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## Grade 1 | Tennessee Academic Standards for Mathematics Correlation to *Eureka Math<sup>2</sup> Tennessee Edition*

When the original *Eureka Math*<sup>®</sup> curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds<sup>®</sup> teacher–writers have created *Eureka Math<sup>2</sup> Tennessee Edition*, a groundbreaking new curriculum that helps teachers deliver exponentially better math instruction while still providing students with the same deep understanding of and fluency in math. *Eureka Math<sup>2</sup> Tennessee Edition* carefully sequences mathematical content to maximize vertical alignment—a principle tested and proven to be essential in students’ mastery of math—from kindergarten through high school.

While this innovative new curriculum includes all the trademark *Eureka Math* aha moments that have been delighting students and teachers for years, it also boasts these exciting new features:

### Teachability

*Eureka Math<sup>2</sup> Tennessee Edition* employs streamlined materials that allow teachers to plan more efficiently and focus their energy on delivering high-quality instruction that meets the individual needs of their students. Differentiation suggestions, slide decks, digital interactives, and multiple forms of assessment are just a few of the resources built right into the teacher materials.

### Accessibility

*Eureka Math<sup>2</sup> Tennessee Edition* incorporates Universal Design for Learning principles so all learners can access the mathematics and take on challenging math concepts. Student supports are built into the instructional design and are clearly identified in the *Teach* book. Further, the curriculum carries a focus on readability. By eliminating unnecessary words and using simple, clear sentences, the *Eureka Math<sup>2</sup> Tennessee Edition* teacher–writers have created one of the most readable mathematics curricula on the market. The curriculum’s readability and accessibility help all students see themselves as mathematical thinkers and doers who are fully capable of owning their mathematics learning.

### Digital Engagement

The digital elements of *Eureka Math<sup>2</sup> Tennessee Edition* add to students’ engagement with the math. The curriculum provides teachers with digital slides for each lesson. In addition, each grade level includes wordless videos that spark students’ interest and curiosity. Students at all levels work through mathematical explorations that help lead to their own mathematical discoveries. Digital lessons and videos provide opportunities for students to wonder, explore, and make sense of mathematics, which contributes to the development of a strong, positive mathematical identity.

Standards for Mathematical Practice	Aligned Components
<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.2</b> Reason abstractly and quantitatively.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.3</b> Construct viable arguments and critique the reasoning of others.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.4</b> Model with mathematics.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.5</b> Use appropriate tools strategically.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.6</b> Attend to precision.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.7</b> Look for and make use of structure.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.8</b> Look for and express regularity in repeated reasoning.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>

## Operations and Algebraic Thinking

### 1.OA.A Represent and solve problems involving addition and subtraction.

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.OA.A.1</b></p> <p>Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>1 M2 Lesson 1: Represent <i>result unknown</i> problems and record as addition or subtraction number sentences.</p> <p>1 M2 Topic B: Relate and Distinguish Addition and Subtraction</p> <p>1 M2 Lesson 8: Interpret and find an unknown change.</p> <p>1 M2 Lesson 9: Represent and solve <i>add to with change unknown</i> problems.</p> <p>1 M2 Lesson 11: Represent and solve <i>take from with change unknown</i> problems.</p> <p>1 M2 Lesson 13: Represent and solve <i>add to and take from with change unknown</i> problems.</p> <p>1 M2 Lesson 14: Represent and solve <i>put together/take apart with addend unknown</i> problems.</p> <p>1 M2 Lesson 21: Represent and solve <i>compare with difference unknown</i> problems, part 1.</p> <p>1 M2 Lesson 22: Represent and solve <i>compare with difference unknown</i> problems, part 2.</p> <p>1 M3 Lesson 11: Represent and compare related situation equations, part 1.</p> <p>1 M3 Lesson 12: Represent and compare related situation equations, part 2.</p> <p>1 M3 Lesson 19: Solve <i>take from with change unknown</i> problems with totals in the teens.</p> <p>1 M3 Lesson 26: Pose and solve varied word problems.</p> <p>1 M4 Lesson 10: Compare to find how much longer.</p> <p>1 M4 Lesson 11: Compare to find how much shorter.</p> <p>1 M4 Lesson 12: Find the unknown longer length.</p> <p>1 M4 Lesson 13: Find the unknown shorter length.</p> <p>1 M6 Topic E: Deepening Problem Solving</p>

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.OA.A.2</b></p> <p>Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>1 M3 Lesson 2: Make ten with three addends.</p> <p>1 M3 Lesson 3: Represent and solve three-addend word problems.</p> <p>1 M3 Lesson 11: Represent and compare related situation equations, part 1.</p> <p>1 M3 Lesson 12: Represent and compare related situation equations, part 2.</p> <p>1 M3 Lesson 26: Pose and solve varied word problems.</p>

## Operations and Algebraic Thinking

### 1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.OA.B.3</b></p> <p>Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract.</p>	<p>1 M1 Lesson 9: Count on from both parts and record part–total relationships.</p> <p>1 M1 Lesson 15: Use the commutative property to count on from the larger addend.</p> <p>1 M1 Lesson 16: Use the commutative property to find larger totals.</p> <p>1 M1 Lesson 17: Add 0 and 1 to any number.</p> <p>1 M3 Topic A: Make Easier Problems with Three Addends</p> <p>1 M3 Topic B: Make Easier Problems to Add</p> <p>1 M3 Topic C: Make Easier Addition Problems with a Linear Model</p> <p>1 M3 Lesson 26: Pose and solve varied word problems.</p>
<p><b>1.OA.B.4</b></p> <p>Understand the relationship between addition and subtraction by representing subtraction as an unknown–addend problem.</p>	<p>1 M2 Lesson 17: Use related addition facts to subtract from 10.</p> <p>1 M2 Lesson 18: Use related addition facts to subtract.</p> <p>1 M2 Lesson 19: Determine the value of the unknown in various positions.</p>

## Operations and Algebraic Thinking

### 1.OA.C Add and subtract within 20.

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.OA.C.5</b></p> <p>Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math> or adding <math>6 + 7</math> by creating the known equivalent <math>6 + 4 + 3 = 10 + 3 = 13</math> or <math>6 + 6 + 1 = 12 + 1</math>).</p>	<p>1 M1 Topic B: Count On from a Visible Part</p> <p>1 M1 Lesson 13: Count on from an addend in <i>add to with result unknown</i> situations.</p> <p>1 M1 Lesson 14: Count on to find the total of an addition expression.</p> <p>1 M1 Lesson 17: Add 0 and 1 to any number.</p> <p>1 M1 Lesson 20: Find all two-part expressions equal to 6.</p> <p>1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8.</p> <p>1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10.</p> <p>1 M1 Lesson 23: Find the totals of doubles +1 facts.</p> <p>1 M1 Lesson 24: Use known facts to make easier problems.</p> <p>1 M2 Lesson 2: Subtract all or subtract 0.</p> <p>1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total.</p> <p>1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently.</p> <p>1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems.</p> <p>1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract.</p> <p>1 M3 Lesson 1: Group to make ten when there are three parts.</p> <p>1 M3 Lesson 4: Use properties of addition to make three-addend expressions easier.</p> <p>1 M3 Topic B: Make Easier Problems to Add</p> <p>1 M3 Lesson 13: Count on to make ten within 20.</p> <p>1 M3 Lesson 14: Count on to make the next ten within 100.</p> <p>1 M3 Lesson 17: Add a two-digit number and a one-digit number.</p> <p>1 M3 Lesson 18: Subtract a one-digit number from a two-digit number.</p> <p>1 M3 Lesson 20: Use strategies to subtract from a teen number.</p>

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.OA.C.5 <i>continued</i></b></p>	<p>1 M3 Lesson 21: Take from ten to subtract from a teen number, part 1.</p> <p>1 M3 Lesson 22: Take from ten to subtract from a teen number, part 2.</p> <p>1 M3 Lesson 23: Subtract by counting on.</p> <p>1 M3 Lesson 24: Decompose the subtrahend to count back.</p> <p>1 M3 Lesson 25: Choose a strategy to make an easier problem.</p>
<p><b>1.OA.C.6</b></p> <p>Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.</p>	<p>1 M1 Lesson 17: Add 0 and 1 to any number.</p> <p>1 M1 Lesson 20: Find all two-part expressions equal to 6.</p> <p>1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8.</p> <p>1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10.</p> <p>1 M2 Lesson 2: Subtract all or subtract 0.</p> <p>1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total.</p> <p>1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently.</p>

## Operations and Algebraic Thinking

### 1.OA.D Work with addition and subtraction equations.

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.OA.D.7</b></p> <p>Understand the meaning of the equal sign (e.g., <math>6 = 6</math>; <math>5 + 2 = 4 + 3</math>; <math>7 = 8 - 1</math>). Determine if equations involving addition and subtraction are true or false.</p>	<p>1 M1 Lesson 18: Determine whether number sentences are true or false.</p> <p>1 M1 Lesson 19: Reason about the meaning of the equal sign.</p> <p>1 M1 Lesson 24: Use known facts to make easier problems.</p> <p>1 M2 Lesson 20: Add or subtract to make groups equal.</p> <p>1 M5 Lesson 18: Determine if number sentences involving addition and subtraction are true or false.</p>

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.OA.D.7 <i>continued</i></b></p>	<p>1 M5 Lesson 22: Decompose both addends and add like units.</p> <p>1 M5 Lesson 23: Decompose an addend and add tens first.</p> <p>1 M5 Lesson 24: Decompose an addend to make the next ten.</p> <p>1 M5 Lesson 25: Compare equivalent expressions used to solve two-digit addition equations.</p>
<p><b>1.OA.D.8</b></p> <p>Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g., <math>8 + ? = 11</math>, <math>5 = ? - 3</math>, <math>6 + 6 = ?</math>).</p>	<p>1 M2 Lesson 10: Represent and find an unknown addend in equations.</p> <p>1 M2 Lesson 12: Represent and find an unknown subtrahend in equations.</p> <p>1 M2 Lesson 13: Represent and solve <i>add to</i> and <i>take from with change unknown</i> problems.</p> <p>1 M2 Lesson 15: Relate counting on and counting back to find an unknown part.</p> <p>1 M2 Lesson 19: Determine the value of the unknown in various positions.</p>

## Number and Operations in Base Ten

### 1.NBT.A Extend the counting sequence.

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.NBT.A.1</b></p> <p>Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.</p>	<p>1 M3 Lesson 15: Count and record a collection of objects.</p> <p>1 M3 Lesson 16: Identify ten as a unit.</p> <p>1 M4 Lesson 14: Measure to find counting patterns.</p> <p>1 M5 Lesson 2: Count a collection and record the total in units of tens and ones.</p> <p>1 M5 Lesson 3: Recognize the place value of digits in a two-digit number.</p> <p>1 M5 Lesson 5: Reason about equivalent representations of a number.</p> <p>1 M6 Topic D: Count and Represent Numbers Beyond 100</p>

**Tennessee Academic Standards  
for Mathematics**

**Aligned Components**

<p><b>1.NBT.A.2</b></p> <p>Recognize, describe, extend, and create patterns when counting by ones, twos, fives, and tens and use those patterns to predict the next number in the counting sequence up to 120 through counting or building with concrete materials.</p>	<p>1 M4 Lesson 14: Measure to find counting patterns.</p> <p>1 M6 Lesson 17: Read, write, and represent numbers greater than 100.</p> <p>1 M6 Lesson 18: Count by fives and tens by using math tools including coins.</p> <p>1 M6 Lesson 19: Count up and down across 100.</p>
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**Number and Operations in Base Ten**

**1.NBT.B Understand place value.**

**Tennessee Academic Standards  
for Mathematics**

**Aligned Components**

<p><b>1.NBT.B.3</b></p> <p>Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).</p>	<p>1 M1 Lesson 12: Count on from 10 to find an unknown total.</p> <p>1 M3 Topic D: Reason about Ten as a Unit to Add or Subtract</p> <p>1 M4 Lesson 8: Draw to represent a length measurement.</p> <p>1 M4 Lesson 9: Represent a total length as units of tens and ones.</p> <p>1 M5 Lesson 2: Count a collection and record the total in units of tens and ones.</p> <p>1 M5 Lesson 3: Recognize the place value of digits in a two-digit number.</p> <p>1 M5 Lesson 4: Represent a number in multiple ways by trading 10 ones for a ten.</p> <p>1 M5 Lesson 5: Reason about equivalent representations of a number.</p> <p>1 M5 Lesson 8: Use place value reasoning to write and compare 2 two-digit numbers.</p>
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**Tennessee Academic Standards  
for Mathematics**

**Aligned Components**

<p><b>1.NBT.B.4</b></p> <p>Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> to show the relationship.</p>	<p>1 M1 Lesson 2: Organize and represent data to compare two categories.</p> <p>1 M1 Lesson 3: Sort to represent and compare data with three categories.</p> <p>1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph.</p> <p>1 M1 Lesson 6: Use tally marks to represent and compare data.</p> <p>1 M4 Lesson 5: Measure and compare lengths.</p> <p>1 M5 Topic B: Use Place Value to Compare</p>
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**Number and Operations in Base Ten**

**1.NBT.C Use place value understanding and properties of operations to add and subtract.**

**Tennessee Academic Standards  
for Mathematics**

**Aligned Components**

<p><b>1.NBT.C.5</b></p> <p>Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p>	<p>1 M5 Topic C: Addition of One-Digit and Two-Digit Numbers</p> <p>1 M5 Topic D: Addition and Subtraction of Tens</p> <p>1 M5 Topic E: Addition of Two-Digit Numbers</p> <p>1 M6 Topic F: Extending Addition to 100</p>
<p><b>1.NBT.C.6</b></p> <p>Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.</p>	<p>1 M5 Lesson 6: Add 10 or take 10 from a two-digit number.</p>

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.NBT.C.7</b></p> <p>Subtract multiples of 10 from any number in the range of 10–99 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>1 M5 Lesson 15: Count on and back by tens to add and subtract.</p> <p>1 M5 Lesson 16: Use related single-digit facts to add and subtract multiples of ten.</p> <p>1 M5 Lesson 17: Use tens to find an unknown part.</p> <p>1 M5 Lesson 18: Determine if number sentences involving addition and subtraction are true or false.</p>

## Measurement and Data

### 1.MD.A Measure lengths indirectly and by iterating length units.

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.MD.A.1</b></p> <p>Order three objects by length. Compare the lengths of two objects indirectly by using a third object.</p>	<p>1 M4 Topic A: Direct and Indirect Length Comparison</p> <p>1 M4 Lesson 5: Measure and compare lengths.</p> <p>1 M4 Lesson 6: Measure and order lengths.</p>
<p><b>1.MD.A.2</b></p> <p>Measure the length of an object using non-standard units (paper clips, cubes, etc.) and express this length as a whole number of units.</p>	<p>1 M4 Topic B: Length Measurement and Comparison</p> <p>1 M4 Lesson 10: Compare to find how much longer.</p> <p>1 M4 Lesson 11: Compare to find how much shorter.</p> <p>1 M4 Lesson 14: Measure to find counting patterns.</p>

## Measurement and Data

### 1.MD.B Work with time and money.

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.MD.B.3</b></p> <p>Recognize a clock as a measurement tool. Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>1 M5 Lesson 1: Tell time to the hour and half hour by using digital and analog clocks.</p> <p>1 M6 Lesson 14: Tell time to the half hour with the term <i>half past</i>.</p> <p>1 M6 Lesson 15: Reason about the location of the hour hand to tell time.</p>
<p><b>1.MD.B.4</b></p> <p>Count the value of a set of like coins less than one dollar using the ¢ symbol only.</p>	<p>1 M6 Lesson 18: Count by fives and tens by using math tools including coins.</p>

## Measurement and Data

### 1.MD.C Represent and interpret data.

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.MD.C.5</b></p> <p>Organize, represent, and interpret data with up to three categories using pictographs, bar graphs, and tally charts. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p>1 M1 Lesson 2: Organize and represent data to compare two categories.</p> <p>1 M1 Lesson 3: Sort to represent and compare data with three categories.</p> <p>1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph.</p> <p>1 M1 Lesson 5: Organize and represent categorical data.</p> <p>1 M1 Lesson 6: Use tally marks to represent and compare data.</p> <p>1 M2 Lesson 23: Compare categories in a graph to figure out how many more.</p>

## Geometry

### 1.G.A Reason about shapes/solids and their attributes.

Tennessee Academic Standards for Mathematics	Aligned Components
<p><b>1.G.A.1</b></p> <p>Distinguish between attributes that define a shape (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.</p>	<p>1 M6 Topic A: Attributes of Shapes</p>
<p><b>1.G.A.2</b></p> <p>Create a composite figure and use the composite figure to make new figures by using two-dimensional shapes (rectangles, squares, hexagons, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional solids (cubes, spheres, rectangular prisms, cones, and cylinders).</p>	<p>1 M6 Topic B: Composition of Shapes</p>
<p><b>1.G.A.3</b></p> <p>Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the shares. Understand for these examples that partitioning into more equal shares creates smaller shares.</p>	<p>1 M6 Lesson 10: Reason about equal and not equal shares.</p> <p>1 M6 Lesson 11: Name equal shares as halves or fourths.</p> <p>1 M6 Lesson 12: Partition shapes into halves, fourths, and quarters.</p> <p>1 M6 Lesson 13: Relate the number of equal shares to the size of the shares.</p>