Grade K | New York Next Generation Mathematics Learning 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

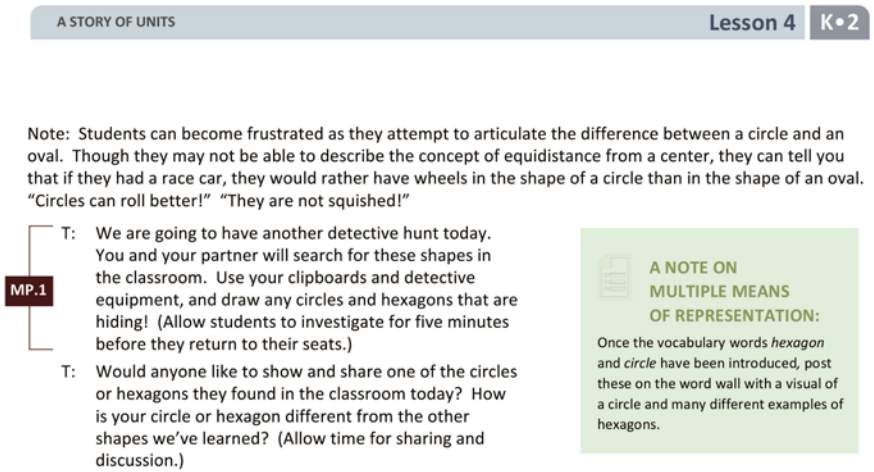
Schools and districts nationwide are experiencing student growth and impressive test scores after using *Eureka Math*. See their stories and data at greatminds.org/data.

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.	

Counting and Cardinality

Know number names and the count sequence.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.CC.1 Count to 100 by ones and by tens.	GK M5 Topic D: Extend the Say Ten and Regular Count Sequence to 100
NY-K.CC.2 Count to 100 by ones beginning from any given number (instead of beginning at 1).	GK M1 Topic G: One More with Numbers 0–10 GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations. GK M5 Lesson 16: Count within tens by ones. GK M5 Lesson 17: Count across tens when counting by ones through 40. GK M5 Lesson 18: Count across tens by ones to 100 with and without objects. GK M5 Lesson 19: Explore numbers on the Rekenrek.
NY-K.CC.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).	GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5 GK M1 Topic E: Working with Numbers 6–8 in Different Configurations GK M1 Lesson 23: Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place objects on 5-group mat. Match with numeral 9. GK M1 Lesson 24: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object. GK M1 Lesson 25: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 26: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 27: Count 10 objects, and move between all configurations. GK M5 Lesson 6: Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.CC.3 ***continued***	GK M5 Lesson 7: Model and write numbers 10 to 20 as number bonds. GK M5 Lesson 8: Model teen numbers with materials from abstract to concrete. GK M5 Lesson 14: Show, count, and write to answer how many questions with up to 20 objects in circular configurations. GK M6 Lesson 8: Culminating task.

Counting and Cardinality

Count to tell the number of objects.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.CC.4 Understand the relationship between numbers and quantities up to 20; connect counting to cardinality.	*This standard is fully addressed by the lessons aligned to its subsections.*
NY-K.CC.4.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. (1:1 correspondence)	GK M1 Lesson 5: Classify items into three categories, determine the count in each, and reason about how the last number named determines the total. GK M1 Lesson 6: Sort categories by count. Identify categories with 2, 3, and 4 within a given scenario. GK M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5 GK M1 Topic E: Working with Numbers 6–8 in Different Configurations GK M1 Lesson 23: Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place objects on 5-group mat. Match with numeral 9. GK M1 Lesson 24: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.CC.4.a *continued*	GK M1 Lesson 25: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 26: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 27: Count 10 objects, and move between all configurations. GK M1 Topic G: One More with Numbers 0–10 GK M1 Topic H: One Less with Numbers 0–10 GK M5 Lesson 1: Count straws into piles of ten; count the piles as 10 ones. GK M5 Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ____ ones. GK M5 Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ____ ones. GK M6 Lesson 4: Describe the relative position of shapes using ordinal numbers.
NY-K.CC.4.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.	GK M1 Lesson 5: Classify items into three categories, determine the count in each, and reason about how the last number named determines the total. GK M1 Lesson 6: Sort categories by count. Identify categories with 2, 3, and 4 within a given scenario. GK M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5 GK M1 Topic E: Working with Numbers 6–8 in Different Configurations GK M1 Lesson 23: Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place objects on 5-group mat. Match with numeral 9. GK M1 Lesson 24: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.CC.4.b *continued*	GK M1 Lesson 25: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 26: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 27: Count 10 objects, and move between all configurations. GK M1 Topic G: One More with Numbers 0–10 GK M1 Topic H: One Less with Numbers 0–10
NY-K.CC.4.c Understand the concept that each successive number name refers to a quantity that is one larger.	GK M1 Topic G: One More with Numbers 0–10 GK M3 Lesson 23: Reason to identify and make a set that has 1 more. GK M4 Lesson 38: Add 1 to numbers 1–9 to see the pattern of the next number using 5-group drawings and equations. GK M5 Lesson 10: Build a Rekenrek to 20. GK M5 Lesson 11: Show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of 1 larger. GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations.
NY-K.CC.4.d Understand the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.	GK M6 Lesson 1: Describe the systematic construction of flat shapes using ordinal numbers. GK M6 Lesson 4: Describe the relative position of shapes using ordinal numbers.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.CC.5a Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.	GK M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5 GK M1 Topic E: Working with Numbers 6–8 in Different Configurations GK M1 Lesson 23: Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place objects on 5-group mat. Match with numeral 9. GK M1 Lesson 24: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object. GK M1 Lesson 25: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 26: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 27: Count 10 objects, and move between all configurations. GK M1 Lesson 37: Culminating task. GK M5 Lesson 1: Count straws into piles of ten; count the piles as 10 ones. GK M5 Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ____ ones. GK M5 Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ____ ones. GK M5 Lesson 12: Represent numbers 20 to 11 in tower configurations decreasing by 1—a pattern of 1 smaller. GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations. GK M5 Lesson 14: Show, count, and write to answer how many questions with up to 20 objects in circular configurations. GK M5 Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers GK M6 Lesson 8: Culminating task.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.CC.5b Given a number from 1–20, count out that many objects.	GK M1 Lesson 7: Sort by count in vertical columns and horizontal rows (linear configurations to 5). Match to numerals on cards. GK M1 Lesson 8: Answer how many questions to 5 in linear configurations (5-group), with 4 in an array configuration. Compare ways to count five fingers. GK M1 Lesson 9: Within linear and array dot configurations of numbers 3, 4, and 5, find hidden partners. GK M1 Topic E: Working with Numbers 6–8 in Different Configurations GK M1 Lesson 23: Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place objects on 5-group mat. Match with numeral 9. GK M1 Lesson 24: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object. GK M1 Lesson 25: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 26: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 27: Count 10 objects, and move between all configurations. GK M5 Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ____ ones. GK M5 Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ____ ones. GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations. GK M5 Lesson 14: Show, count, and write to answer how many questions with up to 20 objects in circular configurations. GK M5 Lesson 20: Represent teen number compositions and decompositions as addition sentences.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.CC.5b *continued*	GK M5 Lesson 21: Represent teen number decompositions as 10 ones and some ones, and find a hidden part. GK M5 Lesson 22: Decompose teen numbers as 10 ones and some ones; compare some ones to compare the teen numbers.

Counting and Cardinality

Compare numbers.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.CC.6 Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.	GK M3 Lesson 5: Determine which linking cube stick is longer than or shorter than the other. GK M3 Topic E: Are There Enough? GK M3 Topic F: Comparison of Sets Within 10 GK M3 Topic G: Comparison of Numerals
NY-K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	GK M3 Lesson 20: Relate more and less to length. GK M3 Lesson 22: Identify and create a set that has the same number of objects. GK M3 Lesson 23: Reason to identify and make a set that has 1 more. GK M3 Lesson 24: Reason to identify and make a set that has 1 less. GK M3 Topic G: Comparison of Numerals

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.OA.1 Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies.	GK M1 Lesson 28: Act out result unknown story problems without equations. GK M4 Topic A: Compositions and Decompositions of 2, 3, 4, and 5 GK M4 Topic B: Decompositions of 6, 7, and 8 into Number Pairs GK M4 Topic C: Addition with Totals of 6, 7, and 8 GK M4 Topic D: Subtraction from Numbers to 8 GK M4 Topic E: Decompositions of 9 and 10 into Number Pairs GK M4 Topic F: Addition with Totals of 9 and 10 GK M4 Topic G: Subtraction from 9 and 10 GK M4 Topic H: Patterns with Adding 0 and 1 and Making 10 GK M6 Lesson 8: Culminating task.
NY-K.OA.2a Add and subtract within 10.	GK M1 Lesson 28: Act out result unknown story problems without equations. GK M4 Topic A: Compositions and Decompositions of 2, 3, 4, and 5 GK M4 Topic B: Decompositions of 6, 7, and 8 into Number Pairs GK M4 Topic C: Addition with Totals of 6, 7, and 8 GK M4 Topic D: Subtraction from Numbers to 8 GK M4 Topic E: Decompositions of 9 and 10 into Number Pairs GK M4 Topic F: Addition with Totals of 9 and 10 GK M4 Topic G: Subtraction from 9 and 10 GK M4 Topic H: Patterns with Adding 0 and 1 and Making 10 GK M6 Lesson 8: Culminating task.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.OA.2b Solve addition and subtraction word problems within 10.	GK M4 Lesson 16: Solve add to with result unknown word problems to 8 with equations. Box the unknown. GK M4 Lesson 17: Solve put together with total unknown word problems to 8 using objects and drawings. GK M4 Lesson 18: Solve both addends unknown word problems to 8 to find addition patterns in number pairs. GK M4 Topic D: Subtraction from Numbers to 8 GK M4 Topic E: Decompositions of 9 and 10 into Number Pairs GK M4 Lesson 31: Solve add to with total unknown and put together with total unknown problems with totals of 9 and 10. GK M4 Lesson 32: Solve both addends unknown word problems with totals of 9 and 10 using 5-group drawings. GK M4 Lesson 34: Represent subtraction story problems by breaking off, crossing out, and hiding a part. GK M4 Lesson 35: Decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation. GK M4 Lesson 36: Decompose the number 10 using 5-group drawings, and record each decomposition with a subtraction equation. GK M4 Lesson 37: Add or subtract 0 to get the same number and relate to word problems wherein the same quantity that joins a set, separates. GK M4 Lesson 38: Add 1 to numbers 1–9 to see the pattern of the next number using 5-group drawings and equations. GK M4 Lesson 39: Find the number that makes 10 for numbers 1–9, and record each with a 5-group drawing.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition with a drawing or equation.	GK M1 Lesson 8: Answer how many questions to 5 in linear configurations (5-group), with 4 in an array configuration. Compare ways to count to five fingers. GK M1 Lesson 9: Within linear and array dot configurations of numbers 3, 4, and 5, find hidden partners. GK M1 Lesson 10: Within circular and scattered dot configurations of numbers 3, 4, and 5, find hidden partners. GK M1 Lesson 11: Model decompositions of 3 with materials, drawings, and expressions. Represent the decomposition as $1 + 2$ and $2 + 1$. GK M1 Lesson 14: Write numerals 1–3. Represent decompositions with materials, drawings, and equations, $3 = 2 + 1$ and $3 = 1 + 2$. GK M1 Lesson 16: Write numerals 1–5 in order. Answer and make drawings of decompositions with totals of 4 and 5 without equations. GK M1 Lesson 37: Culminating task. GK M3 Lesson 7: Compare objects using the same as. GK M4 Topic A: Compositions and Decompositions of 2, 3, 4, and 5 GK M4 Topic B: Decompositions of 6, 7, and 8 into Number Pairs GK M4 Lesson 13: Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown. GK M4 Lesson 14: Represent decomposition and composition addition stories to 7 with drawings and equations with no unknown. GK M4 Lesson 15: Represent decomposition and composition addition stories to 8 with drawings and equations with no unknown. GK M4 Lesson 18: Solve both addends unknown word problems to 8 to find addition patterns in number pairs. GK M4 Lesson 20: Solve take from with result unknown expressions and equations using the minus sign with no unknown.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.OA.3 ***continued***	GK M4 Lesson 21: Represent subtraction story problems using objects, drawings, expressions, and equations. GK M4 Lesson 22: Decompose the number 6 using 5-group drawings by breaking off or removing a part, and record each decomposition with a drawing and subtraction equation. GK M4 Lesson 23: Decompose the number 7 using 5-group drawings by hiding a part, and record each decomposition with a drawing and subtraction equation. GK M4 Lesson 24: Decompose the number 8 using 5-group drawings and crossing off a part, and record each decomposition with a drawing and subtraction equation. GK M4 Topic E: Decompositions of 9 and 10 into Number Pairs GK M4 Topic F: Addition with Totals of 9 and 10 GK M4 Topic G: Subtraction from 9 and 10 GK M4 Lesson 41: Culminating task.
NY-K.OA.4 Find the number that makes 10 when given a number from 1 to 9. Record the answer with a drawing or equation.	GK M4 Lesson 39: Find the number that makes 10 for numbers 1–9, and record each with a 5-group drawing. GK M4 Lesson 40: Find the number that makes 10 for numbers 1–9, and record each with an addition equation. GK M5 Lesson 10: Build a Rekenrek to 20. GK M6 Lesson 8: Culminating task.
NY-K.OA.5 Fluently add and subtract within 5.	GK M4 Topic A: Compositions and Decompositions of 2, 3, 4, and 5

Operations and Algebraic Thinking

Understand simple patterns.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.OA.6 Duplicate, extend, and create simple patterns using concrete objects.	*Supplemental material is necessary to address this standard.*

Number and Operations in Base Ten

Work with numbers 11–19 to gain foundations for place value.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.NBT.1 Compose and decompose the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	GK M5 Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ____ ones. GK M5 Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ____ ones. GK M5 Lesson 4: Count straws the Say Ten way to 19; make a pile for each ten. GK M5 Lesson 5: Count straws the Say Ten way to 20; make a pile for each ten. GK M5 Topic B: Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers GK M5 Lesson 11: Show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of 1 larger. GK M5 Lesson 12: Represent numbers 20 to 11 in tower configurations decreasing by 1—a pattern of 1 smaller. GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations. GK M5 Lesson 14: Show, count, and write to answer how many questions with up to 20 objects in circular configurations. GK M5 Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers

Measurement and Data

Describe and compare measurable attributes.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.MD.1 Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.	GK M3 Topic A: Comparison of Length and Height GK M3 Lesson 4: Compare the length of linking cube sticks to a 5-stick. GK M3 Lesson 5: Determine which linking cube stick is longer than or shorter than the other. GK M3 Lesson 6: Compare the length of linking cube sticks to various objects. GK M3 Topic C: Comparison of Weight GK M3 Topic D: Comparison of Volume GK M3 Topic H: Clarification of Measurable Attributes
NY-K.MD.2 Directly compare two objects with a common measurable attribute and describe the difference.	GK M3 Topic A: Comparison of Length and Height GK M3 Lesson 4: Compare the length of linking cube sticks to a 5-stick. GK M3 Lesson 5: Determine which linking cube stick is longer than or shorter than the other. GK M3 Lesson 6: Compare the length of linking cube sticks to various objects. GK M3 Topic C: Comparison of Weight GK M3 Topic D: Comparison of Volume GK M3 Topic H: Clarification of Measurable Attributes GK M6 Lesson 8: Culminating task.

Measurement and Data

Classify objects and count the number of objects in each category.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.MD.3 Classify objects into given categories; count the objects in each category and sort the categories by count.	GK M1 Topic A: Attributes of Two Related Objects GK M1 Topic B: Classify to Make Categories and Count GK M2 Lesson 9: Identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes.
NY-K.MD.4 Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.	G1 M6 Lesson 20: Identify pennies, nickels, and dimes by their image, name, or value. Decompose the values of nickels and dimes using pennies and nickels. G1 M6 Lesson 21: Identify quarters by their image, name, or value. Decompose the value of a quarter using pennies, nickels, and dimes.

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.G.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.	GK M2 Lesson 5: Describe and communicate positions of all flat shapes using the words above, below, beside, in front of, next to, and behind. GK M2 Lesson 8: Describe and communicate positions of all solid shapes using the words above, below, beside, in front of, next to, and behind.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.G.2 Name shapes regardless of their orientation or overall size.	GK M2 Lesson 2: Explain decisions about classifications of triangles into categories using variants and non-examples. Identify shapes as triangles. GK M2 Lesson 3: Explain decisions about classifications of rectangles into categories using variants and non-examples. Identify shapes as rectangles. GK M2 Lesson 4: Explain decisions about classifications of hexagons and circles, and identify them by name. Make observations using variants and non-examples. GK M2 Lesson 7: Explain decisions about classification of solid shapes into categories. Name the solid shapes. GK M2 Lesson 8: Describe and communicate positions of all solid shapes using the words above, below, beside, in front of, next to, and behind.
NY-K.G.3 Understand the difference between two-dimensional (lying in a plane, “flat”) and three-dimensional (“solid”) shapes.	GK M2 Lesson 9: Identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes.

Geometry

Analyze, compare, sort, and compose shapes.

New York Next Generation Mathematics Learning Standards	Aligned Components of *Eureka Math*
NY-K.G.4 Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.	GK M2 Topic A: Two-Dimensional Flat Shapes GK M2 Topic B: Three-Dimensional Solid Shapes GK M2 Topic C: Two-Dimensional and Three-Dimensional Shapes GK M6 Lesson 1: Describe the systematic construction of flat shapes using ordinal numbers. GK M6 Lesson 2: Build flat shapes with varying side lengths and record with drawings. GK M6 Lesson 3: Compose solids using flat shapes as a foundation. GK M6 Lesson 5: Compose flat shapes using pattern blocks and drawings.
NY-K.G.5 Model objects in their environment by building and/or drawing shapes.	GK M6 Lesson 1: Describe the systematic construction of flat shapes using ordinal numbers. GK M6 Lesson 2: Build flat shapes with varying side lengths and record with drawings. GK M6 Lesson 3: Compose solids using flat shapes as a foundation.
NY-K.G.6 Compose larger shapes from simple shapes.	GK M6 Topic B: Composing and Decomposing Shapes