EUREKA MATH[™]

ALIGNEDTeachers 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.ALIGNEDEureka 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.DATASchools 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 RESOURCESAs 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: 	ABOUT EUREKA MATH	Created by the nonprofit Great Minds, <i>Eureka Math</i> 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.			
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• Parent resources

South Carolina College- and Career-Ready Standards for Mathematics Correlation to *Eureka Math*™

GRADE 1 MATHEMATICS

The majority of the Grade 1 South Carolina College- and Career-Ready Standards for Mathematics are fully covered by the Grade 1 *Eureka Math* curriculum. The areas where the Grade 1 South Carolina College- and Career-Ready Standards for Mathematics and Grade 1 *Eureka Math* do not align will require the use of *Eureka Math* content from another grade level or 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 South Carolina College- and Career-Ready Standards for Mathematics for Mathematics while still benefiting from the coherence and rigor of *Eureka Math*.

INDICATORS

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

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

Red indicates that the South Carolina 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 South Carolina standards and in *Eureka Math*.

Mathematical Process Standards	Aligned Components of Eureka Math
 1: Make sense of problems and persevere in solving them. a. Relate a problem to prior knowledge. b. Recognize there may be multiple entry points to a problem and more than one path to a solution. c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial 	Lessons in every module engage students in making sense of problems and persevering in solving them as required by this standard. This process standard is analogous to the CCSSM Standards for Mathematical Practice 1, which is specifically addressed in the following modules: G1 M5: Identifying, Composing, and Partitioning Shapes
attempt to solve a problem. d. Evaluate the success of an approach to solve a problem and refine it if necessary.	G1 M6: Place Value, Comparison, Addition and Subtraction to 100
 2: Reason both contextually and abstractly. a. Make sense of quantities and their relationships in mathematical and real-world situations. b. Describe a given situation using multiple mathematical representations. c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation. d. Connect the meaning of mathematical operations to the context of a given situation. 	 Lessons in every module engage students in reasoning abstractly and quantitatively as required by this standard. This process standard is analogous to the CCSSM Standards for Mathematical Practice 2, which is specifically addressed in the following modules: G1 M1: Sums and Differences to 10 G1 M2: Introduction to Place Value Through Addition and Subtraction Within 20 G1 M3: Ordering and Comparing Length Measurements as

Mathematical Process Standards	Aligned Components of Eureka Math	
 3: Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others. a. Construct and justify a solution to a problem. b. Compare and discuss the validity of various reasoning strategies. c. Make conjectures and explore their validity. d. Reflect on and provide thoughtful responses to the reasoning of others. 	 Lessons in every module engage students in constructing viable arguments and critiquing the reasoning of others as required by this standard. This process standard is analogous to the CCSSM Standards for Mathematical Practice 3, which is specifically addressed in the following modules: G1 M3: Ordering and Comparing Length Measurements as Numbers G1 M4: Place Value, Comparison, Addition and Subtraction to 40 G1 M6: Place Value, Comparison, Addition and Subtraction to 100 	
 4: Connect mathematical ideas and real-world situations through modeling. a. Identify relevant quantities and develop a model to describe their relationships. b. Interpret mathematical models in the context of the situation. c. Make assumptions and estimates to simplify complicated situations. d. Evaluate the reasonableness of a model and refine if necessary. 	 Lessons in every module engage students in modeling with mathematics as required by this standard. This process standard is analogous to the CCSSM Standards for Mathematical Practice 4, which is specifically addressed in the following modules: G1 M2: Introduction to Place Value Through Addition and Subtraction Within 20 G1 M6: Place Value, Comparison, Addition and Subtraction to 100 	

Mathematical Process Standards	Aligned Components of Eureka Math
 5: Use a variety of mathematical tools effectively and strategically. a. Select and use appropriate tools when solving a mathematical problem. b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts. 	 Lessons in every module engage students in using appropriate tools strategically as required by this standard. This process standard is analogous to the CCSSM Standards for Mathematical Practice 5, which is specifically addressed in the following modules: G1 M4: Place Value, Comparison, Addition and Subtraction to 40 G1 M6: Place Value, Comparison, Addition and Subtraction to 100
 6: Communicate mathematically and approach mathematical situations with precision. a. Express numerical answers with the degree of precision appropriate for the context of a situation. b. Represent numbers in an appropriate form according to the context of the situation. c. Use appropriate and precise mathematical language. d. Use appropriate units, scales, and labels. 	 Lessons in every module engage students in attending to precision as required by this standard. This process standard is analogous to the CCSSM Standards for Mathematical Practice 6, which is specifically addressed in the following modules: G1 M1: Sums and Differences to 10 G1 M3: Ordering and Comparing Length Measurements as Numbers G1 M4: Place Value, Comparison, Addition and Subtraction to 40 G1 M5: Identifying, Composing, and Partitioning Shapes

Mathematical Process Standards	Aligned Components of Eureka Math
 7: Identify and utilize structure and patterns. a. Recognize complex mathematical objects as being composed of more than one simple object. b. Recognize mathematical repetition in order to make generalizations. 	Lessons in every module engage students in looking for and making use of structure as required by this standard. This process standard is analogous to the CCSSM Standards for Mathematical Practice 7 and 8, which are specifically addressed in the following modules:
c. Look for structures to interpret meaning and develop solution strategies.	 G1 M1: Sums and Differences to 10 G1 M2: Introduction to Place Value Through Addition and Subtraction Within 20 G1 M3: Ordering and Comparing Length Measurements as Numbers G1 M4: Place Value, Comparison, Addition and Subtraction to 40 G1 M5: Identifying, Composing, and Partitioning Shapes

Key Concepts	Content Standards for Mathematics Aligned Components of <i>Eureka Math</i>	
Number1Sense and]Base Ten	1.NSBT.1 Extend the number sequence to:	
	a. count forward by ones to 120 starting at any number;	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.
	b. count by fives and tens to 100, starting at any number;	G1 M4 Lesson 1: Compare the efficiency of counting by ones and counting by tens.
		G2 M7 Lesson 6: Recognize the value of coins and count up to find their total value.
		G2 M8 Topic D: Application of Fractions to Tell Time
		Note: Students build fluency of skip counting with fives and tens in a variety of fluency activities in Grades 1 and 2.

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math	
	c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;	 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. 	
	d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.	G2 M3 Topic C: Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms	

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	1.NSBT.2 Understand place value through 99 by demonstrating that:	
	a. ten ones can be thought of as a bundle (group) called a "ten";	 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.
	 b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones; 	G1 M2 Topic D: Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones
	c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.	G1 M2 Topic D: Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones
	1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words <i>greater than</i> , <i>equal to</i> , or <i>less than</i> .	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.

Key Concepts	Content Standards for Mathematics
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1.NSBT.4 Add through 99 using concrete models, drawings, and strategies based on place value to:	
a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);	 G1 M4: Place Value, Comparison, Addition and Subtraction to 40 G1 M6 Topic C: Addition to 100 Using Place Value Understanding G1 M6 Topic D: Varied Place Value Strategies for Addition to 100
b. add a two-digit number and a multiple of 10.	 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.
1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.	 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.

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.	G1 M4 Topic C: Addition and Subtraction of Tens G1 M6 Lesson 10: Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.
Algebraic Thinking and Operations	1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.	 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: Introduction to Place Value Through Addition and Subtraction Within 20 G1 M3 Lesson 9: Answer compare with difference unknown problems about lengths of two different objects measured in centimeters. G1 M3 Topic D: Data Interpretation G1 M4 Topic E: Varied Problem Types Within 20 G1 M6 Topic A: Comparison Word Problems

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	1.ATO.2 Solve real-world/story problems that include	G1 M2 Lesson 1: Solve word problems with three addends, two of which make ten.
	three whole number addends whose sum is less than or equal to 20.	G1 M2 Lesson 2: Use the associative and commutative properties to make ten with three addends.
	1.ATO.3	G1 M1 Topic E: The Commutative Property of Addition and
	Apply Commutative and Associative Properties	the Equal Sign
	of Addition to find the sum (through 20) of two or three addends.	G1 M1 Topic F: Development of Addition Fluency Within 10
	or three addenus.	G1 M2: Introduction to Place Value Through Addition and Subtraction within 20
		G1 M4 Topic D: Addition of Tens or Ones to a Two-Digit Number
	1.ATO.4	G1 M1 Topic G: Subtraction as an Unknown Addend Problem
	Understand subtraction as an unknown addend problem.	G1 M1 Topic H: Subtraction Word Problems
		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 <i>take from with result unknown</i> and <i>take apart with addend unknown</i> word problems from the teens.
		G1 M2 Topic C: Strategies for Solving <i>Change</i> or <i>Addend Unknown</i> Problems

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	1.ATO.5 Recognize how counting relates to addition and subtraction.	G1 M1 Lesson 3: See and describe numbers of objects using <i>1 more</i> within 5-group configurations.
		G1 M1 Topic B: Counting On from Embedded Numbers
		G1 M1 Topic D: Strategies for Counting On
		G1 M1 Topic G: Subtraction as an Unknown Addend Problem
		G1 M1 Lesson 33: Model 0 less and 1 less pictorially and as subtraction number sentences.
		G1 M6 Topic A: Comparison Word Problems
	1.ATO.6 Demonstrate:	
	a. addition and subtraction through 20;	G1 M1: Sums and Differences to 10
		G1 M2: Introduction to Place Value Through Addition and Subtraction Within 20.
		G1 M4 Lesson 29: Add a pair of two-digit numbers with varied sums in the ones.
		G1 M6 Topic A: Comparison Word Problems

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	b. fluency with addition and related subtraction facts through 10.	G1 M1: Sums and Differences to 10
	1.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.	G1 M1 Topic E: The Commutative Property of Addition and the Equal Sign G1 M2 Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.
	1.ATO.8 Determine the missing number in addition and subtraction equations within 20.	 G1 M1 Topic C: Addition Word Problems 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?" G1 M1 Topic H: Subtraction Word Problems G1 M4 Topic E: Varied Problem Types Within 20 G1 M6 Topic A: Comparison Word Problems
	1.ATO.9 Create, extend, and explain using pictures and words for:	
	a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns);	<i>Eureka Math</i> does not address this type of pattern.
	b. growing patterns (between 2 and 4 terms/figures).	<i>Eureka Math</i> does not address this type of pattern.

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
Geometry	1.G.1 Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color).	G1 M5 Topic A: Attributes of Shapes
	1.G.2 Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.	G1 M5 Topic B: Part–Whole Relationships Within Composite Shapes
	1.G.3 Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts.	G1 M5: Identifying, Composing, and Partitioning Shapes
	1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).	G1 M5 Lesson 2: Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners.
Measurement and Data Analysis	1.MDA.1 Order three objects by length using indirect 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 <i>compare with difference unknown</i> word problems.
	1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.	G1 M3: Ordering and Comparing Length Measurements as Numbers

Key Concepts	Content Standards for Mathematics
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Aligned Components of Eureka Math

1.MDA.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.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts, and tallies.	G1 M3 Topic D: Data Interpretation
1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.	G1 M3 Topic D: Data Interpretation
1.MDA.6 Identify a penny, nickel, dime, and quarter and write the coin values using a ¢ symbol.	G1 M6 Topic E: Coins and Their Values