TEKS CORRELATIONS FOR BRIDGES INTERVENTION

Volume 1 - Number: Counting & Early Place Value

	TEKS	Major Instructional Targets	Recommended Instruction Range for Tier 2 Intervention
MODULE 1	**Numbers to Ten**		
	K.5	Count forward to 10 and back by 1s	• Early to mid kindergarten • Early grade 1
	K.2A, K.5	Count forward from a given number, rather than starting at 1	
	K.2B	Write numerals to 5	
	K.2AC	Count objects one by one, saying the numbers in the standard order and pairing each object with only one number name	
	K.2C	Identify the number of objects as the last number said when counting a group of objects	
	K.2C	Count up to 10 objects in a domino formation, line, rectangular array, or in a scattered configuration to answer "how many?" questions	
MODULE 2	**Numbers to Twenty**		
	K.2A	Count forward to 20 and back by 1s	• Mid kindergarten • Early grade 1
	K.5A	Count forward from a given number, rather than starting at 1	
	K.2B	Write numerals to 10	
	K.2AC	Count objects one by one, saying the numbers in the standard order and pairing each object with only one number name	
	K.2C	Identify the number of objects as the last number said when counting a group of objects	
	K.2ACF	Demonstrate that each successive number name refers to a quantity that is one larger than the previous number name	
	K.2C	Count up to 20 objects arranged in a line or rectangular array to answer "how many?" questions	
	K.2H	Compare two numbers from 1 to 10 presented as written numerals	
MODULE 3	**Structuring Five**		
	K.5	Count forward to 38 and back by 1s	• Late kindergarten • Early grade 1 • See also Volume 2, Module 1 and Volume 4, Module 1
	K.5	Count forward from a given number, rather than starting at 1	
	K.2B, 1.5A	Write numerals to 31	
	K.2AC	Count objects one by one, saying the numbers in the standard order and pairing each object with only one number name	
	K.2C	Identify the number of objects as the last number said when counting a group of objects	
	K.3B	Add with sums to 10	
	K.2I	Identify combinations of 5	

	TEKS	Major Instructional Targets	Recommended Instruction Range for Tier 2 Intervention
MODULE 4	**Structuring Ten**		
	K.5	Count forward to 42 and back by 1s	• Late kindergarten • Early to mid grade 1 • See also Volume 2, Module 2 and Volume 4, Module 2
	K.5	Count forward from a given number, rather than starting at 1	
	K.2B, 1.5A	Write numerals to 30	
	K.2AC	Count objects one by one, saying the numbers in the standard order and pairing each object with only one number name	
	K.2C	Identify the number of objects as the last number said when counting a group of objects	
	K.2C	Count up to 10 objects arranged in a rectangular array to answer "how many?" questions	
	K.2G	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups of up to 10 objects	
	K.3A	Represent addition and subtraction with objects and equations	
	K.3B	Add with sums to 10	
	K.2I	For any number from 1 to 9, find the number that makes 10 when added to that number	
	1.5B	Solve addition and subtraction problems by counting on and counting back	
	1.3D	Add within 20	
MODULE 5	**Ten & More**		
	K.2G	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups of up to 10 objects	• Mid to late grade 1 • Early grade 2
	K.3B	Decompose numbers less than or equal to 10 into pairs in more than one way	
	K.2I	Decompose numbers from 11 to 19 into a group of 10 and some 1s	
	K.2A, K.2I	Use an equation to represent any number from 11 to 19 as the sum of 10 and some more 1s	
	1.5B	Solve addition and subtraction problems by counting on and counting back	
	1.3D	Add within 20	
	1.5A	Count and write forward and backward numeral sequences within 100	
	1.2B	Demonstrate an understanding that 10 can be thought of a bundle or group of 10 ones, called a ten	
	1.2B	Demonstrate an understanding that numbers from 11 to 19 are composed of a ten and some more ones	
	1.2B	Demonstrate an understanding that multiples of 10 from 10 to 90 refer to some number of tens and 0 ones	
	1.2E	Compare pairs of 2-digit numbers	
	1.3D	Add a 1-digit number and a 2-digit number	

	TEKS	Major Instructional Targets	Recommended Instruction Range for Tier 2 Intervention
MODULE 6	**Numbers to One Hundred**		
	1.5B	Solve addition and subtraction problems by counting on and counting back	• Mid to late grade 1 • Early grade 2
	1.3D	Demonstrate fluency with combinations of 10	
	1.5E	Solve for the unknown in an addition equation involving three whole numbers	
	1.5A	Count and write forward and backward numeral sequences within 120	
MODULE 7	**Hundreds, Tens & Ones**		
	1.2E	Compare pairs of 2-digit numbers	• Mid to late grade 2
	1.5C	Mentally find the number that is 10 more or 10 less than a given 2-digit number, without counting	
	2.4A	Add within 20	
	2.2A	Demonstrate an understanding that the digits in a 3-digit number represent amounts of hundreds, tens, and ones	
	2.7B	Count forward and backward number sequences within 600	
	2.7B	Skip-count forward and backward by 10s to 100 on the decade (10, 20, 30, 40, and so on)	
	2.2B	Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form	
	2.2D	Compare pairs of 3-digit numbers	
	2.7B	Mentally add or subtract 10 to a 3-digit number	
MODULE 8	**Numbers to One Thousand**		
	1.5A	Write numerals to 120	• Mid to late grade 2
	1.2B	Demonstrate an understanding that the two digits of a 2-digit number represent amounts of tens and ones	
	1.2EG	Compare pairs of 2-digit numbers, and use >, =, and < symbols to record comparisons	
	1.3D	Add a 1-digit number and a 2-digit number	
	1.5B	Mentally find the number that is 10 more or 10 less than a given 2-digit number, without counting	
	2.4A	Demonstrate fluency with combinations of 20	
	2.2A	Demonstrate an understanding that the three digits of a 3-digit number represent amounts of hundreds, tens and ones	
	2.7B	Skip-count by 10s off-decade (204, 214, 224, 234, and so on)	
	2.7B	Skip-count by 100s off-century (16, 116, 216, 316, and so on)	
	2.2B	Write numbers within 1,000 using base ten numerals and expanded form	
	2.2D	Compare pairs of 3-digit numbers, and use >, =, and < symbols to record comparisons	
	2.7B	Mentally add or subtract 10 or 100 from a 3-digit number	