

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



The following citations are representative, not comprehensive.

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</b>		
<b>(1.A) apply mathematics to problems arising in everyday life, society, and the workplace</b>		
<b>(1.A.i)</b> apply mathematics to problems arising in <b>everyday life</b>	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 5 Unit 2 Module 1 Session 2 Unit 2 Module 2 Session 3 Unit 2 Module 3 Session 3 Unit 2 Module 3 Session 4 Unit 2 Module 4 Session 3	September: Number Line December: Calendar Grid February: Calendar Collector
<b>(1.A.ii)</b> apply mathematics to problems arising in <b>society</b>	Unit 2 Module 3 Session 4 Unit 2 Module 4 Session 3 Unit 4 Module 2 Session 1 Unit 4 Module 2 Session 2 Unit 4 Module 2 Session 3 Unit 4 Module 3 Session 3 Unit 5 Module 2 Session 2	September: Number Line December: Calendar Grid February: Calendar Collector
<b>(1.A.iii)</b> apply mathematics to problems arising in <b>the workplace</b>	Unit 4 Module 2 Session 2 Unit 4 Module 2 Session 3 Unit 4 Module 3 Session 3 Unit 5 Module 2 Session 2 Unit 7 Module 7 Session 4 Unit 7 Module 7 Session 5 Unit 7 Module 4 Session 1	September: Number Line December: Calendar Grid February: Calendar Collector
<b>(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</b>		
<b>(1.B.i)</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 <b>problem-solving process</b>	Unit 1 Module 1 Session 3 Unit 2 Module 3 Session 5 Unit 2 Module 4 Session 1	January: Calendar Grid March: Computational Fluency April: Calendar Collector
<b>(1.B.ii)</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 <b>reasonableness of the solution</b>	Unit 3 Module 1 Session 5 Unit 2 Module 3 Session 5 Unit 6 Module 2 Session 5	January: Calendar Grid March: Computational Fluency April: Calendar Collector
<b>(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</b>		
<b>(1.C.i)</b> select tools, including <b>real objects</b> as appropriate, to solve problems	Unit 2 Module 3 Session 1 Unit 3 Module 1 Session 1	September: Calendar Collector April: Calendar Collector May: Calendar Collector
<b>(1.C.ii)</b> select tools, including <b>manipulatives</b> as appropriate, to solve problems	Unit 1 Module 1 Session 3 Unit 2 Module 3 Session 5 Unit 2 Module 3 Session 1	September: Calendar Collector April: Calendar Collector November: Calendar Grid
<b>(1.C.iii)</b> select tools, including <b>paper and pencil</b> as appropriate, to solve problems	Unit 1 Module 1 Session 3 Unit 2 Module 3 Session 5 Unit 2 Module 3 Session 1	September: Calendar Collector April: Calendar Collector November: Calendar Grid
<b>(1.C.iv)</b> select tools, including <b>technology</b> as appropriate, to solve problems	Unit 1 Module 2 Sessions 1, 2, 3, 5 Unit 1 Module 3 Session 1 Unit 1 Module 4 Session 1 <i>The Number Rack manipulative is available in digital form as a free app on the Bridges Educator site.</i>	

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(1.C.v)</b> select techniques, including <b>mental math</b> as appropriate, to solve problems	Unit 2 Module 3 Session 1 Unit 3 Module 3 Session 3 Unit 3 Module 3 Session 4	September: Calendar Collector April: Calendar Collector May: Calendar Collector
<b>(1.C.vi)</b> select techniques, including <b>estimation</b> as appropriate, to solve problems	Unit 3 Module 3 Session 3 Unit 3 Module 3 Session 4 Unit 2 Module 3 Session 1	September: Calendar Collector April: Calendar Collector May: Calendar Collector
<b>(1.C.vii)</b> select techniques, including <b>number sense</b> as appropriate, to solve problems	Unit 3 Module 3 Session 4 Unit 2 Module 3 Session 1 Unit 1 Module 1 Session 5	September: Calendar Collector April: Calendar Collector November: Calendar Grid
<b>(1.D)</b> communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate		
<b>(1.D.i)</b> communicate <b>mathematical ideas</b> using multiple representations, including <b>symbols</b> as appropriate	Unit 3 Module 2 Session 4 Unit 3 Module 2 Session 5 Unit 3 Module 3 Session 1	September: Calendar Grid November: Calendar Grid January: Calendar Collector
<b>(1.D.ii)</b> communicate <b>mathematical ideas</b> using multiple representations, including <b>diagrams</b> as appropriate	Unit 3 Module 2 Session 4 Unit 6 Module 3 Session 3 Unit 6 Module 3 Session 4	September: Calendar Grid November: Calendar Grid January: Calendar Collector
<b>(1.D.iii)</b> communicate <b>mathematical ideas</b> using multiple representations, including <b>graphs</b> as appropriate	Unit 3 Module 2 Session 5 Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2	January: Calendar Collector February: Calendar Grid
<b>(1.D.iv)</b> communicate <b>mathematical ideas</b> using multiple representations, including <b>language</b> as appropriate	Unit 3 Module 2 Session 4 Unit 3 Module 2 Session 5 Unit 3 Module 3 Session 1	September: Calendar Grid November: Calendar Grid January: Calendar Collector
<b>(1.D.v)</b> communicate <b>mathematical reasoning</b> using multiple representations, including <b>symbols</b> as appropriate	Unit 3 Module 2 Session 4 Unit 3 Module 2 Session 5 Unit 3 Module 3 Session 1	September: Calendar Grid November: Calendar Grid January: Calendar Collector
<b>(1.D.vi)</b> communicate <b>mathematical reasoning</b> using multiple representations, including <b>diagrams</b> as appropriate	Unit 3 Module 2 Session 4 Unit 6 Module 3 Session 3 Unit 6 Module 3 Session 4	September: Calendar Grid November: Calendar Grid January: Calendar Collector
<b>(1.D.vii)</b> communicate <b>mathematical reasoning</b> using multiple representations, including <b>graphs</b> as appropriate	Unit 3 Module 2 Session 5 Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2	January: Calendar Collector February: Calendar Grid
<b>(1.D.viii)</b> communicate <b>mathematical reasoning</b> using multiple representations, including <b>language</b> as appropriate	Unit 3 Module 2 Session 4 Unit 3 Module 2 Session 5 Unit 3 Module 3 Session 1	September: Calendar Grid November: Calendar Grid January: Calendar Collector
<b>(1.D.ix)</b> communicate <b>[mathematical ideas'] implications</b> using multiple representations, including <b>symbols</b> as appropriate	Unit 3 Module 2 Session 4 Unit 3 Module 3 Session 1 Unit 6 Module 3 Session 3	September: Calendar Grid November: Calendar Grid January: Calendar Collector
<b>(1.D.x)</b> communicate <b>[mathematical ideas'] implications</b> using multiple representations, including <b>diagrams</b> as appropriate	Unit 3 Module 2 Session 4 Unit 6 Module 3 Session 3 Unit 6 Module 3 Session 4	September: Calendar Grid November: Calendar Grid January: Calendar Collector
<b>(1.D.xi)</b> communicate <b>[mathematical ideas'] implications</b> using multiple representations, including <b>graphs</b> as appropriate	Unit 3 Module 2 Session 5 Unit 3 module 3 Session 1 Unit 3 Module 3 Session 2	January: Calendar Collector February: Calendar Grid
<b>(1.D.xii)</b> communicate <b>[mathematical ideas'] implications</b> using multiple representations, including <b>language</b> as appropriate	Unit 3 Module 2 Session 4 Unit 3 Module 3 Session 1 Unit 3 Module 2 Session 5	September: Calendar Grid November: Calendar Grid January: Calendar Collector
<b>(1.D.xiii)</b> communicate <b>[mathematical reasoning's] implications</b> using multiple representations, including <b>symbols</b> as appropriate	Unit 3 Module 2 Session 4 Unit 6 Module 3 Session 3 Unit 3 Module 3 Session 1	September: Calendar Grid November: Calendar Grid January: Calendar Collector

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

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(1.G.v) justify mathematical ideas</b> using precise mathematical language in written or oral communication	Unit 1 Module 1 Session 2 Unit 1 Module 4 Session 2 Unit 1 Module 4 Session 3	September: Calendar Collector October: Calendar Collector January: Calendar Collector
<b>(1.G.vi) justify mathematical arguments</b> using precise mathematical language in written or oral communication	Unit 1 Module 1 Session 2 Unit 1 Module 4 Session 2 Unit 1 Module 4 Session 3	September: Calendar Collector October: Calendar Collector January: Calendar Collector
<b>(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:</b>		
<b>(2.A) recognize instantly the quantity of structured arrangements</b>		
	Unit 1 Module 1 Session 4 Unit 1 Module 2 Session 1 Unit 1 Module 2 Session 2	September: Calendar Grid September: Computational Fluency October: Days in School
<b>(2.B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones</b>		
<b>(2.B.i) use concrete models to compose numbers</b> up to 120 in more than one way as so many hundreds, so many tens, and so many ones	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 2 Home Connection	January: Days in School February: Calendar Collector February: Days in School
<b>(2.B.ii) use concrete models to decompose numbers</b> up to 120 in more than one way as so many hundreds, so many tens, and so many ones	Unit 4 Module 3 Session 1 Unit 4 Module 3 Session 2 Unit 6 Module 1 Session 4	January: Days in School February: Days in School March: Days in School
<b>(2.B.iii) use pictorial models to compose numbers</b> up to 120 in more than one way as so many hundreds, so many tens, and so many ones	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 2 Home Connection	January: Days in School February: Calendar Collector February: Days in School
<b>(2.B.iv) use pictorial models to decompose numbers</b> up to 120 in more than one way as so many hundreds, so many tens, and so many ones	Unit 4 Module 3 Session 1 Unit 4 Module 3 Session 2 Unit 6 Module 1 Session 5	January: Days in School February: Days in School March: Days in School
<b>(2.C) use objects, pictures, and expanded and standard forms to represent numbers up to 120</b>		
<b>(2.C.i) use objects</b> to represent numbers up to 120	Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 3 Unit 4 Module 4 Session 5	December: Number Line January: Calendar Collector January: Days in School
<b>(2.C.ii) use pictures</b> to represent numbers up to 120	Unit 4 Module 1 Session 2 Unit 4 Module 1 Session 1 Unit 4 Module 2 Session 1	December: Number Line January: Calendar Collector January: Days in School
<b>(2.C.iii) use expanded form</b> to represent numbers up to 120		December: Number Line January: Days in School April: Computational Fluency
<b>(2.C.iv) use standard form</b> to represent numbers up to 120	Unit 4 Module 1 Session 2 Unit 4 Module 1 Session 1 Unit 4 Module 2 Session 1	December: Number Line January: Calendar Collector January: Days in School
<b>(2.D) generate a number that is greater than or less than a given whole number up to 120</b>		
	Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 2 Unit 7 Module 2 Session 1	October: Number Line November: Number Line December: Number Line
<b>(2.E) use place value to compare whole numbers up to 120 using comparative language</b>		
	Unit 7 Module 1 Session 4 Unit 7 Module 1 Session 5 Unit 7 Module 3 Session 3	October: Days in School November: Days in School December: Days in School

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(2.F) order whole numbers up to 120 using place value and open number lines</b>		
<b>(2.F.i)</b> order whole numbers up to 120 using <b>place value</b>	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 2 Home Connection	October: Number Line November: Number Line December: Number Line
<b>(2.F.ii)</b> order whole numbers up to 120 using <b>open number lines</b>	Unit 4 Module 2 Session 1 Unit 4 Module 2 Session 2 Unit 4 Module 2 Session 3	October: Number Line November: Number Line December: Number Line
<b>(2.G) represent the comparison of two numbers to 100 using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math></b>		
	Unit 7 Module 1 Session 2 Unit 7 Module 1 Session 3 Unit 7 Module 1 Session 4	October: Number Line November: Number Line December: Number Line
<b>(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:</b>		
<b>(3.A) use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99</b>		
<b>(3.A.i)</b> use <b>concrete models</b> to determine the sum of a multiple of 10 and a one-digit number in problems up to 99	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 7 Module 1 Session 1	September: Calendar Grid October: Number Line November: Number Line
<b>(3.A.ii)</b> use <b>pictorial models</b> to determine the sum of a multiple of 10 and a one-digit number in problems up to 99	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 4	September: Calendar Grid September: Computational Fluency October: Number Line
<b>(3.B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as <math>2 + 4 = [ ]</math>; <math>3 + [ ] = 7</math>; and <math>5 = [ ] - 3</math></b>		
<b>(3.B.i)</b> use <b>objects</b> to solve word problems involving <b>joining sets</b> within 20 and unknowns as any one of the terms in the problem	Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 1 Unit 6 Module 1 Session 2 Home Connection	October: Calendar Grid January: Calendar Grid
<b>(3.B.ii)</b> use <b>objects</b> to solve word problems involving <b>separating sets</b> within 20 and unknowns as any one of the terms in the problem	Unit 6 Module 2 Session 2: Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 4	October: Calendar Grid January: Calendar Grid
<b>(3.B.iii)</b> use <b>objects</b> to solve word problems involving <b>comparing sets</b> within 20 and unknowns as any one of the terms in the problem	Unit 6 Module 1 Session 1: Unit 6 Module 1 Session 4: Unit 6 Module 3 Session 2	October: Calendar Grid January: Calendar Grid
<b>(3.B.iv)</b> use <b>pictorial models</b> to solve word problems involving <b>joining sets</b> within 20 and unknowns as any one of the terms in the problem	Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 2 Home Connection Unit 6 Module 1 Session 1	October: Calendar Grid January: Calendar Grid
<b>(3.B.v)</b> use <b>pictorial models</b> to solve word problems involving <b>separating sets</b> within 20 and unknowns as any one of the terms in the problem	Unit 6 Module 2 Session 2 Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 4	October: Calendar Grid January: Calendar Grid
<b>(3.B.vi)</b> use <b>pictorial models</b> to solve word problems involving <b>comparing sets</b> within 20 and unknowns as any one of the terms in the problem	Unit 6 Module 1 Session 1 Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 2 Home Connection	October: Calendar Grid January: Calendar Grid
<b>(3.C) compose 10 with two or more addends with and without concrete objects</b>		
<b>(3.C.i)</b> compose 10 with two or more addends <b>with concrete objects</b>	Unit 6 Module 1 Session 1 Unit 6 Module 1 Session 4 Unit 6 Module 3 Session 1	September: Days in School October: Computational Fluency November: Computational Fluency
<b>(3.C.ii)</b> compose 10 with two or more addends <b>without concrete objects</b>	Unit 6 Module 1 Session 1 Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 2 Home Connection	September: Days in School October: Computational Fluency November: Computational Fluency

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(3.D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10</b>		
<b>(3.D.i)</b> apply basic fact strategies to <b>add</b> within 20, including <b>making 10</b>	Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 2 Home Connection Unit 6:Module 1 Session 4	September: Days in School September: Computational Fluency October: Days in School
<b>(3.D.ii)</b> apply basic fact strategies to <b>add</b> within 20, including <b>decomposing a number leading to a 10</b>	Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 2 Home Connection Unit 6 Module 1 Session 4	September: Days in School October: Days in School October: Computational Fluency
<b>(3.D.iii)</b> apply basic fact strategies to <b>subtract</b> within 20, including <b>making 10</b>	Unit 6 Module 1 Session 5 Unit 6 Module 1 Session 5 Home Connection Unit 6 Module 2 Session 2	September: Days in School October: Days in School October: Computational Fluency
<b>(3.D.iv)</b> apply basic fact strategies to <b>subtract</b> within 20, including <b>decomposing a number leading to a 10</b>	Unit 6 Module 1 Session 5 Unit 6 Module 1 Session 5 Home Connection Unit 6 Module 2 Session 2	September: Days in School October: Days in School October: Computational Fluency
<b>(3.E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences</b>		
<b>(3.E.i)</b> explain strategies used to solve addition problems up to 20 using <b>spoken words</b>	Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3 Unit 6 Module 2 Session 5	October: Calendar Grid December: Computational Fluency January: Calendar Grid
<b>(3.E.ii)</b> explain strategies used to solve addition problems up to 20 using <b>objects</b>	Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3 Unit 6 Module 3 Session 4	October: Calendar Grid December: Computational Fluency January: Calendar Grid
<b>(3.E.iii)</b> explain strategies used to solve addition problems up to 20 using <b>pictorial models</b>	Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3 Unit 6 Module 3 Session 4	October: Calendar Grid December: Computational Fluency January: Calendar Grid
<b>(3.E.iv)</b> explain strategies used to solve addition problems up to 20 using <b>number sentences</b>	Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3 Unit 6 Module 3 Session 4	October: Calendar Grid December: Computational Fluency January: Calendar Grid
<b>(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:</b>		
<b>(3.E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences</b>		
<b>(3.E.v)</b> explain strategies used to solve subtraction problems up to 20 using spoken words	Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 2 Home Connection Unit 6 Module 3 Session 4	October: Calendar Grid December: Computational Fluency January: Calendar Grid
<b>(3.E.vi)</b> explain strategies used to solve subtraction problems up to 20 using <b>objects</b>	Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 2 Home Connection Unit 6 Module 3 Session 4	October: Calendar Grid December: Computational Fluency January: Calendar Grid
<b>(3.E.vii)</b> explain strategies used to solve subtraction problems up to 20 using <b>pictorial models</b>	Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 2 Home Connection Unit 6 Module 3 Session 4	October: Calendar Grid December: Computational Fluency January: Calendar Grid
<b>(3.E.viii)</b> explain strategies used to solve subtraction problems up to 20 using <b>number sentences</b>	Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 2 Home Connection Unit 6 Module 3 Session 4	October: Calendar Grid December: Computational Fluency January: Calendar Grid
<b>(3.F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20</b>		
<b>(3.F.i) generate</b> problem situations when given a number sentence involving addition or subtraction of numbers within 20		October: Calendar Grid November: Computational Fluency January: Calendar Grid February: Computational Fluency
<b>(3.F.ii) solve</b> problem situations when given a number sentence involving addition or subtraction of numbers within 20	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 2 Home Connection	October: Calendar Grid January: Calendar Grid

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(4) Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:</b>		
<b>(4.A) identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them</b>		
<b>(4.A.i)</b> identify U.S. coins, including <b>pennies</b> , by value	Unit 1 Module 3 Session 3 Unit 2 Module 4 Session 4 Unit 2 Module 4 Session 5	September: Calendar Collector January: Calendar Collector March: Calendar Collector
<b>(4.A.ii)</b> identify U.S. coins, including <b>nickels</b> , by value	Unit 1 Module 3 Session 3 Unit 2 Module 4 Session 4 Unit 2 Module 4 Session 5	September: Calendar Collector March: Calendar Collector
<b>(4.A.iii)</b> identify U.S. coins, including <b>dimes</b> , by value	Unit 2 Module 4 Session 5 Unit 3 Module 3 Session 2 Home Connection Unit 7 Module 4 Session 2	January: Calendar Collector March: Calendar Collector
<b>(4.A.iv)</b> identify U.S. coins, including <b>quarters</b> , by value	Unit 7 Module 4 Session 5	May: Calendar Collector
<b>(4.A.v)</b> describe the relationships among [U.S. coins, including pennies, nickels, dimes, and quarters]	Unit 7 Module 4 Session 5 Home Connection	September: Calendar Collector January: Calendar Collector March: Calendar Collector
<b>(4.B) write a number with the cent symbol to describe the value of a coin</b>		
	Unit 7 Module 4 Session 4 Unit 7 Module 4 Session 5	January: Calendar Collector March: Calendar Collector May: Calendar Collector
<b>(4.C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes</b>		
<b>(4.C.i)</b> use relationships to count <b>by twos</b> to determine the value of a collection of pennies, nickels, and/or dimes	Unit 2 Module 4 Session 4 Unit 3 Module 2 Session 2 Unit 7 Module 4 Session 5	
<b>(4.C.ii)</b> use relationships to count <b>by fives</b> to determine the value of a collection of pennies, nickels, and/or dimes	Unit 2 Module 4 Session 5 Unit 3 Module 2 Session 2 Unit 7 Module 4 Session 4	September: Calendar Collector March: Calendar Collector
<b>(4.C.iii)</b> use relationships to count <b>by tens</b> to determine the value of a collection of pennies, nickels, and/or dimes	Unit 2 Module 4 Session 5 Unit 7 Module 4 Session 1 Unit 7 Module 4 Session 4	January: Calendar Collector March: Calendar Collector
<b>(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:</b>		
<b>(5.A) recite numbers forward and backward from any given number between 1 and 120</b>		
<b>(5.A.i)</b> recite numbers <b>forward</b> from any given number between 1 and 120	Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 4 Unit 1 Module 1 Session 5	November: Days in School January: Number Line May: Number Line
<b>(5.A.ii)</b> recite numbers <b>backward</b> from any given number between 1 and 120	Unit 1 Module 2 Session 3 Unit 1 Module 4 Session 1	November: Days in School January: Number Line May: Number Line
<b>(5.B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set</b>		
<b>(5.B.i)</b> skip count <b>by twos</b> to determine the total number of objects up to 120 in a set		
<b>(5.B.ii)</b> skip count <b>by fives</b> to determine the total number of objects up to 120 in a set	Unit 2 Module 4 Session 1 Unit 2 Module 4 Session 2 Unit 2 Module 4 Session 3	September: Days in School October: Days in School May: Days in School
<b>(5.B.iii)</b> skip count by <b>tens</b> to determine the total number of objects up to 120 in a set	Unit 1 Module 3 Session 2 Unit 2 Module 4 Session 1 Unit 7 Module 2 Session 5	September: Calendar Grid May: Days in School May: Number Line

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(5.C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120</b>		
<b>(5.C.i)</b> use relationships to determine the number that is 10 <b>more</b> than a given number up to 120	Unit 7 Module 2 Session 3 Unit 7 Module 3 Session 3 Unit 7 Module 3 Session 4	March: Days in School April: Computational Fluency April: Number Line
<b>(5.C.ii)</b> use relationships to determine the number that is 10 <b>less</b> than a given number up to 120	Unit 7 Module 3 Session 3 Unit 7 Module 3 Session 4 Unit 7 Module 3 Session 5	March: Days in School April: Computational Fluency April: Number Line
<b>(5.D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences</b>		
<b>(5.D.i)</b> represent word problems involving <b>addition</b> of whole numbers up to 20 using <b>concrete models</b>	Unit 1 Module 2 Session 5 Home Connection Unit 1 Module 3 Session 1 Unit 2 Module 2 Session 2	October: Calendar Grid January: Calendar Grid
<b>(5.D.ii)</b> represent word problems involving <b>addition</b> of whole numbers up to 20 using <b>pictorial models</b>	Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2 Unit 7 Module 3 Session 2 Home Connection	October: Calendar Grid January: Calendar Grid
<b>(5.D.iii)</b> represent word problems involving <b>addition</b> of whole numbers up to 20 using <b>number sentences</b>	Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2 Unit 7 Module 3 Session 2 Home Connection	October: Calendar Grid January: Calendar Grid
<b>(5.D.iv)</b> represent word problems involving <b>subtraction</b> of whole numbers up to 20 using <b>concrete models</b>	Unit 3 Module 2 Session 3 Unit 3 Module 2 Session 5 Unit 4 Module 4 Session 5	October: Calendar Grid January: Calendar Grid
<b>(5.D.v)</b> represent word problems involving <b>subtraction</b> of whole numbers up to 20 using <b>pictorial models</b>	Unit 3 Module 2 Session 3 Unit 3 Module 2 Session 5 Unit 4 Module 4 Session 5	October: Calendar Grid January: Calendar Grid
<b>(5.D.vi)</b> represent word problems involving <b>subtraction</b> of whole numbers up to 20 using <b>number sentences</b>	Unit 4 Module 4 Session 5 Unit 6 Module 1 Session 1 Unit 6 Module 1 Session 2	October: Calendar Grid January: Calendar Grid
<b>(5.E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)</b>		
	Unit 2 Module 1 Session 3 Unit 2 Module 2 Session 4 Unit 3 Module 1 Session 5	January: Calendar Grid January: Days in School February: Days in School
<b>(5.F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation</b>		
	Unit 3 Module 1 Session 1 Unit 3 Module 1 Session 5 Unit 3 Module 2 Session 1	October: Calendar Grid October: Computational Fluency January: Calendar Grid
<b>(5.G) apply properties of operations to add and subtract two or three numbers</b>		
<b>(5.G.i)</b> apply properties of operations to <b>add</b> two or three numbers	Unit 3 Module 1 Session 5 Unit 6 Module 2 Session 3 Unit 6 Module 4 Session 2 Home Connection	September: Computational Fluency October: Computational Fluency November: Computational Fluency
<b>(5.G.ii)</b> apply properties of operations to <b>subtract</b> two or three numbers	Unit 3 Module 1 Session 5 Unit 3 Module 2 Session 5 Unit 3 Module 2 Session 5 Home Connection	September: Computational Fluency October: Computational Fluency November: Computational Fluency



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



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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(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:</b>		
<b>(6.A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language</b>		
<b>(6.A.i) classify regular two-dimensional shapes</b> based on attributes using informal geometric language	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3	October: Calendar Collector February: Calendar Grid April: Calendar Grid
<b>(6.A.ii) classify irregular two-dimensional shapes</b> based on attributes using informal geometric language	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3	February: Calendar Grid April: Calendar Grid
<b>(6.A.iii) sort regular two-dimensional shapes</b> based on attributes using informal geometric language	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3	October: Calendar Collector February: Calendar Grid April: Calendar Grid
<b>(6.A.iv) sort irregular two-dimensional shapes</b> based on attributes using informal geometric language	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3	February: Calendar Grid April: Calendar Grid
<b>(6.B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape</b>		
	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3	December: Calendar Grid February: Calendar Grid April: Calendar Grid
<b>(6.C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons</b>		
<b>(6.C.i) create two-dimensional figures, including circles</b>	Unit 5 Module 1 Session 2 Home Connection	April: Calendar Grid
<b>(6.C.ii) create two-dimensional figures, including triangles</b>	Unit 1 Module 1 Session 1 Work Place 1B Unit 1 Module 1 Session 3 Work Place 1D Unit 2 Module 2 Session 2 Home Connection	February: Calendar Grid April: Calendar Grid
<b>(6.C.iii) create two-dimensional figures, including rectangles</b>	Unit 1 Module 1 Session 1 Work Place 1B Unit 1 Module 1 Session 3 Work Place 1D Unit 2 Module 3 Session 2 Home Connection	February: Calendar Grid April: Calendar Grid
<b>(6.C.iv) create two-dimensional figures, including squares, as special rectangles</b>	Unit 1 Module 1 Session 1 Work Place 1B Unit 1 Module 1 Session 3 Work Place 1D Unit 2 Module 3 Session 2 Home Connection	February: Calendar Grid April: Calendar Grid
<b>(6.C.v) create two-dimensional figures, including rhombuses</b>	Unit 1 Module 1 Session 1 Work Place 1B Unit 1 Module 1 Session 3 Work Place 1D Unit 2 Module 3 Session 2 Home Connection	February: Calendar Grid April: Calendar Grid
<b>(6.C.vi) create two-dimensional figures, including hexagons</b>	Unit 1 Module 1 Session 1 Work Place 1B Unit 1 Module 1 Session 3 Work Place 1D Unit 2 Module 3 Session 2 Home Connection	February: Calendar Grid April: Calendar Grid
<b>(6.D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language</b>		
<b>(6.D.i) identify two-dimensional shapes, including circles</b>	Unit 5 Module 1 Session 2 Unit 5 Module 2 Session 1 Unit 5 Module 4 Session 1	November: Calendar Grid April: Calendar Grid
<b>(6.D.ii) describe [circles'] attributes using formal geometric language</b>	Unit 5 Module 1 Session 2 Unit 5 Module 2 Session 1	November: Calendar Grid April: Calendar Grid
<b>(6.D.iii) identify two-dimensional shapes, including triangles</b>	Unit 1 Module 1 Session 1 Work Place 1B Unit 1 Module 1 Session 3 Work Place 1D Unit 1 Module 1 Session 3 Work Place 1E	October: Calendar Collector February: Calendar Grid April: Calendar Grid

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(6.D.iv)</b> describe [ <b>triangles'</b> ] attributes using formal geometric language	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3	October: Calendar Collector February: Calendar Grid April: Calendar Grid
<b>(6.D.v)</b> identify two-dimensional shapes, including <b>rectangles</b>	Unit 1 Module 1 Session 1 Work Place 1B Unit 1 Module 1 Session 3 Work Place 1D Unit 1 Module 1 Session 3 Work Place 1E	February: Calendar Grid April: Calendar Grid
<b>(6.D.vi)</b> describe [ <b>rectangles'</b> ] attributes using formal geometric language	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 5	February: Calendar Grid April: Calendar Grid
<b>(6.D.vii)</b> identify two-dimensional shapes, including <b>squares</b> , as special rectangles	Unit 1 Module 1 Session 1 Work Place 1B Unit 1 Module 1 Session 3 Work Place 1D Unit 1 Module 1 Session 3 Work Place 1E	February: Calendar Grid April: Calendar Grid
<b>(6.D.viii)</b> describe [ <b>squares'</b> ] attributes using formal geometric language	Unit 5 Module 4 Session 1 Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 3	February: Calendar Grid April: Calendar Grid
<b>(6.D.ix)</b> identify two-dimensional shapes, including <b>rhombuses</b>	Unit 1 Module 1 Session 1 Work Place 1B Unit 1 Module 1 Session 3 Work Place 1D Unit 1 Module 1 Session 3 Work Place 1E	October: Calendar Collector February: Calendar Grid April: Calendar Grid
<b>(6.D.x)</b> describe [ <b>rhombuses'</b> ] attributes using formal geometric language	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3	October: Calendar Collector February: Calendar Grid April: Calendar Grid
<b>(6.D.xi)</b> identify two-dimensional shapes, including <b>hexagons</b>	Unit 1 Module 1 Session 1 Work Place 1B Unit 1 Module 1 Session 3 Work Place 1D Unit 1 Module 1 Session 3 Work Place 1E	October: Calendar Collector April: Calendar Grid
<b>(6.D.xii)</b> describe [ <b>hexagons'</b> ] attributes using formal geometric language	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3	October: Calendar Collector April: Calendar Grid
<b>(6.E)</b> identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language		
<b>(6.E.i)</b> identify three-dimensional solids, including <b>spheres</b>	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	December: Calendar Collector
<b>(6.E.ii)</b> describe [ <b>spheres'</b> ] attributes using formal geometric language	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	December: Calendar Collector
<b>(6.E.iii)</b> identify three-dimensional solids, including <b>cones</b>	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	December: Calendar Collector
<b>(6.E.iv)</b> describe [ <b>cones'</b> ] attributes using formal geometric language	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	December: Calendar Collector
<b>(6.E.v)</b> identify three-dimensional solids, including <b>cylinders</b>	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	December: Calendar Collector
<b>(6.E.vi)</b> describe [ <b>cylinders'</b> ] attributes using formal geometric language	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	December: Calendar Collector
<b>(6.E.vii)</b> identify three-dimensional solids, including <b>rectangular prisms (including cubes)</b>	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	December: Calendar Collector

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



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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(6.E.viii)</b> describe [rectangular prisms' (including cubes)] attributes using formal geometric language	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	December: Calendar Collector
<b>(6.E.ix)</b> identify three-dimensional solids, including triangular prisms	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	December: Calendar Collector
<b>(6.E.x)</b> describe [triangular prisms'] attributes using formal geometric language	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3	December: Calendar Collector
<b>(6.F)</b> compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible		
	Unit 5 Module 3 Session 1 Unit 5 Module 3 Session 2 Unit 5 Module 3 Session 6	October: Calendar Collector April: Calendar Grid
<b>(6.G)</b> partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words		
<b>(6.G.i)</b> partition two-dimensional figures into <b>two fair shares</b> or equal parts	Unit 2 Module 4 Session 1 Unit 5 Module 3 Session 3 Unit 5 Module 3 Session 4	April: Calendar Grid
<b>(6.G.ii)</b> partition two-dimensional figures into <b>four fair shares</b> or equal parts	Unit 2 Module 4 Session 1 Unit 5 Module 3 Session 3 Unit 5 Module 3 Session 4	April: Calendar Grid
<b>(6.G.iii)</b> describe the parts using words	Unit 2 Module 4 Session 1 Unit 5 Module 3 Session 3 Unit 5 Module 3 Session 4	April: Calendar Grid
<b>(6.H)</b> identify examples and non-examples of halves and fourths		
<b>(6.H.i)</b> identify <b>examples</b> of halves	Unit 2 Module 4 Session 1 Unit 5 Module 3 Session 3 Unit 5 Module 3 Session 4	November: Calendar Grid November: Calendar Collector April: Calendar Grid
<b>(6.H.ii)</b> identify <b>examples</b> of fourths	Unit 2 Module 4 Session 1 Unit 5 Module 3 Session 3 Unit 5 Module 3 Session 4	November: Calendar Grid April: Calendar Grid May: Calendar Collector
<b>(6.H.iii)</b> identify <b>non-examples</b> of halves	Unit 5 Module 3 Session 3 Unit 5 Module 3 Session 4 Unit 5 Module 3 Session 5	November: Calendar Grid November: Calendar Collector April: Calendar Grid
<b>(6.H.iv)</b> identify <b>non-examples</b> of fourths	Unit 5 Module 3 Session 3 Unit 5 Module 3 Session 4 Unit 5 Module 3 Session 5	November: Calendar Grid April: Calendar Grid
<b>(7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:</b>		
<b>(7.A)</b> use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement		
	Unit 4 Module 4 Session 1 Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 3	April: Calendar Collector
<b>(7.B)</b> illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other		
	Unit 1 Module 3 Session 5 Unit 1 Module 4 Session 2 Unit 1 Module 4 Session 3	April: Calendar Collector

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(7.C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ</b>		
<b>(7.C.i)</b> measure the same object/distance with units of two different lengths	Unit 4 Module 4 Session 3 Unit 4 Module 4 Session 4 Unit 4 Module 4 Session 5	
<b>(7.C.ii)</b> describe <b>how</b> the measurements differ	Unit 4 Module 4 Session 3 Unit 4 Module 4 Session 4 Unit 4 Module 4 Session 5	
<b>(7.C.iii)</b> describe <b>why</b> the measurements differ	Unit 4 Module 4 Session 3 Unit 4 Module 4 Session 4 Unit 4 Module 4 Session 5	
<b>(7.D) describe a length to the nearest whole unit using a number and a unit</b>		
	Unit 4 Module 4 Session 3 Unit 4 Module 4 Session 4 Unit 4 Module 4 Session 5	April: Calendar Collector
<b>(7.E) tell time to the hour and half hour using analog and digital clocks</b>		
<b>(7.E.i)</b> tell time to the <b>hour</b> using <b>analog clocks</b>	Unit 7 Module 4 Session 2 Unit 8 Module 1 Session 2 Unit 8 Module 1 Session 5	November: Calendar Collector December: Calendar Collector March: Calendar Grid
<b>(7.E.ii)</b> tell time to the <b>hour</b> using <b>digital clocks</b>	Unit 7 Module 4 Session 2 Unit 8 Module 1 Session 5 Unit 8 Module 4 Session 2	November: Calendar Collector December: Calendar Collector March: Calendar Grid
<b>(7.E.iii)</b> tell time to <b>half hour</b> using <b>analog clocks</b>	Unit 7 Module 4 Session 2 Unit 8 Module 1 Session 2 Unit 8 Module 1 Session 5	November: Calendar Collector March: Calendar Grid
<b>(7.E.iv)</b> tell time to the <b>half hour</b> using <b>digital clocks</b>	Unit 7 Module 4 Session 2 Unit 8 Module 1 Session 5 Unit 8 Module 4 Session 2	November: Calendar Collector March: Calendar Grid
<b>(8) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:</b>		
<b>(8.A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts</b>		
<b>(8.A.i) collect</b> data in up to three categories using models/representations	Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 4 Unit 1 Module 3 Session 3	January: Calendar Collector February: Calendar Collector March: Calendar Collector
<b>(8.A.ii) sort</b> data in up to three categories using models/representations	Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 4 Unit 1 Module 3 Session 3	January: Calendar Collector February: Calendar Collector March: Calendar Collector
<b>(8.A.iii) organize</b> data in up to three categories using models/representations	Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 4 Unit 1 Module 3 Session 3	January: Calendar Collector February: Calendar Collector March: Calendar Collector
<b>(8.B) use data to create picture and bar-type graphs</b>		
<b>(8.B.i)</b> use data to create <b>picture graphs</b>	Unit 1 Module 1 Session 2 Unit 1 Module 3 Session 3 Unit 2 Module 3 Session 3	January: Calendar Collector February: Calendar Collector March: Calendar Collector
<b>(8.B.ii)</b> use data to create <b>bar-type graphs</b>	Unit 1 Module 1 Session 2 Unit 1 Module 3 Session 3 Unit 2 Module 3 Session 3	January: Calendar Collector February: Calendar Collector March: Calendar Collector

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



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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(8.C)</b> draw conclusions and generate and answer questions using information from picture and bar-type graphs		
<b>(8.C.i) draw conclusions</b> using information from <b>picture graphs</b>	Unit 1 Module 1 Session 2 Unit 1 Module 3 Session 3 Unit 2 Module 3 Session 3	September: Calendar Collector October: Calendar Collector January: Calendar Collector
<b>(8.C.ii) draw conclusions</b> using information from <b>bar-type graphs</b>	Unit 1 Module 1 Session 2 Unit 1 Module 3 Session 3 Unit 2 Module 3 Session 3	September: Calendar Collector October: Calendar Collector January: Calendar Collector
<b>(8.C.iii) generate questions</b> using information from <b>picture graphs</b>	Unit 1 Module 1 Session 2 Unit 1 Module 3 Session 3 Unit 2 Module 3 Session 3	September: Calendar Collector October: Calendar Collector January: Calendar Collector
<b>(8.C.iv) generate questions</b> using information from <b>bar-type graphs</b>	Unit 1 Module 1 Session 2 Unit 1 Module 3 Session 3 Unit 2 Module 3 Session 3	September: Calendar Collector October: Calendar Collector January: Calendar Collector
<b>(8.C.v) answer questions</b> using information from <b>picture graphs</b>	Unit 1 Module 1 Session 2 Unit 1 Module 3 Session 3 Unit 2 Module 3 Session 3	September: Calendar Collector October: Calendar Collector January: Calendar Collector
<b>(8.C.vi) answer questions</b> using information from <b>bar-type graphs</b>	Unit 1 Module 1 Session 2 Unit 1 Module 3 Session 3 Unit 2 Module 3 Session 3	September: Calendar Collector October: Calendar Collector January: Calendar Collector
<b>(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.</b>	Not addressed	Not addressed