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## Level K | Tennessee State Mathematics Standards Correlation to *Eureka Math<sup>2</sup> Tennessee Edition*

When the original *Eureka Math*<sup>®</sup> curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds<sup>®</sup> teacher–writers have created *Eureka Math<sup>2</sup> Tennessee Edition*, a groundbreaking new curriculum that helps teachers deliver *exponentially better* math instruction while still providing students with the same deep understanding of and fluency in math. *Eureka Math<sup>2</sup> Tennessee Edition* carefully sequences mathematical content to maximize vertical alignment—a principle tested and proven to be essential in students’ mastery of math—from kindergarten through Level 5.

While this innovative new curriculum includes all the trademark *Eureka Math* aha moments that have been delighting students and teachers for years, it also boasts these exciting new features:

### Teachability

*Eureka Math<sup>2</sup> Tennessee Edition* employs streamlined materials that allow teachers to plan more efficiently and focus their energy on delivering high-quality instruction that meets the individual needs of their students. Differentiation suggestions, slide decks, digital interactives, and multiple forms of assessment are just a few of the resources built right into the teacher materials.

### Accessibility

*Eureka Math<sup>2</sup> Tennessee Edition* incorporates Universal Design for Learning principles so all learners can access mathematics and take on challenging math concepts. Student supports are built into the instructional design and are clearly identified in the *Teach* book. Further, the curriculum carries a focus on readability. By eliminating unnecessary words and using simple, clear sentences, the *Eureka Math<sup>2</sup> Tennessee Edition* teacher–writers have created one of the most readable mathematics curricula on the market. The curriculum’s readability and accessibility help all students see themselves as mathematical thinkers and doers who are fully capable of owning their mathematics learning.

### Digital Engagement

The digital elements of *Eureka Math<sup>2</sup> Tennessee Edition* add to students’ engagement with math. The curriculum provides teachers with digital slides for each lesson. In addition, each grade level includes wordless videos that spark students’ interest and curiosity. Students at all levels work through mathematical explorations that help lead to their own mathematical discoveries. Digital lessons and videos provide opportunities for students to wonder, explore, and make sense of mathematics, which contributes to the development of a strong, positive mathematical identity.

Domains	Cluster	Tennessee State Mathematics Standards	Aligned Components of <i>Eureka Math</i> <sup>2</sup> Tennessee Edition (Teacher Edition Page)
K.CC Counting and Cardinality	A. Know number names and the counting sequence.	<p>K.CC.A.1 Count to 100 by ones, fives, and tens. Count backward from 10.</p>	<p>M1 L4: Classify objects into three categories and count. (44)                      M1 L6: Organize, count, and represent a collection of objects. (74)                      M1 L11: Write numerals 1–3 to answer <i>how many</i> questions. (124)                      M1 L12: Write numerals 4 and 5 to answer <i>how many</i> questions. (134)                      M1 L19: Organize, count, and represent a collection of objects. (214)                      M1 L25: Write numerals 6 and 7. (304 )                      M1 L26: Write numeral 8. (312)                      M1 L27: Write numerals 9 and 10. (320)                      M1 L28: Order numerals 1–10 and reason about an unknown number in the number sequence. (330)                      M1 L33: Organize, count, and represent a collection of objects. (382)                      M6 L2: Find 10 ones in a teen number. (28)                      M6 L3: Write numerals 11–20. (38)                      M6 L4: Order numerals 0–20. (50)                      M6 L5: Reason about a number’s position in the number sequence. (60)                      M6 L14: Count by tens. (176)                      M6 L15: Count by tens by using math tools. (188)                      M6 L16: Use the structure of ten to count to 100. (202)                      M6 L17: Use patterns in the number sequence to count by ones within 100. (214)                      M6 L18: Count within and across decades when counting by ones, part 1. (224)                      M6 L19: Count within and across decades when counting by ones, part 2. (234)</p>
		<p>K.CC.A.2 Count forward by ones beginning from any given number within the known sequence (instead of having to begin at 1).</p>	<p>M5 L18: Count starting from a number other than 1 to find the total. (228)                      M5 L25: Identify and extend linear patterns. (306)                      M5 L26: Use a pattern to make a prediction. (318)                      M5 L30: Organize, count, and represent a collection of objects. (356)                      M6 L1: Describe teen numbers as 10 ones and ___ones. (16)                      M6 L2: Find 10 ones in a teen number. (28)                      M6 L5: Reason about a number’s position in the number sequence. (60)                      M6 L16: Use the structure of ten to count to 100. (202)                      M6 L17: Use patterns in the number sequence to count by ones within 100. (214)                      M6 L18: Count within and across decades when counting by ones, part 1. (224)                      M6 L19: Count within and across decades when counting by ones, part 2. (234)                      M6 L21: Count and compare sets with more than 10 objects. (256)</p>

Domains	Cluster	Tennessee State Mathematics Standards	Aligned Components of <i>Eureka Math</i> <sup>2</sup> Tennessee Edition (Teacher Edition Page)
K.CC Counting and Cardinality (Continued)	A. Know number names and the counting sequence. (Continued)	K.CC.A.3 Write numbers from 0 to 20. Represent a quantity of objects with a written number 0–20.	M1 L5: Classify objects into three categories, count, and match to a numeral. (60) M1 L7: Practice counting accurately. (86) M1 L9: Conserve number regardless of the arrangement of objects. (104) M1 L11: Write numerals 1–3 to answer <i>how many</i> questions. (124) M1 L12: Write numerals 4 and 5 to answer <i>how many</i> questions. (134) M1 L13: Count out enough objects and write the numeral. (144) M1 L14: Understand the meaning of zero and write the numeral. (156) M1 L15: Sort the same group of objects in more than one way and count. (166) M1 L16: Decompose a set shown in a picture. (178) M1 L20: Count objects in 5-group and array configurations and match to a numeral. (224) M1 L21: Count sets in circular configurations and match to a numeral. (236) M1 L22: Count sets in scattered configurations and match to a numeral. (246) M1 L23: Conserve number regardless of the order in which objects are counted. (284) M1 L25: Write numerals 6 and 7. (304) M1 L26: Write numeral 8. (312) M1 L27: Write numerals 9 and 10. (320) M1 L30: Build number stairs to show the pattern of 1 more in the forward count sequence. (352) M1 L32: Build number stairs to show the pattern of 1 less in the backward count sequence. (372) M6 L3: Write numerals 11–20. (38) M6 L4: Order numerals 0–20. (50) M6 L5: Reason about a number’s position in the number sequence. (60) M6 L6: Count out a group of objects to match a numeral. (74) M6 L7: Decompose numbers 10–20 with 10 as a part. (88) M6 L17: Use patterns in the number sequence to count by ones within 100. (214)
		K.CC.A.4 Recognize, describe, extend, and create patterns and explain a simple rule for a pattern using concrete materials. Analyze the structure of the repeating pattern by identifying the unit (core) of the pattern.	M5 L25: Identify and extend linear patterns. (306) M5 L26: Use a pattern to make a prediction. (318) M5 L28: Extend growing patterns. (338)
	B. Count to tell the number of objects.	K.CC.B.5.a When counting objects 1–20, say the number names in standard order, using one-to-one correspondence.	M1 L6: Organize, count, and represent a collection of objects. (74) M1 L7: Practice counting accurately. (86) M1 L13: Count out enough objects and write the numeral. (144) M1 L19: Organize, count, and represent a collection of objects. (214) M1 L33: Organize, count, and represent a collection of objects. (382)

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K.CC Counting and Cardinality (Continued)	B. Count to tell the number of objects. (Continued)	<p>K.CC.B.5.b Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>M1 L6: Organize, count, and represent a collection of objects. (74)                      M1 L7: Practice counting accurately. (86)                      M1 L9: Conserve number regardless of the arrangement of objects. (104)                      M1 L13: Count out enough objects and write the numeral. (144)                      M1 L19: Organize, count, and represent a collection of objects. (214)                      M1 L20: Count objects in 5-group and array configurations and match to a numeral. (224)                      M1 L23: Conserve number regardless of the order in which objects are counted. (284)                      M1 L33: Organize, count, and represent a collection of objects. (382)</p>
		<p>K.CC.B.5.c Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.</p>	<p>M1 L29: Model the pattern of 1 more in the forward count sequence. (342)                      M1 L30: Build number stairs to show the pattern of 1 more in the forward count sequence. (352)                      M1 L31: Model the pattern of 1 less in the backward count sequence. (362)                      M1 L32: Build number stairs to show the pattern of 1 less in the backward count sequence. (372)                      M6 L4: Order numerals 0–20. (50)</p>
		<p>K.CC.B.6 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1–20, count out that many objects.</p>	<p>M1 L3: Classify objects into two categories and count. (32)                      M1 L6: Organize, count, and represent a collection of objects. (74)                      M1 L7: Practice counting accurately. (86)                      M1 L8: Count sets in linear, array, and scattered configurations. (94)                      M1 L10: Count out a group of objects to match a numeral. (116)                      M1 L13: Count out enough objects and write the numeral. (144)                      M1 L14: Understand the meaning of zero and write the numeral. (156)                      M1 L17: Model story problems. (188)                      M1 L18: Model story problems and identify the numeral referents. (200)                      M1 L19: Organize, count, and represent a collection of objects. (214)                      M1 L20: Count objects in 5-group and array configurations and match to a numeral. (224)                      M1 L21: Count sets in circular configurations and match to a numeral. (236)                      M1 L22: Count sets in scattered configurations and match to a numeral. (246)                      M1 L23: Conserve number regardless of the order in which objects are counted. (284)                      M1 L24: Count out a group of objects to match a numeral. (296)                      M1 L26: Write numeral 8. (312)</p>

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K.CC Counting and Cardinality (Continued)	B. Count to tell the number of objects. (Continued)	K.CC.B.6 (Continued) Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1–20, count out that many objects.	M1 L30: Build number stairs to show the pattern of 1 more in the forward count sequence. (352) M1 L32: Build number stairs to show the pattern of 1 less in the backward count sequence. (372) M1 L33: Organize, count, and represent a collection of objects. (382) M6 L1: Describe teen numbers as 10 ones and ___ ones. (16) M6 L2: Find 10 ones in a teen number. (28) M6 L3: Write numerals 11–20. (38) M6 L4: Order numerals 0–20. (50) M6 L6: Count out a group of objects to match a numeral. (74) M6 L7: Decompose numbers 10–20 with 10 as a part. (88) M6 L10: Make sense of word problems involving teen numbers. (130) M6 L12: Investigate different ways to decompose teen numbers. (152) M6 L14: Count by tens. (176) M6 L15: Count by tens by using math tools. (188) M6 L16: Use the structure of ten to count to 100. (202) M6 L17: Use patterns in the number sequence to count by ones within 100. (214)
	C. Compare numbers.	K.CC.C.7 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	M3 L12: Relate <i>more</i> and <i>fewer</i> to length. (136) M3 L13: Compare sets by using <i>more than</i> , <i>fewer than</i> , and <i>the same number as</i> . (148) M3 L14: Use number to compare sets with like units. (160) M3 L15: Classify flat shapes into groups and compare the number of shapes in each group. (170) M3 L16: Count and compare sets with unlike units. (182) M3 L17: Count and compare sets in pictures. (196) M3 L21: Describe and compare several measurable attributes of objects and sets. (246) M6 L20: Compare totals in story situations. (246) M6 L21: Count and compare sets with more than 10 objects. (256) M6 L22: Compare area by comparing number. (268) M6 L23: Compare lengths of objects by using 10-sticks and individual cubes. (280)
		K.CC.C.8 Compare two given numbers up to 10, when written as numerals, using the terms <i>greater than</i> , <i>less than</i> , or <i>equal to</i> . (Students need not use comparison symbols here.)	M3 L16: Count and compare sets with unlike units. (182) M3 L18: Compare the capacity of containers by using numerals. (212) M3 L19: Compare numbers by using <i>greater than</i> , <i>less than</i> , and <i>equal to</i> . (222)

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K.CC Counting and Cardinality (Continued)	C. Compare numbers. (Continued)	K.CC.C.8 (Continued) Compare two given numbers up to 10, when written as numerals, using the terms <i>greater than</i> , <i>less than</i> , or <i>equal to</i> . (Students need not use comparison symbols here.)	M3 L20: Compare two numbers in story situations. (234) M3 L21: Describe and compare several measurable attributes of objects and sets. (246)
K.OA Operations and Algebraic Thinking	A. Represent and solve problems involving addition and subtraction.	K.OA.A.1 Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.	M4 L3: Decompose a group to identify parts and total. (40) M4 L4: Decompose a group and record parts and total by using a number bond. (52) M4 L6: Decompose a number in more than one way and record. (78) M4 L7: Find partners to 5. (88) M4 L10: Sort and record the decomposition with a number bond. (118) M4 L11: Model <i>put together with total unknown</i> story problems. (132) M4 L12: Draw to represent <i>put together with total unknown</i> story problems. (148) M4 L13: Choose a math tool to solve <i>put together with total unknown</i> story problems. (158) M4 L15: Choose a math tool to solve <i>take apart with both addends unknown</i> story situations. (182) M4 L16: Compose and decompose numbers and shapes. (194) M5 L1: Represent <i>add to with result unknown</i> story problems by using drawings and numbers. (20) M5 L2: Relate number sentences and number bonds through story problems. (32) M5 L3: Represent and solve <i>add to with result unknown</i> story problems. (42) M5 L4: Represent decomposition situations by using number bonds and addition sentences. (56) M5 L5: Represent <i>take apart with both addends unknown</i> situations with a number sentence. (66) M5 L6: Tell addition story problems starting from number sentence models. (80) M5 L7: Find the total in an addition sentence. (90) M5 L8: Understand taking away as a type of subtraction. (106) M5 L9: Represent <i>take from with result unknown</i> story problems by using drawings and numbers. (116) M5 L10: Represent and solve <i>take from with result unknown</i> story problems. (128) M5 L11: Represent decomposition situations by using number bonds and subtraction sentences. (140) M5 L12: Relate parts to total in subtraction situations. (150) M5 L13: Tell subtraction story problems starting from number sentence models. (164) M5 L14: Find the difference in a subtraction sentence. (174) M5 L15: Identify the action in a problem to represent and solve it. (190)

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<p>K.OA Operations and Algebraic Thinking (Continued)</p>	<p>A. Represent and solve problems involving addition and subtraction. (Continued)</p>	<p>K.OA.A.1 (Continued) Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.</p>	<p>M5 L16: Relate addition and subtraction through word problems. (202)                      M5 L19: Represent and solve <i>take from with change unknown</i> problems. (240)                      M5 L20: Find the number that makes 10 and record with a number sentence. (252)                      M5 L21: Organize drawings to solve problems efficiently. (262)                      M5 L27: Solve story problems by using repeated reasoning. (328)                      M5 L29: Reason about numbers to add and subtract. (348)                      M6 L7: Decompose numbers 10–20 with 10 as a part. (88)                      M6 L8: Represent teen number compositions and decompositions as addition sentences. (100)                      M6 L9: Represent teen number decompositions as subtraction sentences. (118)                      M6 L10: Make sense of word problems involving teen numbers. (130)                      M6 L11: Represent teen number decompositions as 10 ones and some ones and find a hidden part. (140)                      M6 L12: Investigate different ways to decompose teen numbers. (152)</p>
		<p>K.OA.A.2 Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.</p>	<p>M4 L11: Model <i>put together with total unknown</i> story problems. (132)                      M4 L12: Draw to represent <i>put together with total unknown</i> story problems. (148)                      M4 L13: Choose a math tool to solve <i>put together with total unknown</i> story problems. (158)                      M4 L14: Model <i>take apart with both addends unknown</i> situations. (170)                      M4 L15: Choose a math tool to solve <i>take apart with both addends unknown</i> situations. (182)                      M4 L16: Compose and decompose numbers and shapes. (194)                      M5 L1: Represent <i>add to with result unknown</i> story problems by using drawings and numbers. (20)                      M5 L2: Relate number sentences and number bonds through story problems. (32)                      M5 L3: Represent and solve <i>add to with result unknown</i> story problems. (42)                      M5 L5: Represent <i>take apart with both addends unknown</i> situations with a number sentence. (66)                      M5 L6: Tell addition story problems starting from number sentence models. (80)                      M5 L9: Represent <i>take from with result unknown</i> story problems by using drawings and numbers. (116)                      M5 L10: Represent and solve <i>take from with result unknown</i> story problems. (128)                      M5 L11: Represent decomposition situations by using number bonds and subtraction sentences. (140)                      M5 L12: Relate parts to total in subtraction situations. (150)                      M5 L13: Tell subtraction story problems starting from number sentence models. (164)</p>



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K.OA Operations and Algebraic Thinking (Continued)	A. Represent and solve problems involving addition and subtraction. (Continued)	<p>K.OA.A.2 (Continued) Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.</p>	<p>M5 L15: Identify the action in a problem to represent and solve it. (190) M5 L16: Relate addition and subtraction through word problems. (202) M5 L17: Reason about different units to solve story problems. (218) M5 L18: Count starting from a number other than 1 to find the total. (228) M5 L19: Represent and solve <i>take from with change unknown</i> problems. (240) M5 L20: Find the number that makes 10 and record with a number sentence. (252) M5 L21: Organize drawings to solve problems efficiently. (262) M5 L27: Solve story problems by using repeated reasoning. (328) M5 L29: Reason about numbers to add and subtract. (348)</p>
		<p>K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p>	<p>M4 L4: Decompose a group and record parts and total by using a number bond. (52) M4 L5: Sort to decompose a number in more than one way. (66) M4 L6: Decompose a number in more than one way and record. (78) M4 L7: Find partners to 5. (88) M4 L8: Find partners to 10. (98) M4 L9: Compose shapes in more than one way. (108) M4 L14: Model <i>take apart with both addends unknown</i> situations. (170) M4 L15: Choose a math tool to solve <i>take apart with both addends unknown</i> situations. (182) M4 L16: Compose and decompose numbers and shapes. (194) M4 L18: Use the structure of 5 and 10 to build a rekenrek. (214) M5 L4: Represent decomposition situations by using number bonds and addition sentences. (56) M5 L5: Represent <i>take apart with both addends unknown</i> situations with a number sentence. (66) M5 L8: Understand taking away as a type of subtraction. (106)</p>
		<p>K.OA.A.4 Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.</p>	<p>M5 L19: Represent and solve <i>take from with change unknown</i> problems. (240) M5 L20: Find the number that makes 10 and record with a number sentence. (252) M5 L21: Organize drawings to solve problems efficiently. (262) M5 L29: Reason about numbers to add and subtract. (348)</p>
		<p>K.OA.A.5 Use mental strategies flexibly to develop fluency in addition and subtraction within 10.</p>	<p>M5 L7: Find the total in an addition sentence. (90) M5 L14: Find the difference in a subtraction sentence. (174) M5 L22: Visualize to add and subtract mentally by using story cards. (276) M5 L23: Add and subtract mentally by using representative tools. (284) M5 L24: Use mental strategies to add and subtract within 10. (292)</p>



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K.NBT Number and Operations in Base Ten	A. Work with numbers 11–19 to gain foundations for place value.	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones by using objects or drawings (e.g., 18 equals 10 + 8). Record the composition or decomposition using a drawing or by writing an equation.	M6 L1: Describe teen numbers as 10 ones and ___ ones. (16) M6 L2: Find 10 ones in a teen number. (28) M6 L3: Write numerals 11–20. (38) M6 L4: Order numerals 0–20. (50) M6 L6: Count out a group of objects to match a numeral. (74) M6 L7: Decompose numbers 10–20 with 10 as a part. (88) M6 L8: Represent teen number compositions and decompositions as addition sentences. (100) M6 L9: Represent teen number decompositions as subtraction sentences. (118) M6 L10: Make sense of word problems involving teen numbers. (130) M6 L11: Represent teen number decompositions as 10 ones and some ones and find a hidden part. (140) M6 L21: Count and compare sets with more than 10 objects. (256)
K.MD Measurement and Data	A. Describe and compare measurable attributes.	K.MD.A.1 Describe the measurable attributes of an object, such as length (long/short), height (tall/short), or weight (heavy/light).	M3 L1: Align endpoints to compare lengths by using <i>taller than</i> and <i>shorter than</i> . (14) M3 L2: Compare lengths of simple straight objects by using <i>longer than</i> , <i>shorter than</i> , and <i>about the same length as</i> . (24) M3 L7: Compare weights by using <i>heavier than</i> , <i>lighter than</i> , and <i>about the same weight as</i> . (82) M3 L12: Relate <i>more</i> and <i>fewer</i> to length. (136) M3 L18: Compare the capacity of containers by using numerals. (212) M3 L20: Compare two numbers in story situations. (234) M3 L21: Describe and compare several measurable attributes of objects and sets. (246)
		K.MD.A.2 Directly compare two objects with a measurable attribute in common, to describe which object has more of/less of the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter.	M3 L1: Align endpoints to compare lengths by using <i>taller than</i> and <i>shorter than</i> . (14) M3 L2: Compare lengths of simple straight objects by using <i>longer than</i> , <i>shorter than</i> , and <i>about the same length as</i> . (24) M3 L3: Compare lengths of complex objects by using <i>longer than</i> , <i>shorter than</i> , and <i>about the same length as</i> . (34) M3 L4: Compare the lengths of cube sticks to flat shapes. (44) M3 L5: Compare the lengths of two cube sticks. (56) M3 L6: Compose cube sticks that are the same length. (68) M3 L7: Compare weights by using <i>heavier than</i> , <i>lighter than</i> , and <i>about the same weight as</i> . (82) M3 L8: Use a balance scale to compare two objects. (92) M3 L9: Use a balance scale to compare an object to a group of cubes. (102) M3 L10: Use a balance scale to compare an object to different units. (112)

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K.MD Measurement and Data (Continued)	A. Describe and compare measurable attributes. (Continued)	K.MD.A.2 (Continued) Directly compare two objects with a measurable attribute in common, to describe which object has more of/less of the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter.	M3 L11: Observe conservation of weight on the balance scale. (124) M3 L12: Relate <i>more</i> and <i>fewer</i> to length. (136) M3 L21: Describe and compare several measurable attributes of objects and sets. (246)
	B. Work with money.	K.MD.B.3 Identify the penny, nickel, dime, and quarter based on their attributes (size and color) and recognize the value of each.	M3 L23: Describe attributes of coins. (268) M3 L24: Identify coins by name and value. (282) M3 L25: Sort and compare sets of coins. (292)
	C. Classify objects and count the number of objects in each category.	K.MD.C.4 Sort a collection of objects into a given category, with 10 or fewer in each category. Compare the categories by group size.	M1 L1: Compare objects based on their attributes. (16) M1 L2: Classify objects into two categories. (24) M1 L3: Classify objects into two categories and count. (32) M1 L4: Classify objects into three categories and count. (44) M1 L5: Classify objects into three categories, count, and match to a numeral. (60) M1 L15: Sort the same group of objects in more than one way and count. (166) M1 L16: Decompose a set shown in a picture. (178) M3 L13: Compare sets by using <i>more than</i> , <i>fewer than</i> , and <i>the same number as</i> . (148) M3 L14: Use number to compare sets with like units. (160) M3 L15: Classify flat shapes into groups and compare the number of shapes in each group. (170)
K.G Geometry	A. Identify and describe shapes and solids.	K.G.A.1 Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.	M2 L2: Classify shapes as triangles or nontriangles. (34) M2 L3: Classify shapes as circles, hexagons, or neither. (48) M2 L4: Classify shapes as rectangles or nonrectangles, with square rectangles as a special case. (60) M2 L5: Communicate the position of flat shapes by using position words. (72) M2 L7: Name solid shapes and discuss their attributes. (94) M2 L10: Construct a circle. (138) M2 L14: Compose flat shapes. (180)
		K.G.A.2 Correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.	M2 L2: Classify shapes as triangles or nontriangles. (34) M2 L3: Classify shapes as circles, hexagons, or neither. (48) M2 L4: Classify shapes as rectangles or nonrectangles, with square rectangles as a special case. (60) M2 L5: Communicate the position of flat shapes by using position words. (72) M2 L7: Name solid shapes and discuss their attributes. (94) M2 L8: Classify solid shapes based on the ways they can be moved. (110)

Domains	Cluster	Tennessee State Mathematics Standards	Aligned Components of <i>Eureka Math</i> <sup>2</sup> Tennessee Edition (Teacher Edition Page)
K.G Geometry (Continued)	A. Identify and describe shapes and solids. (Continued)	K.G.A.2 (Continued) Correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.	M2 L9: Match solid shapes to their two-dimensional faces. (122) M2 L11: Construct and classify polygons. (148) M2 L14: Compose flat shapes. (180)
		K.G.A.3 Identify shapes (squares, circles, triangles, rectangles, hexagons) as two-dimensional and solids (cubes, cones, cylinders, and spheres) as three-dimensional.	M2 L6: Distinguish between flat and solid shapes. (84) M2 L9: Match solid shapes to their two-dimensional faces. (122) M2 L12: Construct solid shapes by using a square base. (158)
	B. Analyze, compare, create, and compose shapes.	K.G.B.4 Describe similarities and differences between two- and three-dimensional shapes/solids, in different sizes and orientations.	M2 L1: Find and describe attributes of flat shapes. (14) M2 L2: Classify shapes as triangles or nontriangles. (34) M2 L3: Classify shapes as circles, hexagons, or neither. (48) M2 L4: Classify shapes as rectangles or nonrectangles, with square rectangles as a special case. (60) M2 L6: Distinguish between flat and solid shapes. (84) M2 L7: Name solid shapes and discuss their attributes. (94) M2 L8: Classify solid shapes based on the ways they can be moved. (110) M2 L9: Match solid shapes to their two-dimensional faces. (122) M2 L10: Construct a circle. (138) M2 L11: Construct and classify polygons. (148) M2 L12: Construct solid shapes by using a square base. (158) M2 L13: Draw flat shapes. (170) M2 L15: Compose solid shapes to create a structure that can fit a toy inside. (190)
		K.G.B.5 Model shapes/solids in the world by building or drawing them.	M2 L10: Construct a circle. (138) M2 L11: Construct and classify polygons. (148) M2 L12: Construct solid shapes by using a square base. (158) M2 L13: Draw flat shapes. (170)
		K.G.B.6 Compose a figure using simple shapes/solids and identify smaller shapes/solids within the figure.	M4 L1: Compose flat shapes and count the parts. (18) M4 L2: Decompose flat shapes and count the parts. (28) M4 L9: Compose shapes in more than one way. (108) M4 L16: Compose and decompose numbers and shapes. (194)