
Grade 1 | Nebraska's College and Career Ready Standards for Mathematics Correlation to *Eureka Math*²®

When the original *Eureka Math*[®] curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds[®] teacher–writers have created *Eureka Math*²®, 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*² carefully sequences mathematical content to maximize vertical alignment—a principle tested and proven to be essential in students' mastery of math—from kindergarten through high school.

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*² 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*² incorporates Universal Design for Learning principles so all learners can access the 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*² 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*² add to students' engagement with the 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.

Nebraska Mathematical Processes	Aligned Components of <i>Eureka Math</i> ²
<p>MP.1 Make sense of problems and persevere in solving them.</p>	<p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p>
<p>MP.2 Reason quantitatively and abstractly and consider the reasoning of others.</p>	<p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p>
<p>MP.3 Create and use representations to organize, record, and communicate mathematical ideas.</p>	<p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p>
<p>MP.4 Analyze mathematical relationships to connect mathematical ideas.</p>	<p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p>
<p>MP.5 Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p>	<p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p>

Number: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

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Aligned Components of *Eureka Math*²

<p>1.N.1.a</p> <p>Without counting, recognize and verbally label arrangements for briefly shown collections up to 20 (e.g., “I saw 16.” “How did you know?” “I saw 10 and 6, that is 16”).</p>	<p><i>Fluency activities provide opportunities for students to subitize.</i></p>
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Number: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities to extend the counting sequence.

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<p>1.N.2. a</p> <p>Count verbally by ones and tens within 120 starting at any given number.</p>	<p>1 M3 Lesson 15: Count and record a collection of objects.</p> <p>1 M3 Lesson 16: Identify ten as a unit.</p> <p>1 M6 Topic D: Count and Represent Numbers Beyond 100</p>
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<p>1.N.2.b</p> <p>Count verbally by ones and tens within 120 starting at any given number. Understand that the given number is a direct representation of the total objects in a given set and counting on each successive number represents adding an additional object, and counting back each proceeding number represents removing an object.</p>	<p><i>Fluency activities provide opportunities for students to count verbally by ones and tens within 120 starting at any given number and to demonstrate their understandings.</i></p>
<p>1.N.2.c</p> <p>Write numerals to match a representation of a given set of objects for numbers up to 120.</p>	<p>1 M3 Lesson 15: Count and record a collection of objects. 1 M3 Lesson 16: Identify ten as a unit. 1 M5 Lesson 2: Count a collection and record the total in units of tens and ones. 1 M5 Lesson 3: Recognize the place value of digits in a two-digit number. 1 M5 Lesson 5: Reason about equivalent representations of a number. 1 M6 Topic D: Count and Represent Numbers Beyond 100</p>
<p>1.N.2.d</p> <p>Understand patterns of skip counting by 2s, 5s, and 10s.</p>	<p><i>Fluency activities provide opportunities for students to count by tens.</i></p> <p><i>Supplemental material is necessary to address this standard.</i></p>

Number: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.N.3 Base Ten: Students will represent and compare two-digit numbers to gain foundations for place value.

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<p>1.N.3.a</p> <p>Understand 10 as a bundle, collection, or (more abstractly) composition of ten ones and that the two digits of a two-digit number represent a composition of some tens and some ones.</p>	<p>1 M1 Lesson 12: Count on from 10 to find an unknown total.</p> <p>1 M3 Topic D: Reason about Ten as a Unit to Add or Subtract</p> <p>1 M4 Lesson 8: Draw to represent a length measurement.</p> <p>1 M4 Lesson 9: Represent a total length as units of tens and ones.</p> <p>1 M5 Lesson 2: Count a collection and record the total in units of tens and ones.</p> <p>1 M5 Lesson 3: Recognize the place value of digits in a two-digit number.</p> <p>1 M5 Lesson 4: Represent a number in multiple ways by trading 10 ones for a ten.</p> <p>1 M5 Lesson 5: Reason about equivalent representations of a number.</p> <p>1 M5 Lesson 8: Use place value reasoning to write and compare 2 two-digit numbers.</p>
<p>1.N.3.b</p> <p>Compare two, two-digit numbers using words greater than, less than, equal to, and symbols $<$, $>$, $=$. Justify comparisons based on the number of tens and ones.</p>	<p>1 M1 Lesson 2: Organize and represent data to compare two categories.</p> <p>1 M1 Lesson 3: Sort to represent and compare data with three categories.</p> <p>1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph.</p> <p>1 M1 Lesson 6: Use tally marks to represent and compare data.</p> <p>1 M4 Lesson 5: Measure and compare lengths.</p> <p>1 M5 Topic B: Use Place Value to Compare</p>

Number: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.N.4 Number and Operations: Students will compute using addition and subtraction.

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<p>1.N.4.a</p> <p>Add and subtract within 20, using flexible strategies such as counting on or counting back, making ten, using ten, and using doubles and near doubles.</p>	<p>1 M1 Lesson 14: Count on to find the total of an addition expression.</p> <p>1 M1 Lesson 17: Add 0 and 1 to any number.</p> <p>1 M1 Lesson 20: Find all two-part expressions equal to 6.</p> <p>1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8.</p> <p>1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10.</p> <p>1 M1 Lesson 23: Find the totals of doubles +1 facts.</p> <p>1 M1 Lesson 24: Use known facts to make easier problems.</p> <p>1 M2 Lesson 2: Subtract all or subtract 0.</p> <p>1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total.</p> <p>1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently.</p> <p>1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems.</p> <p>1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract.</p> <p>1 M3 Lesson 1: Group to make ten when there are three parts.</p> <p>1 M3 Lesson 4: Use properties of addition to make three-addend expressions easier.</p> <p>1 M3 Topic B: Make Easier Problems to Add</p> <p>1 M3 Lesson 13: Count on to make ten within 20.</p> <p>1 M3 Lesson 14: Count on to make the next ten within 100.</p> <p>1 M3 Lesson 17: Add a two-digit number and a one-digit number.</p> <p>1 M3 Lesson 18: Subtract a one-digit number from a two-digit number.</p> <p>1 M3 Lesson 20: Use strategies to subtract from a teen number.</p> <p>1 M3 Lesson 21: Take from ten to subtract from a teen number, part 1.</p>
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<p>1.N.4.a <i>continued</i></p>	<p>1 M3 Lesson 22: Take from ten to subtract from a teen number, part 2.</p> <p>1 M3 Lesson 23: Subtract by counting on.</p> <p>1 M3 Lesson 24: Decompose the subtrahend to count back.</p> <p>1 M3 Lesson 25: Choose a strategy to make an easier problem.</p>
<p>1.N.4.b</p> <p>Efficiently, flexibly, and accurately add and subtract within 10.</p>	<p>1 M1 Lesson 14: Count on to find the total of an addition expression.</p> <p>1 M1 Lesson 17: Add 0 and 1 to any number.</p> <p>1 M1 Lesson 20: Find all two-part expressions equal to 6.</p> <p>1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8.</p> <p>1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10.</p> <p>1 M1 Lesson 23: Find the totals of doubles +1 facts.</p> <p>1 M1 Lesson 24: Use known facts to make easier problems.</p> <p>1 M2 Lesson 2: Subtract all or subtract 0.</p> <p>1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total.</p> <p>1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently.</p> <p>1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems.</p> <p>1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract.</p>
<p>1.N.4.c</p> <p>Find the difference between two numbers that are multiples of 10, ranging from 10 to 90 using concrete models, drawings, or strategies, and write the corresponding equation.</p>	<p>1 M5 Lesson 15: Count on and back by tens to add and subtract.</p> <p>1 M5 Lesson 16: Use related single-digit facts to add and subtract multiples of ten.</p> <p>1 M5 Lesson 17: Use tens to find an unknown part.</p> <p>1 M5 Lesson 18: Determine if number sentences involving addition and subtraction are true or false.</p>

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<p>1.N.4.d</p> <p>Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used.</p>	<p>1 M5 Lesson 6: Add 10 or take 10 from a two-digit number.</p>
<p>1.N.4.e</p> <p>Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and a multiple of ten, using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.</p>	<p>1 M5 Topic C: Addition of One-Digit and Two-Digit Numbers</p> <p>1 M5 Topic D: Addition and Subtraction of Tens</p> <p>1 M5 Topic E: Addition of Two-Digit Numbers</p> <p>1 M6 Topic F: Extending Addition to 100</p>
<p>1.N.4.f</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; sometimes it is necessary to compose a ten.</p>	<p>1 M5 Topic C: Addition of One-Digit and Two-Digit Numbers</p> <p>1 M5 Topic D: Addition and Subtraction of Tens</p> <p>1 M5 Topic E: Addition of Two-Digit Numbers</p> <p>1 M6 Topic F: Extending Addition to 100</p>

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<p>1.N.4.g</p> <p>Subtract multiples of ten from two-digit numbers (positive or zero differences) using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
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Number: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.N.5 Number and Algebraic Relationships: Students will understand and apply properties of operations and the relationship between addition and subtraction to solve problems.

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<p>1.N.5.a</p> <p>Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., $4 = 4$, $6 = 7 - 1$, $6 + 3 = 3 + 6$, $7 + 2 = 5 + 4$).</p>	<p>1 M1 Lesson 18: Determine whether number sentences are true or false.</p> <p>1 M1 Lesson 19: Reason about the meaning of the equal sign.</p> <p>1 M1 Lesson 24: Use known facts to make easier problems.</p> <p>1 M2 Lesson 20: Add or subtract to make groups equal.</p> <p>1 M5 Lesson 18: Determine if number sentences involving addition and subtraction are true or false.</p> <p>1 M5 Lesson 22: Decompose both addends and add like units.</p> <p>1 M5 Lesson 23: Decompose an addend and add tens first.</p> <p>1 M5 Lesson 24: Decompose an addend to make the next ten.</p> <p>1 M5 Lesson 25: Compare equivalent expressions used to solve two-digit addition equations.</p>
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<p>1.N.5.b</p> <p>Use the relationship of addition and subtraction to solve subtraction problems (e.g., find $12 - 9 = \underline{\quad}$, using the addition fact $9 + 3 = 12$).</p>	<p>1 M2 Lesson 17: Use related addition facts to subtract from 10.</p> <p>1 M2 Lesson 18: Use related addition facts to subtract.</p> <p>1 M2 Lesson 19: Determine the value of the unknown in various positions.</p>
<p>1.N.5.c</p> <p>Determine the unknown whole number in an addition or subtraction equation (e.g., $7 + ? = 13$).</p>	<p>1 M2 Lesson 10: Represent and find an unknown addend in equations.</p> <p>1 M2 Lesson 12: Represent and find an unknown subtrahend in equations.</p> <p>1 M2 Lesson 13: Represent and solve <i>add to</i> and <i>take from with change unknown</i> problems.</p> <p>1 M2 Lesson 15: Relate counting on and counting back to find an unknown part.</p> <p>1 M2 Lesson 19: Determine the value of the unknown in various positions.</p>
<p>1.N.5.d</p> <p>Use the commutative property of addition to develop addition strategies and compose/decompose numbers to develop addition and subtraction strategies.</p>	<p>1 M1 Lesson 9: Count on from both parts and record part–total relationships.</p> <p>1 M1 Lesson 15: Use the commutative property to count on from the larger addend.</p> <p>1 M1 Lesson 16: Use the commutative property to find larger totals.</p> <p>1 M3 Topic A: Make Easier Problems with Three Addends</p> <p>1 M3 Topic B: Make Easier Problems to Add</p> <p>1 M3 Topic C: Make Easier Addition Problems with a Linear Model</p> <p>1 M3 Lesson 26: Pose and solve varied word problems.</p>
<p>1.N.5.e</p> <p>Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using flexible strategies with objects, drawings, and/or equations.</p>	<p>1 M3 Lesson 2: Make ten with three addends.</p> <p>1 M3 Lesson 3: Represent and solve three-addend word problems.</p> <p>1 M3 Lesson 11: Represent and compare related situation equations, part 1.</p> <p>1 M3 Lesson 12: Represent and compare related situation equations, part 2.</p> <p>1 M3 Lesson 26: Pose and solve varied word problems.</p>

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<p>1.N.5.f</p> <p>Solve authentic problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.</p>	<p>1 M2 Lesson 1: Represent <i>result unknown</i> problems and record as addition or subtraction number sentences.</p> <p>1 M2 Topic B: Relate and Distinguish Addition and Subtraction</p> <p>1 M2 Lesson 8: Interpret and find an unknown change.</p> <p>1 M2 Lesson 9: Represent and solve <i>add to with change unknown</i> problems.</p> <p>1 M2 Lesson 11: Represent and solve <i>take from with change unknown</i> problems.</p> <p>1 M2 Lesson 13: Represent and solve <i>add to</i> and <i>take from with change unknown</i> problems.</p> <p>1 M2 Lesson 14: Represent and solve <i>put together/take apart with addend unknown</i> problems.</p> <p>1 M2 Lesson 21: Represent and solve <i>compare with difference unknown</i> problems, part 1.</p> <p>1 M2 Lesson 22: Represent and solve <i>compare with difference unknown</i> problems, part 2.</p> <p>1 M3 Lesson 11: Represent and compare related situation equations, part 1.</p> <p>1 M3 Lesson 12: Represent and compare related situation equations, part 2.</p> <p>1 M3 Lesson 19: Solve <i>take from with change unknown</i> problems with totals in the teens.</p> <p>1 M3 Lesson 26: Pose and solve varied word problems.</p> <p>1 M4 Lesson 10: Compare to find how much longer.</p> <p>1 M4 Lesson 11: Compare to find how much shorter.</p> <p>1 M4 Lesson 12: Find the unknown longer length.</p> <p>1 M4 Lesson 13: Find the unknown shorter length.</p> <p>1 M6 Topic E: Deepening Problem Solving</p>
<p>1.N.5.g</p> <p>Create an authentic problem to represent a given equation involving addition and subtraction within 20.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>

Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.G.1 Shapes and Their Attributes: Students will represent and describe the attributes of two-dimensional shapes.

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<p>1.G.1.a</p> <p>Determine geometric attributes of two-dimensional shapes regardless of orientation or size for rhombi, trapezoids, and hexagons (e.g., a hexagon is closed with six sides).</p>	<p>1 M6 Lesson 1: Name two-dimensional shapes based on the number of sides.</p> <p>1 M6 Lesson 2: Sort and name two-dimensional shapes based on attributes.</p> <p>1 M6 Lesson 3: Draw two-dimensional shapes and identify defining attributes.</p>
<p>1.G.1.b</p> <p>Determine geometric attributes of three-dimensional shapes including cones, cylinders, cubes, and rectangular prisms regardless of orientation or size.</p>	<p>1 M6 Lesson 4: Name solid shapes and describe their attributes.</p> <p>1 M6 Lesson 5: Reason about the functionality of three-dimensional shapes based on their attributes.</p>
<p>1.G.1.c</p> <p>Describe lines and sides of shapes as parallel or non-parallel.</p>	<p>1 M6 Lesson 2: Sort and name two-dimensional shapes based on attributes.</p> <p>1 M6 Lesson 3: Draw two-dimensional shapes and identify defining attributes.</p>
<p>1.G.1.d</p> <p>Partition circles and rectangles into two and four equal parts using the language halves and fourths.</p>	<p>1 M6 Lesson 10: Reason about equal and not equal shares.</p> <p>1 M6 Lesson 11: Name equal shares as halves or fourths.</p> <p>1 M6 Lesson 12: Partition shapes into halves, fourths, and quarters.</p> <p>1 M6 Lesson 13: Relate the number of equal shares to the size of the shares.</p>

Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.G.2 Measurement: Students will measure and compare lengths.

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<p>1.G.2.a</p> <p>Measure the length of an object as a whole number of same-size, non-standard units by placing them end to end.</p>	<p>1 M4 Topic B: Length Measurement and Comparison</p> <p>1 M4 Lesson 10: Compare to find how much longer.</p> <p>1 M4 Lesson 11: Compare to find how much shorter.</p> <p>1 M4 Lesson 14: Measure to find patterns.</p>
<p>1.G.2.b</p> <p>Order three objects by directly comparing their lengths or indirectly by using a third object.</p>	<p>1 M4 Topic A: Direct and Indirect Length Comparison</p> <p>1 M4 Lesson 5: Measure and compare lengths.</p> <p>1 M4 Lesson 6: Measure and order lengths.</p>

Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.G.3 Time and Money: Students will solve problems with coins and tell time to the half hour.

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<p>1.G.3.a</p> <p>Understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones and solve problems involving dimes and pennies using the ¢ symbol appropriately.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>

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<p>1.G.3.b</p> <p>Count collections of like coins (penny, nickel, and dime) relating to patterns of counting by 1s, 5s, and 10s.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
<p>1.G.3.c</p> <p>Tell and write time to the half hour and hour using analog and digital clocks.</p>	<p>1 M5 Lesson 1: Tell time to the hour and half hour by using digital and analog clocks.</p> <p>1 M6 Lesson 14: Tell time to the half hour with the term <i>half past</i>.</p> <p>1 M6 Lesson 15: Reason about the location of the hour hand to tell time.</p>

Data: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

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<p>1.D.1.a</p> <p>Collect, organize, and represent a data set with up to three categories using a picture graph.</p>	<p>1 M1 Lesson 2: Organize and represent data to compare two categories.</p> <p>1 M1 Lesson 3: Sort to represent and compare data with three categories.</p> <p>1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph.</p> <p>1 M1 Lesson 5: Organize and represent categorical data.</p> <p>1 M2 Lesson 23: Compare categories in a graph to figure out how many more.</p>
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Data: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

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<p>1.D.2.a</p> <p>Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.</p>	<p>1 M1 Lesson 2: Organize and represent data to compare two categories.</p> <p>1 M1 Lesson 3: Sort to represent and compare data with three categories.</p> <p>1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph.</p> <p>1 M1 Lesson 5: Organize and represent categorical data.</p> <p>1 M2 Lesson 23: Compare categories in a graph to figure out how many more.</p>