

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
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:		
(1.A) apply mathematics to problems arising in everyday life, society, and the workplace		
(1.A.i) apply mathematics to problems arising in everyday life	Unit 2 Module 2 Session 1 Unit 2 Module 2 Session 2 Unit 2 Module 2 Session 6	September: Solving Problems November: Solving Problems February: Solving Problems
(1.A.ii) apply mathematics to problems arising in society	Unit 2 Module 2 Session 1 Unit 2 Module 2 Session 5 Unit 2 Module 2 Session 6	September: Solving Problems November: Solving Problems February: Solving Problems
(1.A.iii) apply mathematics to problems arising in the workplace	Unit 8 Module 2 Session 4 Unit 8 Module 2 Session 5 Unit 8 Module 2 Session 6	September: Solving Problems November: Solving Problems February: Solving Problems
(1.B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution		
(1.B.i) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process	Unit 4 Module 1 Session 3 Unit 4 Module 1 Session 4 Unit 4 Module 2 Session 3	September: Solving Problems October: Solving Problems October: Computational Fluency
(1.B.ii) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the reasonableness of the solution	Unit 4 Module 1 Session 3 Unit 4 Module 1 Session 4 Unit 4 Module 2 Session 3	September: Solving Problems October: Solving Problems October: Computational Fluency
(1.C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems		
(1.C.i) select tools, including real objects as appropriate, to solve problems	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 4 Unit 8 Module 1 Session 6	November: Calendar Collector November: Problem Strings December: Calendar Collector
(1.C.ii) select tools, including manipulatives as appropriate, to solve problems	Unit 7 Module 4 Session 2 Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3	October: Problem Strings February: Problem Strings
(1.C.iii) select tools, including paper and pencil as appropriate, to solve problems	Unit 8 Module 1 Session 1 Unit 8 Module 1 Session 4 Unit 8 Module 1 Session 6	September: Computational Fluency October: Problem Strings December: Calendar Collector
(1.C.iv) select tools, including technology as appropriate, to solve problems		December: Calendar Collector April: Computational Fluency
(1.C.v) select techniques, including mental math as appropriate, to solve problems	Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 3 Unit 7 Module 4 Session 2	September: Computational Fluency October: Problem Strings February: Calendar Grid
(1.C.vi) select techniques, including estimation as appropriate, to solve problems	Unit 7 Module 4 Session 2 Unit 7 Module 4 Session 3	February: Calendar Grid November: Calendar Collector
(1.C.vii) select techniques, including number sense as appropriate, to solve problems	Unit 6 Module 1 Session 2 Unit 6 Module 1 Session 3 Unit 7 Module 4 Session 2	September: Computational Fluency October: Problem Strings December: Calendar Collector

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



continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(1.D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate		
(1.D.i) communicate mathematical ideas using multiple representations, including symbols as appropriate	Unit 1 Module 3 Session 3 Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 3	September: Solving Problems January: Calendar Collector October: Calendar Collector
(1.D.ii) communicate mathematical ideas using multiple representations, including diagrams as appropriate	Unit 1 Module 2 Session 6 Unit 1 Module 4 Session 1 Unit 1 Module 4 Session 2	September: Solving Problems October: Calendar Collector October: Problem Strings
(1.D.iii) communicate mathematical ideas using multiple representations, including graphs as appropriate	Unit 6 Module 1 Session 3 Unit 6 Module 1 Session 5	December: Calendar Collector October: Calendar Collector
(1.D.iv) communicate mathematical ideas using multiple representations, including language as appropriate	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 4	September: Solving Problems January: Calendar Collector October: Calendar Collector
(1.D.v) communicate mathematical reasoning using multiple representations, including symbols as appropriate	Unit 1 Module 3 Session 3 Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 3	September: Solving Problems January: Calendar Collector October: Calendar Collector
(1.D.vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate	Unit 1 Module 2 Session 6 Unit 1 Module 4 Session 1 Unit 1 Module 4 Session 2	September: Solving Problems October: Calendar Collector October: Problem Strings
(1.D.vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate	Unit 6 Module 1 Session 3	December: Calendar Collector October: Calendar Collector
(1.D.viii) communicate mathematical reasoning using multiple representations, including language as appropriate	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 4	September: Solving Problems January: Calendar Collector October: Calendar Collector
(1.D.ix) communicate [mathematical ideas] implications using multiple representations, including symbols as appropriate	Unit 1 Module 3 Session 3 Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 3	September: Solving Problems January: Calendar Collector October: Calendar Collector
(1.D.x) communicate [mathematical ideas] implications using multiple representations, including diagrams as appropriate	Unit 1 Module 2 Session 6 Unit 1 Module 4 Session 1 Unit 1 Module 4 Session 2	September: Solving Problems October: Calendar Collector October: Problem Strings
(1.D.xi) communicate [mathematical ideas] implications using multiple representations, including graphs as appropriate	Unit 6 Module 1 Session 3	December: Calendar Collector October: Calendar Collector
(1.D.xii) communicate [mathematical ideas] implications using multiple representations, including language as appropriate	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 4	September: Solving Problems January: Calendar Collector October: Calendar Collector
(1.D.xiii) communicate [mathematical reasoning] implications using multiple representations, including symbols as appropriate	Unit 1 Module 3 Session 3 Unit 4 Module 1 Session 1 Unit 4 Module 1 Session 3	September: Solving Problems January: Calendar Collector October: Calendar Collector
(1.D.xiv) communicate [mathematical reasoning] implications using multiple representations, including diagrams as appropriate	Unit 1 Module 2 Session 6 Unit 1 Module 4 Session 1 Unit 1 Module 4 Session 2	September: Solving Problems October: Calendar Collector October: Problem Strings
(1.D.xv) communicate [mathematical reasoning] implications using multiple representations, including graphs as appropriate	Unit 6 Module 1 Session 3	December: Calendar Collector October: Calendar Collector
(1.D.xvi) communicate [mathematical reasoning] implications using multiple representations, including language as appropriate	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 4	September: Solving Problems January: Calendar Collector October: Calendar Collector

Texas Essential Knowledge & Skills (TEKS)

Bridges in Mathematics & Number Corner 2nd Edition



continued

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

Texas Essential Knowledge & Skills (TEKS)

Bridges in Mathematics & Number Corner 2nd Edition



continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(2) Number and operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value. The student is expected to:		
(2.A) represent the value of the digit in decimals through the thousandths using expanded notation and numerals		
(2.A.i) represent the value of the digit in decimals through the thousandths using expanded notation	Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 5 Home Connection	November: Calendar Collector
(2.A.ii) represent the value of the digit in decimals through the thousandths using numerals	Unit 3 Module 1 Session 4 Unit 3 Module 1 Session 5 Unit 3 Module 2 Session 1	November: Calendar Collector
(2.B) compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$		
(2.B.i) compare two decimals to thousandths	Unit 3 Module 1 Session 5 Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3	March: Computational Fluency April: Computational Fluency
(2.B.ii) order two decimals to thousandths	Unit 3 Module 1 Session 5 Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3	March: Computational Fluency April: Computational Fluency
(2.B.iii) represent comparisons using the symbols $>$, $<$, or $=$	Unit 3 Module 1 Session 5 Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 3	March: Computational Fluency April: Computational Fluency
(2.C) round decimals to tenths or hundredths		
	Unit 3 Module 2 Session 3 Unit 3 Module 2 Session 3 Home Connection Unit 3 Module 2 Session 7	November: Calendar Collector
(3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:		
(3.A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division		
(3.A.i) estimate to determine solutions to mathematical problems involving addition, subtraction, multiplication, or division	Unit 2 Module 4 Session 2	May Assessment
(3.A.ii) estimate to determine solutions to real-world problems involving addition, subtraction, multiplication, or division		May Assessment
(3.B) multiply with fluency a three-digit number by a two-digit number using the standard algorithm		
	Unit 4 Module 3 Session 5 Unit 4 Module 3 Session 6 Unit 4 Module 3 Session 7	March: Calendar Grid
(3.C) solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm		
(3.C.i) solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies	Unit 7 Module 2 Session 4 Home Connection Unit 7 Module 2 Session 5 Unit 7 Module 2 Session 6 Home Connection	December: Problem Strings January: Problem Strings February: Computational Fluency
(3.C.ii) solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using the standard algorithm	Unit 7 Module 4 Session 3	February: Computational Fluency March: Solving Problems
(3.D) represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models		
(3.D.i) represent multiplication of decimals with products to the hundredths using objects		
(3.D.ii) represent multiplication of decimals with products to the hundredths using pictorial models, including area models		March: Calendar Grid

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



continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(3.E) solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers		
(3.E.i) solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings	Unit 4 Module 1 Session 3 Unit 4 Module 1 Session 4 Unit 4 Module 2 Session 3	December: Solving Problems January: Problem Strings March: Calendar Grid
(3.E.ii) solve for products of decimals to the hundredths, including situations involving money, using properties of operations	Unit 4 Module 1 Session 3 Unit 4 Module 1 Session 4 Unit 4 Module 2 Session 3	December: Solving Problems April: Calendar Collector April: Computational Fluency
(3.E.iii) solve for products of decimals to the hundredths, including situations involving money, using the relationship to the multiplication of whole numbers	Unit 4 Module 1 Session 3 Unit 4 Module 1 Session 4 Unit 4 Module 2 Session 3	December: Solving Problems January: Problem Strings April: Calendar Collector
(3.F) represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models		
(3.F.i) represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects	Unit 7 Module 4 Session 2	
(3.F.ii) represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using pictorial models, including area models	Unit 7 Module 4 Session 1 Unit 7 Module 4 Session 2 Unit 7 Module 4 Session 3	
(3.G) solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm		
(3.G.i) solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies	Unit 7 Module 4 Session 1 Unit 7 Module 4 Session 2 Unit 7 Module 4 Session 3	December: Problem Strings January: Problem Strings February: Computational Fluency
(3.G.ii) solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using algorithms, including the standard algorithm	Unit 7 Module 4 Session 2 Unit 7 Module 4 Session 3 Unit 7 Module 4 Session 3 Home Connection	February: Computational Fluency April: Computational Fluency
(3.H) represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations		
(3.H.i) represent addition of fractions with unequal denominators referring to the same whole using objects	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3	
(3.H.ii) represent addition of fractions with unequal denominators referring to the same whole using pictorial models	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3	October: Problem Strings January: Computational Fluency April: Calendar Collector
(3.H.iii) represent addition of fractions with unequal denominators referring to the same whole using properties of operations	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3	October: Problem Strings January: Calendar Collector January: Computational Fluency
(3.H.iv) represent subtraction of fractions with unequal denominators referring to the same whole using objects	Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 5	November: Problem Strings
(3.H.v) represent subtraction of fractions with unequal denominators referring to the same whole using pictorial models	Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 5	November: Problem Strings April: Calendar Collector
(3.H.vi) represent subtraction of fractions with unequal denominators referring to the same whole using properties of operations	Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 5	November: Problem Strings January: Calendar Collector April: Calendar Collector

Texas Essential Knowledge & Skills (TEKS)

Bridges in Mathematics & Number Corner 2nd Edition



continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(3.H.vii) solve addition of fractions with unequal denominators referring to the same whole using objects	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3	October: Problem Strings
(3.H.viii) solve addition of fractions with unequal denominators referring to the same whole using pictorial models	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3	October: Problem Strings January: Computational Fluency April: Calendar Collector
(3.H.ix) solve addition of fractions with unequal denominators referring to the same whole using properties of operations	Unit 2 Module 1 Session 1 Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3	October: Computational Fluency October: Problem Strings December: Computational Fluency January: Calendar Collector
(3.H.x) solve subtraction of fractions with unequal denominators referring to the same whole using objects	Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 5	November: Problem Strings
(3.H.xi) solve subtraction of fractions with unequal denominators referring to the same whole using pictorial models	Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 5	November: Problem Strings April: Calendar Collector
(3.H.xii) solve subtraction of fractions with unequal denominators referring to the same whole using properties of operations	Unit 2 Module 1 Session 2 Unit 2 Module 1 Session 3 Unit 2 Module 1 Session 5	October: Computational Fluency November: Problem Strings December: Computational Fluency January: Calendar Collector
(3.I) represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models		
(3.I.i) represent multiplication of a whole number and a fraction that refers to the same whole using objects		February: Problem Strings April: Calendar Collector
(3.I.ii) represent multiplication of a whole number and a fraction that refers to the same whole using pictorial models, including area models		November: Solving Problems January: Computational Fluency February: Problem Strings
(3.I.iii) solve multiplication of a whole number and a fraction that refers to the same whole using objects		February: Problem Strings April: Calendar Collector
(3.I.iv) solve multiplication of a whole number and a fraction that refers to the same whole using pictorial models, including area models		November: Solving Problems January: Computational Fluency February: Problem Strings
(3.J) represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $\frac{1}{3} \div 7$ and $7 \div \frac{1}{3}$ using objects and pictorial models, including area models		
(3.J.i) represent division of a unit fraction by a whole number using objects	Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 4 Unit 5 Module 4 Session 5	
(3.J.ii) represent division of a unit fraction by a whole number using pictorial models, including area models	Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 3 Unit 5 Module 4 Session 4	April: Solving Problems April: Problem Strings May: Problem Strings
(3.J.iii) represent division of a whole number by a unit fraction using objects	Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 4 Unit 5 Module 4 Session 5	
(3.J.iv) represent division of a whole number by a unit fraction using pictorial models, including area models	Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 3 Unit 5 Module 4 Session 4	April: Solving Problems April: Problem Strings May: Problem Strings

Texas Essential Knowledge & Skills (TEKS)

Bridges in Mathematics & Number Corner 2nd Edition

continued



Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(3.K) add and subtract positive rational numbers fluently		
(3.K.i) add positive rational numbers fluently	Unit 3 Module 3 Session 1 Unit 3 Module 3 Session 2 Unit 3 Module 3 Session 4	September: Problem Strings January: Calendar Collector February: Computational Fluency
(3.K.ii) subtract positive rational numbers fluently	Unit 3 Module 2 Session 1 Unit 3 Module 2 Session 2 Unit 3 Module 2 Session 6	September: Problem Strings January: Calendar Collector February: Computational Fluency
(3.L) divide whole numbers by unit fractions and unit fractions by whole numbers		
(3.L.i) divide whole numbers by unit fractions	Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 3 Unit 5 Module 4 Session 4	April: Solving Problems April: Problem Strings May: Problem Strings
(3.L.ii) divide unit fractions by whole numbers	Unit 5 Module 4 Session 2 Unit 5 Module 4 Session 3 Unit 5 Module 4 Session 4	April: Solving Problems April: Problem Strings May: Problem Strings
(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:		
(4.A) identify prime and composite numbers		
(4.A.i) identify prime numbers	Unit 1 Module 2 Session 6	September: Computational Fluency September: Solving Problems
(4.A.ii) identify composite numbers	Unit 1 Module 2 Session 6	September: Computational Fluency September: Solving Problems
(4.B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity		
(4.B.i) represent multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity		September Assessment
(4.B.ii) solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity		September Assessment
(4.C) generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph		
(4.C.i) generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$	Unit 4 Module 3 Session 5 Home Connection	January: Calendar Grid
(4.C.ii) graph [the numerical pattern]		January: Calendar Grid
(4.D) recognize the difference between additive and multiplicative numerical patterns given in a table or graph		
	Unit 6 Module 1 Session 4 Unit 6 Module 1 Session 6	January: Calendar Grid
(4.E) describe the meaning of parentheses and brackets in a numeric expression		
(4.E.i) describe the meaning of parentheses in a numeric expression	Unit 1 Module 1 Session 4 Unit 1 Module 1 Session 4 Home Connection Unit 1 Module 1 Session 5	September: Calendar Collector November: Calendar Collector November: Computational Fluency
(4.E.ii) describe the meaning of brackets in a numeric expression		September: Calendar Collector November: Calendar Collector November: Computational Fluency
(4.F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping		
	Unit 1 Module 2 Session 5	September: Calendar Collector October: Computational Fluency November: Computational Fluency

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



continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(4.G) use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$)		
(4.G.i) use concrete objects to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$)	Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 3 Unit 6 Module 3 Session 4	September: Calendar Collector October: Calendar Grid January: Solving Problems
(4.G.ii) use pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$)	Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 3 Unit 6 Module 3 Session 4	September: Calendar Collector October: Calendar Grid January: Solving Problems
(4.H) represent and solve problems related to perimeter and/or area and related to volume		
(4.H.i) represent problems related to perimeter and/or area	Unit 5 Module 1 Session 3 Unit 5 Module 3 Session 1 Unit 5 Module 3 Session 2	September: Calendar Collector February: Calendar Grid March: Calendar Grid
(4.H.ii) represent problems related to volume	Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 3 Unit 6 Module 3 Session 4	September: Calendar Collector October: Calendar Grid April: Calendar Grid
(4.H.iii) solve problems related to perimeter and/or area	Unit 5 Module 1 Session 3 Unit 5 Module 3 Session 1 Unit 5 Module 3 Session 2	September: Calendar Collector February: Calendar Grid March: Calendar Grid
(4.H.iv) solve problems related to volume	Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 3 Unit 6 Module 3 Session 4	September: Calendar Collector October: Calendar Grid April: Calendar Grid
(5) Geometry and measurement. The student applies mathematical process standards to classify two-dimensional figures by attributes and properties. The student is expected to:		
(5.A) classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties		
(5.A.i) classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3	November: Calendar Grid December: Calendar Grid
(5.A.ii) classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their properties	Unit 6 Module 2 Session 1 Unit 6 Module 2 Session 2 Unit 6 Module 2 Session 3	November: Calendar Grid December: Calendar Grid
(6) Geometry and measurement. The student applies mathematical process standards to understand, recognize, and quantify volume. The student is expected to:		
(6.A) recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible		
(6.A.i) recognize a cube with side length of one unit as a unit cube having one cubic unit of volume	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 3	September: Calendar Collector October: Calendar Grid January: Solving Problems
(6.A.ii) recognize the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 3	September: Calendar Collector October: Calendar Grid January: Solving Problems
(6.B) determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base		
	Unit 6 Module 3 Session 1 Unit 6 Module 3 Session 2 Unit 6 Module 3 Session 3	September: Calendar Collector October: Calendar Grid January: Solving Problems

Texas Essential Knowledge & Skills (TEKS)

Bridges in Mathematics & Number Corner 2nd Edition



continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement. The student is expected to:		
(7.A) solve problems by calculating conversions within a measurement system, customary or metric	Unit 8 Module 2 Session 3 Home Connection Unit 8 Module 2 Session 5 Unit 8 Module 2 Session 5 Home Connection Unit 8 Module 3 Session 3	February: Calendar Collector February: Solving Problems May: Calendar Collector
(8) Geometry and measurement. The student applies mathematical process standards to identify locations on a coordinate plane. The student is expected to:		
(8.A) describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the <i>x</i> -coordinate, the first number in an ordered pair, indicates movement parallel to the <i>x</i> -axis starting at the origin; and the <i>y</i> -coordinate, the second number, indicates movement parallel to the <i>y</i> -axis starting at the origin		
(8.A.i) describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0)		October: Calendar Collector December: Calendar Collector May: Calendar Grid
(8.A.ii) describe the key attributes of the coordinate plane, including the <i>x</i> -coordinate, the first number in an ordered pair, indicates movement parallel to the <i>x</i> -axis starting at the origin	Unit 6 Module 1 Session 2	October: Calendar Collector November: Calendar Grid December: Calendar Collector May: Calendar Grid
(8.A.iii) describe the key attributes of the coordinate plane, including the <i>y</i> -coordinate, the second number, indicates movement parallel to the <i>y</i> -axis starting at the origin	Unit 6 Module 1 Session 2	October: Calendar Collector November: Calendar Grid December: Calendar Collector
(8.B) describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane		
	Unit 6 Module 1 Session 2	October: Calendar Collector November: Calendar Grid December: Calendar Collector
(8.C) graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table		
(8.C.i) graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical problems , including those generated by number patterns or found in an input-output table	Unit 6 Module 1 Session 4	October: Calendar Collector November: Calendar Grid December: Calendar Collector
(8.C.ii) graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from real-world problems , including those generated by number patterns or found in an input-output table	Unit 6 Module 1 Session 5	October: Calendar Collector November: Calendar Grid December: Calendar Collector

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



continued

Standard, Expectation & Breakout	Bridges Citations	Number Corner Citations
(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:		
(9.A) represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots		
(9.A.i) represent categorical data with bar graphs or frequency tables	<i>This standard is addressed in Bridges Grade 4, Units 4 and 8.</i>	
(9.A.ii) represent numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots		December: Calendar Collector March: Calendar Collector
(9.B) represent discrete paired data on a scatterplot		
		December: Calendar Collector
(9.C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot		
(9.C.i) solve one-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot		December: Calendar Collector March: Calendar Collector
(9.C.ii) solve two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot		March: Calendar Collector
(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.	Not addressed	Not addressed