



## Missouri Alignment Guide

MO Domains	Clusters & Standards	Bridges Units	Number Corner	CCSS Correlations
Number Sense	<b>K.NS.A: Know number names and count sequence</b>			
	<b>K.NS.A.1</b> Count to 100 by ones and tens.	1, 4, 6, 7, 8	Sep–May	K.CC.1
	<b>K.NS.A.2</b> Count forward beginning from a given number between 1 and 20.	3, 4, 6, 8	Sep–May	K.CC.2
	<b>K.NS.A.3</b> Count backward from a given number between 10 and 1.	3, 4	Oct, Nov, Dec	Not CCSS, but in Bridges
	<b>K.NS.A.4</b> Read and write numerals and represent a number of objects from 0 to 20.	1, 3, 4, 5, 7, 8	Sep–Mar	K.CC.3
	<b>K.NS.B: Understand the relationship between numbers and quantities; connect counting to cardinality.</b>			
	<b>K.NS.B.5</b> Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	1, 2, 4, 6	Sep–May	K.CC.4a
	<b>K.NS.B.6</b> Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.	1, 2, 3, 4, 6	Sep–May	K.CC.4b
	<b>K.NS.B.7</b> Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.	1, 2, 3, 6, 8	Sep–Feb, Apr	K.CC.4c
	<b>K.NS.B.8</b> Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.	1, 2	Sep–Oct	Not CCSS, but in Bridges
	<b>K.NS.B.9</b> Demonstrate that a number can be used to represent “how many” are in a set.	1, 2, 3, 4, 5, 6, 7	Sep–Mar	K.CC.5
	<b>K.NS.C: Compare numbers</b>			
	<b>K.NS.C.10</b> Compare two or more sets of objects and identify which set is equal to, more than or less than the other.	1, 2, 3, 5, 6, 7, 8	Oct, Dec–May	K.CC.6
<b>K.NS.C.11</b> Compare two numerals, between 1 and 10, and determine which is more than or less than the other.	1, 3, 4, 5, 6, 7	Jan–Mar	K.CC.7	



MO Domains	Clusters & Standards	Bridges Units	Number Corner	CCSS Correlations
Number Sense & Operations in Base Ten	<b>K.NBT.A: Work with numbers 11 – 19 to gain foundations for place value.</b> K.NBT.A.1 Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.	6, 7, 8	Sep-Feb	K.NBT.1
Relationship & Algebraic Thinking	<b>K.RA.A Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from.</b>			
	K.RA.A.1 Represent addition and subtraction within 10.	3, 4, 6, 7, 8	Dec-May	K.OA.1, K.OA.2
	K.RA.A.2 Demonstrate fluency for addition and subtraction within 5.	4, 6, 7, 8	Feb-May	K.OA.5
	K.RA.A.3 Decompose numbers less than or equal to 10 in more than one way.	1, 2, 3, 5, 6, 7, 8	Oct-May	K.OA.3
	K.RA.A.4 Make 10 for any number from 1 to 9.	2, 3, 5, 6, 7, 8	Sep-Nov,	
Geometry & Measurement	<b>K.GM.A Reason with shapes and their attributes.</b>			
	K.GM.A.1 Describe several measurable attributes of objects.	1,2, 5, 6	Sep-Dec	K.G.1
	K.GM.A.2 Compare the measurable attributes of two objects.	1, 3, 4, 7, 8	Nov, Apr	K.MD.1, K.MD.2
	<b>K.GM.B Work with Time and Money</b>			
	K.GM.B.3 Demonstrate an understanding of concepts of time and devices that measure time.		Sep-May	Not CCSS, but in Bridges
	K.GM.B.4 Name the days of the week.		Sep-May	Not CCSS, but in Bridges
	K.GM.B.5 Identify pennies, nickels, dimes and quarters.	1, 4, 5, 6, 8	Feb	Not CCSS, but in Bridges
	<b>K.GM.C Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.</b>			
	K.GM.C.6 Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.	1, 2, 5, 6	Sep, Nov	K.G.2
	K.GM.C.7 Describe the relative positions of objects in space.	1, 2, 5, 6	Sep, Dec	K.G.1
	K.GM.C.8 Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.	1, 2, 5, 6	Sep, Nov	K.G.3, K.G.4
	K.GM.C.9 Draw or model simple two-dimensional shapes.	3, 5, 6	Nov	K.G.5
	K.GM.C.10 Compose simple shapes to form larger shapes using manipulatives.	1, 2, 5		K.G.6

MO Domains	Clusters & Standards	Bridges Units	Number Corner	CCSS Correlations
Data & Statistics	<b>K.DS.A Classify objects and count the number of objects in each category.</b>			
	K.DS.A.1 Classify objects into given categories; count the number of objects in each category.	1, 2, 4, 5, 6, 7, 8	Oct, Dec, Jan, Mar, Apr, May	K.MD.3
	K.DS.A.2 Compare category counts using appropriate language.	1, 2, 4, 5, 6, 7, 8	Oct, Dec, Jan, Mar, Apr, May	K.MD.3

### Notes:

**K.NS.A.3** Count backward from a given number between 10 and 1. Although not a Common Core standard, Bridges recognizes the importance of counting backward. Activities in Units 3 & 4 and October, November & December Number Corner provide ongoing practice with this standard.

**K.NS.B.8** Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns. Subitizing is developed in Units 1 & 2 and September & October Computational Fluency.

**K.GM.B.3** Demonstrate an understanding of concepts of time and devices that measure time. Yesterday, today and tomorrow, months, weeks, and days are explored throughout the year, including devices that measure time, in April Calendar Grid.

**K.GM.B.4** Name the days of the week. The Number Corner Calendar Grid workout, September through May provides extensive practice with this MO Standard.

**K.GM.B.5** Identify pennies, nickels, dimes and quarters. Money experiences focus on the name and value of penny, nickel and dime, with some work with quarters later in the year. Units 1, 4, 5, 6, 8 and February Number Corner workouts address this MO standard. Consider replacing November Calendar Markers with this Supplement Set for additional practice with coin attributes and equivalence. [https://www.mathlearningcenter.org/sites/default/files/pdfs/SecBKSUP-D7\\_MarCalCoins-201304.pdf](https://www.mathlearningcenter.org/sites/default/files/pdfs/SecBKSUP-D7_MarCalCoins-201304.pdf)