDE INTEGERS AND PERFORM OPERATIONS WITH WHOLE NUMBERS, SIMPLE FRACTIONS, AND DECIMALS. | | | | | |
|---|--|--|--|--|--|
| Objective 2: Explain relationships and equivalencies among integers, fractions, decimals, and percents. | | | | | |
| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
| 2a. Compare fractions by finding a common denominator. | Unit 4, Sessions 12, 14, 15, 19 Unit 6, Sessions 4–7 | Home Connections, Vol. 2: HC 51 | | Set A6 Number & Operations: Fraction Concepts, Act 2 & Ind. Worksheets 2, 3 Bridges Practice Book, pp 103, 104, 106, 117, 127, 129, 133, 135 | Formal Unit Pre- and Post-Assmts: Unit 4, Sessions 1 & 23 Unit 6, Sessions 1 & 19 |
| 2b. Order integers, fractions (including mixed numbers), and decimals using a variety of methods, including the number line. | Unit 5, Session 6 Unit 6, Sessions 13, 16 | Home Connections, Vol. 1 HC 36 Home Connections, Vol. 2: HC's 53, 58 | Feb. Calendar Grid Mar. Computational Fluency | Set A10 Number & Operations: Integers, Activities 1–3 and Ind. Worksheets 1–3 | Formal Unit 6, Sessions 1 & 19 (Unit Pre- and Post Assessments) Number Corner Teacher's Guide, Vol. 2, pp. 400–404 (Checkup 4) |
| 2c. Rewrite mixed numbers and improper fractions from one form to the other and represent each using regions, sets of objects, or line segments. | Unit 4, Session 18 Unit 4, pp 623–624 (WP 4G) Unit 6, Sessions 6, 7 | Home Connections, Vol. 2 HC 51 | Apr. Computational Fluency | Bridges Practice Book, pp 71, 77, 103, 107, 110, 118, 127 | Formal Unit 6, Sessions 1 & 19 (Unit Pre- and Post Assessments) Number Corner Tchr's Guide, Vol. 2, pp. 400–404 (Chckup 4) |
| 2d. Represent commonly used fractions as decimals and percents in a variety of ways (e.g., models, fraction strips, pictures, calculators, algorithms). | Unit 5, Session 6 Unit 6, Sessions 8–13, 15, 16 Unit 6, pp 892–893 (WP 6B) | Home Connections, Vol. 2: HC's 56, 58 | Nov. Calendar Grid Feb. Calendar Grid | Bridges Practice Book, p 111 | Formal Unit 6, Sessions 1 & 19 (Unit Pre- and Post Assessments) Number Corner Tchr's Guide, Vol. 2, pp. 232–236, 320–324, 400–404 (Checkups 2–4) |
| 2e. Model and calculate equivalent forms of a fraction (including simplest form). | Unit 4, Sessions 12, 14, 15, 18 Unit 6, Sessions 3–6 | Home Connections, Vol. 1: HC's 39, 41 Home Connections, Vol. 2: HC 50 | Feb. Calendar Grid Apr. Computational Fluency | Set A6 Number & Operations: Fraction Concepts, Activity 1 and Independent Worksheet 1, 3 Bridges Practice Book, pp 73, 101, 102, 105, 108, 117, 129 | Informal Bridges Practice Book, pp 105, 108, 117, 129 Formal Unit Pre- and Post-Assmts: Unit 4, Sessions 1 & 23 Unit 6, Sessions 1 & 19 |
| 2f. Rename whole numbers as fractions with different denominators (e.g., $5 = 5/1$, $3 = 6/2$, $1 = 7/7$). | Unit 4, pp 623–624 (WP 4G) | Home Connections, Vol. 1: HC's 36, 41 Home Connections, Vol. 2: HC 50 | | | |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

STANDARD 1: STUDENTS WILL EXPAND NUMBER SENSE TO INCLUDE INTEGERS AND PERFORM OPERATIONS WITH WHOLE NUMBERS, SIMPLE FRACTIONS, AND DECIMALS.

Objective 3: Use number theory concepts to develop and use divisibility tests; classify whole numbers to 50 as prime, composite, or neither; and find common multiples and factors.

| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|--|---|------------------------------------|--|--|--|
| 3a. Identify patterns with skip counting and multiples to develop and use divisibility tests for determining whether a whole number is divisible by 2, 3, 5, 6, 9, and 10. | Unit 1, Session 12 Unit 4, Session 7 Unit 4, pp 548-550 (WP 4B) | Home Connections, Vol. 1 HC 34 | December Problem Solving | Bridges Practice Book, pp 6, 7, 8, 33, 67, 82 | |
| 3b. Use strategies for classifying whole numbers to 50 as prime, composite, or neither. | Unit 1, Sessions 9, 11, 12 | Home Connections, Vol. 1: HC 5 | Sept. Computational Fluency March Problem Solving | Set A2 Number & Operations: Primes, Composites, and Common Factors, Ind. Worksheet 1 Bridges Practice Book, pp 3, 15 | Informal Bridges Practice Book, p 15 |
| | | | | | Formal Unit 1, Sessions 4 & 21 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, Vol. 2, pp 400-404 (Checkup 4) |
| 3c. Rewrite a composite number between 2 and 50 as a product of only prime numbers. | Unit 1, Sessions 11, 12 | | | Set A2 Number & Operations: Primes, Composites, and Common Factors, Ind. Worksheets 2 & 3 Bridges Practice Book, pp 13, 15, 89 | |
| 3d. Find common multiples and factors and apply to adding and subtracting fractions. | Unit 6, Sessions 5-7 | Home Connections, Vol. 2: HC 51 | | Set A6 Number & Operations: Fraction Concepts, Activities 1 & 2 and Ind. Worksheets 1-3 Bridges Practice Book, pp 103, 108, 110 | |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

STANDARD 1: STUDENTS WILL EXPAND NUMBER SENSE TO INCLUDE INTEGERS AND PERFORM OPERATIONS WITH WHOLE NUMBERS, SIMPLE FRACTIONS, AND DECIMALS.

Objective 4: Model and illustrate meanings of multiplication and division.

| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|--|--|--|--|---|--|
| 4a. Represent division-with-remainder using whole numbers, decimals, or fractions. | Unit 1, Session 8 Unit 2, Session 14 Unit 4, Session 7 Unit 4, pp 548–550 (WP 4B) Unit 6, Sessions 2, 12 | Home Connections, Vol. 1: HC 37 Home Connections, Vol. 2: HC 49 | Feb. Computational Fluency | Set A4 Number & Operations: Long Division, Activities 1 & 2 Bridges Practice Book, pp 36, 64, 90 | Formal Unit 2, Sessions 4 & 21 (Unit Pre- and Post-Assessments) |
| 4b. Describe the effect of place value when multiplying and dividing whole numbers and decimals by 10, 100, and 1,000. | Unit 2, Sessions 1–3, 15, 19 Unit 2, pp 290–292 (WP 2A) Unit 4, Session 3 Unit 6, Session 8 | Home Connections, Vol. 1: HC's 12, 21, 23 | Nov. Computational Fluency Dec. Computational Fluency | Set A11 Number & Operations: Multiplying Decimals, Activities 1, 2 & 4 and Ind. Worksheets 3 & 4 Bridges Practice Book, pp 1, 4, 22, 23, 27 | |
| 4c. Model multiplication of fractions and decimals (e.g., tenths multiplied by tenths, a whole number multiplied by tenths, or a whole number with tenths multiplied by tenths) in a variety of ways | | | | Set A9 Number & Operations: Multiplying Fractions, Activities 1–4 and Ind. Worksheets 1, 2 & 3 Set A11 Number & Operations: Multiplying Decimals, Activities 1, 2, 3 & 4 and Ind. Worksheets 3–5 Bridges Practice Book, pp 34 | Informal Set A9 Number & Operations: Multiplying Fractions, Ind. Worksheets 1, 2 & 3 |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

STANDARD 1: STUDENTS WILL EXPAND NUMBER SENSE TO INCLUDE INTEGERS AND PERFORM OPERATIONS WITH WHOLE NUMBERS, SIMPLE FRACTIONS, AND DECIMALS.

Objective 5: Solve problems involving one or two operations.

| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|--|---|--|---|---|---|
| 5a. Determine when it is appropriate to use estimation, mental math strategies, paper and pencil, and algorithms. | Unit 2, Sessions 8, 11, 14, 16, 17 Unit 4, Session 2 Unit 4, pp 547–548, 554–555 (WP’s 4A, \$d) | Home Connections, Vol. 1: HC’s 32, 35 | Sept. Computational Fluency Jan. Computational Fluency Feb. Computational Fluency May Computational Fluency May Problem Solving | Set A4 Number & Operations: Long Division, Activities 1 & 2 Bridges Practice Book, pp 1, 16, 24, 29, 37, 38, 83, 99, 131 | |
| 5b. Make reasonable estimations of fraction and decimal sums, differences, and products, including knowing whether results obtained using a calculator are reasonable. | Unit 4, Session 20 Unit 6, Session 14 | | May Problem Solving | Set A9 Number & Operations: Multiplying Fractions, Activities 2, 3 Set A11 Number & Operations: Multiplying Decimals, Activity 4 and Independent Worksheet 5 Bridges Practice Book, pp 14, 34, 39, 76, 113, 114, 118, 130 | |
| 5c. Write number sentences that can be used to solve a two-step problem. | Unit 2, Session 12 Unit 4, Session 20 Unit 5, Session 12 | | | Bridges Practice Book, pp 10, 11, 26, 28, 30, 32, 34, 40, 52, 70, 72, 85, 86, 92, 119, 120, 132, 138 | |
| 5d. Interpret division-with-remainder problems as they apply to the environment (e.g., If there are 53 people, how many vans are needed if each van holds 8 people?). | Unit 1, Session 8 Unit 2, Session 14 Unit 4, Sessions 5, 7 Unit 4, pp 548-550 (WP 4B) Unit 6, Session 2 | Home Connections, Vol. 1: HC’s 21, 37 Home Connections, Vol. 2: HC 49 | | Set A4 Number & Operations: Long Division, Activities 1 & 2 Bridges Practice Book, pp 32, 36, 64, 90 | Formal Unit 1, pp 39–43 (Ind. Int.) Unit 2, Sessions 4 & 21 (Unit Pre- and Post-Assessments) |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

STANDARD 1: STUDENTS WILL EXPAND NUMBER SENSE TO INCLUDE INTEGERS AND PERFORM OPERATIONS WITH WHOLE NUMBERS, SIMPLE FRACTIONS, AND DECIMALS.

Objective 6: Demonstrate proficiency with multiplication and division of whole numbers and compute problems involving addition, subtraction, and multiplication of decimals and fractions.

| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|--|---|---|---|---|---|
| 6a. Multiply multi-digit whole numbers by a two-digit whole number with fluency, using efficient procedures. | Unit 2, Sessions 7–12 Unit 4, Session 3 | Home Connections, Vol. 1: HC's 14, 16, 17, 21, 33 | Nov. Computational Fluency Dec. Computational Fluency Jan. Computational Fluency May Computational Fluency | Bridges Practice Book, pp 19, 22, 23, 24, 25, 26, 28, 29, 62, 63, 81, 83, 86 | Formal Unit 2, Sessions 4 & 21 (Unit pre- and Post-Assessments) Number Corner Teacher's Guide, Vol. 2, pp 320–324 (Checkup 3) |
| 6b. Divide multi-digit dividends by a one-digit divisor with fluency, using efficient procedures. | Unit 4, Sessions 6-10 | Home Connections, Vol. 1: HC's 34, 35 Home Connections, Vol. 2: HC's 42, 47–49, 52, 60, 61 | Feb. Computational Fluency May Computational Fluency | Set A4 Number & Operations: Long Division, Activity 1 Bridges Practice Book, pp 30, 83, 90 | Formal Unit 4, Session 21 (Unit Post-Assessment, and Student Reflection Sheet) Number Corner Teacher's Guide, Vol. 2, pp 320–324 (Checkup 3) |
| 6c. Add and subtract decimals with fluency, using efficient procedures. | Unit 6, Session 14 Unit 6, pp 887–890, 894–895 (WP 6C) | Home Connections, Vol. 2: HC's 55, 56, 58 | Mar. Computational Fluency | Bridges Practice Book, pages 114, 115, 116, 120, 137, 138 | Informal Bridges Practice Book, pages 114, 115, 137 |
| | | | | | Formal Unit 6, Sessions 1 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, Vol. 2, pp 320–324, 400–404 (Checkups 3 & 4) |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

STANDARD 1: STUDENTS WILL EXPAND NUMBER SENSE TO INCLUDE INTEGERS AND PERFORM OPERATIONS WITH WHOLE NUMBERS, SIMPLE FRACTIONS, AND DECIMALS.

Objective 6: Demonstrate proficiency with multiplication and division of whole numbers and compute problems involving addition, subtraction, and multiplication of decimals and fractions.

| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|--|---|--|---|---|--|
| 6d. Add and subtract fractions with fluency. | Unit 6, Sessions 5–7, 14 Unit 6, pp 890, 895 (Challenges) | Home Connections, Vol. 2: HC's 51, 56, 58 | Nov. Calendar Collector Mar. Computational Fluency Apr. Computational Fluency | Set A6 Number & Operations: Fraction Concepts, Activity 2 and Independent Worksheets 2, 3 Bridges Practice Book, pages 108, 110, 118, 119, 127, 129, 133, 134, 135 | Informal Unit 6, Sessions 6 & 14 (Work Samples) Bridges Practice Book, pp 108, 110, 118, 127, 129, 133, 134, 135 Formal Unit 6, Sessions 1 & 19 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, Vol. 1 & 2, pp 57–60, 320–324, 400–404 (Baseline, Checkups 3 & 4) |
| 6e. Multiply fractions. | | | | Set A9 Number & Operations: Multiplying Fractions, Activities 2–4 and Ind. Worksheets 1, 2 & 3 | Informal Set A9 Number & Operations: Multiplying Fractions, Independent Worksheets 1–3 |

Standard 1: Exploratory Concepts and Skills

| Concepts & Skills | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|--|---|--|---------------|---|------------|
| Extend classification of whole numbers from 0-100 as prime, composite, or neither. | | Home Connections, Vol. 1: HC 5 | | Bridges Practice Book, pp 3 | |
| Apply rules of divisibility. | Unit 4, Session 7 Unit 4, pp 548–550 (WP 4B) | Home Connections, Vol. 1: HC 34 | | Bridges Practice Book, pp 68, 90 | |
| Explore adding and subtracting integers. | | | | Set A10 Number & Operations: Integers, Activity 2 | |
| Divide multi-digit dividends by a two-digit divisor. | Unit 4, Sessions 2, 4–7 | Home Connections, Vol. 1: HC 34 Home Connections, Vol. 2: HC's 42, 47, 48, 52, 60, 61 | | Set A4 Number & Operations: Long Division, Activity 2 Bridges Practice Book, pp 35, 64, 66, 68, 70, 79, 99, 100, 131 | |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

STANDARD 2: STUDENTS WILL USE PATTERNS AND RELATIONS TO REPRESENT AND ANALYZE MATHEMATICAL PROBLEMS AND NUMBER RELATIONSHIPS USING ALGEBRAIC SYMBOLS.

Objective 1: Identify, analyze, and determine a rule for predicting and extending numerical patterns involving operations with whole numbers, decimals, and fractions.

| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|---|---|---|---|---|---|
| 1a. Analyze and make predictions about numeric patterns, including decimals and fractions. | Unit 1, Sessions 5, 6, 16–18 Unit 2, Sessions 1, 2 Unit 4, Session 10 Unit 5, Sessions 9, 10 Unit 7, Sessions 4–9 | Home Connections, Vol. 1: HC's 2, 3, 8 Home Connections, Vol. 2: HC 61 | Nov. Calendar Grid Jan. Calendar Grid Feb. Calendar Grid Feb. Problem Solving Apr. Calendar Grid May Calendar Grid | Bridges Practice Book, pp 6, 7, 8, 33, 61, 123, 124 | <p>Informal Unit 1, Session 6 (Work Sample) Unit 7, Sessions 5, 7 (Work Samples)</p> <p>Formal Unit Pre- and Post Assmts: Unit 1, Sessions 4 & 21 Unit 7, Sessions 3 & 16</p> |
| 1b. Determine a rule for the pattern using organized lists, tables, objects, and variables. | Unit 1, Sessions 5, 6, 16–18 Unit 4, Session 10 Unit 5, Sessions 9, 10 Unit 7, Sessions 4–9 | Home Connections, Vol. 1: HC 8 Home Connections, Vol. 2: HC's 61–64 | Nov. Calendar Grid Jan. Calendar Grid Feb. Problem Solving | Bridges Practice Book, pp 123, 124 | <p>Informal Unit 1, Session 6 (Work Sample) Unit 7, Session 5 (Work Sample)</p> <p>Formal Unit Pre- and Post Assmts: Unit 1, Sessions 4 & 21 Unit 7, Sessions 3 & 16</p> |

Objective 2: Use algebraic expressions, inequalities, or equations to represent and solve simple real-world problems.

| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|---|--|--|----------------------------|--|--|
| a. Use properties and the order of operations involving addition, subtraction, multiplication, division, and the use of parentheses to compute with whole numbers, decimals, and fractions. | Unit 1, Sessions 7, 13, 14 Unit 1, pp 107–109 (WP 1B) Unit 2, Sessions 2, 3, 5–9, 11, 13 Unit 4, Session 3 Unit 7, Sessions 1, 2 | Home Connections, Vol. 1 HC's 6, 7, 13, 14, 17, 18, 33, 41 Home Connections, Vol. 2 HC's 42, 47, 48, 59 | Jan. Computational Fluency | Bridges Practice Book, pages 11, 12, 121, 122, 124, | <p>Formal Unit Pre- and Post Assmts: Unit 1, Sessions 4 & 21 Unit 7, Sessions 3 & 16</p> |
| b. Use patterns, models, and relationships as contexts for writing and solving simple equations and inequalities with whole number solutions (e.g., $6x = 54$; $x + 3 = 7$). | Unit 1, Sessions 5, 6, 16–18 Unit 3, Session 6 Unit 7, Sessions 2, 4–7, 9–13 | Home Connections, Vol. 1: HC's 2, 3, 8, 23, 24, 25 Home Connections, Vol. 2: HC's 61, 62, 63, 64 | Nov. Problem Solving | Set B1 Algebra: Diagrams & Equations, Activity 1 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 31, 124, 125, 126, 128 | <p>Informal Work Samples: Unit 1, Session 18 Unit 7, Session 12 Bridges Practice Book, pages 126, 128</p> <p>Formal Unit Pre- and Post Assmts: Unit 1, Sessions 4 & 21 Unit 7, Sessions 3 & 16</p> |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

STANDARD 2: STUDENTS WILL USE PATTERNS AND RELATIONS TO REPRESENT AND ANALYZE MATHEMATICAL PROBLEMS AND NUMBER RELATIONSHIPS USING ALGEBRAIC SYMBOLS.

Standard 2: Exploratory Concepts and Skills

| Concepts and Skills | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|---|--|---|----------------------|--------------------|---|
| Solve multi-step equations. | Unit 1, Sessions 13, 14 Unit 7, Sessions 1, 2 | Home Connections, Vol. 1: HC 7 Home Connections, Vol. 2: HC 59 | Apr. Problem Solving | | Formal Unit 7, Sessions 3 & 16 (Unit Pre- and Post Assessments) |
| Construct and analyze tables involving equivalent ratios. | | Home Connections, Vol. 1: HC's 11, 23, 24 | | | |

STANDARD 3: STUDENTS WILL USE SPATIAL REASONING TO RECOGNIZE, DESCRIBE, AND ANALYZE GEOMETRIC SHAPES AND PRINCIPLES.

Objective 1: Identify and describe attributes of two-dimensional geometric shapes.

| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|--|--|------------------------------------|---|---|---|
| 1a. Draw, label, and describe line segments, rays, lines, parallel lines, and perpendicular lines. | Unit 1, Session 1 Unit 3, Session 10 | Home Connections, Vol. 1: HC 24 | | Set C4 Geometry: Line Segments, Rays & More, Activity 1 & Ind. Worksheets 1–3 Bridges Practice Book, pp 41 | Formal Unit 3, Sessions 5 & 22 (Unit Pre- and Post-Assessments) |
| 1b. Draw, label, and define an angle as two rays sharing a common endpoint (vertex). | Unit 3, Sessions 6–10, 15 Unit 8, Session 1 | | May Calendar Grid | Set C4 Geometry: Line Segments, Rays & More, Activity 1 and Independent Worksheets 1 & 2 Bridges Practice Book, pp 43, 44 | |
| 1c. Classify triangles and quadrilaterals and analyze the relationships among the shapes in each classification (e.g., a square is a rectangle). | Unit 3, Sessions 1–3, 7, 12–14, 16 | Home Connections, Vol. 1: HC 24 | Sept. Calendar Grid Oct. Calendar Grid | Set C1 Geometry: Triangles & Quadrilaterals, Activities 1 & 2 and Independent Worksheets 1, 2, 3 & 4 Bridges Practice Book, pp 41, 42, 43, 44, 97, 140 | Formal Unit 3, Sessions 5 & 22 (Unit Pre- and Post-Assessments) |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

| STANDARD 3: STUDENTS WILL USE SPATIAL REASONING TO RECOGNIZE, DESCRIBE, AND ANALYZE GEOMETRIC SHAPES AND PRINCIPLES. | | | | | |
|--|---|--|--|---|--|
| Objective 1: Identify and describe attributes of two-dimensional geometric shapes. | | | | | |
| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
| 1d. Relate pyramids and right prisms to the two-dimensional shapes (nets) from which they were created. | Unit 3, Sessions 18, 19 | Home Connections, Vol. 1: HC's 24, 30 | Dec. Calendar Grid Jan. Calendar Grid | Set C3 Geometry: 3-D Shapes, Activity 1 and Ind. Worksheet 1 | |
| 1e. Identify properties and attributes of solids (i.e., right prisms, pyramids, cylinders, cones) and describe them by the number of edges, faces, and vertices as well as the types of faces. | Grade 4 Bridges: Unit 4, Sessions 13-14, 17, 19 Grade 5 Bridges: Unit 3, Sessions 18, 19 | Home Connections, Vol. 1: HC 30 | January Calendar Grid | Set C3 Geometry: 3-D Shapes, Activities 1 & 2 and Independent Worksheet 1 Set D2 Measurement: Volume, Activity 1 Bridges Practice Book, p. 56 | |
| Objective 2: Specify locations in a coordinate plane. | | | | | |
| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
| 2a. Locate points defined by ordered pairs of integers. | Unit 1, Session 18 Unit 3, pp 426–429 (Area Bingo) Unit 7, Sessions 4–7 | Home Connections, Vol. 1: HC 29 Home Connections, Vol. 2: HC 64 | Mar. Calendar Grid | Set A10 Number & Operations: Integers, Activity 3 and Ind. Worksheets 2 & 3 Set C4 Geometry: Line Segments, Rays & More, Activity 1 and Independent Worksheets 1–3 | Formal Unit 3, Sessions 5 & 22 (Unit Pre- & Post Assessments) Number Corner Teacher's Guide, Vol. 2, pp 320–324 (Checkup 3) |
| 2b. Write an ordered pair for a point in a coordinate plane with integer coordinates. | Unit 1, Session 18 | Home Connections, Vol. 1: HC 29 | Mar. Calendar Grid | Set C2 Geometry: Transformations, Activity 1 Set A10 Number & Operations: Integers, Activity 3 and Ind. Worksheet 3 | |
| 2c. Specify possible paths between locations on a coordinate plane and compare distances of the various paths. | | | Mar. Calendar Grid | Set A10 Number & Operations: Integers, Independent Worksheet 3 Bridges Practice Book, pp 55, 98 | |

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| STANDARD 3: STUDENTS WILL USE SPATIAL REASONING TO RECOGNIZE, DESCRIBE, AND ANALYZE GEOMETRIC SHAPES AND PRINCIPLES. | | | | | |
|---|-------------------------|---------------------------------|------------------------|---|-------------------|
| Standard 3: Exploratory Concepts and Skills | | | | | |
| Concepts and Skills | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
| Compare corresponding angles of two triangles and determine whether the triangles are similar. | Unit 3, Sessions 10, 17 | | Oct. Calendar Grid | | |
| Rotate a shape around a fixed point and identify the location of the new vertices. | | | May Calendar Collector | Set C2 Geometry: Transformations, Activity 1 and Ind. Worksheets 1, 2 | |
| Translate a polygon either horizontally or vertically on a coordinate grid and identify the location of the new vertices. | Unit 3, Session 11 | | May Calendar Collector | Set C2 Geometry: Transformations, Activity 1 and Ind. Worksheets 1, 2 | |
| Reflect a shape across either the x- or y-axis and identify the location of the new vertices. | Unit 3, Session 11 | Home Connections, Vol. 1: HC 27 | May Calendar Collector | Set C2 Geometry: Transformations, Activity 1 and Ind. Worksheets 1, 2 | |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

| STANDARD 4: STUDENTS WILL DETERMINE AREA OF POLYGONS AND SURFACE AREA AND VOLUME OF THREE-DIMENSIONAL SHAPES. | | | | | |
|---|--|------------------------------------|--|--|---|
| Objective 1: Determine the area of polygons and apply to real-world problems. | | | | | |
| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
| 1a. Determine the area of a trapezoid by the composition and decomposition of rectangles, triangles, and parallelograms. | Unit 3, Sessions 4, 16 Unit 3, pp 426–432 (Area Bingo) | Home Connections, Vol. 1: HC 28 | Oct. Calendar Grid | Bridges Practice Book, p 47 | Formal Unit 3, Sessions 4, 16 Number Corner Teacher’s Guide, Vol. 1, pp 111–114 (Checkup 1) |
| 1b. Determine the area of irregular and regular polygons by the composition and decomposition of rectangles, triangles, and parallelograms. | Unit 3, Sessions 1, 3, 4 Unit 3, page 336 (Challenge) | Home Connections, Vol. 1: HC 23 | Oct. Calendar Grid | Set C1 Geometry: Triangles & Quadrilaterals, Activities 3 & 4 and Independent Worksheets 5 & 6 Bridges Practice Book, pp 20, 40, 45, 46, 47, 51, 52, 53, 54, 58, 72, 85, 91 | |
| 1c. Compare areas of polygons using different units of measure within the same measurement system (e.g., square feet, square yards). | Unit 2, Session 2 | | | Set D2 Measurement: Volume, Ind. Worksheet 2 Bridges Practice Book, pp 54, 74, 91 | |
| Objective 2: Recognize, describe, and determine surface area and volume of three-dimensional shapes. | | | | | |
| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
| 2a. Quantify volume by finding the total number of same-sized units of volume needed to fill the space without gaps or overlaps. | Unit 3, Session 20 | Home Connections, Vol. 1: HC 31 | January Calendar Grid April Calendar Grid | Set D2 Measurement: Volume, Activities 1 & 2, and Ind. Worksheets 1 & 2 | |
| 2b. Recognize that a cube having a 1-unit edge is the standard unit for measuring volume expressed as a cubic unit. | Unit 3, Session 20 | Home Connections, Vol. 1: HC 31 | January Calendar Grid April Calendar Grid | Set D2 Measurement: Volume, Activities 1 & 2, and Ind. Worksheets 1 & 2 Bridges Practice Book, pp 57, 74 | |

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| STANDARD 4: STUDENTS WILL DETERMINE AREA OF POLYGONS AND SURFACE AREA AND VOLUME OF THREE-DIMENSIONAL SHAPES. | | | | | |
|---|---|---------------------------------|---|---|---|
| Objective 2: Recognize, describe, and determine surface area and volume of three-dimensional shapes. | | | | | |
| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
| 2c. Derive and use the formula to determine the volume of a right prism with a triangular or rectangular base. | Unit 3, Sessions 19-20 | 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 Ind. Worksheets 1 & 2 Bridges Practice Book, pp 57, 59, 60, 65, 69 | 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) |
| 2d. Relate the formulas for the areas of triangles, rectangles, or parallelograms to the surface area of a right prism. | Grade 4 Bridges, Unit 4, Sessions 16, 18, 20 Grade 5 Bridges, Unit 3, Unit 3, Session 21 | | April Calendar Grid | Bridges Practice Book, pp 57, 59, 60 | |
| 2e. Derive and use the formula to determine the surface area of a right prism and express surface area in square units. | Grade 4 Bridges, Unit 4, Sessions 16, 18, 20 Grade 5 Bridges, Unit 3, Session 21 | | April Calendar Grid | Bridges Practice Book, pp 57, 59, 60, 64, 69 | 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) |
| Standard 4: Exploratory Concepts and Skills | | | | | |
| Concepts and Skills | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
| Investigate pi as the ratio of the circumference to the diameter of a circle. | Not addressed | | | | |
| Determine the volume of a right prism with various bases. | | | | Bridges Practice Book, pp 57, 59, 60, 69 | |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

STANDARD 5: STUDENTS WILL CONSTRUCT, ANALYZE, AND DRAW REASONABLE CONCLUSIONS FROM DATA AND APPLY BASIC CONCEPTS OF PROBABILITY.

Objective 1: Formulate and answer questions using statistical methods to compare data, and propose and justify inferences based on data.

| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|---|---|---|--|---|---|
| 1a. Construct, analyze, and display data using an appropriate format (e.g., line plots, bar graphs, line graphs). | Unit 1, Sessions 2, 3, 20 Unit 5, Sessions 1, 3–7, 11, 13–18 Unit 7, Session 7, 15 Unit 8, Sessions 6, 8 | Home Connections, Vol. 2: HC's 42, 43, 45, 46, 47, 48, 52, 58, 64 | Sept. Calendar Collector Oct. Calendar Collector December–March Calendar Collector | Set A4 Number & Operations: Long Division, Activity 2 Set E1 Data Analysis: Prob- ability & Technology, Activi- ties 1 & 2 and Independent Worksheet 1 Bridges Practice Book, pp 87, 88, 93, 94, 95, 96, 136 | Formal Unit 5, Sessions 2 & 19 (Unit Pre- and Post-Assessments) Unit 8, Session 12 (Post- Assessment) Number Corner Teacher's Guide, Vol. 1 & 2, pp 58–60, 111–114, 232–236, 320–324, 400–404 (Baseline, Checkups 1–4) |
| 1b. Recognize the differences in representing categorical and numerical data. | Unit 5, Sessions 1, 3, 16 | | | | |
| 1c. Identify minimum and maximum values for a set of data. | Unit 8, Session 8 | | | | Formal Unit 1, Sessions 4 & 21 (Unit Pre- and Post Assessments) |
| 1d. Identify and calculate the mean, median, mode, and range. | Unit 1, Sessions 19, 20 Unit 5, Session 5 Unit 7, 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 Number Corner Student Book, pages 26, 100–101 | Set A4 Number & Opera- tions: 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, Vol. 1 & 2, pp 111–114, 232–236, 320–324, 400–404 (Checkups 1–4) |

Bridges Grade 5 Correlations to Utah Mathematics Standards (cont.)

STANDARD 5: STUDENTS WILL CONSTRUCT, ANALYZE, AND DRAW REASONABLE CONCLUSIONS FROM DATA AND APPLY BASIC CONCEPTS OF PROBABILITY.

Objective 2: Apply basic concepts of probability.

| Objectives | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
|--|----------------------------------|---------------------------------------|---|--|---|
| 2a. Describe the results of experiments involving random outcomes using a variety of notations (e.g., 4 out of 9, $\frac{4}{9}$). | Unit 5, Sessions 6–8, 11–15 | Home Connections, Vol. 2: HC's 45, 46 | Sept. Calendar Collector Feb. Calendar Collector | Set E1 Data Analysis: Probability & Technology, Activities 1 & 2 and Independent Worksheet 1 | Formal Unit 5, Sessions 2 & 19 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, Vol. 1 & 2, pp 58–60, 232–236, 400–404 (Baseline, Checkups 2 & 4) |
| 2b. Recognize that probability is always a value between 0 and 1 (inclusively). | Unit 5, Sessions 6–8, 11, 13–15 | Home Connections, Vol. 2 HC's 45, 46 | Sept. Calendar Collector Feb. Calendar Collector | Set E1 Data Analysis: Probability & Technology, Activities 1 & 2 and Independent Worksheet 1 | |
| 2c. Express the likelihood of an outcome in a simple experiment as a value between 0 and 1 (inclusively). | Unit 5, Sessions 6–8, 11, 14, 15 | Home Connections, Vol. 2 HC's 45, 46 | Sept. Calendar Collector Feb. Calendar Collector | Set E1 Data Analysis: Probability & Technology, Activities 1 & 2 and Independent Worksheet 1 | |
| Standard 5: Exploratory Concepts and Skills | | | | | |
| Concepts and Skills | Bridges | Home Connections | Number Corner | Bridges Supplement | Assessment |
| Explore the differences in representing categorical and numerical data. | Not addressed | | | | |

