Grade 1 | Mathematics Standards of Learning for Virginia Public Schools Correlation to *Eureka Math²®*

When the original *Eureka Math®* curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds® teacher–writers have created *Eureka Math²®*, 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 Math²* 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 Math² 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 Math² 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 Math²* 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 Math²* 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.

Mathematical Process Goals for Students	Aligned Components of *Eureka Math²*
Mathematical Problem Solving	Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.
Mathematical Communication	Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.
Mathematical Reasoning	Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.
Mathematical Connections	Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.
Mathematical Representations	Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.

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 Math²*
1.NS.1.a Count forward orally by ones from 0 to 120 starting at any number between 0 and 120.	1 M3 Lesson 15: Count and record a collection of objects. 1 M3 Lesson 16: Identify ten as a unit. 1 M5 Lesson 2: Count a collection and record the total in units of tens and ones. 1 M5 Lesson 3: Recognize the place value of digits in a two-digit number. 1 M5 Lesson 5: Reason about equivalent representations of a number. 1 M6 Topic D: Count and Represent Numbers Beyond 100
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).	2 M1 Lesson 21: Count efficiently within 1,000 by using ones, tens, and hundreds. 2 M1 Lesson 22: Use counting strategies to solve *add to with change unknown* word problems. 2 M1 Lesson 23: Organize, count, and record a collection of objects. 2 M1 Lesson 24: Count up to 1,000 by using place value units. 2 M1 Lesson 29: Count by $1, $10, and $100. 2 M1 Lesson 30: Determine how many $10 bills are equal to $1,000. 2 M1 Lesson 37: Organize, count, represent, and compare a collection of objects. 2 M3 Lesson 17: Relate the clock to a number line to count by fives. 2 M3 Lesson 18: Tell time to the nearest 5 minutes. *Supplemental material is necessary to fully address this standard.*

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
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).	2 M6 Topic B: Arrays and Equal Groups 2 M6 Topic C: Rectangular Arrays as a Foundation for Multiplication and Division 2 M6 Lesson 14: Relate doubles to even numbers and write equations to express the sums. 2 M6 Lesson 15: Pair objects and skip-count to determine whether a number is even or odd. 2 M6 Lesson 16: Use rectangular arrays to investigate combinations of even and odd numbers. *Supplemental material is necessary to fully address this standard.*
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).	1 M1 Lesson 25: Organize, count, and record a collection of objects. 1 M3 Lesson 15: Count and record a collection of objects. 1 M5 Lesson 2: Count a collection and record the total in units of tens and ones. 1 M6 Lesson 16: Count and record totals for collections greater than 100. *Supplemental material is necessary to 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.	1 M5 Lesson 4: Represent a number in multiple ways by trading 10 ones for a ten. 1 M5 Lesson 5: Reason about equivalent representations of a number. 1 M5 Lesson 9: Compare two quantities and make them equal. *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.	1 M5 Lesson 4: Represent a number in multiple ways by trading 10 ones for a ten. 1 M5 Lesson 5: Reason about equivalent representations of a number. 1 M5 Lesson 9: Compare two quantities and make them equal. *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 Math²*
1.NS.2.a Read and write numerals 0–120 in sequence and out of sequence.	1 M3 Lesson 15: Count and record a collection of objects. 1 M3 Lesson 16: Identify ten as a unit. 1 M5 Lesson 2: Count a collection and record the total in units of tens and ones. 1 M5 Lesson 3: Recognize the place value of digits in a two-digit number. 1 M5 Lesson 5: Reason about equivalent representations of a number. 1 M6 Topic D: Count and Represent Numbers Beyond 100
1.NS.2.b Estimate the number of objects (up to 120) in a given collection and justify the reasonableness of an answer.	1 M1 Lesson 25: Organize, count, and record a collection of objects. 1 M3 Lesson 15: Count and record a collection of objects. 1 M5 Lesson 2: Count a collection and record the total in units of tens and ones. 1 M6 Lesson 16: Count and record totals for collections greater than 100.
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).	1 M1 Lesson 12: Count on from 10 to find an unknown total. 1 M3 Topic D: Reason about Ten as a Unit to Add or Subtract 1 M4 Lesson 8: Draw to represent a length measurement. 1 M4 Lesson 9: Represent a total length as units of tens and ones. 1 M5 Lesson 2: Count a collection and record the total in units of tens and ones. 1 M5 Lesson 3: Recognize the place value of digits in a two-digit number. 1 M5 Lesson 4: Represent a number in multiple ways by trading 10 ones for a ten. 1 M5 Lesson 5: Reason about equivalent representations of a number. 1 M5 Lesson 8: Use place value reasoning to write and compare 2 two-digit numbers.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
1.NS.2.d Describe the number of groups of tens and ones when given a two-digit number and justify reasoning.	1 M1 Lesson 12: Count on from 10 to find an unknown total. 1 M3 Topic D: Reason about Ten as a Unit to Add or Subtract 1 M4 Lesson 8: Draw to represent a length measurement. 1 M4 Lesson 9: Represent a total length as units of tens and ones. 1 M5 Lesson 2: Count a collection and record the total in units of tens and ones. 1 M5 Lesson 3: Recognize the place value of digits in a two-digit number. 1 M5 Lesson 4: Represent a number in multiple ways by trading 10 ones for a ten. 1 M5 Lesson 5: Reason about equivalent representations of a number. 1 M5 Lesson 8: Use place value reasoning to write and compare 2 two-digit numbers.
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*.	1 M5 Topic B: Use Place Value to Compare
1.NS.2.f Order three sets, each set containing up to 120 objects, from least to greatest, and greatest to least.	*Supplemental material is necessary to address this standard.*

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 Math²*
1.NS.3.a Represent equal shares of a whole with two or four sharers, when given a contextual problem.	1 M6 Lesson 10: Reason about equal and not equal shares. 1 M6 Lesson 11: Name equal shares as halves or fourths. 1 M6 Lesson 12: Partition shapes into halves, fourths, and quarters. 1 M6 Lesson 13: Relate the number of equal shares to the size of the shares.
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.	1 M6 Lesson 10: Reason about equal and not equal shares. 1 M6 Lesson 11: Name equal shares as halves or fourths. 1 M6 Lesson 12: Partition shapes into halves, fourths, and quarters. 1 M6 Lesson 13: Relate the number of equal shares to the size of the shares.
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.	1 M6 Lesson 10: Reason about equal and not equal shares. 1 M6 Lesson 11: Name equal shares as halves or fourths. 1 M6 Lesson 12: Partition shapes into halves, fourths, and quarters. 1 M6 Lesson 13: Relate the number of equal shares to the size of the shares.

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 Math²*
1.CE.1.a Recognize and describe with fluency part-part-whole relationships for numbers up to 10 in a variety of configurations.	1 M1 Lesson 14: Count on to find the total of an addition expression. 1 M1 Lesson 17: Add 0 and 1 to any number. 1 M1 Lesson 20: Find all two-part expressions equal to 6. 1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8. 1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10. 1 M1 Lesson 23: Find the totals of doubles +1 facts. 1 M1 Lesson 24: Use known facts to make easier problems. 1 M2 Lesson 2: Subtract all or subtract 0. 1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total. 1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently. 1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems. 1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract. 1 M3 Lesson 1: Group to make ten when there are three parts. 1 M3 Lesson 4: Use properties of addition to make three-addend expressions easier. 1 M3 Topic B: Make Easier Problems to Add 1 M3 Lesson 13: Count on to make ten within 20. 1 M3 Lesson 14: Count on to make the next ten within 100. 1 M3 Lesson 17: Add a two-digit number and a one-digit number. 1 M3 Lesson 18: Subtract a one-digit number from a two-digit number. 1 M3 Lesson 20: Use strategies to subtract from a teen number.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
1.CE.1.a *continued*	1 M3 Lesson 21: Take from ten to subtract from a teen number, part 1. 1 M3 Lesson 22: Take from ten to subtract from a teen number, part 2. 1 M3 Lesson 23: Subtract by counting on. 1 M3 Lesson 24: Decompose the subtrahend to count back. 1 M3 Lesson 25: Choose a strategy to make an easier problem.
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).	1 M1 Lesson 14: Count on to find the total of an addition expression. 1 M1 Lesson 17: Add 0 and 1 to any number. 1 M1 Lesson 20: Find all two-part expressions equal to 6. 1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8. 1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10. 1 M1 Lesson 23: Find the totals of doubles +1 facts. 1 M1 Lesson 24: Use known facts to make easier problems. 1 M2 Lesson 2: Subtract all or subtract 0. 1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total. 1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently. 1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems. 1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract. 1 M3 Lesson 1: Group to make ten when there are three parts. 1 M3 Lesson 4: Use properties of addition to make three-addend expressions easier. 1 M3 Topic B: Make Easier Problems to Add 1 M3 Lesson 13: Count on to make ten within 20. 1 M3 Lesson 14: Count on to make the next ten within 100. 1 M3 Lesson 17: Add a two-digit number and a one-digit number.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
1.CE.1.b *continued*	1 M3 Lesson 18: Subtract a one-digit number from a two-digit number. 1 M3 Lesson 20: Use strategies to subtract from a teen number. 1 M3 Lesson 21: Take from ten to subtract from a teen number, part 1. 1 M3 Lesson 22: Take from ten to subtract from a teen number, part 2. 1 M3 Lesson 23: Subtract by counting on. 1 M3 Lesson 24: Decompose the subtrahend to count back. 1 M3 Lesson 25: Choose a strategy to make an easier problem.
1.CE.1.c Recall with automaticity addition and subtraction facts within 10.	1 M1 Lesson 14: Count on to find the total of an addition expression. 1 M1 Lesson 17: Add 0 and 1 to any number. 1 M1 Lesson 20: Find all two-part expressions equal to 6. 1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8. 1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10. 1 M1 Lesson 23: Find the totals of doubles $+1$ facts. 1 M1 Lesson 24: Use known facts to make easier problems. 1 M2 Lesson 2: Subtract all or subtract 0. 1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total. 1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently. 1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems. 1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
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).	1 M1 Lesson 14: Count on to find the total of an addition expression. 1 M1 Lesson 17: Add 0 and 1 to any number. 1 M1 Lesson 20: Find all two-part expressions equal to 6. 1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8. 1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10. 1 M1 Lesson 23: Find the totals of doubles +1 facts. 1 M1 Lesson 24: Use known facts to make easier problems. 1 M2 Lesson 2: Subtract all or subtract 0. 1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total. 1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently. 1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems. 1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract. 1 M3 Lesson 1: Group to make ten when there are three parts. 1 M3 Lesson 4: Use properties of addition to make three-addend expressions easier. 1 M3 Topic B: Make Easier Problems to Add 1 M3 Lesson 13: Count on to make ten within 20. 1 M3 Lesson 14: Count on to make the next ten within 100. 1 M3 Lesson 17: Add a two-digit number and a one-digit number. 1 M3 Lesson 18: Subtract a one-digit number from a two-digit number. 1 M3 Lesson 20: Use strategies to subtract from a teen number. 1 M3 Lesson 21: Take from ten to subtract from a teen number, part 1. 1 M3 Lesson 22: Take from ten to subtract from a teen number, part 2. 1 M3 Lesson 23: Subtract by counting on. 1 M3 Lesson 24: Decompose the subtrahend to count back. 1 M3 Lesson 25: Choose a strategy to make an easier problem.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
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: $1 + 9 = 10$; $10 + 6 = 16$).	1 M1 Topic B: Count On from a Visible Part 1 M1 Topic C: Count On to Add 1 M1 Lesson 20: Find all two-part expressions equal to 6. 1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8. 1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10. 1 M1 Lesson 23: Find the totals of doubles $+1$ facts. 1 M1 Lesson 24: Use known facts to make easier problems. 1 M2 Lesson 2: Subtract all or subtract 0. 1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total. 1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently. 1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems. 1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract. 1 M2 Lesson 17: Use related addition facts to subtract from 10. 1 M2 Lesson 18: Use related addition facts to subtract. 1 M2 Lesson 19: Determine the value of the unknown in various positions. 1 M3 Topic A: Make Easier Problems with Three Addends 1 M3 Topic B: Make Easier Problems to Add 1 M3 Topic C: Make Easier Addition Problems with a Linear Model 1 M3 Lesson 17: Add a two-digit number and a one-digit number. 1 M3 Lesson 18: Subtract a one-digit number from a two-digit number. 1 M3 Topic E: Make Easier Problems to Subtract

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
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.	1 M2 Lesson 1: Represent *result unknown* problems and record as addition or subtraction number sentences. 1 M2 Topic B: Relate and Distinguish Addition and Subtraction 1 M2 Lesson 8: Interpret and find an unknown change. 1 M2 Lesson 9: Represent and solve *add to with change unknown* problems. 1 M2 Lesson 11: Represent and solve *take from with change unknown* problems. 1 M2 Lesson 13: Represent and solve *add to* and *take from with change unknown* problems. 1 M2 Lesson 14: Represent and solve *put together/take apart with addend unknown* problems. 1 M2 Lesson 21: Represent and solve *compare with difference unknown* problems, part 1. 1 M2 Lesson 22: Represent and solve *compare with difference unknown* problems, part 2. 1 M3 Lesson 11: Represent and compare related situation equations, part 1. 1 M3 Lesson 12: Represent and compare related situation equations, part 2. 1 M3 Lesson 19: Solve *take from with change unknown* problems with totals in the teens. 1 M3 Lesson 26: Pose and solve varied word problems. 1 M4 Lesson 10: Compare to find how much longer. 1 M4 Lesson 11: Compare to find how much shorter. 1 M4 Lesson 12: Find the unknown longer length. 1 M4 Lesson 13: Find the unknown shorter length. 1 M6 Topic E: Deepening Problem Solving
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 $15 + \_\_\_ = 20$).	1 M2 Lesson 10: Represent and find an unknown addend in equations. 1 M2 Lesson 12: Represent and find an unknown subtrahend in equations. 1 M2 Lesson 13: Represent and solve *add to* and *take from with change unknown* problems. 1 M2 Lesson 15: Relate counting on and counting back to find an unknown part. 1 M2 Lesson 19: Determine the value of the unknown in various positions.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
1.CE.1.h Identify and use (+) as a symbol for addition and (−) as a symbol for subtraction.	1 M1 Topic B: Count On from a Visible Part 1 M1 Lesson 13: Count on from an addend in *add to with result unknown* situations. 1 M1 Lesson 14: Count on to find the total of an addition expression. 1 M1 Lesson 17: Add 0 and 1 to any number. 1 M1 Lesson 23: Find the totals of doubles $+1$ facts. 1 M1 Lesson 24: Use known facts to make easier problems. 1 M2 Lesson 2: Subtract all or subtract 0. 1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total. 1 M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently. 1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems. 1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract.
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 $4 + 3$; $6 + 1 = 4 + 3$).	1 M1 Lesson 18: Determine whether number sentences are true or false. 1 M1 Lesson 19: Reason about the meaning of the equal sign. 1 M1 Lesson 24: Use known facts to make easier problems. 1 M2 Lesson 20: Add or subtract to make groups equal. 1 M5 Lesson 18: Determine if number sentences involving addition and subtraction are true or false. 1 M5 Lesson 22: Decompose both addends and add like units. 1 M5 Lesson 23: Decompose an addend and add tens first. 1 M5 Lesson 24: Decompose an addend to make the next ten. 1 M5 Lesson 25: Compare equivalent expressions used to solve two-digit addition equations.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
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 $3 + 5$).	1 M1 Lesson 18: Determine whether number sentences are true or false. 1 M1 Lesson 19: Reason about the meaning of the equal sign. 1 M1 Lesson 24: Use known facts to make easier problems. 1 M2 Lesson 20: Add or subtract to make groups equal. 1 M5 Lesson 18: Determine if number sentences involving addition and subtraction are true or false. 1 M5 Lesson 22: Decompose both addends and add like units. 1 M5 Lesson 23: Decompose an addend and add tens first. 1 M5 Lesson 24: Decompose an addend to make the next ten. 1 M5 Lesson 25: Compare equivalent expressions used to solve two-digit addition equations.
1.CE.1.k Use concrete materials to model an equation that represents the relationship of two expressions of equal value.	1 M1 Lesson 18: Determine whether number sentences are true or false. 1 M1 Lesson 19: Reason about the meaning of the equal sign. 1 M1 Lesson 24: Use known facts to make easier problems. 1 M2 Lesson 20: Add or subtract to make groups equal. 1 M5 Lesson 18: Determine if number sentences involving addition and subtraction are true or false. 1 M5 Lesson 22: Decompose both addends and add like units. 1 M5 Lesson 23: Decompose an addend and add tens first. 1 M5 Lesson 24: Decompose an addend to make the next ten. 1 M5 Lesson 25: Compare equivalent expressions used to solve two-digit addition equations.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
1.CE.1.I Write an equation that could be used to represent the solution to an oral, written, or picture problem.	1 M2 Lesson 1: Represent *result unknown* problems and record as addition or subtraction number sentences. 1 M2 Topic B: Relate and Distinguish Addition and Subtraction 1 M2 Lesson 8: Interpret and find an unknown change. 1 M2 Lesson 9: Represent and solve *add to with change unknown* problems. 1 M2 Lesson 11: Represent and solve *take from with change unknown* problems. 1 M2 Lesson 13: Represent and solve *add to* and *take from with change unknown* problems. 1 M2 Lesson 14: Represent and solve *put together/take apart with addend unknown* problems. 1 M2 Lesson 21: Represent and solve *compare with difference unknown* problems, part 1. 1 M2 Lesson 22: Represent and solve *compare with difference unknown* problems, part 2. 1 M3 Lesson 11: Represent and compare related situation equations, part 1. 1 M3 Lesson 12: Represent and compare related situation equations, part 2. 1 M3 Lesson 19: Solve *take from with change unknown* problems with totals in the teens. 1 M3 Lesson 26: Pose and solve varied word problems. 1 M4 Lesson 10: Compare to find how much longer. 1 M4 Lesson 11: Compare to find how much shorter. 1 M4 Lesson 12: Find the unknown longer length. 1 M4 Lesson 13: Find the unknown shorter length. 1 M6 Topic E: Deepening Problem Solving

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 Math²*
1.MG.1.a Use nonstandard units to measure the:	*This standard is addressed by the lessons aligned to its subsections.*
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;	1 M4 Topic B: Length Measurement and Comparison 1 M4 Lesson 10: Compare to find how much longer. 1 M4 Lesson 11: Compare to find how much shorter. 1 M4 Lesson 14: Measure to find patterns.
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.	2 M5 Lesson 10: Measure an object twice by using different length units and compare and relate measurement to unit size. *Supplemental material is necessary to fully address this standard.*

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 Math²*
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*.	1 M6 Topic A: Attributes of Shapes
1.MG.2.b Sort plane figures based on their characteristics (e.g., number of sides, vertices, angles, curved).	1 M6 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.	1 M6 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.	1 M6 Topic A: Attributes of Shapes

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
1.MG.2.e Recognize and name the angles found in rectangles and squares as right angles.	2 M3 Lesson 3: Identify, build, and describe right angles and parallel lines. 2 M3 Lesson 4: Use attributes to identify, classify, and compose different quadrilaterals.
1.MG.2.f Compose larger plane figures by combining two or three simple plane figures (triangles, squares, and/or rectangles).	1 M6 Topic B: Composition of 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 Math²*
1.MG.3.a Identify different tools to measure time including clocks (analog and digital) and calendar.	1 M5 Lesson 1: Tell time to the hour and half hour by using digital and analog clocks. 1 M6 Lesson 14: Tell time to the half hour with the term *half past.* 1 M6 Lesson 15: Reason about the location of the hour hand to tell time.
1.MG.3.b Describe the units of time represented on a clock as minutes and hours.	1 M5 Lesson 1: Tell time to the hour and half hour by using digital and analog clocks. 1 M6 Lesson 14: Tell time to the half hour with the term *half past.* 1 M6 Lesson 15: Reason about the location of the hour hand to tell time.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
1.MG.3.c Tell time to the hour and half-hour, using analog and digital clocks.	1 M5 Lesson 1: Tell time to the hour and half hour by using digital and analog clocks. 1 M6 Lesson 14: Tell time to the half hour with the term *half past*. 1 M6 Lesson 15: Reason about the location of the hour hand to tell time.
1.MG.3.d Describe the location of the hour hand relative to time to the hour and half-hour on an analog clock.	1 M5 Lesson 1: Tell time to the hour and half hour by using digital and analog clocks. 1 M6 Lesson 14: Tell time to the half hour with the term *half past*. 1 M6 Lesson 15: Reason about the location of the hour hand 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.	1 M5 Lesson 1: Tell time to the hour and half hour by using digital and analog clocks. 1 M6 Lesson 14: Tell time to the half hour with the term *half past*. 1 M6 Lesson 15: Reason about the location of the hour hand 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.	1 M5 Lesson 1: Tell time to the hour and half hour by using digital and analog clocks. 1 M6 Lesson 14: Tell time to the half hour with the term *half past*. 1 M6 Lesson 15: Reason about the location of the hour hand 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.*

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
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.*
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 Math²*
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).	1 M1 Lesson 2: Organize and represent data to compare two categories. 1 M1 Lesson 3: Sort to represent and compare data with three categories. 1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph. 1 M1 Lesson 5: Organize and represent categorical data. 1 M1 Lesson 6: Use tally marks to represent and compare data. 1 M2 Lesson 23: Compare categories in a graph to figure out how many more.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
1.PS.1.b Describe and label attributes of a set of objects that has been sorted.	1 M1 Lesson 2: Organize and represent data to compare two categories. 1 M1 Lesson 3: Sort to represent and compare data with three categories. 1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph. 1 M1 Lesson 5: Organize and represent categorical data. 1 M1 Lesson 6: Use tally marks to represent and compare data. 1 M2 Lesson 23: Compare categories in a graph to figure out how many more.
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).	1 M1 Lesson 2: Organize and represent data to compare two categories. 1 M1 Lesson 3: Sort to represent and compare data with three categories. 1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph. 1 M1 Lesson 5: Organize and represent categorical data. 1 M1 Lesson 6: Use tally marks to represent and compare data. 1 M2 Lesson 23: Compare categories in a graph to figure out how many more.

Mathematics Standards of Learning for Virginia Public Schools	Aligned Components of *Eureka Math²*
1.PS.1.f Represent a data set (vertically or horizontally) using object graphs, picture graphs, and tables.	1 M1 Lesson 2: Organize and represent data to compare two categories. 1 M1 Lesson 3: Sort to represent and compare data with three categories. 1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph. 1 M1 Lesson 5: Organize and represent categorical data. 1 M1 Lesson 6: Use tally marks to represent and compare data. 1 M2 Lesson 23: Compare categories in a graph to figure out how many more.
1.PS.1.g Analyze data represented in object graphs, picture graphs, and tables and communicate results:	1 M1 Lesson 2: Organize and represent data to compare two categories. 1 M1 Lesson 3: Sort to represent and compare data with three categories. 1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph. 1 M1 Lesson 5: Organize and represent categorical data. 1 M1 Lesson 6: Use tally marks to represent and compare data. 1 M2 Lesson 23: Compare categories in a graph to figure out how many more.
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	1 M1 Lesson 2: Organize and represent data to compare two categories. 1 M1 Lesson 3: Sort to represent and compare data with three categories. 1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph. 1 M1 Lesson 5: Organize and represent categorical data. 1 M1 Lesson 6: Use tally marks to represent and compare data. 1 M2 Lesson 23: Compare categories in a graph to figure out how many more.
1.PS.1.g.ii draw conclusions about the data and make predictions based on the data.	1 M1 Lesson 2: Organize and represent data to compare two categories. 1 M1 Lesson 3: Sort to represent and compare data with three categories. 1 M1 Lesson 4: Find the total number of data points and compare categories in a picture graph. 1 M1 Lesson 5: Organize and represent categorical data. 1 M1 Lesson 6: Use tally marks to represent and compare data. 1 M2 Lesson 23: Compare categories in a graph to figure out how many more.

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 Math²*
1.PFA.1.a Identify and describe repeating and increasing patterns.	*Supplemental material is necessary to address this standard.*
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.*