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 3 MATHEMATICS

The majority of the Grade 3 South Carolina College- and Career-Ready Standards for Mathematics are fully covered by the Grade 3 *Eureka Math* curriculum. The areas where the Grade 3 South Carolina College- and Career-Ready Standards for Mathematics and Grade 3 *Eureka Math* do not align will require the use of *Eureka Math* content from other grade levels. A detailed analysis of alignment is provided in the table below.

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. 	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:	
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	G3 M1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10	
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	G3 M3: Multiplication and Division with Units of 0, 1, $6-9$, and Multiples of 10	
	G3 M7: Geometry and Measurement Word Problems	
 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. 	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:	
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	G3 M1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10	
d. Connect the meaning of mathematical operations to the context of a given situation.	G3 M2: Place Value and Problem Solving with Units of Measure	
	G3 M4: Multiplication and Area	
	G3 M5: Fractions as Numbers on the Number Line	
	G3 M6: Collecting and Displaying Data	

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.	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	
b. Compare and discuss the validity of various reasoning strategies.	specifically addressed in the following modules:	
c. Make conjectures and explore their validity.		
d. Reflect on and provide thoughtful responses to the reasoning of others.	G3 M1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10	
	G3 M3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10	
	G3 M4: Multiplication and Area	
	G3 M5: Fractions as Numbers on the Number Line	
	G3 M7: Geometry and Measurement Word Problems	

Mathematical Process Standards	Aligned Components of Eureka Math	
 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: G3 M1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10 G3 M2: Place Value and Problem Solving with Units of Measure G3 M3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10 	
 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: G3 M3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10 G3 M6: Collecting and Displaying Data G3 M7: Geometry and Measurement Word Problems 	

Mathematical Process Standards	Aligned Components of Eureka Math	
6: Communicate mathematically and approach mathematical situations with precision.	Lessons in every module engage students in attending to precision as required by this standard. This process standard	
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	is analogous to the CCSSM Standards for Mathematical Practice 6, which is specifically addressed in the following	
b. Represent numbers in an appropriate form according to the context of the situation.	modules:	
c. Use appropriate and precise mathematical language.	G3 M2: Place Value and Problem Solving with Units of	
d. Use appropriate units, scales, and labels.	Measure	
	G3 M4: Multiplication and Area	
	G3 M5: Fractions as Numbers on the Number Line	
	G3 M6: Collecting and Displaying Data	
	G3 M7: Geometry and Measurement Word Problems	

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.	 G3 M1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10 G3 M2: Place Value and Problem Solving with Units of Measure G3 M3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10 G3 M4: Multiplication and Area G3 M5: Fractions as Numbers on the Number Line G3 M6: Collecting and Displaying Data 	

Aligned Components of Euroka Math

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
Number Sense and Base Ten	3.NSBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	 G3 M2 Topic C: Rounding to the Nearest Ten and Hundred G3 M2 Lesson 17: Estimate sums by rounding and apply to solve measurement word problems. G3 M2 Topic E: Two- and Three-Digit Measurement Subtraction Using the Standard Algorithm
	3.NSBT.2 Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.	 G3 M2 Lesson 4: Solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock. G3 M2 Lesson 5: Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line. G3 M2 Lesson 8: Solve one-step word problems involving metric weights within 100 and estimate to reason about solutions. G3 M2 Lesson 11: Solve mixed word problems involving all four operations with grams, kilograms, liters, and milliliters given in the same units. G3 M2 Topic D: Two- and Three-Digit Measurement Addition Using the Standard Algorithm
		G3 M2 Topic E: Two- and Three-Digit Measurement Subtraction Using the Standard Algorithm

Key Concepts	pts Content Standards for Mathematics		Aligned Components of Eureka Math	
	3.NSBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90, using knowledge of place value and properties of operations.		G3 M3 Topic F: Multiplication of Single-Digit Factors and Multiples of 10	
	3.NSBT.4 Read and write numbers through 999,999 in standard form and equations in expanded form.		G4 M1 Topic A: Place Value of Multi-Digit Whole Numbers G4 M3 Topic B: Multiplication by 10, 100, and 1,000 G4 M6 Lesson 8: Use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units.	
	3.NSBT.5 Compare and order numbers through 999,999 and represent the comparison using the symbols >, =, or <.		G4 M1 Topic B: Comparing Multi-Digit Whole Numbers	
Number Sense— Fractions	3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers.			
	a. A fraction 1/ <i>b</i> (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts;		G3 M5 Topic B: Unit Fractions and Their Relation to the Whole G3 M5 Lesson 12: Specify the corresponding whole when presented with one equal part.	

Key Concepts	epts Content Standards for Mathematics		Aligned Components of Eureka Math	
	b. A fraction a/b is the quantity formed by a parts of size $1/b$;		G3 M5 Topic B: Unit Fractions and Their Relation to the Whole	
			G3 M5 Lesson 12: Specify the corresponding whole when presented with one equal part.	
	c. A fraction is a number that can be represented on a number line based on counts of a unit fraction;		G3 M5 Topic D: Fractions on the Number Line	
	d. A fraction can be represented using set, area, and linear models.		G3 M5 Lesson 14: Place fractions on a number line with endpoints 0 and 1.	
			G3 M5 Lesson 15: Place any fraction on a number line with endpoints 0 and 1.	
			G3 M5 Lesson 30: Partition various wholes precisely into equal parts using a number line method.	
	3.NSF.2			
	Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:			
	a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;		G3 M5 Topic E: Equivalent Fractions	
	b. fraction equivalence can be represented using set, area, and linear models;		G3 M5 Topic E: Equivalent Fractions	

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
c. whole num fractions (e d. fractions w same denot reasoning a same whole	c. whole numbers can be written as fractions (e.g., 4 = 4/1 and 1 = 4/4);	G3 M5 Topic D: Fractions on the Number Line G3 M5 Topic E: Equivalent Fractions
	d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.	 G3 M5 Topic C: Comparing Unit Fractions and Specifying the Whole G3 M5 Lesson 18: Compare fractions and whole numbers on the number line by reasoning about their distance from 0. G3 M5 Lesson 19: Understand distance and position on the number line as strategies for comparing fractions. G3 M5 Topic F: Comparison, Order, and Size of Fractions
	3.NSF.3 Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.	G3 M5: Fractions as Numbers on the Number Line
Algebraic Thinking and Operations	3.ATO.1 Use concrete objects, drawings, and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (i.e., 0–10) and the product.	G3 M1 Topic A: Multiplication and the Meaning of the Factors G3 M1 Topic C: Multiplication Using Units of 2 and 3

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	3.ATO.2	G3 M1 Topic B: Division as an Unknown Factor Problem
	Use concrete objects, drawings, and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., 0–10), divisor (i.e., 0–10), and dividend.	G3 M1 Topic D: Division Using Units of 2 and 3 G3 M1 Lesson 17: Model the relationship between multiplication and division.
	3.ATO.3	G3 M1 Topic D: Division Using Units of 2 and 3
	Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division	G3 M1 Topic F: Distributive Property and Problem Solving Using Units of 2–5 and 10
	facts. Represent the problem situation using an equation with a symbol for the unknown.	G3 M3 Lesson 7: Interpret the unknown in multiplication and division to model and solve problems using units of 6 and 7.
		G3 M3 Lesson 11: Interpret the unknown in multiplication and division to model and solve problems.
		G3 M3 Lesson 15: Interpret the unknown in multiplication and division to model and solve problems.
		G3 M3 Lesson 18: Solve two-step word problems involving all four operations and assess the reasonableness of solutions.

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	3.ATO.4	G3 M1 Topic D: Division Using Units of 2 and 3
	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a	G3 M1 Lesson 17: Model the relationship between multiplication and division.
	missing factor, product, dividend, divisor, or quotient.	G3 M3 Lesson 3: Multiply and divide with familiar facts using a letter to represent the unknown.
		G3 M3 Topic B: Multiplication and Division Using Units of 6 and 7
		G3 M3 Lesson 11: Interpret the unknown in multiplication and division to model and solve problems.
		G3 M3 Lesson 15: Interpret the unknown in multiplication and division to model and solve problems.
	3.ATO.5 Apply properties of operations (i.e.,	G3 M1: Properties of Multiplication and Division and Solving Problems with Units of $2-5$ and 10
	Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.	G3 M3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10

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	3.ATO.6	G3 M1 Topic B: Division as an Unknown Factor Problem
	Understand division as a missing factor problem.	G3 M1 Topic D: Division Using Units of 2 and 3
		G3 M1 Lesson 17: Model the relationship between multiplication and division.
		G3 M3 Topic B: Multiplication and Division Using Units of 6 and 7
	3.ATO.7	G3 M1 Topic E: Multiplication and Division Using Units of 4
	Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.	G3 M3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
	3.ATO.8 Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.	G3 M3 Lesson 11: Interpret the unknown in multiplication and division to model and solve problems.
		G3 M3 Lesson 15: Interpret the unknown in multiplication and division to model and solve problems.
		G3 M3 Lesson 18: Solve two-step word problems involving all four operations and assess the reasonableness of solutions.
		G3 M3 Lesson 21: Solve two-step word problems involving multiplying single-digit factors and multiples of 10.
		G3 M7 Topic A: Solving Word Problems

Kev Concepts Content Standards for Mathematics

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	3.ATO.9 Identify a rule for an arithmetic pattern (e.g., patterns in the addition table or multiplication table).	G3 M3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
Geometry	3.G.1 Understand that shapes in different categories (e.g., rhombus, rectangle, square, and other 4-sided shapes) may share attributes (e.g., 4-sided figures) and the shared attributes can define a larger category (e.g., quadrilateral). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	G3 M7 Topic B: Attributes of Two-Dimensional Figures
	3.G.2 Partition two-dimensional shapes into 2, 3, 4, 6, or 8 parts with equal areas and express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape.	G3 M5 Topic A: Partitioning a Whole into Equal Parts
	3.G.3 Use a right angle as a benchmark to identify and sketch acute and obtuse angles.	G4 M4 Lesson 2: Use right angles to determine whether angles are equal to, greater than, or less than right angles. Draw right, obtuse, and acute angles.

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	3.G.4 Identify a three-dimensional shape (i.e., right rectangular prism, right triangular prism, pyramid) based on a given two-dimensional net and explain the relationship between the shape and the net.	G6 M5 Lesson 15: Representing Three-Dimensional Figures Using Nets G6 M5 Lesson 16: Constructing Nets
Measurement and Data Analysis	3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using <i>a.m.</i> and <i>p.m.</i> ; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.	G3 M2 Topic A: Time Measurement and Problem Solving G3 M2 Lesson 12: Round two-digit measurements to the nearest ten on the vertical number line.
	3.MDA.2 Estimate and measure liquid volumes (capacity) in customary units (i.e., c., pt., qt., gal.) and metric units (mL, L) to the nearest whole unit.	 G3 M2 Topic B: Measuring Weight and Liquid Volume in Metric Units G3 M2 Lesson 12: Round two-digit measurements to the nearest ten on the vertical number line. G3 M2 Lesson 21: Estimate sums and differences of measurements by rounding, and then solve mixed word problems.
	3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.	G3 M6: Collecting and Displaying Data

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	3.MDA.4	G3 M6: Collecting and Displaying Data
	Generate data by measuring length to the nearest inch, half-inch, and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate	G3 M7 Lesson 19: Use a line plot to record the number of rectangles constructed from a given number of unit squares.
	units.	rectangles constructed in Lessons 20 and 21.
	3.MDA.5 Understand the concept of area measurement.	
	a. Recognize area as an attribute of plane figures;	G3 M4: Multiplication and Area
	b. Measure area by building arrays and counting standard unit squares;	G3 M4: Multiplication and Area
	c. Determine the area of a rectilinear polygon and relate to multiplication and addition.	G3 M4: Multiplication and Area
	3.MDA.6	G3 M7: Geometry and Measurement Word Problems
	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	