TEKS CORRELATIONS FOR BRIDGES INTERVENTION

Volume 8 - Adding, Subtracting & Making Sense of Fractions

	TEKS	Major Instructional Targets	Recommended Instruction Range for Tier 2 Intervention
MODULE 1	**Creating Equal Parts of a Whole**		
	2.3A	Partition circles and squares into two, three, or four equal shares and describe the shares using the words *halves*, *thirds*, *fourths*, *half* of, a *third* of, a *fourth* of, and a *quarter* of	• Mid to late grade 3 • Early grade 4
	2.3A	Describe a whole circle or square as two *halves*, three *thirds*, or four *fourths*	
MODULE 2	**Exploring Equal Parts of a Whole**		
	2.3A	Partition circles and rectangles (including squares) into two, three, or four equal shares and describe the shares using the words *halves*, *thirds*, *fourths*, *half* of, a *third* of, a *fourth* of, and a *quarter* of	• Mid to late grade 3 • Early grade 4
	2.3A	Describe a whole circle or rectangle (including a square) as two *halves*, three *thirds*, or four *fourths*	
	2.3A	Recognize that equal shares of identical wholes need not have the same shape	
MODULE 3	**Building with Unit Fractions**		
	3.3C	Name a fraction 1/*b* when shown a whole partitioned into *b* equal parts	• Mid to late grade 3 • Early grade 4
	3.3C	Name a fraction *a*/*b* when shown a whole partitioned into *b* equal parts with a of those parts selected/iterated	
	3.3C	Represent a fraction *1*/*b* by partitioning a whole into *b* equal parts and selecting/indicating 1 of those parts	
	3.3C	Represent a fraction *a*/*b* by partitioning a whole into *b* equal parts and selecting/indicating *a* of those parts	
MODULE 4	**Introducing Fractions on a Number Line**		
	3.3C	Name a fraction 1/*b* when shown a whole partitioned into *b* equal parts	• Mid to late grade 3 • Early grade 4
	3.3C	Name a fraction *a*/*b* when shown a whole partitioned into *b* equal parts with a of those parts selected/iterated	
	3.3C	Represent a fraction *a*/*b* by partitioning a whole into *b* equal parts and selecting/indicating a of those parts	
	3.7A	Name a fraction 1/*b* when shown a length from 0–1 on a number line partitioned into *b* equal parts	
	3.7A	Name a fraction *a*/*b* when shown a length from 0–1 on a number line partitioned into *b* equal parts and shown a point that is a of the *b* equal parts from 0	
	3.7A	Represent a fraction 1/*b* on the number line by partitioning the length from 0–1 into *b* equal parts and locating 1/*b* as the endpoint of the part starting at 0 and ending at the end of the first of those b parts	
	3.7A	Represent a fraction *a*/*b* on the number line by partitioning the length from 0–1 into *b* equal parts and counting a of those parts starting at 0 and marking the endpoint as *a*/*b*	

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MODULE 5	**Introducing Equivalent Fractions**		
	3.3F	Express a whole number as a fraction	• Early grade 4
	3.3F	Identify fractions as equivalent if they are located at the same point along a number line	
		Generate equivalent fractions using a number line and explain why they must be equal	
	3.3G	Identify fractions as equivalent if they have the same size (area)	
	3.3H	Compare two fractions with the same numerator by reasoning about their size (x/a and x/b), and use an area model or number line to justify the comparison	
	3.3H	Compare two fractions with the same denominator by reasoning about their size (a/x and b/x), and use an area model or number line to justify the comparison	
	3.3H	Record the results of such a comparison using symbols <, >, or =	
MODULE 6	**Generating Equivalent Fractions**		
	4.3C	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models	• Late grade 4 • Early grade 5
	4.3C	Describe how the number and size of the parts differ even though the two fractions themselves are the same size	
	4.3C	Recognize and generate equivalent fractions based upon the understanding that a fraction $a/b = (n \times a)/(n \times b)$	
	4.3D	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)	
	4.3D	Recognize that comparisons of fractions are valid only when the two fractions refer to the same whole	
	4.3D	Record the results of fraction comparisons with symbols >, =, or <	
	4.3D	Justify fraction comparisons (e.g., using a visual fraction model)	
MODULE 7	**Decomposing Fractions**		
	4.3A	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$	• Mid to late grade 4
	4.3A	Understand addition of fractions as joining parts referring to the same whole	
	4.3B	Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation	
	4.3B	Justify decompositions of a fraction into a sum of fractions with the same denominator in more than one way	
MODULE 8	**Adding Fractions & Mixed Numbers with Like Denominators**		
	4.3E	Add fractions, including mixed numbers, with like denominators	• Late grade 4 • Early grade 5

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MODULE 9	**Adding & Subtracting with Like Denominators**		
	4.3E	Add fractions, including mixed numbers, with like denominators	• Late grade 4 • Early grade 5
	4.3E	Subtract fractions, including mixed numbers, with like denominators	
MODULE 10	**Addition & Subtraction Story Problems for Fractions with Like Denominators**		
	4.3E	Solve word problems involving addition of fractions referring to the same whole and having like denominators	• Late grade 4 • Early grade 5
	4.3E	Solve word problems involving subtraction of fractions referring to the same whole and having like denominators	
MODULE 11	**Adding Fractions with Unlike Denominators**		
	5.3H	Replace given fractions with equivalent fractions with like denominators	• Mid to late grade 5
	5.3H	Add fractions, including mixed numbers, with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators	
MODULE 12	**Adding & Subtracting Mixed Numbers with Unlike Denominators**		
	5.3H	Replace given fractions with equivalent fractions with like denominators	• Mid to late grade 5
	5.3H	Add and subtract fractions, including mixed numbers, with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators	
MODULE 13	**Story Problems with Addition & Subtraction of Fractions with Unlike Denominators**		
	5.3H	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators	• Mid to late grade 5
	5.3H	Estimate sums and differences of fractions (including mixed numbers) based upon benchmark fractions and number sense of fractions	
	5.3H	Assess the reasonableness of solutions to addition and subtraction problems with fractions	