



Bridges in Mathematics & Number Corner Second Edition

South Carolina

College- and Career-Ready Standards for Mathematics

CORRELATIONS

Key Concepts in Mathematics

Content Standards for Mathematics

- Number Sense and Base Ten (NBT)
- Algebraic Thinking and Operations (ATO)
- Geometry (G)
- Measurement and Data Analysis (MDA)

Mathematical Process Standards

1. Make sense of problems and persevere in solving them.
2. Reason both contextually and abstractly.
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.
4. Connect mathematical ideas and real-world situations through modeling.
5. Use a variety of mathematical tools effectively and strategically.
6. Communicate mathematically and approach mathematical situations with precision.
7. Identify and utilize structure and patterns.



NUMBER SENSE AND BASE TEN

1.NSBT.1 Extend the number sequence to:		
a. count forward by ones to 120 starting at any number;		
Unit 1 M1–S3, S4, S5	Nov: DS Jan: NL May: NL	
b. count by fives and tens to 100, starting at any number;		
Unit 1: M3–S2 Unit 2: M4–S1, S2, S3 Unit 7: M–2 S5	Sep: CG, DS Oct: DS May: DS, NL	
c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;		
Unit 4: M1–S1, S2 Unit 4: M2–S1 Unit 4: M4–S2, S3, S5	Sep: NL Oct: NL Nov: NL	Dec: NL Jan: NL, CC, DS Feb: NL
d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.		
Unit 6: M1–S1, M3–S1	Sep: DS, NL Oct: DS, NL Nov: DS, NL	Dec: DS, NL Jan: DS, NL Feb: DS, NL
1.NSBT.2 Understand place value through 99 by demonstrating that:		
a. ten ones can be thought of as a bundle (group) called a “ten”;		
Unit 3: M3–S1, S2, S3, S4, S4-WP3F, S5 Unit 7: M1–S1	Sep: CG, DS, CF Oct: NL Nov: NL Dec: DS, NL	Jan: DS, NL Feb: DS Apr: CC
b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones;		
Unit 3: M3–S1, S2, S3, S4, S5 Unit 7: M1–S1, S2, S3, S4, S5-HC M2–S1 M4–S1, S2, S4, S5 Unit 8: M3–S2 M4–S3	Sep: NL Oct: DS, NL Nov: DS, NL Dec: NL Jan: NL	Feb: CC, NL Mar: DS, NL Apr: DS, CF, NL May: DS, NL
c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.		
Unit 3: M3–S1, S2, S3, S4, S5	Sep: CG, DS Oct: DS Nov: DS	

NUMBER SENSE AND BASE TEN

1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.

Unit 2: M1–S3, S4-WP2B M2–S3, S3-WP2C, S5 M4–S4, S5
Unit 3: M2–S5, S5-WP3E M3–S1, S2, S3, S4 M4–S3
Unit 4: M3–S2 M4–S1, S2, S3, S4, S5
Unit 6: M4–S1, S2, S3
Unit 7: M1–S2, S3, S4, S4-WP7A, S5-HC M4–S2, S3, S4, S5
Unit 8: M1–S4, S5, S5-WP8A M3–S3, S4, S5, S6 M4–S1, S2, S2-HC, S3

Oct: CC, NL
Nov: NL
Dec: NL
Jan: NL
Feb: CC, NL
Mar: NL
Apr: CF

1.NSBT.4 Add through 99 using concrete models, drawings, and strategies based on place value to:

a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);

Unit 2: M4–S2-HC
Unit 3: M1–S5-HC M2–S3 M3–S1, S2, S2-HC, S3, S4, S4-WP3F, S5-HC
Unit 4: M1–S2-HC M2–S3, S4, S4-WP4B, S5, S5-HC M3–S3, S4, S5, S5-WP4D M4–S2, S3, S4, S5, S5-HC
Unit 5: M3–S5-HC M4–S1-HC
Unit 6: M4–S1, S3, S5-HC
Unit 7: M1–S2, S2-HC, S3, S4, S4-WP7A, S5-HC M2–S1, S2, S3, S4, S5, S5-HC M3–S2-HC, S3, S4, S5, S5-HC M4–S1, S2, S3, S4, S5
Unit 8: M1–S4, S5, S5-WP8A M2–S1, S2-HC, S4, S4-WP8B M3–S3, S4, S5, S6 M4–S2, S2-HC, S3, S4

Sep: CF
Oct: DS
Nov: DS
Dec: DS
Jan: DS
Feb: CC, DS
Mar: DS
Apr: DS, CF, NL
May: CG, DS, CF, NL

b. add a two-digit number and a multiple of 10.

Unit 4: M2–S1, S2, S2-HC M3–S1, S2, S3, S4, S5, S5-WP4D
Unit 7: M2–S3 M3–S3, S4, S5, S5-HC M4–S3
Unit 8: M2–S4, S4-WP8B M3–S2 M4–S2, S4

Mar: DS
Apr: CF, NL
May: CG, CF, NL

1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.

Unit 4: M2–S1, S2, S2-HC M3–S1, S2, S3, S4, S5, S5-WP4D
Unit 7: M2–S3 M3–S3, S4, S5, S5-HC M4–S3
Unit 8: M2–S4, S4-WP8B M3–S2 M4–S2, S4

Mar: DS
Apr: CF, NL
May: CG, CF, NL

1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.

Unit 4: M2–S3, S4, S4-WP4B, S5, S5-HC M3–S4, S5, S5-WP4D M4–S2, S3, S5-HC
Unit 5: M3–S5-HC
Unit 7: M1–S5, S5-HC, S5-WP7B M2–S5 M3–S3, S4, S5
Unit 8: M2–S2-HC, S4, S4-WP8B

Apr: CF, NL
May: CG, CF



ALGEBRAIC THINKING & OPERATIONS

1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a partpart-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.

<p>Unit 1: M2–S5-HC M3–S1 Unit 2: M2–S2, S5-HC M3–S2-HC, S5, S5-HC M4–S2-HC, S5-HC Unit 3: M1–S5 M2–S2-HC, S3, S4, S5 M4–S3, S4 Unit 4: M1–S3, S4, S4-WP4A M3–S5-HC M4–S2-HC, S4, S5 Unit 5: M4–S1-HC, S3-HC Unit 6: M1–S1, S2, S2-HC, S4, S5, S5-HC M2–S2, S3, S5, S5-HC M3–S1, S2, S2-HC, S3, S4, S4-HC, S5 M4–S2-HC Unit 7: M3–S1, S2, S2-HC Unit 8: M2–S1, S2-HC</p>	<p>Oct: CG Jan: CG</p>
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1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.

<p>Unit 3: M2–S5-HC Unit 6: M2–S3 M4–S2-HC Unit 7: M3–S2 Unit 8: M2–S2-HC</p>	<p>Feb: CF</p>
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1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.

<p>Unit 1: M2–S2 Unit 2: M1–S4, S5, S5-HC M2–S1, S2, S2-HC, S4 M3–S2-HC, S5, S5-HC M4–S2-HC Unit 3: M1–S1, S1-WP3A, S2, S2-WP3B, S3 M2–S3 M4–S1, S2, S2-HC, S5-HC Unit 5: M1–S2-HC Unit 6: M2–S1, S2, S2-HC Unit 7: M3–S1, S2 Unit 8: M4–S2, S4</p>	<p>Oct: CG, CF Feb: CC, CF Mar: CF</p>
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1.ATO.4 Understand subtraction as an unknown addend problem.

<p>Unit 1: M4–S1 Unit 2: M2–S1, S2, S4 M3–S2-HC, S5, S5-HC Unit 3: M1–S5 Unit 4: M3–S2-HC M4–S5-HC Unit 5: M4–S1-HC Unit 6: M1–S5 M2–S1, S2, S4-WP6B M3–S2</p>	<p>Oct: CF Nov: CF Mar: CF</p>
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1.ATO.5 Recognize how counting relates to addition and subtraction.

<p>Unit 1: M1–S1-WP1C M2–S5-WP1G M3–S4 M4–S1, S2-HC, S4 Unit 2: M1–S1, S2, S2-WP2A, S3, S4, S4-WP2B, S5, S5-HC M2–S2-HC, S3, S3-WP2C, S5 M3–S1, S3, S3-WP2E, S4, S4-WP2F M4–S4, S5 Unit 3: M1–S2, S2-WP3B, S4, S4-WP3C Unit 4: M1–S3, S4, S4-WP4A, S5, S5-HC M3–S1-WP4C, S3 Unit 6: M1–S1, S2 Unit 8: M2–S2, S4-WP8B</p>	<p>Dec: NL Jan: CF, NL Feb: NL</p>
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South Carolina College- and Career-Ready Standards for Mathematics (continued)

1.ATO.6 Demonstrate:	
a. addition and subtraction through 20;	
<p>Unit 1: M1–S1-WP1C M2–S2, S2-HC, S3, S5, S5-HC, S5-WP1G M3–S1, S2, S2-HC, S4 M4–S1, S2-HC, S4</p> <p>Unit 2: M1–S1, S2, S2-WP2A, S3, S4, S4-WP2B, S5, S5-HC M2–S1, S2, S2-HC, S3, S3-WP2C, S4, S5 M3–S1, S2, S2-HC, S2-WP2D, S3, S3-WP2E, S4, S4-WP2F, S5, S5-HC M4–S2-HC</p> <p>Unit 3: M1–S1, S1-WP3A, S2, S2-HC, S2-WP3B, S3, S4, S4-WP3C, S5-HC M2–S1, S1-WP3D, S2, S2-HC, S3, S4, S5, S5-HC, S5-WP3E M3–S1, S2, S2-HC, S3, S4, S4-WP3F, S5, S5-HC M4–S1, S2, S2-HC, S5, S5-HC</p> <p>Unit 4: M1–S2, S2-HC, S3, S4, S4-WP4A, S5, S5-HC M3–S1-WP4C, S2-HC, S5-HC M4–S2-HC</p> <p>Unit 5: M1–S2-HC M2–S5-HC M3–S1, S2-HC, S5-HC</p> <p>Unit 6: M1–S1, S2, S2-HC, S3, S4, S4-WP6A, S5, S5-HC M2–S1, S2, S2-HC, S3, S4, S4-WP6B, S5, S5-HC M3–S1, S2, S2-HC, S3, S3-WP6C, S4, S4-HC, S5 M4–S2-HC</p> <p>Unit 7: M1–S2-HC, S5-HC M3–S2, S2-HC</p> <p>Unit 8: M2–S1, S2, S3, S4-WP8B</p>	<p>Sep: DS, CF, NL Oct: CG, CF Nov: CF Dec: DS, CF Jan: CG, CF Feb: CF Mar: CF</p>
b. fluency with addition and related subtraction facts through 10.	
<p>Unit 2: M1–S1, S2, S2-WP2A, S3, S4, S4-WP2B, S5, S5-HC M2–S1, S2, S2-HC, S3, S3-WP2C, S4, S5 M3–S1, S2, S2-HC, S2-WP2D, S3, S3-WP2E, S4, S4-WP2F, S5, S5-HC M4–S2-HC</p>	<p>Sep: DS, CF Oct: DS, CF Nov: CF</p>
1.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.	
<p>Unit 2: M1–S3, S4-WP2B M2–S4</p> <p>Unit 3: M1–S5 M2–S4, S5-HC M4–S1, S2, S2-HC, S3, S4, S5, S5-HC</p> <p>Unit 5: M2–S5-HC</p> <p>Unit 6: M1–S2 M3–S3, S3-WP6C, S4-HC, S5</p>	<p>Sep: DS Jan: CG, DS Oct: DS Feb: DS Nov: DS Mar: CF Dec: DS</p>
1.ATO.8 Determine the missing number in addition and subtraction equations within 20.	
<p>Unit 1: M2–S2, S2-HC, S5-HC M3–S1, S2, S2-HC M4–S1</p> <p>Unit 2: M2–S1, S2, S4 M3–S2-HC, S5, S5-HC M4–S1, S2, S2-HC, S3, S4, S5</p> <p>Unit 3: M1–S1, S1-WP3A, S5 M2–S1, S1-WP3D, S2-HC, S3, S4, S5-HC M3–S5 M4–S3, S4, S5</p> <p>Unit 4: M1–S2 M3–S1-WP4C, S2-HC, S5-HC M4–S2, S2-HC, S3, S4, S5</p> <p>Unit 6: M1–S2, S5-HC M2–S1, S2, S2-HC, S4-WP6B M3–S1, S2, S2-HC, S3, S4, S5</p> <p>Unit 7: M3–S2-HC</p> <p>Unit 8: M1–S4, S5, S5-WP8A</p>	<p>Oct: CF Jan: CG</p>
1.ATO.9 Create, extend and explain using pictures and words for:	
a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns);	
<p><i>Note: This standard is addressed in kindergarten Bridges Unit 1 Module 4 Sessions 1–4 and Number Corner Sep–Dec Calendar Grid. In grade 1 the standard is revisited in Number Corner Calendar Grid September, October, and April.</i></p>	<p>Sep: CG Oct: CG Apr: CG</p>
b. growing patterns (between 2 and 4 terms/figures).	
<p>Unit 1: M1-S1, S2, S5</p> <p>Unit 8: M2-S1, S2, S3, S4</p>	<p>Sep: CG Oct: CG Apr: CG</p>



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South Carolina College- and Career-Ready Standards for Mathematics (continued)

GEOMETRY

1.G.1 Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color).	
Unit 5: M1–S1, S2, S2-HC, S3, S4, S5 M2–S1, S2, S3, S4, S4-WP5C, S5, S5-HC, S5-WP5D M3–S1, S3, S4, S6, S7 M4–S1, S1-HC, S1-WP5E, S2, S3, S3-HC	Dec: CG Feb: CG Apr: CG
1.G.2 Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.	
Unit 1: M1–S1-WP1B, S3-WP1D, S3-WP1E Unit 2: M3–S2-HC M4–S1, S2 Unit 5: M1–S3, S3-WP5A, S4, S4-WP5B, S5, S5-HC M2–S2-HC, S4, S5 M3–S1, S2, S7 M4–S1-HC	Oct: CC Dec: CG
1.G.3 Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts.	
Unit 2: M4–S1 Unit 5: M3–S3, S4, S5, S5-HC, S6 M4–S3-HC Unit 7: M3–S3 Unit 8: M1–S4, S5 M2–S1 M3–S1, S5-HC	Nov: CG, CC Mar: CG Apr: CG May: CC
1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).	
Unit 1: M1–S1-WP1B, S3-WP1D, 1E Unit 5: M1–S1, S2, M2–S1, M4–S1, S2, S3	Nov: CG Apr: CG Oct: CC Feb: CG

MEASUREMENT AND DATA ANALYSIS

1.MDA.1 Order three objects by length using indirect comparison.

Unit 1: M3–S5
Unit 4: M4–S5
Unit 6: M4–S2, S3
Unit 8: M3–S3, S5 M4–S1, S3

Apr: CC

1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.

Unit 1: M1–S1-WP1A M3–S5 M4–S2, S2-WP1I, S3
Unit 4: M4–S1, S2, S3, S4, S5
Unit 6: M4–S1, S2, S3
Unit 7: M3–S1, S2
Unit 8: M3–S2, S2-HC, S3, S5 M4–S1, S3, S4

Apr: CC

1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour.

Unit 3: M2–S5, S5-WP3E
Unit 7: M4–S2-HC
Unit 8: M1–S2, S5-HC M4–S2-HC

Nov: CC
Dec: CC
Mar: CG

1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.

Unit 1: M1–S2 M2–S4, S4-WP1F M3–S3, S3-WP1H, S5-HC M4–S5-HC Unit 2: M3–S3, S3-WP2E, S4, S4-WP2F
Unit 3: M1–S1, S1-WP3A M2–S5, S5-WP3E
Unit 4: M4–S1 Unit 5: M1–S1, S2 M2–S2 M4–S2, S2-WP5F
Unit 7: M4–S2-HC
Unit 8: M1–S3 M3–S4, S6 M4–S3

Sep: CC
Oct: CC
Jan: CC
Feb: CC
Mar: CC
Apr: CC

1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.

Unit 1: M1–S2, M3–S3
Unit 2: M3–S3

Sep: CC
Oct: CC
Jan: CC

1.MDA.6 Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.

Unit 2: M4–S4, S5
Unit 7: M4–S4, S5

Sep: CC
Jan: CC
Mar: CC
May: CC



MATHEMATICAL PROCESS STANDARDS

1. Make sense of problems and persevere in solving them.

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

Unit 1: M1–S3
Unit 2: M3–S5 M4–S1
Unit 3: M1–S5 M2–S4
Unit 4: M3–S5-HC M4–S4, S5
Unit 5: M1–S1, S3, S5 M3–S7 M4–S1, S2, S3
Unit 6: M2–S5, S5-HC M3–S1, S2, S2-HC, S3, S4, S5 M4–S1, S3
Unit 7: M2–S2, S5, S5-HC M3–S2-HC M4–S4
Unit 8: M2–S2-HC M3–S1, S2, S3, S4, S5, S6 M4–S2, S4

Jan: CG
Feb: CG

2. Reason both contextually and abstractly.

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

Unit 1: M4–S1, S5
Unit 2: M1–S3, S4, S5 M2–S1, S2, S4 M3–S2
Unit 3: M1–S1-WP3A, S2, S3, S4 M2–S1 M3–S1, S5 M4–S1, S2, S3, S4, S5
Unit 4: M1–S1, S2, S3, S4 M2–S1, S2, S4, S5 M3–S1, S2, S4, S5
Unit 5: M3–S1, S5
Unit 6: M1–S1, S2, S3, S5 M2–S1, S2, S3, S4, S5 M3–S3, S4 M4–S2, S3
Unit 7: M1–S2, S3, S4, S5 M2–S4 M3–S1, S2, S3, S4, S5 M4–S2
Unit 8: M1–S4, S5 M2–S1, S2, S3, S4 M3–S3, S5

Oct: CF
Nov: CG, CF
Dec: CF
Feb: CC, CF
Mar: CC, CF
Apr: CF
May: CG, CF

3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.

MATHEMATICAL PROCESS STANDARDS

- a. Construct and justify a solution to a problem.
- b. Compare and discuss the validity of various reasoning strategies.
- c. Make conjectures and explore their validity.
- d. Reflect on and provide thoughtful responses to the reasoning of others.

Unit 2: M1–S4
Unit 6: M2–S5 M3–S1, S2, S3, S4 M4–S1
Unit 7: M2–S1, S3, S5 M3–S3, S4, S5 M4–S4
Unit 8: M1–S4, S5

Dec: CG
Feb: CG

4. Connect mathematical ideas and real-world situations through modeling.

- a. Identify relevant quantities and develop a model to describe their relationships.
- b. Interpret mathematical models in the context of the situation.
- c. Make assumptions and estimates to simplify complicated situations.
- d. Evaluate the reasonableness of a model and refine if necessary.

Unit 1: M1–S2 M2–S2, S4, S4-WP1F, S5-WP1G M3–S1, S2, S2-HC, S3, S3-WP1H, S4, S5 M4–S3, S4, S5-HC
Unit 2: M1–S5 M2–S1, S2, S4, S5 M3–S1, S2, S5
Unit 3: M1–S1, S5 M2–S5 M3–S1 M4–S1, S2, S4, S5
Unit 4: M1–S1, S2, S3, S4, S5
Unit 5: M1–S2 M2–S3, S4, S5 M3–S4
Unit 6: M1–S4 M2–S4 M4–S1, S2
Unit 7: M1–S1 M3–S1, S2 M4–S3
Unit 8: M1–S1, S2, S3 M2–S1 M4–S3, S5

Sep: CG, DS, CF
Oct: CG, CC, DS
Nov: CC, DS
Dec: DS
Jan: CG, DS, CF
Feb: DS, CF
Mar: DS, CF
Apr: DS, CF
May: CG, CC, DS, CF

5. Use a variety of mathematical tools effectively and strategically.

- a. Select and use appropriate tools when solving a mathematical problem.
- b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.

Unit 1: M2–S1, S2, S3, S5 M3–S1 M4–S1, S2
Unit 2: M3–S1
Unit 3: M2–S5 M3–S2, S3, S4
Unit 4: M1–S5 M4–S1, S2, S3, S4, S5
Unit 6: M1–S4, S5
Unit 8: M1–S2 M4–S2, S4

Feb: CG
Apr: CC
May: CC

MATHEMATICAL PROCESS STANDARDS

6. Communicate mathematically and approach mathematical situations with precision.

- a. Express numerical answers with the degree of precision appropriate for the context of a situation.
- b. Represent numbers in an appropriate form according to the context of the situation.
- c. Use appropriate and precise mathematical language.
- d. Use appropriate units, scales, and labels.

Unit 1: M1–S2 M2–S4 M3–S5 M4–S2, S2-WP1I, S3
Unit 2: M1–S5 M4–S1
Unit 3: M3–S2, S3, S4
Unit 4: M4–S1, S2, S3
Unit 5: M3–S2, S3
Unit 8: M3–S1 M4–S1, S3

Sep: CC
Oct: CC
Nov: CC
Dec: CC
Jan: CC
Mar: CG, CC
Apr: CG, CC

7. Identify and utilize structure and patterns.

- a. Recognize complex mathematical objects as being composed of more than one simple object.
- b. Recognize mathematical repetition in order to make generalizations.
- c. Look for structures to interpret meaning and develop solution strategies.

Unit 1: M1–S1, S1-WP1A, S1-WP1B, S1-WP1C, S3, S3-WP1E, S4, S5 M2–S1, S3, S5, S5-WP1G M3–S2, S2-HC, S4 M4–S4, S5
Unit 2: M1–S1, S2 M2–S3 M3–S2, S3, S4 M4–S2, S3, S4, S5
Unit 3: M1–S1, S1-WP3A, S2, S3, S4 M2–S1, S3, S4
Unit 4: M2–S3, S4, S5 M3–S1, S2, S3, S4, S5
Unit 5: M1–S1, S2, S3, S4, S4-WP5B, S5 M2–S1, S2, S3, S4, S5 M3–S1, S2, S3, S4, S5, S7 M4–S1, S2, S3
Unit 6: M1–S1, S2, S3, S4 M2–S1, S2, S3, S4 M3–S1, S2 M4–S4, S5
Unit 7: M1–S1, S2, S3 M2–S1, S2, S3, S4 M3–S1, S2 M4–S1, S2, S5
Unit 8: M1–S1, S2, S3 M2–S2, S3, S4 M3–S2

Sep: CG, DS, CF, NL
Oct: CG, DS, CF, NL
Nov: CG, DS, CF, NL
Dec: CC, DS, CF, NL
Jan: CC, DS, CF, NL
Feb: CC, DS, CF, NL
Mar: CG, CC, DS, CF, NL
Apr: CG, DS, CF, NL
May: CG, CC, DS, CF, NL