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 K MATHEMATICS

The majority of the Grade K South Carolina College- and Career-Ready Standards for Mathematics are fully covered by the Grade K *Eureka Math* curriculum. The areas where the Grade K South Carolina College- and Career-Ready Standards for Mathematics and Grade K *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 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.	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.d. Evaluate the success of an approach to solve a problem and refine it if necessary.	GK M2: Two-Dimensional and Three-Dimensional Shapes GK M4: Number Pairs, Addition and Subtraction to 10 GK M6: Analyzing, Comparing, and Composing Shapes
 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: GK M1: Numbers to 10 GK M3: Comparison of Length, Weight, Capacity, and Numbers to 10 GK M4: Number Pairs, Addition and Subtraction to 10
	GK M5: Numbers 10–20 and Counting to 100

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: GK M1: Numbers to 10 GK M2: Two-Dimensional and Three-Dimensional Shapes GK M3: Comparison of Length, Weight, Capacity, and Numbers to 10 GK M5: Numbers 10–20 and Counting 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: GK M1: Numbers to 10 GK M4: Number Pairs, Addition and Subtraction to 10 GK M5: Numbers 10–20 and Counting to 100 GK M6: Analyzing, Comparing, and Composing Shapes

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: GK M3: Comparison of Length, Weight, Capacity, and Numbers to 10 GK M4: Number Pairs, Addition and Subtraction to 10
 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: GK M2: Two-Dimensional and Three-Dimensional Shapes GK M3: Comparison of Length, Weight, Capacity, and Numbers to 10 GK M6: Analyzing, Comparing, and Composing 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.	 GK M1: Numbers to 10 GK M2: Two-Dimensional and Three-Dimensional Shapes GK M3: Comparison of Length, Weight, Capacity, and Numbers to 10 GK M4: Number Pairs, Addition and Subtraction to 10 GK M5: Numbers 10–20 and Counting to 100 GK M6: Analyzing, Comparing, and Composing Shapes

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
Number Sense	K.NS.1 Count forward by ones and tens to 100.	GK M5 Topic D: Extend the Say Ten and Regular Count Sequence to 100
	K.NS.2 Count forward by ones beginning from any number less than 100.	GK M1 Topic G: <i>One More</i> with Numbers 0–10 GK M5 Lesson 13: Show, count, and write to answer <i>how</i>
		<i>many</i> questions in linear and array configurations. GK M5 Topic D: Extend the Say Ten and Regular Count Sequence to 100
	K.NS.3 Read numbers from 0–20 and represent a number of objects 0–20 with a written numeral.	GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5
		GK M1 Topic E: Working with Numbers 6–8 in Different Configurations
		GK M1 Topic F: Working with Numbers 9–10 in Different Configurations
		GK M5 Topic B: Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers
		GK M5 Lesson 14: Show, count, and write to answer <i>how many</i> questions with up to 20 objects in circular configurations.

Key Concepts	Content Standards for Mathematics
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K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:	
a. the last number said tells the number of objects in the set (cardinality);	GK M1: Numbers to 10
b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);	GK M1: Numbers to 10 GK M5: Numbers 10–20 and Counting to 100
c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.	 GK M1 Topic G: One More with Numbers 0–10 GK M3 Lesson 23: Reason to identify and make a set that has 1 more. GK M4 Lesson 37: Add or subtract 0 to get the same number and relate to word problems wherein the same quantity that joins a set, separates. GK M4 Lesson 38: Add 1 to numbers 1–9 to see the pattern of <i>the next number</i> using 5-group drawings and equations. GK M5 Topic A: Count 10 Ones and Some Ones GK M5 Topic C: Decompose Numbers 11–20, and Count to Answer "How Many?" Questions in Varied Configurations

Key Concepts	Content Standards for Mathematics
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	K.NS.5	GK M1: Numbers to 10
	Count a given number of objects from 1–20 and connect this sequence in a one-to-one manner.	GK M6 Lesson 4: Describe the relative position of shapes using ordinal numbers.
	K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing).	GK M1: Numbers to 10
	K.NS. 7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.	GK M3: Comparison of Length, Weight, Capacity, and Numbers to 10
	K.NS.8 Compare two written numerals up to 10 using <i>more than, less than</i> or <i>equal to.</i>	GK M3 Topic F: Comparison of Sets Within 10 GK M3 Topic G: Comparison of Numerals
	K.NS.9 Identify first through fifth and last positions in a line of objects.	GK M6 Topic A: Building and Drawing Flat and Solid Shapes
Number Sense and Base Ten	K.NSBT.1 Compose and decompose numbers from 11–19 separating ten ones from the remaining ones using objects and drawings.	GK M5: Numbers 10–20 and Counting to 100

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math	
Algebraic Thinking and Operations	K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	GK M1 Lesson 28: Act out <i>result unknown</i> story problems without equations.GK M4: Number Pairs, Addition and Subtraction to 10	
	K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	GK M4: Number Pairs, Addition and Subtraction to 10	
	K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.	 GK M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions GK M1 Lesson 14: Write numerals 1–3. Represent decompositions with materials, drawings, and equations, 3 = 2 + 1 and 3 = 1 + 2. GK M1 Lesson 16: Write numerals 1–5 in order. Answer and make drawings of decompositions with totals of 4 and 5 without equations. GK M3 Lesson 7: Compare objects using <i>the same as</i>. GK M4: Number Pairs, Addition and Subtraction to 10 	5

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Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1–9.	 GK M4 Lesson 39: Find the number that makes 10 for numbers 1–9, and record each with a 5-group drawing. GK M4 Lesson 40: Find the number that makes 10 for numbers 1–9, and record each with an addition equation. GK M5 Lesson 10: Build a Rekenrek to 20.
	K.ATO.5 Add and subtract fluently within 5.	GK M4 Topic A: Compositions and Decompositions of 2, 3, 4, and 5
	K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.	<i>Eureka Math</i> does not address this type of pattern.
Geometry	K.G.1 Describe positions of objects by appropriately using terms, including <i>below</i> , <i>above</i> , <i>beside</i> , <i>between</i> , <i>inside</i> , <i>outside</i> , <i>in front of</i> , or <i>behind</i> .	 GK M2 Lesson 5: Describe and communicate positions of all flat shapes using the words <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>next to</i>, and <i>behind</i>. GK M2 Lesson 8: Describe and communicate positions of all solid shapes using the words <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>next to</i>, and <i>behind</i>.
	K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three- dimensional shapes (i.e., cone, cube, cylinder, and sphere).	GK M2: Two-Dimensional and Three-Dimensional Shapes GK M6: Analyzing, Comparing, and Composing Shape

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.	GK M2 Topic C: Two-Dimensional and Three-Dimensional Shapes
	K.G.4 Analyze and compare two- and three- dimensional shapes of different sizes and orientations using informal language.	GK M2: Two-Dimensional and Three-Dimensional Shapes GK M6: Analyzing, Comparing, and Composing Shapes
	K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	GK M6: Analyzing, Comparing, and Composing Shape
Measurement and Data Analysis	K.MDA.1 Identify measurable attributes (length, weight) of an object.	GK M3: Comparison of Length, Weight, Capacity, and Numbers to 10
	K.MDA.2 Compare objects using words such as <i>shorter/</i> <i>longer, shorter/taller,</i> and <i>lighter/heavier</i> .	GK M3: Comparison of Length, Weight, Capacity, and Numbers to 10
	K.MDA.3 Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.	GK M1 Topic A: Attributes of Two Related ObjectsGK M1 Topic B: Classify to Make Categories and CountGK M2 Topic C: Two-Dimensional and Three-Dimensional Shapes

Key Concepts	Content Standards for Mathematics	Aligned Components of Eureka Math
	K.MDA.4	G1 M3 Topic D: Data Interpretation
	Represent data using object and picture graphs and draw conclusions from the graphs.	