Grade 1 | South Carolina College- and Career-Ready Mathematics Standards Correlation to *Eureka Math*®

About *Eureka Math*

Created by Great Minds®, a mission-driven Public Benefit Corporation, *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

Great Minds offers detailed analyses that 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.

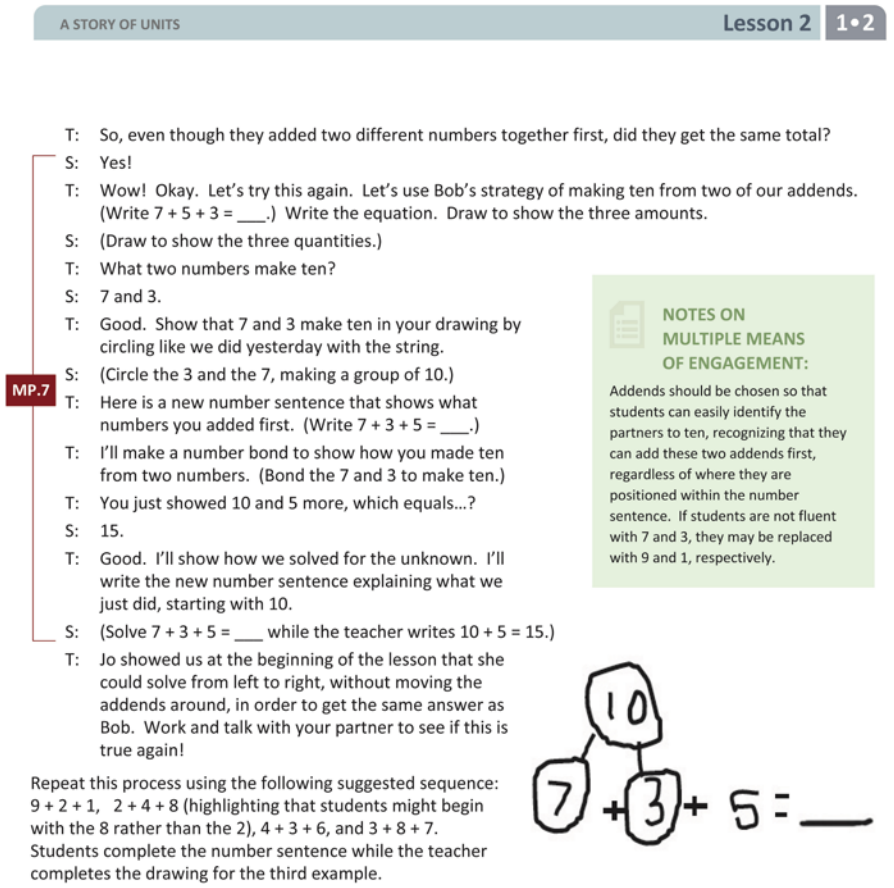
Full Suite of Resources

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

Mathematical Process Standards	Aligned Components of *Eureka Math*
MPS.PS.1 Make sense of problems and persevere in solving them strategically.	Lessons in every module engage students in mathematical processes. These are designated in the Module Overview and labeled in lessons. For example:
MPS.RC.1 Explain ideas using precise and contextually appropriate mathematical language, tools, and models.	
MPS.C.1 Demonstrate a deep and flexible conceptual understanding of mathematical ideas, operations, and relationships while making real-world connections.	
MPS.AJ.1 Use critical thinking skills to reason both abstractly and quantitatively.	
MPS.SP.1 Identify and apply regularity in repeated reasoning to make generalizations.	



A STORY OF UNITS Lesson 2 1•2

T: So, even though they added two different numbers together first, did they get the same total?
S: Yes!
T: Wow! Okay. Let's try this again. Let's use Bob's strategy of making ten from two of our addends. (Write 7 + 5 + 3 = ___.) Write the equation. Draw to show the three amounts.
S: (Draw to show the three quantities.)
T: What two numbers make ten?
S: 7 and 3.
T: Good. Show that 7 and 3 make ten in your drawing by circling like we did yesterday with the string.
MP.7 S: (Circle the 3 and the 7, making a group of 10.)
T: Here is a new number sentence that shows what numbers you added first. (Write 7 + 3 + 5 = ___.)
T: I'll make a number bond to show how you made ten from two numbers. (Bond the 7 and 3 to make ten.)
T: You just showed 10 and 5 more, which equals…?
S: 15.
T: Good. I'll show how we solved for the unknown. I'll write the new number sentence explaining what we just did, starting with 10.
S: (Solve 7 + 3 + 5 = ___ while the teacher writes 10 + 5 = 15.)
T: Jo showed us at the beginning of the lesson that she could solve from left to right, without moving the addends around, in order to get the same answer as Bob. Work and talk with your partner to see if this is true again!

Repeat this process using the following suggested sequence: 9 + 2 + 1, 2 + 4 + 8 (highlighting that students might begin with the 8 rather than the 2), 4 + 3 + 6, and 3 + 8 + 7. Students complete the number sentence while the teacher completes the drawing for the third example.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Addends should be chosen so that students can easily identify the partners to ten, recognizing that they can add these two addends first, regardless of where they are positioned within the number sentence. If students are not fluent with 7 and 3, they may be replaced with 9 and 1, respectively.

Data, Probability, and Statistical Reasoning

1.DPSR.1 Create and answer survey questions, collect and analyze data, and communicate through multiple representations.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.DPSR.1.1 Sort pictures or objects into at least three categories (not to exceed 10 items in each category).	G1 M3 Topic D: Data Interpretation
1.DPSR.1.2 Create a survey question and collect data with up to three categories. Create charts and graphs with a single unit scale to display the data. Use the graph to draw conclusions. Limit to one-step add-to, take-from, and part-part-whole questions.	G1 M3 Topic D: Data Interpretation

Measurement, Geometry, and Spatial Reasoning

1.MGSR.1 Describe, estimate, measure, and compare objects in real-world situations using units of length, weight, money, and time.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.MGSR.1.1 Order three objects by length from shortest to longest and longest to shortest using direct comparison.	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 compare with difference unknown word problems.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.MGSR.1.2 Use nonstandard physical objects to estimate and then measure the length of an item as the number of same size units of length with no gaps or overlaps.	G1 M3 Lesson 4: Express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps. G1 M3 Lesson 5: Rename and measure with centimeter cubes, using their standard unit name of centimeters. G1 M3 Topic C: Non-Standard and Standard Length Units
1.MGSR.1.3 Use analog and digital clocks to tell and record time to the hour and half hour.	G1 M5 Topic D: Application of Halves to Tell Time
1.MGSR.1.4 Identify and write the values of a coin or a bill using a ¢ symbol for coin values or $ symbol for bills. Limit to penny, nickel, dime, quarter, one-dollar bill, five-dollar bill, and ten-dollar bill.	G1 M6 Topic E: Coins and Their Values *Supplemental material is necessary to fully address this standard.*
1.MGSR.1.5 Count a collection of like coins to determine the total value of the set. Limit to pennies, nickels, and dimes with values not to exceed a dollar.	G1 M6 Topic E: Coins and Their Values *Supplemental material is necessary to fully address this standard.*

Measurement, Geometry, and Spatial Reasoning

1.MGSR.2 Analyze, describe, and manipulate shapes to make sense of their relationships in mathematical and real-world situations.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.MGSR.2.1 Sort a mixed set of polygons and describe the reasoning used while sorting the polygons.	G1 M5 Topic A: Attributes of Shapes
1.MGSR.2.2 Identify and describe the attributes of two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.	G1 M5 Topic A: Attributes of Shapes
1.MGSR.2.3 Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.	GK M2 Lesson 9: Identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.MGSR.2.4 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.	GK M2 Lesson 9: Identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes.
1.MGSR.2.5 Analyze and compare a pair of two-dimensional shapes or a pair of three-dimensional shapes of assorted sizes and orientations using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.	GK M2 Topic A: Two-Dimensional Flat Shapes GK M2 Topic B: Three-Dimensional Solid Shapes GK M2 Topic C: Two-Dimensional and Three-Dimensional Shapes GK M6 Lesson 1: Describe the systematic construction of flat shapes using ordinal numbers. GK M6 Lesson 2: Build flat shapes with varying side lengths and record with drawings. GK M6 Lesson 3: Compose solids using flat shapes as a foundation. GK M6 Lesson 5: Compose flat shapes using pattern blocks and drawings.

Numerical Reasoning

1.NR.1 Represent multi-digit numbers in a variety of ways to build place value understanding.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.1.1 Read, write, and represent numbers to 100 using concrete models, drawings, standard form, base ten language, and equations in expanded form.	G1 M4 Lesson 1: Compare the efficiency of counting by ones and counting by tens. G1 M6 Lesson 7: Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120. 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. G1 M6 Lesson 9: Represent up to 120 objects with a written numeral.
1.NR.1.2 Represent and explain that whole numbers 1 through 99 are organized into groups of tens and ones, and a digit has a different value depending on its placement.	G1 M2 Topic D: Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones G1 M4 Topic A: Tens and Ones G1 M4 Lesson 23: Interpret two-digit numbers as tens and ones, including cases with more than 9 ones. G1 M6 Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100. G1 M6 Lesson 4: Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones. G1 M6 Lesson 24: Use dimes and pennies as representations of numbers to 120.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.1.3 Compose and decompose whole numbers from 1 through 99 in more than one way using tens and ones. Explain and demonstrate each composition or decomposition with the use of concrete models, drawings, and/or equations.	G1 M4 Lesson 12: Add tens to a two-digit number. G1 M4 Topic D: Addition of Tens or Ones to a Two-Digit Number G1 M4 Lesson 24: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10. G1 M4 Lesson 25: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10. G1 M4 Lesson 26: Add a pair of two-digit numbers when the ones digits have a sum greater than 10. G1 M4 Lesson 27: Add a pair of two-digit numbers when the ones digits have a sum greater than 10. G1 M4 Lesson 28: Add a pair of two-digit numbers with varied sums in the ones. G1 M4 Lesson 29: Add a pair of two-digit numbers with varied sums in the ones. G1 M6 Topic C: Addition to 100 Using Place Value Understanding G1 M6 Topic D: Varied Place Value Strategies for Addition to 100
1.NR.1.4 Apply place value reasoning to identify the number that is one more and one less, ten more, and ten less than a given number with up to two digits.	G1 M4 Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number. G1 M4 Lesson 6: Use dimes and pennies as representations of tens and ones. G1 M6 Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.

Numerical Reasoning

1.NR.2 Explain the relationship between numbers and quantities.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.2.1 Count by ones forward or backward starting at any number up to 120 making accurate decade transitions.	G1 M4 Lesson 1: Compare the efficiency of counting by ones and counting by tens. G1 M6 Lesson 7: Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120. 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. G1 M6 Lesson 9: Represent up to 120 objects with a written numeral.
1.NR.2.2 Skip count by fives and tens from any multiple of five to 100, identifying place value patterns in the sequence.	*Supplemental material is necessary to address this standard.*

Numerical Reasoning

1.NR.3 Demonstrate the ability to compare quantities of objects and numerals representing quantities of objects.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.3.1 Compare representations of two numbers up to 100 using the phrases *is greater than*, *is less than*, or *is equal to* (the same value as).	G1 M4 Topic B: Comparison of Pairs of Two-Digit Numbers G1 M6 Lesson 6: Use the symbols >, =, and < to compare quantities and numerals to 100.

Numerical Reasoning

1.NR.4 Represent partitioned shapes in multiple ways using part-whole relationships.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.NR.4.1 Partition in multiple ways squares, rectangles, and circles into two or four equal-sized parts. Name the pieces as halves and fourths.	G1 M5 Topic C: Halves and Quarters of Rectangles and Circles G1 M5 Lesson 11: Recognize halves within a circular clock face and tell time to the half-hour. G1 M5 Lesson 12: Recognize halves within a circular clock face and tell time to the half-hour. G1 M5 Lesson 13: Recognize halves within a circular clock face and tell time to the half-hour.

Patterns, Algebra, and Functional Reasoning

1.PAFR.1 Understand and apply properties of operations and the relationship between addition and subtraction to solve problems.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.PAFR.1.1 Determine and explain if an equation within 10 is true using a variety of equation formats.	G1 M1 Lesson 17: Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences. G1 M1 Lesson 18: Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences. G1 M2 Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.
1.PAFR.1.2 Compose and decompose numbers less than or equal to 20 in more than one way. Record each composition or decomposition as an equation.	G1 M1 Topic A: Embedded Numbers and Decompositions G1 M1 Topic B: Counting On from Embedded Numbers G1 M1 Topic C: Addition Word Problems G1 M1 Topic D: Strategies for Counting On

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.PAFR.1.2 ***continued***	G1 M1 Topic F: Development of Addition Fluency Within 10 G1 M1 Topic G: Subtraction as an Unknown Addend Problem G1 M1 Topic I: Decomposition Strategies for Subtraction G1 M1 Topic J: Development of Subtraction Fluency Within 10 G1 M2 Lesson 2: Use the associative and commutative properties to make ten with three addends. G1 M2 Lesson 3: Make ten when one addend is 9. G1 M2 Lesson 4: Make ten when one addend is 9. G1 M2 Lesson 5: Compare efficiency of counting on and making ten when one addend is 9. G1 M2 Lesson 6: Use the commutative property to make ten. G1 M2 Lesson 7: Make ten when one addend is 8. G1 M2 Lesson 8: Make ten when one addend is 8. G1 M2 Lesson 9: Compare efficiency of counting on and making ten when one addend is 8. G1 M2 Lesson 10: Solve problems with addends of 7, 8, and 9. G1 M2 Lesson 11: Share and critique peer solution strategies for put together with total unknown word problems. G1 M2 Topic B: Counting On or Taking from Ten to Solve Result Unknown and Total Unknown Problems G1 M2 Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions. G1 M2 Lesson 28: Solve addition problems using ten as a unit, and write two-step solutions. G1 M2 Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions. G1 M6 Topic G: Culminating Experiences

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.PAFR.1.3 Solve add-to, take-from, and part-part-whole real-world situations to find sums and differences within 20. Situations include result or change unknown, both addends unknown, and total or one part unknown.	G1 M1 Topic B: Counting On from Embedded Numbers G1 M1 Topic C: Addition Word Problems G1 M1 Lesson 25: Solve add to with change unknown math stories with addition, and relate to subtraction. Model with materials, and write corresponding number sentences. G1 M1 Topic H: Subtraction Word Problems G1 M2 Lesson 1: Solve word problems with three addends, two of which make ten. G1 M2 Lesson 3: Make ten when one addend is 9. G1 M2 Lesson 4: Make ten when one addend is 9. G1 M2 Lesson 7: Make ten when one addend is 8. G1 M2 Lesson 8: Make ten when one addend is 8. G1 M2 Lesson 11: Share and critique peer solution strategies for put together with total unknown word problems. G1 M2 Lesson 12: Solve word problems with subtraction of 9 from 10. G1 M2 Lesson 13: Solve word problems with subtraction of 9 from 10. G1 M2 Lesson 21: Share and critique peer solution strategies for take from with result unknown and take apart with addend unknown word problems from the teens. G1 M2 Lesson 22: Solve put together/take apart with addend unknown word problems, and relate counting on to the take from ten strategy. G1 M2 Lesson 23: Solve add to with change unknown problems, relating varied addition and subtraction strategies. G1 M2 Lesson 24: Strategize to solve take from with change unknown problems. G1 M2 Lesson 27: Solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones. G1 M2 Lesson 28: Solve addition problems using ten as a unit, and write two-step solutions.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.PAFR.1.3 ***continued***	G1 M2 Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions. G1 M3 Lesson 9: Answer compare with difference unknown problems about lengths of two different objects measured in centimeters. G1 M3 Lesson 12: Ask and answer varied word problem types about a data set with three categories. G1 M3 Lesson 13: Ask and answer varied word problem types about a data set with three categories. G1 M4 Topic E: Varied Problem Types Within 20 G1 M6 Topic A: Comparison Word Problems G1 M6 Topic F: Varied Problem Types Within 20
1.PAFR.1.4 Add and subtract number combinations flexibly and accurately within 10.	G1 M1 Topic A: Embedded Numbers and Decompositions G1 M1 Topic B: Counting On from Embedded Numbers G1 M1 Topic C: Addition Word Problems G1 M1 Topic D: Strategies for Counting On G1 M1 Topic F: Development of Addition Fluency Within 10 G1 M1 Topic G: Subtraction as an Unknown Addend Problem G1 M1 Topic I: Decomposition Strategies for Subtraction G1 M1 Topic J: Development of Subtraction Fluency Within 10 G1 M2 Lesson 2: Use the associative and commutative properties to make ten with three addends. G1 M2 Lesson 3: Make ten when one addend is 9. G1 M2 Lesson 4: Make ten when one addend is 9. G1 M2 Lesson 5: Compare efficiency of counting on and making ten when one addend is 9. G1 M2 Lesson 6: Use the commutative property to make ten. G1 M2 Lesson 7: Make ten when one addend is 8. G1 M2 Lesson 8: Make ten when one addend is 8.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.PAFR.1.4 ***continued***	G1 M2 Lesson 9: Compare efficiency of counting on and making ten when one addend is 8. G1 M2 Lesson 10: Solve problems with addends of 7, 8, and 9. G1 M2 Lesson 11: Share and critique peer solution strategies for put together with total unknown word problems. G1 M2 Topic B: Counting On or Taking from Ten to Solve Result Unknown and Total Unknown Problems G1 M2 Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions. G1 M2 Lesson 28: Solve addition problems using ten as a unit, and write two-step solutions. G1 M2 Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions. G1 M6 Topic G: Culminating Experiences
1.PAFR.1.5 Apply and explain the *Commutative Property of Addition* to find the sum (through 20) of two addends and explain that the value does not change when the order of the two numbers changes.	G1 M1 Lesson 19: Represent the same story scenario with addends repositioned (the commutative property). G1 M1 Lesson 20: Apply the commutative property to count on from a larger addend. G1 M1 Lesson 22: Look for and make use of repeated reasoning on the addition chart by solving and analyzing problems with common addends. G1 M1 Lesson 24: Practice to build fluency with facts to 10. G1 M2 Topic A: Counting On or Making Ten to Solve Result Unknown and Total Unknown Problems G1 M2 Lesson 12: Solve word problems with subtraction of 9 from 10. G1 M2 Lesson 13: Solve word problems with subtraction of 9 from 10. G1 M2 Lesson 14: Model subtraction of 9 from teen numbers. G1 M2 Lesson 15: Model subtraction of 9 from teen numbers. G1 M2 Lesson 16: Relate counting on to making ten and taking from ten. G1 M2 Lesson 17: Model subtraction of 8 from teen numbers.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.PAFR.1.5 ***continued***	G1 M2 Lesson 18: Model subtraction of 8 from teen numbers. G1 M2 Lesson 19: Compare efficiency of counting on and taking from ten. G1 M4 Topic D: Addition of Tens or Ones to a Two-Digit Number
1.PAFR.1.6 Determine an unknown number in addition and subtraction equations within 10.	G1 M1 Topic G: Subtraction as an Unknown Addend Problem G1 M1 Lesson 29: Solve take apart with addend unknown math stories with math drawings, equations, and statements, circling the known part to find the unknown. G1 M1 Lesson 30: Solve add to with change unknown math stories with drawings, relating addition and subtraction. G1 M1 Lesson 31: Solve take from with change unknown math stories with drawings. G1 M1 Lesson 32: Solve put together/take apart with addend unknown math stories. G1 M2 Lesson 16: Relate counting on to making ten and taking from ten. G1 M2 Lesson 19: Compare efficiency of counting on and taking from ten. G1 M2 Lesson 21: Share and critique peer solution strategies for take from with result unknown and take apart with addend unknown word problems from the teens. G1 M2 Lesson 22: Solve put together/take apart with addend unknown word problems, and relate counting on to the take from ten strategy. G1 M2 Lesson 23: Solve add to with change unknown problems, relating varied addition and subtraction strategies. G1 M2 Lesson 24: Strategize to solve take from with change unknown problems.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.PAFR.1.7 Find the sum of a two-digit number and a one-digit number or a two-digit number and a multiple of 10 (1–99) using concrete models, drawings, and strategies that reflect place value understanding, the inverse relationship of addition and subtraction, and the properties of the operations to justify the sum.	G1 M4 Lesson 12: Add tens to a two-digit number. G1 M4 Topic D: Addition of Tens or Ones to a Two-Digit Number G1 M4 Lesson 24: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10. G1 M4 Lesson 25: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10. G1 M4 Lesson 26: Add a pair of two-digit numbers when the ones digits have a sum greater than 10. G1 M4 Lesson 27: Add a pair of two-digit numbers when the ones digits have a sum greater than 10. G1 M4 Lesson 28: Add a pair of two-digit numbers with varied sums in the ones. G1 M4 Lesson 29: Add a pair of two-digit numbers with varied sums in the ones. G1 M6 Topic C: Addition to 100 Using Place Value Understanding G1 M6 Topic D: Varied Place Value Strategies for Addition to 100
1.PAFR.1.8 Find the difference between two numbers that are multiples of 10, both in the range 10–90, and write the corresponding equation. Explain the reasoning used.	G1 M4 Lesson 11: Add and subtract tens from a multiple of 10. G1 M6 Lesson 10: Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.

Patterns, Algebra, and Functional Reasoning

1.PAFR.2 Recognize, describe, extend, and create patterns.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of *Eureka Math*
1.PAFR2.1 Create, describe, and extend (to the next term) a growing shape pattern.	*Supplemental material is necessary to address this standard.*
1.PAFR.2.2 Create, describe, and extend (to three terms within a sequence) repeating patterns using *AB*, *AAB*, *ABB*, and *ABC* type patterns.	*Supplemental material is necessary to address this standard.*