BRIDGES® IN MATHEMATICS

GRADE K

Wisconsin Alignment Guide

WI Domains	Clusters & Standards	Bridges Units	Number Corner	Correlations
Counting & Cardinality	**A. Know number names and the count sequence.**			
	M.K.CC.A.1 Count to 100 by ones and by tens.	1, 2, 4, 6	Sep–May	K.CC.1
	M.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	3, 4, 5, 6	Sep–May	K.CC.2
	M.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).	1, 3, 4, 6	Sep–May	K.CC.3
	B. Tell the number of objects.			
	M.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. **a.** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one to one correspondence). **b.** Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted (number conservation). **c.** Understand that each successive number name refers to a quantity that is one larger and the previous number is one smaller (hierarchical inclusion).	3, 4, 6, 8	Sep–May	K.CC.4
	M.K.CC.B.5 Quickly recognize and name the quantity of up to 5 objects briefly shown in structured or unstructured arrangements without counting (perceptual subitizing).	1, 2	Sep, Oct	New
	M.K.CC.B.6 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.	1, 2, 3, 4, 6	Sep–Mar	K.CC.5

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Counting & Cardinality	**C. Compare numbers.**			
	M.K.CC.C.7 Identify whether the number of objects (up to 10) in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1, 2, 3, 5, 6	Oct, Dec, Jan–May	K.CC.6
	M.K.CC.C.8 Compare two numbers between 1 and 10 presented as written numerals using student generated ways to record the comparison.	1, 3, 4, 6	Jan, Mar	K.CC.7
Operations & Algebraic Thinking	**A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**			
	M.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, or numbers. Drawings need not show details, but should show the mathematics in the problem.	2, 3, 4, 6, 7, 8	Dec–May	K.OA.1
	M.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.	3, 4, 6, 7, 8	Jan–May	K.OA.2
	M.K.OA.A.3 Compose and decompose quantities within 10. **a.** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition with drawings or numbers. **b.** Quickly name the quantity of objects briefly shown in structured arrangements anchored to 5 (e.g., fingers, ten frames, math rack/rekenrek) with totals up to 10 without counting by recognizing the arrangement or seeing the quantity in subgroups that are combined (conceptual subitizing).	1, 2, 3, 5, 7, 8	Oct–May	K.OA.3
	M.K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or numbers.	2, 3, 5, 6, 7, 8	Sep–May	K.OA.4
	M.K.OA.A.5 Flexibly and efficiently add and subtract within 5 using mental images and composing/decomposing numbers up to 5.	6, 7, 8	Feb–May	K.OA.5
Number & Operations in Base Ten	**A. Work with numbers 11–19 to gain foundations for place value.**			
	M.K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or numbers; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	6, 7, 8	Sep–Feb	K.NBT.1

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Measurement & Data	**A. Describe and compare measurable attributes.**			
	M.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	3, 4, 7, 8	Apr	K.MD.1
	M.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.	1, 3, 4, 7, 8	Nov, Apr	K.MD.2
	B. Classify objects and count the number of objects in each category.			
	M.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.	1, 2, 4, 5, 6, 7	Oct, Dec, Jan, Mar–May	K.MD.3
Geometry	**A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**			
	M.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	1, 2, 5, 6	Sep–Dec	K.G.1
	M.K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	1, 2, 5, 6	Sep, Nov	K.G.2
	M.K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	5, 6	Sep, Nov	K.G.3
	B. Analyze, compare, create, and compose shapes.			
	M.K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	1, 2, 5, 6	Sep, Nov	K.G.4
	M.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	3, 5, 6	Nov	K.G.5
	M.K.G.B.6 Compose simple shapes to form larger shapes.	1, 2, 5	N/A	K.G.6

Note

The revised Wisconsin K.CC.4 standards identify 1:1 correspondence, number conservation, and hierarchical inclusion; they also call attention to perceptual and conceptual subitizing. These concepts are developed in Bridges using models such as 5- and 10-frames, finger patterns, and the number rack (rekenrek).

Reference

Wisconsin Department of Public Instruction. (2021). ***Mathematics in Wisconsin: Professional learning modules***.