



***Eureka Math*® TEKS Edition: Guide to Content for Kindergarten**

Table of Contents

Introduction.....	1
Year at a Glance.....	2
Scope and Sequence.....	3
Standards Alignment Guide.....	5

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
Numbers to 10	Two-Dimensional and Three-Dimensional Shapes	Comparison of Length, Weight, Capacity, and Numbers to 10	Number Pairs, Addition and Subtraction to 10	Numbers 10–20, Counting to 100, and Understanding Work	Analyzing, Comparing, and Composing Shapes
43 days	12 days	33 days	47 days	34 days	11 days
K.2A	K.6A	K.2D	K.2I	K.2A	K.6A
K.2B	K.6B	K.2E	K.3A	K.2B	K.6B
K.2C	K.6C	K.2F	K.3B	K.2C	K.6C
K.2D	K.6D	K.2G	K.3C	K.2D	K.6D
K.2E	K.6E	K.2H	K.4	K.2E	K.6E
K.2F	K.8A	K.2I		K.2F	K.6F
K.2I	K.8B	K.4		K.2G	
K.5	K.8C	K.7A		K.2H	
K.8A		K.7B		K.4	
				K.5	
				K.9A	
				K.9B	
				K.9C	
				K.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	K.8A							
Topic B	4–6	K.2A	K.2C	K.2D	K.8A				
Topic C	7–11	K.2A	K.2C	K.2D	K.2I				
Topic D	12–16	K.2A	K.2B	K.2C	K.2D	K.2E	K.2I	K.8A	
Mid-Module Assessment									
Topic E	17–22	K.2A	K.2B	K.2C	K.2D	K.2E			
Topic F	23–28	K.2A	K.2B	K.2C	K.2D	K.2E			
Topic G	29–32	K.2A	K.2C	K.2D	K.2E	K.2F	K.5		
Topic H	33–37	K.2A	K.2C	K.2D	K.2E				
End-of-Module Assessment									
Total number of days: 43									

Module 2	Lessons	TEKS Standards							
Topic A	1–5	K.6A	K.6D	K.6E	K.8A	K.8B	K.8C		
Topic B	6–8	K.6A	K.6B	K.6C	K.6D	K.8A	K.8B	K.8C	
Topic C	9–10	K.6A	K.6B	K.6C	K.6E				
End-of-Module Assessment									
Total number of days: 12									

Module 3	Lessons	TEKS Standards							
Topic A	1–3	K.7A	K.7B						
Topic B	4–7	K.7A	K.7B	K.2D	K.2E	K.2F	K.2G	K.2I	
Topic C	8–12	K.7A	K.7B	K.4					
Topic D	13–15	K.7A	K.7B						
Mid-Module Assessment									
Topic E	16–18	K.2E	K.2G						
Topic F	19–23	K.2E	K.2G	K.2H	K.2F	K.7B			
Topic G	24–27	K.2E	K.2G	K.2H	K.2F				
Total number of days: 33									

Boldface indicates a Focus Standard for the topic.

Module 4	Lessons	TEKS Standards							
Topic A	1–6	K.2I	K.3A	K.3B	K.4				
Topic B	7–12	K.2I	K.3B	K.3A					
Topic C	13–18	K.3A	K.3B	K.3C	K.2I				
Topic D	19–24	K.2I	K.3A	K.3B	K.3C				
Mid-Module Assessment									
Topic E	25–28	K.2I							
Topic F	29–32	K.2I	K.3B	K.3C					
Topic G	33–36	K.2I	K.3A	K.3B	K.3C				
Topic H	37–41	K.2I	K.3A	K.3B	K.3C				
End-of-Module Assessment									
Total number of days: 47									

Module 5	Lessons	TEKS Standards							
Topic A	1–5	K.2A	K.2E	K.2F	K.5	K.2C	K.2D		
Topic B	6–9	K.2A	K.2B	K.2E	K.2F	K.2C	K.2D	K.5	
Topic C	10–14	K.2A	K.2C	K.2D	K.2E	K.2F	K.2G	K.2B	
Mid-Module Assessment									
Topic D	15–19	K.5	K.2B	K.2D	K.2E	K.2F			
Topic E	20–24	K.2D	K.2E	K.2F	K.2G	K.2H	K.2B	K.5	
Topic F	25–27	K.4	K.9A	K.9B	K.9C	K.9D			
End-of-Module Assessment									
Total number of days: 34									

Module 6	Lessons	TEKS Standards							
Topic A	1–4	K.6C	K.6D	K.6F	K.6A	K.6B	K.6E		
Topic B	5–8	K.6F	K.6A	K.6D	K.6E				
End-of-Module Assessment									
Total number of days: 11									

Boldface indicates a Focus Standard for the topic.

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
K.1A	apply mathematics to problems arising in everyday life, society, and the workplace	All modules and topics
K.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
K.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
K.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	All modules and topics
K.1E	create and use representations to organize, record, and communicate mathematical ideas	All modules and topics
K.1F	analyze mathematical relationships to connect and communicate mathematical ideas	All modules and topics
K.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.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
K.2A	count forward and backward to at least 20 with and without objects	Module 1 Topics B–H Module 5 Topics A–C
K.2B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures	Module 1 Topics D–F Module 5 Topics B–E
K.2C	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	Module 1 Topics B–H Module 5 Topics A–C
K.2D	recognize instantly the quantity of a small group of objects in organized and random arrangements	Module 1 Topics B–H Module 3 Topic B Module 5 Topics A–E
K.2E	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	Module 1 Topics D–H Module 3 Topics B and E–G Module 5 Topics A–E
K.2F	generate a number that is one more than or one less than another number up to at least 20	Module 1 Topic G Module 3 Topics B, F, and G Module 5 Topics A–E
K.2G	compare sets of objects up to at least 20 in each set using comparative language	Module 3 Topics B and E–G Module 5 Topics C and E
K.2H	use comparative language to describe two numbers up to 20 presented as written numerals	Module 3 Topics F and G Module 5 Topic E
K.2I	compose and decompose numbers up to 10 with objects and pictures	Module 1 Topics C and D Module 3 Topic B Module 4 Topics A–H

	Mathematical Process Standard
	Readiness Standard
	Supporting Standard

Boldface indicates a Focus Standard for the topic.

The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.		
Standard	The student is expected to:	Eureka Math Topic
K.3A	model the action of joining to represent addition and the action of separating to represent subtraction	Module 4 Topics A–D, G, and H
K.3B	solve word problems using objects and drawings to find sums up to 10 and differences within 10	Module 4 Topics A–D, F, G, and H
K.3C	explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences	Module 4 Topics C, D, and F–H
The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions.		
Standard	The student is expected to:	Eureka Math Topic
K.4A	identify U.S. coins by name, including pennies, nickels, dimes, and quarters	Module 3 Topic C Module 4 Topic A Module 5 Topic F

Algebraic Reasoning

The student applies mathematical process standards to identify the pattern in the number word list.		
Standard	The student is expected to:	Eureka Math Topic
K.5A	recite numbers up to at least 100 by ones and tens beginning with any given number	Module 1 Topic G Module 5 Topics A, B, D, and E

	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
K.6A	identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles	Module 2 Topics A–C Module 6 Topics A and B
K.6B	identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world	Module 2 Topics B and C Module 6 Topic A
K.6C	identify two-dimensional components of three-dimensional objects	Module 2 Topics B and C Module 6 Topic A
K.6D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably	Module 2 Topics A and B Module 6 Topics A and B
K.6E	classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size	Module 2 Topics A and C Module 6 Topics A and B
K.6F	create two-dimensional shapes using a variety of materials and drawings	Module 6 Topics A and B
The student applies mathematical process standards to directly compare measurable attributes.		
K.7A	give an example of a measurable attribute of a given object, including length, capacity, and weight	Module 3 Topics A–D
K.7B	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference	Module 3 Topics A–D and F

	Mathematical Process Standard
	Readiness Standard
	Supporting Standard

Boldface indicates a Focus Standard for the topic.

Data Analysis

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

Standard	The student is expected to:	<i>Eureka Math</i> Topic
K.8A	collect, sort, and organize data into two or three categories	Module 1 Topics A, B, and D Module 2 Topics A and B
K.8B	use data to create real-object and picture graphs	Module 2 Topics A and B
K.8C	draw conclusions from real-object and picture graphs	Module 2 Topics A and B

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
K.9A	identify ways to earn income	Module 5 Topic F
K.9B	differentiate between money received as income and money received as gifts	Module 5 Topic F
K.9C	list simple skills required for jobs	Module 5 Topic F
K.9D	distinguish between wants and needs and identify income as a source to meet one's wants and needs	Module 5 Topic F

	Mathematical Process Standard
	Readiness Standard
	Supporting Standard

Boldface indicates a Focus Standard for the topic.