

# 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 2 Module 1 Session 1 Unit 2 Module 1 Session 2 Home Connection Unit 2 Module 1 Session 4	September: Calendar Grid October: Calendar Collector October: Number Line
<b>(1.A.ii)</b> apply mathematics to problems arising in <b>society</b>	Unit 5 Module 1 Session 1 Home Connection Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5	September: Calendar Grid October: Calendar Collector October: Number Line
<b>(1.A.iii)</b> apply mathematics to problems arising in <b>the workplace</b>	Unit 2 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5	October: Calendar Collector November: Solving Problems
<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 7 Module 1 Session 1 Unit 7 Module 1 Session 2 Unit 7 Module 2 Session 1	September: Solving Problems October: Solving Problems November: Solving Problems
<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 7 Module 1 Session 1 Unit 7 Module 1 Session 2 Unit 7 Module 2 Session 1	September: Solving Problems October: Solving Problems November: Solving Problems
<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 3 Module 1 Session 2 Unit 4 Module 1 Session 5 Unit 4 Module 1 Session 6	December: Calendar Collector January: Calendar Collector February: Calendar Grid
<b>(1.C.ii)</b> select tools, including <b>manipulatives</b> as appropriate, to solve problems	Unit 3 Module 1 Session 2 Unit 3 Module 1 Session 5 Unit 6 Module 1 Session 5	October: Calendar Grid December: Calendar Collector January: Calendar Collector
<b>(1.C.iii)</b> select tools, including <b>paper and pencil</b> as appropriate, to solve problems	Unit 3 Module 1 Session 5 Unit 3 Module 1 Session 6 Unit 3 Module 4 Session 2	October: Calendar Grid December: Calendar Collector January: Calendar Collector
<b>(1.C.iv)</b> select tools, including <b>technology</b> as appropriate, to solve problems		December: Calendar Collector
<b>(1.C.v)</b> select techniques, including <b>mental math</b> as appropriate, to solve problems	Unit 3 Module 2 Session 4 Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 4	December: Calendar Collector January: Calendar Collector January: Solving Problems
<b>(1.C.vi)</b> select techniques, including <b>estimation</b> as appropriate, to solve problems	Unit 3 Module 2 Session 4 Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 4	December: Calendar Collector January: Solving Problems
<b>(1.C.vii)</b> select techniques, including <b>number sense</b> as appropriate, to solve problems	Unit 3 Module 2 Session 4 Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 4	December: Calendar Collector January: Calendar Collector January: Solving Problems

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<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 mathematical <b>ideas</b> using multiple representations, including <b>symbols</b> as appropriate	Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3 Unit 1 Module 3 Session 4	September: Calendar Grid September: Calendar Collector October: Computational Fluency
<b>(1.D.ii)</b> communicate mathematical <b>ideas</b> using multiple representations, including <b>diagrams</b> as appropriate	Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 4 Unit 4 Module 4 Session 2	September: Computational Fluency October: Computational Fluency October: Number Line
<b>(1.D.iii)</b> communicate mathematical <b>ideas</b> using multiple representations, including <b>graphs</b> as appropriate	Unit 8 Module 3 Session 3 Unit 8 Module 3 Session 4 Unit 8 Module 1 Session 5	September: Calendar Collector
<b>(1.D.iv)</b> communicate mathematical <b>ideas</b> using multiple representations, including <b>language</b> as appropriate	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 3	September: Calendar Grid September: Calendar Collector October: Computational Fluency
<b>(1.D.v)</b> communicate mathematical <b>reasoning</b> using multiple representations, including <b>symbols</b> as appropriate	Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3 Unit 1 Module 3 Session 4	September: Calendar Grid September: Calendar Collector October: Computational Fluency
<b>(1.D.vi)</b> communicate mathematical <b>reasoning</b> using multiple representations, including <b>diagrams</b> as appropriate	Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 4 Unit 4 Module 4 Session 2	September: Computational Fluency October: Computational Fluency October: Number Line
<b>(1.D.vii)</b> communicate mathematical <b>reasoning</b> using multiple representations, including <b>graphs</b> as appropriate	Unit 8 Module 3 Session 3 Unit 8 Module 3 Session 4 Unit 8 Module 1 Session 5	September: Calendar Collector
<b>(1.D.viii)</b> communicate mathematical <b>reasoning</b> using multiple representations, including <b>language</b> as appropriate	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 3	September: Calendar Grid September: Calendar Collector October: Computational Fluency
<b>(1.D.ix)</b> communicate <b>[mathematical ideas']</b> implications <b>using multiple representations, including symbols</b> as appropriate	Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3 Unit 1 Module 3 Session 4	September: Calendar Grid September: Calendar Collector November: Solving Problems
<b>(1.D.x)</b> communicate <b>[mathematical ideas']</b> implications using multiple representations, including <b>diagrams</b> as appropriate	Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 4 Unit 4 Module 4 Session 2	September: Computational Fluency
<b>(1.D.xi)</b> communicate <b>[mathematical ideas']</b> implications using multiple representations, including <b>graphs</b> as appropriate	Unit 8 Module 3 Session 3 Unit 8 Module 3 Session 4 Unit 8 Module 1 Session 5	September: Calendar Collector
<b>(1.D.xii)</b> communicate <b>[mathematical ideas']</b> implications using multiple representations, including <b>language</b> as appropriate	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 3	September: Calendar Grid September: Calendar Collector November: Solving Problems
<b>(1.D.xiii)</b> communicate <b>[mathematical reasoning's]</b> implications using multiple representations, including <b>symbols</b> as appropriate	Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3 Unit 1 Module 3 Session 4	September: Calendar Grid September: Calendar Collector November: Solving Problems
<b>(1.D.xiv)</b> communicate <b>[mathematical reasoning's]</b> implications using multiple representations, including <b>diagrams</b> as appropriate	Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 4 Unit 4 Module 4 Session 2	September: Computational Fluency
<b>(1.D.xv)</b> communicate <b>[mathematical reasoning's]</b> implications using multiple representations, including <b>graphs</b> as appropriate	Unit 8 Module 3 Session 3 Unit 8 Module 3 Session 4 Unit 8 Module 1 Session 5	September: Calendar Collector
<b>(1.D.xvi)</b> communicate <b>[mathematical reasoning's]</b> implications using multiple representations, including <b>language</b> as appropriate	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 3	September: Calendar Grid September: Calendar Collector November: Solving Problems

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(1.E) create and use representations to organize, record, and communicate mathematical ideas</b>		
<b>(1.E.i) create</b> representations to <b>organize</b> mathematical ideas	Unit 3 Module 1 Session 2 Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 4	September: Calendar Collector October: Computational Fluency October: Number Line
<b>(1.E.ii) use</b> representations to <b>organize</b> mathematical ideas	Unit 3 Module 1 Session 2 Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 4	September: Calendar Collector October: Computational Fluency October: Number Line
<b>(1.E.iii) create</b> representations to <b>record</b> mathematical ideas	Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 3 Unit 3 Module 4 Session 5	September: Calendar Collector October: Computational Fluency October: Number Line
<b>(1.E.iv) use</b> representations to <b>record</b> mathematical ideas	Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 3 Unit 3 Module 4 Session 5	September: Calendar Collector October: Computational Fluency October: Number Line
<b>(1.E.v) create</b> representations to <b>communicate</b> mathematical ideas	Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 3 Unit 3 Module 4 Session 5	September: Calendar Collector October: Computational Fluency October: Number Line
<b>(1.E.vi) use</b> representations to <b>communicate</b> mathematical ideas	Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 3 Unit 3 Module 4 Session 5	September: Calendar Collector October: Computational Fluency October: Number Line
<b>(1.F) analyze mathematical relationships to connect and communicate mathematical ideas</b>		
<b>(1.F.i) analyze</b> mathematical relationships to <b>connect</b> mathematical ideas	Unit 5 Module 2 Session 2 Unit 5 Module 3 Session 3 Unit 5 Module 3 Session 4	October: Calendar Collector November: Calendar Grid December: Solving Problems
<b>(1.F.ii) analyze</b> mathematical relationships to <b>communicate</b> mathematical ideas	Unit 5 Module 2 Session 2 Unit 5 Module 3 Session 3 Unit 5 Module 3 Session 4	October: Calendar Collector November: Calendar Grid December: Solving Problems
<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 3 Module 4 Session 2 Unit 3 Module 4 Session 3 Unit 3 Module 4 Session 5	September: Solving Problems October: Calendar Collector October: Solving Problems
<b>(1.G.ii) display mathematical arguments</b> using precise mathematical language in written or oral communication	Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 3 Unit 3 Module 4 Session 5	September: Solving Problems October: Calendar Collector October: Solving Problems
<b>(1.G.iii) explain mathematical ideas</b> using precise mathematical language in written or oral communication	Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 3 Unit 3 Module 4 Session 5	September: Solving Problems October: Calendar Collector October: Solving Problems
<b>(1.G.iv) explain mathematical arguments</b> using precise mathematical language in written or oral communication	Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 3 Unit 3 Module 4 Session 5	September: Solving Problems October: Calendar Collector October: Solving Problems
<b>(1.G.v) justify mathematical ideas</b> using precise mathematical language in written or oral communication	Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 3 Unit 3 Module 4 Session 5	September: Solving Problems October: Calendar Collector October: Solving Problems
<b>(1.G.vi) justify mathematical arguments</b> using precise mathematical language in written or oral communication	Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 3 Unit 3 Module 4 Session 5	September: Solving Problems October: Calendar Collector October: Solving Problems

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continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:</b>		
<b>(2.A) compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate</b>		
<b>(2.A.i) compose</b> numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using <b>objects</b>	Unit 1 Module 3 Session 3 Unit 1 Module 3 Session 4 Unit 1 Module 4 Session 1	<i>This standard is addressed in Number Corner Grade 2.</i>
<b>(2.A.ii) compose</b> numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using <b>pictorial models</b>	Unit 1 Module 4 Session 1 Unit 1 Module 4 Session 2 Unit 1 Module 4 Session 3	
<b>(2.A.iii) compose</b> numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using <b>numbers, including expanded notation as appropriate</b>	Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 6 Unit 3 Module 2 Session 4	September: Number Line
<b>(2.A.iv) decompose</b> numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using <b>objects</b>	Unit 1 Module 3 Session 3 Unit 1 Module 3 Session 4 Unit 1 Module 4 Session 1 Unit 1 Module 4 Session 2	<i>This standard is addressed in Number Corner Grade 2.</i>
<b>(2.A.v) decompose</b> numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using <b>pictorial models</b>	Unit 1 Module 4 Session 4 Unit 1 Module 4 Session 5 Unit 1 Module 4 Session 5 Work Place 1H	
<b>(2.A.vi) decompose</b> numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using <b>numbers, including expanded notation as appropriate</b>	Unit 3 Module 1 Session 6	September: Number Line
<b>(2.B) describe the mathematical relationships found in the base-10 place value system through the hundred thousands place</b>		
	<i>This standard is addressed in Bridges Grade 4 Unit 2 and Number Corner Grade 4.</i>	
<b>(2.C) represent a number on a number line as being between two consecutive multiples of 10, 100, 1,000, or 10,000; use words to describe relative size of numbers in order to round whole numbers</b>		
<b>(2.C.i)</b> represent a number on a number line as being between two consecutive multiples of 10, 100, 1,000, or 10,000	Unit 3 Module 1 Session 2 Unit 3 Module 1 Session 3 Home Connection Unit 3 Module 1 Session 4	November: Number Line December: Number Line
<b>(2.C.ii)</b> use words to describe relative size of numbers in order to round whole numbers	Unit 3 Module 1 Session 2 Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 4	November: Number Line December: Number Line
<b>(2.D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math></b>		
<b>(2.D.i) compare</b> whole numbers up to 100,000	Unit 3 Module 3 Session 2 Unit 7 Module 4 Session 4 Home Connection	<i>This standard is addressed in Number Corner Grade 2.</i>
<b>(2.D.ii) order</b> whole numbers up to 100,000	<i>This standard is addressed in Bridges Grade 2 Unit 5.</i>	<i>This standard is addressed in Number Corner Grade 2.</i>
<b>(2.D.iii)</b> represent comparisons using the symbols $>$ , $<$ , or $=$	Unit 3 Module 3 Session 2 Unit 7 Module 4 Session 4 Home Connection	<i>This standard is addressed in Number Corner Grade 2.</i>

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(3) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to:</b>		
<b>(3.A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines</b>		
<b>(3.A.i)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>2</b> using <b>concrete objects</b>	Unit 4 Module 4 Session 1 Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 4	January: Number Line February: Calendar Collector
<b>(3.A.ii)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>3</b> using <b>concrete objects</b>	Unit 4 Module 4 Session 1 Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 4	January: Number Line
<b>(3.A.iii)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>4</b> using <b>concrete objects</b>	Unit 4 Module 4 Session 1 Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 4	January: Number Line February: Calendar Collector
<b>(3.A.iv)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>6</b> using <b>concrete objects</b>	Unit 4 Module 4 Session 1 Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 4	January: Number Line
<b>(3.A.v)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>8</b> using <b>concrete objects</b>	Unit 4 Module 4 Session 1 Unit 4 Module 4 Session 2 Unit 4 Module 4 Session 4	January: Number Line
<b>(3.A.vi)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>2</b> using pictorial models, including <b>strip diagrams</b>	Unit 4 Module 4 Session 2 Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2	January: Number Line February: Number Line
<b>(3.A.vii)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>3</b> using pictorial models, including <b>strip diagrams</b>	Unit 4 Module 4 Session 2 Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2	January: Number Line February: Number Line
<b>(3.A.viii)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>4</b> using pictorial models, including <b>strip diagrams</b>	Unit 4 Module 4 Session 2 Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2	January: Number Line February: Number Line
<b>(3.A.ix)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>6</b> using pictorial models, including <b>strip diagrams</b>	Unit 4 Module 4 Session 2 Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2	January: Number Line February: Number Line
<b>(3.A.x)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>8</b> using pictorial models, including <b>strip diagrams</b>	Unit 4 Module 4 Session 2 Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2	January: Number Line February: Number Line
<b>(3.A.xi)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>2</b> using pictorial models, including <b>number lines</b>	Unit 4 Module 3 Session 3 Home Connection Unit 4 Module 3 Session 4	January: Number Line February: Number Line March: Number Line
<b>(3.A.xii)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>3</b> using pictorial models, including <b>number lines</b>	Unit 4 Module 3 Session 3 Home Connection Unit 4 Module 3 Session 4	January: Number Line February: Number Line March: Number Line
<b>(3.A.xiii)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>4</b> using pictorial models, including <b>number lines</b>	Unit 4 Module 3 Session 3 Home Connection Unit 4 Module 3 Session 4	January: Number Line February: Number Line March: Number Line
<b>(3.A.xiv)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>6</b> using pictorial models, including <b>number lines</b>	Unit 4 Module 3 Session 3 Home Connection Unit 4 Module 3 Session 4	January: Number Line February: Number Line April: Number Line
<b>(3.A.xv)</b> represent fractions greater than zero and less than or equal to one with denominators of <b>8</b> using pictorial models, including <b>number lines</b>	Unit 4 Module 3 Session 3 Home Connection Unit 4 Module 3 Session 4	January: Number Line February: Number Line April: Number Line

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(3.B) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line</b>		
<b>(3.B.i)</b> determine the corresponding fraction greater than zero and less than or equal to one with [a] denominator of <b>2</b> given a specified point on a number line	Unit 7 Module 4 Session 1 Unit 4 Module 1 Session 1 Unit 4 Module 3 Session 4 Unit 4 Module 4 Sessions 1 & 2	January: Number Line February: Number Line March: Number Line
<b>(3.B.ii)</b> determine the corresponding fraction greater than zero and less than or equal to one with [a] denominator of <b>3</b> given a specified point on a number line	Unit 7 Module 4 Session 1 Unit 4 Module 1 Session 1 Unit 4 Module 3 Session 4	January: Number Line February: Number Line March: Number Line
<b>(3.B.iii)</b> determine the corresponding fraction greater than zero and less than or equal to one with [a] denominator of <b>4</b> given a specified point on a number line	Unit 7 Module 4 Session 1 Unit 4 Module 1 Session 1 Unit 4 Module 3 Session 4 Unit 4 Module 4 Sessions 1 & 2	January: Number Line February: Number Line March: Number Line
<b>(3.B.iv)</b> determine the corresponding fraction greater than zero and less than or equal to one with [a] denominator of <b>6</b> given a specified point on a number line	Unit 7 Module 4 Session 1 Unit 4 Module 1 Session 1 Unit 4 Module 3 Session 4 Unit 4 Module 4 Session 2	January: Number Line February: Number Line April: Number Line
<b>(3.B.v)</b> determine the corresponding fraction greater than zero and less than or equal to one with [a] denominator of <b>8</b> given a specified point on a number line	Unit 7 Module 4 Session 1 Unit 4 Module 1 Session 1 Unit 4 Module 3 Session 4 Unit 4 Module 4 Session 2	January: Number Line February: Number Line April: Number Line
<b>(3.C) explain that the unit fraction <math>\frac{1}{b}</math> represents the quantity formed by one part of a whole that has been partitioned into <math>b</math> equal parts where <math>b</math> is a non-zero whole number</b>		
	Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2 Unit 7 Module 3 Session 3	October: Calendar Collector November: Calendar Collector December: Calendar Grid
<b>(3.D) compose and decompose a fraction <math>\frac{a}{b}</math> with a numerator greater than zero and less than or equal to <math>b</math> as a sum of parts <math>\frac{1}{b}</math></b>		
<b>(3.D.i) compose</b> a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to $b$ as a sum of parts $\frac{1}{b}$	Unit 7 Module 4 Session 3 Unit 7 Module 4 Session 4 Unit 7 Module 4 Session 5	October: Calendar Collector November: Calendar Collector December: Calendar Grid
<b>(3.D.ii) decompose</b> a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to $b$ as a sum of parts $\frac{1}{b}$	Unit 7 Module 1 Session 1 Unit 7 Module 1 Session 4 Unit 7 Module 1 Session 5	November: Calendar Collector December: Calendar Grid January: Calendar Grid
<b>(3.E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8</b>		
<b>(3.E.i)</b> solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of <b>2</b>	Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2 Unit 7 Module 3 Session 3	<i>This standard is addressed in Number Corner Grade 2.</i>
<b>(3.E.ii)</b> solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of <b>3</b>	Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2 Unit 7 Module 3 Session 3	<i>This standard is addressed in Number Corner Grade 2.</i>
<b>(3.E.iii)</b> solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of <b>4</b>	Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2 Unit 7 Module 3 Session 3	<i>This standard is addressed in Number Corner Grade 2.</i>
<b>(3.E.iv)</b> solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of <b>6</b>	Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2 Unit 7 Module 3 Session 3	<i>This standard is addressed in Number Corner Grade 2.</i>
<b>(3.E.v)</b> solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of <b>8</b>	Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 2 Unit 7 Module 3 Session 3	<i>This standard is addressed in Number Corner Grade 2.</i>

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(3.F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines</b>		
<b>(3.F.i)</b> represent equivalent fractions with denominators of <b>2</b> using a variety of <b>objects</b>	Unit 7 Module 3 Session 4 Unit 7 Module 3 Session 5 Unit 7 Module 4 Session 2	November: Calendar Collector
<b>(3.F.ii)</b> represent equivalent fractions with denominators of <b>3</b> using a variety of <b>objects</b>	Unit 7 Module 3 Session 4 Unit 7 Module 3 Session 5 Unit 7 Module 4 Session 2	April: Calendar Grid
<b>(3.F.iii)</b> represent equivalent fractions with denominators of <b>4</b> using a variety of <b>objects</b>	Unit 7 Module 3 Session 4 Unit 7 Module 3 Session 5 Unit 7 Module 4 Session 2	November: Calendar Collector
<b>(3.F.iv)</b> represent equivalent fractions with denominators of <b>6</b> using a variety of <b>objects</b>	Unit 7 Module 3 Session 4 Unit 7 Module 3 Session 5 Unit 7 Module 4 Session 2	April: Calendar Grid
<b>(3.F.v)</b> represent equivalent fractions with denominators of <b>8</b> using a variety of <b>objects</b>	Unit 7 Module 3 Session 4 Unit 7 Module 3 Session 5 Unit 7 Module 4 Session 2	November: Calendar Collector
<b>(3.F.vi)</b> represent equivalent fractions with denominators of <b>2</b> using <b>pictorial models, including number lines</b>	Unit 4 Module 3 Session 3 Home Connection Unit 4 Module 3 Session 4	November: Calendar Collector December: Calendar Grid January: Number Line March: Number Line
<b>(3.F.vii)</b> represent equivalent fractions with denominators of <b>3</b> using <b>pictorial models, including number lines</b>	Unit 4 Module 3 Session 3 Home Connection Unit 4 Module 3 Session 4	December: Calendar Grid January: Number Line March: Number Line April: Number Line
<b>(3.F.viii)</b> represent equivalent fractions with denominators of <b>4</b> using <b>pictorial models, including number lines</b>	Unit 4 Module 3 Session 3 Home Connection Unit 4 Module 3 Session 4	November: Calendar Collector December: Calendar Grid January: Number Line March: Number Line
<b>(3.F.ix)</b> represent equivalent fractions with denominators of <b>6</b> using <b>pictorial models, including number lines</b>	Unit 4 Module 3 Session 3 Home Connection Unit 4 Module 3 Session 4	December: Calendar Grid January: Number Line April: Number Line April: Calendar Grid
<b>(3.F.x)</b> represent equivalent fractions with denominators of <b>8</b> using <b>pictorial models, including number lines</b>	Unit 4 Module 3 Session 3 Home Connection Unit 4 Module 3 Session 4	November: Calendar Collector December: Calendar Grid January: Number Line April: Number Line
<b>(3.G) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model</b>		
	Unit 4 Module 1 Session 1 Unit 4 Module 4 Session 4 Unit 6 Module 4 Session 2	November: Calendar Collector December: Calendar Grid April: Number Line
<b>(3.H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models</b>		
<b>(3.H.i)</b> compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using <b>symbols</b>	Unit 4 Module 1 Session 1 Unit 4 Module 3 Session 3 Unit 4 Module 3 Session 5 Home Connection	December: Calendar Grid January: Calendar Grid February: Number Line
<b>(3.H.ii)</b> compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using <b>words</b>	Unit 4 Module 1 Session 1 Unit 4 Module 3 Session 3 Unit 4 Module 3 Session 5 Home Connection	December: Calendar Grid January: Calendar Grid February: Number Line

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(3.H.iii) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using <b>objects</b>	Unit 6 Module 4 Session 2 Unit 4 Module 3 Session 3 Unit 4 Module 4 Session 4	February: Number Line
(3.H.iv) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using <b>pictorial models</b>	Unit 4 Module 1 Session 1 Unit 4 Module 3 Session 3 Unit 4 Module 3 Session 5 Home Connection	December: Calendar Grid January: Calendar Grid February: Number Line
<b>(4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:</b>		
<b>(4.A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction</b>		
(4.A.i) solve with fluency <b>one-step problems involving addition</b> within 1,000 using strategies based on <b>place value</b>	Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 5 Unit 3 Module 1 Session 6	September: Computational Fluency September: Solving Problems October: Calendar Collector
(4.A.ii) solve with fluency <b>one-step problems involving addition within 1,000 using strategies based</b> properties of operations	Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 5 Unit 3 Module 1 Session 6	September: Computational Fluency September: Solving Problems October: Calendar Collector
(4.A.iii) solve with fluency <b>one-step problems involving addition</b> within 1,000 using strategies based on <b>the relationship between addition and subtraction</b>	Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 5 Unit 3 Module 1 Session 6	October: Calendar Collector October: Number Line October: Solving Problems
(4.A.iv) solve with fluency <b>one-step problems involving subtraction</b> within 1,000 using strategies based on <b>place value</b>	Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 2	October: Calendar Collector October: Number Line October: Solving Problems
(4.A.v) solve with fluency <b>one-step problems involving subtraction</b> within 1,000 using strategies based on <b>properties of operations</b>	Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 2	October: Calendar Collector October: Number Line October: Solving Problems
(4.A.vi) solve with fluency <b>one-step problems involving subtraction</b> within 1,000 using strategies based on <b>the relationship between addition and subtraction</b>	Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 2	October: Calendar Collector October: Number Line October: Solving Problems
(4.A.vii) solve with fluency <b>two-step problems involving addition</b> within 1,000 using strategies based on <b>place value</b>	Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 3 Home Connection Unit 3 Module 2 Session 5 Home Connection	October: Calendar Collector October: Number Line
(4.A.viii) solve with fluency <b>two-step problems involving addition</b> within 1,000 using strategies based on <b>properties of operations</b>	Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 3 Home Connection Unit 3 Module 2 Session 5 Home Connection	October: Calendar Collector October: Number Line
(4.A.ix) solve with fluency <b>two-step problems involving addition</b> within 1,000 using strategies based on <b>the relationship between addition and subtraction</b>	Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 3 Home Connection Unit 3 Module 2 Session 5 Home Connection	October: Calendar Collector October: Number Line
(4.A.x) solve with fluency <b>two-step problems involving subtraction</b> within 1,000 using strategies based on <b>place value</b>	Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 3 Home Connection Unit 3 Module 2 Session 5 Home Connection	October: Calendar Collector October: Number Line
(4.A.xi) solve with fluency <b>two-step problems involving subtraction</b> within 1,000 using strategies based on <b>properties of operations</b>	Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 3 Home Connection Unit 3 Module 2 Session 5 Home Connection	October: Calendar Collector October: Number Line
(4.A.xii) solve with fluency <b>two-step problems involving subtraction</b> within 1,000 using strategies based on <b>the relationship between addition and subtraction</b>	Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 3 Home Connection Unit 3 Module 2 Session 5 Home Connection	October: Calendar Collector October: Number Line



# Texas Essential Knowledge & Skills (TEKS)

## Bridges in Mathematics & Number Corner 2nd Edition



continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(4.A.xiii)</b> solve with fluency <b>two-step problems involving addition and subtraction</b> within 1,000 using strategies based on <b>place value</b>	Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 3 Home Connection Unit 3 Module 2 Session 5 Home Connection	October: Calendar Collector October: Number Line
<b>(4.A.xiv)</b> solve with fluency <b>two-step problems involving addition and subtraction</b> within 1,000 using strategies based on <b>properties of operations</b>	Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 3 Home Connection Unit 3 Module 2 Session 5 Home Connection	October: Calendar Collector October: Number Line
<b>(4.A.xv)</b> solve with fluency <b>two-step problems involving addition and subtraction</b> within 1,000 using strategies based on <b>the relationship between addition and subtraction</b>	Unit 3 Module 2 Session 1 Home Connection Unit 3 Module 2 Session 3 Home Connection Unit 3 Module 2 Session 5 Home Connection	October: Calendar Collector October: Number Line
<b>(4.B) round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems</b>		
<b>(4.B.i)</b> round to the nearest 10 or 100 or use compatible numbers to estimate solutions to <b>addition</b> problems	Unit 3 Module 1 Session 1 Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 5	December: Calendar Collector
<b>(4.B.ii)</b> round to the nearest 10 or 100 or use compatible numbers to estimate solutions to <b>subtraction</b> problems	Unit 3 Module 3 Session 2 Home Connection Unit 3 Module 3 Session 3 Unit 3 Module 3 Session 4	December: Number Line
<b>(4.C) determine the value of a collection of coins and bills</b>		
<b>(4.C.i)</b> determine the value of a collection of <b>coins</b>	Number Corner February Calendar Collector	February: Calendar Collector
<b>(4.C.ii)</b> determine the value of a collection of <b>bills</b>	<i>This standard is addressed in Bridges Grade 2 Unit 5.</i>	<i>This standard is addressed in Number Corner Grade 2.</i>
<b>(4.C.iii)</b> determine the value of a collection of <b>coins and bills</b>	<i>This standard is addressed in Bridges Grade 2 Unit 5.</i>	<i>This standard is addressed in Number Corner Grade 2.</i>
<b>(4.D) determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10</b>		
	Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 4	September: Calendar Grid October: Computational Fluency
<b>(4.E) represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting</b>		
<b>(4.E.i)</b> represent multiplication facts by using a variety of approaches	Unit 2 Module 1 Session 4 Unit 2 Module 1 Session 5 Unit 2 Module 1 Session 6	September: Calendar Grid October: Computational Fluency November: Calendar Grid
<b>(4.F) recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts</b>		
<b>(4.F.i)</b> recall facts to multiply up to 10 by 10 with automaticity	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Work Place 5B Unit 5 Module 2 Session 3	November: Calendar Grid December: Calendar Collector December: Solving Problems
<b>(4.F.ii)</b> recall the corresponding division facts	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 2 Work Place 5B Unit 5 Module 2 Session 3	January: Computational Fluency February: Computational Fluency
<b>(4.G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties</b>		
<b>(4.G.i)</b> use <b>strategies</b> to multiply a two-digit number by a one-digit number	Unit 7 Module 2 Session 1 Unit 7 Module 2 Session 2 Unit 7 Module 2 Session 3	December: Calendar Collector January: Calendar Collector February: Computational Fluency
<b>(4.G.ii)</b> use <b>algorithms, including the standard algorithm</b> , to multiply a two-digit number by a one-digit number	Unit 6 Module 2 Session 5 Home Connection	December: Calendar Collector January: Calendar Collector February: Computational Fluency

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



continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(4.H) determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally</b>		
	Unit 5 Module 1 Session 1 Home Connection Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5	May: Calendar Collector May: Solving Problems
<b>(4.I) determine if a number is even or odd using divisibility rules</b>		
	<i>Bridges Grade 3 determines if a number is even or odd through other methods.</i>	
<b>(4.J) determine a quotient using the relationship between multiplication and division</b>		
	Unit 5 Module 2 Session 2 Unit 5 Module 2 Session 3 Unit 5 Module 2 Session 4	January: Computational Fluency February: Computational Fluency March: Computational Fluency
<b>(4.K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts</b>		
<b>(4.K.i) solve one-step problems involving multiplication</b> within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	Unit 7 Module 1 Session 2 Unit 7 Module 1 Session 3 Unit 7 Module 1 Session 4	September: Calendar Grid November: Calendar Grid November: Solving Problems
<b>(4.K.ii) solve one-step problems involving division</b> within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5	November: Solving Problems January: Computational Fluency February: Computational Fluency
<b>(4.K.iii) solve two-step problems involving multiplication</b> within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	Unit 7 Module 1 Session 2 Unit 7 Module 1 Session 3 Unit 7 Module 1 Session 4	September: Calendar Grid January: Solving Problems
<b>(4.K.iv) solve two-step problems involving division</b> within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	Unit 5 Module 1 Session 1 Home Connection Unit 5 Module 1 Session 5 Unit 5 Module 1 Session 6	
<b>(4.K.v) solve two-step problems involving multiplication and division</b> within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	Unit 5 Module 1 Session 1 Home Connection Unit 5 Module 1 Session 5 Unit 5 Module 1 Session 6	
<b>(5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:</b>		
<b>(5.A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations</b>		
<b>(5.A.i) represent one-step problems involving addition</b> of whole numbers to 1,000 using <b>pictorial models</b>	Unit 3 Module 4 Session 1 Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 5	September: Solving Problems November: Solving Problems January: Solving Problems
<b>(5.A.ii) represent one-step problems involving addition</b> of whole numbers to 1,000 using <b>number lines</b>	Unit 3 Module 4 Session 1 Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 5	September: Solving Problems October: Solving Problems November: Solving Problems
<b>(5.A.iii) represent one-step problems involving addition</b> of whole numbers to 1,000 using <b>equations</b>	Unit 3 Module 4 Session 1 Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 5	September: Solving Problems October: Solving Problems November: Solving Problems
<b>(5.A.iv) represent one-step problems involving subtraction</b> of whole numbers to 1,000 using <b>pictorial models</b>	Unit 3 Module 4 Session 1 Unit 3 Module 4 Session 2 Unit 3 Module 4 Session 5	November: Solving Problems January: Solving Problems

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*continued*

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(5.A.v)</b> represent <b>one-step problems involving subtraction</b> of whole numbers to 1,000 using <b>number lines</b>	Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 2 Unit 3 Module 4 Session 5	October: Solving Problems November: Solving Problems January: Solving Problems
<b>(5.A.vi)</b> represent <b>one-step problems involving subtraction</b> of whole numbers to 1,000 using <b>equations</b>	Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 2 Unit 3 Module 4 Session 5	October: Solving Problems November: Solving Problems January: Solving Problems
<b>(5.A.vii)</b> represent <b>two-step problems involving addition</b> of whole numbers to 1,000 using <b>pictorial models</b>	Unit 3 Module 4 Session 5 Unit 3 Module 4 Session 1 Unit 3 Module 4 Session 2	January: Solving Problems
<b>(5.A.viii)</b> represent <b>two-step problems involving addition</b> of whole numbers to 1,000 using <b>number lines</b>	Unit 3 Module 4 Session 5 Unit 3 Module 4 Session 1 Unit 3 Module 4 Session 2	January: Solving Problems
<b>(5.A.ix)</b> represent <b>two-step problems involving addition</b> of whole numbers to 1,000 using <b>equations</b>	Unit 3 Module 4 Session 5 Unit 3 Module 4 Session 1 Unit 3 Module 4 Session 2	January: Solving Problems
<b>(5.A.x)</b> represent <b>two-step problems involving subtraction</b> of whole numbers to 1,000 using <b>pictorial models</b>	Unit 3 Module 4 Session 5 Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3	January: Solving Problems
<b>(5.A.xi)</b> represent <b>two-step problems involving subtraction</b> of whole numbers to 1,000 using <b>number lines</b>	Unit 3 Module 4 Session 5 Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3	January: Solving Problems
<b>(5.A.xii)</b> represent <b>two-step problems involving subtraction</b> of whole numbers to 1,000 using <b>equations</b>	Unit 3 Module 4 Session 5 Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3	January: Solving Problems
<b>(5.A.xiii)</b> represent <b>two-step problems involving addition and subtraction</b> of whole numbers to 1,000 using <b>pictorial models</b>	Unit 3 Module 4 Session 5 Unit 3 Module 2 Session 1	January: Solving Problems
<b>(5.A.xiv)</b> represent <b>two-step problems involving addition and subtraction</b> of whole numbers to 1,000 using <b>number lines</b>	Unit 3 Module 4 Session 5 Unit 3 Module 2 Session 1	January: Solving Problems
<b>(5.A.xv)</b> represent <b>two-step problems involving addition and subtraction</b> of whole numbers to 1,000 using <b>equations</b>	Unit 3 Module 4 Session 5 Unit 3 Module 2 Session 1	January: Solving Problems
<b>(5.B)</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations		
<b>(5.B.i)</b> represent <b>one-step multiplication</b> problems within 100 using <b>arrays</b>	Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5 Unit 5 Module 1 Session 6	November: Calendar Grid November: Solving Problems
<b>(5.B.ii)</b> represent <b>one-step multiplication</b> problems within 100 using <b>strip diagrams</b>		
<b>(5.B.iii)</b> represent <b>one-step multiplication</b> problems within 100 using <b>equations</b>	Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5 Unit 5 Module 1 Session 6	September: Calendar Grid September: Computational Fluency October: Computational Fluency
<b>(5.B.iv)</b> represent <b>one-step division</b> problems within 100 using <b>arrays</b>	Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5 Unit 5 Module 1 Session 6	November: Solving Problems
<b>(5.B.v)</b> represent <b>one-step division</b> problems within 100 using <b>strip diagrams</b>		

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*continued*

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(5.B.vi) represent one-step division</b> problems within 100 using <b>equations</b>	Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5 Unit 5 Module 1 Session 6	November: Solving Problems
<b>(5.B.vii) represent two-step multiplication</b> problems within 100 using <b>arrays</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	January: Solving Problems
<b>(5.B.viii) represent two-step multiplication</b> problems within 100 using <b>strip diagrams</b>		
<b>(5.B.ix) represent two-step multiplication</b> problems within 100 using <b>equations</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	January: Solving Problems
<b>(5.B.x) represent two-step division</b> problems within 100 using <b>arrays</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	
<b>(5.B.xi) represent two-step division</b> problems within 100 using <b>strip diagrams</b>		
<b>(5.B.xii) represent two-step division</b> problems within 100 using <b>equations</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	
<b>(5.B.xiii) represent two-step multiplication and division</b> problems within 100 using <b>arrays</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	
<b>(5.B.xiv) represent two-step multiplication and division</b> problems within 100 using <b>strip diagrams</b>		
<b>(5.B.xv) represent two-step multiplication and division</b> problems within 100 using <b>equations</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	
<b>(5.B.xvi) solve one-step multiplication</b> problems within 100 using <b>arrays</b>	Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5 Unit 5 Module 1 Session 6	November: Solving Problems
<b>(5.B.xvii) solve one-step multiplication</b> problems within 100 using <b>strip diagrams</b>		
<b>(5.B.xviii) solve one-step multiplication</b> problems within 100 using <b>equations</b>	Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5 Unit 5 Module 1 Session 6	September: Calendar Grid September: Computational Fluency October: Computational Fluency
<b>(5.B.xix) solve one-step division</b> problems within 100 using <b>arrays</b>	Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5 Unit 5 Module 1 Session 6	September: Calendar Grid November: Solving Problems
<b>(5.B.xx) solve one-step division</b> problems within 100 using <b>strip diagrams</b>		
<b>(5.B.xxii) solve one-step division</b> problems within 100 using <b>equations</b>	Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 5 Unit 5 Module 1 Session 6	November: Solving Problems
<b>(5.B.xxii) solve two-step multiplication</b> problems within 100 using <b>arrays</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	January: Solving Problems
<b>(5.B.xxiii) solve two-step multiplication</b> problems within 100 using <b>strip diagrams</b>		
<b>(5.B.xxiv) solve two-step multiplication</b> problems within 100 using <b>equations</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	January: Solving Problems

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(5.B.xxv) solve two-step division</b> problems within 100 using <b>arrays</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	
<b>(5.B.xxvi) solve two-step division</b> problems within 100 using <b>strip diagrams</b>		
<b>(5.B.xxvii) solve two-step division</b> problems within 100 using <b>equations</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	
<b>(5.B.xxviii) solve two-step multiplication and division</b> problems within 100 using <b>arrays</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	
<b>(5.B.xxix) solve two-step multiplication and division</b> problems within 100 using <b>strip diagrams</b>		
<b>(5.B.xxx) solve two-step multiplication and division</b> problems within 100 using <b>equations</b>	Unit 5 Module 1 Session 1 Unit 5 Module 1 Session 4 Unit 5 Module 1 Session 6	
<b>(5.C) describe a multiplication expression as a comparison such as <math>3 \times 24</math> represents 3 times as much as 24</b>		
<b>(5.C.i)</b> describe a multiplication expression as a comparison	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 5 Unit 2 Module 1 Session 6	November: Calendar Grid February: Solving Problems
<b>(5.D) determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product</b>		
	Unit 5 Module 2 Session 1 Unit 5 Module 2 Session 3 Unit 5 Module 2 Session 4	November: Solving Problems April: Computational Fluency April: Solving Problems
<b>(5.E) represent real-world relationships using number pairs in a table and verbal descriptions</b>		
<b>(5.E.i)</b> represent real-world relationships using <b>number pairs in a table</b>	Unit 2 Module 3 Session 1 Unit 2 Module 3 Session 5 Unit 2 Module 4 Session 1	December: Solving Problems
<b>(5.E.ii)</b> represent real-world relationships using <b>verbal descriptions</b>	Unit 2 Module 3 Session 1 Unit 2 Module 3 Session 5 Unit 2 Module 4 Session 1	December: Solving Problems
<b>(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to:</b>		
<b>(6.A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language</b>		
<b>(6.A.i) classify two-dimensional figures</b> based on attributes using formal geometric language	Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 3 Unit 6 Module 1 Session 5	October: Calendar Grid
<b>(6.A.ii) classify three-dimensional figures, including cones,</b> based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>
<b>(6.A.iii) classify three-dimensional figures, including cylinders,</b> based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>
<b>(6.A.iv) classify three-dimensional figures, including spheres,</b> based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(6.A.v) classify three-dimensional figures, including triangular prisms</b> , based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>
<b>(6.A.vi) classify three-dimensional figures, including rectangular prisms</b> , based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>
<b>(6.A.vii) classify three-dimensional figures, including cubes</b> , based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>
<b>(6.A.viii) sort two-dimensional figures</b> based on attributes using formal geometric language	Unit 6 Module 1 Session 1 Unit 6 Module 1 Session 2 Unit 6 Module 2 Session 3	October: Calendar Grid
<b>(6.A.ix) sort three-dimensional figures, including cones</b> , based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>
<b>(6.A.x) sort three-dimensional figures, including cylinders</b> , based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>
<b>(6.A.xi) sort three-dimensional figures, including spheres</b> , based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>
<b>(6.A.xii) sort three-dimensional figures, including triangular prisms</b> , based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>
<b>(6.A.xiii) sort three-dimensional figures, including rectangular prisms</b> , based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>
<b>(6.A.xiv) sort three-dimensional figures, including cubes</b> , based on attributes using formal geometric language	<i>This standard is addressed in Bridges Grade 1 Unit 5.</i>	<i>This standard is addressed in Number Corner Grades 1 and 2.</i>
<b>(6.B) use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories</b>		
<b>(6.B.i) use attributes to recognize rhombuses</b> as examples of quadrilaterals	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3	October: Calendar Grid
<b>(6.B.ii) use attributes to recognize parallelograms</b> as examples of quadrilaterals	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3	October: Calendar Grid
<b>(6.B.iii) use attributes to recognize trapezoids</b> as examples of quadrilaterals	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3	October: Calendar Grid
<b>(6.B.iv) use attributes to recognize rectangles</b> as examples of quadrilaterals	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3	October: Calendar Grid
<b>(6.B.v) use attributes to recognize squares</b> as examples of quadrilaterals	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3	October: Calendar Grid
<b>(6.B.vi) draw examples of quadrilaterals</b> that do not belong to any of these subcategories	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3	

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(6.C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row</b>		
	Unit 6 Module 3 Session 3 Unit 6 Module 3 Session 4 Unit 6 Module 3 Session 5	November: Calendar Grid February: Calendar Grid March: Calendar Collector
<b>(6.D) decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area</b>		
	Unit 6 Module 3 Session 3 Unit 6 Module 3 Session 5 Unit 6 Module 4 Session 4	March: Calendar Collector March: Solving Problems May: Calendar Grid
<b>(6.E) decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape</b>		
<b>(6.E.i)</b> decompose two congruent two-dimensional figures into parts with equal areas	Unit 8 Module 2 Session 1 Work Place 8D Unit 8 Module 2 Session 5 Home Connection	May: Calendar Grid
<b>(6.E.ii)</b> express the area of each part as a unit fraction of the whole	Unit 8 Module 2 Session 1 Work Place 8D Unit 8 Module 2 Session 5 Home Connection Unit 4 Module 3 Session 2	May: Calendar Grid
<b>(6.E.iii)</b> recognize that equal shares of identical wholes need not have the same shape		May: Calendar Grid
<b>(7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:</b>		
<b>(7.A) represent fractions of halves, fourths, and eighths as distances from zero on a number line</b>		
<b>(7.A.i)</b> represent fractions of <b>halves</b> as distances from zero on a number line	Unit 7 Module 1 Session 1 Unit 7 Module 4 Session 1 Unit 7 Module 4 Session 2	November: Calendar Collector February: Number Line March: Number Line
<b>(7.A.ii)</b> represent fractions of <b>fourths</b> as distances from zero on a number line	Unit 7 Module 1 Session 1 Unit 7 Module 4 Session 1 Unit 7 Module 4 Session 2	November: Calendar Collector February: Number Line March: Number Line
<b>(7.A.iii)</b> represent fractions of <b>eighths</b> as distances from zero on a number line	Unit 7 Module 1 Session 1 Unit 7 Module 4 Session 1 Unit 7 Module 4 Session 2	November: Calendar Collector February: Number Line
<b>(7.B) determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems</b>		
	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 5	March: Solving Problems
<b>(7.C) determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes</b>		
<b>(7.C.i)</b> determine the solutions to problems involving <b>addition of time intervals</b> in minutes using pictorial models or tools	Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 3 Unit 4 Module 1 Session 4 Home Connection	January: Calendar Collector March: Calendar Grid April: Calendar Collector
<b>(7.C.ii)</b> determine the solutions to problems involving <b>subtraction of time intervals</b> in minutes using pictorial models or tools	Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 3 Unit 4 Module 1 Session 4 Home Connection	January: Calendar Collector April: Calendar Collector
<b>(7.C.iii)</b> determine the solutions to problems involving <b>addition and subtraction of time intervals</b> in minutes using pictorial models or tools	Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 3 Unit 4 Module 1 Session 4 Home Connection	January: Calendar Collector
<b>(7.D) determine when it is appropriate to use measurements of liquid volume (capacity) or weight</b>		
	Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 4	October: Calendar Collector

# Texas Essential Knowledge & Skills (TEKS)

## Bridges in Mathematics & Number Corner 2nd Edition



*continued*

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(7.E) determine liquid volume (capacity) or weight using appropriate units and tools</b>		
<b>(7.E.i)</b> determine liquid volume (capacity) or weight using appropriate <b>units</b>	Unit 4 Module 2 Session 2 Unit 4 Module 2 Session 3 Unit 4 Module 2 Session 4 Unit 4 Module 2 Session 5 Unit 4 Module 2 Session 2 Home Connection	October: Calendar Collector
<b>(7.E.ii)</b> determine liquid volume (capacity) or weight using appropriate <b>tools</b>	Unit 4 Module 2 Session 2 Unit 4 Module 2 Session 3 Unit 4 Module 2 Session 4 Unit 4 Module 2 Session 5 Unit 4 Module 2 Session 2 Home Connection	December: Calendar Collector
<b>(8) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:</b>		
<b>(8.A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals</b>		
	Unit 2 Module 4 Session 1 Unit 2 Module 4 Session 2 Unit 2 Module 4 Session 3	September: Calendar Collector February: Solving Problems March: Calendar Grid
<b>(8.B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals</b>		
<b>(8.B.i)</b> solve <b>one-step problems</b> using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	Unit 2 Module 4 Session 1 Unit 2 Module 4 Session 2 Unit 2 Module 4 Session 3 Home Connection	September: Calendar Collector February: Solving Problems March: Calendar Grid
<b>(8.B.ii)</b> solve <b>two-step problems</b> using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	Unit 2 Module 4 Session 3 Home Connection Unit 2 Module 4 Session 2 Unit 4 Module 4 Session 2	September: Calendar Collector February: Solving Problems March: Calendar Grid
<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