EUREKA MATH™

GREAT MINDS

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

Colorado Academic Standards in Mathematics Correlation to *Eureka Math*™

GRADE 8 MATHEMATICS

The majority of the Grade 8 Colorado Academic Standards in Mathematics are fully covered by the Grade 8 *Eureka Math* curriculum. The primary area where the Grade 8 Colorado Academic Standards in Mathematics and *Eureka Math* do not align is in the standard of Patterns, Functions, and Algebraic Structures. One Grade Level Expectation from from this standard will require the use of supplemental materials. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, *Eureka Math* can ensure students are successful in achieving the proficiencies of the Colorado Academic Standards in Mathematics while still benefiting from the coherence and rigor of *Eureka Math*.

INDICATORS

Green indicates that the Colorado standard is fully addressed in *Eureka Math*.

Yellow indicates that the Colorado standard may not be completely addressed in *Eureka Math*.

Red indicates that the Colorado 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 Colorado standards and in *Eureka Math*.

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
1: Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	Lessons in every module engage students in making sense of problems and persevering in solving them as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 1, which is specifically addressed in the following modules: G8 M1: Integer Exponents and Scientific Notation G8 M4: Linear Equations

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
2: Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	Lessons in every module engage students in reasoning abstractly and quantitatively as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 2, which is specifically addressed in the following modules: G8 M1: Integer Exponents and Scientific Notation G8 M2: The Concept of Congruence G8 M4: Linear Equations G8 M5: Examples of Functions from Geometry G8 M6: Linear Functions

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
3: Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	Lessons in every module engage students in constructing viable arguments and critiquing the reasoning of others as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 3, which is specifically addressed in the following modules: G8 M1: Integer Exponents and Scientific Notation G8 M2: The Concept of Congruence G8 M3: Similarity G8 M4: Linear Equations

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
4: Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	Lessons in every module engage students in modeling with mathematics as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 4, which is specifically addressed in the following modules: G8 M3: Similarity G8 M4: Linear Equations G8 M6: Linear Functions

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
5: Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	Lessons in every module engage students in using appropriate tools strategically as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 5, which is specifically addressed in the following modules: G8 M3: Similarity G8 M4: Linear Equations G8 M6: Linear Functions

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
6: Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	Lessons in every module engage students in attending to precision as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 6, which is specifically addressed in the following modules: G8 M1: Integer Exponents and Scientific Notation G8 M2: The Concept of Congruence G8 M3: Similarity G8 M4: Linear Equations G8 M5: Examples of Functions from Geometry G8 M6: Linear Functions G8 M7: Introduction to Irrational Numbers Using Geometry

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
7: Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	Lessons in every module engage students in looking for and making use of structure as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 7, which is specifically addressed in the following modules: G8 M1: Integer Exponents and Scientific Notation G8 M4: Linear Equations G8 M6: Linear Functions G8 M7: Introduction to Irrational Numbers Using Geometry

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
8: Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	Lessons in every module engage students in looking for and expressing regularity in repeated reasoning as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 8, which is specifically addressed in the following modules: G8 M1: Integer Exponents and Scientific Notation G8 M3: Similarity G8 M5: Examples of Functions from Geometry G8 M7: Introduction to Irrational Numbers Using Geometry

Standard	Evidence Outcomes		Aligned Components of *Eureka Math*
Number Sense, Properties, and Operation	**Prepared Graduates: Understand the structure and properties of our number system. At their most basic level numbers are abstract symbols that represent real-world quantities**		
	Grade Level Expectation: In the real number system, rational and irrational numbers are in one-to-one correspondence to points on the number line		
	1.1.a Define irrational numbers.		G8 M7 Lesson 11: The Decimal Expansion of Some Irrational Numbers G8 M7 Lesson 13: Comparing Irrational Numbers G8 M7 Lesson 14: Decimal Expansion of π
	1.1.b Demonstrate informally that every number has a decimal expansion.		
	i. For rational numbers show that the decimal expansion repeats eventually.		G8 M7 Lesson 8: The Long Division Algorithm G8 M7 Lesson 10: Converting Repeating Decimals to Fractions G8 M7 Lesson 12: Decimal Expansions of Fractions, Part 2
	ii. Convert a decimal expansion which repeats eventually into a rational number.		G8 M7 Topic B: Decimal Expansions of Numbers

Standard	Evidence Outcomes	Aligned Components of *Eureka Math*
	1.1.c Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.	G8 M7 Topic A: Square and Cube Roots G8 M7 Lesson 10: Converting Repeating Decimals to Fractions G8 M7 Lesson 11: The Decimal Expansion of Some Irrational Numbers G8 M7 Lesson 13: Comparing Irrational Numbers G8 M7 Lesson 14: Decimal Expansion of π
	1.1.d Apply the properties of integer exponents to generate equivalent numerical expressions.	G8 M1: Integer Exponents and Scientific Notation
	1.1.e Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.	G8 M7 Lesson 2: Square Roots G8 M7 Lesson 5: Solving Equations with Radicals
	1.1.f Evaluate square roots of small perfect squares and cube roots of small perfect cubes.	G8 M7 Lesson 2: Square Roots G8 M7 Lesson 5: Solving Equations with Radicals
	1.1.g Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	G8 M1 Lesson 7: Magnitude G8 M1 Lesson 8: Estimating Quantities

Standard	Evidence Outcomes		Aligned Components of *Eureka Math*
	1.1.h Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.		
	i. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.		G8 M1 Lesson 8: Estimating Quantities G8 M1 Lesson 9: Scientific Notation G8 M1 Lesson 13: Comparison of Numbers Written in Scientific Notation and Interpreting Scientific Notation Using Technology
	ii. Interpret scientific notation that has been generated by technology.		G8 M1: Integer Exponents and Scientific Notation
Patterns, Functions, and Algebraic Structures	**Prepared Graduates: Understand that equivalence is a foundation of mathematics represented in numbers, shapes, measures, expressions, and equations**		
	Grade Level Expectation: Linear functions model situations with a constant rate of change and can be represented numerically, algebraically, and graphically		
	2.1.a Describe the connections between proportional relationships, lines, and linear equations.		G8 M4 Topic B: Linear Equations in Two Variables and Their Graphs G8 M4 Lesson 15: The Slope of a Non-Vertical Line G8 M4 Lesson 22: Constant Rates Revisited G8 M4 Lesson 24: Introduction to Simultaneous Equations

Standard	Evidence Outcomes		Aligned Components of *Eureka Math*
	2.1.b Graph proportional relationships, interpreting the unit rate as the slope of the graph.		G8 M4 Topic B: Linear Equations in Two Variables and Their Graphs G8 M4 Lesson 15: The Slope of a Non-Vertical Line G8 M4 Lesson 22: Constant Rates Revisited G8 M4 Lesson 24: Introduction to Simultaneous Equations
	2.1.c Compare two different proportional relationships represented in different ways.		G8 M4 Topic B: Linear Equations in Two Variables and Their Graphs G8 M5 Lesson 7: Comparing Linear Functions and Graphs
	2.1.d Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane.		G8 M4 Topic C: Slope and Equations of Lines
	2.1.e Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.		G8 M4 Topic C: Slope and Equations of Lines

Standard	Evidence Outcomes		Aligned Components of *Eureka Math*
	Prepared Graduates: Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency		
	Grade Level Expectation: Properties of algebra and equality are used to solve linear equations and systems of equations		
	2.2.a Solve linear equations in one variable.		
	i. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions.		G8 M4 Topic A: Writing and Solving Linear Equations
	ii. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.		G8 M4 Topic A: Writing and Solving Linear Equations
	2.2.b Analyze and solve pairs of simultaneous linear equations.		
	i. Explain that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.		G8 M4 Topic D: Systems of Linear Equations and Their Solutions Note: Learning systems of linear equations is extended in Algebra I M1 Topic C.

Standard	Evidence Outcomes		Aligned Components of *Eureka Math*
	ii. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.		G8 M4 Topic D: Systems of Linear Equations and Their Solutions G8 M4 Topic E: Pythagorean Theorem Note: Learning systems of linear equations is extended in Algebra I M1 Topic C.
	iii. Solve real-world and mathematical problems leading to two linear equations in two variables.		G8 M4 Topic D: Systems of Linear Equations and Their Solutions G8 M4 Topic E: Pythagorean Theorem Note: Learning systems of linear equations is extended in Algebra I M1 Topic C.
	Prepared Graduates: Use critical thinking to recognize problematic aspects of situations, create mathematical models, and present and defend solutions		
	Grade Level Expectation: Graphs, tables, and equations can be used to distinguish between linear and nonlinear functions		
	2.3.a Define, evaluate, and compare functions.		
	i. Define a function as a rule that assigns to each input exactly one output.		G8 M5 Lesson 1: The Concept of a Function G8 M5 Lesson 2: Formal Definition of a Function
	ii. Show that the graph of a function is the set of ordered pairs consisting of an input and the corresponding output.		G8 M5 Lesson 5: Graphs of Functions and Equations G8 M5 Lesson 6: Graphs of Linear Functions and Rate of Change

Standard	Evidence Outcomes		Aligned Components of *Eureka Math*
	iii. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).		G8 M5 Lesson 7: Comparing Linear Functions and Graphs
	iv. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line.		G8 M5: Examples of Functions from Geometry
	v. Give examples of functions that are not linear.		G8 M5 Lesson 8: Graphs of Simple Nonlinear Functions
	2.3.b Use functions to model relationships between quantities.		
	i. Construct a function to model a linear relationship between two quantities.		G8 M6 Topic A: Linear Functions
	ii. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph.		G8 M6 Topic A: Linear Functions
	iii. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.		G8 M6 Topic A: Linear Functions
	iv. Describe qualitatively the functional relationship between two quantities by analyzing a graph.		G8 M6 Topic A: Linear Functions

Standard	Evidence Outcomes		Aligned Components of *Eureka Math*
	v. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.		G8 M6 Topic A: Linear Functions
	vi. Analyze how credit and debt impact personal financial goals.		*Eureka Math* does not address personal financial skills.
Data Analysis, Statistics, and Probability	**Prepared Graduates: Solve problems and make decisions that depend on understanding, explaining, and quantifying the variability in data**		
	Grade Level Expectation: Visual displays and summary statistics of two-variable data condense the information in data sets into usable knowledge		
	3.1.a Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.		G8 M6 Topic B: Bivariate Numerical Data
	3.1.b Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.		G8 M6: Linear Functions
	3.1.c For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.		G8 M6: Linear Functions

Standard	Evidence Outcomes		Aligned Components of *Eureka Math*
	3.1.d Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.		G8 M6 Topic C: Linear and Nonlinear Models
	3.1.e Explain patterns of association seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.		
	i. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.		G8 M6 Topic D: Bivariate Categorical Data
	ii. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.		G8 M6 Topic D: Bivariate Categorical Data
Shape, Dimension, and Geometric Relationships	**Prepared Graduates: Apply transformation to numbers, shapes, functional representations, and data**		
	Grade Level Expectation: Transformations of objects can be used to define the concepts of congruence and similarity		
	4.1.a Verify experimentally the properties of rotations, reflections, and translations.		G8 M2: The Concept of Congruence

Standard	Evidence Outcomes		Aligned Components of *Eureka Math*
	4.1.b Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.		G8 M3 Topic A: Dilation G8 M3 Lesson 8: Similarity
	4.1.c Demonstrate that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations.		G8 M2: The Concept of Congruence
	4.1.d Given two congruent figures, describe a sequence of transformations that exhibits the congruence between them.		G8 M2: The Concept of Congruence
	4.1.e Demonstrate that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.		G8 M3 Lesson 3: Examples of Dilations G8 M3 Topic B: Similar Figures
	4.1.f Given two similar two-dimensional figures, describe a sequence of transformations that exhibits the similarity between them.		G8 M3 Lesson 3: Examples of Dilations G8 M3 Topic B: Similar Figures

Standard	Evidence Outcomes	Aligned Components of *Eureka Math*
	4.1.g Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	G8 M2 Topic C: Congruence and Angle Relationships G8 M3 Topic B: Similar Figures
	Prepared Graduates: Use critical thinking to recognize problematic aspects of situations, create mathematical models, and present and defend solutions	
	Grade Level Expectation: Direct and indirect measurement can be used to describe and make comparisons	
	4.2.a Explain a proof of the Pythagorean Theorem and its converse.	G8 M2 Topic D: The Pythagorean Theorem G8 M3 Topic C: The Pythagorean Theorem G8 M7 Topic C: The Pythagorean Theorem
	4.2.b Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	G8 M2 Topic D: The Pythagorean Theorem G8 M3 Topic C: The Pythagorean Theorem G8 M4 Topic E: Pythagorean Theorem G8 M7: Introduction to Irrational Numbers Using Geometry
	4.2.c Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	G8 M2 Topic D: The Pythagorean Theorem G8 M7 Lesson 17: Distance on the Coordinate Plane

Standard	Evidence Outcomes	Aligned Components of *Eureka Math*
	4.2.d State the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	G8 M5: Examples of Functions from Geometry G8 M7 Topic D: Applications of Radicals and Roots