Grade K			
Unit 1: Math in Our World			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
K.CC.A.1 Count to 100 by ones and tens	**PK.CC.A.1** Listen to and say the names of numbers in meaningful contexts.	* Invitational Unit	
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality	**PK.CC.B.3** Understand the relationships between numerals and quantities up to 10		
AMC Centers Begin - 6 weeks	October 14th - November 25th	Kathy Richardson Book 1 (Counting, Comparing, and Pattern) Activities	
Unit 2: Numbers 1-10			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
K.CC.A.1 Count to 100 by ones and tens	**PK.CC.A.1** Listen to and say the names of numbers in meaningful contexts.	Kathy Richardson Book 1 (Counting, Comparing, and Pattern) Activities	
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**PK.CC.A.2** Recongize and name written numbers 0-10.		
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	**PK.CC.B.3** Understand the relationships between numerals and quantities up to 10		
K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	**PK.CC.C.4** Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration. Recognize the “one more,” “one less” patterns.		
K.CC.C.6 Identify whether the number of objects in one group is greather than, less than, or equal to the number of objects in another group	**PK.CC.C.5** Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.		
K.CC.C.7 Compare two numbers between 1 and 10			
Re-assess with AMC	November 28 - December 9	(only students who didn't meet fall benchmark)	
Unit 3: Flat Shapes All Around Us			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	**PK.CC.A.2** Recongize and name written numbers 0-10.	Kathy Richardson Book 1 (Counting, Comparing, and Pattern) Activities	
K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	**PK.CC.B.3** Understand the relationships between numerals and quantities up to 10		
K.CC.C.6 Identify whether the number of objects in one group is greather than, less than, or equal to the number of objects in another group	**PK.CC.C.5** Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.		
Unit 4: Using Addition and Subtraction			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	**PK.CC.B.3** Understand the relationships between numerals and quantities up to 10		
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal			

K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**PK.CC.A.2** Recongize and name written numbers 0-10.		
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1)			
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**PK.OA.A.1** Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.		
K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger.			
Unit 5: Composing and Decomposing Numbers to 10			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
K.CC.A.1 Count to 100 by ones and tens	**PK.CC.A.1** Listen to and say the names of numbers in meaningful contexts.	Bridges Volume 1 Modules 2 and 4 20 Days/ 6 Weeks January 30 - March 10	
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1)			
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**PK.CC.A.2** Recongize and name written numbers 0-10.		
K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.			
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal	**PK.CC.B.3** Understand the relationships between numerals and quantities up to 10		
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.			
K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way	**PK.OA.A.1** Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.		
K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number			
Unit 6: Numbers 0-20			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
K.CC.A.1 Count to 100 by ones and tens	**PK.CC.A.1** Listen to and say the names of numbers in meaningful contexts.	Bridges Volume 1 Module 3	
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1)			
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).			
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality	**PK.CC.A.2** Recongize and name written numbers 0-10.	Kathy Richardson Book 1 (Counting, Comparing, and Pattern) Activities	
K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.			
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal	**PK.CC.B.3** Understand the relationships between numerals and quantities up to 10		
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		Fluency within 5 Activities	
K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number			

K.OA.A.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	**PK.OA.A.1** Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.	March 14-April 4	
K.NBT.A.1 Compose and Decompose numbers from 11 to 19 into ten ones and some further ones, and record each composition or decomposition by a drawing or equation			
Unit 7: Solid Shapes All Around Us			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**PK.CC.A.2** Recongize and name written numbers 0-10.	Kathy Richardson Book 1 (Counting, Comparing, and Pattern) Activities	
K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	**PK.CC.B.3** Understand the relationships between numerals and quantities up to 10		
K.CC.C.6 Identify whether the number of objects in one group is greather than, less than, or equal to the number of objects in another group	**PK.CC.C.4** Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration. Recognize the “one more,” “one less” patterns.		
K.NBT.A.1 Compose and Decompose numbers from 11 to 19 into ten ones and some further ones, and record each composition or decomposition by a drawing or equation	**PK.CC.C.5** Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.	Fluency within 10 Activities	
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal	**PK.CC.C.4** Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration. Recognize the “one more,” “one less” patterns.		
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**PK.CC.C.4** Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration. Recognize the “one more,” “one less” patterns.	April 6 - May 12	
K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition by a drawing or equation	**PK.OA.A.1** Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.		
K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number			
K.OA.A.5 Fluently add and subtract within 5			
Unit 8: Putting it All Together		Will not support in pull out	

Grade 1		
Unit 1: Adding, Subtracting, and Working with Data		Will not support in pull out
Unit 2: Addition and Subtraction Story Problems		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
1.OA.A.1 Solve addition and subtraction story problems within 20	**K.CC.1 & K.CC.2** Count to 100 from 1 and from other numbers other than 1	Bridges Volume 4 Modules 1 and 2 10 Days
1.OA.B.3, 1.OA.B.4, 1.OA.C.6 Add and subtract within 20 using strategies and properties	**K.CC.3** Write numerals to 20	
1.OA.C.5 Count on/count back to add and subtract	**K.OA.A.1** Represent addition and subtraction with objects, drawings, and equations	
	K.OA.2 Add and subtract within 10	
1.OA.D.7 Understanding the equal sign	**K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way	
	K.OA.4 Work with combinations of 10	
1.OA.D.8 Solve for the unknown in an addition or subtraction equation	**K.NBT.1** Compose and decompose numbers from 11 to 19 into tens, ones, and some further ones	
	K.CC.4 1:1 Correspondence and cardinality	
Unit 3: Adding and Subtracting Within 20		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
1.NBT.A.1 Count to 120, starting at any number less than 120	**K.CC.1 & K.CC.2** Count to 100 from 1 and from other numbers other than 1	IM Grade K Unit 6 Lesson 7
1.NBT.B.2.a 10 can be thought of as a bundle of ten ones - called a "ten"	**K.CC.3** Write numerals to 20	Bridges Volume 1 Modules 3 and 4 10 Days
1.NBT.B.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones	**K.CC.4** 1:1 Correspondence and cardinality	
1.OA.A.1 Solve addition and subtraction story problems within 20	**K.NBT.1** Compose and decompose numbers from 11 to 19 into tens, ones, and some further ones	
1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20	**K.OA.A.1** Represent addition and subtraction with objects, drawings, and equations	
1.OA.B.3 Apply properties of operations to add	**K.OA.2** Add and subtract within 10	
1.OA.B.4 Understand subtraction as an unknown-addend problem.	**K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way	Bridges Volume 2 Modules 1, 2, 4, 5, 6, 7 30 Days
1.OA.C.5 Count on/count back to add and subtract		
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums	**K.OA.4** Work with combinations of 10	
1.OA.D.7 Understand that the equal sign indicates equivalence	**K.OA.5** Fluently add and subtract within 5, including zero.	
1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers		
Unit 4: Numbers to 99		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**

1.NBT.A.1 Count to 120, starting at any number less than 120	**K.CC.1 & K.CC.2** Count to 100 from 1 and from other numbers other than 1	Bridges Volume 1 Modules 5 and 6 10 Days
1.NBT.B.2.a 10 can be thought of as a bundle of ten ones - called a "ten"	**K.CC.3** Write numerals to 20	
1.NBT.B.2.c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones	**K.CC.4** 1:1 Correspondence and cardinality	
	K.NBT.1 Compose and decompose numbers from 11 to 19 into tens, ones, and some further ones	
1.NBT.C.5 Mentally find 10 more or 10 less than a 2 digit number	**K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups with up to 10 objects, e.g., by using matching and counting strategies.	
1.NBT.B.3 Compare 2 digit numbers; record the result with >, =, <	**K.CC.7** Compare two numbers between 1 and 10 presented as written numerals	Bridges Volume 3 Module 1 5 Days
1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the ranfe 10-90, using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy and explain the reasoning used	**K.OA.A.1** Represent addition and subtraction with objects, drawings, and equations	
	K.OA.2 Add and subtract within 10	
	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way	

Unit 5: Adding Within 100

Grade Level Standards	Prerequisite Standards for Unit	Intervention Supports
1.NBT.C.4 Add within 100	**1.OA.C.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums	Bridges Volume 3 Modules 2, 3, 4, and 6 20 Days
1.NBT.C.5 Mentally find 10 more or 10 less than a 2 digit number	**1.OA.C.5** Count on/count back to add and subtract	
	1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones	
1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the ranfe 10-90, using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy and explain the reasoning used	**K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at one)	
	K.CC.4 1:1 Correspondence and cardinality	
	K.OA.A.1 Represent addition and subtraction with objects, drawings, and equations	
	K.OA.2 Add and subtract within 10	
	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way	

Unit 6: Mesuring Length	Will not support in pull out
Unit 7: Geometry and Time	Will not support in pull out
Unit 8: Putting it All Together	Will not support in pull out

Grade 2		
Unit 1: Adding, Subtracting, and Working with Data		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
2.MD.D.10 Draw a picture graph and bar graph to represent data	**1.NBT.4** Add within 100	Bridges Volume 4 Modules 3-6 6 Weeks/ 20 Days
2.OA.A.1 Use addition and subtraction within 100 to solve 1 and 2 step problems	**1.NBT.5** 10 more or 10 less than a 2-digit number	
2.OA.B.2 Fluently add and subtract within 20	**1.NBT.6** Subtract multiples of 10	
2.NBT.A.2 Count within 1,000 skip counting by 5s, 10s, and 100s	**1.OA.1** Solve story problems within 20	
2.NBT.5 Fleuntly add and subtract within 100		Fluency: Graham Fletcher - Addition and Subtraction within 20
Unit 2: Add and Subtract within 100		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
2.NBT.A.2 Count within 1,000 skip counting by 5s, 10s, and 100s	**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 Volume 1 Module 5 5 Days
	1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.	
2.NBT.6 Add up to four 2-digit numbers	**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings, 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 the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Bridges Volume 3 Modules 1, 2, 3 15 Days
2.NBT.B.8 Mentally add 10 and 100 to a number **2.NBT.B.9** Explain why adding and subtracting strategies work	**1.OA.1** Solve story problems within 20	
	1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count;	
	1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10	Bridges Volume 4 Modules 2 5 Days
2.NBT.5 Fleuntly add and subtract within 100	**1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers	Work Place 4B "Super Frogs"
	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 <	Fluency: Graham Flecther - Addition and Subtraction within 20

2.OA.A.1 Use addition and subtraction within 100 to solve 1 and 2 step problems	**1.NBT.C.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings 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 the reasoning used	Bridges Grade 1 Unit 4 Module 2 Sessions 3, 4, and 5	
2.OA.B.2 Fluently add and subtract within 20	**1.OA.C.5** Relate counting to addition and subtraction		
	1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false		
Unit 3: Measuring Length		Will not support in pull out	
Fluency Assessment and Support: 4-6 Weeks until end of Unit 4			
Unit 4: Addition and Subtraction on the Number Line			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
2.MD.B.6 Represent whole numbers on a number line	**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 Volume 1 Module 7 Sessions 31-33 3 Days	
2.NBT.A.2 Count within 1,000 skip counting by 5s, 10s, and 100s	**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings, 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 the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Bridges Volume 3 Modules 5, 7, 8 15 Days	
2.NBT.5 Fleuntly add and subtract within 100	**1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Identify arithmetic patterns of 10 more and 10 less than using strategies based on place value		
2.MD.B.5 Solve word problems involving length	**1.NBT.C.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings 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 the reasoning used	Work Place 2E "Steps and Leaps"	
2.OA.A.1 Use addition and subtraction within 100 to solve 1 and 2 step problems	**1.OA.1** Solve story problems within 20	Fluency:	
	1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers		
	1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20		
Unit 5: Numbers to 1000			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
2.MD.B.6 Represent whole numbers on a number line	**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.		

2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones	**1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.	Bridges Volume 4 Modules 7, 8, and 9 15 Days	
	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 <		
2.NBT.A.2 Count within 1,000 skip counting by 5s, 10s, and 100s	**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings, 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 the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		
2.NBT.A.3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form	**1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Identify arithmetic patterns of 10 more and 10 less than using strategies based on place value		
	1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings 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 the reasoning used		
2.NBT.5 Fluently add and subtract within 100	**1.OA.C.5** Relate counting to addition and subtraction		
2.OA.B.2 Fluently add and subtract within 20	**1.OA.C.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10		
	1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers		
2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons	**1.OA.1** Solve story problems within 20		
	1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false		
Unit 6: Geometry, Time, and Money		Will not support in pull out	
Unit 7: Add and Subtract within 1000			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
2.NBT.A.2 Count within 1,000 skip counting by 5s, 10s, and 100s	**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.		
2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons	**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 <		

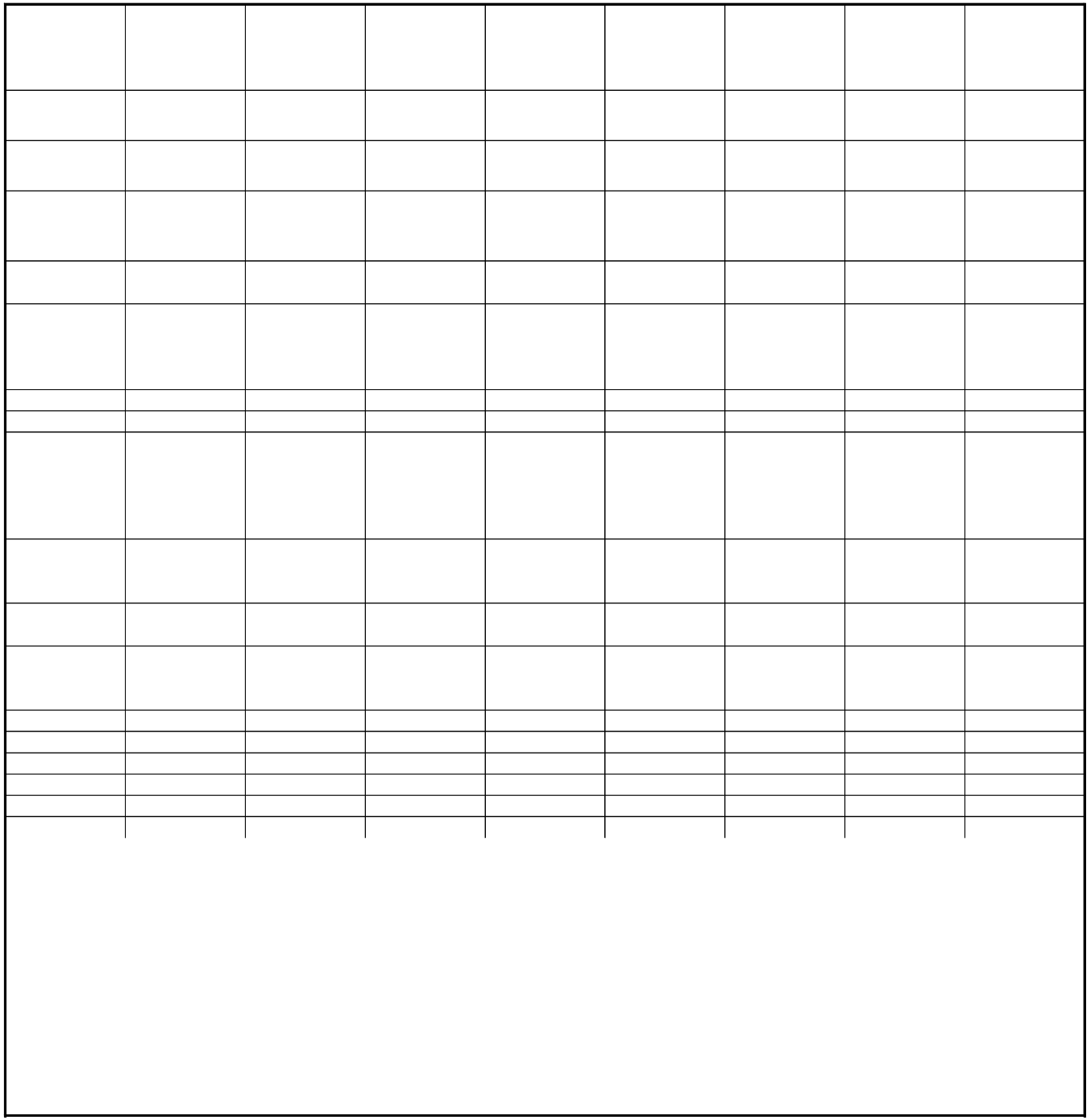
2.NBT.B.5 Fleuntly add and subtract within 100	**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Kathy Richardson Understanding Numbers: Addition and Subtraction Stations	
2.NBT.B.7 Add and subtract within 1000	**1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Identify arithmetic patterns of 10 more and 10 less than using strategies based on place value		
2.NBT.B.8 Mentally add 10 and 100 to a number	**1.NBT.C.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings 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 the reasoning used		
2.NBT.B.6 Represent whole numbers on the number line			
2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations	**1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.		
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems, using information presented in a bar graph	**1.OA.C.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10		
2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones			
2.NBT.A.3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form	**1.OA.C.5** Relate counting to addition and subtraction		
Unit 8: Working with Equal Groups		Will not support in pull out?	
Unit 9: Putting it All Together		Will not support in pull out	

Grade 3		
During Units 1 and 2, begin work for Unit 3		
Unit 1: Introduction to Multiplication		Will not support in pull out
Unit 2: Area and Multiplication		Will not support in pull out
Unit 3: Wrapping Up 1,000		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100	**2.NBT.1** Understand that the 3 digits of a 3 digit number represent amounts of hundreds, tens, and ones	Bridges Volume 1 Modules 7 and 8 10 Days
	2.NBT.4 Compare two 3 digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons	
	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	Bridges Volume 3 Modules 2, 6, 7, 8, 9 35 Days
3.NBT.A.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction	**2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations	
	2.NBT.7 Add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding and subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds	* Use Graham Fletcher for fluency - work on addition/subtraction within 20 fluency
	2.NBT.9 Explain why addition and subtraction strategies work, using place value, and the properties of operations	
Unit 4: Relating Multiplication and Division		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
3.OA.A.2 Interpret whole-number quotients of whole numbers	**3.MD.C.5** Recognize area as an attribute of plane figures and understand concepts of area measurement	Bridges Volume 5 Modules 1, 3, 4, 5, 6, 7, 8, and 9 40 Days Fluency: Graham Fletcher Fluency with 10s, 2s, and 5s Multiplication Running Record
3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities	**3.MD.C.6** Measure areas by counting unit squares	
3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of grade 3, know from memory all products of two single-digit numbers and related division facts	**3.MD.C.7.b** Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole- number products as rectangular areas in mathematical reasoning	
3.OA.D.8 Solve two-step word problems using the four operations for problems posed with whole numbers and having whole number answers. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding	**3.MC.C.7.d** Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of non-overlapping parts, applying this technique to solve read-world problems	
Unit 5: Fractions as Numbers		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
3.NF.A.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole (a single unit) is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b		

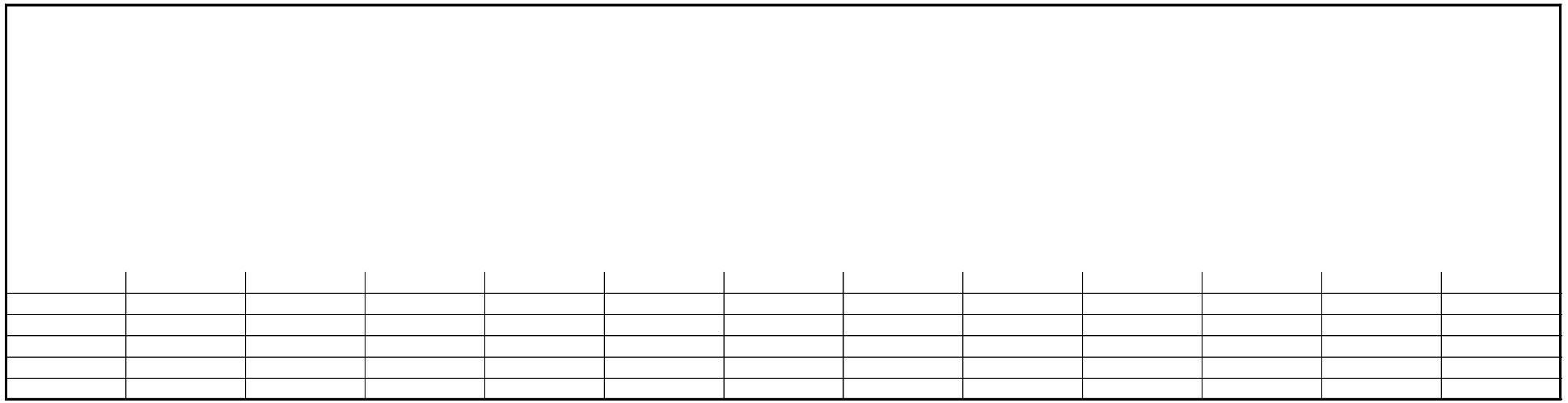
3.NF.A.2.a Represent a unit fraction, 1/b, on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the fraction 1/b is located 1/b of a whole unit from 0 on the number line	**2.G.A** Reason with shapes and their attributes	Bridges Volume 8 Modules 1 & 2 10 Days Bridges Volume 8 Modules 3, 4, and 5 15 Days Fluency - Graham Fletcher - 1s, 0s, squares
3.NF.A.2.b Represent a fraction a/b on a number line diagram by marking off a lengths 1/bfrom 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line		
3.NF.A.3.a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line		
3.NF.A.3.b Recognize and generate simple equivalent fractions and explain why the fractions are equivalent		
3.NF.A.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers		
3.NF.A.3.d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions		
During Units 6 and 7, revisit Multiplication and Division Concepts		
Unit 6: Measuring Length, Time, Liquid Volume, and Mass		Will not support in pull out
Unit 7: Two Dimensional Shapes and Perimeter		Will not support in pull out
Multiplication and Division Concepts Revisit		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
3.OA.A.1 Interpret products of whole numbers	**2.NBT.2** Count within 1,000; skip-count by 5s, 10s, and 100s. Identify patterns in skip counting starting at any number	Bridges Volume 5 Modules 10, 11, 12 15 Days
3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities		
3.OA.A.2 Interpret whole-number quotients of whole numbers	**2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends	
3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers		
3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of grade 3, know from memory all products of two single-digit numbers and related division facts.	**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions	Bridges Volume 7 Modules 1, 2, 3, 4, 5, 6, 7, 8 55 Days
3.OA.B.6 Understand division as an unknown-factor problem		
3.OA.D.8 Solve two-step word problems using the four operations for problems posed with whole numbers and having whole number answers. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding	**2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends	
		Fluency - Derrived Facts multiplication/division
Unit 8: Putting It All Together		Will not support in pull out

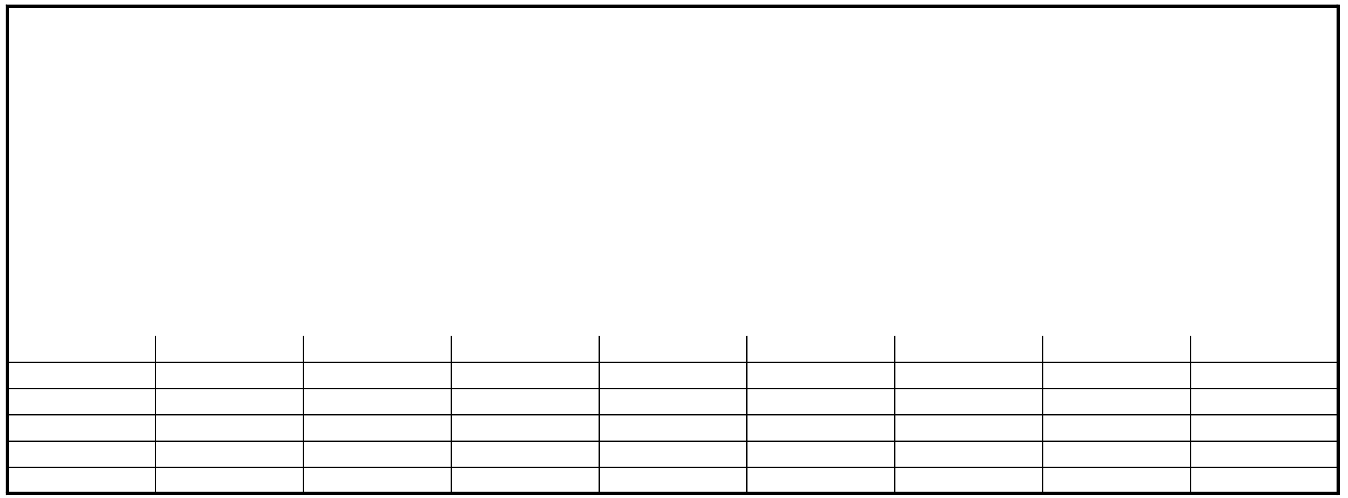
Grade 4		
Unit 1: Factors and Multiples	Will not support in pull out	
Unit 2: Fraction Equivalence and Comparison		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction (n x a)/ (n x b) by using visual fraction models, with attention to how the numbers and sizes of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions including fractions greater than 1	**3.NF.A.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole (a single unit) is partitioned into b equal parts; understand a fraction a/b as the quantity formed by parts of size 1/b	Bridges Volume 8 Modules 3, 4, and 5 15 Days
	3.NF.A.2.a Understand a fraction as a number on the number line; represent frations on a number line diagram. Represent a unit fraction, 1/b, on a number line diagram by defining the intervl from 0 to 1 as a whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that fraction 1/b is located 1/b of a whole unit from 0 on the number line	
	3.NF.A.2.b Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction a/b on a number line diagram by marking off a lengths 2/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line	
4.NF.A.2 Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, = , or < and justify conclusions	**3.NF.A.3.a** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line	
	3.NF.A.3.b Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.	
	3.NF.A.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers	
	3.NF.A.3.d Compare two fractions with the same numerator or denominator by reasoning about their size. Recognize the comparisons are only valid when the two fractions refer to the same whole. Record the results of comparison with the symbols, >, =, or < justify the conclusions	
Unit 3: Fraction Operations		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
4.NF.B.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (The whole can be a set of objects)	Not Applicable	Bridges Volume 8 Modules 8-10 15 Days
4.NF.B.3.b Decompose a fraction in a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions.		
4.NF.B.3.c Add and subtract mixed numbers with like denominators		
4.NF.B.3.d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators		
4.NF.B.4.b Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number		
4.NF.B.4.c Solve word problems involving multiplication of a fraction by a whole number		
Unit 4: Large Numbers and Decimal Fractions		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in any place represents 10 times as much as it represents in the place to its right		Adding: Tier 1 Bridges

4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, or < symbols to record the results of comparisons	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100	Grade 3 Unit 3 Modules 1 and 4 Grade 4 Unit 4 Module 1	
4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place		Estimation: Tier 1 Bridges Grade 3. Unit 3 Module 3	
4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm	**3.NBT.A.2** Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction		
4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100		Subtracting: Tier 1 Bridges Grade 3 Unit 3 Modules 2 and 4 Grade 4 Unit 4 Module 2	
4.NF.C.6 Use decimal notation to represent fractions with denominators 10 or 100			
4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the >, =, or < symbols and justify		Bridges Volume 3 Module 10-12 15 Days	
Unit 5: Multiplicative Comparison and Measurement			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models	**3.OA.A.1** Interpret products of whole numbers.	Bridges Volume 6 Modules 1 and 2 10 Days	
4.OA.A.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations	**3.OA.A.2** Interpret whole-number quotients of whole numbers		
4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison			
4.OA.A.3 Solve multi-step problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimations stategies including rounding. (Know multiplication facts and	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities	Bridges Volume 7 Module 3 5 Days	
	3.OA.A.5 Apply properties of operations to multiply (Commutative Property, Associative Property, Distributive Property, Identity Property of 1)		
Unit 6: Whole-Number Multiplication and Division			
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**	
4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models	**3.OA.A.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of grade 3, know from memory all products of two single-digit numbers and related division facts	Bridges Volume 5 Modules 10, 11, and 12 15 Days	
	3.OA.8 Solve two step word problems using the four operations for problems posed with whole numbers and having whole number answers. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation stategies including rounding		
4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these	**3.MD.C.7.a** Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths		



problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation stategies including rounding	**3.MD.7.b** Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning	Bridges Volume 7 Modules 1, 2, 4, 5, 6, 7, 8 30 Days	
4.NBT.6 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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models	**3.MD.7.c** Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c. Use area models to represent the distributive propert in mathematical reasoning		
Unit 7: Angles and Angle Measurement		Will not support in pull out	
Unit 8: Area, Perimeter, and Classifying Shapes		Will not support in pull out	
Unit 9: Putting It Altogether		Will not support in pull out	





Grade 5		
Unit 1: Finding Volume	Will not support in pull out	
Unit 2: Fractions as Division and Fraction Multiplication Have teachers give Check Your Readiness for Unit 4, during Unit 2, so that pre-requisite concepts can be addressed during Unit 3		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
5.NF.B.3 Interpret a fraction as division of the numerator by the denominator (a/b = a divided by b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers	**4.NF.B.4** Apply and extend previous understandings of multiplication to mulitply a fraction by a whole number	Bridges does not have any Modules on this concept. Therefore the following resources can be used: IM Grade 4 Unit 3 Section A Lessons 4 Lessons Area Models (page 126) Fraction Pie Game (page 161)
5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them		
Unit 3: Fraction Multiplication and Division	Will not support in pull out	
Unit 4: Wrapping up Multiplication and Division with Whole Numbers		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10	**4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models	Bridges Volume 6 Modules 3, 4, 5, 6, 7, and 8 (Multiplication) 35 Days
	4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding	
5.NBT.B.5 Fluently multiply multi-digit whole numbers. (Include two-digit x four-digit numbers and, three-digit x three-digit numbers) using the standard algorithm	**4.MD.A.3** Apply the area and perimeter formulas for rectangles in real-world and mathematical problems	
5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models	**4.NBT.B.6** 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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models	Bridges Volume 6 Modules 9, 10, 11, and 12 (Division) 20 Days
	4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite	
5.NF.B.3 Interpret a fraction as division of the numerator by the denominator (a/b = a divided by b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers	**4.OA.A.2** Multiply or divide to solve word problems involving multiplicative comparison distinguishing multiplicative comparison from additive comparison	
Unit 5: Place Value Patterns and Decimal Operations		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**

5.NBT.A.1 Recognize that in a multi-digit number, including decimals, a digit in any place represents 10 times as much as it represents in the place to its right and 1⁄10 of what it represents in the place to its left	**4.NF.C.6** Use decimal notation to represent fractions with denominators 10 or 100	Bridges Volume 9 Modules 4-6 15 Days
5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10		
5.NBT.A.3 Read, write, and compare decimals to thousandths	**4.NF.C.7** Compare two decimals to hundredths by readoning about their size. Recgonize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions	
5.NBT.A.4 Use place value understanding to round decimals to any place		
5.MD.B.2 Make a line plot (dot plot) to display a data set of measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving information presented in line plot (dot plot)		
Unit 6: More Fraction Operations (and Place Value Patterns)		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators	**4.NF.A.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1⁄2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions	Bridges Volume 8 Modules 6, 11, and 12 15 Days
5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answer	**4.NF.B.3** Understand a fraction a⁄b with a > 1 as a sum of fractions 1⁄b	
5.NBT.A Understand the place value system	**4.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number	IM Grade 4 Unit 4 Section B Lessons 6-11
5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction and between multiplication and division; relate the strategy to a written method and explain the reasoning used	**4.NBT.A.1** Recognize that in a multi-digit whole number, a digit in any place represents 10 times as much as it represents in the place to its right	
Unit 7: Shapes on the Coordinate Plane		Will not support in pull out
Unit 8: Putting It Altogether		Will not support in pull out

Grade 6		
During Unit 1, begin work for Unit 2		
Unit 1: Area and Surface Area		Will not support in pull out
Unit 2: Introducing Ratios		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
6.RP.A.1 Understand the concept of a ratio including the distinctions between part:part and part:whole and the value of a ratio; part/part and part/whole. Use ratio language to describe a ratio relationship between two quantities	**4.NF.B.4.c** Solve word problems involving multiplication of a fraction by a whole number	IM Grade 5, Unit 3, Lessons 10 and 11 for division using algorithms
	3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	IM Grade 5, Unit 6, Lesson 17 for the use of a number line and multiplication by scaling
	4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	Problem 1 Bridges Volume 8 Module 6 5 Days
6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b does not equal 0, and use rate language in the context of a ratio relationship, including the use of units	**4.NF.A.1** Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions	Problem 2 Bridges Volume 6 Modules 1, 2, 3, 4, and 5 25 Days Bridges Volume 7 Modules 3, 4, 5, and 6 20 Days
	4.OA.A.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations	
6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems	**6.RP.A.3** Use ratio and rate reasoning to solve real-world and mathematical problems	Problem 5 Bridges Volume 6 Modules 8 and 9 10 Days
	3.NF.A.3.b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent	
6.RP.A.3.b Solve unit rate problems, including those involving unit pricing, and constant speed	**4.NF.B.4.b** Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number	
Unit 3: Unit Rates and Percentages		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b does not equal 0, and use rate language in the context of a ratio relationship, including the use of units	**4.NF.C.6** Use decimal notation for fractions with denominators 10 or 100	Problem 6 Bridges Volume 8 Modules 4 and 5 10 Days
6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems	**5.NBT.B.7** Add and subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or tho relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used	Problems 4, 5, and 6 Bridges Volume 9 Module 8 5 Days
6.RP.A.3.a Make tables of equivalent ratios relating quantities with whole-number measurements. Find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios		

6.RP.A.3.b Solve unit rate problems, including those involving unit pricing, and constant speed	**5.NF.B.5** Interpret multiplication as scaling (resizing), by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication	
6.RP.A.3.c Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent	**5.NBT.B.5** Fluently multiply multi-digit whole numbers. (Include two-digit x four-digit numbers and, three-digit x three-digit numbers) using the standard algorithm	Problem 5 Bridges Volume 6 Modules 10, 11, and 12 15 Days
6.RP.A.3.d Use ratio reasoning to convert measurement units within and between measurement systems; manipulate and transform units appropriately when multiplying or dividing quantities	**5.NF.B.5** Interpret multiplication as scaling (resizing), by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication	
Unit 4: Dividing Fractions		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = Bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems	**4.NF.A.2** Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions	Problem 6 Bridges Volume 8 Modules 11 and 12 10 Days
	5.NF.B.6 Solve real-world problems involving multiplication of fractions and mixed numbers	
6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions	**5.NF.B.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions	Graham Fletcher Fluency
	5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators	Multiplication and Division Fluency IM Task Sharing Lunches
	5.NF.B.3 Interpret a fraction as division of the numerator by the denominator (a/b = a divided by b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers	Consider using Lessons from Grade 5 Unit 3 (Multiplying and Dividing Fractions) How Much Pie?
Unit 6: Expressions and Equations		
Grade Level Standards	**Prerequisite Standards for Unit**	**Intervention Supports**
6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponent	**1.OA.B.4** Understand subtraction as an unknown-addend problem	
6.EE.A.2.a Write expressions that record operations with numbers and with letters standing for numbers	**3.OA.A** Represent and solve problems involving multiplication and division	
6.EE.A.2.c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations)		Bridges Volume 5 Modules 1-12

6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true	**3.OA.B.5** Apply properties of operations as strategies to multiply and divide	Modules 1-12 60 Days
6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set		
6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers	**3.OA.B.6** Understand division as an unknown-factor problem	Model Drawings Book (Yanka)
6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation		
6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation	**5.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction	
6.RP.A.1 Understand the concept of a ratio including the distinctions between part:part and part:whole and the value of a ratio; part/part and part/whole. Use ratio language to describe a ratio relationship between two quantities		
6.RP.A.3.a Make tables of equivalent ratios relating quantities with whole-number measurements. Find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios	**5.OA.A** Write and interpret numerical expressions	
6.RP.A.3.b Solve unit rate problems, including those involving unit pricing, and constant speed		
6.RP.A.3.c Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent		
Unit 7: Rational Numbers Unit 8: Data Sets and Distributions Unit 5: Arithmetic in Base 10 *Interventions not listed, are these concepts that will not be supported in pull		
Unit 9: Putting It Altogether		Will not support in pull out