

# Louisiana Believes

## Louisiana Guide to Implementing Eureka Math: Grade 1

To assist teachers with the implementation of the 1st Grade Eureka Math curriculum, this document provides multiple layers of guidance regarding how Eureka Math lessons correlate with Louisiana Student Standards for Mathematics (LSSM). Eureka Math is a focused, coherent math curriculum which provides ample instructional guidance for teachers. This Louisiana Guide for Implementing Eureka Math goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability.

This guidance document is considered a “living” document as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to [LouisianaStandards@la.gov](mailto:LouisianaStandards@la.gov) so that we may use your input when updating this guide.

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## Sample Year-Long Schedule for Math Instruction 1<sup>st</sup> Grade

The following sample schedule integrates the Eureka curriculum, the LEAP 360 Formative Assessment Tasks and flex days to allow teachers to move at a pace that best supports student learning. Flex days could be used for remediation, enrichment lessons, assessment, or other instructional activities. This sample should be used to guide instructional timing but should not dictate exactly what lesson a teacher should be on during a given day. The guidance has been broken into 9 weeks, as this is the calendar that most Louisiana schools systems follow.

- Coding: 1.1-A represents Module 1.Lesson 1.Topic A
- Lessons marked as “optional for remediation” in the Louisiana Guide to Implementing Eureka, have been marked by \*. Teachers should determine best use of these lessons based on their students.
- Lessons marked as “optional for enrichment” in the Louisiana Guide to Implementing Eureka have not been included in this calendar. Teachers may determine to use these during “flex” days, based on their students.
- Even though only two days on this calendar have been marked for the LEAP 360 Formative Tasks, teachers may determine to do these over more than 2 days. This is intended to show when the content of those tasks integrates coherently with the Eureka curriculum.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b>	Diagnostic Assessment(s) / FLEX				
<b>Week 2</b>	*1.1-A	*1.2-A	1.3-A	*1.4-B	*1.5-B
<b>Week 3</b>	1.6-B	1.7-B	*1.8-B	*1.9-C	*1.10-C
<b>Week 4</b>	*1.11-C	*1.12-C	*1.13-C	1.14-D	1.15-D
<b>Week 5</b>	1.16-D	1.17-E	1.18-E	1.19-E	1.20-E
<b>Week 6</b>	*1.21-F	*1.22-F	*1.23-F	*1.24-F	*1.25-G
<b>Week 7</b>	1.26-G	1.27-G	*1.28-H	*1.29-H	*1.30-H
<b>Week 8</b>	*1.31-H	*1.32-H	LEAP 360 Formative Task – Creating and Solving Word Problems (within 10)		1.33-I
<b>Week 9</b>	1.34-I	*1.35-I	*1.36-I	*1.37-I	*1.38-J

<b>Week 10</b>	*1.39-J	FLEX	FLEX	FLEX	FLEX
<b>Week 11</b>	FLEX	2.1-A	2.2-A	2.3-A	2.4-A
<b>Week 12</b>	2.5-A	2.6-A	2.7-A	2.8-A	2.9-A
<b>Week 13</b>	2.10-A	LEAP 360 Formative Task – Be a “Smart” Calculator		2.12-B	2.13-B
<b>Week 14</b>	2.14-B	2.15-B	2.16-B	2.17-B	2.18-B
<b>Week 15</b>	*2.19-B	2.20-B	LEAP 360 Formative Task – Unknown Numbers		2.22-C
<b>Week 16</b>	2.23-C	2.24-C	LEAP 360 Formative Task – Creating and Solving Word Problems (within 20)		2.25-C
<b>Week 17</b>	LEAP 360 Formative Task – The Equality Game		2.26-D	2.27-D	2.28-D
<b>Week 18</b>	2.29-D	FLEX	FLEX	FLEX	*3.1-A
<b>Week 19</b>	3.2-A	3.3-A	3.4-B	3.5-B	3.6-B
<b>Week 20</b>	3.7-C	3.8-C	3.9-C	3.10-C	3.12-C
<b>Week 21</b>	3.13-C	FLEX	FLEX	FLEX	FLEX
<b>Week 22</b>	4.1-A	4.2-A	4.3-A	4.4-A	4.5-A
<b>Week 23</b>	4.6-A	4.7-B	4.8-B	4.9-B	4.10-B
<b>Week 24</b>	LEAP 360 Formative Task – Comparing Two-Digit Numbers		4.11-C	4.12-C	4.13-D
<b>Week 25</b>	4.14-D	4.15-D	4.16-D	4.17-D	4.23-F
<b>Week 26</b>	4.24-F	4.25-F	4.26-F	4.27-F	4.28-F
<b>Week 27</b>	4.29-F	FLEX	FLEX	FLEX	FLEX
<b>Week 28</b>	FLEX	5.1-A	5.4-B	5.5-B	5.6-B
<b>Week 29</b>	5.7-C	5.8-C	5.9-C	5.10-D	5.11-D
<b>Week 30</b>	5.12-D	5.13-D	FLEX	FLEX	FLEX
<b>Week 31</b>	FLEX	6.1-A	6.2-A	6.3-B	6.4-B

<b>Week 32</b>	6.5-B	6.6-B	LEAP 360 Formative Task - “Making and Breaking” Two- Digit Numbers		6.7-B
<b>Week 33</b>	6.9-B	6.10-C	6.11-C	6.12-C	6.13-C
<b>Week 34</b>	6.14-C	*6.20-E	*6.21-E	*6.22-E	*6.25-F
<b>Week 35</b>	*6.26-F	6.28-G	6.29-G	6.30-G	FLEX
<b>Week 36</b>	FLEX	FLEX	FLEX	FLEX	FLEX

## Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (■). Supporting work (■) and, where appropriate, additional work (■) can engage students in the major work of the grade.

## Overview of Lessons

Eureka Math modules are separated into topics (divided by black lines) and lessons. This section is devoted to helping teachers identify the standards on which each lesson is focused, whether on grade level or not. The grade level standards are color-coded to denote their focus. Again, this alignment does not explicitly align to the alignment guidance provided in Eureka Math. Furthermore, not every lesson is entirely focused on grade level standards, and, as such, many lessons can be used for either remediation or enrichment. In this section you will also find notes on specific lessons that can be used for differentiation, along with details/rationale for the recommended action. An asterisk is used to denote a standard that is not addressed in its entirety in that single lesson. The part(s) of the standard that are addressed are directly quoted from the LSSM standard and are shown in purple.

## Module 1: Sums and Differences to 10

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.1-A		K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.OA.A.3	R	<ul style="list-style-type: none"> <li>Reserve these Lessons to be used with students who need a review of Grade K concepts prior to engaging with Grade 1 concepts.</li> </ul>
1.2-A		K.CC.A.2, K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.OA.A.3	R	
1.3-A	1.OA.C.5	K.OA.A.1	O	
1.4-B		K.CC.A.3, K.CC.B.5b, K.OA.A.3	R	<ul style="list-style-type: none"> <li>Reserve these Lessons to be used with students who are still struggling with and/or need extra practice <b>decomposing numbers less than or equal to 10 into pairs in more than one way.</b></li> </ul>
1.5-B		K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.OA.A.3	R	
1.6-B	1.OA.C.5	K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.OA.A.3	O	
1.7-B	1.OA.C.5	K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.OA.A.3	O	
1.8-B		K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.OA.A.3	R	<ul style="list-style-type: none"> <li>Reserve this Lesson to be used with students who are still struggling with and/or need extra practice <b>decomposing numbers less than or equal to 10 into pairs in more than one way.</b></li> </ul>
1.9-C		K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.OA.A.2	R	<ul style="list-style-type: none"> <li>Reserve these Lessons to be used with students who are still struggling with and/or need extra practice <b>solving addition and subtraction word problems, and adding and subtracting within 10.</b></li> </ul>
1.10-C		K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.OA.A.2	R	
1.11-C		K.OA.A.2	R	
1.12-C		K.OA.A.2	R	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.13-C		K.OA.A.2	R	<ul style="list-style-type: none"> <li>Reserve this Lesson to be used wth students who are still struggling with and/or need extra practice <b>adding and subtracting within 10</b>.</li> </ul>
1.14-D	1.OA.C.6		O	
1.15-D	1.OA.C.6		O	
1.16-D	1.OA.C.6		O	
1.17-E	1.OA.C.6, 1.OA.D.7	K.CC.A.3, K.CC.B.5a, K.CC.B.5b	O	
1.18-E	1.OA.C.6, 1.OA.D.7		O	<ul style="list-style-type: none"> <li>It should be noted that #2 on the Problem Set has infinitely many ways students can make false equations true. Encourage creativity and expect multiple correct answers to a single item.</li> </ul>
1.19-E	1.OA.B.3, 1.OA.C.6, 1.OA.D.7	K.CC.A.3	O	
1.20-E	1.OA.B.3, 1.OA.C.6	K.CC.A.3	O	
1.21-F	1.OA.C.6		R	<ul style="list-style-type: none"> <li>Reserve these Lessons to be used wth students who are still struggling with and/or need extra practice <b>demonstrating fluency for addition within 10</b>.</li> </ul>
1.22-F	1.OA.C.6		R	
1.23-F	1.OA.C.6		R	
1.24-F	1.OA.C.6		R	<ul style="list-style-type: none"> <li>Reserve this Lesson to be used wth students who are still struggling with and/or need extra practice <b>demonstrating fluency for addition within 10</b>.</li> </ul>
1.25-G		K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.OA.A.2	R	<ul style="list-style-type: none"> <li>Reserve this Lesson to be used wth students who are still struggling with and/or need extra practice <b>solving addition and subtraction word problems, and adding and subtracting within 10</b>.</li> </ul>



Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.26-G	1.OA.B.4, 1.OA.C.5, 1.OA.C.6		O	
1.27-G	1.OA.B.4, 1.OA.C.5, 1.OA.C.6		O	
1.28-H		K.CC.A.3, K.CC.B.5a, K.OA.A.2	R	<ul style="list-style-type: none"> <li>Reserve these Lessons to be used wth students who are still struggling with and/or need extra practice <b>solving addition and subtraction word problems, and adding and subtracting within 10.</b></li> </ul>
1.29-H		K.CC.A.3, K.CC.B.5b, K.OA.A.2	R	
1.30-H	1.OA.B.4	K.CC.A.3, K.OA.A.2	R	
1.31-H		K.CC.A.3, K.OA.A.2	R	
1.32-H	1.OA.B.4	K.CC.A.3, K.OA.A.2	R	
1.33-I	1.OA.C.6		O	
1.34-I	1.OA.C.6		O	
1.35-I	1.OA.C.6		R	<ul style="list-style-type: none"> <li>Reserve this Lesson to be used wth students who are still struggling with and/or need extra practice <b>demonstrating fluency for subtracting within 10.</b></li> </ul>
1.36-I	1.OA.C.6		R	
1.37-I	1.OA.C.6		R	
1.38-J	1.OA.C.6		R	<ul style="list-style-type: none"> <li>Reserve this Lesson to be used wth students who are still struggling with and/or need extra practice <b>demonstrating fluency for subtracting within 10.</b></li> </ul>
1.39-J	1.OA.C.6		R	<ul style="list-style-type: none"> <li>Reserve this Lesson to be used wth students who are still struggling with and/or need extra practice <b>demonstrating fluency for subtracting within 10.</b></li> </ul>

## Module 2: Introduction to Place Value Through Addition and Subtraction Within 20

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
2.1-A	1.OA.A.2, 1.OA.C.6		O	<ul style="list-style-type: none"> <li>Since this is students' first exposure to adding with three addends, many may not be comfortable with the 'make ten' strategy and should not be discouraged if using a Level 1 or 2 strategy.</li> <li>The goal is certainly moving all students to more efficient strategies, but don't let the strategy overshadow the math and the work the student is doing in solving word problems with three addends.</li> <li>Students will be given more opportunities in this Topic to develop their understanding of the 'make ten' strategy.</li> </ul>
2.2-A	1.OA.B.3, 1.OA.C.6		O	
2.3-A	1.OA.A.1, 1.OA.C.6		O	
2.4-A	1.OA.A.1, 1.OA.C.6		O	
2.5-A	1.OA.A.1, 1.OA.C.5, 1.OA.C.6		O	<ul style="list-style-type: none"> <li>If students have struggles with the 'make ten' strategy in the first four Lessons, this Lesson should move them forward in seeing the value to the strategy over Level 1 and 2 strategies.</li> </ul>
2.6-A	1.OA.B.3, 1.OA.C.6, 1.OA.D.7		O	
2.7-A	1.OA.A.1, 1.OA.C.6		O	
2.8-A	1.OA.A.1, 1.OA.C.6		O	
2.9-A	1.OA.A.1, 1.OA.C.5, 1.OA.C.6		O	
2.10-A	1.OA.B.3, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8		O	<ul style="list-style-type: none"> <li>If students are struggling to accurately use the 'make ten' strategy with addends other than 8 and 9, remediate for K.OA.A.4.</li> </ul>

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
				<ul style="list-style-type: none"> <li>Don't discourage students from using the 'make ten' strategy with the unintended addend. For example, when adding <math>4 + 9</math>, a student may see it as <math>4 + 6 + 3</math> as opposed to the intended <math>3 + 1 + 9</math>. This thinking should be encouraged and discussed to allow for a deeper understanding by all students.</li> </ul>
2.11-A	1.OA.A.1, 1.OA.B.3, 1.OA.C.6		E	<ul style="list-style-type: none"> <li>This Lesson focuses on analyzing student work using the various strategies presented in this Topic. It is a great example of the intersection of the standards for math content and the standards for math practice.</li> </ul>
2.12-B	1.OA.A.1, 1.OA.C.5, 1.OA.C.6		O	<ul style="list-style-type: none"> <li>Similar to Topic A, this Topic is looking to teach students the 'take from ten' strategy. The first two Lessons of this Topic introduce the thinking included in the strategy without explicitly discussing the strategy.</li> </ul>
2.13-B	1.OA.A.1, 1.OA.C.5, 1.OA.C.6		O	
2.14-B	1.OA.B.4, 1.OA.C.5, 1.OA.C.6		O	
2.15-B	1.OA.B.4, 1.OA.C.5, 1.OA.C.6		O	
2.16-B	1.OA.B.4, 1.OA.C.5, 1.OA.C.6		O	
2.17-B	1.OA.A.1, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6		O	
2.18-B	1.OA.A.1, 1.OA.B.4, 1.OA.C.6		O	
2.19-B	1.OA.B.4, 1.OA.C.5, 1.OA.C.6		R	<ul style="list-style-type: none"> <li>Reserve this Lesson to be used with students who are still struggling with and/or need extra practice the 'take from ten' strategy.</li> </ul>
2.20-B	1.OA.C.6, 1.OA.D.7, 1.OA.D.8		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
2.21-B	1.OA.A.1, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6		E	<ul style="list-style-type: none"> <li>This Lesson focuses on analyzing student work using the various strategies presented in this Topic. It is a great example of the intersection of the standards for math content and the standards for math practice.</li> </ul>
2.22-C	1.OA.A.1, 1.OA.B.4		O	
2.23-C	1.OA.A.1		O	
2.24-C	1.OA.A.1		O	
2.25-C	1.OA.C.6, 1.OA.D.7		O	
2.26-D	1.NBT.B.2a, 1.NBT.B.2b		O	
2.27-D	1.OA.A.1, 1.OA.C.6, 1.NBT.B.2b		O	
2.28-D	1.OA.A.1, 1.OA.C.6, 1.NBT.B.2b		O	
2.29-D	1.OA.A.1, 1.OA.C.6, 1.NBT.B.2b		O	

### Module 3: Ordering and Comparing Length Measurements as Numbers

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.1-A		K.MD.A.2	R	<ul style="list-style-type: none"> <li>Reserve this Lesson to be used with students who need a review of Grade K concepts prior to engaging with Grade 1 concepts.</li> </ul>
3.2-A	1.MD.A.1		O	
3.3-A	1.MD.A.1, 1.MD.A.2*		O	<ul style="list-style-type: none"> <li>This Lesson includes <b>expressing the length of an object as a whole number of length units</b> (using 'blocks' as the length unit) which will lead to mastery of 1.MD.A.2..</li> </ul>
3.4-B	1.MD.A.2		O	
3.5-B	1.MD.A.1, 1.MD.A.2	2.MD.A.1	O	<ul style="list-style-type: none"> <li>It is not the expectation of the 1.MD standards that students use tools (e.g., a ruler) to measure lengths.</li> </ul>
3.6-B	1.MD.A.1, 1.MD.A.2	2.MD.A.4	O	<ul style="list-style-type: none"> <li>Although the word problems included in this Lesson align to 2.MD.A.4, they might prove to be helpful for students who are still struggling to master 1.OA.A.1.</li> </ul>
3.7-C	1.MD.A.2		O	
3.8-C	1.MD.A.2		O	
3.9-C	1.OA.A.1, 1.MD.A.2	2.MD.A.4	O	<ul style="list-style-type: none"> <li>Although the word problems included in this Lesson align to 2.MD.A.4, they might prove to be helpful for students who are still struggling to master 1.OA.A.1.</li> </ul>
3.10-D	1.MD.C.4		O	<ul style="list-style-type: none"> <li>Although the word problems included in this Lesson align to 1.MD.C.4, several extend beyond the explicit expectations of 1.MD.C.4 and might prove to be helpful for students who are still struggling to master 1.OA.A.1.</li> </ul>
3.11-D	1.MD.C.4		E	<ul style="list-style-type: none"> <li>Although the word problems included in this Lesson align to 1.MD.C.4, several extend beyond the explicit expectations of 1.MD.C.4 and might prove to be helpful for students who are still struggling to master 1.OA.A.1.</li> <li>This Lesson focuses on students collecting their own data prior to engaging with the explicit expectations of the target standard.</li> </ul>

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.12-D	1.MD.C.4		O	<ul style="list-style-type: none"> <li>Although the word problems included in these Lessons align to 1.MD.C.4, several extend beyond the explicit expectations of 1.MD.C.4 and might prove to be helpful for students who are still struggling to master 1.OA.A.1.</li> </ul>
3.13-D	1.MD.C.4		O	<ul style="list-style-type: none"> <li>Although the word problems included in these Lessons align to 1.MD.C.4, several extend beyond the explicit expectations of 1.MD.C.4 and might prove to be helpful for students who are still struggling to master 1.OA.A.1.</li> </ul>

## Module 4: Place Value, Comparison, Addition and Subtraction to 40

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.1-A	1.NBT.A.1*, 1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c		O	<ul style="list-style-type: none"> <li>These Lessons include reading and writing numerals and representing a number of objects with a written numeral which will lead to mastery of 1.NBT.A.1.</li> </ul>
4.2-A	1.NBT.A.1*, 1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c		O	
4.3-A	1.NBT.A.1*, 1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c		O	
4.4-A	1.NBT.A.1*, 1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c, 1.NBT.C.4*, 1.NBT.C.4a*		O	<ul style="list-style-type: none"> <li>This Lesson includes reading and writing numerals and representing a number of objects with a written numeral which will lead to mastery of 1.NBT.A.1.</li> <li>This Lesson includes adding within 100, adding a two-digit number and a multiple of 10 which will lead to mastery of 1.NBT.C.4.</li> <li>This Lesson includes using concrete models or drawings and strategies based on place value; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> </ul>
4.5-A	1.NBT.A.1*, 1.NBT.C.5*		O	<ul style="list-style-type: none"> <li>This Lesson includes reading and writing numerals and representing a number of objects with a written numeral which will lead to mastery of 1.NBT.A.1.</li> <li>This Lesson includes finding ten more or ten less than a number, without having to count which will lead to mastery of 1.NBT.C.5.</li> </ul>
4.6-A	1.NBT.A.1*, 1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c, 1.NBT.C.5		O	<ul style="list-style-type: none"> <li>This Lesson includes reading and writing numerals and representing a number of objects with a written numeral which will lead to mastery of 1.NBT.A.1.</li> <li>This Lesson does utilize dimes and pennies as representations of tens and ones, respectively. The focus is not the value of the coins beyond a dime representing a ten and a penny representing a one. At first glance it may appear that this Lesson is exceeding the explicit expectations/limitations of 1.MD.D.5; however, upon closer inspection one can see that this is not really the case.</li> </ul>

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.7-B	1.NBT.A.1*, 1.NBT.B.3*		O	<ul style="list-style-type: none"> <li>This Lesson includes reading and writing numerals and representing a number of objects with a written numeral which will lead to mastery of 1.NBT.A.1.</li> <li>This Lesson includes comparing two two-digit numbers based on meanings of the tens and ones digits which will lead to mastery of 1.NBT.B.3</li> </ul>
4.8-B	1.NBT.B.3*		O	<ul style="list-style-type: none"> <li>This Lesson includes comparing two two-digit numbers based on meanings of the tens and ones digits which will lead to mastery of 1.NBT.B.3</li> </ul>
4.9-B	1.NBT.B.3		O	
4.10-B	1.NBT.B.3		O	
4.11-C	1.NBT.A.1*, 1.NBT.C.4*, 1.NBT.C.4a*, 1.NBT.C.4b*, 1.NBT.C.6*		O	<ul style="list-style-type: none"> <li>This Lesson includes reading and writing numerals and representing a number of objects with a written numeral which will lead to mastery of 1.NBT.A.1.</li> <li>This Lesson includes adding within 100, adding a two-digit number and a multiple of 10 which will lead to mastery of 1.NBT.C.4.</li> <li>This Lesson includes using concrete models or drawings and strategies based on place value; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> <li>This Lesson includes understanding that in adding two-digit numbers, one adds tens and tens which will lead to mastery of 1.NBT.C.4b.</li> <li>This Lesson includes subtracting multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value which will lead to mastery of 1.NBT.C.6</li> </ul>
4.12-C	1.NBT.A.1*, 1.NBT.C.4*, 1.NBT.C.4a*, 1.NBT.C.4b*		O	<ul style="list-style-type: none"> <li>This Lesson includes reading and writing numerals and representing a number of objects with a written numeral which will lead to mastery of 1.NBT.A.1.</li> <li>This Lesson includes adding within 100, adding a two-digit number and a multiple of 10 which will lead to mastery of 1.NBT.C.4.</li> <li>This Lesson includes using concrete models or drawings and strategies based on place value; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> <li>This Lesson includes understanding that in adding two-digit numbers, one adds tens and tens which will lead to mastery of 1.NBT.C.4b.</li> </ul>



Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.13-D	1.NBT.B.2, 1.NBT.C.4*, 1.NBT.C.4a*, 1.NBT.C.4b		O	<ul style="list-style-type: none"> <li>These Lessons include adding within 100, adding a two-digit number and a one-digit number which will lead to mastery of 1.NBT.C.4.</li> <li>These Lessons include using concrete models or drawings and strategies based on place value, properties of operations; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> </ul>
4.14-D	1.NBT.B.2, 1.NBT.C.4*, 1.NBT.C.4a*, 1.NBT.C.4b		O	
4.15-D	1.NBT.C.4*, 1.NBT.C.4a*, 1.NBT.C.4b		O	
4.16-D	1.NBT.C.4*, 1.NBT.C.4a*, 1.NBT.C.4b		O	<ul style="list-style-type: none"> <li>This Lesson includes using concrete models or drawings and strategies based on place value, properties of operations; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> </ul>
4.17-D	1.NBT.C.4*, 1.NBT.C.4a*, 1.NBT.C.4b		O	
4.18-D	1.NBT.C.4*, 1.NBT.C.4a*, 1.NBT.C.4b		E	<ul style="list-style-type: none"> <li>This Lesson focuses on analyzing student work using the various strategies presented in this Topic. It is a great example of the intersection of the standards for math content and the standards for math practice.</li> </ul>
4.19-E	1.OA.A.1		E	<ul style="list-style-type: none"> <li>These Lessons focus on using a tape diagram to solve word problems. Tape diagrams are prevalent throughout the Eureka Math curriculum, and, if time permits, this Lesson may prove to be advantageous for the students long term.</li> </ul>
4.20-E	1.OA.A.1		E	
4.21-E	1.OA.A.1		E	
4.22-E	1.OA.A.1		E	<ul style="list-style-type: none"> <li>This Lesson focuses on creating word problems from a given tape diagram. It is a great opportunity to develop students ability to reason abstractly and qualitatively.</li> </ul>
4.23-F	1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2c		O	
4.24-F	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b		O	<ul style="list-style-type: none"> <li>This Lesson includes using concrete models or drawings and strategies based on place value, properties of operations; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> </ul>

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.25-F	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b*		O	<ul style="list-style-type: none"> <li>This Lesson includes using concrete models or drawings and strategies based on place value, properties of operations; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> <li>This Lesson includes understanding that in adding two-digit numbers, one adds tens and tens, ones and ones which will lead to mastery of 1.NBT.C.4b.</li> </ul>
4.26-F	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b*		O	<ul style="list-style-type: none"> <li>These Lessons include using concrete models or drawings and strategies based on place value, properties of operations; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> </ul>
4.27-F	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b*		O	
4.28-F	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b*		O	
4.29-F	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b*		O	

## Module 5: Identifying, Composing, and Partitioning Shapes

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
5.1-A	1.G.A.1*		O	<ul style="list-style-type: none"> <li>This Lesson includes <b>building and drawing shapes that possess defining attributes</b> which will lead to mastery of 1.G.A.1.</li> </ul>
5.2-A		2.G.A.1	E	<ul style="list-style-type: none"> <li>These Lessons focus on finding and naming shapes which extends beyond the explicit expectations of the 1.G standards.</li> </ul>
5.3-A		2.G.A.1	E	
5.4-B	1.G.A.2*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>composing two-dimensional shapes to create a composite shape</b> which will lead to mastery of 1.G.A.2.</li> </ul>
5.5-B	1.G.A.2*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>composing new shapes from composite shapes</b> which will lead to mastery of 1.G.A.2.</li> </ul>
5.6-B	1.G.A.2*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>composing three-dimensional shapes to create a composite shape</b> which will lead to mastery of 1.G.A.2.</li> </ul>
5.7-C		3.G.A.2*	O	<ul style="list-style-type: none"> <li>Although this Lesson extends beyond the explicit expectation of the target standard, parts of the Lesson might prove to be useful in scaffolding to the target standard, 1.G.A.3.</li> <li>This Lesson focuses on recognizing equal parts and <b>partitioning shapes into parts with equal areas</b> which will lead to mastery of 3.G.A.2.</li> </ul>
5.8-C	1.G.A.3*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>partitioning circles and rectangles into two and four equal shares, describing the shares using the words halves, fourths, and quarters, and using the phrases half of, fourth of, and quarter of</b> which will lead to mastery of 1.G.A.3.</li> </ul>
5.9-C	1.G.A.3		O	
5.10-D	1.MD.B.3		O	
5.11-D	1.MD.B.3		O	
5.12-D	1.MD.B.3		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
5.13-D	1.MD.B.3		O	

## Module 6: Place Value, Comparison, Addition and Subtraction to 100

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.1-A	1.OA.A.1		O	
6.2-A	1.OA.A.1		O	
6.3-B	1.NBT.A.1*, 1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2c		O	<ul style="list-style-type: none"> <li>This Lesson includes reading and writing numerals and representing a number of objects with a written numeral which will lead to mastery of 1.NBT.A.1.</li> </ul>
6.4-B	1.NBT.A.1*, 1.NBT.B.2, 1.NBT.B.2a, 1.NBT.B.2c, 1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b		O	<ul style="list-style-type: none"> <li>This Lesson includes reading and writing numerals and representing a number of objects with a written numeral which will lead to mastery of 1.NBT.A.1.</li> <li>This Lesson includes using concrete models or drawings and strategies based on place value; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> </ul>
6.5-B	1.NBT.C.5*		O	<ul style="list-style-type: none"> <li>This Lesson includes mentally find 10 more or 10 less than the number for a given a two-digit number, without having to count which will lead to mastery of 1.NBT.C.5.</li> </ul>
6.6-B	1.NBT.B.3		O	
6.7-B	1.NBT.A.1		O	
6.8-B	1.NBT.B.2		E	<ul style="list-style-type: none"> <li>This Lesson extends beyond the explicit expectation of 1.NBT.B.2 but does not get to the explicit expectation of 2.NBT.A.1. If time permits, this Lesson may prove to be advantageous for the students long term.</li> </ul>
6.9-B	1.NBT.A.1, 1.NBT.B.2		O	<ul style="list-style-type: none"> <li>It should be noted that, although this Lesson reaches the full intent of 1.NBT.A.1, it does extend beyond the explicit expectation of 1.NBT.B.2 as is the case in Lesson 6.8.</li> </ul>

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.10-C	1.NBT.C.4*, 1.NBT.C.4a*, 1.NBT.C.6*		O	<ul style="list-style-type: none"> <li>This Lesson includes adding within 100, adding a two-digit number and a multiple of 10 which will lead to mastery of 1.NBT.C.4.</li> <li>This Lesson includes using concrete models or drawings and strategies based on place value; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> <li>This Lesson includes subtracting multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations which will lead to mastery of 1.NBT.C.6.</li> </ul>
6.11-C	1.NBT.C.4*, 1.NBT.C.4a*		O	<ul style="list-style-type: none"> <li>This Lesson includes adding within 100, adding a two-digit number and a multiple of 10 which will lead to mastery of 1.NBT.C.4.</li> <li>This Lesson includes using concrete models or drawings and strategies based on place value; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> </ul>
6.12-C	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b		O	<ul style="list-style-type: none"> <li>These Lessons include using concrete models or drawings and strategies based on place value; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> </ul>
6.13-C	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b		O	
6.14-C	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b		O	
6.15-C	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b		E	<ul style="list-style-type: none"> <li>These Lessons include using concrete models or drawings and strategies based on place value; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> <li>These Lessons introduce and focus on the ‘total below’ strategy for addition which lays the foundation for the standard algorithm for multi-digit addition; however, since the standard algorithm for multi-digit addition is not the explicit expectation until Grade 4, it is not necessary to show this method to all Grade 1 students. The decision to show this method should be made at the teacher level.</li> </ul>
6.16-C	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b		E	
6.17-C	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b		E	
6.18-D	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b		E	<ul style="list-style-type: none"> <li>These Lessons include using concrete models or drawings and strategies based on place value; relating the strategy to a number sentence which will lead to mastery of 1.NBT.C.4a.</li> </ul>

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.19-D	1.NBT.C.4, 1.NBT.C.4a*, 1.NBT.C.4b		E	<ul style="list-style-type: none"> <li>These Lessons provide students the opportunity to use any method to solve addition problems and also includes analyzing student work using various strategies.</li> </ul>
6.20-E		K.MD.C.4	R	<ul style="list-style-type: none"> <li>These Lessons include recognizing pennies, nickels, dimes, and quarters by name and value.</li> </ul>
6.21-E		K.MD.C.4	R	
6.22-E		K.MD.C.4	R	
6.23-E			E	<ul style="list-style-type: none"> <li>This Lesson extends beyond the scope of 1.MD.D.5 by asking students to determine the value of a collection of different coins.</li> </ul>
6.24-E			E	<ul style="list-style-type: none"> <li>This Lesson uses pennies and dimes to support students understanding of place value and addition within 120.</li> </ul>
6.25-F	1.OA.A.1		R	<ul style="list-style-type: none"> <li>Reserve these Lessons to be used wth students who are still struggling to demonstrate mastery of 1.OA.A.1.</li> </ul>
6.26-F	1.OA.A.1		R	
6.27-F	1.OA.A.1		E	<ul style="list-style-type: none"> <li>This Lesson focuses on analyzing student work using the various strategies presented in this Topic. It is a great example of the intersection of the standards for math content and the standards for math practice.</li> </ul>
6.28-G			O	<ul style="list-style-type: none"> <li>Topic G is a celebration of students' learning over the course of the year. Focus Standards are not applicable.</li> </ul>
6.29-G			O	
6.30-G			O	

## Standards by Course

This section aims to further inform teachers on the alignment between Eureka Math and the LSSM. Standards, or parts thereof, highlighted in orange are addressed in Eureka Math but with limited exposure. It is recommended that teachers pay careful attention to these places to ensure students have mastered the standards, or parts thereof, using only Eureka Math. If not, teachers should supplement to ensure mastery for all students. Standards, or parts thereof, highlighted in red are not included in the Eureka Math curriculum thus necessitating the need to supplement to ensure mastery for all students.

Code	Standard
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.B.3	Apply properties of operations to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)
1.OA.B.4	Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i>
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i>
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = ? - 3</math>, <math>6 + 6 = ?</math>.</i>



Code	Standard
1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
1.NBT.B.2a	10 can be thought of as a bundle of ten ones — called a “ten.”
1.NBT.B.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
1.NBT.B.2c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .
1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.
1.NBT.C.4a	Use concrete models or drawings and strategies based on place value, properties of operations, and/or <b>the relationship between addition and subtraction</b> ; relate the strategy to a number sentence; <b>justify the reasoning used with a written explanation</b> .
1.NBT.C.4b	Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; <b>explain the reasoning used</b> .
1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or <b>the relationship between addition and subtraction</b> ; <b>relate the strategy to a written method and explain the reasoning used</b> .
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.C.4	Organize, represent, and interpret data with up to three categories; 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.

Code	Standard
1.MD.D.5	Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.)
1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.G.A.3	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 decomposing into more equal shares creates smaller shares.

## Standards by Module

Using the alignment guidance provided in Eureka Math, each module is presented visually, outlining the topics and the standards taught within each topic. The standards are color-coded to denote their focus, and the standard(s) that serve as the primary focus, for that topic, are bolded.

Module 1: Sums and Differences to 10									
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F	Topic G	Topic H	Topic I	Topic J
Embedded Numbers and Decompositions	Counting On from Embedded Numbers	Addition Word Problems	Strategies for Counting On	The Commutative Property of Addition and the Equal Sign	Development of Addition Fluency Within 10	Subtraction as an Unknown Addend Problem	Subtraction Word Problems	Decomposition Strategies for Subtraction	Development of Subtraction Fluency Within 10
<b>1.OA.A.1</b>	<b>1.OA.A.1</b>	<b>1.OA.A.1</b>	<b>1.OA.C.5</b>	<b>1.OA.B.3</b>	<b>1.OA.B.3</b>	<b>1.OA.A.1</b>	<b>1.OA.A.1</b>	<b>1.OA.B.4</b>	<b>1.OA.C.6</b>
<b>1.OA.C.5</b>	<b>1.OA.C.5</b>	1.OA.C.5	<b>1.OA.C.6</b>	<b>1.OA.D.7</b>	<b>1.OA.C.6</b>	<b>1.OA.B.4</b>	<b>1.OA.B.4</b>	<b>1.OA.C.5</b>	
	<b>1.OA.C.6</b>	<b>1.OA.C.6</b>	<b>1.OA.D.8</b>			<b>1.OA.C.5</b>	<b>1.OA.C.5</b>	<b>1.OA.C.6</b>	
							<b>1.OA.D.8</b>		

Module 2: Introduction to Place Value Through Addition and Subtraction Within 20			
Topic A	Topic B	Topic C	Topic D
Counting On or Making Ten to Solve <i>Result Unknown</i> and <i>Total Unknown</i> Problems	Counting On or Taking from Ten to Solve <i>Result Unknown</i> and <i>Total Unknown</i> Problems	Strategies for Solving <i>Change</i> or <i>Addend Unknown</i> Problems	Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones
<b>1.OA.A.1</b>	<b>1.OA.A.1</b>	<b>1.OA.A.1</b>	<b>1.OA.A.1</b>
<b>1.OA.A.2</b>	<b>1.OA.B.3</b>	<b>1.OA.B.4</b>	<b>1.OA.C.6</b>
<b>1.OA.B.3</b>	<b>1.OA.B.4</b>	1.OA.C.5	<b>1.NBT.B.2a</b>
<b>1.OA.C.6</b>	1.OA.C.5	<b>1.OA.C.6</b>	<b>1.NBT.B.2b</b>
	<b>1.OA.C.6</b>	1.OA.D.7	1.NBT.C.5
	1.OA.D.7	1.OA.D.8	

Module 3: Ordering and Comparing Length Measurements as Numbers			
Topic A	Topic B	Topic C	Topic D
Indirect Comparison in Length Measurement	Standard Length Units	Non-Standard and Standard Length Units	Data Interpretation
<b>1.MD.A.1</b>	<b>1.MD.A.1</b>	<b>1.OA.A.1</b>	<b>1.OA.A.1</b>
	<b>1.MD.A.2</b>	<b>1.MD.A.2</b>	<b>1.MD.C.4</b>

Module 4: Place Value, Comparison, Addition and Subtraction to 40					
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F
Tens and Ones	Comparison of Pairs of Two-Digit Numbers	Addition and Subtraction of Tens	Addition of Tens or Ones to a Two-Digit Number	Varied Problem Types Within 20	Addition of Tens and Ones to a Two-Digit Number
<b>1.NBT.A.1</b>	1.NBT.B.2	<b>1.NBT.C.4</b>	<b>1.NBT.C.4</b>	<b>1.OA.A.1</b>	<b>1.NBT.B.2</b>
<b>1.NBT.B.2</b>	<b>1.NBT.B.3</b>	<b>1.NBT.C.6</b>			<b>1.NBT.C.4</b>
<b>1.NBT.C.5</b>					

Module 5: Identifying, Composing, and Partitioning Shapes			
Topic A	Topic B	Topic C	Topic D
Attributes of Shapes	Part–Whole Relationships Within Composite Shapes	Halves and Quarters of Rectangles and Circles	Application of Halves to Tell Time
<b>1.G.A.1</b>	<b>1.G.A.2</b>	<b>1.G.A.3</b>	<b>1.MD.B.3</b>
			<b>1.G.A.3</b>

Module 6: Place Value, Comparison, Addition and Subtraction to 100						
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F	Topic G
Comparison Word Problems	Numbers to 120	Addition to 100 Using Place Value Understanding	Varied Place Value Strategies for Addition to 100	Coins and Their Values	Varied Problem Types Within 20	Culminating Experiences
<b>1.OA.A.1</b>	<b>1.NBT.A.1</b>	<b>1.NBT.C.4</b>	<b>1.NBT.C.4</b>	<b>1.MD.B.3</b>	<b>1.OA.A.1</b>	
	<b>1.NBT.B.2a</b>	<b>1.NBT.C.6</b>				
	<b>1.NBT.B.2c</b>					
	<b>1.NBT.B.3</b>					
	<b>1.NBT.C.5</b>					

## Standards by Lesson

Eureka Math does not provide a lesson-level alignment to the Louisiana Student Standards for Mathematics (LSSM). Although this work was influenced by the alignment guidance provided in Eureka Math, it does not always align perfectly with the alignment guidance provided in Eureka Math.

The numbers listed denote the Module and Lesson in which a particular standard is addressed. For example, Module 2, Lesson 3 (2.3) helps move students towards mastery of 1.OA.A.1. If a standard has no lessons listed, that standard is not addressed in the Eureka Math curriculum.

Major Work	
1.OA.A.1	2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.11 (E), 2.12, 2.13, 2.17, 2.18, 2.21 (E), 2.22, 2.23, 2.24, 2.27, 2.28, 2.29, 3.9, 4.19 (E), 4.20 (E), 4.21 (E) 6.1, 6.2, 6.25 (R), 6.26 (R), 6.27 (E)
1.OA.A.2	2.1
1.OA.B.3	1.19, 1.20, 2.2, 2.6, 2.10, 2.11 (E)
1.OA.B.4	1.26, 1.27, 1.30 (R), 1.32 (R) 2.14, 2.15, 2.16, 2.17, 2.18, 2.19 (R), 2.21 (E), 2.22
1.OA.C.5	1.3, 1.6, 1.7, 1.26, 1.27, 2.5, 2.9, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.19 (R), 2.21 (E)
1.OA.C.6	1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21 (R), 1.22 (R), 1.23 (R), 1.24 (R), 1.26, 1.27, 1.33, 1.34, 1.35 (R), 1.36 (R), 1.37 (R), 1.38 (R), 1.39 (R), 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 (E), 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21 (E), 2.25, 2.27, 2.28, 2.29
1.OA.D.7	1.17, 1.18, 1.19, 2.6, 2.10, 2.20, 2.25
1.OA.D.8	2.10, 2.20

Major Work	
1.NBT.A.1	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.11, 4.12, 6.3, 6.4, 6.7, 6.9
1.NBT.B.2	2.26, 2.27, 2.28, 2.29, 4.1, 4.2, 4.3, 4.4, 4.6, 4.13, 4.14, 4.23, 6.3, 6.4, 6.8 (E), 6.9
1.NBT.B.2a	2.26, 4.1, 4.2, 4.3, 4.4, 4.6, 4.13, 4.14, 4.23, 6.3, 6.4, 6.8 (E), 6.9
1.NBT.B.2b	2.26, 2.27, 2.28, 2.29, 4.1, 4.2, 4.3, 4.4, 4.6, 4.13, 4.14, 4.23, 6.3, 6.4, 6.8 (E), 6.9
1.NBT.B.2c	4.1, 4.2, 4.3, 4.4, 4.6, 4.13, 4.14, 4.23, 6.3, 6.4, 6.8 (E), 6.9
1.NBT.B.3	4.7, 4.8, 4.9, 4.10, 6.6
1.NBT.C.4	4.4, 4.11, 4.12, 4.13, 4.14, 4.15, 5.16, 4.17, 4.18 (E), 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 6.4, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15 (E), 6.16 (E), 6.17 (E), 6.18 (E), 6.19 (E)
1.NBT.C.4a	4.4, 4.11, 4.12, 4.13, 4.14, 4.15, 5.16, 4.17, 4.18 (E), 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 6.4, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19
1.NBT.C.4b	4.4, 4.11, 4.12, 4.13, 4.14, 4.15, 5.16, 4.17, 4.18, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 6.4, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15 (E), 6.16 (E), 6.17 (E), 6.18 (E), 6.19 (E)
1.NBT.C.5	4.5, 4.6, 6.5
1.NBT.C.6	4.11, 6.10
1.MD.A.1	3.2, 3.3, 3.5, 3.6



Major Work	
1.MD.A.2	3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

Supporting Work	
1.MD.C.4	3.10, 3.11 (E), 3.12, 3.13
1.MD.D.5	

Additional Work	
1.MD.B.3	5.10, 5.11, 5.12, 5.13
1.G.A.1	5.1
1.G.A.2	5.4, 5.5, 5.6
1.G.A.3	5.8, 5.9