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

Texas Essential Knowledge and Skills for Mathematics Correlation to *Eureka Math*™

GRADE K MATHEMATICS

The majority of the Grade K Texas Essential Knowledge and Skills for Mathematics are fully covered by the Grade K *Eureka Math* curriculum. The areas where the Grade K Texas Essential Knowledge and Skills 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 Texas Essential Knowledge and Skills for Mathematics while still benefiting from the coherence and rigor of *Eureka Math*.

INDICATORS

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

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

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

Mathematical Process Standards		Aligned Components of *Eureka Math*
(1) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:		
a. apply mathematics to problems arising in everyday life, society, and the workplace;		This process standard is analogous to the CCSSM Standards for Mathematical Practice 1, which is specifically addressed in the following modules: GK M2: Two-Dimensional and Three-Dimensional Shapes GK M4: Number Pairs, Addition and Subtraction to 10 GK M6: Analyzing, Comparing, and Composing Shapes
b. use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;		This process standard is analogous to the CCSSM Standards for Mathematical Practice 1, which is specifically addressed in the following modules: GK M2: Two-Dimensional and Three-Dimensional Shapes GK M4: Number Pairs, Addition and Subtraction to 10 GK M6: Analyzing, Comparing, and Composing Shapes

Mathematical Process Standards	Aligned Components of *Eureka Math*
c. select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	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
d. communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	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
e. create and use representations to organize, record, and communicate mathematical ideas;	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*
f. analyze mathematical relationships to connect and communicate mathematical ideas; and	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
g. display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	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

Skill	Expectations		Aligned Components of *Eureka Math*
Number and Operations	**111.2.2** The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:		
	a. count forward and backward to at least 20 with and without objects;		GK M1 Topic G: *One More* with Numbers 0–10 GK M1 Topic H: *One Less* with Numbers 0–10 GK M5 Lesson 12: Represent numbers 20 to 11 in tower configurations decreasing by 1—a pattern of *1 smaller*.
	b. read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;		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 *how many* questions with up to 20 objects in circular configurations.

Skill	Expectations	Aligned Components of *Eureka Math*
	c. count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;	GK M1: Numbers to 10 GK M5 Topic A: Count 10 Ones and Some Ones
	d. recognize instantly the quantity of a small group of objects in organized and random arrangements;	GK M1: Numbers to 10
	e. generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20;	GK M3: Comparison of Length, Weight, Capacity, and Numbers to 10 Note: Supplemental material is necessary to address numbers 11–20.
	f. generate a number that is one more than or one less than another number up to at least 20;	GK M1 Topic G: *One More* with Numbers 0–10 GK M1 Topic H: *One Less* with Numbers 0–10 GK M5 Topic C: Decompose Numbers 11–20, and Count to Answer "How Many?" Questions in Varied Configurations
	g. compare sets of objects up to at least 20 in each set using comparative language;	GK M3 Topic F: Comparison of Sets Within 10 GK M3 Topic G: Comparison of Numerals G1 M4 Topic B: Comparison of Pairs of Two-Digit Numbers
	h. use comparative language to describe two numbers up to 20 presented as written numerals; and	GK M3 Topic F: Comparison of Sets Within 10 GK M3 Topic G: Comparison of Numerals G1 M4 Topic B: Comparison of Pairs of Two-Digit Numbers

Skill	Expectations	Aligned Components of *Eureka Math*
	i. compose and decompose numbers up to 10 with objects and pictures.	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 *the same as*. GK M4: Number Pairs, Addition and Subtraction to 10
	111.2.3 The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:	
	a. model the action of joining to represent addition and the action of separating to represent subtraction;	GK M1 Lesson 28: Act out *result unknown* story problems without equations. GK M4: Number Pairs, Addition and Subtraction to 10
	b. solve word problems using objects and drawings to find sums up to 10 and differences within 10; and	GK M4: Number Pairs, Addition and Subtraction to 10

Skill	Expectations	Aligned Components of *Eureka Math*
	c. explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.	GK M4: Number Pairs, Addition and Subtraction to 10
	111.2.4 The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters.	G1 M6 Topic E: Coins and Their Values
Algebraic Reasoning	**111.2.5** The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.	GK M5 Lesson 13: Show, count, and write to answer *how many* questions in linear and array configurations. GK M5 Topic D: Extend the Say Ten and Regular Count Sequence to 100
Geometry and Measurement	**111.2.6** The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	
	a. identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles;	GK M2: Two-Dimensional and Three-Dimensional Shapes

Skill	Expectations	Aligned Components of *Eureka Math*
	b. identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world;	GK M2: Two-Dimensional and Three-Dimensional Shapes
	c. identify two-dimensional components of three-dimensional objects;	GK M2: Two-Dimensional and Three-Dimensional Shapes
	d. identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably;	GK M2: Two-Dimensional and Three-Dimensional Shapes GK M6: Analyzing, Comparing, and Composing Shapes
	e. classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size; and	GK M2: Two-Dimensional and Three-Dimensional Shapes
	f. create two-dimensional shapes using a variety of materials and drawings.	GK M6: Analyzing, Comparing, and Composing Shapes
	111.2.7 The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:	
	a. give an example of a measurable attribute of a given object, including length, capacity, and weight; and	G1 M5 Topic A: Attributes of Shapes
	b. compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.	G1 M5 Topic A: Attributes of Shapes

Skill	Expectations		Aligned Components of *Eureka Math*
Data Analysis	**111.2.8** The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:		
	a. collect, sort, and organize data into two or three categories;		GK M1 Topic A: Attributes of Two Related Objects GK M1 Topic B: Classify to Make Categories and Count
	b. use data to create real-object and picture graphs; and		G1 M3 Topic D: Data Interpretation
	c. draw conclusions from real-object and picture graphs.		G1 M3 Topic D: Data Interpretation
Personal Financial Literacy	**111.2.9** The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:		
	a. identify ways to earn income;		*Eureka Math* does not address personal financial skills.
	b. differentiate between money received as income and money received as gifts;		*Eureka Math* does not address personal financial skills.
	c. list simple skills required for jobs; and		*Eureka Math* does not address personal financial skills.
	d. distinguish between wants and needs and identify income as a source to meet one's wants and needs.		*Eureka Math* does not address personal financial skills.