**bridges®**
in mathematics

**GRADE 4**

Bridges & Number Corner Third Edition ≫

# CORRELATIONS

≫ 2021 Oregon Mathematics Standards

**number corner®**

# ④ 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**<br>Unit 2: M3 S5<br>Unit 3: M1 S2<br>Unit 4: M1 S5; M1 S6; M4 S1<br>Unit 5: M4 S2<br>Unit 6: M3 S2<br>Unit 7: M1 S1<br>Unit 8: M1 S1<br><br>**Number Corner**<br>September: Solving Problems<br>October: Calendar Grid, Solving Problems<br>November: Solving Problems<br>December: Solving Problems<br>January: Solving Problems<br>February: Computational Fluency, Number Strings, Solving Problems<br>April: Calendar Grid |
| 2 | Reason abstractly and quantitatively. | **Bridges in Mathematics**<br>Unit 1: M2 S1; M2 S2; M3 S3; M4 S3<br>Unit 2: M2 S4<br>Unit 4: M3 S1; M3 S2; M4 S1<br>Unit 5: M1 S4; M4 S2; M4 S3<br>Unit 6: M3 S3<br>Unit 8: M1 S3<br><br>**Number Corner**<br>October: Calendar Grid<br>November: Calendar Collector, Number Strings<br>January: Calendar Grid<br>February: Calendar Grid<br>April: Calendar Collector |
| 3 | Construct viable arguments and critique the reasoning of others. | **Bridges in Mathematics**<br>Unit 4: M2 S5<br>Unit 5: M2 S3<br>Unit 6: M3 S5<br>Unit 7: M1 S2; M1 S3; M1 S4; M1 S5; M1 S6<br>Unit 8: M2 S2; M3 S6<br><br>**Number Corner**<br>September: Number, Strings, Solving Problems<br>October: Computational Fluency, Solving Problems<br>November: Number Strings<br>December: Calendar Collector<br>January: Number Strings, Solving Problems<br>February: Solving Problems<br>May: Calendar Grid |
| 4 | Model with mathematics. | **Bridges in Mathematics**<br>Unit 2: M1 S3<br>Unit 5: M3 S1; M3 S2; M3 S3; M3 S4<br>Unit 6: M2 S1; M2 S2; M2 S3<br>Unit 8: M2 S5<br><br>**Number Corner**<br>October: Solving Problems<br>November: Solving Problems<br>January: Calendar Collector<br>February: Solving Problems<br>April: Solving Problems<br>May: Calendar Collector |

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| | | 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**<br>Unit 3: M1 S4; M2 S3<br>Unit 4: M1 S5; M1 S6; M2 S4; M4 S2<br>Unit 5: M1 S5; M2 S3; M2 S5; M4 S1<br>Unit 6: M4 S1; M4 S2<br>Unit 8: M1 S2; M1 S5; M1 S6; M2 S1; M2 S3; M2 S4; M3 S1; M3 S3; M4 S2; M4 S3 | **Number Corner**<br>October: Number Strings<br>November: Calendar Grid<br>December: Calendar Collector, Number Strings<br>February: Calendar Collector, Number Strings<br>April: Solving Problems<br>May: Calendar Collector, Solving Problems |
| 6 | Attend to precision. | **Bridges in Mathematics**<br>Unit 4: M2 S1; M2 S2; M2 S3; M2 S4; M2 S5<br>Unit 5: M1 S6<br>Unit 7: M1 S1; M1 S6; M1 S7 | **Number Corner**<br>October: Calendar Collector<br>November: Number Strings<br>December: Number Strings<br>January: Calendar Collector, Computational Fluency<br>February: Calendar Collector, Solving Problems<br>May: Computational Fluency |
| 7 | Look for and make use of structure. | **Bridges in Mathematics**<br>Unit 1: M2 S1; M2 S2; M2 S3; M2 S4; M2 S5<br>Unit 3: M1 S5<br>Unit 5: M2 S2; M2 S3; M2 S5<br>Unit 6: M4 S3<br>Unit 7: M1 S5; M1 S6; M1 S7 | **Number Corner**<br>September: Computational Fluency<br>October: Calendar Grid<br>November: Computational Fluency<br>December: Calendar Collector, Number Strings, Solving Problems<br>January: Calendar Collector<br>February: Calendar Grid, Number Strings<br>May: Number Strings |
| 8 | Look for and express regularity in repeated reasoning. | **Bridges in Mathematics**<br>Unit 1: M2 S1; M2 S2; M2 S5<br>Unit 4: M1 S5 | **Number Corner**<br>September: Computational Fluency<br>October: Computational Fluency<br>November: Computational Fluency<br>December: Calendar Collector, Calendar Grid<br>January: Calendar Grid<br>February: Computational Fluency, Solving Problems<br>March: Calendar Grid<br>April: Computational Fluency<br>May: Calendar Grid, Number Strings |

# 4 OA — Algebraic Reasoning: Operations

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **4.OA.A** Use the four operations with whole numbers to solve problems. | | | |
| **4.OA.A.1** | Interpret a multiplication equation as comparing quantities. Represent verbal statements of multiplicative comparisons as equations. | **Bridges in Mathematics**<br>Unit 1: M1 S1; M1 S4; M3 S3; M3 S4 | **Number Corner**<br>November: Calendar Collector<br>January: Calendar Grid<br>April: Calendar Collector |
| **4.OA.A.2** | Multiply or divide to solve problems in authentic contexts involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. | **Bridges in Mathematics**<br>Unit 1: M1 S1; M1 S2; M1 S3; M1 S4; M3 S3<br>Unit 7: M3 S1 | **Number Corner**<br>September: Solving Problems |
| **4.OA.A.3** | Solve multistep problems in authentic contexts using whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. | **Bridges in Mathematics**<br>Unit 4: M1 S5; M1 S6<br>Unit 6: M3 S1; M3 S2; M3 S3; M3 S4<br>Unit 7: M3 S4; M3 S5; M4 S1 | **Number Corner**<br>October: Solving Problems<br>November: Solving Problems<br>January: Solving Problems<br>February: Solving Problems |

| Standard | Descriptor | Citations |
|---|---|---|

**4.OA.B** Gain familiarity with factors and multiples.

| | | | |
|---|---|---|---|
| **4.OA.B.4** | Find all factor pairs for a whole number in the range 1–100. Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number, and whether it is prime or composite. | **Bridges in Mathematics**<br>Unit 1: M2 S1; M2 S2; M2 S5; M3 S1; M3 S2<br>Unit 2: M4 S4 | **Number Corner**<br>September December: Computational Fluency |

**4.OA.C** Generate and analyze patterns.

| | | | |
|---|---|---|---|
| **4.OA.C.5** | Analyze a number, visual, or contextual pattern that follows a given rule. | **Bridges in Mathematics**<br>Unit 1: M2 S1; M2 S2<br>Unit 2: M2 S5<br>Unit 7: M1 S4; M1 S5; M4 S1 | **Number Corner**<br>September: Calendar Grid<br>November: Calendar Grid<br>December: Calendar Grid<br>January: Calendar Grid<br>May: Calendar Grid |

**4 NBT** — Numeric Reasoning: Base Ten Arithmetic

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **4.NBT.A** Generalize place value understanding for multidigit whole numbers. | | | |
| **4.NBT.A.1** | Recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right. | **Bridges in Mathematics**<br>Unit 2: M1 S1; M1 S2<br>Unit 4: M1 S2; M1 S3; M1 S5; M2 S3; M2 S4; M2 S5 | **Number Corner**<br>September: Calendar Grid<br>October: Calendar Collector |
| **4.NBT.A.2** | Read and write multidigit whole numbers using base-ten numerals, number names, and expanded form. Use understandings of place value within these forms to compare two multidigit numbers using >, =, and < symbols. | **Bridges in Mathematics**<br>Unit 4: M1 S1; M1 S2; M1 S3; M4 S1; M4 S2 | **Number Corner**<br>October: Calendar Collector<br>November: Computational Fluency<br>December: Calendar Collector |
| **4.NBT.A.3** | Use place value understanding to round multidigit whole numbers to any place. | **Bridges in Mathematics**<br>Unit 4: M1 S1; M1 S3; M1 S4; M3 S1; M4 S1; M4 S2 | **Number Corner**<br>November: Solving Problems |
| **4.NBT.B** Use place value understanding and properties of operations to perform multidigit arithmetic. | | | |
| **4.NBT.B.4** | Fluently add and subtract multidigit whole numbers using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations. | **Bridges in Mathematics**<br>Unit 4: M1 S4; M1 S5. M1 S6; M1 S7; M2 S1; M2 S2; M2 S3;<br>    M2 S4; M2 S5 | **Number Corner**<br>November: Number Strings<br>December: Number Strings |

| Standard | Descriptor | Citations |
|---|---|---|

**4.NBT.B** Use place value understanding and properties of operations to perform multidigit arithmetic.

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **4.NBT.B.5** | Use representations and strategies to multiply a whole number of up to four digits by a one-digit number, and a two-digit number by a two-digit number using strategies based on place value and the properties of operations. | **Bridges in Mathematics**<br>Unit 2: M1 S4; M1 S5; M2 S1; M2 S2; M2 S3; M3 S1; M3 S2; M3 S3<br>Unit 6: M1 S1; M1 S2; M1 S3<br>Unit 7: M3 S2; M3 S3; M3 S4; M4 S2; M4 S3 | **Number Corner**<br>September: Number Strings, Solving Problems<br>October: Number Strings |
| **4.NBT.B.6** | Use representations and strategies to find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. | **Bridges in Mathematics**<br>Unit 1: M1 S5; M1 S6<br>Unit 2: M4 S1; M4 S2; M4 S3; M4 S4<br>Unit 6: M1 S4; M1 S5; M1 S6; M1 S7 | **Number Corner**<br>January: Number Strings, Solving Problems<br>April: Number Strings |

# 4 NF — Numeric Reasoning: Fractions

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **4.NF.A** Extend understanding of fraction equivalence and ordering. | | | |
| **4.NF.A.1** | Use visual fraction representations to recognize, generate, and explain relationships between equivalent fractions. | **Bridges in Mathematics**<br>Unit 3: M1 S3; M1 S4; M1 S5; M1 S6; M2 S1; M2 S3<br>Unit 7: M1 S1; M1 S2 | **Number Corner**<br>October: Calendar Grid<br>March: Number Strings |
| **4.NF.A.2** | Compare two fractions with different numerators and/or different denominators, record the results with the symbols >, =, or <, and justify the conclusions. | **Bridges in Mathematics**<br>Unit 3: M1 S1; M1 S2; M1 S3; M1 S4; M2 S3; M4 S3<br>Unit 7: M1 S2; M1 S3; M1 S4; M1 S5; M1 S6; M1 S7 | |
| **4.NF.B** Build fractions from unit fractions. | | | |
| **4.NF.B.3** | Understand a fraction (a/b) as the sum (a) of fractions of the same denominator (1/b). Solve problems in authentic contexts involving addition and subtraction of fractions referring to the same whole and having like denominators. | **Bridges in Mathematics**<br>Unit 3: M1 S3; M1 S5; M2 S2; M2 S4; M2 S5; M2 S6; M3 S3<br>Unit 6: M4 S2 | **Number Corner**<br>September: Calendar Collector<br>November: Calendar Collector<br>January: Calendar Collector<br>February: Number Strings<br>March: Calendar Collector |

| Standard | Descriptor | Citations | |
|---|---|---|---|

**4.NF.B** Build fractions from unit fractions.

| Standard | Descriptor | Citations | |
|---|---|---|---|
| 4.NF.B.4 | Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Represent and solve problems in authentic contexts involving multiplication of a fraction by a whole number. | **Bridges in Mathematics**<br>Unit 3: M2 S1; M2 S2; M2 S6 | **Number Corner**<br>December: Solving Problems<br>January: Calendar Collector<br>February: Number Strings<br>April: Computational Fluency<br>May: Number Strings |

**4.NF.C** Understand decimal notation for fractions and compare decimal fractions.

| Standard | Descriptor | Citations | |
|---|---|---|---|
| 4.NF.C.5 | Demonstrate and explain the concept of equivalent fractions with denominators of 10 and 100, using concrete materials and visual models. Add two fractions with denominators of 10 and 100. | **Bridges in Mathematics**<br>Unit 3: M3 S1; M3 S2; M3 S3; M4 S1<br>Unit 7: M2 S1; M2 S2; M2 S4 | **Number Corner**<br>October: Calendar Grid<br>February: Computational Fluency, Number Strings<br>March: Computational Fluency |
| 4.NF.C.6 | Use and interpret decimal notation for fractions with denominators 10 or 100. | **Bridges in Mathematics**<br>Unit 3: M3 S1; M3 S2; M3 S3; M4 S1; M4 S2<br>Unit 7: M2 S1; M2 S3 | **Number Corner**<br>October: Calendar Grid<br>February: Computational Fluency<br>March: Computational Fluency |
| 4.NF.C.7 | Use decimal notation for fractions with denominators 10 or 100. Compare two decimals to hundredths place by reasoning about their size, and record the comparison using the symbols >, =, or <. | **Bridges in Mathematics**<br>Unit 3: M3 S2; M3 S4; M4 S2; M4 S3<br>Unit 7: M2 S3 | **Number Corner**<br>February: Computational Fluency<br>March: Computational Fluency<br>May: Computational Fluency |

# **4** GM — Geometric Reasoning and Measurement

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **4.GM.A** Draw and identify lines and angles, and classify shapes by properties of their lines and angles. | | | |
| **4.GM.A.1** | Explore, investigate, and draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two-dimensional figures. | **Bridges in Mathematics**<br>Unit 5: M1 S2; M1 S3; M1 S4; M1 S5; M2 S1; M2 S2; M2 S4; M2 S5; M2 S6 | **Number Corner**<br>February: Calendar Grid |
| **4.GM.A.2** | 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. | **Bridges in Mathematics**<br>Unit 5: M1 S1; M2 S4; M2 S5; M2 S6 | **Number Corner**<br>February: Calendar Grid<br>March: Solving Problems |
| **4.GM.A.3** | Recognize and draw a line of symmetry for a two-dimensional figure. | **Bridges in Mathematics**<br>Unit 5: M2 S2; M2 S3; M2 S5 | **Number Corner**<br>March: Calendar Grid, Solving Problems<br>April: Calendar Grid<br>May: Calendar Grid |
| **4.GM.B** Solve problems involving measurement and conversion of measurements. | | | |
| **4.GM.B.4** | Know relative sizes of measurement units and express measurements in a larger unit in terms of a smaller unit. | **Bridges in Mathematics**<br>Unit 1: M4 S1; M4 S2; M4 S3<br>Unit 2: M1 S3; M3 S4<br>Unit 4: M3 S1; M3 S2; M3 S3; M3 S4; M3 S5<br>Unit 8: M3 S2; M3 S5 | **Number Corner**<br>November: Calendar Collector<br>April: Calendar Collector |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **4.GM.B** Solve problems involving measurement and conversion of measurements. | | | |
| **4.GM.B.5** | Apply knowledge of the four operations and relative size of measurement units to solve problems in authentic contexts that include familiar fractions or decimals. | **Bridges in Mathematics**<br>Unit 1: M4 S1; M4 S3<br>Unit 4: M3 S1; M3 S3; M3 S4; M3 S5<br>Unit 6: M4 S1; M4 S2<br>Unit 8: M3 S2; M3 S5 | **Number Corner**<br>November: Calendar Collector<br>April: Calendar Collector |
| **4.GM.B.6** | Apply the area and perimeter formulas for rectangles in authentic contexts and mathematical problems. | **Bridges in Mathematics**<br>Unit 2: M1 S3; M1 S4; M1 S5<br>Unit 5: M3 S1; M3 S2; M3 S3; M3 S4<br>Unit 6: M2 S1; M2 S2; M2 S3; M2 S4; M2 S5<br>Unit 8: M3 S2; M3 S5 | |
| **4.GM.C** Geometric measurement: understand concepts of angle and measure angles. | | | |
| **4.GM.C.7** | Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. Understand and apply concepts of angle measurement. | **Bridges in Mathematics**<br>Unit 5: M1 S2; M1 S3; M1 S5; M4 S1; M4 S2 | **Number Corner**<br>February: Calendar Collector |
| **4.GM.C.8** | Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. | **Bridges in Mathematics**<br>Unit 5: M1 S4; M1 S5; M1 S6; M4 S1; M4 S2<br>Unit 8: M1 S4; M1 S5; M1 S6; M4 S1 | **Number Corner**<br>February: Calendar Collector |
| **4.GM.C.9** | Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. | **Bridges in Mathematics**<br>Unit 5: M1 S3; M1 S4; M4 S2; M4 S3<br>Unit 8: M1 S6 | **Number Corner**<br>February: Calendar Grid |

## **4** DR — Data Reasoning

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **4.DR.A** Pose investigative questions and collect/consider data. | | | |
| **4.DR.A.1** | Generate questions to investigate situations within the classroom, school or community. Determine strategies for collecting or considering data involving addition and subtraction of fractions that can naturally answer questions by using information presented in line plots. | **Bridges in Mathematics**<br>Unit 6: M4 S1; M4 S2<br>Unit 8: M1 S2; M2 S1; M2 S3 | **Number Corner**<br>April: Solving Problems |
| **4.DR.B** Analyze, represent, and interpret data. | | | |
| **4.DR.B.2** | Analyze line plots to display a distribution of numerical measurement data, which include displays of data sets of fractional measurements with the same denominator. Interpret information presented to answer investigative questions. | **Bridges in Mathematics**<br>Unit 4: M4 S2<br>Unit 6: M4 S1; M4 S2 | **Number Corner**<br>April: Solving Problems |