bridges in mathematics

GRADE 1

Bridges & Number Corner Third Edition

CORRELATIONS

2021 Oregon Mathematics Standards

number corner

1 Mathematical Practice Standards

Standard	Descriptor	Citations	
This list of citations is not exhaustive. We have provided citations to demonstrate students have many opportunities throughout the curriculum to engage in the practice standards.			
1	Make sense of problems and persevere in solving them.	**Bridges in Mathematics** Unit 1: M1 S4 Unit 2: M2 S3; M4 S1 Unit 3: M1 S5; M2 S4; M4 S4 Unit 4: M2 S3; M4 S4 Unit 5: M1 S5; M3 S1; M4 S2 Unit 6: M1 S3; M4 S1 Unit 7: M2 S5 Unit 8: M2 S1; M3 S4	**Number Corner** January: Calendar Grid April: Calendar Grid May: Calendar Grid
2	Reason abstractly and quantitatively.	**Bridges in Mathematics** Unit 1: M2 S3; M4 S1 Unit 2: M1 S3; M2 S3 Unit 3: M1 S1; M3 S5; M4 S1 Unit 4: M1 S4; M2 S5 Unit 5: M1 S1; M3 S5 Unit 6: M3 S1; M4 S4 Unit 7: M1 S4; M3 S5; M4 S2 Unit 8: M1 S4	**Number Corner** November: Calendar Collector December: Computational Fluency February: Computational Fluency March: Calendar Collector May: Calendar Grid, Computational Fluency
3	Construct viable arguments and critique the reasoning of others.	**Bridges in Mathematics** Unit 2: M1 S2; M1 S4 Unit 3: M2 S1; M4 S2 Unit 4: M1 S1; M2 S2 Unit 5: M3 S3; M4 S1 Unit 6: M4 S1; M4 S2 Unit 7: M4 S4 Unit 8: M3 S6	**Number Corner** December: Calendar Grid February: Calendar Grid
4	Model with mathematics.	**Bridges in Mathematics** Unit 1: M1 S2; M2 S2; M3 S2 Unit 3: M1 S5 Unit 4: M1 S3; M3 S1 Unit 5: M1 S2 Unit 6: M2 S3 Unit 7: M2 S3 Unit 8: M1 S1	**Number Corner** September: Calendar Collector

Standard	Descriptor	Citations	
This list of citations is not exhaustive. We have provided citations to demonstrate students have many opportunities throughout the curriculum to engage in the practice standards.			
5	Use appropriate tools strategically.	**Bridges in Mathematics** Unit 1: M2 S1; M3 S2; M4 S3 Unit 3: M2 S5; M3 S2 Unit 4: M4 S3 Unit 5: M3 S1 Unit 7: M2 S4 Unit 8: M1 S2; M4 S5	**Number Corner** February: Calendar Grid April: Calendar Collector May: Calendar Collector
6	Attend to precision.	**Bridges in Mathematics** Unit 1: M1 S2; M2 S4; M4 S3 Unit 2: M4 S1 Unit 3: M1 S3; M3 S3 Unit 4: M3 S1; M4 S1 Unit 6: M1 S1; M2 S2; M3 S1 Unit 7: M1 S1; M3 S3 Unit 8: M1 S2; M3 S1; M4 S1	**Number Corner** November: Calendar Collector March: Calendar Grid April: Calendar Collector
7	Look for and make use of structure.	**Bridges in Mathematics** Unit 1: M1 S4; M1 S5; M2 S3 Unit 2: M3 S2; M4 S2 Unit 3: M1 S2; M2 S2 Unit 4: M2 S5; M3 S2 Unit 5: M1 S4; M2 S1 Unit 6: M2 S1; M3 S2 Unit 7: M2 S5; M4 S1 Unit 8: M1 S1; M2 S2	**Number Corner** September: Calendar Grid, Days in School October: Days in School November: Calendar Grid, Days in School December: Days in School January: Days in School, Computational Fluency February: Days in School, Number Path March: Calendar Collector, Days in School April: Calendar Grid, Days in School May: Calendar Collector, Days in School
8	Look for and express regularity in repeated reasoning.	**Bridges in Mathematics** Unit 1: M1 S1; M1 S4 Unit 2: M3 S3; M4 S3 Unit 4: M2 S4; M3 S3; M4 S3	**Number Corner** September: Days in School, Computational Fluency October: Computational Fluency, Number Path November: Number Path December: Calendar Grid, Number Path January: Number Path February: Number Path March: Number Path April: Computational Fluency, Number Path May: Number Path

1 OA — Algebraic Reasoning: Operations

Standard	Descriptor	Citations	
1.OA.A Represent and solve problems involving addition and subtraction.			
1.OA.A.1	Use addition and subtraction within 20 to solve and represent problems in authentic contexts involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	**Bridges in Mathematics** Unit 1: M2 S3 Unit 2: M2 S3 Unit 3: M1 S5; M2 S4; M2 S5 Unit 4: M1 S3; M1 S4; M1 S5 Unit 5: M1 S2; M1 S3; M1 S4; M1 S5; M3 S1; M3 S2; M3 S4 Unit 8: M2 S1; M2 S2; M2 S3	**Number Corner** October: Calendar Grid January: Calendar Grid
1.OA.A.2	Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using objects, drawings or equations.	**Bridges in Mathematics** Unit 3: M1 S5; M4 S1; M4 S2 Unit 5: M1 S4 Unit 6: M2 S3	**Number Corner** February: Computational Fluency
1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.			
1.OA.B.3	Apply properties of operations as strategies to add and subtract.	**Bridges in Mathematics** Unit 1: M2 S3 Unit 2: M1 S4; M1 S5; M2 S2 Unit 3: M1 S1; M4 S1; M4 S2 Unit 5: M2 S1; M2 S2; M2 S3	**Number Corner** October: Computational Fluency February: Computational Fluency March: Computational Fluency
1.OA.B.4	Understand subtraction as an unknown-addend problem.	**Bridges in Mathematics** Unit 1: M4 S1 Unit 2: M3 S4 Unit 3: M1 S2; M2 S1; M2 S2; M2 S3 Unit 4: M3 S2 Unit 5: M1 S5	**Number Corner** March: Computational Fluency

Standard	Descriptor	Citations	
1.OA.C Add and subtract within 20.			
1.OA.C.5	Relate counting to addition and subtraction.	**Bridges in Mathematics** Unit 1: M2 S1; M3 S4; M4 S4; M4 S5 Unit 2: M1 S1; M1 S5; M3 S3; M3 S4 Unit 3: M1 S4 Unit 4: M1 S4; M1 S5	
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 with accurate, efficient, and flexible strategies.	**Bridges in Mathematics** Unit 1: M3 S1 Unit 2: M1 S2; M2 S1; M2 S2; M2 S3; M2 S4 Unit 3: M1 S3; M1 S4 Unit 5: M1 S3; M2 S1; M2 S2; M2 S3; M2 S4; M3 S3 Unit 8: M2 S4	**Number Corner** September: Calendar Grid, Computational Fluency October: Calendar Grid, Computational Fluency November: Days in School, Computational Fluency December: Computational Fluency January: Computational Fluency February: Computational Fluency March: Computational Fluency
1.OA.D Work with addition and subtraction equations.			
1.OA.D.7	Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false.	**Bridges in Mathematics** Unit 2: M2 S5 Unit 3: M4 S1; M4 S2 Unit 5: M2 S1; M2 S2; M3 S5 Unit 6: M3 S2	**Number Corner** December: Days in School January: Calendar Grid February: Computational Fluency March: Computational Fluency
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	**Bridges in Mathematics** Unit 1: M2 S2; M3 S1; M3 S2 Unit 2: M2 S5; M3 S1; M4 S5 Unit 3: M2 S4 Unit 4: M3 S1; M4 S3 Unit 5: M1 S5; M2 S5; M3 S2	**Number Corner** January: Calendar Grid April: Calendar Grid

1 NBT — Numeric Reasoning: Base Ten Arithmetic

Standard	Descriptor	Citations	
1.NBT.A Extend the counting sequence.			
1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	**Bridges in Mathematics** Unit 1: M1 S1; M2 S4; M4 S5 Unit 3: M3 S5 Unit 4: M1 S1; M1 S2; M2 S1; M2 S2 Unit 7: M1 S1; M2 S1; M2 S2; M2 S4	**Number Corner** October: Calendar Grid, Number Path November: Number Path December: Number Path February: Days in School, Number Path March: Number Path April: Number Path
1.NBT.B Understand place value.			
1.NBT.B.2	Understand 10 as a bundle of ten ones and that the two digits of a two-digit number represent amounts of tens and ones.	**Bridges in Mathematics** Unit 1: M2 S5 Unit 3: M3 S1; M3 S5 Unit 4: M3 S1; M4 S2 Unit 5: M4 S2 Unit 7: M1 S1; M1 S2; M1 S4; M1 S5; M2 S5; M3 S4	**Number Corner** September: Calendar Grid, Computational Fluency, Number Path January: Calendar Collector, Days in School, Number Path
1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**Bridges in Mathematics** Unit 2: M4 S4 Unit 4: M4 S4; M4 S5 Unit 5: M4 S1; M4 S2; M4 S3 Unit 7: M1 S3; M4 S2; M4 S3; M4 S5 Unit 8: M3 S3; M4 S3	**Number Corner** November: Number Path February: Number Path April: Calendar Grid

Standard	Descriptor	Citations	
1.NBT.C Use place value understanding and properties of operations to add and subtract.			
1.NBT.C.4	Add within 100 using concrete or visual representations and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain why sometimes it is necessary to compose a ten.	**Bridges in Mathematics** Unit 3: M3 S2; M4 S4 Unit 4: M2 S3; M2 S4; M3 S3; M3 S4 Unit 7: M1 S3; M3 S1; M3 S2; M3 S3; M4 S4; M4 S5 Unit 8: M1 S4; M1 S5	**Number Corner** November: Days in School December: Days in School February: Calendar Collector
1.NBT.C.5	Without having to count, mentally find 10 more or 10 less than a given two-digit number and explain the reasoning used.	**Bridges in Mathematics** Unit 4: M2 S4; M3 S1; M3 S5 Unit 7: M2 S3; M3 S1; M3 S2; M3 S4 Unit 8: M1 S4; M1 S5	**Number Corner** March: Days in School April: Computational Fluency, Number Path May: Calendar Grid, Computational Fluency, Number Path
1.NBT.C.6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 using concrete or visual representations and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy and model used to a written method and explain the reasoning used.	**Bridges in Mathematics** Unit 4: M2 S3; M2 S4; M2 S5; M3 S2 Unit 7: M1 S5; M2 S3; M3 S2	**Number Corner** April: Calendar Grid, Number Path May: Number Path

1 GM — Geometric Reasoning and Measurement

Standard	Descriptor	Citations	
1.GM.A Reason with shapes and their attributes.			
1.GM.A.1	Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and draw shapes to possess defining attributes.	**Bridges in Mathematics** Unit 1: M1 S3 Unit 6: M1 S1; M1 S2; M1 S5; M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M4 S2	**Number Corner** December: Calendar Grid February: Calendar Grid
1.GM.A.2	Compose common two-dimensional shapes or three-dimensional shapes to create a composite shape and create additional new shapes from composite shapes.	**Bridges in Mathematics** Unit 6: M1 S3; M1 S4; M1 S5; M2 S4; M3 S1; M3 S2; M3 S2; M3 S3; M3 S4; M3 S5	**Number Corner** December: Calendar Grid
1.GM.A.3	Partition circles and rectangles into two and four equal shares. Describe the equal shares and understand that partitioning into more equal shares creates smaller shares.	**Bridges in Mathematics** Unit 2: M4 S1 Unit 6: M3 S3; M3 S4; M3 S5; M4 S3 Unit 8: M3 S1	**Number Corner** November: Calendar Grid, Calendar Collector May: Calendar Collector
1.GM.B Describe and compare measurable attributes.			
1.GM.B.4	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**Bridges in Mathematics** Unit 4: M4 S5 Unit 5: M2 S3; M2 S4; M4 S2; M4 S3; M4 S4; M4 S5 Unit 8: M4 S2; M4 S3; M4 S4	**Number Corner** April: Calendar Collector

Standard	Descriptor	Citations	
1.GM.B Describe and compare measurable attributes.			
1.GM.B.5	Express the length of an object as a whole number of non-standard length units, by laying multiple copies of a shorter object (the length unit) end to end.	**Bridges in Mathematics** Unit 1: M3 S5; M4 S2; M4 S3 Unit 4: M4 S1; M4 S2; M4 S3; M4 S4 Unit 8: M3 S2; M3 S5; M4 S2; M4 S4; M4 S5	**Number Corner** April: Calendar Collector
1.GM.C Tell and write time.			
1.GM.C.6	Tell and write time in hours and half-hours using analog and digital clocks.	**Bridges in Mathematics** Unit 8: M1 S2; M1 S3	**Number Corner** November: Calendar Collector December: Calendar Collector March: Calendar Grid

1 DR — Data Reasoning

Standard	Descriptor	Citations	
1.DR.A Pose investigative questions and collect/consider data.			
1.DR.A.1	Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by representing data visually.	**Bridges in Mathematics** Unit 1: M1 S5; M3 S2 Unit 2: M4 S3 Unit 3: M1 S1; M2 S5; M2 S6 Unit 4: M3 S4; M4 S1; M4 S4 Unit 6: M4 S3 Unit 8: M3 S2	
1.DR.B Analyze, represent, and interpret data.			
1.DR.B.2	Analyze data sets with up to three categories by representing data visually, such as with graphs and charts, and interpret information presented to answer investigative questions.	**Bridges in Mathematics** Unit 1: M1 S2; M3 S3 Unit 4: M4 S1 Unit 6: M4 S4 Unit 8: M3 S4; M3 S5; M3 S6	**Number Corner** September: Calendar Collector October: Calendar Collector March: Calendar Collector