

Louisiana Believes

Louisiana Guide to Implementing Eureka Math: Kindergarten

To assist teachers with the implementation of the Kindergarten 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 so that we may use your input when updating this guide.

Updated November 9, 2017



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Sample Year-Long Schedule for Math Instruction Kindergarten

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
Week 1	Diagnostic Assessment(s)/FLEX				
Week 2	*1.1-A	*1.2-A	*1.3-A	1.4-B	1.5-B
Week 3	1.6-B	1.7-C	1.8-C	1.9-C	1.10-C
Week 4	1.11-C	1.12-D	1.13-D	1.14-D	1.15-D
Week 5	*1.16-D	1.17-E	1.18-E	1.19-E	1.20-E
Week 6	1.21-E	1.22-E	1.23-F	1.24-F	1.25-F
Week 7	*1.26-F	*1.27-F	LEAP 360 Formative Task - Two Numbers (not including subtraction)		*1.28-F
Week 8	1.29-G	1.30-G	*1.31-G	*1.32-G	*1.33-H
Week 9	*1.34-H	*1.35-H	*1.36-H	*1.37-H	FLEX

Week 10	FLEX	FLEX	FLEX	FLEX	2.1-A
Week 11	2.2-A	2.3-A	2.4-A	2.5-A	2.6-B
Week 12	2.7-B	2.8-B	2.9-C	FLEX	FLEX
Week 13	FLEX	FLEX	3.1-A	3.2-A	3.4-B
Week 14	3.5-B	3.6-B	3.8-C	3.9-C	3.13-D
Week 15	3.16-E	3.17-E	3.18-E	3.19-E	3.20-F
Week 16	3..21-F	3.22-F	*3.23-F	*3.24-F	3.25-G
Week 17	3.26-G	*3.27-G	3.-28-G	3.32-H	FLEX
Week 18	FLEX	FLEX	FLEX	4.1-A	4.2-A
Week 19	4.3-A	4.4-A	4.5-A	*4.6-A	4.7-B
Week 20	4.8-B	4.9-B	4.10-B	*4.11-B	4.13-C
Week 21	4.14-C	4.15-C	4.16-C	4.17-C	4.19-D
Week 22	4.20-D	4.21-D	4.22-D	4.23-D	4.24-D
Week 23	4.25-E	4.26-E	4.27-E	4.28-E	LEAP 360 Formative Task
Week 24	Breaking Apart Numbers	4.29-F	4.30-F	4.31-F	*4.32-F
Week 25	4.33-G	4.34-G	4.35-G	4.36-G	LEAP 360 Formative Task
Week 26	Counting Stories	4.37-H	*4.38-H	4.39-H	4.40-H
Week 27	LEAP 360 Formative Task - Pairs That Make 10		FLEX	FLEX	FLEX
Week 28	FLEX	FLEX	FLEX	5.1-A	5.2-A
Week 29	5.3-A	5.4-A	5.5-A	5.6-B	5.7-B

Week 30	5.8-B	5.9-B	LEAP 360 Formative Task – Creating Teen Numbers		*5.10-C
Week 31	*5.11-C	*5.12-C	5.13-C	5.14-C	LEAP 360 Formative Task
Week 32	How Many Do I Have?	5.15-D	5.16-D	5.17-D	*5.18-D
Week 33	5.20-E	5.21-E	5.22-E	5.23-E	FLEX
Week 34	FLEX	FLEX	FLEX	6.1-A	6.2-A
Week 35	6.3-A	6.5-B	6.6-B	6.7-B	FLEX
Week 36	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 the 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: Numbers to 10

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
1.1-A		R	<ul style="list-style-type: none"> These Lessons might provide quality scaffolding towards the target standard, but that decision should be made at the teacher level. K.MD.B.3 requires students to classify objects into given categories while these Lessons focus on matching objects.
1.2-A		R	
1.3-A		R	<ul style="list-style-type: none"> This Lesson might provide quality scaffolding towards the target standard, but that decision should be made at the teacher level. K.MD.B.3 requires students to classify objects into given categories while this Lesson focuses on matching objects and identifying associated objects.
1.4-B	K.MD.B.3*	O	<ul style="list-style-type: none"> This Lesson includes classifying objects into given categories based on their attributes which will lead to mastery of K.MD.B.3. This Lesson includes asking students to create their own categories which is not an explicit expectation of the target standard. The decision to include or exclude this portion of the Lesson should be made at the teacher level.
1.5-B	K.CC.B.4a, K.CC.B.4b*, K.MD.B.3*	O	<ul style="list-style-type: none"> This Lesson focuses on classifying objects into given categories based on their attributes and counting the number of objects in each category which will lead to mastery of K.MD.B.3. This Lesson includes understanding that the last number name said tells the number of objects counted which will lead to mastery of K.CC.B.4b.
1.6-B	K.CC.B.4a, K.CC.B.4b*, K.MD.B.3	O	<ul style="list-style-type: none"> This Lesson includes understanding that the last number name said tells the number of objects counted which will lead to mastery of K.CC.B.4b.
1.7-C	K.CC.B.4a, K.CC.B.4b, K.MD.B.3*	O	<ul style="list-style-type: none"> This Lesson includes classifying objects into given categories based on their attributes and counting the number of objects in each category which will lead to mastery of K.MD.B.3.
1.8-C	K.CC.B.4a, K.CC.B.4b, K.CC.B.5a*	O	<ul style="list-style-type: none"> This Lesson includes counting objects up to 20, arranged in a line or a rectangular array which will lead to mastery of K.CC.B.5a.

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
1.9-C	K.CC.B.4a, K.CC.B.4b, K.CC.B.5a*, K.CC.B.5c, K.OA.A.3*	O	<ul style="list-style-type: none"> This Lesson includes counting objects up to 20, arranged in a line or a rectangular array which will lead to mastery of K.CC.B.5a. This Lesson includes decomposing numbers less than or equal to 10 into pairs in more than one way which will lead to mastery of K.OA.A.3.
1.10-C	K.CC.B.4a, K.CC.B.4b, K.CC.B.5a, K.CC.B.5b, K.OA.A.3*	O	<ul style="list-style-type: none"> These Lessons include decomposing numbers less than or equal to 10 into pairs which will lead to mastery of K.OA.A.3.
1.11-C	K.CC.B.4a, K.CC.B.4b, K.CC.B.5a, K.CC.B.5b, K.OA.A.3*	O	
1.12-D	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5b	O	<ul style="list-style-type: none"> These Lessons include writing numbers from 0 to 20 and representing a number of objects with a written numeral 0-20 (limited to 0 to 3) which will lead to mastery of K.CC.A.3.
1.13-D	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.5a, K.CC.B.5b	O	
1.14-D	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5b, K.OA.A.3	O	
1.15-D	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.5a, K.CC.B.5b, K.OA.A.3*	O	<ul style="list-style-type: none"> This Lesson includes writing numbers from 0 to 20 and representing a number of objects with a written numeral 0-20 (limited to 0 to 5) which will lead to mastery of K.CC.A.3. This Lesson includes decomposing numbers less than or equal to 10 into pairs which will lead to mastery of K.OA.A.3.
1.16-D	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.5a, K.CC.B.5b	R	<ul style="list-style-type: none"> This Lesson includes writing numbers from 0 to 20 and representing a number of objects with a written numeral 0-20 (limited to 0 to 5) which will lead to mastery of K.CC.A.3. This Lesson includes decomposing numbers less than or equal to 10 into pairs in more than one way which will lead to mastery of K.OA.A.3. Reserve this Lesson to be used with students who are still struggling with the concepts presented in Topics B, C, and D.
1.17-E	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c	O	<ul style="list-style-type: none"> This Lesson includes writing numbers from 0 to 20 and representing a number of objects with a written numeral 0-20 (limited to 0 to 5) which will lead to mastery of K.CC.A.3.

R = optional for remediation; E = optional for enrichment; O = on grade level

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
1.18-E	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c	O	<ul style="list-style-type: none"> This Lesson includes writing numbers from 0 to 20 and representing a number of objects with a written numeral 0-20 (limited to 0 to 6) which will lead to mastery of K.CC.A.3.
1.19-E	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5c	O	<ul style="list-style-type: none"> These Lessons include writing numbers from 0 to 20 and representing a number of objects with a written numeral 0-20 (limited to 0 to 7) which will lead to mastery of K.CC.A.3.
1.20-E	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c	O	
1.21-E	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5c	O	<ul style="list-style-type: none"> This Lesson includes representing a number of objects with a written numeral 0-20 (limited to 0 to 8) which will lead to mastery of K.CC.A.3.
1.22-E	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c	O	<ul style="list-style-type: none"> This Lesson includes writing numbers from 0 to 20 and representing a number of objects with a written numeral 0-20 (limited to 0 to 8) which will lead to mastery of K.CC.A.3.
1.23-F	K.CC.B.4a, K.CC.B.4b, K.CC.B.5a, K.CC.B.5c	O	
1.24-F	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5c	O	<ul style="list-style-type: none"> This Lesson includes writing numbers from 0 to 20 and representing a number of objects with a written numeral 0-20 (limited to 0 to 9) which will lead to mastery of K.CC.A.3.
1.25-F	K.CC.B.4a, K.CC.B.4b, K.CC.B.5a, K.CC.B.5c	O	
1.26-F	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.5a, K.CC.B.5c	R	<ul style="list-style-type: none"> This Lesson includes writing numbers from 0 to 20 and representing a number of objects with a written numeral 0-20 (limited to 0 to 10) which will lead to mastery of K.CC.A.3. Reserve this Lesson to be used with students who are still struggling with the concepts presented in Topics B, C, D, and E. If you choose to not use this Lesson, incorporate page 233, numeral formation practice sheet 10, into Lesson 25.

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
1.27-F	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c	R	<ul style="list-style-type: none"> This Lesson includes writing numbers from 0 to 20 and representing a number of objects with a written numeral 0-20 (limited to 0 to 10) which will lead to mastery of K.CC.A.3. Reserve this Lesson to be used with students who are still struggling with the concepts presented in Topics B, C, D, and E.
1.28-F	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c	R	<ul style="list-style-type: none"> This Lesson includes representing a number of objects with a written numeral 0-20 (limited to 0 to 10) which will lead to mastery of K.CC.A.3. Reserve this Lesson to be used with students who are still struggling with the concepts presented in Topics B, C, D, and E.
1.29-G	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a	O	<ul style="list-style-type: none"> These Lessons include representing a number of objects with a written numeral 0-20 (limited to 0 to 10) which will lead to mastery of K.CC.A.3.
1.30-G	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c	O	
1.31-G	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c	R	<ul style="list-style-type: none"> These Lessons include representing a number of objects with a written numeral 0-20 (limited to 0 to 10) which will lead to mastery of K.CC.A.3. These Lessons, although not explicitly, do develop the thinking needed to master K.OA.A.2. The decision to use these Lessons and the placement of these Lessons should be made at the teacher level. Reserve these Lessons to be used with students who are still struggling with the concepts presented in Topics B, C, D, E, and F.
1.32-G	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c	R	
1.33-H	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5c	R	<ul style="list-style-type: none"> These Lessons include representing a number of objects with a written numeral 0-20 (limited to 0 to 10) which will lead to mastery of K.CC.A.3. Reserve these Lessons to be used with students who are still struggling with the concepts presented in Topics B, C, D, E, F, and G.
1.34-H	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a	R	
1.35-H	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a	R	
1.36-H	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c	R	

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
1.37-H	K.CC.A.3*, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5a, K.CC.B.5b, K.CC.B.5c	R	<ul style="list-style-type: none"> • This Lesson includes representing a number of objects with a written numeral 0-20 (limited to 0 to 10) which will lead to mastery of K.CC.A.3. • This Lesson, although not explicitly, does develop the thinking needed to master K.CC.C.7. The decision to use this Lesson and the placement of this Lesson should be made at the teacher level. • Reserve this Lesson to be used with students who are still struggling with the concepts presented in Topics B, C, D, E, F, and G.

Module 2: Two-Dimensional and Three-Dimensional Shapes

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
2.1-A	K.MD.B.3*, K.G.A.3*, K.G.B.4*, K.G.B.5*	O	<ul style="list-style-type: none"> This Lesson includes <i>classifying objects into given categories based on their attributes</i> which will lead to mastery of K.MD.B.3. This Lesson includes <i>identifying shapes as two-dimensional</i> which will lead to mastery of K.G.A.3. This Lesson includes <i>analyzing and comparing two-dimensional shapes</i> which will lead to mastery of K.G.B.4. This Lesson includes <i>modeling shapes in the world by drawing shapes</i> which will lead to mastery of K.G.B.5.
2.2-A	K.G.A.2*, K.G.B.4*	O	<ul style="list-style-type: none"> This Lesson includes <i>correctly naming shapes regardless of their orientations or overall size</i> (limited to triangles) which will lead to mastery of K.G.A.2. This Lesson includes <i>analyzing and comparing two-dimensional shapes</i> which will lead to mastery of K.G.B.4.
2.3-A	K.G.A.2*, K.G.B.4*	O	<ul style="list-style-type: none"> This Lesson includes <i>correctly naming shapes regardless of their orientations or overall size</i> (limited to triangles) which will lead to mastery of K.G.A.2. This Lesson includes <i>analyzing and comparing two-dimensional shapes</i> which will lead to mastery of K.G.B.4. It should be noted that the term <i>square</i> is introduced in this Lesson but is not used in the Problem Set.
2.4-A	K.G.A.2*, K.G.B.4*	O	<ul style="list-style-type: none"> This Lesson includes <i>correctly naming shapes regardless of their orientations or overall size</i> (limited to triangles) which will lead to mastery of K.G.A.2. This Lesson includes <i>analyzing and comparing two-dimensional shapes</i> which will lead to mastery of K.G.B.4.
2.5-A	K.G.A.1*, K.G.A.2*	O	<ul style="list-style-type: none"> This lesson includes <i>describing the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to</i> which will lead to mastery of K.G.A.1. This Lesson includes <i>correctly naming shapes regardless of their orientations or overall size</i> (limited to triangles, rectangles, circles, and hexagons) which will lead to mastery of K.G.A.2.
2.6-B	K.G.A.3*, K.G.B.4*, K.G.B.5*	O	<ul style="list-style-type: none"> This Lesson includes <i>identifying shapes as three-dimensional</i> which will lead to mastery of K.G.A.3. This Lesson includes <i>analyzing and comparing three-dimensional shapes</i> which will lead to mastery of K.G.B.4. This Lesson includes <i>modeling shapes in the world by drawing shapes</i> which will lead to mastery of K.G.B.5.

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
2.7-B	K.MD.B.3*, K.G.A.2*, K.G.B.4*	O	<ul style="list-style-type: none"> This Lesson includes <i>classifying objects into given categories based on their attributes</i> which will lead to mastery of K.MD.B.3. This Lesson includes <i>correctly naming shapes regardless of their orientations or overall size</i> (limited to cubes, cones, cylinders, and spheres) which will lead to mastery of K.G.A.2. This Lesson includes <i>analyzing and comparing three-dimensional shapes</i> which will lead to mastery of K.G.B.4.
2.8-B	K.G.A.1*, K.G.A.2*	O	<ul style="list-style-type: none"> This lesson includes <i>describing the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to</i> which will lead to mastery of K.G.A.1. This Lesson includes <i>correctly naming shapes regardless of their orientations or overall size</i> (limited to cubes, cones, cylinders, and spheres) which will lead to mastery of K.G.A.2.
2.9-C	K.G.A.2, K.G.A.3, K.G.B.4	O	
2.10-C		E	<ul style="list-style-type: none"> This Lesson is a culminating task and provides opportunities for students to demonstrate their understanding of the standards addressed in this Module.

Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.1-A	K.MD.A.1*, K.MD.A.2		O	<ul style="list-style-type: none"> This Lesson includes describing measurable attributes of objects which will lead to mastery of K.MD.A.1.
3.2-A	K.MD.A.1*, K.MD.A.2		O	
3.3-A	K.MD.A.2	1.MD.A.1*	E	<ul style="list-style-type: none"> This Lesson reaches over to a Grade 1 standard, 1.MD.A.1, asking students to compare the lengths of two objects indirectly by using a third object.
3.4-B	K.MD.A.2		O	
3.5-B	K.MD.A.2		O	
3.6-B	K.MD.A.2		O	
3.7-B	K.OA.A.3*, K.MD.A.2		E	<ul style="list-style-type: none"> This Lesson includes decomposing numbers less than or equal to 10 into pairs which will lead to mastery of K.OA.A.3. This Lesson allows students to continue thinking about number decomposition by using length as a new context for their learning.
3.8-C	K.MD.A.1*, K.MD.A.2		O	<ul style="list-style-type: none"> This Lesson includes describing measurable attributes of objects which will lead to mastery of K.MD.A.1.
3.9-C	K.MD.A.2		O	
3.10-C	K.MD.A.2		E	<ul style="list-style-type: none"> This Lesson allows students to continue thinking about counting by using weight as a new context for their learning.
3.11-C	K.MD.A.2		E	<ul style="list-style-type: none"> This Lesson focuses on the conservation of weight which is not an explicit expectation of the K.MD standards. It does allow students to continue thinking about counting by using weight as a new context for their learning.

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.12-C	K.MD.A.2		E	<ul style="list-style-type: none"> This Lesson focuses on measuring weight using various objects which is not an explicit expectation of the K.MD standards. It does allow students to continue thinking about counting by using weight as a new context for their learning.
3.13-D	K.MD.A.1*, K.MD.A.2		O	<ul style="list-style-type: none"> This Lesson includes describing measurable attributes of objects which will lead to mastery of K.MD.A.1.
3.14-D	K.MD.A.2		E	<ul style="list-style-type: none"> This Lesson focuses on the conservation of volume which is not an explicit expectation of the K.MD standards.
3.15-D	K.MD.A.2		E	<ul style="list-style-type: none"> This Lesson focuses on measuring volume/capacity using various objects which is not an explicit expectation of the K.MD standards. It does allow students to continue thinking about counting by using weight as a new context for their learning.
3.16-E	K.MD.A.1*		O	<ul style="list-style-type: none"> This Lesson includes describing measurable attributes of objects which will lead to mastery of K.MD.A.1.
3.17-E	K.CC.C.6		O	
3.18-E	K.CC.C.6		O	
3.19-E	K.CC.C.6		O	
3.20-F	K.CC.C.6, K.CC.C.7, K.MD.A.2		O	
3.21-F	K.CC.C.6		O	
3.22-F	K.CC.C.6		O	
3.23-F	K.CC.B.5b, K.CC.C.6		R	<ul style="list-style-type: none"> Reserve this Lesson to be used with students who are still struggling with counting objects up to 10 in a scattered configuration.
3.24-F	K.CC.B.5b, K.CC.C.6		R	
3.25-G	K.CC.C.6, K.CC.C.7		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.26-G	K.CC.C.6, K.CC.C.7		O	
3.27-G	K.CC.C.6, K.CC.C.7, K.MD.A.2		R	<ul style="list-style-type: none"> Reserve this Lesson to be used with students who are still struggling with the concepts presented in Topics F and G.
3.28-G	K.CC.C.7		O	
3.29-H	K.MD.A.2		E	<ul style="list-style-type: none"> This Lesson focuses on the conservation of weight which is not an explicit expectation of the K.MD standards.
3.30-H	K.MD.A.2		E	
3.31-H	K.MD.A.2		E	
3.32-H	K.MD.A.1, K.MD.A.2		O	

Module 4: Number Pairs, Addition and Subtraction to 10

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
4.1-A	K.CC.A.3	O	<ul style="list-style-type: none"> These Lessons only use numbers 1-5.
4.2-A	K.CC.A.3, K.OA.A.3	O	
4.3-A	K.CC.A.3	O	
4.4-A	K.CC.A.3, K.OA.A.3	O	
4.5-A	K.CC.A.3, K.OA.A.3	O	
4.6-A	K.CC.A.3, K.OA.A.3	R	<ul style="list-style-type: none"> This Lesson only uses numbers 1-5. Reserve this Lesson to be used with students who are still struggling with the concepts presented in Topic A and who may benefit from the focus on creating stories.
4.7-B	K.CC.A.3, K.OA.A.3	O	<ul style="list-style-type: none"> These Lessons only use numbers 1-8.
4.8-B	K.CC.A.3, K.OA.A.3	O	
4.9-B	K.CC.A.3, K.OA.A.3	O	
4.10-B	K.CC.A.3, K.OA.A.3	O	
4.11-B	K.CC.A.3, K.OA.A.3	R	<ul style="list-style-type: none"> This Lesson only uses numbers 1-8. Reserve this Lesson to be used with students who are still struggling with the concepts presented in Topics A and B.
4.12-B	K.CC.A.3, K.OA.A.3	E	<ul style="list-style-type: none"> This Lesson only uses numbers 1-8. This Lesson focuses on the $5 + n$ pattern which is not an explicit expectation of the K.OA standards.
4.13-C	K.OA.A.1	O	<ul style="list-style-type: none"> These Lessons only involve addition to 8.
4.14-C	K.OA.A.1	O	
4.15-C	K.OA.A.1	O	

R = optional for remediation; E = optional for enrichment; O = on grade level

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
4.16-C	K.OA.A.1, K.OA.A.2	O	
4.17-C	K.OA.A.2	O	<ul style="list-style-type: none"> This Lesson only involves addition to 8.
4.18-C	K.OA.A.2	E	<ul style="list-style-type: none"> This Lesson only involves addition to 8. This Lesson focuses on using word problems to find addition patterns in number pairs which is not an explicit expectation of the K.OA standards.
4.19-D	K.OA.A.2	O	
4.20-D	K.OA.A.1	O	
4.21-D	K.OA.A.1, K.OA.A.2	O	
4.22-D	K.OA.A.1, K.OA.A.3	O	
4.23-D	K.OA.A.1, K.OA.A.3	O	
4.24-D	K.OA.A.1, K.OA.A.3	O	
4.25-E	K.CC.A.3, K.OA.A.3	O	
4.26-E	K.OA.A.3	O	
4.27-E	K.CC.A.3, K.OA.A.3	O	
4.28-E	K.OA.A.3	O	
4.29-F	K.OA.A.1	O	
4.30-F	K.OA.A.1	O	
4.31-F	K.OA.A.2	O	
4.32-F	K.OA.A.3	R	<ul style="list-style-type: none"> Reserve this Lesson to be used with students who are still struggling with decomposing numbers less than or equal to 10 into pairs in more than one way.

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
4.33-G	K.OA.A.1	O	
4.34-G	K.OA.A.2	O	
4.35-G	K.OA.A.2, K.OA.A.5	O	
4.36-G	K.OA.A.2, K.OA.A.5	O	
4.37-H	K.OA.A.2, K.OA.A.5	O	
4.38-H	K.CC.B.4c, K.OA.A.1	R	<ul style="list-style-type: none"> Reserve this Lesson to be used with students who are still struggling with understanding that each successive number name refers to a quantity that is one larger and/or addition within 10.
4.39-H	K.OA.A.4, K.OA.A.5	O	
4.40-H	K.OA.A.4	O	
4.41-H		E	<ul style="list-style-type: none"> This Lesson is a culminating task and provides opportunities for students to demonstrate their understanding of the standards addressed in this Module.

Module 5: Numbers 10–20 and Counting to 100

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
5.1-A	K.CC.A.3, K.CC.B.5a, K.CC.B.5b	O	
5.2-A	K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.NBT.A.1a	O	
5.3-A	K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.NBT.A.1a	O	
5.4-A	K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.NBT.A.1a	O	
5.5-A	K.CC.B.5a, K.CC.B.5b, K.NBT.A.1a	O	
5.6-B	K.CC.A.3, K.CC.B.5a, K.CC.B.5b, K.NBT.A.1a, K.NBT.A.1b, K.NBT.A.1c	O	
5.7-B	K.NBT.A.1a, K.NBT.A.1b, K.NBT.A.1c	O	
5.8-B	K.NBT.A.1a, K.NBT.A.1b, K.NBT.A.1c	O	
5.9-B	K.CC.A.3, K.NBT.A.1a, K.NBT.A.1b, K.NBT.A.1c	O	
5.10-C	K.CC.A.3, K.CC.B.5a, K.NBT.A.1a, K.NBT.A.1b, K.NBT.A.1c	R	<ul style="list-style-type: none"> Reserve these Lessons to be used with students who are still struggling with the concepts presented in Topics A and B.
5.11-C	K.CC.A.3, K.CC.B.5a, K.NBT.A.1a, K.NBT.A.1b, K.NBT.A.1c	R	
5.12-C	K.CC.A.3, K.CC.B.5a, K.NBT.A.1a, K.NBT.A.1b, K.NBT.A.1c	R	

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
5.13-C	K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B.5a, K.NBT.A.1a, K.NBT.A.1b, K.NBT.A.1c	O	
5.14-C	K.CC.B.5a	O	
5.15-D	K.CC.A.1	O	
5.16-D	K.CC.A.1, K.CC.A.2	O	
5.17-D	K.CC.A.1, K.CC.A.2	O	
5.18-D	K.CC.A.1, K.CC.A.2, K.CC.B.5a	R	<ul style="list-style-type: none"> Reserve this Lesson to be used with students who are still struggling with the concepts presented in Topics C and D.
5.19-D	K.CC.B.5a	E	<ul style="list-style-type: none"> This Lesson focuses on finding “hidden teen numbers” which is not an explicit expectation of the K.CC or K.NBT standards.
5.20-E	K.NBT.A.1a, K.NBT.A.1b, K.NBT.A.1c	O	
5.21-E	K.NBT.A.1a, K.NBT.A.1b, K.NBT.A.1c	O	
5.22-E	K.CC.B.5a, K.CC.B.5b, K.CC.C.6	O	
5.23-E	K.NBT.A.1a, K.NBT.A.1b, K.NBT.A.1c	O	
5.24-E		E	<ul style="list-style-type: none"> This Lesson is a culminating task and provides opportunities for students to demonstrate their understanding of the various standards addressed in this Module.

Module 6: Analyzing, Comparing, and Composing Shapes

Lesson	Course Level Content Standards	Action	Notes/Rationale for Action
6.1-A	K.OA.A.5, K.G.B.5	O	
6.2-A	K.OA.A.5, K.G.B.5	O	
6.3-A	K.G.B.4, K.G.B.5	O	
6.4-A		E	<ul style="list-style-type: none"> This Lesson focuses on ordinal numbers which are not included in the LSSM.
6.5-B	K.OA.A.5, K.G.B.6	O	
6.6-B	K.G.B.6	O	
6.7-B	K.G.B.6	O	
6.8-B		E	<ul style="list-style-type: none"> This Lesson is a culminating task and provides opportunities for students to demonstrate their understanding of the various standards addressed throughout the course.

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
K.CC.A.1	Count to 100 by ones and by tens.
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
K.CC.B.4a	When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.
K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.
K.CC.B.5	Count to answer “How many?” questions.
K.CC.B.5a	Count objects up to 20, arranged in a line, a rectangular array, or a circle.
K.CC.B.5b	Count objects up to 10 in a scattered configuration.
K.CC.B.5c	When given a number from 1-20, count out that many objects.
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.

Code	Standard
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
K.OA.A.5	Fluently add and subtract within 5.
K.NBT.A.1	Gain understanding of place value.
K.NBT.A.1a	Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
K.NBT.A.1b	Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings).
K.NBT.A.1c	Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, $18 = 1 \text{ ten} + 8 \text{ ones}$, $18 = 10 + 8$).
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. <i>Describe several measurable attributes of a single object.</i>
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
K.MD.B.3	Classify objects into given categories based on their attributes; count the numbers of objects in each category <i>and sort the categories by count.</i>
K.MD.C.4	<i>Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.)</i>
K.G.A.1	<i>Describe objects in the environment using names of shapes</i> , and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).

Code	Standard
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.G.B.6	Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>

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: Numbers to 10							
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F	Topic G	Topic H
Attributes of Two Related Objects	Classify to Make Categories and Count	Numbers to 5 in Different Configurations, Math Drawings, and Expressions	The Concept of Zero and Working with Numbers 0-5	Working with Numbers 6-8 in Different Configurations	Working with Numbers 9-10 in Different Configurations	<i>One More Than</i> with Numbers 0-10	<i>One Less Than</i> with Numbers 0-10
K.MD.B.3	K.CC.B.4a	K.CC.B.4a	K.CC.A.3	K.CC.A.3	K.CC.A.3	K.CC.A.2	K.CC.B.4a
	K.CC.B.4b	K.CC.B.4b	K.CC.B.4a	K.CC.B.4a	K.CC.B.4a	K.CC.B.4a	K.CC.B.4b
	K.MD.B.3	K.CC.B.5	K.CC.B.4b	K.CC.B.4b	K.CC.B.4b	K.CC.B.4b	K.CC.B.4c
		K.OA.A.3	K.CC.B.5	K.CC.B.5	K.CC.B.5	K.CC.B.4c	K.CC.B.5
		K.MD.B.3		K.MD.B.3		K.CC.B.5	

Module 2: Two-Dimensional and Three-Dimensional Shapes		
Topic A	Topic B	Topic C
Two-Dimensional Flat Shapes	Three-Dimensional Solid Shapes	Two-Dimensional and Three-Dimensional Shapes
K.MD.B.3	K.MD.B.3	K.MD.B.3
K.G.A.1	K.G.A.1	K.G.A.1
K.G.A.2	K.G.A.2	K.G.A.2
K.G.B.4	K.G.B.4	K.G.A.3
		K.G.B.4

Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10							
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F	Topic G	Topic H
Comparison of Length and Height	Comparison of Length and Height of Linking Cube Sticks Within 10	Comparison of Weight	Comparison of Volume	Are There Enough?	Comparison of Sets Within 10	Comparison of Numerals	Clarification of Measurable Attributes
K.MD.A.1	K.CC.B.4c	K.MD.A.1	K.MD.A.1	K.CC.C.6	K.CC.B.4c	K.CC.B.4c	K.CC.C.6
K.MD.A.2	K.CC.B.5	K.MD.A.2	K.MD.A.2		K.CC.C.6	K.CC.C.6	K.CC.C.7
	K.CC.C.6				K.CC.C.7	K.CC.C.7	K.MD.A.1
	K.MD.A.1				K.MD.A.2		K.MD.A.2
	K.MD.A.2						

Module 4: Number Pairs, Addition and Subtraction to 10							
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F	Topic G	Topic H
Compositions and Decompositions of 2, 3, 4, and 5	Decompositions of 6, 7, and 8 into Number Pairs	Addition with Totals of 6, 7, and 8	Subtraction from Numbers to 8	Decompositions of 9 and 10 into Number Pairs	Addition with Totals of 9 and 10	Subtraction from 9 and 10	Patterns with Adding 0 and 1 and Making 10
K.OA.A.1	K.OA.A.1	K.OA.A.1	K.OA.A.1	K.OA.A.3	K.OA.A.2	K.OA.A.1	K.OA.A.1
K.OA.A.3	K.OA.A.3	K.OA.A.2	K.OA.A.2			K.OA.A.2	K.OA.A.2
K.OA.A.5	K.OA.A.4	K.OA.A.3	K.OA.A.3			K.OA.A.3	K.OA.A.4
		K.OA.A.4					

Module 5: Numbers 10–20 and Counting to 100				
Topic A	Topic B	Topic C	Topic D	Topic E
Count 10 Ones and Some Ones	Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers	Decompose Numbers 11–20, and Count to Answer "How Many?" Questions in Varied Configurations	Extend the Say Ten and Regular Count Sequence to 100	Represent and Apply Compositions and Decompositions of Teen Numbers
K.CC.A.1	K.CC.A.1	K.CC.A.3	K.CC.A.1	K.CC.A.1
K.CC.A.2	K.CC.A.2	K.CC.B.4a	K.CC.A.2	K.CC.A.2
K.CC.B.4a	K.CC.A.3	K.CC.B.4b	K.CC.A.3	K.CC.A.3
K.CC.B.4b	K.CC.B.4a	K.CC.B.4c	K.CC.B.4c	K.CC.B.4c
K.CC.B.4c	K.CC.B.4b	K.CC.B.5	K.CC.B.5	K.CC.B.5
K.CC.B.5	K.CC.B.4c	K.NBT.A.1	K.NBT.A.1	K.CC.C.6
K.NBT.A.1	K.CC.B.5		1.NBT.A.1	K.NBT.A.1
	K.NBT.A.1			1.OA.D.8

Module 5: Numbers 10–20 and Counting to 100				
Topic A	Topic B	Topic C	Topic D	Topic E
				1.NBT.B.3

Module 6: Analyzing, Comparing, and Composing Shapes	
Topic A	Topic B
Building and Drawing Flat and Solid Shapes	Composing and Decomposing Shapes
K.CC.B.4d ¹	K.G.A.1
K.G.A.2	K.G.B.4
K.G.B.4	K.G.B.6
K.G.B.5	

¹ K.CC.B.4d is not included in the Louisiana Standards for Mathematics (LSSM).

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 5, Lesson 15 (5.15) helps move students towards mastery of K.CC.A.1. If a standard has no lessons listed, that standard is not addressed in the Eureka Math curriculum.

Major Work	
K.CC.A.1	5.15, 5.16, 5.17, 5.18 (R)
K.CC.A.2	5.13, 5.16, 5.17, 5.18 (R)
K.CC.A.3	1.13, 1.14, 1.15, 1.16 (R), 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.24, 1.26 (R), 1.27 (R), 1.28 (R), 1.29, 1.30, 1.31 (R), 1.32 (R), 1.33 (R), 1.34 (R), 1.35 (R), 1.36 (R), 1.37 (R), 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 (R), 4.7, 4.8, 4.9, 4.10, 4.11 (R), 4.12 (E), 4.25, 4.27, 5.1, 5.2, 5.3, 5.4, 5.6, 5.9, 5.10 (R), 5.11 (R), 5.12 (R), 5.13
K.CC.B.4	1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 (R), 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26 (R), 1.27 (R), 1.28 (R), 1.29, 1.30, 1.31 (R), 1.32 (R), 1.33 (R), 1.34 (R), 1.35 (R), 1.36 (R), 1.37 (R) 4.38 (R)
K.CC.B.4a	1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 (R), 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26 (R), 1.27 (R), 1.28 (R), 1.29, 1.30, 1.31 (R), 1.32 (R), 1.33 (R), 1.34 (R), 1.35 (R), 1.36 (R), 1.37 (R)
K.CC.B.4b	1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 (R), 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26 (R), 1.27 (R), 1.28 (R) , 1.29, 1.30, 1.31(R), 1.32 (R), 1.33 (R), 1.34 (R), 1.35 (R), 1.36 (R), 1.37 (R)
K.CC.B.4c	1.12, 1.14, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.29, 1.30, 1.31 (R), 1.32 (R), 1.33 (R), 1.34 (R), 1.35 (R), 1.36 (R), 1.37(R), 4.38 (R)

R = optional for remediation; E = optional for enrichment

Major Work	
K.CC.B.5	1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 (R), 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26 (R), 1.27 (R), 1.28 (R), 1.29, 1.31 (R), 1.32 (R), 1.33 (R), 1.34 (R), 1.35 (R), 1.36 (R), 1.37 (R) 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.10 (R), 5.11 (R), 5.12 (R), 5.13, 5.14, 5.18 (R), 5.19 (E), 5.22
K.CC.B.5a	1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 (R), 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26 (R), 1.27 (R), 1.28(R), 1.29, 1.31 (R), 1.32 (R), 1.33 (R), 1.34 (R), 1.35 (R), 1.36 (R), 1.37 (R). 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.10 (R), 5.11 (R), 5.12 (R), 5.13, 5.14, 5.18 (R), 5.19 (E), 5.22
K.CC.B.5b	1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 (R), 1.17, 1.18, 1.20, 1.22, 1.24, 1.27 (R), 1.28 (R), 1.31 (R), 1.32 (R), 1.36 (R), 1.37 (R) 3.23 (R), 3.24 (R) 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.22
K.CC.B.5c	1.9, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26 (R), 1.27 (R), 1.28 (R) , 1.31 (R), 1.32 (R), 1.33 (R), 1.36 (R), 1.37 (R)
K.CC.C.6	3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23 (R), 3.24 (R), 3.25, 3.26, 3.27 (R) 5.22
K.CC.C.7	3.20, 3.25, 3.26, 3.27 (R), 3.28
K.OA.A.1	4.13, 4.14, 4.15, 4.16, 4.20, 4.21, 4.22, 4.23, 4.24, 4.29, 4.30, 4.33, 4.38 (R)
K.OA.A.2	4.16, 4.17, 4.18 (E), 4.19, 4.21, 4.31, 4.34, 4.35, 4.36, 4.37
K.OA.A.3	1.9, 1.10, 1.11, 1.14, 1.15, 3.7 (E) 4.2, 4.4, 4.5, 4.6 (R), 4.7, 4.8, 4.9, 4.10, 4.11 (R), 4.12 (E), 4.22, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.32 (R)
K.OA.A.4	4.39, 4.40
K.OA.A.5	4.35, 4.36, 4.37, 4.39, 6.1, 6.2, 6.5
K.NBT.A.1	see alignment for K.NBT.A.1a, K.NBT.A.1b, and K.NBT.A.1c
K.NBT.A.1a	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 (R), 5.11 (R), 5.12 (R), 5.13, 5.20, 5.21, 5.23
K.NBT.A.1b	5.6, 5.7, 5.8, 5.9, 5.10 (R), 5.11 (R), 5.12 (R), 5.13, 5.20, 5.21, 5.23

Major Work	
K.NBT.A.1c	5.6, 5.7, 5.8, 5.9, 5.10 (R), 5.11 (R), 5.12 (R), 5.13, 5.20, 5.21, 5.23

Supporting Work	
K.MD.B.3	1.4, 1.5, 1.6, 1.7, 2.1, 2.7
K.MD.C.4	
K.G.B.4	2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.9, 6.3
K.G.B.5	2.1, 2.6, 6.1, 6.2, 6.3,
K.G.B.6	6.5, 6.6, 6.7

Additional Work	
K.MD.A.1	3.1, 3.2, 3.8, 3.13, 3.16, 3.32,
K.MD.A.2	3.1, 3.2, 3.3 (E), 3.4, 3.5, 3.6, 3.7 (E), 3.8, 3.9, 3.10 (E), 3.11 (E), 3.12 (E), 3.13, 3.14 (E), 3.15 (E), 3.20, 3.27, 3.29 (E), 3.30 (E), 3.31 (E), 3.32
K.G.A.1	2.5, 2.8
K.G.A.2	2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9
K.G.A.3	2.6, 2.9