



Minnesota Alignment Guide

MN Strand	Standards	Bridges Units	Number Corner	CCSS Correlations
K.1 Number & Operation	K.1.1 Understand the relationship between quantities and whole numbers up to 31.	1, 2, 6	Sep–May	K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.CC.6
	K.1.2 Use objects and pictures to represent situations involving combining and separating.	3, 4, 6, 8	Sep–May	K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1
K.2 Algebra	K.2.1 Recognize, create, complete, and extend patterns.	1	Sep–May	Not CCSS, but in Bridges
K.3 Geometry & Measurement	K.3.1 Recognize and sort basic two- and three-dimensional shapes; use them to model real-world objects.	5	Sep–Dec	K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6
	K.3.2 Compare and order objects according to location and measurable attributes.	4, 7, 8	Nov, Dec, Apr	K.MD.1, K.MD.2

Notes:

K.1.1.2 The majority of the writing activities focus on the correct formation of single-digit numerals and understanding the place and value of teen numbers to 20. In November–May Number Corner activities and Units 7 & 8, students work read and write numerals to 31 and beyond in the context of counting, measuring activities, and story problems.

K.1.1.3 Although not a Common Core standard, Bridges recognizes the importance of counting backward. Activities in Units 3 & 4 and October, November and December Number Corner provide ongoing practice with this MN benchmark.

K.2.1.1 Patterns are addressed in September–May Number Corner Calendar Grid activities. Educators can use the Patterns Observation Chart included in this alignment guide to assess students' proficiency at Work Place 11 Unifix Cube Patterns in Unit 1 Module 4 and during other opportunities throughout the year.

K.3.1.1 Bridges includes trapezoids in the geometry activities.





Patterns Observation Chart

Instructions

Observe students copying, completing, extending, and creating patterns with at least 3 terms. Patterns may be repeating, growing, or shrinking (such as ABC, ABC, ABC or •, ••, •••).

Ask students to explain the "rule" for what comes next in the pattern.

Student Name

	1 Copies a pattern with at least 3 terms. Explains the pattern.		2 Completes and extends a pattern with at least 3 terms. Explains the pattern.		3 Creates original patterns with at least 3 terms. Explains the pattern.	
	Copies pattern (1 pt.)	Explains rule (1 pt.)	Completes and extends pattern (1 pt.)	Explains rule (1 pt.)	Creates pattern (1 pt.)	Explains rule (1 pt.)