

# 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 2 Unit 1 Module 1 Session 3	November: Calendar Grid November: Calendar Collector November: Solving Problems
<b>(1.A.ii)</b> apply mathematics to problems arising in <b>society</b>	Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 4 Unit 1 Module 1 Session 5	November: Calendar Grid November: Calendar Collector November: Solving Problems
<b>(1.A.iii)</b> apply mathematics to problems arising in <b>the workplace</b>	Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 2 Home Connection Unit 1 Module 3 Session 3	November: Calendar Grid November: 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 1 Module 3 Session 1 Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3	November: Solving Problems March: Solving Problems April: Calendar Grid
<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 1 Module 3 Session 1 Unit 1 Module 3 Session 2 Unit 1 Module 3 Session 3	November: Solving Problems March: Solving Problems April: Calendar Grid
<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 1 Module 1 Session 4 Unit 1 Module 4 Session 1 Unit 1 Module 4 Session 2	November: Calendar Collector December: Problem Strings February: Calendar Grid
<b>(1.C.ii)</b> select tools, including <b>manipulatives</b> as appropriate, to solve problems	Unit 2 Module 1 Session 3 Unit 2 Module 2 Session 1 Unit 2 Module 2 Session 2	December: Calendar Collector December: Problem Strings February: 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 4 Unit 1 Module 4 Session 1 Unit 1 Module 4 Session 2	October: Solving Problems October: Computational Fluency December: Problem Strings
<b>(1.C.iv)</b> select tools, including <b>technology</b> as appropriate, to solve problems	Unit 8 Module 2 Session 3 Unit 8 Module 2 Session 4	October: Computational Fluency
<b>(1.C.v)</b> select techniques, including <b>mental math</b> as appropriate, to solve problems	Unit 2 Module 1 Session 3 Unit 2 Module 2 Session 1 Unit 2 Module 2 Session 2	October: Computational Fluency December: Calendar Collector January: Solving Problems
<b>(1.C.vi)</b> select techniques, including <b>estimation</b> as appropriate, to solve problems	Unit 1 Module 1 Session 4 Unit 1 Module 4 Session 1 Unit 1 Module 4 Session 2	October: Computational Fluency January; Solving Problems February: Calendar Grid
<b>(1.C.vii)</b> select techniques, including <b>number sense</b> as appropriate, to solve problems	Unit 2 Module 1 Session 3 Unit 2 Module 2 Session 1 Unit 2 Module 2 Session 2	October: Computational Fluency October: Solving Problems December: Calendar Collector

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## Bridges in Mathematics & Number Corner 2nd Edition

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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 2 Session 1 Unit 1 Module 2 Session 4 Unit 1 Module 2 Session 5	October: Calendar Grid November: Computational Fluency January: Computational Fluency
<b>(1.D.ii)</b> communicate mathematical <b>ideas</b> using multiple representations, including <b>diagrams</b> as appropriate	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 8 Module 3 Session 1	September: Computational Fluency September: Solving Problems January: Calendar Collector
<b>(1.D.iii)</b> communicate mathematical <b>ideas</b> using multiple representations, including <b>graphs</b> as appropriate	Unit 8 Module 2 Session 2 Unit 8 Module 2 Session 3 Unit 8 Module 2 Session 4	April: Solving Problems
<b>(1.D.iv)</b> communicate mathematical <b>ideas</b> using multiple representations, including <b>language</b> as appropriate	Unit 1 Module 2 Session 1 Unit 1 Module 2 Session 4 Unit 1 Module 2 Session 5	September: Computational Fluency September: Solving Problems October: Calendar Grid
<b>(1.D.v)</b> communicate mathematical <b>reasoning</b> using multiple representations, including <b>symbols</b> as appropriate	Unit 1 Module 2 Session 1 Unit 1 Module 2 Session 4 Unit 1 Module 2 Session 5	October: Calendar Grid November: Computational Fluency January: Computational Fluency
<b>(1.D.vi)</b> communicate mathematical <b>reasoning</b> using multiple representations, including <b>diagrams</b> as appropriate	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 8 Module 3 Session 1	September: Computational Fluency September: Solving Problems January: Calendar Collector
<b>(1.D.vii)</b> communicate mathematical <b>reasoning</b> using multiple representations, including <b>graphs</b> as appropriate	Unit 8 Module 2 Session 2 Unit 8 Module 2 Session 3 Unit 8 Module 2 Session 4	April: Solving Problems
<b>(1.D.viii)</b> communicate mathematical <b>reasoning</b> using multiple representations, including <b>language</b> as appropriate	Unit 1 Module 2 Session 1 Unit 1 Module 2 Session 4 Unit 1 Module 2 Session 5	September: Computational Fluency September: Solving Problems October: Calendar Grid
<b>(1.D.ix)</b> communicate <b>[mathematical ideas']</b> implications <b>using multiple representations, including symbols</b> as appropriate	Unit 1 Module 2 Session 1 Unit 1 Module 2 Session 4 Unit 1 Module 2 Session 5	October: Calendar Grid November: Computational Fluency January: Computational Fluency
<b>(1.D.x)</b> communicate <b>[mathematical ideas']</b> implications using multiple representations, including <b>diagrams</b> as appropriate	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 8 Module 3 Session 1	September: Computational Fluency September: Solving Problems January: Calendar Collector
<b>(1.D.xi)</b> communicate <b>[mathematical ideas']</b> implications using multiple representations, including <b>graphs</b> as appropriate	Unit 8 Module 2 Session 2 Unit 8 Module 2 Session 3 Unit 8 Module 2 Session 4	April: Solving Problems
<b>(1.D.xii)</b> communicate <b>[mathematical ideas']</b> implications using multiple representations, including <b>language</b> as appropriate	Unit 1 Module 2 Session 1 Unit 1 Module 2 Session 4 Unit 1 Module 2 Session 5	September: Computational Fluency September: Solving Problems October: Calendar Grid
<b>(1.D.xiii)</b> communicate <b>[mathematical reasoning's]</b> implications using multiple representations, including <b>symbols</b> as appropriate	Unit 1 Module 2 Session 1 Unit 1 Module 2 Session 4 Unit 1 Module 2 Session 5	October: Calendar Grid November: Computational Fluency January: Computational Fluency
<b>(1.D.xiv)</b> communicate <b>[mathematical reasoning's]</b> implications using multiple representations, including <b>diagrams</b> as appropriate	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 8 Module 3 Session 1	September: Computational Fluency September: Solving Problems January: Calendar Collector
<b>(1.D.xv)</b> communicate <b>[mathematical reasoning's]</b> implications using multiple representations, including <b>graphs</b> as appropriate	Unit 8 Module 2 Session 2 Unit 8 Module 2 Session 3 Unit 8 Module 2 Session 4	April: Solving Problems
<b>(1.D.xvi)</b> communicate <b>[mathematical reasoning's]</b> implications using multiple representations, including <b>language</b> as appropriate	Unit 1 Module 2 Session 1 Unit 1 Module 2 Session 4 Unit 1 Module 2 Session 5	September: Computational Fluency September: Solving Problems October: Calendar Grid

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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 1 Module 1 Session 2 Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 5	September: Calendar Collector September: Solving Problems October: Calendar Grid
<b>(1.E.ii) use</b> representations to <b>organize</b> mathematical ideas	Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 5	September: Calendar Collector September: Solving Problems October: Calendar Grid
<b>(1.E.iii) create</b> representations to <b>record</b> mathematical ideas	Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 5	September: Calendar Collector September: Solving Problems October: Calendar Grid
<b>(1.E.iv) use</b> representations to <b>record</b> mathematical ideas	Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 5	September: Calendar Collector September: Solving Problems October: Calendar Grid
<b>(1.E.v) create</b> representations to <b>communicate</b> mathematical ideas	Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 5	September: Calendar Collector September: Solving Problems October: Calendar Grid
<b>(1.E.vi) use</b> representations to <b>communicate</b> mathematical ideas	Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 3 Unit 1 Module 1 Session 5	September: Calendar Collector September: Solving Problems October: Calendar Grid
<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 1 Module 2 Session 2 Unit 1 Module 4 Session 3 Unit 2 Module 2 Session 5	October: Solving Problems October: Problem Strings November: Calendar Collector
<b>(1.F.ii) analyze</b> mathematical relationships to <b>communicate</b> mathematical ideas	Unit 1 Module 2 Session 2 Unit 1 Module 4 Session 3 Unit 2 Module 2 Session 5	October: Solving Problems October: Problem Strings November: 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 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 6	October: Solving Problems November: Calendar Collector November: Solving Problems
<b>(1.G.ii) display mathematical arguments</b> using precise mathematical language in written or oral communication	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 6	October: Solving Problems November: Calendar Collector November: Solving Problems
<b>(1.G.iii) explain mathematical ideas</b> using precise mathematical language in written or oral communication	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 6	October: Solving Problems November: Calendar Collector November: Solving Problems
<b>(1.G.iv) explain mathematical arguments</b> using precise mathematical language in written or oral communication	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 6	October: Solving Problems November: Calendar Collector November: Solving Problems
<b>(1.G.v) justify mathematical ideas</b> using precise mathematical language in written or oral communication	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 6	October: Solving Problems November: Calendar Collector November: Solving Problems
<b>(1.G.vi) justify mathematical arguments</b> using precise mathematical language in written or oral communication	Unit 1 Module 1 Session 1 Unit 1 Module 1 Session 2 Unit 1 Module 1 Session 6	October: Solving Problems November: Calendar Collector November: Solving Problems

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(2) Number and operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value. The student is expected to:</b>		
<b>(2.A) interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left</b>		
<b>(2.A.i)</b> interpret the value of each place-value position as <b>10 times the position to the right</b>	Unit 2 Module 1 Session 1 Unit 2 Module 2 Session 3 Unit 2 Module 2 Session 5	September: Calendar Grid September: Problem Strings October: Calendar Collector
<b>(2.A.ii)</b> interpret the value of each place-value position as <b>one-tenth of the value of the place to its left</b>	Unit 2 Module 1 Session 1 Unit 2 Module 2 Session 3 Unit 2 Module 2 Session 5	April: Calendar Collector
<b>(2.B) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals</b>		
<b>(2.B.i)</b> represent the value of the digit in <b>whole numbers</b> through 1,000,000,000 using <b>expanded notation</b>	<i>Bridges Grade 4 addresses this standard through 1,000,000.</i>	September: Calendar Grid December: Calendar Collector
<b>(2.B.ii)</b> represent the value of the digit in <b>whole numbers</b> through 1,000,000,000 using <b>numerals</b>	<i>Bridges Grade 4 addresses this standard through 1,000,000.</i>	
<b>(2.B.iii)</b> represent the value of the digit in <b>decimals</b> to the hundredths using <b>expanded notation</b>		
<b>(2.B.iv)</b> represent the value of the digit in <b>decimals</b> to the hundredths using <b>numerals</b>	Unit 3 Module 3 Session 4 Unit 3 Module 3 Session 4 Home Connection Unit 3 Module 3 Session 4 Work Place 3D	
<b>(2.C) compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols &gt;, &lt;, or =</b>		
<b>(2.C.i) compare</b> whole numbers to 1,000,000,000	<i>Bridges Grade 4 addresses comparing whole numbers to 1,000,000.</i>	October: Calendar Collector
<b>(2.C.ii) order</b> whole numbers to 1,000,000,000	<i>Bridges Grade 4 addresses ordering whole numbers to 100,000.</i>	
<b>(2.C.iii)</b> represent comparisons using the symbols >, <, or =	Unit 4 Module 1 Session 2 Unit 4 Module 1 Session 3 Unit 4 Module 1 Session 7	October: Calendar Collector October: Computational Fluency November: Solving Problems
<b>(2.D) round whole numbers to a given place value through the hundred thousands place</b>		
	Unit 4 Module 1 Session 2 Unit 4 Module 1 Session 3 Unit 4 Module 1 Session 4	October: Solving Problems October: Problem Strings October: Calendar Grids
<b>(2.E) represent decimals, including tenths and hundredths, using concrete and visual models and money</b>		
<b>(2.E.i)</b> represent decimals, including <b>tenths</b> , using <b>concrete models</b>	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 4	October: Calendar Grids January: Calendar Collector March: Computational Fluency
<b>(2.E.ii)</b> represent decimals, including tenths, using <b>visual models</b>	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 4	October: Calendar Grids January: Calendar Collector March: Computational Fluency
<b>(2.E.iii)</b> represent decimals, including <b>tenths</b> , using <b>money</b>	Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 4 Home Connection	October: Calendar Grids January: Calendar Collector March: Computational Fluency
<b>(2.E.iv)</b> represent decimals, including <b>hundredths</b> , using <b>concrete models</b>	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 4	October: Calendar Grids January: Calendar Collector March: Computational Fluency
<b>(2.E.v)</b> represent decimals, including <b>hundredths</b> , using <b>visual models</b>	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 4	October: Calendar Grids January: Calendar Collector March: Computational Fluency
<b>(2.E.vi)</b> represent decimals, including <b>hundredths</b> , using <b>money</b>	Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 4 Home Connection	October: Calendar Grids January: Calendar Collector March: Computational Fluency

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(2.F) compare and order decimals using concrete and visual models to the hundredths</b>		
<b>(2.F.i) compare</b> decimals using <b>concrete models</b> to the hundredths	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 3	February: Computational Fluency March: Computational Fluency May: Computational Fluency
<b>(2.F.ii) compare</b> decimals using <b>visual models</b> to the hundredths	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 3 Unit 7 Module 2 Session 1 Unit 7 Module 2 Session 2 Unit 7 Module 2 Session 3	February: Computational Fluency March: Computational Fluency May: Computational Fluency
<b>(2.F.iii) order</b> decimals using <b>concrete models</b> to the hundredths	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 3	February: Computational Fluency March: Computational Fluency May: Computational Fluency
<b>(2.F.iv) order</b> decimals using <b>visual models</b> to the hundredths	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 3	February: Computational Fluency March: Computational Fluency May: Computational Fluency
<b>(2.G) relate decimals to fractions that name tenths and hundredths</b>		
<b>(2.G.i)</b> relate decimals to fractions that name <b>tenths</b>	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 3 Unit 7 Module 2 Session 1 Unit 7 Module 2 Session 2 Unit 7 Module 2 Session 3 Unit 7 Module 2 Session 4	February: Computational Fluency March: Computational Fluency May: Computational Fluency
<b>(2.G.ii)</b> relate decimals to fractions that name <b>hundredths</b>	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 3 Unit 7 Module 2 Session 1 Unit 7 Module 2 Session 2 Unit 7 Module 2 Session 3 Unit 7 Module 2 Session 4	February: Computational Fluency March: Computational Fluency May: Computational Fluency
<b>(2.H) determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line</b>		
	Unit 7 Module 2 Session 1 Unit 7 Module 2 Session 2 Unit 7 Module 2 Session 3 Unit 7 Module 2 Session 4 Unit 3 Module 4 Session 3	February: Computational Fluency

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## Bridges in Mathematics & Number Corner 2nd Edition



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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 generate fractions to solve problems. The student is expected to:</b>		
<b>(3.A) represent a fraction <math>\frac{a}{b}</math> as a sum of fractions <math>\frac{1}{b}</math>, where <math>a</math> and <math>b</math> are whole numbers and <math>b &gt; 0</math>, including when <math>a &gt; b</math></b>		
	Unit 3 Module 1 Session 2 Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 4	November: Calendar Collector January: Calendar Collector March: Calendar Collector
<b>(3.B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations</b>		
<b>(3.B.i)</b> decompose a fraction in more than one way into a sum of fractions with the same denominator using <b>concrete models</b> and recording results with symbolic representations	Unit 3 Module 1 Session 2 Unit 3 Module 1 Session 4 Unit 3 Module 1 Session 5	November: Calendar Collector January: Calendar Collector February: Problem Solving
<b>(3.B.ii)</b> decompose a fraction in more than one way into a sum of fractions with the same denominator using <b>pictorial models</b> and recording results with symbolic representations	Unit 3 Module 1 Session 2 Unit 3 Module 1 Session 4 Unit 3 Module 1 Session 5	November: Calendar Collector January: Calendar Collector February: Problem Solving
<b>(3.C) determine if two given fractions are equivalent using a variety of methods</b>		
	Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 4 Unit 3 Module 1 Session 5 Unit 7 Module 1 Session 2 Unit 7 Module 1 Session 3 Unit 7 Module 1 Session 4 Unit 7 Module 1 Session 5 Unit 7 Module 1 Session 6	November: Calendar Collector March: Computational Fluency March: Calendar Collector
<b>(3.D) compare two fractions with different numerators and different denominators and represent the comparison using the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math></b>		
<b>(3.D.i)</b> compare two fractions with <b>different numerators</b>	Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 4 Home Connection	October: Calendar Grid February: Computational Fluency March: Calendar Collector
<b>(3.D.ii)</b> compare two fractions with <b>different denominators</b>	Unit 3 Module 2 Session 3 Unit 7 Module 1 Session 2 Unit 7 Module 1 Session 3	
<b>(3.D.iii)</b> compare two fractions with <b>different numerators and different denominators</b>	Unit 7 Module 1 Session 4 Unit 7 Module 1 Session 6 Unit 7 Module 1 Session 7	
<b>(3.D.iv)</b> represent the comparison using the symbols $>$ , $=$ , or $<$	Unit 3 Module 1 Session 3 Unit 3 Module 1 Session 4 Home Connection Unit 3 Module 2 Session 3 Unit 7 Module 1 Session 2 Unit 7 Module 1 Session 3 Unit 7 Module 1 Session 4 Unit 7 Module 1 Session 6 Unit 7 Module 1 Session 7	October: Calendar Grid February: Computational Fluency January: Computational Fluency

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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(3.E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations</b>		
<b>(3.E.i) represent addition of fractions</b> with equal denominators using <b>objects</b>	Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 2 Home Connection	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.E.ii) represent addition of fractions</b> with equal denominators using <b>pictorial models that build to the number line</b>	Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3 Unit 3 Module 2 Session 4 Home Connection	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.E.iii) represent addition of fractions</b> with equal denominators using <b>properties of operations</b>	Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3 Unit 3 Module 2 Session 5	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.E.iv) represent subtraction of fractions</b> with equal denominators using <b>objects</b>	Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 2 Home Connection	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.E.v) represent subtraction of fractions</b> with equal denominators using <b>pictorial models that build to the number line</b>	Unit 3 Module 2 Session 3	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.E.vi) represent subtraction of fractions</b> with equal denominators using <b>properties of operations</b>	Unit 3 Module 2 Session 3 Unit 3 Module 2 Session 5	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.E.vii) solve addition of fractions</b> with equal denominators using <b>objects</b>	Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.E.viii) solve addition of fractions</b> with equal denominators using <b>pictorial models that build to the number line</b>	Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3 Unit 3 Module 2 Session 4 Home Connection	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.E.ix) solve addition of fractions</b> with equal denominators using properties of operations	Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3 Unit 3 Module 2 Session 5	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.E.x) solve subtraction of fractions</b> with equal denominators using <b>objects</b>	Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.E.xi) solve subtraction of fractions</b> with equal denominators using <b>pictorial models that build to the number line</b>	Unit 3 Module 2 Session 3	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.E.xii) solve subtraction of fractions</b> with equal denominators using <b>properties of operations</b>	Unit 3 Module 2 Session 3 Unit 3 Module 2 Session 5	February: Computational Fluency February: Problem Strings March: Calendar Collector
<b>(3.F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>, and 1, referring to the same whole</b>		
<b>(3.F.i) evaluate the reasonableness of sums</b> of fractions using benchmark fractions 0, $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , and 1, referring to the same whole	Unit 3 Module 2 Session 3 Unit 3 Module 2 Session 5	February: Problem Strings March: Computational Fluency
<b>(3.F.ii) evaluate the reasonableness of differences</b> of fractions using benchmark fractions 0, $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , and 1, referring to the same whole	Unit 3 Module 2 Session 3 Unit 3 Module 2 Session 5	February: Problem Strings
<b>(3.G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line</b>		
<b>(3.G.i) represent fractions</b> to the tenths or hundredths as distances from zero on a number line	Unit 3 Module 1 Session 2 Unit 3 Module 1 Session 4	January: Computational Fluency February: Computational Fluency
<b>(3.G.ii) represent decimals</b> to the tenths or hundredths as distances from zero on a number line	Unit 3 Module 2 Session 5 Unit 7 Module 2 Session 2 Unit 7 Module 2 Session 3 Unit 7 Module 2 Session 4	February: Computational Fluency

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## Bridges in Mathematics & Number Corner 2nd Edition



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Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:</b>		
<b>(4.A) add and subtract whole numbers and decimals to the hundredths place using the standard algorithm</b>		
<b>(4.A.i) add whole numbers</b> using the standard algorithm	Unit 2 Module 2 Session 4 Unit 4 Module 1 Session 4 Unit 4 Module 1 Session 5	December: Calendar Collectors January: Solving Problems February: Solving Problems
<b>(4.A.ii) add decimals</b> to the hundredths place using the standard algorithm		November: Problem Strings January: Calendar Collector May: Computational Fluency
<b>(4.A.iii) add whole numbers and decimals</b> to the hundredths place using the standard algorithm		November: Problem Strings January: Calendar Collector May: Computational Fluency
<b>(4.A.iv) subtract whole numbers</b> using the standard algorithm	Unit 2 Module 2 Session 4 Unit 4 Module 1 Session 4 Unit 4 Module 1 Session 5	December: Calendar Collector January: Solving Problems February: Solving Problems
<b>(4.A.v) subtract decimals</b> to the hundredths place using the standard algorithm		December: Problem Strings May: Computational Fluency
<b>(4.A.vi) subtract whole numbers and decimals</b> to the hundredths place using the standard algorithm		December: Problem Strings May: Computational Fluency
<b>(4.B) determine products of a number and 10 or 100 using properties of operations and place value understandings</b>		
<b>(4.B.i) determine products of a number and 10 or 100 using properties of operations</b>	Unit 2 Module 1 Session 4 Unit 2 Module 2 Session 3 Unit 2 Module 2 Session 5	September: Computational Fluency
<b>(4.B.ii) determine products of a number and 10 or 100 using place value understandings</b>	Unit 2 Module 1 Session 4 Unit 2 Module 2 Session 3 Unit 2 Module 2 Session 5	September: Computational Fluency
<b>(4.C) represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15</b>		
	Unit 2 Module 2 Session 1 Unit 2 Module 2 Session 2 Unit 2 Module 2 Session 3	September: Problem Strings September: Solving Problems January: Problem Strings
<b>(4.D) use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties</b>		
<b>(4.D.i) use strategies to multiply up to a four-digit number by a one-digit number</b>	Unit 2 Module 2 Session 1 Unit 2 Module 2 Session 3 Unit 2 Module 2 Session 4	September: Problem Strings September: Solving Problems January: Problem Strings
<b>(4.D.ii) use strategies to multiply a two-digit number by a two-digit number</b>	Unit 2 Module 2 Session 1 Unit 2 Module 2 Session 3 Unit 2 Module 2 Session 4	September: Problem Strings September: Solving Problems January: Problem Strings
<b>(4.D.iii) use algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number</b>	Unit 2 Module 2 Session 1 Unit 2 Module 2 Session 3 Unit 2 Module 2 Session 4	September: Problem Strings September: Solving Problems January: Problem Strings
<b>(4.D.iv) use algorithms, including the standard algorithm, to multiply a two-digit number by a two-digit number</b>	Unit 2 Module 2 Session 1 Unit 2 Module 2 Session 3 Unit 2 Module 2 Session 4	September: Problem Strings September: Solving Problems January: Problem Strings
<b>(4.E) represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations</b>		
	Unit 2 Module 4 Session 1 Unit 2 Module 4 Session 2 Unit 2 Module 4 Session 3	January: Computational Fluency January: Solving Problems January: Problem Strings



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



*continued*

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(4.F) use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor</b>		
<b>(4.F.i)</b> use <b>strategies</b> to divide up to a four-digit dividend by a one-digit divisor	Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 3 Unit 6 Module 1 Session 5	January: Computational Fluency January: Solving Problems January: Problem Strings
<b>(4.F.ii)</b> use <b>algorithms, including the standard algorithm</b> , to divide up to a four-digit dividend by a one-digit divisor	Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 3 Unit 6 Module 1 Session 5	January: Computational Fluency January: Solving Problems January: Problem Strings
<b>(4.G) round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers</b>		
	Unit 4 Module 1 Session 3 Work Place 4B Unit 4 Module 2 Session 5 Work Place 4C Unit 6 Module 1 Session 7	October: Computational Fluency November: Solving Problems February: Solving Problems
<b>(4.H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders</b>		
<b>(4.H.i)</b> solve with fluency <b>one-step problems involving multiplication</b>	Unit 6 Module 1 Session 5 Unit 6 Module 1 Session 6 Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 3 Unit 7 Module 3 Session 4	October: Solving Problems November: Solving Problems February: Solving Problems
<b>(4.H.ii)</b> solve with fluency <b>one-step problems involving division, including interpreting remainders</b>	Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 3 Unit 6 Module 1 Session 5 Unit 6 Module 1 Session 6	January: Solving Problems February: Solving Problems April: Calendar Collector
<b>(4.H.iii)</b> solve with fluency <b>two-step problems involving multiplication</b>	Unit 6 Module 1 Session 3 Unit 6 Module 1 Session 5 Unit 6 Module 1 Session 7 Unit 7 Module 3 Session 1 Unit 7 Module 3 Session 3 Unit 7 Module 3 Session 4	October: Solving Problems November: Solving Problems February: Solving Problems
<b>(4.H.iv)</b> solve with fluency <b>two-step problems involving division, including interpreting remainders</b>	Unit 6 Module 1 Session 3 Unit 6 Module 1 Session 5 Unit 6 Module 1 Session 7	January: Solving Problems February: Solving Problems April: Calendar Collector
<b>(4.H.v)</b> solve with fluency <b>two-step problems involving multiplication and division, including interpreting remainders</b>	Unit 6 Module 1 Session 3 Unit 6 Module 1 Session 5 Unit 6 Module 1 Session 7	January: Solving Problems February: Solving Problems April: Calendar Collector

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

GRADE

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continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(5) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:</b>		
<b>(5.A) represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity</b>		
<b>(5.A.i)</b> represent multi-step problems involving the four operations with whole numbers using <b>strip diagrams</b>		April: Calendar Collector
<b>(5.A.ii)</b> represent multi-step problems involving the four operations with whole numbers using <b>equations with a letter standing for the unknown quantity</b>	Unit 7 Module 3 Session 3 Unit 7 Module 3 Session 4 Unit 7 Module 4 Session 1 Home Connection	October: Solving Problems February: Solving Problems
<b>(5.B) represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence</b>		
<b>(5.B.i)</b> represent problems using an <b>input-output table</b> to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence	Unit 6 Module 1 Session 5 Unit 6 Module 1 Session 6 Unit 7 Module 4 Session 3 Home Connection	October: Problem Solving November: Calendar Grid January: Problem Strings
<b>(5.B.ii)</b> represent problems using <b>numerical expressions</b> to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence	Unit 6 Module 1 Session 5 Unit 6 Module 1 Session 6 Unit 7 Module 4 Session 3 Home Connection	October: Problem Solving November: Calendar Grid January: Problem Strings
<b>(5.C) use models to determine the formulas for the perimeter of a rectangle (<math>l + w + l + w</math> or <math>2l + 2w</math>), including the special form for perimeter of a square (<math>4s</math>) and the area of a rectangle (<math>l \times w</math>)</b>		
<b>(5.C.i)</b> use models to determine the formulas for the <b>perimeter of a rectangle</b> ( $l + w + l + w$ or $2l + 2w$ ), including the special form for <b>perimeter of a square</b> ( $4s$ )	Unit 5 Module 3 Session 1 Unit 5 Module 3 Session 2	December: Calendar Grid
<b>(5.C.ii)</b> use models to determine the formula for the <b>area of a rectangle</b> ( $l \times w$ )	Unit 3 Module 1 Session 2 Home Connection Unit 5 Module 3 Session 1 Unit 5 Module 3 Session 2	December: Calendar Grid December: Computational Fluency
<b>(5.D) solve problems related to perimeter and area of rectangles where dimensions are whole numbers</b>		
<b>(5.D.i)</b> solve problems related to <b>perimeter of rectangles</b> where dimensions are whole numbers	Unit 5 Module 3 Session 2 Unit 5 Module 3 Session 3 Unit 6 Module 2 Session 3	December: Calendar Grid April: Calendar Grid
<b>(5.D.ii)</b> solve problems related to <b>area of rectangles</b> where dimensions are whole numbers	Unit 5 Module 3 Session 1 Unit 5 Module 3 Session 3 Unit 6 Module 2 Session 1	December: Calendar Grid January: Calendar Grid April: Calendar Grid

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



continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(6) Geometry and measurement. The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties. The student is expected to:</b>		
<b>(6.A) identify points, lines, line segments, rays, angles, and perpendicular and parallel lines</b>		
<b>(6.A.i)</b> identify <b>points</b>	Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3 Unit 5 Module 1 Session 5	February: Calendar Grid May: Calendar Grid
<b>(6.A.ii)</b> identify <b>lines</b>	Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3 Unit 5 Module 1 Session 5	February: Calendar Grid May: Calendar Grid
<b>(6.A.iii)</b> identify <b>line segments</b>	Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3 Unit 5 Module 1 Session 5	February: Calendar Grid May: Calendar Grid
<b>(6.A.iv)</b> identify <b>rays</b>	Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3 Unit 5 Module 1 Session 5	February: Calendar Grid
<b>(6.A.v)</b> identify <b>angles</b>	Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3 Unit 5 Module 1 Session 5	December: Calendar Grid February: Calendar Grid
<b>(6.A.vi)</b> identify <b>perpendicular lines</b>	Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3 Unit 5 Module 1 Session 5	December: Calendar Grid December: Solving Problems February: Calendar Grid
<b>(6.A.vii)</b> identify parallel lines	Unit 5 Module 1 Session 2 Unit 5 Module 1 Session 3 Unit 5 Module 1 Session 5	December: Calendar Grid December: Solving Problems February: Calendar Grid
<b>(6.B) identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure</b>		
<b>(6.B.i)</b> <b>identify</b> one or more lines of symmetry, if they exist, for a two-dimensional figure	Unit 5 Module 2 Session 3 Unit 5 Module 2 Session 4 Home Connection Unit 5 Module 2 Session 6	December: Calendar Grid December: Solving Problems May: Calendar Grid
<b>(6.B.ii)</b> <b>draw</b> one or more lines of symmetry, if they exist, for a two-dimensional figure	Unit 5 Module 2 Session 3 Unit 5 Module 2 Session 4 Home Connection Unit 5 Module 2 Session 6	December: Calendar Grid December: Solving Problems May: Calendar Grid
<b>(6.C) apply knowledge of right angles to identify acute, right, and obtuse triangles</b>		
<b>(6.C.i)</b> apply knowledge of right angles to identify <b>acute triangles</b>	Unit 8 Module 4 Session 2 Unit 8 Module 4 Session 3	February: Calendar Grid
<b>(6.C.ii)</b> apply knowledge of right angles to identify <b>right triangles</b>	Unit 8 Module 4 Session 2 Unit 8 Module 4 Session 3	February: Calendar Grid
<b>(6.C.iii)</b> apply knowledge of right angles to identify <b>obtuse triangles</b>	Unit 8 Module 4 Session 2 Unit 8 Module 4 Session 3	February: Calendar Grid
<b>(6.D) classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size</b>		
	Unit 5 Module 2 Session 4 Unit 5 Module 2 Sessions 5 & 6	December: Solving Problems February: Calendar Grid

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



continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(7) Geometry and measurement. The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees. The student is expected to:</b>		
<b>(7.A) illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is “cut out” by the rays of the angle. Angle measures are limited to whole numbers</b>		
	Unit 5 Module 1 Session 3	February: Calendar Collector
<b>(7.B) illustrate degrees as the units used to measure an angle, where <math>\frac{1}{360}</math> of any circle is one degree and an angle that “cuts” <math>n/360</math> out of any circle whose center is at the angle’s vertex has a measure of <math>n</math> degrees. Angle measures are limited to whole numbers</b>		
<b>(7.B.i)</b> illustrate degrees as the units used to measure an angle, where $\frac{1}{360}$ of any circle is one degree	Unit 5 Module 1 Sessions 3, 5 & 6	February: Calendar Collector
<b>(7.B.ii)</b> illustrate degrees as the units used to measure an angle, where an angle that “cuts” $\frac{n}{360}$ out of any circle whose center is at the angle’s vertex has a measure of $n$ degrees	Unit 5 Module 1 Sessions 3, 5 & 6	February: Calendar Collector
<b>(7.C) determine the approximate measures of angles in degrees to the nearest whole number using a protractor</b>		
	Unit 8 Module 1 Sessions 4, 5 & 6	February: Calendar Collector
<b>(7.D) draw an angle with a given measure</b>		
	Unit 8 Module 4 Sessions 1, 2 & 3	February: Calendar Collector
<b>(7.E) determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures</b>		
	Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 2 Home Connection Unit 5 Module 4 Session 3	February: Calendar Collector February: Calendar Grid
<b>(8) Geometry and measurement. The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement. The student is expected to:</b>		
<b>(8.A) identify relative sizes of measurement units within the customary and metric systems</b>		
<b>(8.A.i)</b> identify relative sizes of measurement units within the <b>customary systems</b>	Unit 8 Module 4 Sessions 1, 2 & 3	November: Calendar Collector
<b>(8.A.ii)</b> identify relative sizes of measurement units within the <b>metric systems</b>	Unit 8 Module 4 Sessions 1, 2 & 3	April: Calendar Collector May: Calendar Collector May: Solving Problems
<b>(8.B) convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table</b>		
	Unit 8 Module 4 Sessions 1, 2 & 3	September: Calendar Collector November: Calendar Collector April: Calendar Collector
<b>(8.C) solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate</b>		
<b>(8.C.i)</b> solve problems that deal with <b>measurements of length</b> using addition, subtraction, multiplication, or division as appropriate	Unit 4 Module 3 Session 2 Unit 4 Module 3 Session 4 Home Connection Unit 4 Module 4 Session 2 Home Connection	September: Calendar Collector May: Calendar Collector May: Solving Problems
<b>(8.C.ii)</b> solve problems that deal with <b>intervals of time</b> using addition, subtraction, multiplication, or division as appropriate	Unit 4 Module 3 Session 3 Unit 4 Module 3 Session 4 Home Connection Unit 4 Module 4 Session 2 Home Connection	September: Calendar Collector May: Calendar Collector November: Calendar Grid
<b>(8.C.iii)</b> solve problems that deal with <b>liquid volumes</b> using addition, subtraction, multiplication, or division as appropriate	Unit 4 Module 3 Session 4 Unit 4 Module 4 Session 2 Home Connection	November: Calendar Collector May: Calendar Collector May: Solving Problems
<b>(8.C.iv)</b> solve problems that deal with <b>mass</b> using addition, subtraction, multiplication, or division as appropriate	Unit 4 Module 3 Session 5	May: Solving Problems
<b>(8.C.v)</b> solve problems that deal with <b>money</b> using addition, subtraction, multiplication, or division as appropriate	Unit 8 Module 3 Session 6	October: Solving Problems November: Solving Problems

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



*continued*

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
<b>(9) 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>(9.A) represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions</b>		
<b>(9.A.i)</b> represent data on a frequency table, dot plot, or stem-and-leaf plot marked with <b>whole numbers</b>	Unit 8 Module 2 Session 2 Unit 8 Module 2 Session 3 Unit 8 Module 2 Session 4	April: Solving Problems
<b>(9.A.ii)</b> represent data on a frequency table, dot plot, or stem-and-leaf plot marked with <b>fractions</b>		April: Solving Problems
<b>(9.A.iii)</b> represent data on a frequency table, dot plot, or stem-and-leaf plot marked with <b>whole numbers and fractions</b>		April: Solving Problems
<b>(9.B) solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot</b>		
<b>(9.B.i)</b> solve <b>one-step problems using data in whole number form</b> in a frequency table, dot plot, or stem-and-leaf plot	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 4 Unit 8 Module 2 Session 3	April: Solving Problems
<b>(9.B.ii)</b> solve <b>one-step problems using data in decimal form</b> in a frequency table, dot plot, or stem-and-leaf plot		
<b>(9.B.iii)</b> solve <b>one-step problems using data in fraction form</b> in a frequency table, dot plot, or stem-and-leaf plot		April: Solving Problems
<b>(9.B.iv)</b> solve <b>two-step problems using data in whole number form</b> in a frequency table, dot plot, or stem-and-leaf plot		April: Solving Problems
<b>(9.B.v)</b> solve <b>two-step problems using data in decimal form</b> in a frequency table, dot plot, or stem-and-leaf plot		
<b>(9.B.vi)</b> solve <b>two-step problems using data in fraction form</b> in a frequency table, dot plot, or stem-and-leaf plot		April: Solving Problems
<b>(10) 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