
Grade K | West Virginia College- and Career-Readiness Standards for Mathematics 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 Habits of Mind	Aligned Components of <i>Eureka Math</i>
<p>MHM.1 Make sense of problems and persevere in solving them.</p>	<p>Lessons in every module engage students in mathematical practices. These are designated in the Module Overview and labeled in lessons.</p> <p>For example:</p>
<p>MHM.2 Reason abstractly and quantitatively.</p>	<div data-bbox="1123 407 1969 443" style="border: 1px solid #ccc; padding: 5px; display: flex; justify-content: space-between;"> A STORY OF UNITS Lesson 4 K•2 </div>
<p>MHM.3 Construct viable arguments and critique the reasoning of others.</p>	<p>Note: Students can become frustrated as they attempt to articulate the difference between a circle and an oval. Though they may not be able to describe the concept of equidistance from a center, they can tell you that if they had a race car, they would rather have wheels in the shape of a circle than in the shape of an oval. “Circles can roll better!” “They are not squished!”</p>
<p>MHM.4 Model with mathematics.</p>	<div data-bbox="1098 626 1617 756" style="border: 1px solid #ccc; padding: 5px;"> <p>MP.1 T: We are going to have another detective hunt today. You and your partner will search for these shapes in the classroom. Use your clipboards and detective equipment, and draw any circles and hexagons that are hiding! (Allow students to investigate for five minutes before they return to their seats.)</p> </div>
<p>MHM.5 Use appropriate tools strategically.</p>	<div data-bbox="1150 761 1617 873" style="border: 1px solid #ccc; padding: 5px;"> <p>T: Would anyone like to show and share one of the circles or hexagons they found in the classroom today? How is your circle or hexagon different from the other shapes we’ve learned? (Allow time for sharing and discussion.)</p> </div>
<p>MHM.6 Attend to precision.</p>	<div data-bbox="1675 630 1955 854" style="border: 1px solid #ccc; padding: 5px; background-color: #e6f2e6;"> <p>A NOTE ON MULTIPLE MEANS OF REPRESENTATION:</p> <p>Once the vocabulary words <i>hexagon</i> and <i>circle</i> have been introduced, post these on the word wall with a visual of a circle and many different examples of hexagons.</p> </div>
<p>MHM.7 Look for and make use of structure.</p>	
<p>MHM.8 Look for and express regularity in repeated reasoning.</p>	

Counting and Cardinality

Know number names and the count sequence.

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<p>M.K.1 Count to 100 by ones and by tens.</p>	<p>GK M5 Topic D: Extend the Say Ten and Regular Count Sequence to 100</p>
<p>M.K.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>GK M1 Topic G: One More Than with Numbers 0–10</p> <p>GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations.</p> <p>GK M5 Lesson 16: Count within tens by ones.</p> <p>GK M5 Lesson 17: Count across tens when counting by ones through 40.</p> <p>GK M5 Lesson 18: Count across tens by ones to 100 with and without objects.</p> <p>GK M5 Lesson 19: Explore numbers on the Rekenrek.</p>
<p>M.K.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).</p>	<p>GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5</p> <p>GK M1 Topic E: Working with Numbers 6–8 in Different Configurations</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>GK M1 Lesson 27: Count 10 objects, and move between all configurations.</p>

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<p>M.K.3 <i>continued</i></p>	<p>GK M5 Lesson 6: Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.</p> <p>GK M5 Lesson 7: Model and write numbers 10 to 20 as number bonds.</p> <p>GK M5 Lesson 8: Model teen numbers with materials from abstract to concrete.</p> <p>GK M5 Lesson 14: Show, count, and write to answer how many questions with up to 20 objects in circular configurations.</p> <p>GK M6 Lesson 8: Culminating task.</p>
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Counting and Cardinality
Count to tell the number of objects.

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<p>M.K.4</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>
<p>M.K.4.a</p> <p>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.</p>	<p>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.</p> <p>GK M1 Lesson 6: Sort categories by count. Identify categories with 2, 3, and 4 within a given scenario.</p> <p>GK M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions</p> <p>GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5</p> <p>GK M1 Topic E: Working with Numbers 6–8 in Different Configurations</p>

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<p>M.K.4.a <i>continued</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>GK M1 Lesson 27: Count 10 objects, and move between all configurations.</p> <p>GK M1 Topic G: One More Than with Numbers 0–10</p> <p>GK M1 Topic H: One Less Than with Numbers 0–10</p> <p>GK M5 Lesson 1: Count straws into piles of ten; count the piles as 10 ones.</p> <p>GK M5 Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ____ ones.</p> <p>GK M5 Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ____ ones.</p> <p>GK M6 Lesson 4: Describe the relative position of shapes using ordinal numbers.</p>
<p>M.K.4.b</p> <p>Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>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.</p> <p>GK M1 Lesson 6: Sort categories by count. Identify categories with 2, 3, and 4 within a given scenario.</p> <p>GK M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions</p> <p>GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5</p> <p>GK M1 Topic E: Working with Numbers 6–8 in Different Configurations</p>

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<p>M.K.4.b <i>continued</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>GK M1 Lesson 27: Count 10 objects, and move between all configurations.</p> <p>GK M1 Topic G: One More Than with Numbers 0–10</p> <p>GK M1 Topic H: One Less Than with Numbers 0–10</p>
<p>M.K.4.c</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>	<p>GK M1 Topic G: One More Than with Numbers 0–10</p> <p>GK M3 Lesson 23: Reason to identify and make a set that has 1 more.</p> <p>GK M4 Lesson 38: Add 1 to numbers 1–9 to see the pattern of the next number using 5-group drawings and equations.</p> <p>GK M5 Lesson 10: Build a Rekenrek to 20.</p> <p>GK M5 Lesson 11: Show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of 1 larger.</p> <p>GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations.</p>

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<p>M.K.5</p> <p>Count to answer questions (e.g., “How many?”) about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	<p>GK M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions</p> <p>GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5</p> <p>GK M1 Topic E: Working with Numbers 6–8 in Different Configurations</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>GK M1 Lesson 27: Count 10 objects, and move between all configurations.</p> <p>GK M1 Lesson 37: Culminating task.</p> <p>GK M5 Lesson 1: Count straws into piles of ten; count the piles as 10 ones.</p> <p>GK M5 Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ____ ones.</p> <p>GK M5 Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ____ ones.</p> <p>GK M5 Lesson 12: Represent numbers 20 to 11 in tower configurations decreasing by 1—a pattern of 1 smaller.</p> <p>GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations.</p> <p>GK M5 Lesson 14: Show, count, and write to answer how many questions with up to 20 objects in circular configurations.</p> <p>GK M5 Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers</p> <p>GK M6 Lesson 8: Culminating task.</p>
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Counting and Cardinality

Compare numbers.

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<p>M.K.6</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).</p>	<p>GK M3 Lesson 5: Determine which linking cube stick is longer than or shorter than the other.</p> <p>GK M3 Topic E: Are There Enough?</p> <p>GK M3 Topic F: Comparison of Sets Within 10</p> <p>GK M3 Topic G: Comparison of Numerals</p>
<p>M.K.7</p> <p>Compare and order two numbers between 0–20 presented as written numerals.</p>	<p>GK M3 Lesson 20: Relate more and less to length.</p> <p>GK M3 Lesson 22: Identify and create a set that has the same number of objects.</p> <p>GK M3 Lesson 23: Reason to identify and make a set that has 1 more.</p> <p>GK M3 Lesson 24: Reason to identify and make a set that has 1 less.</p> <p>GK M3 Topic G: Comparison of Numerals</p> <p><i>Supplemental material is necessary to address comparing numbers between 11–20 and ordering numbers between 0–20.</i></p>

Operations and Algebraic Thinking

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

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<p>M.K.8</p> <p>Represent addition and subtraction with strategies using objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, and equations.</p>	<p>GK M1 Lesson 28: Act out result unknown story problems without equations.</p> <p>GK M4 Topic A: Compositions and Decompositions of 2, 3, 4, and 5</p> <p>GK M4 Topic B: Decompositions of 6, 7, and 8 into Number Pairs</p> <p>GK M4 Topic C: Addition with Totals of 6, 7, and 8</p> <p>GK M4 Topic D: Subtraction from Numbers to 8</p> <p>GK M4 Topic E: Decompositions of 9 and 10 into Number Pairs</p> <p>GK M4 Topic F: Addition with Totals of 9 and 10</p> <p>GK M4 Topic G: Subtraction from 9 and 10</p> <p>GK M4 Topic H: Patterns with Adding 0 and 1 and Making 10</p> <p>GK M6 Lesson 8: Culminating task.</p>
<p>M.K.9</p> <p>Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.</p>	<p>GK M4 Lesson 16: Solve add to with result unknown word problems to 8 with equations. Box the unknown.</p> <p>GK M4 Lesson 17: Solve put together with total unknown word problems to 8 using objects and drawings.</p> <p>GK M4 Lesson 18: Solve both addends unknown word problems to 8 to find addition patterns in number pairs.</p> <p>GK M4 Topic D: Subtraction from Numbers to 8</p> <p>GK M4 Topic E: Decompositions of 9 and 10 into Number Pairs</p> <p>GK M4 Lesson 31: Solve add to with total unknown and put together with total unknown problems with totals of 9 and 10.</p>

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<p>M.K.9 <i>continued</i></p>	<p>GK M4 Lesson 32: Solve both addends unknown word problems with totals of 9 and 10 using 5-group drawings.</p> <p>GK M4 Lesson 34: Represent subtraction story problems by breaking off, crossing out, and hiding a part.</p> <p>GK M4 Lesson 35: Decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation.</p> <p>GK M4 Lesson 36: Decompose the number 10 using 5-group drawings, and record each decomposition with a subtraction equation.</p> <p>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.</p> <p>GK M4 Lesson 38: Add 1 to numbers 1–9 to see the pattern of the next number using 5-group drawings and equations.</p> <p>GK M4 Lesson 39: Find the number that makes 10 for numbers 1–9, and record each with a 5-group drawing.</p> <p>GK M6 Lesson 8: Culminating task.</p>
<p>M.K.10</p> <p>Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p>	<p>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.</p> <p>GK M1 Lesson 9: Within linear and array dot configurations of numbers 3, 4, and 5, find hidden partners.</p> <p>GK M1 Lesson 10: Within circular and scattered dot configurations of numbers 3, 4, and 5, find hidden partners.</p> <p>GK M1 Lesson 11: Model decompositions of 3 with materials, drawings, and expressions. Represent the decomposition as $1 + 2$ and $2 + 1$.</p> <p>GK M1 Lesson 14: Write numerals 1–3. Represent decompositions with materials, drawings, and equations, $3 = 2 + 1$ and $3 = 1 + 2$.</p>

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<p>M.K.10 <i>continued</i></p>	<p>GK M1 Lesson 16: Write numerals 1–5 in order. Answer and make drawings of decompositions with totals of 4 and 5 without equations.</p> <p>GK M1 Lesson 37: Culminating task.</p> <p>GK M3 Lesson 7: Compare objects using the same as.</p> <p>GK M4 Topic A: Compositions and Decompositions of 2, 3, 4, and 5</p> <p>GK M4 Topic B: Decompositions of 6, 7, and 8 into Number Pairs</p> <p>GK M4 Lesson 13: Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown.</p> <p>GK M4 Lesson 14: Represent decomposition and composition addition stories to 7 with drawings and equations with no unknown.</p> <p>GK M4 Lesson 15: Represent decomposition and composition addition stories to 8 with drawings and equations with no unknown.</p> <p>GK M4 Lesson 18: Solve both addends unknown word problems to 8 to find addition patterns in number pairs.</p> <p>GK M4 Lesson 20: Solve take from with result unknown expressions and equations using the minus sign with no unknown.</p> <p>GK M4 Lesson 21: Represent subtraction story problems using objects, drawings, expressions, and equations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>GK M4 Topic E: Decompositions of 9 and 10 into Number Pairs</p>
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<p>M.K.10 <i>continued</i></p>	<p>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.</p>
<p>M.K.11</p> <p>For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation.</p>	<p>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.</p>
<p>M.K.12</p> <p>Fluently (efficiently, flexibly, and accurately) add and subtract within 5 using various strategies.</p>	<p>GK M4 Topic A: Compositions and Decompositions of 2, 3, 4, and 5</p>

Operations and Algebraic Thinking

Recognize patterns.

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<p>M.K.13</p> <p>Recognize and create recognizable patterns using colors, shapes, sizes, and sounds with support and guidance.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
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Number and Operations in Base Ten

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

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<p>M.K.14</p> <p>Compose and decompose numbers from 11 to 19 into ten ones and larger two-digit numbers by using objects or drawings and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones (one ten) and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>GK M5 Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ____ ones.</p> <p>GK M5 Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ____ ones.</p> <p>GK M5 Lesson 4: Count straws the Say Ten way to 19; make a pile for each ten.</p> <p>GK M5 Lesson 5: Count straws the Say Ten way to 20; make a pile for each ten.</p> <p>GK M5 Topic B: Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers</p> <p>GK M5 Lesson 11: Show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of 1 larger.</p> <p>GK M5 Lesson 12: Represent numbers 20 to 11 in tower configurations decreasing by 1—a pattern of 1 smaller.</p> <p>GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations.</p> <p>GK M5 Lesson 14: Show, count, and write to answer how many questions with up to 20 objects in circular configurations.</p> <p>GK M5 Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers</p>
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Measurement and Data

Describe and compare measurable attributes.

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<p>M.K.15</p> <p>Describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object.</p>	<p>GK M3 Topic A: Comparison of Length and Height</p> <p>GK M3 Lesson 4: Compare the length of linking cube sticks to a 5-stick.</p> <p>GK M3 Lesson 5: Determine which linking cube stick is longer than or shorter than the other.</p> <p>GK M3 Lesson 6: Compare the length of linking cube sticks to various objects.</p> <p>GK M3 Topic C: Comparison of Weight</p> <p>GK M3 Topic D: Comparison of Volume</p> <p>GK M3 Topic H: Clarification of Measurable Attributes</p>
<p>M.K.16</p> <p>Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute and describe the difference.</p>	<p>GK M3 Topic A: Comparison of Length and Height</p> <p>GK M3 Lesson 4: Compare the length of linking cube sticks to a 5-stick.</p> <p>GK M3 Lesson 5: Determine which linking cube stick is longer than or shorter than the other.</p> <p>GK M3 Lesson 6: Compare the length of linking cube sticks to various objects.</p> <p>GK M3 Topic C: Comparison of Weight</p> <p>GK M3 Topic D: Comparison of Volume</p> <p>GK M3 Topic H: Clarification of Measurable Attributes</p> <p>GK M6 Lesson 8: Culminating task.</p>

Measurement and Data

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

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<p>M.K.17</p> <p>Classify objects into given categories, count the numbers of objects in each category, and sort the categories by count. Category counts should be limited to less than or equal to 10. (e.g., Identify coins and sort them into groups of 5s or 10s.)</p>	<p>GK M1 Topic A: Attributes of Two Related Objects</p> <p>GK M1 Topic B: Classify to Make Categories and Count</p> <p>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.</p>
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Measurement and Data

Work with money.

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<p>M.K.18</p> <p>Identify coins: penny, nickel, dime, quarter.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
<p>M.K.19</p> <p>Count pennies to 20.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>

Geometry

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

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<p>M.K.20</p> <p>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.</p>	<p>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.</p> <p>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.</p>
<p>M.K.21</p> <p>Correctly name shapes regardless of their orientations or overall size.</p>	<p>GK M2 Lesson 2: Explain decisions about classifications of triangles into categories using variants and non-examples. Identify shapes as triangles.</p> <p>GK M2 Lesson 3: Explain decisions about classifications of rectangles into categories using variants and non-examples. Identify shapes as triangles.</p> <p>GK M2 Lesson 4: Explain decisions about classifications of hexagons and circles, and identify them by name. Make observations using variants and non-examples.</p> <p>GK M2 Lesson 7: Explain decisions about classification of solid shapes into categories. Name the solid shapes.</p> <p>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.</p>
<p>M.K.22</p> <p>Using real-life objects, identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>	<p>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.</p>

Geometry

Analyze, compare, create, and compose shapes.

West Virginia College- and Career-Readiness Standards for Mathematics

Aligned Components of *Eureka Math*

<p>M.K.23</p> <p>Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”), and other attributes (e.g., having sides of equal length).</p>	<p>GK M2 Topic A: Two-Dimensional Flat Shapes</p> <p>GK M2 Topic B: Three-Dimensional Solid Shapes</p> <p>GK M2 Topic C: Two-Dimensional and Three-Dimensional Shapes</p> <p>GK M6 Lesson 1: Describe the systematic construction of flat shapes using ordinal numbers.</p> <p>GK M6 Lesson 2: Build flat shapes with varying side lengths and record with drawings.</p> <p>GK M6 Lesson 3: Compose solids using flat shapes as a foundation.</p> <p>GK M6 Lesson 5: Compose flat shapes using pattern blocks and drawings.</p>
<p>M.K.24</p> <p>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>GK M6 Lesson 1: Describe the systematic construction of flat shapes using ordinal numbers.</p> <p>GK M6 Lesson 2: Build flat shapes with varying side lengths and record with drawings.</p> <p>GK M6 Lesson 3: Compose solids using flat shapes as a foundation.</p>
<p>M.K.25</p> <p>Compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”).</p>	<p>GK M6 Topic B: Composing and Decomposing Shapes</p>