

ABOUT EUREKA MATH

Created by the nonprofit Great Minds, *Eureka Math* helps teachers deliver unparalleled math instruction that provides students with a deep understanding and fluency in math. Crafted by teachers and math scholars, the curriculum carefully sequences the mathematical progressions to maximize coherence from Prekindergarten through Precalculus—a principle tested and proven to be essential in students’ mastery of math.

Teachers and students using *Eureka Math* find the trademark “Aha!” moments in *Eureka Math* to be a source of joy and inspiration, lesson after lesson, year after year.

ALIGNED

Eureka Math is the only curriculum found by EdReports.org to align fully with the Common Core State Standards for Mathematics for all grades, Kindergarten through Grade 8. Great Minds offers detailed analyses which demonstrate how each grade of *Eureka Math* aligns with specific state standards. Access these free alignment studies at greatminds.org/state-studies.

DATA

Schools and districts nationwide are experiencing student growth and impressive test scores after using *Eureka Math*. See their stories and data at greatminds.org/data.

FULL SUITE OF RESOURCES

As a nonprofit, Great Minds offers the *Eureka Math* curriculum as PDF downloads for free, noncommercial use. Access the free PDFs at greatminds.org/math/curriculum.

The teacher–writers who created the curriculum have also developed essential resources, available only from Great Minds, including the following:





- Printed material in English and Spanish
- Digital resources
- Professional development
- Classroom tools and manipulatives
- Teacher support materials
- Parent resources

Arkansas Mathematics Standards Correlation to *Eureka Math*[™]

GRADE 1 MATHEMATICS

The Grade 1 Arkansas Mathematics Standards are fully covered by the Grade 1 *Eureka Math* curriculum. A detailed analysis of alignment is provided in the table below.

INDICATORS

-  Green indicates that the Arkansas standard is fully addressed in *Eureka Math*.
-  Yellow indicates that the Arkansas standard may not be completely addressed in *Eureka Math*.
-  Red indicates that the Arkansas standard is not addressed in *Eureka Math*.
-  Blue indicates there is a discrepancy between the grade level at which this standard is addressed in the Arkansas standards and in *Eureka Math*.

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
Operations and Algebraic Thinking	<p>Cluster: Represent and solve problems involving addition and subtraction</p> <p>AR.Math.Content.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 <i>equations</i> with a symbol for the unknown number to represent the problem)</p>	<p>G1 M1 Topic B: Counting On from Embedded Numbers</p> <p>G1 M1 Topic C: Addition Word Problems</p> <p>G1 M1 Lesson 25: Solve <i>add to with change unknown</i> math stories with addition, and relate to subtraction. Model with materials, and write corresponding number sentences.</p> <p>G1 M1 Topic H: Subtraction Word Problems</p> <p>G1 M2: Introduction to Place Value Through Addition and Subtraction Within 20</p> <p>G1 M3 Lesson 9: Answer <i>compare with difference unknown</i> problems about lengths of two different objects measured in centimeters.</p> <p>G1 M3 Topic D: Data Interpretation</p> <p>G1 M4 Topic E: Varied Problem Types Within 20</p> <p>G1 M6 Topic A: Comparison Word Problems</p>
	<p>AR.Math.Content.1.OA.A.2 Solve word problems that call for addition of three <i>whole numbers</i> whose <i>sum</i> is less than or equal to 20 (e.g., by using objects, drawings, and <i>equations</i> with a symbol for the unknown number to represent the problem)</p>	<p>G1 M2 Lesson 1: Solve word problems with three addends, two of which make ten.</p> <p>G1 M2 Lesson 2: Use the associative and commutative properties to make ten with three addends.</p>

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
	<p>Cluster: Understand and apply properties of operations and the relationship between addition and subtraction</p>	
	<p>AR.Math.Content.1.OA.B.3 Apply properties of operations as strategies to add and subtract</p>	<p>G1 M1 Topic E: The Commutative Property of Addition and the Equal Sign</p> <p>G1 M1 Topic F: Development of Addition Fluency Within 10</p> <p>G1 M2: Introduction to Place Value Through Addition and Subtraction within 20</p> <p>G1 M4 Topic D: Addition of Tens or Ones to a Two-Digit Number</p>
	<p>AR.Math.Content.1.OA.B.4 Understand subtraction as an unknown-addend problem</p>	<p>G1 M1 Topic G: Subtraction as an Unknown Addend Problem</p> <p>G1 M1 Topic H: Subtraction Word Problems</p> <p>G1 M2 Lesson 16: Relate counting on to making ten and taking from ten.</p> <p>G1 M2 Lesson 19: Compare efficiency of counting on and taking from ten.</p> <p>G1 M2 Lesson 21: Share and critique peer solution strategies for <i>take from with result unknown</i> and <i>take apart with addend unknown</i> word problems from the teens.</p> <p>G1 M2 Topic C: Strategies for Solving <i>Change</i> or <i>Addend Unknown</i> Problems</p>

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
	<p>Cluster: Add and subtract within 20</p> <p>AR.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by <i>counting on</i> 2 to add 2)</p>	<p>G1 M1 Lesson 3: See and describe numbers of objects using <i>1 more</i> within 5-group configurations.</p> <p>G1 M1 Topic B: Counting On from Embedded Numbers</p> <p>G1 M1 Topic D: Strategies for Counting On</p> <p>G1 M1 Topic G: Subtraction as an Unknown Addend Problem</p> <p>G1 M1 Lesson 33: Model 0 less and 1 less pictorially and as subtraction number sentences.</p> <p>G1 M6 Topic A: Comparison Word Problems</p>

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	<p>AR.Math.Content.1.OA.C.6</p> <p>Add and subtract within 20, demonstrating <i>computational fluency</i> for addition and subtraction within 10</p> <p>Use strategies such as:</p> <ul style="list-style-type: none"> ▪ 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 $12 - 8 = 4$) ▪ Creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$) 	<p>G1 M1: Sums and Differences to 10</p> <p>G1 M2: Introduction to Place Value Through Addition and Subtraction Within 20</p> <p>G1 M4 Lesson 29: Add a pair of two-digit numbers with varied sums in the ones.</p> <p>G1 M6 Topic A: Comparison Word Problems</p>

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	Cluster: Work with addition and subtraction equations	
	<p>AR.Math.Content.1.OA.D.7 Understand the meaning of the equal sign and determine if <i>equations</i> involving addition and subtraction are true or false</p>	<p>G1 M1 Topic E: The Commutative Property of Addition and the Equal Sign</p> <p>G1 M2 Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.</p>
	<p>AR.Math.Content.1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three <i>whole numbers</i></p>	<p>G1 M1 Topic C: Addition Word Problems</p> <p>G1 M1 Lesson 16: Count on to find the unknown part in missing addend equations such as $6 + _ = 9$. Answer, “How many more to make 6, 7, 8, 9, and 10?”</p> <p>G1 M1 Topic H: Subtraction Word Problems</p> <p>G1 M4 Topic E: Varied Problem Types Within 20</p> <p>G1 M6 Topic A: Comparison Word Problems</p>
Number and Operations in Base Ten	Cluster: Extend the counting sequence	
	<p>AR.Math.Content.1.NBT.A.1</p> <ul style="list-style-type: none"> ▪ Count to 120, starting at any number less than 12 ▪ In this range, read and write numerals and represent a number of objects with a written numeral 	<p>G1 M4 Lesson 1: Compare the efficiency of counting by ones and counting by tens.</p> <p>G1 M6 Lesson 7: Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120.</p> <p>G1 M6 Lesson 8: Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart.</p> <p>G1 M6 Lesson 9: Represent up to 120 objects with a written numeral.</p>

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	<p>Cluster: Understand place value</p>	
	<p>AR.Math.Content.1.NBT.B.2</p> <p>Understand that the two digits of a two-digit number represent amounts of tens and ones</p> <p>Understand the following as special cases:</p> <ul style="list-style-type: none"> ▪ 10 can be thought of as a bundle of ten ones—called a “ten” ▪ The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones ▪ 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 	<p>G1 M2 Topic D: Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones</p> <p>G1 M4 Topic A: Tens and Ones</p> <p>G1 M4 Lesson 23: Interpret two-digit numbers as tens and ones, including cases with more than 9 ones.</p> <p>G1 M6 Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100.</p> <p>G1 M6 Lesson 4: Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones.</p>
	<p>AR.Math.Content.1.NBT.B.3</p> <p>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$</p>	<p>G1 M4 Topic B: Comparison of Pairs of Two-Digit Numbers</p> <p>G1 M6 Lesson 6: Use the symbols $>$, $=$, and $<$ to compare quantities and numerals to 100.</p>

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	Cluster: Use place value understanding and properties of operations to add and subtract	
	<p>AR.Math.Content.1.NBT.C.4 Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation, and be able to explain the reasoning</p>	<p>G1 M4: Place Value, Comparison, Addition and Subtraction to 40</p> <p>G1 M6 Topic C: Addition to 100 Using Place Value Understanding</p> <p>G1 M6 Topic D: Varied Place Value Strategies for Addition to 100</p>
	<p>AR.Math.Content.1.NBT.C.5 Mentally find 10 more or 10 less than a given two-digit number, without having to count</p>	<p>G1 M4 Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.</p> <p>G1 M4 Lesson 6: Use dimes and pennies as representations of tens and ones.</p> <p>G1 M6 Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.</p>
	<p>AR.Math.Content.1.NBT.C.6 Subtract multiples of 10 from multiples of 10 (both in the range of 10–90) using concrete models or drawings, relate the strategy to a written method, and explain the reasoning used</p>	<p>G1 M4 Topic C: Addition and Subtraction of Tens</p> <p>G1 M6 Lesson 10: Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.</p>

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Measurement and Data	Cluster: Measure lengths indirectly and by iterating length units	
	AR.Math.Content.1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object	G1 M3 Topic A: Indirect Comparison in Length Measurement G1 M3 Lesson 6: Order, measure, and compare the length of objects before and after measuring with centimeter cubes, solving <i>compare with difference unknown</i> word problems.
	AR.Math.Content.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	G1 M3: Ordering and Comparing Length Measurements as Numbers
	Cluster: Work with time and money	
	AR.Math.Content.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks	G1 M5 Topic D: Application of Halves to Tell Time
	AR.Math.Content.1.MD.B.4 Identify and know the <i>value</i> of a penny, nickel, dime, and quarter	G1 M4 Lesson 6: Use dimes and pennies as representations of tens and ones. G1 M6 Topic E: Coins and Their Values
	AR.Math.Content.1.MD.B.5 Count collections of like coins (pennies, nickels, and dimes)	G1 M4 Lesson 6: Use dimes and pennies as representations of tens and ones. G1 M6 Topic E: Coins and Their Values

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
	<p>Cluster: Represent and interpret data</p> <p>AR.Math.Content.1.MD.C.6</p> <ul style="list-style-type: none"> ▪ Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs ▪ Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another 	G1 M3 Topic D: Data Interpretation
Geometry	<p>Cluster: Reason with shapes and their attributes</p> <p>AR.Math.Content.1.G.A.1</p> <p>Distinguish between defining <i>attributes</i> (e.g., triangles are closed and three-sided) versus non-defining <i>attributes</i> (e.g., color, orientation, overall size); build and draw shapes to possess defining <i>attributes</i></p>	G1 M5 Topic A: Attributes of Shapes
	<p>AR.Math.Content.1.G.A.2</p> <p>Compose two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (e.g., cubes, right <i>rectangular prisms</i>, right circular cones, and right circular cylinders) to create a composite shape</p>	G1 M5 Topic B: Part–Whole Relationships Within Composite Shapes

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	<p>AR.Math.Content.1.G.A.3</p> <ul style="list-style-type: none"> ▪ 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 	<p>G1 M5: Identifying, Composing, and Partitioning Shapes</p>