Texas Essential Knowledge & Skills (TEKS)
Bridges in Mathematics & Number Corner 2nd Edition

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The following citations are representative, not comprehensive.

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:		
(1.A) apply mathematics to problems arising in everyday life, society, and the workplace		
(1.A.i) apply mathematics to problems arising **in everyday life**	Unit 2 Module 3 Session 3 Unit 2 Module 3 Session 4 Unit 2 Module 3 Session 5	September: Calendar Grid September: Calendar Collector September: Days in School
(1.A.ii) apply mathematics to problems arising **in society**	Unit 2 Module 4 Session 1 Unit 2 Module 4 Session 2 Unit 2 Module 4 Session 3	November: Computational Fluency October: Calendar Grid October: Calendar Collector
(1.A.iii) apply mathematics to problems arising **in the workplace**	Unit 4 Module 4 Session 1 Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 3	December: Number Line December: Computational Fluency January: Computational Fluency
(1.B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution		
(1.B.i) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating **the problem-solving process**	Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2 Unit 7 Module 3 Session 3	October: Days in School November: Days in School March: Calendar Grid
(1.B.ii) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating **the reasonableness of the solution**		
(1.C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems		
(1.C.i) select tools, including **real objects** as appropriate, to solve problems	Unit 7 Module 1 Session 1 Unit 7 Module 1 Session 2 Unit 7 Module 1 Session 3	April: Calendar Grid April: Computational Fluency May: Calendar Grid
(1.C.ii) select tools, including **manipulatives** as appropriate, to solve problems	Unit 8 Module 2 Session 1 Unit 8 Module 2 Session 2 Unit 8 Module 2 Session 4	April: Calendar Grid April: Computational Fluency May: Calendar Grid
(1.C.iii) select tools, including **paper and pencil** as appropriate, to solve problems	Unit 7 Module 1 Session 1 Unit 7 Module 1 Session 2 Unit 7 Module 1 Session 3	April: Calendar Grid April: Computational Fluency May: Calendar Grid
(1.C.iv) select tools, including **technology** as appropriate, to solve problems	Unit 2 Module 2 Session 4 *The Number Rack manipulative used in the aligned citation is available in digital form as a free app on the Bridges Educator site.*	
(1.C.v) select techniques, including **mental math** as appropriate, to solve problems	Unit 2 Module 2 Session 2 Unit 2 Module 2 Session 3 Unit 2 Module 2 Session 4	April: Calendar Grid April: Computational Fluency May: Calendar Grid
(1.C.vi) select techniques, including **estimation** as appropriate, to solve problems	Unit 8 Module 2 Session 1 Unit 8 Module 2 Session 2 Unit 8 Module 2 Session 4	April: Calendar Grid April: Computational Fluency May: Calendar Grid
(1.C.vii) select techniques, including **number sense** as appropriate, to solve problems	Unit 2 Module 2 Session 2 Unit 2 Module 2 Session 3 Unit 2 Module 2 Session 4	April: Calendar Grid April: Computational Fluency May: Calendar Grid
(1.D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate		
(1.D.i) communicate **mathematical ideas** using multiple representations, including **symbols** as appropriate	Unit 2 Module 2 Session 1 Unit 7 Module 4 Session 1 Unit 8 Module 4 Session 3	October: Calendar Grid November: Days in School March: Calendar Grid

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(1.D.ii) communicate **mathematical ideas** using multiple representations, including **diagrams** as appropriate	Unit 3 Module 2 Session 3	October: Calendar Grid November: Days in School January: Calendar Grid February: Calendar Collector March: Calendar Grid
(1.D.iii) communicate **mathematical ideas** using multiple representations, including **graphs** as appropriate	Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 4	October: Calendar Grid November: Days in School March: Calendar Grid
(1.D.iv) communicate **mathematical ideas** using multiple representations, including **language** as appropriate	Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3 Unit 2 Module 2 Session 1	October: Calendar Grid November: Days in School March: Calendar Grid
(1.D.v) communicate **mathematical reasoning** using multiple representations, including **symbols** as appropriate	Unit 2 Module 2 Session 1 Unit 7 Module 4 Session 1 Unit 8 Module 4 Session 3	October: Calendar Grid November: Days in School March: Calendar Grid
(1.D.vi) communicate **mathematical reasoning** using multiple representations, including **diagrams** as appropriate	Unit 3 Module 2 Session 3	October: Calendar Grid November: Days in School January: Calendar Grid January: Days in School February: Calendar Grid February: Computational Fluency March: Calendar Grid
(1.D.vii) communicate **mathematical reasoning** using multiple representations, including **graphs** as appropriate	Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 4	October: Calendar Grid November: Days in School March: Calendar Grid
(1.D.viii) communicate mathematical **reasoning** using multiple representations, including **language** as appropriate	Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3 Unit 2 Module 2 Session 1	October: Calendar Grid November: Days in School March: Calendar Grid
(1.D.ix) communicate **[mathematical ideas'] implications** using multiple representations, including **symbols** as appropriate	Unit 2 Module 2 Session 1 Unit 7 Module 4 Session 1 Unit 8 Module 4 Session 3	October: Calendar Grid November: Days in School March: Calendar Grid
(1.D.x) communicate **[mathematical ideas'] implications** using multiple representations, including **diagrams** as appropriate	Unit 3 Module 2 Session 3	October: Calendar Grid November: Days in School January: Calendar Grid January: Days in School February: Calendar Grid February: Computational Fluency March: Calendar Grid
(1.D.xi) communicate **[mathematical ideas'] implications** using multiple representations, including **graphs** as appropriate	Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 4	October: Calendar Grid November: Days in School March: Calendar Grid
(1.D.xii) communicate **[mathematical ideas'] implications** using multiple representations, including **language** as appropriate	Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3 Unit 2 Module 2 Session 1	October: Calendar Grid November: Days in School March: Calendar Grid
(1.D.xiii) communicate **[mathematical reasoning's] implications** using multiple representations, including **symbols** as appropriate	Unit 2 Module 2 Session 1 Unit 7 Module 4 Session 1 Unit 8 Module 4 Session 3	October: Calendar Grid November: Days in School March: Calendar Grid
(1.D.xiv) communicate **[mathematical reasoning's] implications** using multiple representations, including **diagrams** as appropriate	Unit 3 Module 2 Session 3	October: Calendar Grid November: Days in School January: Calendar Grid January: Days in School February: Calendar Grid February: Computational Fluency March: Calendar Grid

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(1.D.xv) communicate **[mathematical reasoning's] implications** using multiple representations, including **graphs** as appropriate	Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 4	October: Calendar Grid November: Days in School March: Calendar Grid
(1.D.xvi) communicate **[mathematical reasoning's] implications** using multiple representations, including **language** as appropriate	Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3 Unit 2 Module 2 Session 1	October: Calendar Grid November: Days in School March: Calendar Grid
(1.E) create and use representations to organize, record, and communicate mathematical ideas		
(1.E.i) create representations to organize mathematical ideas	Unit 3 Module 1 Session 1 Unit 3 Module 1 Session 2 Unit 3 Module 1 Session 3	September: Days in School November: Calendar Grid December: Computational Fluency
(1.E.ii) use representations to organize mathematical ideas	Unit 3 Module 1 Session 1 Unit 3 Module 1 Session 2 Unit 3 Module 1 Session 3	September: Days in School November: Calendar Grid December: Computational Fluency
(1.E.iii) create representations to record mathematical ideas	Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 4 Unit 3 Module 3 Session 2	September: Days in School November: Calendar Grid December: Computational Fluency
(1.E.iv) use representations to record mathematical ideas	Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 4 Unit 3 Module 3 Session 2	September: Days in School November: Calendar Grid December: Computational Fluency
(1.E.v) create representations to communicate mathematical ideas	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 2 Unit 8 Module 1 Session 3	September: Days in School November: Calendar Grid December: Computational Fluency
(1.E.vi) use representations to communicate mathematical ideas	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 2 Unit 8 Module 1 Session 3	September: Days in School November: Calendar Grid December: Computational Fluency
(1.F) analyze mathematical relationships to connect and communicate mathematical ideas		
(1.F.i) analyze mathematical relationships to **connect** mathematical ideas	Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 5 Unit 6 Module 2 Session 5	September: Calendar Collector October: Calendar Collector November: Calendar Collector
(1.F.ii) analyze mathematical relationships to **communicate** mathematical ideas	Unit 7 Module 2 Session 1 Unit 7 Module 2 Session 2 Unit 7 Module 2 Session 3	September: Calendar Collector October: Calendar Collector November: Calendar Collector
(1.G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication		
(1.G.i) display mathematical ideas using precise mathematical language in written or oral communication	Unit 1 Module 3 Session 1 Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3	December: Calendar Grid December: Calendar Collector January: Calendar Collector
(1.G.ii) display mathematical arguments using precise mathematical language in written or oral communication	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 4	December: Calendar Grid December: Calendar Collector January: Calendar Collector
(1.G.iii) explain mathematical ideas using precise mathematical language in written or oral communication	Unit 1 Module 3 Session 1 Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3	December: Calendar Grid December: Calendar Collector January: Calendar Collector
(1.G.iv) explain mathematical arguments using precise mathematical language in written or oral communication	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 4	December: Calendar Grid December: Calendar Collector January: Calendar Collector
(1.G.v) justify mathematical ideas using precise mathematical language in written or oral communication	Unit 1 Module 3 Session 1 Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3	December: Calendar Grid December: Calendar Collector January: Calendar Collector
(1.G.vi) justify mathematical arguments using precise mathematical language in written or oral communication	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 4	December: Calendar Grid December: Calendar Collector January: Calendar Collector

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:		
(2.A) count forward and backward to at least 20 with and without objects		
(2.A.i) count **forward** to at least 20 **with** objects	Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 2 Unit 4 Module 1 Session 3	September: Number Line October: Number Line November: Number Line
(2.A.ii) count **forward** to at least 20 **without** objects	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 3	September: Number Line October: Number Line November: Number Line
(2.A.iii) count **backward** [from] at least 20 **with** objects	Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 2 Unit 4 Module 1 Session 3	October: Number Line November: Number Line December: Number Line
(2.A.iv) count **backward** [from] at least 20 **without** objects	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 3	October: Number Line November: Number Line December: Number Line
(2.B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures		
(2.B.i) read whole numbers from 0 to at least 20 **with** objects or pictures	Unit 7 Module 1 Session 4 Unit 7 Module 1 Session 5 Unit 7 Module 2 Session 2	October: Number Line November: Number Line December: Number Line
(2.B.ii) read whole numbers from 0 to at least 20 **without** objects or pictures	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 4	October: Number Line November: Number Line December: Number Line
(2.B.iii) write whole numbers from 0 to at least 20 **with** objects or pictures	Unit 7 Module 1 Session 4 Unit 7 Module 1 Session 5 Unit 7 Module 2 Session 2	January: Number Line February: Number Line March: Number Line
(2.B.iv) write whole numbers from 0 to at least 20 **without** objects or pictures	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 4	January: Number Line February: Number Line March: Number Line
(2.B.v) represent whole numbers from 0 to at least 20 **with** objects or pictures	Unit 7 Module 1 Session 4 Unit 7 Module 1 Session 5 Unit 7 Module 2 Session 2	January: Number Line February: Number Line March: Number Line
(2.B.vi) represent whole numbers from 0 to at least 20 **without** objects or pictures	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 4	January: Number Line February: Number Line March: Number Line
(2.C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order		
(2.C.i) count a set of objects up to at least 20	Unit 6 Module 1 Session 3 Unit 6 Module 1 Session 4 Unit 3 Module 1 Session 1	September: Calendar Collector September: Days in School September: Number Line
(2.C.ii) demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order	Unit 6 Module 1 Session 3 Unit 6 Module 1 Session 4 Unit 3 Module 1 Session 1	September: Calendar Collector September: Days in School September: Number Line
(2.D) recognize instantly the quantity of a small group of objects in organized and random arrangements		
(2.D.i) recognize instantly the quantity of a small group of objects in **organized arrangements**	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 3	September: Calendar Collector September: Days in School September: Computational Fluency
(2.D.ii) recognize instantly the quantity of a small group of objects in **random arrangements**	Unit 1 Module 2 Session 1 Unit 1 Module 2 Session 2 Unit 1 Module 2 Session 3	September: Calendar Collector September: Days in School September: Computational Fluency

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(2.E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20		
(2.E.i) generate a set using **concrete models** that represents a number that is **more than** a given number up to 20	Unit 1 Module 3 Session 1 Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3	September: Calendar Collector September: Computational Fluency October: Calendar Grid
(2.E.ii) generate a set using **concrete models** that represents a number that is **less than** a given number up to 20	Unit 1 Module 3 Session 1 Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3	September: Calendar Collector February: Calendar Grid February: Computational Fluency
(2.E.iii) generate a set using **concrete models** that represents a number that is **equal to** a given number up to 20	Unit 1 Module 3 Session 1 Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3	September: Calendar Collector March: Calendar Grid March: Computational Fluency
(2.E.iv) generate a set using **pictorial models** that represents a number that is **more than** a given number up to 20	Unit 1 Module 3 Session 1 Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3	September: Calendar Collector September: Computational Fluency October: Calendar Grid
(2.E.v) generate a set using **pictorial models** that represents a number that is **less than** a given number up to 20	Unit 1 Module 3 Session 1 Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3	September: Calendar Collector February: Calendar Grid February: Computational Fluency
(2.E.vi) generate a set using **pictorial models** that represents a number that is **equal to** a given number up to 20	Unit 1 Module 3 Session 1 Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3	September: Calendar Collector March: Calendar Grid March: Computational Fluency
(2.F) generate a number that is one more than or one less than another number up to at least 20		
	Unit 2 Module 3 Session 1 Unit 2 Module 3 Session 2 Unit 3 Module 4 Session 1	September: Days in School September: Computational Fluency October: Calendar Grid
(2.G) compare sets of objects up to at least 20 in each set using comparative language		
	Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 4 Unit 1 Module 1 Session 5	December: Number Line January: Number Line March: Number Line
(2.H) use comparative language to describe two numbers up to 20 presented as written numerals		
	Unit 4 Module 3 Session 1 Unit 4 Module 3 Session 3 Unit 4 Module 3 Session 4	October: Calendar Collector December: Calendar Collector January: Calendar Collector
(2.I) compose and decompose numbers up to 10 with objects and pictures		
(2.I.i) compose numbers up to 10 with **objects**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 2 Unit 8 Module 1 Session 3	January: Calendar Grid February: Calendar Collector February: Computational Fluency
(2.I.ii) decompose numbers up to 10 with **objects**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 2 Unit 8 Module 1 Session 3	February: Calendar Collector March: Calendar Collector April: Calendar Collector
(2.I.iii) compose numbers up to 10 with **pictures**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 2 Unit 8 Module 1 Session 3	January: Calendar Grid February: Calendar Collector February: Computational Fluency
(2.I.iv) decompose numbers up to 10 with **pictures**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 2 Unit 8 Module 1 Session 3	February: Calendar Collector March: Calendar Collector April: Calendar Collector

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(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:		
(3.A) model the action of joining to represent addition and the action of separating to represent subtraction		
(3.A.i) model the action of **joining to represent addition**	Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2 Unit 7 Module 3 Session 3	December: Computational Fluency January: Calendar Grid January: Days in School
(3.A.ii) model the action of **separating to represent subtraction**	Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2 Unit 7 Module 3 Session 3	December: Days in School May: Calendar Grid May: Calendar Collector
(3.B) solve word problems using objects and drawings to find sums up to 10 and differences within 10		
(3.B.i) solve word problems using **objects to find sums** up to 10	Unit 8 Module 4 Session 1 Unit 8 Module 4 Session 2 Unit 8 Module 4 Session 3	October: Calendar Collector October: Computational Fluency November: Computational Fluency
(3.B.ii) solve word problems using **objects to find differences** within 10	Unit 8 Module 4 Session 1 Unit 8 Module 4 Session 2 Unit 8 Module 4 Session 3	April: Calendar Collector May: Calendar Collector May: Computational Fluency
(3.B.iii) solve word problems using **drawings to find sums** up to 10	Unit 8 Module 4 Session 1 Unit 8 Module 4 Session 2 Unit 8 Module 4 Session 3	October: Calendar Collector October: Computational Fluency November: Computational Fluency
(3.B.iv) solve word problems using **drawings to find differences** within 10	Unit 8 Module 4 Session 1 Unit 8 Module 4 Session 2 Unit 8 Module 4 Session 3	April: Calendar Collector May: Calendar Collector May: Computational Fluency
(3.C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences		
(3.C.i) explain the strategies used to solve problems involving **adding** within 10 using **spoken words**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 3 Unit 8 Module 4 Session 1	October: Days in School November: Days in School February: Computational Fluency
(3.C.ii) explain the strategies used to solve problems involving **adding** within 10 using **concrete models**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 3 Unit 8 Module 4 Session 1	October: Days in School November: Days in School February: Computational Fluency
(3.C.iii) explain the strategies used to solve problems involving **adding** within 10 using **pictorial models**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 3 Unit 8 Module 4 Session 1	October: Days in School November: Days in School February: Computational Fluency
(3.C.iv) explain the strategies used to solve problems involving **adding** within 10 using **number sentences**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 3 Unit 8 Module 4 Session 1	October: Days in School November: Days in School February: Computational Fluency
(3.C.v) explain the strategies used to solve problems involving **subtracting** within 10 using **spoken words**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 3 Unit 8 Module 4 Session 1	October: Days in School November: Days in School February: Computational Fluency
(3.C.vi) explain the strategies used to solve problems involving **subtracting** within 10 using **concrete models**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 3 Unit 8 Module 4 Session 1	October: Days in School November: Days in School February: Computational Fluency
(3.C.vii) explain the strategies used to solve problems involving **subtracting** within 10 using **pictorial models**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 3 Unit 8 Module 4 Session 1	October: Days in School November: Days in School February: Computational Fluency
(3.C.viii) explain the strategies used to solve problems involving **subtracting** within 10 using **number sentences**	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 3 Unit 8 Module 4 Session 1	October: Days in School November: Days in School February: Computational Fluency

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(4) Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to:		
(4.A) identify U.S. coins by name, including pennies, nickels, dimes, and quarters		
(4.A.i) identify U.S. coins by name, including **pennies**	Unit 4 Module 4 Session 1 Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 3	February: Calendar Collector
(4.A.ii) identify U.S. coins by name, including **nickels**	Unit 4 Module 4 Session 1 Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 3	February: Calendar Collector
(4.A.iii) identify U.S. coins by name, including **dimes**	Unit 6 Module 3 Session 4 Unit 8 Module 3 Session 5	February: Calendar Collector
(4.A.iv) identify U.S. coins by name, including **quarters**	*This standard is addressed in Grade 1.*	February: Calendar Collector
(5) Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to:		
(5.A) recite numbers up to at least 100 by ones and tens beginning with any given number		
(5.A.i) recite numbers up to at least 100 **by ones** beginning with any given number	Unit 7 Module 1 Session 1 Unit 7 Module 1 Session 2 Unit 7 Module 1 Session 3	November: Days in School December: Days in School January: Days in School
(5.A.ii) recite numbers up to at least 100 **by tens** beginning with any given number	Unit 7 Module 4 Session 1 Unit 7 Module 4 Session 4 Unit 7 Module 4 Session 5	November: Days in School December: Days in School January: Days in School
(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:		
(6.A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles		
(6.A.i) identify two-dimensional shapes, including **circles**	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	September: Calendar Grid October: Calendar Grid November: Calendar Grid
(6.A.ii) identify two-dimensional shapes, including **triangles**	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	September: Calendar Grid October: Calendar Grid November: Calendar Grid
(6.A.iii) identify two-dimensional shapes, including **rectangles**	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	September: Calendar Grid October: Calendar Grid November: Calendar Grid
(6.A.iv) identify two-dimensional shapes, including **squares, as special rectangles**	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	September: Calendar Grid October: Calendar Grid November: Calendar Grid
(6.B) identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world		
(6.B.i) identify three-dimensional solids, including **cylinders,** in the real world	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 4	November: Calendar Grid December: Calendar Grid
(6.B.ii) identify three-dimensional solids, including **cones,** in the real world	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 4	November: Calendar Grid December: Calendar Grid
(6.B.iii) identify three-dimensional solids, including **spheres,** in the real world	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 4	November: Calendar Grid December: Calendar Grid
(6.B.iv) identify three-dimensional solids, including **cubes,** in the real world	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 4	November: Calendar Grid December: Calendar Grid

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(6.C) identify two-dimensional components of three-dimensional objects		
	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3	September: Calendar Grid November: Calendar Grid
(6.D) identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably		
	Unit 5 Module 4 Session 1 Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 3	September: Calendar Grid Novermber: Calendar Grid
(6.E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size		
(6.E.i) classify a variety of **regular two-dimensional figures** regardless of orientation or size	Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 3 Unit 5 Module 4 Session 4	September: Calendar Grid November: Calendar Grid
(6.E.ii) classify a variety of **regular three-dimensional figures** regardless of orientation or size	Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 3 Unit 5 Module 4 Session 4	September: Calendar Grid November: Calendar Grid
(6.E.iii) classify a variety of **irregular two-dimensional figures** regardless of orientation or size	Unit 5 Module 2 Session 5	September: Calendar Grid November: Calendar Grid
(6.E.iv) classify a variety of **irregular three-dimensional figures** regardless of orientation or size		September: Calendar Grid November: Calendar Grid
(6.E.v) sort a variety of **regular two-dimensional figures** regardless of orientation or size	Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 3 Unit 5 Module 4 Session 4	September: Calendar Grid November: Calendar Grid
(6.E.vi) sort a variety of **regular three-dimensional figures** regardless of orientation or size	Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 3 Unit 5 Module 4 Session 4	September: Calendar Grid November: Calendar Grid
(6.E.vii) sort a variety of **irregular two-dimensional figures** regardless of orientation or size		September: Calendar Grid November: Calendar Grid
(6.E.viii) sort a variety of **irregular three-dimensional figures** regardless of orientation or size		September: Calendar Grid November: Calendar Grid
(6.F) create two-dimensional shapes using a variety of materials and drawings		
(6.F.i) create two-dimensional shapes using **a variety of materials**	Unit 5 Module 3 Session 1 Unit 5 Module 3 Session 3 Unit 6 Module 2 Session 4	November: Calendar Grid
(6.F.ii) create two-dimensional shapes using **drawings**	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 4	November: Calendar Grid
(7) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:		
(7.A) give an example of a measurable attribute of a given object, including length, capacity, and weight		
(7.A.i) give an example of a measurable attribute of a given object, including **length**	Unit 4 Module 3 Session 1 Unit 4 Module 3 Session 2 Unit 4 Module 3 Session 3	April: Calendar Grid
(7.A.ii) give an example of a measurable attribute of a given object, including **capacity**	Unit 6 Module 1 Session 4 Unit 7 Module 1 Session 4	April: Calendar Grid
(7.A.iii) give an example of a measurable attribute of a given object, including **weight**	Unit 7 Module 1 Session 1 Unit 7 Module 1 Session 2 Unit 7 Module 1 Session 3	April: Calendar Grid

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(7.B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference		
(7.B.i) compare two objects with a common measurable attribute **to see which object has more of/less of the attribute**	Unit 7 Module 1 Session 1 Unit 7 Module 1 Session 2 Unit 7 Module 1 Session 3	November: Calendar Collector April: Calendar Grid
(7.B.ii) compare two objects with a common measurable attribute and **describe the difference**	Unit 8 Module 2 Session 1 Unit 8 Module 2 Session 2 Unit 8 Module 2 Session 4	November: Calendar Collector April: Calendar Grid
(8) Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:		
(8.A) collect, sort, and organize data into two or three categories		
(8.A.i) collect data	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 3	October: Calendar Collector December: Calendar Collector January: Calendar Collector
(8.A.ii) sort data into two or three categories	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3	October: Calendar Collector December: Calendar Collector January: Calendar Collector
(8.A.iii) organize data into two or three categories	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3	January: Calendar Collector March: Calendar Collector April: Calendar Collector
(8.B) use data to create real-object and picture graphs		
(8.B.i) use data to create **real-object graphs**	Unit 4 Module 4 Session 1 Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 5	October: Calendar Collector December: Calendar Collector January: Calendar Collector
(8.B.ii) use data to create **picture graphs**	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	October: Calendar Collector December: Calendar Collector January: Calendar Collector
(8.C) draw conclusions from real-object and picture graphs		
(8.C.i) draw conclusions from **real-object graphs**	Unit 4 Module 4 Session 1 Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 5	October: Calendar Collector December: Calendar Collector January: Calendar Collector
(8.C.ii) draw conclusions from **picture graphs**	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	October: Calendar Collector December: Calendar Collector January: Calendar Collector
(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.	Not addressed	Not addressed