



Bridges Second Edition

CORRELATIONS

to Georgia K–12 Mathematical Standards

4 FOURTH GRADE

1 Numerical Reasoning — place value, rounding, comparisons with multi-digit numbers, addition and subtraction, multiplicative comparisons, multiplication, and division involving whole numbers

Standard	Descriptor	Citations
<p>4.NR.1</p>	<p>Recognize patterns within the base ten place value system with quantities presented in real-life situations to compare and round multi-digit whole numbers through the hundred-thousands place.</p>	
<p>4.NR.1.1</p>	<p>Read and write multi-digit whole numbers to the hundred-thousands place using base-ten numerals and expanded form.</p>	<p>Bridges in Mathematics Student Books: Unit 2: M1-S1, p. 44 Unit 4: M1-S1, p. 129; M1-S2 p. 131; M1-S3, pp. 132–133; M1-S5, p. 136; M2-S2, p. 142; M2-S5, p. 146; M3-S2, pp. 148–150 Teachers Guide: Unit 2: M1-S1, pp. 4–9 Unit 4: M1-S1, pp. 4–7; M1-S2, pp.10–13; M1-S3, pp. 16–18; M1-S5, pp. 26–32; M1-S7, pp. 40–41; M3-S2, pp.10–15; M4-S3, pp. 16</p> <p>Number Corner Student Books: September: pp. 1–4; October: p. 18 Teachers Guide: September: pp. 8–12; October: pp. 18–26; November: pp. 24–26, 42–43</p>
<p>4.NR.1.2</p>	<p>Recognize and show that a digit in one place has a value ten times greater than what it represents in the place to its right and extend this understanding to determine the value of a digit when it is shifted to the left or right, based on the relationship between multiplication and division.</p>	<p>Bridges in Mathematics Student Books: Unit 2: M1-S1, pp. 44–45; M1-S2, p. 46; M1-S4, pp. 49–51; M2-S3, pp. 59–61; M2-S5, p. 62 Unit 4: M1-S3, p. 132; M2-S5, p. 145 Teachers Guide: Unit 2: M1-S1, pp. 4–9; M1-S2, pp. 12–13; M1-S4, pp. 22–25; M2-S3, pp. 18–23; M2-S5, pp. 30–35; M4-S5 pp. 22–23 Unit 4: M1-S2, pp.10–13; M1-S3, pp. 16–18; M1-S5, pp. 26–32; M2-S3 pp. 12–16; M2-S5, pp. 24–25</p> <p>Number Corner Teachers Guide: November: pp. 42–43</p>

Standard	Descriptor	Citations
4.NR.1	Recognize patterns within the base ten place value system with quantities presented in real-life situations to compare and round multi-digit whole numbers through the hundred-thousands place.	
4.NR.1.3	Use place value reasoning to represent, compare, and order multi-digit numbers, using $>$, $=$, and $<$ symbols to record the results of comparisons.	<p>Bridges in Mathematics Student Books: Unit 2: M2-S3, pp. 59–60 Unit 4: M1-S2, p. 131; M1-S3, p. 132; M2-S2, pp. 139–140; M2-S4, p. 144; M3-S2, pp. 148–150; M3-S4, p. 154</p> <p>Teachers Guide: Unit 2: M2-S3, pp. 18–23 Unit 4: M1-S2, pp.10–13; M1-S3, pp. 16–18; M1-S7, pp. 40–41; M2-S2, pp. 8–10; M3-S2, pp.10–15</p> <p>Number Corner Student Books: November: pp. 30–32 Teachers Guide: November: pp. 24–26</p>
4.NR.1.4	Use place value understanding to round multi-digit whole numbers.	<p>Bridges in Mathematics Student Books: Unit 4: M1-S1, p. 129; M1-S2, p. 131; M1-S3, p. 133; M1-S4, pp. 134–135; M1-S6, p. 137; M2-S2, pp. 139–140; M2-S5, p. 145; M3-S1, p. 147 Unit 5: M1-S1, p. 163</p> <p>Teachers Guide: Unit 4: M1-S1, pp. 4–7; M1-S2, pp.10–13; M1-S4, pp. 20–24; M1-S5, pp. 26–32; M1-S7, pp. 40–41; M2-S2, pp. 8–10; M2-S5, pp. 24–25; M3-S1, pp. 4–7; M4-S3, p. 16</p> <p>Number Corner Student Books: October: p. 17; November: pp. 33–34 Teachers Guide: October: pp. 21–26; November: pp. 45–48</p>

Standard	Descriptor	Citations
4.NR.2.1	Fluently add and subtract multi-digit numbers to solve practical, mathematical problems using place value understanding, properties of operations, and relationships between operations.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 2: M2-S4, p. 62 Unit 4: M1-S1, p. 129; M1-S2, p. 131; M1-S4, pp. 134–135; M1-S5, p. 136; M1-S6, p. 137; M1-S7, p. 138; M2-S1, pp. 139–141; M2-S2, pp. 139–140, 142; M2-S3, p. 143; M2-S4, p. 144; M2-S5, pp. 145–146; M3-S2, pp. 148–150 Unit 5: M1-S5, p. 175; M3-S2, pp. 195–196; M3-S3, pp. 197–199 Unit 7: M4-S3, p. 301</p> <p>Teachers Guide: Unit 2: M2-S4, pp. 26–28 Unit 4: M1-S1, pp. 4–7; M1-S4, pp. 20–24; M1-S5, pp. 26–32; M1-S6, pp. 34–37; M1-S7, pp. 40–41; M2-S1, pp. 4–6; M2-S2, pp. 8–10; M2-S3, pp. 12–16; M2-S5, pp. 24–25; M3-S2, pp.10–15; M4-S3, pp. 16 Unit 5: M3-S2, pp. 8–10; M3-S3, pp. 12–15; M4-S3, pp. 14–15 Unit 6: M1-S1, pp. 4–5; M2-S4, pp. 22–25; M4-S3, pp. 16</p> <p>Number Corner</p> <p>Student Books: December: p. 38</p> <p>Teachers Guide: November: pp. 30–40; December: pp. 30–37</p>
4.NR.2.2	Interpret, model, and solve problems involving multiplicative comparison.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M1-S1, p. 1; M1-S2, pp. 3–4; M1-S3, p. 5; M1-S4, pp. 6–7; M1-S6, pp. 12–13; M2-S4, p. 22; M3-S3, pp. 31–33; M3-S4, pp. 34–35; M3-S5, p. 36; M4-S1, p. 40; M4-S2, pp. 41–42; M4-S3, p. 43 Unit 2: M1-S1, p. 45; M1-S2, p. 46; M3-S4, pp. 70–71; M3-S5, p. 72 Unit 6: M4-S1, p. 247 Unit 8: M1-S5, p. 321</p> <p>Teachers Guide: Unit 1: M1-S1, pp. 3–9; M1-S2, pp. 12–16; M1-S3, pp. 18–21; M1-S4, pp. 24–29; M3-S2, pp.8–10; M3-S3, pp. 12–17; M3-S4, pp. 20–23; M3-S5, pp.26–27; M4-S2, pp. 10–13 Unit 2: M1-S2, pp. 12–13; M4-S5, pp. 22–23 Unit 6: M4-S1, pp. 4–7</p> <p>Number Corner</p> <p>Student Books: April: pp. 79–80; November: p. 27</p> <p>Teachers Guide: September: pp. 52–54; April: pp. 19–20</p>

Standard	Descriptor	Citations
4.NR.2	Using part–whole strategies, solve problems involving addition and subtraction through the hundred–thousands place, as well as multiplication and division of multi–digit whole numbers presented in real–life, mathematical situations.	
4.NR.2.3	Solve relevant problems involving multiplication of a number with up to four digits by a 1–digit whole number or involving multiplication of two two–digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M1–S3, p. 5; M1–S4, p. 7; M1–S5, p. 11; M2–S3, pp. 18–20; M2–S4, p. 21; M2–S5, 23–25; M2–S6, p. 26; M4–S1, p. 40; M4–S2, p. 42; Unit 2: M2–S2, pp. 56–58; M2–S3, pp. 59–61; M2–S4, pp. 62–63; M2–S5, pp. 62, 64; M3–S1, pp. 65–67; M3–S2, p. 68; M3–S3, p. 69; M3–S4, pp. 70–71; M3–S5, p. 72; M4–S1, p. 73; M4–S3, pp. 75–76; M4–S4, pp. 77–79; M4–S5, p. 80 Unit 3: M1–S1, p. 81; M1–S2, p. 84 Unit 4: M1–S7, p. 138; M3–S2, p. 150 Unit 5: M1–S1, p. 163; M1–S5, p. 175; M3–S1, p. 193; M3–S2, p. 196; M3–S3, pp. 197–199; M3–S4, p. 200; M4–S2, pp. 204–207 Unit 6: M1–S3, pp. 211–212; M1–S4, pp. 215–216; M1–S5, p. 217; M1–S6, pp. 218–220; M1–S7, pp. 221–223; M2–S1, pp. 224–226; M2–S2, pp. 227–228; M2–S3, pp. 229–231; M2–S5, p. 235; M4–S1, pp. 247–248; M4–S3, p. 251 Unit 7: M1–S1, p. 252; M3–S1, pp. 279–281; M3–S2, pp. 282–283; M3–S3, pp. 284–286; M3–S4, pp. 287–289; M3–S5, pp. 290–292; M4–S1, pp. 293–295; M4–S2, pp. 296–297; M4–S3, pp. 298–300; M4–S4, p. 302</p> <p>Teachers Guide: Unit 1: M1–S3, pp. 18–21; M2–S3, pp. 14–19; M2–S4, pp. 22–25; M2–S5, pp. 28–31; M2–S6, pp. 34–37 Unit 2: M1–S1, pp. 4–9; M1–S2, pp. 12–13; M1–S4, pp. 22–25; M1–S5, pp. 27–29; M2–S1, pp. 4–9; M2–S2, pp. 12–16; M2–S3, pp. 18–23; M2–S4, pp. 26–28; M2–S5, pp. 30–35; M3–S1, pp. 4–7; M3–S2, pp. 10–11; M3–S3, pp. 14–16; M3–S4, pp. 18–21; M3–S5, pp. 24–27; M4– S3, pp. 12–13; M4–S4, pp. 16–19; M4–S5, pp. 22–23 Unit 5: M3–S1, pp. 4–6; M3–S3, pp. 12–15; M4–S2, pp. 8–10; M4–S3, pp. 14–15 Unit 6: M1–S1, pp. 4–5; M1–S3, pp. 12–16; M1–S4, pp. 18–21; M1–S5, pp. 24–30; M1–S6, pp. 32–37; M1–S7, pp. 41–44; M2–S1, pp. 4–8; M2–S2, pp. 10–12; M2–S3, pp. 16–20; M4–S1, pp. 4–7; M4–S3, pp. 16 Unit 7: M1–S1, pp. 4; M3–S1, pp. 4–5; M3–S2, pp. 8–9; M3–S3, pp. 12–14; M3–S4, pp. 16–18; M3–S5, pp. 20–21; M4–S1, pp. 4–6; M4–S2, pp. 9–12; M4–S3, pp. 14–16; M4–S4, pp. 18</p> <p>Number Corner</p> <p>Student Books: September: pp. 6–9</p> <p>Teachers Guide: September: pp. 27–30, 36–38; October: pp. 31–32; January: pp. 36–37</p>

Standard	Descriptor	Citations
4.NR.2	Using part-whole strategies, solve problems involving addition and subtraction through the hundred-thousands place, as well as multiplication and division of multi-digit whole numbers presented in real-life, mathematical situations.	
4.NR.2.4	Solve authentic division problems involving up to 4-digit dividends and 1-digit divisors (including whole number quotients with remainders) using strategies based on place-value understanding, properties of operations, and the relationships between operations.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M1-S5, pp. 9–10; M1-S6, pp. 9–10, pp. 12–13; M3-S1, p. 29; M3-S2, p. 30 Unit 2: M4-S1, p. 73; M4-S2, p. 74; M4-S3, p. 75; M4-S4, pp. 77–78; M4-S5, p. 80 Unit 3: M1-S2, p. 84; M1-S4, p. 88 Unit 5: M1-S5, p. 175 Unit 6: M1-S2, pp. 211–212; M1-S3, pp. 211–212, 214; M1-S5, p. 217; M1-S6, pp. 218–219; M1-S7, p. 223; M2-S1, pp. 224–226; M2-S2, pp. 227–228; M2-S3, pp. 229–231; M2-S4, p. 234; M3-S4, pp. 243–244; M3-S5, p. 246; M4-S1, pp. 247–248; M4-S2, pp. 249–250; M4-S3, p. 251 Unit 7: M4-S2, p. 297; M4-S4, p. 302</p> <p>Teachers Guide: Unit 1: M1-S5, pp. 32–37; M1-S6, pp. 40–43; Unit 2: M1-S2, pp. 12–13; M4-S1, pp. 4–6; M4-S2, pp. 8–9; M4-S3, pp. 12–13; M4-S4, pp. 16–19; M4-S5, pp. 22–23 Unit 6: M1-S1, pp. 4–5; M1-S2, pp. 8–10; M1-S3, pp. 12–16; M1-S5, pp. 24–30; M1-S6, pp. 32–37; M2-S1, pp. 4–8; M2-S2, pp. 10–12; M2-S3, pp. 16–20; M2-S4, pp. 22–25; M2-S5, pp. 28; M3-S4, pp. 22–24; M3-S5, pp. 26–28; M4-S1, pp. 4–7; M4-S2, pp. 10–14; M4-S3, pp. 16</p> <p>Number Corner</p> <p>Student Books: January: pp. 44–52</p> <p>Teachers Guide: January: pp. 28–30, 34–40, 42–50; April: pp. 28–33</p>

Standard	Descriptor	Citations
4.NR.2		Using part-whole strategies, solve problems involving addition and subtraction through the hundred-thousands place, as well as multiplication and division of multi-digit whole numbers presented in real-life, mathematical situations.
4.NR.2.5	Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers. Use mental computation and estimation strategies to justify the reasonableness of solutions.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M1-S5, p. 11; M3-S4, pp. 34-35 Unit 2: M1-S1, p. 45; M2-S1, pp. 54-55; M2-S3, pp. 59-60; M2-S5, p. 62; M4-S4, p. 79 Unit 3: M1-S1, p. 81 Unit 4: M2-S3, p. 143; M3-S1, p. 147 Unit 5: M1-S1, p. 163 Unit 6: M1-S3, pp. 211-212, 214; M1-S7, pp. 221-223; M2-S5, p. 235; M3-S4, pp. 243-244; M4-S2, pp. 249-250 Unit 7: M3-S1, pp. 279-280; M3-S3, pp. 284-285; M3-S4, pp. 287-288; M4-S2, p. 297 Unit 8: M2-S4, p. 332</p> <p>Teachers Guide: Unit 1: M1-S3, pp. 18-21; M3-S5, pp. 26-27 Unit 2: M1-S2, pp. 12-13; M2-S1, pp. 4-9; M2-S3, pp. 18-23; M2-S5, pp. 30-35; M4-S5, pp. 22-23 Unit 4: M1-S5, pp. 26-32; M1-S6, pp. 34-37; M2-S3, pp. 12-16 Unit 6: M1-S1, pp. 4-5; M1-S3, pp. 12-16; M1-S7, pp. 41-44; M3-S4, pp. 22-24; M4-S2, pp. 10-14; M4-S3, pp. 16 Unit 7: M1-S1, p. 4; M3-S1 pp. 4-5; M3-S3 pp.12-14; M3-S4 pp. 16-18; M4-S4 pp. 18</p> <p>Number Corner</p> <p>Student Books: November: p. 34; January: pp. 48-52</p> <p>Teachers Guide: October: pp. 28-32, 44-48; November: pp. 45-48; January: pp. 42-50; February: pp. 44-48</p>

2 Patterning & Algebraic Reasoning — patterns, input–output tables, factors, multiples, composite numbers, prime numbers

Standard	Descriptor	Citations
4.PAR.3 Generate and analyze patterns, including those involving shapes, input/output diagrams, factors, multiples, prime numbers, and composite numbers.		
4.PAR.3.1	Generate both number and shape patterns that follow a provided rule.	<p>Bridges in Mathematics Student Books: Unit 2: M1–S1, p. 44 Unit 5: M3–S2, p. 196 Unit 6: M1–S1, p. 210 Teachers Guide: Unit 1: M1–S1, pp. 4–9</p> <p>Number Corner Student Books: September: pp. 1–4; January: p. 42; May: pp. 88–89 Teachers Guide: September: pp. 6–14; January: pp. 7–13; March: pp. 7–14; May: pp. 6–14</p>
4.PAR.3.2	Use input–output rules, tables, and charts to represent and describe patterns, find relationships, and solve problems.	<p>Bridges in Mathematics Student Books: Unit 1: M2–S3, pp. 18–19; M3–S1, p. 29 Unit 2: M2–S5, p. 62 Unit 5: M3–S2, p. 196 Teachers Guide: Unit 1: M2–S3, pp. 14–19 Unit 2: M2–S5, pp. 30–35</p> <p>Number Corner Student Books: March: pp. 63–64 Teachers Guide: March: pp. 6–15</p>

Standard	Descriptor	Citations
4.PAR.3 Generate and analyze patterns, including those involving shapes, input/output diagrams, factors, multiples, prime numbers, and composite numbers.		
4.PAR.3.3	Find factor pairs in the range 1–100 and find multiples of single-digit numbers up to 100.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M2–S1, pp. 14; M2–S2, pp. 15–17; M2–S3, p. 20; M3–S1, p. 28 Unit 2: M2–S1, p. 54; M2–S5, p. 62 Unit 3: M2–S2, p. 100 Unit 5: M1–S1, p. 163 Unit 6: M2–S3, p. 232; M3–S1, p. 238</p> <p>Teachers Guide: Unit 1: M1–S3, pp. 18–21; M2–S1, pp. 4–6; M3–S1, pp. 4–6; M3–S2, pp.8–10; M3–S5, pp. 26–27 Unit 2: M2–S1, pp. 4–9; M2–S5, pp. 30–35</p> <p>Number Corner</p> <p>Teachers Guide: September: pp. 23–26, 53–54; October: pp. 30–33; November: pp. 24–27; December: pp. 24–28</p>
4.PAR.3.4	Identify composite numbers and prime numbers and explain the relationship with the factor pairs.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M2–S2, pp. 15–17; M2–S5, p. 25; M2–S6, p. 27; M3–S1, p. 29; M3–S2, p. 30 Unit 2: M2–S4, p. 63; M3–S2, p. 68; M3–S5, p. 72 Unit 3: M1–S1, p. 81; M2–S2, p. 100 Unit 6: M2–S3, p. 232; M3–S1, p. 238</p> <p>Teachers Guide: Unit 1: M1–S3, pp. 18–21; M3–S2, pp. 8–10; M3–S5, pp. 26–27 Unit 2: M1–S2, pp. 12–13; M4–S5, pp. 22–23</p> <p>Number Corner</p> <p>Teachers Guide: November: p. 27; December: p. 24</p>

3 Numerical Reasoning — fraction equivalence, comparison of fractions, and addition and subtraction of fractions with like denominators

Standard	Descriptor	Citations
4.NR.4	Solve real-life problems involving addition, subtraction, equivalence, and comparison of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100 using part-whole strategies and visual models.	
4.NR.4.1	Using concrete materials, drawings, and number lines, demonstrate and explain the relationship between equivalent fractions, including fractions greater than one, and explain the identity property of multiplication as it relates to equivalent fractions. Generate equivalent fractions using these relationships.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 3: M1-S3, pp. 85–86; M1-S5, pp. 89–92; M1-S6, pp. 93–96; M2-S1, p. 97; M2-S3, pp. 101–102; M2-S4, pp. 104–107; M2-S5, pp. 108–109; M2-S6, p. 108, p. 111; M3-S4, p. 120 Unit 4: M1-S1, p. 130 Unit 6: M3-S3, p. 242; M3-S4 p. 245 Unit 7: M1-S2, pp. 253–254; M1-S3, p. 255; M1-S4, pp. 257–261; M1-S5, p. 262; M1-S6, pp. 263–265; M1-S7, p. 267</p> <p>Teachers Guide: Unit 3: M1-S1, pp. 4; M1-S3, pp. 16–19; M1-S4, pp. 22–26; M1-S5, pp. 28–31; M1-S6, pp. 34–35; M2-S1, pp. 4–7; M2-S2, p. 100; M2-S3, pp. 18–20; M2-S4, pp. 22–26; M2-S5, pp. 28–30; M2-S6, pp. 34–37; M3-S4, pp. 24–25; M4-S4, pp. 18 Unit 6: M3-S3, pp. 16–19 Unit 7: M1-S1, pp. 4; M1-S2, pp. 8–13; M1-S3, pp. 16–20; M1-S4, pp. 22–27; M1-S5, pp. 30–34; M1-S6, pp. 36–39; M1-S7, pp. 42–43; M2-S1, pp. 4–7; M4-S4, pp. 18</p> <p>Number Corner</p> <p>Student Books: February: p. 57</p> <p>Teachers Guide: September: p. 19; November: pp. 15–22; February: p. 42; March: pp. 22–24, 33–41</p>
4.NR.4.2	Compare two fractions with the same numerator or the same denominator by reasoning about their size and recognize that comparisons are valid only when the two fractions refer to the same whole.	<p>Number Corner</p> <p>Student Books: October: p. 16</p> <p>Teachers Guide: October: p. 15; March: p. 20</p>

Standard	Descriptor	Citations
4.NR.4	Solve real-life problems involving addition, subtraction, equivalence, and comparison of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100 using part-whole strategies and visual models.	
4.NR.4.3	Compare two fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies and recognize that comparisons are valid only when the two fractions refer to the same whole.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 3: M1–S3, pp. 85–87; M1–S4, p. 88; M1–S5, p. 92; M2–S2, p. 100; M2–S3, pp. 101–102; M2–S4, p. 107; M3–S4, p. 120; M4–S3, p. 127; M4–S4, p. 128 Unit 4: M3–S2, p. 150 Unit 5: M1–S1, p. 163 Unit 6: M3–S4, p. 245 Unit 7: M1–S2, pp. 253–254; M1–S3, pp. 255–256; M1–S4, pp. 257–261; M1–S5, p. 262; M1–S6, pp. 263–266; M1–S7, p. 267; M2–S2, pp. 269–270</p> <p>Teachers Guide: Unit 3: M1–S1, pp. 4; M1–S3, pp. 16–19; M2–S3, pp. 18–20; M3–S4, pp. 24–25; M4–S3, pp. 14–15; M4–S4, pp. 18 Unit 7: M1–S1, pp. 4; M1–S2, pp. 8–13; M1–S3, pp. 16–20; M1–S4, pp. 22–27; M1–S6, pp. 36–39; M1–S7, pp. 42–43; M2–S1, pp. 4–7; M2–S2, pp. 10–13; M4–S4, pp. 18</p> <p>Number Corner</p> <p>Student Books: October: p. 16</p> <p>Teachers Guide: October: pp. 10–16; January: pp. 26–28, 30–32; February: pp. 26–30; March: pp. 18–24</p>
4.NR.4.4	Represent whole numbers and fractions as the sum of unit fractions.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 3: M1–S2, p. 82–83; M1–S3, pp. 85–86; M2–S2, pp. 98–99; M2–S5, p. 108; M2–S6, p. 108</p> <p>Teachers Guide: Unit 3: M1–S1, pp. 4; M1–S2, pp. 8–13; M1–S3, pp. 16–19; M1–S4, pp. 22–26; M2–S1, pp. 4–7; M2–S2, pp. 10–15; M2–S5, pp. 28–30; M2–S6, pp. 34–37; M4–S4, pp. 18</p> <p>Number Corner</p> <p>Student Books: March: pp. 65–66</p> <p>Teachers Guide: November: pp. 15–22; January: pp. 20–22; February: pp. 36–38; March: pp. 18–24</p>

Standard	Descriptor	Citations
4.NR.4	Solve real-life problems involving addition, subtraction, equivalence, and comparison of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100 using part-whole strategies and visual models.	
4.NR.4.5	Represent a fraction as a sum of fractions with the same denominator in more than one way, recording with an equation.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 3: M1–S5, pp. 89–91; M1–S6, pp. 93–95; M2–S2, pp. 98–100; M2–S4, pp. 104–106; M2–S6, p. 108</p> <p>Teachers Guide: Unit 3: M1–S1, pp. 4; M1–S4, pp. 22–26; M1–S5, pp. 28–31; M1–S6, pp. 34–35; M2–S1, pp. 4–7; M2–S2, pp. 10–15; M2–S4, pp. 22–26; M2–S6, pp. 34–37; M4–S4, pp. 18</p> <p>Number Corner</p> <p>Teachers Guide: November: pp. 15–22; January: pp. 20–22; February: pp. 36–38</p>
4.NR.4.6	Add and subtract fractions and mixed numbers with like denominators using a variety of tools.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 3: M2–S1, p. 97; M2–S2, pp. 98–99; M2–S3, pp. 101–103; M2–S5, p. 108; M2–S6, p. 108; M3–S4, p. 120; M4–S4, p. 128 Unit 4: M2–S1, p. 141 Unit 6: M2–S2, p. 225; M3–S2, pp. 239; M3–S3, p. 242</p> <p>Teachers Guide: Unit 3: M1–S1, pp. 4; M2–S1, pp. 4–7; M2–S2, pp. 10–15; M2–S3, pp. 18–20; M2–S5, pp. 28–30; M2–S6, pp.34–37; M3–S4, pp. 24–25; M4–S4, pp. 18 Unit 6: M3–S2, pp. 10–14; M3–S3, pp. 16–19</p> <p>Number Corner</p> <p>Student Books: March: pp. 65–66; April: pp. 81–84</p> <p>Teachers Guide: February: pp. 36–38; March: pp. 18–24; April: pp. 22–26</p>

Standard	Descriptor	Citations
4.NR.5	Solve real-life problems involving addition, equivalence, comparison of fractions with denominators of 10 and 100, and comparison of decimal numbers as tenths and hundredths using part-whole strategies and visual models.	
4.NR.5.1	Demonstrate and explain the concept of equivalent fractions with denominators of 10 and 100, using concrete materials and visual models. Add two fractions with denominators of 10 and 100.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 3: M3–S1, pp. 112–114; M3–S2, pp. 115–116; M3–S3, pp. 118–119; M3–S4, pp. 120–121; M4–S1, pp. 122–124; M4–S2, pp. 125–126; M4–S4, p. 128 Unit 4: M1–S1, p. 130; M2–S1, p. 141 Unit 7: M2–S1, p. 268; M2–S2, pp. 269–271; M2–S3, p. 273; M2–S4, pp. 274–278</p> <p>Teachers Guide: Unit 3; M1–S1, pp. 4; M3–S1, pp. 4–8; M3–S2, pp.10–13; M3–S3, pp. 16–21; M3–S4, pp. 24–25; M4–S1, pp. 4–6; M4–S2, pp. 8–11; M4–S4, pp. 18 Unit 7: M1–S1, pp. 4; M2–S1, pp. 4–7; M2–S2, pp. 10–13; M2–S4, pp. 20–24; M4–S4, pp. 18</p> <p>Number Corner</p> <p>Student Books: October: pp. 14–15; March: pp. 68–71</p> <p>Teachers Guide: October: pp. 5–16; February: pp. 27–34, March: pp. 26–31, 40–41</p>
4.NR.5.2	Represent, read, and write fractions with denominators of 10 or 100 using decimal notation, and decimal numbers to the hundredths place as fractions, using concrete materials and drawings.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 3: M3–S1, pp. 112–114; M3–S2, pp. 115–117; M3–S3, pp. 118–119; M3–S4, p. 120; M4–S1, pp. 122–124; M4–S2, p. 125; M4–S3, p. 127; M4–S4, p. 128 Unit 4: M1–S1, p. 130 Unit 6: M3–S4, pp. 243–244; M4–S1, p. 247 Unit 7: M2–S1, p. 268; M2–S2, p. 271; M2–S3, pp. 272–273; M2–S4, p. 278</p> <p>Teachers Guide: Unit 3: M1–S1, pp. 4; M3–S1, pp. 4–8; M3–S2, pp.10–13; M3–S3, pp. 16–21; M3–S4, pp. 24–25; M4–S1, pp. 4–6; M4–S2, pp. 8–11; M4–S3, pp. 14–15; M4–S4, pp. 18 Unit 6: M3–S4, pp. 22–24; M3–S5, pp. 26–28; M4–S1, pp. 4–7 Unit 7: M1–S1, pp. 4; M2–S1, pp. 4–7; M2–S3, pp. 16–18; M4–S4, pp. 18</p> <p>Number Corner</p> <p>Student Books: February: pp. 57–59; March: pp. 68–71; May: pp. 92–93</p> <p>Teachers Guide: October: pp. 8–14; February: pp. 26–33; March: pp. 26–31; May: pp. 24–28</p>

Standard	Descriptor	Citations
4.NR.5	Solve real-life problems involving addition, equivalence, comparison of fractions with denominators of 10 and 100, and comparison of decimal numbers as tenths and hundredths using part-whole strategies and visual models.	
4.NR.5.3	Represent, read, and write fractions with denominators of 10 or 100 using decimal notation, and decimal numbers to the hundredths place as fractions, using concrete materials and drawings.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 3: M3-S2, pp. 115–117; M3-S4, pp. 120–121; M4-S2, pp. 125–126; M4-S3, p. 127; M4-S4, p. 128 Unit 5: M1-S1, p. 163 Unit 7: M2-S3, pp. 272–273; M2-S4, p. 278</p> <p>Teachers Guide: Unit 3: M1-S1, pp. 4; M3-S2, pp.10–13; M3-S4, pp. 24–25; M4-S2, pp. 8–11; M4-S3, pp. 14–15; M4-S4, pp. 18 Unit 7: M1-S1, pp. 4; M2-S3, pp. 16–18; M4-S4, pp. 18</p> <p>Number Corner</p> <p>Student Books: February: pp. 57–59; March: pp. 68–71; May: pp. 92–93</p> <p>Teachers Guide: February: pp. 26–33; March: pp. 26–31; May: pp. 24–28</p>

4 Measurement & Data Reasoning — time, metric measurements, distance, elapsed time, liquid volume, mass, and length

Standard	Descriptor	Citations
4.MDR.6	Measure time and objects that exist in the world to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.	
4.MDR.6.1	Use the four operations to solve problems involving elapsed time to the nearest minute, intervals of time, metric measurements of liquid volumes, lengths, distances, and masses of objects, including problems involving fractions with like denominators, and also problems that require expressing measurements given in a larger unit in terms of a smaller unit, and expressing a smaller unit in terms of a larger unit based on the idea of equivalence.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M4-S1, pp. 37–40; M4-S2, pp. 41–42; M4-S3, p. 43 Unit 2: M1-S1, p. 44; M1-S3, pp. 47–48; M3-S4, pp. 70–71; M3-S5, p. 72 Unit 3: M1-S1, p. 81; M2-S1, p. 97; M3-S4, p. 121 Unit 4: M1-S1, p. 129; M3-S2, pp. 148–150; M3-S3, pp. 151–152; M3-S4, pp. 153–154; M3-S5, pp. 30–33; M4-S1, p. 159 Unit 6: M2-S1, pp. 224–225; M2-S2, p. 225; M3-S1, pp. 236–237 Unit 7: M1-S1, p. 252; M4-S3, pp. 298–300 Unit 8: M1-S2, pp. 304–307; M1-S3, pp. 308–312; M1-S4, pp. 313–316; M1-S5, pp. 318–321; M1-S6, pp. 322–324; M2-S1, pp. 325–327; M2-S2, p. 328; M2-S4, pp. 330–332; M2-S5, p. 334; M3-S1, p. 335; M3-S2, pp. 336–337; M3-S3, p. 338; M3-S4, p. 338; M3-S5, pp. 340–341; M3-S6, pp. 342–344; M4-S1, p. 345; M4-S2, p. 346; M4-S3, p. 347</p> <p>Teachers Guide: Unit 1: M4-S1, pp. 4–8; M4-S2, pp. 10–13; M4-S3, pp. 16–19 Unit 2: M1-S1, pp. 4–9; M1-S2, pp. 12–13; M1-S3, pp. 16–20; M3-S4, pp. 18–21; M3-S5, pp. 24–27; Unit 4: M1-S1, pp. 4–7; M3-S1, pp. 4–7; M3-S2, pp.10–15; M3-S3, pp. 18–21; M3-S4, pp. 24–27; M3-S5, pp. 30–33; M4-S3, pp. 16; Unit 6: M2-S1, pp. 4–8; M3-S1, pp. 4–6 Unit 7: M4-S3, pp. 14–16 Unit 8: M1-S2, pp. 10–14; M1-S3, pp. 18–21; M1-S4, pp. 24–26; M1-S5, pp. 28–31; M1-S6, pp. 34–36; M2-S1, pp. 4–5; M2-S2, pp. 8–11; M2-S4, pp. 18–20; M3-S1, pp. 4–5; M3-S2, pp. 8–11; M3-S3, pp. 14–16; M3-S4, pp. 18–20; M3-S5, pp. 22–24; M3-S6, pp. 26–27; M4-S1, pp. 4–6; M4-S2, p. 8; M4-S3, pp. 10–11</p> <p>Number Corner</p> <p>Student Books: September: p. 5; November: pp. 23–26, 28–29; April: p. 80; May: pp. 94–95</p> <p>Teachers Guide: September: pp. 18–21; November: pp. 6–12, 14–21, 35–36; December: pp. 30–34; April: pp. 18–20; May: pp. 42–46</p>

Standard	Descriptor	Citations
4.MDR.6	Measure time and objects that exist in the world to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.	
4.MDR.6.2	Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 4: M4-S1, pp. 157–159 Unit 6: M3-S2, pp. 239–240; M3-S3, p. 242 Unit 8: M1-S1, p. 303; M1-S4, pp. 313–317; M2-S3, p. 329; M2-S4, pp. 330–331; M2-S5, p. 333; M3-S4, pp. 338–339</p> <p>Teachers Guide: Unit 4: M4-S1, pp. 4–6 Unit 6: M3-S2, pp. 10–14; M3-S3, pp. 16–19 Unit 8: M1-S1, pp. 4–7; M1-S4, pp. 24–26; M2-S2, pp. 8–11; M2-S3 pp. 14–16; M2-S4, pp. 18–20; M2-S5, pp. 22–24; M3-S4, pp. 18–20</p> <p>Number Corner</p> <p>Student Books: April: pp. 85–87</p> <p>Teachers Guide: April: pp. 35–40</p>
4.MDR.6.3	Create dot plots to display a distribution of numerical (quantitative) measurement data.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 4: M4-S2, pp. 160 Unit 6: M3-S1, pp. 236–237; M3-S2, pp. 239–240 Unit 8: M1-S1, p. 303; M3-S4, pp. 338–339</p> <p>Teachers Guide: Unit 4: M4-S2, pp. 10–13 Unit 6: M3-S1, pp. 4–6; M3-S2, pp. 10–14 Unit 8: M1-S1, pp. 4–7; M3-S4, pp. 18–20</p> <p>Number Corner</p> <p>Student Books: April: pp. 85–87</p> <p>Teachers Guide: April: pp. 35–40</p>

5 Geometric & Spatial Reasoning — polygons, points, lines, line segments, rays, angles, perpendicular lines, area, perimeter

Standard	Descriptor	Citations
4.GSR.7 Investigate the concepts of angles and angle measurement to estimate and measure angles.		
4.GSR.7.1	Recognize angles as geometric shapes formed when two rays share a common endpoint. Draw right, acute, and obtuse angles based on the relationship of the angle measure to 90 degrees.	<p>Bridges in Mathematics Student Books: Unit 5: M1–S2, pp. 164–166; M1–S3, pp. 167–170; M1–S4, pp. 171–172; M1–S6, pp. 176–177; M2–S1, p. 179; M3–S2, p. 195; M4–S1, pp. 201–202; M4–S2, pp. 204–207 Unit 8: M1–S5, pp. 318–320; M1–S6, pp. 322–323 Teachers Guide: Unit 5: M1–S1, pp. 4–5; M1–S2, pp. 8–11; M1–S3, pp.14–17; M1–S4, pp. 20–22; M1–S6, pp. 30–33; M2–S1, pp. 4–7; M3–S2, pp. 8–10; M4–S1, pp. 4–6; M4–S2, pp. 8–10 Unit 8: M1–S5, pp. 28–31; M1–S6, pp. 34–36; M4–S1, pp. 4–6; M4–S2, p. 8; M4–S3, pp. 10–11</p> <p>Number Corner Student Books: February: pp. 53–56 Teachers Guide: February: pp. 12–24</p>
4.GSR.7.2	Measure angles in reference to a circle with the center at the common endpoint of two rays. Determine an angle’s measure in relation to the 360 degrees in a circle through division or as a missing factor problem.	<p>Bridges in Mathematics Student Books: Unit 5: M1–S3, pp. 167–170; M1–S5, pp. 173–174; M1–S6, pp. 176–178; M2–S1, p. 179; M2–S2, pp. 181–183; M4–S1, pp. 201–203; M4–S2, pp. 204–207; M4–S3, p. 208 Unit 8: M1–S4, pp. 313–316; M1–S5, pp. 318–321; M1–S6, pp. 322–324 Teachers Guide: Unit 5: M1–S1, pp. 4–5; M1–S3, pp.14–17; M1–S5, pp. 24–27; M1–S6, pp. 30–33; M2–S1, pp. 4–7; M2–S2, pp. 10–14; M4–S1, pp. 4–6; M4–S2, pp. 8–10; M4–S3, pp. 14–15 Unit 8: M1–S4, pp. 24–26; M1–S5, pp. 28–31; M1–S6, pp. 34–36; M4–S2, p. 8</p> <p>Number Corner Student Books: February: pp. 55–56 Teachers Guide: February: pp. 18–24</p>

Standard	Descriptor	Citations
4.GSR.8		Identify and draw geometric objects, classify polygons based on properties, and solve problems involving area and perimeter of rectangular figures.
4.GSR.8.1	Explore, investigate, and draw points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular lines, parallel lines, and lines of symmetry. Identify these in two-dimensional figures.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 5: M1–S2, pp. 8–11; M1–S3, pp. 167–168; M1–S4, p. 172; M1–S5, pp. 173–174; M2–S1, pp. 179–180; M2–S2, pp. 181–183; M2–S3, pp. 184, 186; M2–S4, pp. 187–188; M2–S5, pp. 189–190; M2–S6, pp. 191–192; M3–S2, p. 195 Unit 6: M1–S1, p. 210 Unit 8: M1–S5, pp. 318–321; M1–S6, pp. 322–324; M2–S1, pp. 325–326; M3–S2, p. 336</p> <p>Teachers Guide: Unit 5: M1–S1, pp. 4–5; M1–S2, pp. 8–11; M1–S3, pp.14–17; M1–S5, pp. 24–27; M2–S1 pp. 4–7; M2–S2, pp. 10–14; M2–S3, pp. 16–19; M2–S4, pp. 22–24; M2–S5, pp. 26–29; M2–S6, pp. 32–33; M3–S2, pp. 8–10; M3–S4, pp. 18–19 Unit 8: M1–S5, pp. 28–31; M1–S6, pp. 34–36; M2–S1, pp. 4–5; M3–S1, pp. 4–5; M3–S2, pp. 8–11; M3–S3, pp. 14–16; M4–S1, pp. 4–6; M4–S2, p. 8; M4–S3, pp. 10–11</p> <p>Number Corner</p> <p>Student Books: December: pp. 35–36; February: pp. 53–55</p> <p>Teachers Guide: December: pp. 40–43; February: pp. 12–16; May pp. 8–12</p>
4.GSR.8.2	Classify, compare, and contrast polygons based on lines of symmetry, the presence or absence of parallel or perpendicular line segments, or the presence or absence of angles of a specified size and based on side lengths.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 5: M2–S2, p. 183; M2–S4, p. 187; M2–S5, p. 189; M2–S6, pp. 191–192; M3–S2, p. 195 Unit 6: M1–S1, p. 210</p> <p>Teachers Guide: Unit 5: M1–S1, pp. 4–5; M2–S4, pp. 22–24; M2–S5, pp. 26–29; M2–S6, pp. 32–33; M3–S2, pp. 8–10; M3–S4, pp. 18–19</p> <p>Number Corner</p> <p>Student Books: December: pp. 35–36; February: pp. 53–55</p> <p>Teachers Guide: December: pp. 40–43; February: pp. 12–16; May pp. 8–12</p>

Standard	Descriptor	Citations
4.GSR.8	Identify and draw geometric objects, classify polygons based on properties, and solve problems involving area and perimeter of rectangular figures.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 2: M1-S3, pp. 47–48; M1-S4, pp. 49–50; M1-S5, p. 52 Unit 5: M3-S1, pp. 193–194; M3-S2, pp. 195–196; M3-S3, pp. 197–199; M3-S4, p. 200; M4-S2, pp. 204–207 Unit 6: M1-S1, p. 210; M2-S1, pp. 224–226; M2-S2, pp. 227–228; M2-S3, pp. 229–231; M2-S4, p. 234; M2-S5, p. 235; M3-S5, p. 246 Unit 7: M3-S1, pp. 279–280 Unit 8: M1-S2, pp. 304–307; M2-S1, pp. 325–327; M3-S1, p. 335; M3-S2, pp. 336–337; M3-S5, pp. 340–341; M3-S6, pp. 342–344</p> <p>Teachers Guide: Unit 2: M1-S3, pp. 16–20; M1-S4, pp. 22–25; M1-S5, pp. 27–29; M3-S3, pp. 14–16; M4-S5, pp. 22–23 Unit 5: M1-S1, pp. 4–5; M3-S1, pp. 4–6; M3-S2, pp. 8–10; M3-S3, pp. 12–15; M3-S4, pp. 18–19; M4-S2, pp. 8–10 Unit 6: M1-S1, pp. 4–5; M2-S1, pp. 4–8; M2-S2, pp.10–12; M2-S3, pp. 16–20; M2-S4, pp. 22–25; M2-S5, pp. 28; M4-S3, pp. 16 Unit 7: M1-S1, pp. 4; M3-S1, pp. 4–5 Unit 8: M1-S2, pp. 10–14; M2-S1, pp. 4–5; M3-S1, pp. 4–5; M3-S2, pp. 8–11; M3-S3, pp. 14–16; M3-S5, pp. 22–24; M3-S6, pp. 26–27</p> <p>Number Corner</p> <p>Student Books: April: p. 78</p> <p>Teachers Guide: April: pp. 7–13</p>
4.GSR.8.3		