



Bridges Second Edition

CORRELATIONS

to Georgia K–12 Mathematical Standards

5 FIFTH GRADE

1 Numerical Reasoning — place value, multiplying by powers of 10, multiplication and division of multi-digit numbers, fractions, decimal numbers, numerical expressions

Standard	Descriptor	Citations
5.NR.1 Use place value understanding to solve real-life, mathematical problems.		
5.NR.1.1	Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	<p>Bridges in Mathematics Student Books: Unit 3: M1–S3, p. 74; S4, p. 75; S5, p. 78; M2–S1, p. 81; S2, p. 83; S4, p. 86; M3–S4, p. 104 Teachers Guide: Unit 3: M1–S3, pp. 13–19; S4, pp. 21–29; S5, pp. 31–36; M2–S1, pp. 3–11; S2, pp. 13–16; S4, pp. 23–26; S4, pp. 19–22</p> <p>Number Corner Student Books: November: p. 25; February: pp. 48–50; March: pp. 51–52 Teachers Guide: November: pp. 13–19; February: pp. 28–30; March: pp. 12–13</p>
5.NR.1.2	Explain patterns in the placement of digits when multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10, up to 103.	<p>Bridges in Mathematics Student Books: Unit 3: M1–S3, p. 74; S4, p. 75; M3–S1, p. 97; S3, pp. 101–103; S4, p. 109 Unit 7: M1–S2, p. 258; M3–S1, p. 279; S2, pp. 280–283; S3, pp. 284–288 Teachers Guide: Unit 3: M1–S3, pp. 15–19; S4, pp. 21–29; M3–S1, pp. 3–7; S3, pp. 15–18; S4, pp. 19–22 Unit 7: M1–S2, pp. 7–12; M3–S1, pp. 3–6; S2, pp. 7–10; S3, pp. 11–14</p> <p>Number Corner Student Books: November: p. 25; February: pp. 48–50 Teachers Guide: November: pp. 13–19; December: pp. 30–34; January: pp. 42–45; February: pp. 13–18, 28–30</p>

Standard	Descriptor	Citations
5.NR.2 Multiply and divide multi-digit whole numbers to solve relevant, mathematical problems.		
5.NR.2.1	Fluently multiply multi-digit (up to 3-digit by 2-digit) whole numbers to solve authentic problems.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 4: M1–S3, pp. 116–117; M2–S1, p. 121; S2, pp. 122–124; S4, pp. 129–130; M3–S1, p. 134; S4, pp. 141–143; S5, pp. 144–147; S6, p. 148; S7, pp. 149–152; M4–S1, pp. 153–155</p> <p>Teachers Guide: Unit 4: M1–S3, pp. 15–21; M2–S1, pp. 3–10; S2, 11–15; S4, pp. 25–28; M3–S1, pp. 3–8; S4, pp. 19–24; S5, pp. 25–30; S6, pp. 31–36; S7, 37–39; M4–S1, 3–8</p> <p>Number Corner</p> <p>Student Books: March: p. 52</p>
5.NR.2.2	Fluently divide multi-digit whole numbers (up to 4-digit dividends and 2-digit divisors no greater than 25) to solve practical problems.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M3–S1, pp. 15–17; S2, p. 18; S3, p. 19; M4–S1, p. 23; S3, p. 27; S4, p. 30 Unit 3: M4–S1, p. 105; S2, pp. 106–108; S3, p. 111 Unit 4: M1–S2, p. 115; M3–S2, p. 137; S3, pp. 138–140; S7, pp. 149–152; M4–S1, pp. 153–155; S2, pp. 156–157; S3 pp. 158–161; S4 p. 163 Unit 5: M4–S1, pp. 190–192 Unit 7: M1–S2, p. 258; S3, p. 260; S4, p. 262; S5, pp. 261, 263; M2–S2, pp. 265–267; S3, pp. 269, 272; S4, p. 273; S5, pp. 274–277; S6, pp. 274–276, 278</p> <p>Teachers Guide: Unit 1: M3–S1, pp. 3–6; S2, pp. 7–11; S3, pp. 13–20; M4–S1, pp. 3–10; S3, pp. 19–24; S4, pp. 25–28 Unit 3: M4–S1, pp. 3–8; S2, pp. 9–13; S3, pp. 15–18 Unit 4: M1–S2, pp. 9–14; M3–S2, pp. 9–12; S3, pp. 13–18; S7, pp. 37–39; M4–S1, pp. 3–8; S2, pp. 9–15; S3, pp. 17–22; S4, pp. 23–28 Unit 5: M4–S1, pp. 3–8 Unit 7: M1–S2, pp. 7–12; S3, pp. 13–16; S4, pp. 17–21; S5, pp. 23–29; M2–S1, pp. 3–7; S2, pp. 9–13; S3, pp. 15–18; S4, pp. 19–24; S5, pp. 25–30; S6, pp. 31–36</p> <p>Number Corner</p> <p>Student Books: March: pp. 60–61</p> <p>Teachers Guide: February: pp. 21–22</p>

Standard	Descriptor	Citations
5.NR.3 Describe fractions and perform operations with fractions to solve relevant, mathematical problems using part–whole strategies and visual models.		
5.NR.3.1	<p>Explain the meaning of a fraction as division of the numerator by the denominator ($a/b = a \div b$).</p> <p>Solve problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.</p>	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M4–S2, p. 26 Unit 2: M2–S5, p. 48; S6, p. 49; M3–S1, p. 52; S3 p. 57 Unit 7: M1–S4, p. 262; S5, pp. 261, 263; M2–S5, pp. 274–277</p> <p>Teachers Guide: Unit 1: M4–S2, pp. 11–18 Unit 2: M2–S4, pp. 27–30; S5, pp. 31–36; S6, pp. 37–40; M3–S1, pp. 3–6; S3, pp. 15–17 Unit 7: M1–S4, pp. 17–24; S5, pp. 23–29; M2–S5, pp. 25–30 Unit 8: M3–S3, pp. 13–15</p>
5.NR.3.2	<p>Compare and order up to three fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies.</p>	<p>Bridges in Mathematics</p> <p>Student Books: Unit 2: M4–S1, pp. 62–63, 69</p> <p>Teachers Guide: Unit 2: M2–S2, p. 42; M4–S1, p. 7</p>
5.NR.3.3	<p>Model and solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators.</p>	<p>Bridges in Mathematics</p> <p>Student Books: Unit 2: M1–S1, p. 32; S3, p. 35; S4, p. 38; S5, p. 39; M2–S1, p. 40; S2, p. 42; S3, p. 45; S4, p. 46; S5, p. 48; S6, p. 49; M3–S2, p. 55; S3, p. 57; S4, p. 58; S5, p. 59; M4–S1, p. 63; S2, p. 66; S3, p. 69 Unit 3: M1–S2, p. 72 Unit 5: M1–S2, p. 167; S3, pp. 168–170; S4, p. 171; S5, p. 172; M2–S1, p. 175</p> <p>Teachers Guide: Unit 2: M1–S1, pp. 3–7; S3, pp. 15–20; S4, pp. 21–25; S5, pp. 27–30; M2–S2, pp. 11–17; S3, pp. 19–25; S5, pp. 31–36; S6, pp. 37–40; M3–S2, pp. 7–13; S3, pp. 15–17; S4, pp. 19–22; S5, pp. 23–27; M4–S1, pp. 3–8; S2, pp. 9–13; S3, pp. 15–18 Unit 3: M1–S2, pp. 7–13 Unit 5: M1–S2, pp. 7–12; S3, pp. 13–18; S4, pp. 19–24; S5, pp. 25–29; M2–S1, pp. 3–8</p> <p>Number Corner</p> <p>Student Books: March: pp. 56–57; April: p. 67</p> <p>Teachers Guide: October: pp. 43–46; November: pp. 32–37; December: pp. 22–23; January: p. 20; March: pp. 32–36</p>

Standard	Descriptor	Citations
5.NR.3 Describe fractions and perform operations with fractions to solve relevant, mathematical problems using part–whole strategies and visual models.		
5.NR.3.4	Model and solve problems involving multiplication of a fraction and a whole number.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 2: M2–S1, p. 40; S2, p. 42; S3, p. 45; S6, p. 49; M3–S3, p. 57 Unit 4: M2–S1, p. 121; S2, pp. 122–124; M3–S1, p. 134 Unit 5: M1–S2, p. 167; S3, pp. 168–170; S4, p. 171; S5, p. 172; M2–S1, p. 175 Unit 6: M4–S1, pp. 246–248; S2, pp. 249–252; S3, pp. 253–255 Unit 8: M1–S1, p. 299; M2–S3, p. 323; S5, pp. 329; M3–S1, p. 334; S4, p. 342</p> <p>Teachers Guide: Unit 2: M2–S1, pp. 3–9; S2, pp. 11–17; S3, pp. 19–25; S6, pp. 37–40; M3–S3, pp. 15–17 Unit 4: M2–S1, pp. 3–10; S2, pp. 11–15; M3–S1, pp. 3–8 Unit 5: M1–S2, pp. 7–12; S3, pp. 13–18, S4, pp. 19–24; S5, pp. 25–29; M2–S1, pp. 3–8 Unit 6: M4–S1, pp. 3–9; S2, pp. 11–14; S3, pp. 15–18 Unit 8: M2–S3, p. 15</p> <p>Number Corner</p> <p>Teachers Guide: February: pp. 32–40</p>
5.NR.3.5	Explain why multiplying a whole number by a fraction greater than one results in a product greater than the whole number, and why multiplying a whole number by a fraction less than one results in a product less than the whole number and multiplying a whole number by a fraction equal to one results in a product equal to the whole number.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 5: M1–S3, pp. 168–170; M2–S4, p. 182; S5, p. 183; M3–S3, pp. 186–187; S4, p. 189</p> <p>Teachers Guide: Unit 5: M1–S3, pp. 13–18; S4, pp. 19–22; S5, pp. 23–27; M3–S3, pp. 11–15; S4, pp. 17–21</p> <p>Number Corner</p> <p>Teachers Guide: February: pp. 32–40</p>

Standard	Descriptor	Citations
5.NR.3		Describe fractions and perform operations with fractions to solve relevant, mathematical problems using part–whole strategies and visual models.
5.NR.3.6	Model and solve problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 5: M4–S2, p. 193; S3, pp. 194–197; S4, p. 198; S5, pp. 199–202 Unit 7: M1–S4, p. 262; S5 pp. 261, 263; M2–S1, pp. 265–267; S2, pp. 265–266; S3, pp. 269, 272; S6, pp. 274–276, 278</p> <p>Teachers Guide: Unit 5: M4–S2, pp. 9–16; S3, pp. 17–22; S4, pp. 23–30; S5, pp. 31–35 Unit 7: M1–S4, pp. 17–21; S5, pp. 23–29; M2–S1, pp. 3–7; S2, pp. 9–13; S3, pp. 15–18; S6, pp. 31–36 Unit 8: M2–S5, pp. 26–27</p> <p>Number Corner</p> <p>Student Books: April: p. 69</p> <p>Teachers Guide: April: pp. 25, 33–37; May: pp. 36–38</p>

Standard	Descriptor	Citations
<p>5.NR.4 Read, write, and compare decimal numbers to the thousandths place, and round and perform operations with decimal numbers to the hundredths place to solve relevant, mathematical problems.</p>		
<p>5.NR.4.1</p>	<p>Read and write decimal numbers to the thousandths place using base-ten numerals written in standard form and expanded form.</p>	<p>Bridges in Mathematics Student Books: Unit 3: M1–S5, p. 78; M2–S1, p. 81; S2, p. 83; S3, p. 85; S4, p. 86; S5, p. 91; S6, p. 92; S7, p. 94 Teachers Guide: Unit 3: M1–S5, pp. 31–36; M2–S1, pp. 3–11; S2, pp. 13–16; S3, pp. 17–21; S4, pp. 23–26; S5, pp. 27–32; S6, pp. 33–38; S7, pp. 39–46</p> <p>Number Corner Student Books: November: p. 25 Teachers Guide: November: pp. 17–18</p>
<p>5.NR.4.2</p>	<p>Represent, compare, and order decimal numbers to the thousandths place based on the meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>Bridges in Mathematics Student Books: Unit 3: M1–S5, p. 78; M2–S2, p. 83; S3, p. 85; S4, p. 86; S7, p. 94; M3–S1, p. 97 Teachers Guide: Unit 3: M1–S5, pp. 31–36; M2–S2, pp. 13–16; S3, pp. 17–21; S4, pp. 23–26; S7, pp. 39–46; M3–S1, pp. 3–7</p> <p>Number Corner Teachers Guide: March: p. 23; April: p. 21</p>
<p>5.NR.4.3</p>	<p>Use place value understanding to round decimal numbers to the hundredths place.</p>	<p>Bridges in Mathematics Student Books: Unit 3: M2–S3, p. 85; S4, p. 86; S7, p. 94; M3–S1, p. 97 Teachers Guide: Unit 3: M2–S3, pp. 17–21; S4, pp. 23–26; S7, pp. 39–46; M3–S1, pp. 3–7</p> <p>Number Corner Teachers Guide: November: p. 18; December: p. 23</p>

Standard	Descriptor	Citations
5.NR.4	Read, write, and compare decimal numbers to the thousandths place, and round and perform operations with decimal numbers to the hundredths place to solve relevant, mathematical problems.	
5.NR.4.4	Solve problems involving addition and subtraction of decimal numbers to the hundredths place using a variety of strategies.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 2: M2–S5, p. 48; M3–S1, p. 52 Unit 3: M1–S2, p. 72; M2–S1, p. 81; S2, p. 83; S3, p. 85; S4, p. 86; S5, p. 91; S6, p. 92; S7, p. 94; M3–S1, p. 97; S2, pp. 98–100</p> <p>Teachers Guide: Unit 2: M2–S5, pp. 31–36; M3–S1, pp. 3–6 Unit 3: M1–S2, pp. 7–13; M2–S1, pp. 3–11; S2, pp. 13–16; S3, pp. 17–21; S4, pp. 23–26; S5, pp. 27–32; S6, pp. 33–38; S7, pp. 39–46; M3–S1, pp. 3–7; S2, pp. 9–14</p> <p>Number Corner</p> <p>Teachers Guide: September: pp. 11–12, 51, 53–60; October: pp. 43–44; November: pp. 34–35; February: pp. 20–21</p>

Standard	Descriptor	Citations
5.NR.5	Write, interpret, and evaluate numerical expressions within authentic problems.	
5.NR.5.1	Write, interpret, and evaluate simple numerical expressions involving whole numbers with or without grouping symbols to represent actual situations.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M1–S4, p. 5; S5, p. 6; M2–S1, p. 7; S2, p. 8; S3, pp. 9–10; S4, p. 11; S5, pp. 12–13; S6, p. 14; M3–S1, pp. 15–17; S2, p. 18; S3, p. 19; S4, pp. 20–21; M4–S2, p. 26 Unit 4: M3–S1, p. 134</p> <p>Teachers Guide: Unit 1: M1–S4, pp. 19–25; S5, pp. 27–33; M2–S1, pp. 3–7; S2, pp. 9–15; S3, pp. 17–24; S4, pp. 25–28; S5, pp. 29–35; S6, pp. 36–43; M3–S1, pp. 3–6; S2, pp. 7–11; S3, pp. 13–20; S4, pp. 11–18 Unit 4: M3–S1, pp. 3–8 Unit 8: M2–S3, pp. 16–17</p> <p>Number Corner</p> <p>Student Books: September: p. 1; October: pp. 15–18; November: p. 28; January: p. 36</p> <p>Teachers Guide: September: pp. 20–30; October: pp. 24–30; November: pp. 22–24; January: p. 11</p>

2 Patterning & Algebraic Reasoning — generating patterns, plotting ordered pairs in the first quadrant

Standard	Descriptor	Citations
5.PAR.6 Solve relevant problems by creating and analyzing numerical patterns using the given rule(s).		
5.PAR.6.1	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms by completing a table.	<p>Bridges in Mathematics Student Books: Unit 6: M1–S4, pp. 209–211; S5, p. 216; S6, pp. 219–220; S7, p. 222 Teachers Guide: Unit 6: M1–S4, pp. 21–25; S5, pp. 27–33; S6, pp. 35–40; S7, pp. 41–45</p> <p>Number Corner Student Books: October: p. 12; January: pp. 36–37 Teachers Guide: October: pp. 16–17; January: pp. 5–11</p>
5.PAR.6.2	Represent problems by plotting ordered pairs and explain coordinate values of points in the first quadrant of the coordinate plane.	<p>Bridges in Mathematics Student Books: Unit 6: M1–S2, p. 205; S3, p. 207; S4, pp. 209–211; S5, p. 216; S6, pp. 219–220; S7, p. 222 Teachers Guide: Unit 6: M1–S2, pp. 7–12; S3, pp. 13–20; S4, pp. 21–25; S5, pp. 27–33; S6, pp. 35–40; S7, pp. 41–45</p> <p>Number Corner Student Books: October: pp. 13–14; January: pp. 36–37 Teachers Guide: October: pp. 16–18; January: p. 12</p>

3 Measurement & Data Reasoning — measurements within the metric system, measurement conversions and time as a unit of measurement

Standard	Descriptor	Citations
5.MDR.7 Solve problems involving customary measurements, metric measurements, and time and analyze graphical displays of data to answer relevant questions.		
5.MDR.7.1	Explore realistic problems involving different units of measurement, including distance, mass, weight, volume, and time.	<p>Bridges in Mathematics Student Books: Unit 1: M3–S2, p. 18 Unit 6: M3–S1, p. 233; S2 p. 234; S3, p. 238; S4, p. 240; S5, pp. 242–245 Teachers Guide: Unit 1: M3–S2, pp. 7–11 Unit 6: M3–S1, pp. 3–6; S2, pp. 7–14; S3, pp. 15–19; S4, pp. 21–26; S5, pp. 27–30</p> <p>Number Corner Student Books: February: pp. 48–50; May p. 73 Teachers Guide: February: pp. 16–18, 24–30; May pp. 14–18</p>
5.MDR.7.2	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 Student Books: Unit 8: M1–S2, pp. 301–303; S3, pp. 305–307; S4, pp. 309–311; S5, pp. 312–314; S6, p. 315; M2–S1, pp. 316–317; S2, pp. 319–320; S3, pp. 321–322; S4, pp. 324–326; S6, pp. 330–332; M3–S1, pp. 333–334; S2, pp. 335–337; S3, p. 339; M4–S1, pp. 344–346 Teachers Guide: Unit 8: M1–S2, pp. 9–10; S3, pp. 14–16; S4, pp. 19–20; S5, pp. 24–26; M2–S1, pp. 5–7; S5, pp. 31–32; M3–S1, pp. 4–6; M4–S1, p. 7</p> <p>Number Corner Student Books: October: pp. 13–14 Teachers Guide: October: pp. 16–18; January: pp. 6–14</p>
5.MDR.7.3	Convert among units within the metric system and then apply these conversions to solve multistep, practical problems.	<p>Bridges in Mathematics Student Books: Unit 3: M2–S7, p. 94; M3–S1, p. 97; S3, pp. 101–103 Teachers Guide: Unit 3: M2–S7, pp. 39–46; M3–S1, pp. 3–7; S3, pp. 15–18</p> <p>Number Corner Student Books: February: pp. 48–50; May p. 73 Teachers Guide: February: pp. 16–18, 24–30; May pp. 14–18</p>

Standard	Descriptor	Citations
5.MDR.7		Solve problems involving customary measurements, metric measurements, and time and analyze graphical displays of data to answer relevant questions.
5.MDR.7.4	Convert among units within relative sizes of measurement units within the customary measurement system.	<p>Bridges in Mathematics Student Books: Unit 4: M4–S3, pp. 158–161 Teachers Guide: Unit 4: M4–S3, pp. 17–22</p> <p>Number Corner Student Books: February: pp. 48–50; May p. 73 Teachers Guide: February: pp. 16–18, 24–30; May pp. 14–18</p>

4 Geometric & Spatial Reasoning — properties of polygons and rectangular prisms, classify polygons

Standard	Descriptor	Citations
5.GSR.8 Examine properties of polygons and rectangular prisms, classify polygons by their properties, and discover volume of right rectangular prisms.		
5.GSR.8.1	Classify, compare, and contrast polygons based on properties.	<p>Bridges in Mathematics Student Books: Unit 6: M2–S1, pp. 223–224; S2, pp. 225–227; S3, pp. 228–229; S4, p. 230 Teachers Guide: Unit 6: M2–S1, pp. 3–8; S2, pp. 9–13; S3, pp. 15–19; S4, pp. 21–26</p> <p>Number Corner Student Books: December: pp. 31–32 Teachers Guide: December: pp. 6–12</p>
5.GSR.8.2	Determine, through exploration and investigation, that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	<p>Bridges in Mathematics Student Books: Unit 6: M2–S1, pp. 223–224; S2, pp. 225–227; S3, pp. 228–229; S4, p. 230 Teachers Guide: Unit 6: M2–S1, pp. 3–8; S2, pp. 9–13; S3, pp. 15–19; S4, pp. 21–26</p> <p>Number Corner Student Books: December: pp. 31–32 Teachers Guide: December: pp. 6–12</p>
5.GSR.8.3	Investigate volume of right rectangular prisms by packing them with unit cubes without gaps or overlaps. Then, determine the total volume to solve problems.	<p>Bridges in Mathematics Student Books: Unit 1: M1–S4, p. 5; S5, p. 6; M3–S2, p. 18 Unit 6: M3–S1, p. 233; S2, p. 234; S3, p. 238 Teachers Guide: Unit 1: M1–S4, pp. 19–25; S5, pp. 27–33; M3–S2, pp. 9–12 Unit 6: M3–S1, pp. 3–6; S2, pp. 7–14; S3, pp. 15–19</p> <p>Number Corner Student Books: January: pp. 42–44 Teachers Guide: September: pp. 20–30; January: pp. 32–36</p>

Standard	Descriptor	Citations
5.GSR.8		Examine properties of polygons and rectangular prisms, classify polygons by their properties, and discover volume of right rectangular prisms.
5.GSR.8.4	Discover and explain how the volume of a right rectangular prism can be found by multiplying the area of the base times the height to solve authentic, mathematical problems.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M3–S2, p. 18 Unit 6: M3–S1, p. 233; S2, p. 234; S3, p. 238; S4, p. 240; S5, pp. 242–245 Unit 8: M2–S3, p. 323; M3–S4, 342; M4–S2, p. 349</p> <p>Teachers Guide: Unit 1: M3–S2, pp. 7–11 Unit 6: M3–S1, pp. 3–6; S2, pp. 7–14; S3, pp. 15–19; S4, pp. 21–26; S5, pp. 27–30 Unit 8: M3–S3, p. 16</p> <p>Number Corner</p> <p>Student Books: April: pp. 64–66</p> <p>Teachers Guide: April: pp. 6–12</p>