



***Eureka Math*® TEKS Edition: Guide to Content for Grade 1**

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Introduction

This document provides an overview of the content contained in *Eureka Math TEKS Edition* and how that content aligns with the Texas Essential Knowledge and Skills (TEKS) for Mathematics.

Year at a Glance

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Sums and Differences to 10	Introduction to Place Value Through Addition and Subtraction Within 20	Ordering and Comparing Length Measurements as Numbers	Place Value, Comparison, Addition and Subtraction to 40	Identifying, Composing, and Partitioning Shapes	Place Value, Comparison, Understanding Income with Addition and Subtraction to 100
45 days	35 days	15 days	35 days	15 days	36 days
1.2A	1.2A	1.3B	1.2A	1.6A	1.2B
1.3B	1.2B	1.5D	1.2B	1.6B	1.2C
1.3C	1.2C	1.7A	1.2C	1.6C	1.2D
1.3D	1.3B	1.7B	1.2D	1.6D	1.2E
1.3E	1.3C	1.7C	1.2E	1.6E	1.2F
1.3F	1.3D	1.7D	1.2F	1.6F	1.2G
1.5D	1.3E	1.8A	1.2G	1.6G	1.3A
1.5E	1.3F	1.8B	1.3A	1.6H	1.3B
1.5F	1.5C	1.8C	1.3B	1.7E	1.3D
1.5G	1.5D		1.3D		1.4A
	1.5E		1.3E		1.4B
	1.5F		1.3F		1.4C
	1.5G		1.4A		1.5A
			1.5A		1.5B
			1.5B		1.5C
			1.5C		1.5D
			1.5D		1.5G
					1.9A
					1.9B
					1.9C
					1.9D

	Mathematical Process Standard
	Readiness Standard
	Supporting Standard

Boldface indicates a Focus Standard for the topic.

Scope and Sequence

Module 1	Lessons	TEKS Standards									
Topic A	1–3	1.2A	1.3B	1.3D	1.5D						
Topic B	4–8	1.3B	1.3D	1.3E	1.5D	1.5G					
Topic C	9–13	1.3B	1.3D	1.3E	1.3F	1.5D	1.5G				
Topic D	14–16	1.3D	1.5F	1.3E	1.5G						
Topic E	17–20	1.3D	1.5E								
Topic F	21–24	1.3C	1.3D	1.3E	1.5G						
Mid-Module Assessment											
Topic G	25–27	1.3B	1.3D	1.5D							
Topic H	28–32	1.3B	1.3D	1.5D	1.5F						
Topic I	33–37	1.3D	1.3E	1.5G							
Topic J	38–39	1.3D	1.3E	1.5G							
End-of-Module Assessment											
Total number of days: 45											

Module 2	Lessons	TEKS Standards									
Topic A	1–11	1.3B	1.3C	1.3D	1.3E	1.3F	1.5D	1.5G	1.2A	1.2B	1.2C
Mid-Module Assessment											
Topic B	12–21	1.3B	1.3D	1.3E	1.3F	1.5D	1.5G	1.3C	1.5E		
Topic C	22–25	1.3B	1.3D	1.3E	1.3F	1.5D	1.5E	1.5F	1.5G		
Topic D	26–29	1.2A	1.2B	1.3B	1.3F	1.5D	1.3D	1.3E	1.5C	1.5G	
End-of-Module Assessment											
Total number of days: 35											

Module 3	Lessons	TEKS Standards									
Topic A	1–3	1.7A									
Topic B	4–6	1.7A	1.7B	1.7C	1.7D						
Topic C	7–9	1.3B	1.5D	1.7A	1.7B	1.7C	1.7D				
Topic D	10–13	1.3B	1.5D	1.8A	1.8B	1.8C					
End-of-Module Assessment											
Total number of days: 15											

Boldface indicates a Focus Standard for the topic.

Module 4	Lessons	TEKS Standards									
Topic A	1–6	1.2A	1.2B	1.2C	1.2D	1.5A	1.5B	1.5C	1.4A		
Topic B	7–10	1.2E	1.2F	1.2G	1.2A	1.2B					
Topic C	11–12	1.3A	1.3D	1.5C							
Mid-Module Assessment											
Topic D	13–18	1.3A	1.3E								
Topic E	19–22	1.3B	1.3E	1.3F	1.5D						
Topic F	23–29	1.2A	1.2B	1.3A							
End-of-Module Assessment											
Total number of days: 35											

Module 5	Lessons	TEKS Standards									
Topic A	1–3	1.6A	1.6B	1.6D	1.6E						
Topic B	4–6	1.6C	1.6D	1.6F	1.6E						
Topic C	7–9	1.6G	1.6H								
Topic D	10–13	1.6G	1.6H	1.7E							
End-of-Module Assessment											
Total number of days: 15											

Module 6	Lessons	TEKS Standards									
Topic A	1–2	1.3B	1.5D								
Topic B	3–9	1.2B	1.2C	1.2D	1.2E	1.2F	1.2G	1.5A	1.5B	1.5C	
Topic C	10–17	1.3A	1.3D	1.5A	1.5C						
Topic D	18–19	1.5G									
Mid-Module Assessment											
Topic E	20–24	1.4A	1.4B	1.4C							
Topic F	25–27	1.9A	1.9B	1.9C	1.9D						
Topic G	28–30	1.3B	1.5D								
Topic H	31–32	1.3D									
End-of-Module Assessment											
Total number of days: 36											

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Standards Alignment Guide

Mathematical Process Standards		
The student uses mathematical processes to acquire and demonstrate mathematical understanding.		
Standard	The student is expected to:	<i>Eureka Math</i> Topic
1.1A	apply mathematics to problems arising in everyday life, society, and the workplace	All modules and topics
1.1B	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	All modules and topics
1.1C	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	All modules and topics
1.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	All modules and topics
1.1E	create and use representations to organize, record, and communicate mathematical ideas	All modules and topics
1.1F	analyze mathematical relationships to connect and communicate mathematical ideas	All modules and topics
1.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	All modules and topics

	Mathematical Process Standard
	Readiness Standard
	Supporting Standard

Boldface indicates a Focus Standard for the topic.

Number and Operations

The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
1.2A	recognize instantly the quantity of structured arrangements	Module 1 Topic A Module 2 Topics A and D Module 4 Topics A, B, and F
1.2B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones	Module 2 Topics A and D Module 4 Topics A, B, and F Module 6 Topic B
1.2C	use objects, pictures, and expanded and standard forms to represent numbers up to 120	Module 2 Topic A Module 4 Topic A Module 6 Topic B
1.2D	generate a number that is greater than or less than a given whole number up to 120	Module 4 Topic A Module 6 Topic B
1.2E	use place value to compare whole numbers up to 120 using comparative language	Module 4 Topic B Module 6 Topic B
1.2F	order whole numbers up to 120 using place value and open number lines	Module 4 Topic B Module 6 Topic B
1.2G	represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$	Module 4 Topic B Module 6 Topic B

	Mathematical Process Standard
	Readiness Standard
	Supporting Standard

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The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
1.3A	use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99	Module 4 Topics C, D, and F Module 6 Topic C
1.3B	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \underline{\quad}$; $3 + \underline{\quad} = 7$; and $5 = \underline{\quad} - 3$	Module 1 Topics A–C, G, and H Module 2 Topics A–D Module 3 Topics C and D Module 4 Topic E Module 6 Topics A and G
1.3C	compose 10 with two or more addends with and without concrete objects	Module 1 Topic F Module 2 Topics A and B
1.3D	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10	Module 1 Topics A–J Module 2 Topics A–D Module 4 Topic C Module 6 Topics C and H
1.3E	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences	Module 1 Topics B–D, F, I, and J Module 2 Topics A–D Module 4 Topics D and E
1.3F	generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20	Module 1 Topic C Module 2 Topics A–D Module 4 Topic E

The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
1.4A	identify U.S. coins including pennies, nickels, dimes, and quarters by value and describe the relationships between them	Module 4 Topic A Module 6 Topic E
1.4B	write a number with the cent symbol to describe the value of a coin	Module 6 Topic E
1.4C	use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes	Module 6 Topic E

	Mathematical Process Standard
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	Supporting Standard

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Algebraic Reasoning

The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
1.5A	recite numbers forward and backward from any given number between 1 and 120	Module 4 Topic A Module 6 Topics B and C
1.5B	skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set	Module 4 Topic A Module 6 Topic B
1.5C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120	Module 2 Topic D Module 4 Topics A and C Module 6 Topics B and C
1.5D	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences	Module 1 Topics A–C, G, and H Module 2 Topics A–D Module 3 Topics C and D Module 4 Topic E Module 6 Topics A and G
1.5E	understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)	Module 1 Topic E Module 2 Topics B and C
1.5F	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation	Module 1 Topics D and H Module 2 Topic C
1.5G	apply properties of operations to add and subtract two or three numbers	Module 1 Topics B–D, F, I, and J Module 2 Topics A–D Module 6 Topic D

	Mathematical Process Standard
	Readiness Standard
	Supporting Standard

Boldface indicates a Focus Standard for the topic.

Geometry and Measurement

The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
1.6A	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language	Module 5 Topic A
1.6B	distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape	Module 5 Topic A
1.6C	create two-dimensional figures, including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons	Module 5 Topic B
1.6D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language	Module 5 Topics A and B
1.6E	identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language	Module 5 Topic A
1.6F	compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible	Module 5 Topic B
1.6G	partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words	Module 5 Topics C and D
1.6H	identify examples and nonexamples of halves and fourths	Module 5 Topics C and D
The student applies mathematical process standards to select and use units to describe length and time.		
Standard	The student is expected to:	<i>Eureka Math</i> Topic
1.7A	use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement	Module 3 Topics A–C
1.7B	illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other	Module 3 Topics B and C

	Mathematical Process Standard
	Readiness Standard
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1.7C	measure the same object/distance with units of two different lengths and describe how and why the measurements differ	Module 3 Topics B and C
1.7D	describe a length to the nearest whole unit using a number and a unit	Module 3 Topics B and C
1.7E	tell time to the hour and half hour using analog and digital clocks	Module 5 Topic D

Data Analysis

The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
1.8A	collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts	Module 3 Topic D
1.8B	use data to create picture and bar-type graphs	Module 3 Topic D
1.8C	draw conclusions and generate and answer questions using information from picture and bar-type graphs	Module 3 Topic D

Personal Financial Literacy

The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
1.9A	define money earned as income	Module 6 Topic F
1.9B	identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs	Module 6 Topic F
1.9C	distinguish between spending and saving	Module 6 Topic F
1.9D	consider charitable giving	Module 6 Topic F

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	Readiness Standard
	Supporting Standard

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