Grade 1 | Georgia's K–12 Mathematics Standards Correlation to *Eureka Math*®

About *Eureka Math*

Created by Great Minds®, a mission-driven Public Benefit Corporation, *Eureka Math*® helps teachers deliver unparalleled math instruction that provides students with a deep understanding and fluency in math. Crafted by teachers and math scholars, the curriculum carefully sequences the mathematical progressions to maximize coherence from Prekindergarten through Precalculus—a principle tested and proven to be essential in students' mastery of math.

Teachers and students using *Eureka Math* find the trademark "Aha!" moments in *Eureka Math* to be a source of joy and inspiration, lesson after lesson, year after year.

Aligned

Great Minds offers detailed analyses that demonstrate how each grade of *Eureka Math* aligns with specific state standards. Access these free alignment studies at greatminds.org/state-studies.
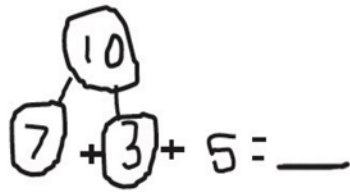
Data

Schools and districts nationwide are experiencing student growth and impressive test scores after using *Eureka Math*. See their stories and data at greatminds.org/data.

Full Suite of Resources

Great Minds offers the *Eureka Math* curriculum as PDF downloads for free, noncommercial use. Access the free PDFs at greatminds.org/math/curriculum.

The teacher–writers who created the curriculum have also developed essential resources, available only from Great Minds, including the following:

- Printed material in English and Spanish
- Digital resources
- Professional development
- Classroom tools and manipulatives
- Teacher support materials
- Parent resources

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
MP.1 Make sense of problems and persevere in solving them.	Lessons in every module engage students in mathematical practices. These are designated in the Module Overview and labeled in lessons. For example:
MP.2 Reason abstractly and quantitatively.	
MP.3 Construct viable arguments and critique the reasoning of others.	
MP.4 Model with mathematics.	
MP.5 Use appropriate tools strategically.	
MP.6 Attend to precision.	
MP.7 Look for and make use of structure.	
MP.8 Look for and express regularity in repeated reasoning.	

Aligned example content:

A STORY OF UNITS — Lesson 2 **1•2**

T: So, even though they added two different numbers together first, did they get the same total?
S: Yes!
T: Wow! Okay. Let's try this again. Let's use Bob's strategy of making ten from two of our addends. (Write 7 + 5 + 3 = ___.) Write the equation. Draw to show the three amounts.
S: (Draw to show the three quantities.)
T: What two numbers make ten?
S: 7 and 3.
T: Good. Show that 7 and 3 make ten in your drawing by circling like we did yesterday with the string.
S: (Circle the 3 and the 7, making a group of 10.)
T: Here is a new number sentence that shows what numbers you added first. (Write 7 + 3 + 5 = ___.)
T: I'll make a number bond to show how you made ten from two numbers. (Bond the 7 and 3 to make ten.)
T: You just showed 10 and 5 more, which equals…?
S: 15.
T: Good. I'll show how we solved for the unknown. I'll write the new number sentence explaining what we just did, starting with 10.
S: (Solve 7 + 3 + 5 = ___ while the teacher writes 10 + 5 = 15.)
T: Jo showed us at the beginning of the lesson that she could solve from left to right, without moving the addends around, in order to get the same answer as Bob. Work and talk with your partner to see if this is true again!

MP.7 (label in margin)

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Addends should be chosen so that students can easily identify the partners to ten, recognizing that they can add these two addends first, regardless of where they are positioned within the number sentence. If students are not fluent with 7 and 3, they may be replaced with 9 and 1, respectively.

Repeat this process using the following suggested sequence: 9 + 2 + 1, 2 + 4 + 8 (highlighting that students might begin with the 8 rather than the 2), 4 + 3 + 6, and 3 + 8 + 7. Students complete the number sentence while the teacher completes the drawing for the third example.

Mathematical Modeling Framework	Aligned Components of *Eureka Math*
MF.1 Explore and describe real-life, mathematical situations or problems.	Lessons in every module engage students in mathematical modeling.
MF.2 Gather information, make assumptions, and define variables related to the problem.	
MF.3 Create a model and arrive at a solution to explain the problem presented.	
MF.4 Analyze and revise models, as necessary.	
MF.5 Evaluate the model and interpret solutions generated from other models. Draw and validate conclusions.	

Framework for Statistical Reasoning	Aligned Components of *Eureka Math*
SR Create a statistical investigative question that can be answered using data involving numerical values within 20. Collect, analyze, and interpret categorical data presented as picture graphs and bar graphs (with single-unit scales) with up to three categories from actual situations to answer the question posed.	Lessons in Module 3 engage students in statistical reasoning. *Supplemental material is necessary to fully address the Framework for Statistical Reasoning.*
SR.1 Ask: Create a statistical investigative question that can be answered by gathering, representing, and interpreting data.	
SR.2 Collect: Determine strategies for collecting and organizing data within 20 to answer a statistical investigative question.	
SR.3 Analyze: Create a picture graph and a bar graph (with single-unit scale) to represent a data set with up to three categories. Analyze the information by asking and answering questions about the data.	
SR.4 Interpret: Interpret categorical data to answer the statistical investigative question created, including total number of data points, how many in each category, and how many more or less are in one category than another.	

Numerical Reasoning—counting, numbers, equality, place value, addition, subtraction

1.NR.1 Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.1.1 Count within 120, forward and backward, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral.	G1 M4 Lesson 1: Compare the efficiency of counting by ones and counting by tens. G1 M6 Lesson 7: Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120. G1 M6 Lesson 8: Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart. G1 M6 Lesson 9: Represent up to 120 objects with a written numeral.
1.NR.1.2 Explain that the two digits of a 2-digit number represent the amounts of tens and ones.	G1 M2 Topic D: Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones G1 M4 Topic A: Tens and Ones G1 M4 Lesson 23: Interpret two-digit numbers as tens and ones, including cases with more than 9 ones. G1 M6 Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100. G1 M6 Lesson 4: Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones. G1 M6 Lesson 24: Use dimes and pennies as representations of numbers to 120.
1.NR.1.3 Compare and order whole numbers up to 100 using concrete models, drawings, and the symbols $>$, $=$, and $<$.	G1 M4 Topic B: Comparison of Pairs of Two-Digit Numbers G1 M6 Lesson 6: Use the symbols $>$, $=$, and $<$ to compare quantities and numerals to 100.

Numerical Reasoning—counting, numbers, equality, place value, addition, subtraction

1.NR.2 Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.2.1 Use a variety of strategies to solve addition and subtraction problems within 20.	G1 M1 Topic A: Embedded Numbers and Decompositions G1 M1 Topic B: Counting On from Embedded Numbers G1 M1 Topic C: Addition Word Problems G1 M1 Topic D: Strategies for Counting On G1 M1 Lesson 19: Represent the same story scenario with addends repositioned (the commutative property). G1 M1 Lesson 20: Apply the commutative property to count on from a larger addend. G1 M1 Topic F: Development of Addition Fluency Within 10 G1 M1 Topic G: Subtraction as an Unknown Addend Problem G1 M1 Topic H: Subtraction Word Problems G1 M1 Topic I: Decomposition Strategies for Subtraction G1 M1 Topic J: Development of Subtraction Fluency Within 10 G1 M2 Topic A: Counting On or Making Ten to Solve Result Unknown and Total Unknown Problems G1 M2 Topic B: Counting On or Taking from Ten to Solve Result Unknown and Total Unknown Problems G1 M2 Topic C: Strategies for Solving Change or Addend Unknown Problems G1 M2 Lesson 27: Solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones. G1 M2 Lesson 28: Solve addition problems using ten as a unit, and write two-step solutions. G1 M2 Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions. G1 M3 Lesson 9: Answer compare with difference unknown problems about lengths of two different objects measured in centimeters.

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.2.1 *continued*	G1 M3 Lesson 12: Ask and answer varied word problem types about a data set with three categories.
	G1 M3 Lesson 13: Ask and answer varied word problem types about a data set with three categories.
	G1 M4 Topic D: Addition of Tens or Ones to a Two-Digit Number
	G1 M4 Topic E: Varied Problem Types Within 20
	G1 M6 Topic A: Comparison Word Problems
	G1 M6 Topic F: Varied Problem Types Within 20
	G1 M6 Topic G: Culminating Experiences
1.NR.2.2 Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.	G1 M1 Topic A: Embedded Numbers and Decompositions
	G1 M1 Topic B: Counting On from Embedded Numbers
	G1 M1 Topic C: Addition Word Problems
	G1 M1 Topic D: Strategies for Counting On
	G1 M1 Lesson 19: Represent the same story scenario with addends repositioned (the commutative property).
	G1 M1 Lesson 20: Apply the commutative property to count on from a larger addend.
	G1 M1 Topic F: Development of Addition Fluency Within 10
	G1 M1 Topic G: Subtraction as an Unknown Addend Problem
	G1 M1 Lesson 30: Solve add to with change unknown math stories with drawings, relating addition and subtraction.
	G1 M1 Lesson 31: Solve take from with change unknown math stories with drawings.
	G1 M1 Lesson 32: Solve put together/take apart with addend unknown math stories.
	G1 M1 Topic I: Decomposition Strategies for Subtraction
	G1 M1 Topic J: Development of Subtraction Fluency Within 10
	G1 M2 Topic A: Counting On or Making Ten to Solve Result Unknown and Total Unknown Problems

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.2.2 *continued*	G1 M2 Topic B: Counting On or Taking from Ten to Solve Result Unknown and Total Unknown Problems
	G1 M2 Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.
	G1 M2 Lesson 27: Solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones.
	G1 M2 Lesson 28: Solve addition problems using ten as a unit, and write two-step solutions.
	G1 M2 Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions.
	G1 M4 Topic D: Addition of Tens or Ones to a Two-Digit Number
	G1 M4 Topic E: Varied Problem Types Within 20
	G1 M6 Topic G: Culminating Experiences
1.NR.2.3 Recognize the inverse relationship between subtraction and addition within 20 and use this inverse relationship to solve authentic problems.	G1 M1 Topic A: Embedded Numbers and Decompositions
	G1 M1 Topic B: Counting On from Embedded Numbers
	G1 M1 Topic C: Addition Word Problems
	G1 M1 Topic D: Strategies for Counting On
	G1 M1 Topic F: Development of Addition Fluency Within 10
	G1 M1 Topic G: Subtraction as an Unknown Addend Problem
	G1 M1 Lesson 29: Solve take apart with addend unknown math stories with math drawings, equations, and statements, circling the known part to find the unknown.
	G1 M1 Lesson 30: Solve add to with change unknown math stories with drawings, relating addition and subtraction.
	G1 M1 Lesson 31: Solve take from with change unknown math stories with drawings.
	G1 M1 Lesson 32: Solve put together/take apart with addend unknown math stories.
	G1 M1 Topic I: Decomposition Strategies for Subtraction

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.2.3 *continued*	G1 M1 Topic J: Development of Subtraction Fluency Within 10
	G1 M2 Lesson 2: Use the associative and commutative properties to make ten with three addends.
	G1 M2 Lesson 3: Make ten when one addend is 9.
	G1 M2 Lesson 4: Make ten when one addend is 9.
	G1 M2 Lesson 5: Compare efficiency of counting on and making ten when one addend is 9.
	G1 M2 Lesson 6: Use the commutative property to make ten.
	G1 M2 Lesson 7: Make ten when one addend is 8.
	G1 M2 Lesson 8: Make ten when one addend is 8.
	G1 M2 Lesson 9: Compare efficiency of counting on and making ten when one addend is 8.
	G1 M2 Lesson 10: Solve problems with addends of 7, 8, and 9.
	G1 M2 Lesson 11: Share and critique peer solution strategies for put together with total unknown word problems.
	G1 M2 Topic B: Counting On or Taking from Ten to Solve Result Unknown and Total Unknown Problems
	G1 M2 Topic C: Strategies for Solving Change or Addend Unknown Problems
	G1 M2 Lesson 27: Solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones.
	G1 M2 Lesson 28: Solve addition problems using ten as a unit, and write two-step solutions.
	G1 M2 Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions.
	G1 M4 Topic E: Varied Problem Types Within 20
	G1 M6 Topic G: Culminating Experiences

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.2.4 Fluently add and subtract within 10 using a variety of strategies.	G1 M1 Topic A: Embedded Numbers and Decompositions
	G1 M1 Topic B: Counting On from Embedded Numbers
	G1 M1 Topic C: Addition Word Problems
	G1 M1 Topic D: Strategies for Counting On
	G1 M1 Topic F: Development of Addition Fluency Within 10
	G1 M1 Topic G: Subtraction as an Unknown Addend Problem
	G1 M1 Topic I: Decomposition Strategies for Subtraction
	G1 M1 Topic J: Development of Subtraction Fluency Within 10
	G1 M2 Lesson 2: Use the associative and commutative properties to make ten with three addends.
	G1 M2 Lesson 3: Make ten when one addend is 9.
	G1 M2 Lesson 4: Make ten when one addend is 9.
	G1 M2 Lesson 5: Compare efficiency of counting on and making ten when one addend is 9.
	G1 M2 Lesson 6: Use the commutative property to make ten.
	G1 M2 Lesson 7: Make ten when one addend is 8.
	G1 M2 Lesson 8: Make ten when one addend is 8.
	G1 M2 Lesson 9: Compare efficiency of counting on and making ten when one addend is 8.
	G1 M2 Lesson 10: Solve problems with addends of 7, 8, and 9.
	G1 M2 Lesson 11: Share and critique peer solution strategies for put together with total unknown word problems.
	G1 M2 Topic B: Counting On or Taking from Ten to Solve Result Unknown and Total Unknown Problems
	G1 M2 Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.
	G1 M2 Lesson 27: Solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones.

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.2.4 *continued*	G1 M2 Lesson 28: Solve addition problems using ten as a unit, and write two-step solutions.
	G1 M2 Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions.
	G1 M6 Topic G: Culminating Experiences
1.NR.2.5 Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false.	G1 M1 Lesson 17: Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.
	G1 M1 Lesson 18: Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.
	G1 M2 Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.
1.NR.2.6 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	G1 M1 Lesson 11: Solve add to with change unknown math stories as a context for counting on by drawing, writing equations, and making statements of the solution.
	G1 M1 Lesson 12: Solve add to with change unknown math stories using 5-group cards.
	G1 M1 Lesson 13: Tell put together with result unknown, add to with result unknown, and add to with change unknown stories from equations.
	G1 M1 Lesson 16: Count on to find the unknown part in missing addend equations such as $6 + \underline{\quad} = 9$. Answer, "How many more to make 6, 7, 8, 9, and 10?"
	G1 M1 Lesson 30: Solve add to with change unknown math stories with drawings, relating addition and subtraction.
	G1 M1 Lesson 31: Solve take from with change unknown math stories with drawings.
	G1 M1 Lesson 32: Solve put together/take apart with addend unknown math stories.
	G1 M4 Topic E: Varied Problem Types Within 20

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.2.7 Apply properties of operations as strategies to solve addition and subtraction problem situations within 20.	G1 M1 Topic B: Counting On from Embedded Numbers G1 M1 Topic C: Addition Word Problems G1 M1 Lesson 19: Represent the same story scenario with addends repositioned (the commutative property). G1 M1 Lesson 20: Apply the commutative property to count on from a larger addend. G1 M1 Lesson 22: Look for and make use of repeated reasoning on the addition chart by solving and analyzing problems with common addends. G1 M1 Lesson 24: Practice to build fluency with facts to 10. G1 M1 Lesson 25: Solve add to with change unknown math stories with addition, and relate to subtraction. Model with materials, and write corresponding number sentences. G1 M1 Topic H: Subtraction Word Problems G1 M2 Topic A: Counting On or Making Ten to Solve Result Unknown and Total Unknown Problems G1 M2 Lesson 12: Solve word problems with subtraction of 9 from 10. G1 M2 Lesson 13: Solve word problems with subtraction of 9 from 10. G1 M2 Lesson 14: Model subtraction of 9 from teen numbers. G1 M2 Lesson 15: Model subtraction of 9 from teen numbers. G1 M2 Lesson 16: Relate counting on to making ten and taking from ten. G1 M2 Lesson 17: Model subtraction of 8 from teen numbers. G1 M2 Lesson 18: Model subtraction of 8 from teen numbers. G1 M2 Lesson 19: Compare efficiency of counting on and taking from ten. G1 M2 Lesson 21: Share and critique peer solution strategies for take from with result unknown and take apart with addend unknown word problems from the teens. G1 M2 Lesson 22: Solve put together/take apart with addend unknown word problems, and relate counting on to the take from ten strategy.

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.2.7 *continued*	G1 M2 Lesson 23: Solve add to with change unknown problems, relating varied addition and subtraction strategies.
	G1 M2 Lesson 24: Strategize to solve take from with change unknown problems.
	G1 M2 Lesson 27: Solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones.
	G1 M2 Lesson 28: Solve addition problems using ten as a unit, and write two-step solutions.
	G1 M2 Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions.
	G1 M3 Lesson 9: Answer compare with difference unknown problems about lengths of two different objects measured in centimeters.
	G1 M3 Lesson 12: Ask and answer varied word problem types about a data set with three categories.
	G1 M3 Lesson 13: Ask and answer varied word problem types about a data set with three categories.
	G1 M4 Topic D: Addition of Tens or Ones to a Two-Digit Number
	G1 M4 Topic E: Varied Problem Types Within 20
	G1 M6 Topic A: Comparison Word Problems
	G1 M6 Topic F: Varied Problem Types Within 20

Patterning & Algebraic Reasoning—repeating patterns, growing patterns, and shrinking patterns

1.PAR.3 Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.PAR.3.1 Investigate, create, and make predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string.	*Supplemental material is necessary to address this standard.*
1.PAR.3.2 Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s.	*Supplemental material is necessary to address this standard.*

Geometric & Spatial Reasoning—shapes, attributes, partitions of circles and rectangles

1.GSR.4 Compose shapes, analyze the attributes of shapes, and relate their parts to the whole.

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.GSR.4.1 Identify common two-dimensional shapes and three-dimensional figures, sort and classify them by their attributes and build and draw shapes that possess defining attributes.	G1 M5 Topic A: Attributes of Shapes

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.GSR.4.2 Compose two-dimensional shapes (rectangles, squares, triangles, half-circles, and quarter-circles) and three-dimensional figures (cubes, rectangular prisms, cones, and cylinders) to create a shape formed of two or more common shapes and compose new shapes from the composite shape.	G1 M5 Topic B: Part–Whole Relationships Within Composite Shapes
1.GSR.4.3 Partition circles and rectangles into two and four equal shares.	G1 M5 Topic C: Halves and Quarters of Rectangles and Circles G1 M5 Lesson 11: Recognize halves within a circular clock face and tell time to the half-hour. G1 M5 Lesson 12: Recognize halves within a circular clock face and tell time to the half-hour. G1 M5 Lesson 13: Recognize halves within a circular clock face and tell time to the half-hour.

Numerical Reasoning—base ten structure, addition and subtraction within 100

1.NR.5 Use concrete models, the base ten structure, and properties of operations to add and subtract within 100.

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.5.1 Use a variety of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers.	G1 M4 Lesson 12: Add tens to a two-digit number. G1 M4 Topic D: Addition of Tens or Ones to a Two-Digit Number G1 M4 Lesson 24: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10. G1 M4 Lesson 25: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10. G1 M4 Lesson 26: Add a pair of two-digit numbers when the ones digits have a sum greater than 10.

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.5.1 *continued*	G1 M4 Lesson 27: Add a pair of two-digit numbers when the ones digits have a sum greater than 10.
	G1 M4 Lesson 28: Add a pair of two-digit numbers with varied sums in the ones.
	G1 M4 Lesson 29: Add a pair of two-digit numbers with varied sums in the ones.
	G1 M6 Topic C: Addition to 100 Using Place Value Understanding
	G1 M6 Topic D: Varied Place Value Strategies for Addition to 100
	G2 M1 Lesson 6: Subtract single-digit numbers from multiples of 10 within 100.
	G2 M1 Lesson 7: Take from ten within 20.
	G2 M1 Lesson 8: Take from ten within 100.
	G2 M4 Topic A: Sums and Differences Within 100
	G2 M7 Topic B: Problem Solving with Coins and Bills
1.NR.5.2 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	G1 M4 Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.
	G1 M4 Lesson 6: Use dimes and pennies as representations of tens and ones.
	G1 M6 Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.
1.NR.5.3 Add and subtract multiples of 10 within 100.	G1 M4 Lesson 11: Add and subtract tens from a multiple of 10.
	G1 M6 Lesson 10: Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.
	G1 M6 Lesson 11: Add a multiple of 10 to any two-digit number within 100.

Measurement & Data Reasoning—length, time, money

1.MDR.6 Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and answer relevant questions.

Georgia's K–12 Mathematics Standards	Aligned Components of *Eureka Math*
1.MDR.6.1 Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Describe the objects compared.	G1 M3 Topic A: Indirect Comparison in Length Measurement G1 M3 Topic B: Standard Length Units G1 M3 Topic C: Non-Standard and Standard Length Units
1.MDR.6.2 Tell and write time in hours and half-hours using analog and digital clocks, and measure elapsed time to the hour on the hour using a predetermined number line.	G1 M5 Topic D: Application of Halves to Tell Time
1.MDR.6.3 Identify the value of quarters and compare the values of pennies, nickels, dimes, and quarters.	G1 M6 Topic E: Coins and Their Values
1.MDR.6.4 Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.	G1 M3 Topic D: Data Interpretation