Grade 1 | Mathematics Standards of Learning for Virginia Public Schools
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

Mathematical Process Goals for Students	Aligned Components of *Eureka Math*
Mathematical Problem Solving	Lessons in every module engage students in mathematical processes.
Mathematical Communication	
Mathematical Reasoning	
Mathematical Connections	
Mathematical Representations	

Number and Number Sense
1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.NS.1.a Count forward orally by ones from 0 to 120 starting at any number between 0 and 120.	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.NS.1.b Count backward orally by ones when given any number between 1 and 30.	*Supplemental material is necessary to address this standard.*
1.NS.1.c Represent forward counting patterns when counting by groups of 5 and groups of 10 up to 120 using a variety of tools (e.g., objects, coins, 120 chart).	G1 M1 Lesson 23: Look for and make use of structure on the addition chart by looking for and coloring problems with the same total. G1 M4 Lesson 15: Use single-digit sums to support solutions for analogous sums to 40. G1 M6 Lesson 7: Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120. *Supplemental material is necessary to fully address this standard.*
1.NS.1.d Represent forward counting patterns when counting by groups of 2 up to at least 30 using a variety of tools (e.g., beaded number strings, number paths [a prelude to number lines], 120 chart).	G1 M1 Lesson 23: Look for and make use of structure on the addition chart by looking for and coloring problems with the same total. G1 M6 Lesson 7: Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120. *Supplemental material is necessary to fully address this standard.*

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.NS.1.e Group a collection of up to 120 objects into tens and ones, and count to determine the total (e.g., 5 groups of ten and 6 ones is equal to 56 total objects).	G1 M2 Lesson 26: Identify 1 ten as a unit by renaming representations of 10. G1 M2 Lesson 27: Solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones. G1 M4 Lesson 3: Interpret two-digit numbers as either tens and some ones or as all ones. 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. *Supplemental material is necessary to fully address this standard.*
1.NS.1.f Identify a penny, nickel, and dime by their attributes and describe the number of pennies equivalent to a nickel and a dime.	G1 M6 Topic E: Coins and Their Values *Supplemental material is necessary to fully address this standard.*
1.NS.1.g Count by ones, fives, or tens to determine the value of a collection of like coins (pennies, nickels, or dimes), whose total value is 100 cents or less.	G1 M6 Topic E: Coins and Their Values *Supplemental material is necessary to fully address this standard.*

Number and Number Sense

1.NS.2 The student will represent, compare, and order quantities up to 120.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.NS.2.a Read and write numerals 0–120 in sequence and out of sequence.	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.NS.2.b Estimate the number of objects (up to 120) in a given collection and justify the reasonableness of an answer.	*Supplemental material is necessary to address this standard.*
1.NS.2.c Create a concrete or pictorial representation of a number using tens and ones and write the corresponding numeral up to 120 (e.g., 47 can be represented as 47 ones or it can be grouped into 4 tens with 7 ones left over).	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.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.NS.2.d Describe the number of groups of tens and ones when given a two-digit number and justify reasoning.	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.NS.2.e Compare two numbers between 0 and 120 represented pictorially or with concrete objects using the terms greater than, less than, or equal to.	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.
1.NS.2.f Order three sets, each set containing up to 120 objects, from least to greatest, and greatest to least.	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.

Number and Number Sense

1.NS.3 The student will use mathematical reasoning and justification to solve contextual problems that involve partitioning models into two and four equal-sized parts.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.NS.3.a Represent equal shares of a whole with two or four sharers, when given a contextual problem.	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.
1.NS.3.b Represent and name halves and fourths of a whole, using a region/area model (e.g., pie pieces, pattern blocks, paper folding, drawings) and a set model (e.g., eggs, marbles, counters) limited to two or four items.	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.
1.NS.3.c Describe and justify how shares are equal pieces or equal parts of the whole (limited to halves, fourths) when given a contextual problem.	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.

Computation and Estimation

1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.CE.1.a Recognize and describe with fluency part-part-whole relationships for numbers up to 10 in a variety of configurations.	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

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.CE.1.a *continued*	G1 M2 Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.
	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.CE.1.b Demonstrate fluency with addition and subtraction within 10 by applying reasoning strategies (e.g., count on/count back, one more/one less, doubles, make ten).	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.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.CE.1.b *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 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.CE.1.c Recall with automaticity addition and subtraction facts within 10.	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.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.CE.1.c *continued*	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 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.CE.1.d Investigate, recognize, and describe part-part-whole relationships for numbers up to 20 in a variety of configurations (e.g., beaded racks, double ten frames).	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.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.CE.1.d *continued*	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 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.CE.1.e Solve addition and subtraction problems within 20 using various strategies (e.g., inverse relationships: if $9 + 3 = 12$ then $12 - 3 = 9$; decomposition using known sums/differences: $9 + 7$ can be thought of as 9 decomposed into 2 and 7, then use doubles, $7 + 7 = 14$; $14 + 2 = 16$ or decompose the 7 into 1 and 6; make a ten: $1 + 9 = 10$; $10 + 6 = 16$).	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 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.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.CE.1.e *continued*	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
	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 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 M6 Topic G: Culminating Experiences
1.CE.1.f Represent, solve, and justify solutions to single-step addition and subtraction problems (join, separate, and part-part-whole) within 20, including those in context, using words, objects, drawings, or numbers.	G1 M1 Topic B: Counting On from Embedded Numbers
	G1 M1 Topic C: Addition Word Problems
	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 Lesson 1: Solve word problems with three addends, two of which make ten.
	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 7: Make ten when one addend is 8.
	G1 M2 Lesson 8: Make ten when one addend is 8.
	G1 M2 Lesson 11: Share and critique peer solution strategies for put together with total unknown word problems.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.CE.1.f *continued*	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 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.
	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 E: Varied Problem Types Within 20
	G1 M6 Topic A: Comparison Word Problems
	G1 M6 Topic F: Varied Problem Types Within 20

Mathematics Standards of Learning for Virginia Public Schools	**Aligned Components of *Eureka Math***
1.CE.1.g Determine the unknown whole number that will result in a sum or difference of 10 or 20 (e.g., $14 - \_\_ = 10$ or $15 + \_\_ = 20$).	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 $6 + \_\_\_ = 9$. 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
1.CE.1.h Identify and use $(+)$ as a symbol for addition and $(-)$ as a symbol for subtraction.	G1 M1 Lesson 3: See and describe numbers of objects using 1 more within 5-group configurations. G1 M1 Topic B: Counting On from Embedded Numbers G1 M1 Topic D: Strategies for Counting On G1 M1 Topic G: Subtraction as an Unknown Addend Problem G1 M1 Lesson 33: Model 0 less and 1 less pictorially and as subtraction number sentences.
1.CE.1.i Describe the equal symbol $(=)$ as a balance representing an equivalent relationship between expressions on either side of the equal symbol (e.g., 6 and 1 is the same as 4 and 3; $6 + 1$ is balanced with $4 + 3$; $6 + 1 = 4 + 3$).	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.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.CE.1.j Use concrete materials to model, identify, and justify when two expressions are not equal (e.g., $10 - 3$ is not equal to $3 + 5$).	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.CE.1.k Use concrete materials to model an equation that represents the relationship of two expressions of equal value.	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.CE.1.l Write an equation that could be used to represent the solution to an oral, written, or picture problem.	G1 M1 Topic B: Counting On from Embedded Numbers G1 M1 Topic C: Addition Word Problems 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 Lesson 1: Solve word problems with three addends, two of which make ten. 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 7: Make ten when one addend is 8. G1 M2 Lesson 8: Make ten when one addend is 8. G1 M2 Lesson 11: Share and critique peer solution strategies for put together with total unknown word problems.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.CE.1.l *continued*	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 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.
	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 E: Varied Problem Types Within 20
	G1 M6 Topic A: Comparison Word Problems
	G1 M6 Topic F: Varied Problem Types Within 20

Measurement and Geometry

1.MG.1 The student will reason mathematically using nonstandard units to measure and compare objects by length, weight, and volume.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.MG.1.a Use nonstandard units to measure the:	G1 M3 Topic C: Non-Standard and Standard Length Units
1.MG.1.a.i lengths of two objects (units laid end to end with no gaps or overlaps) and compare the measurements using the terms longer/shorter, taller/shorter, or the same as;	G1 M3 Lesson 4: Express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps. G1 M3 Lesson 5: Rename and measure with centimeter cubes, using their standard unit name of centimeters. G1 M3 Topic C: Non-Standard and Standard Length Units
1.MG.1.a.ii weights of two objects (using a balance scale or a pan scale) and compare the measurements using the terms lighter, heavier, or the same as; and	*Supplemental material is necessary to address this standard.*
1.MG.1.a.iii volumes of two containers and compare the measurements using the terms more, less, or the same as.	*Supplemental material is necessary to address this standard.*
1.MG.1.b Measure the length, weight, or volume of the same object or container with two different units and describe how and why the measurements differ.	G2 M2 Lesson 7: Measure and compare lengths using standard metric length units and non-standard length units; relate measurement to unit size. G2 M7 Lesson 18: Measure an object twice using different length units and compare; relate measurement to unit size.

Measurement and Geometry

1.MG.2 The student will describe, sort, draw, and name plane figures (circles, triangles, squares, and rectangles), and compose larger plane figures by combining simple plane figures.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.MG.2.a Describe triangles, squares, and rectangles using the terms sides, vertices, and angles. Describe a circle using terms such as round and curved.	G1 M5 Topic A: Attributes of Shapes
1.MG.2.b Sort plane figures based on their characteristics (e.g., number of sides, vertices, angles, curved).	G1 M5 Topic A: Attributes of Shapes
1.MG.2.c Draw and name the plane figure (circle, square, rectangle, triangle) when given information about the number of sides, vertices, and angles.	G1 M5 Topic A: Attributes of Shapes
1.MG.2.d Identify, name, and describe representations of circles, squares, rectangles, and triangles, regardless of orientation, in different environments and explain reasoning.	G1 M5 Topic A: Attributes of Shapes

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.MG.2.e Recognize and name the angles found in rectangles and squares as right angles.	G1 M5 Lesson 2: Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners. *Supplemental material is necessary to fully address this standard.*
1.MG.2.f Compose larger plane figures by combining two or three simple plane figures (triangles, squares, and/or rectangles).	G1 M5 Topic B: Part–Whole Relationships Within Composite Shapes

Measurement and Geometry

1.MG.3 The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.MG.3.a Identify different tools to measure time including clocks (analog and digital) and calendar.	G1 M5 Topic D: Application of Halves to Tell Time
1.MG.3.b Describe the units of time represented on a clock as minutes and hours.	G1 M5 Topic D: Application of Halves to Tell Time
1.MG.3.c Tell time to the hour and half-hour, using analog and digital clocks.	G1 M5 Topic D: Application of Halves to Tell Time

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.MG.3.d Describe the location of the hour hand relative to time to the hour and half-hour on an analog clock.	G1 M5 Topic D: Application of Halves to Tell Time
1.MG.3.e Describe the location of the minute hand relative to time to the hour and half-hour on an analog clock.	G1 M5 Topic D: Application of Halves to Tell Time
1.MG.3.f Match the time shown on a digital clock to an analog clock to the hour and half-hour.	G1 M5 Topic D: Application of Halves to Tell Time
1.MG.3.g Identify specific days/dates on a calendar (e.g., What date is Saturday? How many Fridays are in October?).	*Supplemental material is necessary to address this standard.*
1.MG.3.h Use ordinal numbers first through tenth to describe the relative position of specific days/dates (e.g., What is the first Monday in October? What day of the week is May 6th?).	*Supplemental material is necessary to address this standard.*

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.MG.3.i Determine the day/date before and after a given day/date (e.g., Today is the 8th, so yesterday was the ?), and a date that is a specific number of days/weeks in the past or future (e.g., Tim's birthday is in 10 days, what will be the date of his birthday?).	*Supplemental material is necessary to address this standard.*

Probability and Statistics

1.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs, picture graphs, and tables.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.PS.1.a Sort and classify concrete objects into appropriate subsets (categories) based on one or two attributes, such as size, shape, color, and/or thickness (e.g., sort a set of objects that are both red and thick).	G1 M3 Topic D: Data Interpretation
1.PS.1.b Describe and label attributes of a set of objects that has been sorted.	G1 M3 Topic D: Data Interpretation

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.PS.1.c Pose questions, given a predetermined context, that require the collection of data (limited to 25 or fewer data points for no more than four categories).	*Supplemental material is necessary to address this standard.*
1.PS.1.d Determine the data needed to answer a posed question and collect the data using various methods (e.g., counting objects, drawing pictures, tallying).	*Supplemental material is necessary to address this standard.*
1.PS.1.e Organize and represent a data set by sorting the collected data using various methods (e.g., tallying, T-charts).	G1 M3 Topic D: Data Interpretation
1.PS.1.f Represent a data set (vertically or horizontally) using object graphs, picture graphs, and tables.	G1 M3 Topic D: Data Interpretation
1.PS.1.g Analyze data represented in object graphs, picture graphs, and tables and communicate results:	G1 M3 Topic D: Data Interpretation

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.PS.1.g.i ask and answer questions about the data represented in object graphs, picture graphs, and tables (e.g., total number of data points represented, how many in each category, how many more or less are in one category than another); and	G1 M3 Topic D: Data Interpretation
1.PS.1.g.ii draw conclusions about the data and make predictions based on the data.	G1 M3 Topic D: Data Interpretation

Patterns, Functions, and Algebra

1.PFA.1 The student will identify, describe, extend, create, and transfer repeating patterns and increasing patterns using various representations.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.PFA.1.a Identify and describe repeating and increasing patterns.	G1 M1 Lesson 16: Count on to find the unknown part in missing addend equations such as $6 + \_\_ = 9$. Answer, "How many more to make 6, 7, 8, 9, and 10?" G1 M1 Lesson 23: Look for and make use of structure on the addition chart by looking for and coloring problems with the same total. G1 M1 Lesson 38: Look for and make use of repeated reasoning and structure, using the addition chart to solve subtraction problems. G1 M4 Lesson 15: Use single-digit sums to support solutions for analogous sums to 40. G1 M6 Lesson 7: Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120. *Supplemental material is necessary to fully address this standard.*

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math*
1.PFA.1.b Analyze a repeating or increasing pattern and generalize the change to extend the pattern using objects, colors, movements, pictures, or geometric figures.	*Supplemental material is necessary to address this standard.*
1.PFA.1.c Create a repeating or increasing pattern using objects, pictures, movements, colors, or geometric figures.	*Supplemental material is necessary to address this standard.*
1.PFA.1.d Transfer a repeating or increasing pattern from one form to another.	*Supplemental material is necessary to address this standard.*