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## Grade 2 | Nebraska's College and Career Ready Standards for Mathematics Correlation to *Eureka Math*<sup>2</sup>®

When the original *Eureka Math*<sup>®</sup> curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds<sup>®</sup> teacher–writers have created *Eureka Math*<sup>2</sup>®, a groundbreaking new curriculum that helps teachers deliver exponentially better math instruction while still providing students with the same deep understanding of and fluency in math. *Eureka Math*<sup>2</sup> carefully sequences mathematical content to maximize vertical alignment—a principle tested and proven to be essential in students' mastery of math—from kindergarten through high school.

While this innovative new curriculum includes all the trademark *Eureka Math* aha moments that have been delighting students and teachers for years, it also boasts these exciting new features:

### Teachability

*Eureka Math*<sup>2</sup> employs streamlined materials that allow teachers to plan more efficiently and focus their energy on delivering high-quality instruction that meets the individual needs of their students. Differentiation suggestions, slide decks, digital interactives, and multiple forms of assessment are just a few of the resources built right into the teacher materials.

### Accessibility

*Eureka Math*<sup>2</sup> incorporates Universal Design for Learning principles so all learners can access the mathematics and take on challenging math concepts. Student supports are built into the instructional design and are clearly identified in the *Teach* book. Further, the curriculum carries a focus on readability. By eliminating unnecessary words and using simple, clear sentences, the *Eureka Math*<sup>2</sup> teacher–writers have created one of the most readable mathematics curricula on the market. The curriculum's readability and accessibility help all students see themselves as mathematical thinkers and doers who are fully capable of owning their mathematics learning.

### Digital Engagement

The digital elements of *Eureka Math*<sup>2</sup> add to students' engagement with the math. The curriculum provides teachers with digital slides for each lesson. In addition, each grade level includes wordless videos that spark students' interest and curiosity. Students at all levels work through mathematical explorations that help lead to their own mathematical discoveries. Digital lessons and videos provide opportunities for students to wonder, explore, and make sense of mathematics, which contributes to the development of a strong, positive mathematical identity.

| Nebraska Mathematical Processes   | Aligned Components of <i>Eureka Math</i> <sup>2</sup>   |
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| <p><b>MP.1</b><br/>Make sense of problems and persevere in solving them.</p>  | <p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p> |
| <p><b>MP.2</b><br/>Reason quantitatively and abstractly and consider the reasoning of others.</p>                                   | <p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p> |
| <p><b>MP.3</b><br/>Create and use representations to organize, record, and communicate mathematical ideas.</p>                      | <p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p> |
| <p><b>MP.4</b><br/>Analyze mathematical relationships to connect mathematical ideas.</p>  | <p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p> |
| <p><b>MP.5</b><br/>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> | <p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p> |

**Number: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.**

**Nebraska's College and Career Ready  
Standards for Mathematics**

**Aligned Components of *Eureka Math*<sup>2</sup>**

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| <p><b>2.N.1.a</b></p> <p>Without counting, recognize and verbally label structured arrangements for briefly shown collections using groups, multiplicative thinking, and place value (e.g., “I saw 48.” “How did you know?” “I saw 4 groups of 10 and 2 groups of 4 is 8...4 tens and 8 ones...48”).</p> | <p><i>Fluency activities provide opportunities for students to subitize.</i></p> |
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**Number: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.N.2 Counting: Students will understand the relationship between numbers and quantities to extend the counting sequence.**

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| <p><b>2.N.2.a</b></p> <p>Count within 1,000, including skip counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10, or 100.</p> | <p>2 M1 Lesson 21: Count efficiently within 1,000 by using ones, tens, and hundreds.</p> <p>2 M1 Lesson 22: Use counting strategies to solve <i>add to with change unknown</i> word problems.</p> <p>2 M1 Lesson 23: Organize, count, and record a collection of objects.</p> <p>2 M1 Lesson 24: Count up to 1,000 by using place value units.</p> <p>2 M1 Lesson 29: Count by \$1, \$10, and \$100.</p> <p>2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000.</p> <p>2 M1 Lesson 37: Organize, count, represent, and compare a collection of objects.</p> <p>2 M3 Lesson 17: Relate the clock to a number line to count by fives.</p> <p>2 M3 Lesson 18: Tell time to the nearest 5 minutes.</p> |
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**Number: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.N.3 Base Ten: Students will represent and compare three-digit numbers to apply concepts of place value.**

**Nebraska’s College and Career Ready Standards for Mathematics**

**Aligned Components of *Eureka Math*<sup>2</sup>**

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| <p><b>2.N.3.a</b></p> <p>Read and write numbers within the range of 0 to 1,000 using standard, word, and expanded forms.</p>  | <p>2 M1 Lesson 23: Organize, count, and record a collection of objects.</p> <p>2 M1 Lesson 26: Write base-ten numbers in expanded form.</p> <p>2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms.</p> <p>2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks.</p> <p>2 M1 Lesson 38: Compare numbers in different forms.</p>  |
| <p><b>2.N.3.b</b></p> <p>Understand 100 as a bundle, collection, or (more abstractly) composition of ten tens and that the three digits of a three-digit number represent a composition of some hundreds, some tens, and some ones.</p> | <p>2 M1 Lesson 20: Count and bundle ones, tens, and hundreds to 1,000.</p> <p>2 M1 Lesson 23: Organize, count, and record a collection of objects.</p> <p>2 M1 Lesson 24: Count up to 1,000 by using place value units.</p> <p>2 M1 Lesson 25: Write three-digit numbers in unit form and show the value that each digit represents.</p> <p>2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms.</p> <p>2 M1 Lesson 28: Use place value understanding to count and exchange \$1, \$10, and \$100 bills.</p> <p>2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000.</p> <p>2 M1 Topic H: Compose and Decompose with Place Value Disks</p> |
| <p><b>2.N.3.c</b></p> <p>Compare two three-digit numbers by using symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math> and justify the comparison based on the value of the hundreds, tens, and ones.</p>                       | <p>2 M1 Topic I: Compare Two Three-Digit Numbers in Different Forms</p>  |

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**2.N.4 Number and Operations: Students will compute using addition and subtraction.**

**Nebraska’s College and Career Ready Standards for Mathematics**

**Aligned Components of *Eureka Math*<sup>2</sup>**

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| <p><b>2.N.4.a</b></p> <p>Fluently add and subtract within 20.</p>  | <p>2 M4 Lesson 7: Use concrete models to add and relate them to written recordings.</p> <p>2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1.</p> <p>2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2.</p> <p>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.</p> <p>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.</p> <p>2 M4 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000</p> <p>2 M6 Lesson 18: Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory.</p>   |
| <p><b>2.N.4.b</b></p> <p>Add and subtract within 100 using strategies based on place value including properties of operations, relationships between addition and subtraction, and algorithms.</p> | <p>2 M4 Lesson 4: Represent and solve <i>compare with bigger unknown</i> word problems.</p> <p>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.</p> <p>2 M4 Lesson 6: Use compensation to add within 1,000.</p> <p>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.</p> <p>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.</p> <p>2 M4 Lesson 12: Take from a ten or a hundred to subtract.</p> <p>2 M4 Lesson 13: Use compensation to subtract within 1,000.</p> <p>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.</p> <p>2 M4 Lesson 22: Solve <i>compare with smaller unknown</i> word problems.</p> <p>2 M4 Lesson 23: Solve two-step addition and subtraction word problems.</p> <p>2 M6 Lesson 18: Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory.</p> |

**Nebraska's College and Career Ready Standards for Mathematics**

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| <p><b>2.N.4.c</b></p> <p>Mentally add or subtract 10 or 100 to or from a given number 100 to 900.</p>   | <p>2 M4 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>2 M4 Lesson 2: Mentally add and subtract multiples of 10 and 100 with unknowns in various positions.</p> <p>2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions.</p>  |
| <p><b>2.N.4.d</b></p> <p>Add up to three two-digit numbers using strategies based on place value and understanding of properties.</p>   | <p>2 M2 Lesson 1: Reason about addition with four addends.</p> <p>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.</p>   |
| <p><b>2.N.4.e</b></p> <p>Add and subtract within 1,000 using concrete models, drawings, and strategies that reflect an understanding of place value and the properties of operations.</p> | <p>2 M2 Lesson 2: Break apart and add like units.</p> <p>2 M2 Lesson 3: Use compensation to add within 100.</p> <p>2 M2 Lesson 4: Use compensation to add within 200.</p> <p>2 M2 Lesson 5: Make a ten to add within 100.</p> <p>2 M2 Lesson 6: Make a ten to add within 200.</p> <p>2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition.</p> <p>2 M2 Topic B: Strategies for Composing a Ten and a Hundred to Add</p> <p>2 M2 Lesson 14: Use addition and subtraction strategies to find an unknown part.</p> <p>2 M2 Lesson 15: Use compensation to subtract within 100.</p> <p>2 M2 Lesson 16: Use compensation to subtract within 200.</p> <p>2 M2 Lesson 17: Take from a ten to subtract within 200.</p> <p>2 M2 Lesson 18: Take from a hundred to subtract within 200.</p> <p>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.</p> <p>2 M2 Lesson 20: Reason about when to unbundle a ten to subtract.</p> <p>2 M2 Lesson 21: Use concrete models to decompose a ten with two-digit totals.</p> <p>2 M2 Lesson 22: Use place value drawings to decompose a ten and relate them to written recordings.</p> |

**Nebraska's College and Career Ready  
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**Aligned Components of *Eureka Math*<sup>2</sup>**

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| <p><b>2.N.4.e <i>continued</i></b></p> | <p>2 M2 Lesson 23: Use concrete models and drawings to decompose a hundred.</p> <p>2 M2 Lesson 24: Use place value drawings to decompose a hundred and relate them to written recordings.</p> <p>2 M2 Lesson 25: Use place value drawings to subtract with two decompositions.</p> <p>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.</p> <p>2 M4 Lesson 6: Use compensation to add within 1,000.</p> <p>2 M4 Lesson 7: Use concrete models to add and relate them to written recordings.</p> <p>2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1.</p> <p>2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2.</p> <p>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.</p> <p>2 M4 Topic C: Simplifying Strategies for Subtracting Within 1,000</p> <p>2 M4 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000</p> <p>2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction.</p> <p>2 M4 Lesson 24: Organize, count, and represent a collection of objects.</p> |
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**Number: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.N.5 Number and Algebraic Relationships: Students will create and solve problems involving addition and subtraction and work with equal groups of objects to gain foundations for multiplication.**

**Nebraska’s College and Career Ready Standards for Mathematics**

**Aligned Components of *Eureka Math*<sup>2</sup>**

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| <p><b>2.N.5.a</b></p> <p>Solve authentic problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions, and equations.</p> | <p>2 M1 Lesson 22: Use counting strategies to solve <i>add to with change unknown</i> word problems.</p> <p>2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition.</p> <p>2 M2 Lesson 13: Represent and solve <i>take from</i> word problems.</p> <p>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.</p> <p>2 M2 Lesson 26: Solve <i>add to</i> and <i>take from with start unknown</i> word problems.</p> <p>2 M2 Lesson 27: Solve two-step word problems within 100.</p> <p>2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions.</p> <p>2 M4 Lesson 4: Represent and solve <i>compare with bigger unknown</i> word problems.</p> <p>2 M4 Lesson 22: Solve <i>compare with smaller unknown</i> word problems.</p> <p>2 M4 Lesson 23: Solve two-step addition and subtraction word problems.</p> <p>2 M6 Lesson 1: Compose equal groups and write repeated addition equations.</p> <p>2 M6 Lesson 4: Represent equal groups with a tape diagram.</p> <p>2 M6 Lesson 17: Solve word problems that involve equal groups and arrays.</p> |
| <p><b>2.N.5.b</b></p> <p>Create authentic problems to represent one-step addition and subtraction within 100 with unknowns in all positions.</p>  | <p><i>Supplemental material is necessary to address this standard.</i></p>  |



**Nebraska’s College and Career Ready Standards for Mathematics**

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| <p><b>2.N.5.c</b></p> <p>Use repeated addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total.</p> | <p>2 M6 Topic A: Count and Problem Solve with Equal Groups</p> <p>2 M6 Topic B: Arrays and Equal Groups</p> <p>2 M6 Topic C: Rectangular Arrays as a Foundation for Multiplication and Division</p> <p>2 M6 Lesson 17: Solve word problems that involve equal groups and arrays.</p>   |
| <p><b>2.N.5.d</b></p> <p>Identify a group of objects from 0 to 20 as even or odd by counting by 2s or by showing even numbers as a sum of two equal parts.</p>                                    | <p>2 M6 Topic B: Arrays and Equal Groups</p> <p>2 M6 Topic C: Rectangular Arrays as a Foundation for Multiplication and Division</p> <p>2 M6 Lesson 14: Relate doubles to even numbers and write equations to express the sums.</p> <p>2 M6 Lesson 15: Pair objects and skip-count to determine whether a number is even or odd.</p> <p>2 M6 Lesson 16: Use rectangular arrays to investigate combinations of even and odd numbers.</p> <p>2 M6 Lesson 17: Solve word problems that involve equal groups and arrays.</p> |

**Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes and three-dimensional solids.**

**Nebraska’s College and Career Ready Standards for Mathematics**

**Aligned Components of *Eureka Math*<sup>2</sup>**

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| <p><b>2.G.1.a</b></p> <p>Recognize and describe all faces of three-dimensional shapes as two-dimensional shapes. Identify and count attributes of solid shapes including the edges, faces, and vertices.</p> | <p>1 M6 Lesson 4: Name solid shapes and describe their attributes.</p> |
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**Nebraska’s College and Career Ready Standards for Mathematics**

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| <p><b>2.G.1.b</b></p> <p>Recognize and draw two-dimensional shapes having a specific number of sides, angles, and vertices including triangles, quadrilaterals, pentagons, and hexagons.</p>  | <p>2 M3 Lesson 1: Determine the defining attributes of a polygon.</p> <p>2 M3 Lesson 2: Use attributes to identify, build, and describe two-dimensional shapes.</p> <p>2 M3 Lesson 4: Use attributes to identify, classify, and compose different quadrilaterals.</p> <p>2 M3 Lesson 6: Recognize that a whole polygon can be decomposed into smaller parts and the parts can be composed to make a whole.</p> <p>2 M3 Lesson 7: Combine shapes to create a composite shape and create a new shape from composite shapes.</p> |
| <p><b>2.G.1.c</b></p> <p>Partition a rectangle into rows and columns of equal-sized squares and count to find the total.</p>  | <p>2 M6 Lesson 11: Decompose an array to find the total efficiently.</p> <p>2 M6 Lesson 12: Reason about how equal arrays can be composed differently.</p> <p>2 M6 Lesson 13: Decompose an array and relate it to a number bond.</p>  |
| <p><b>2.G.1.d</b></p> <p>Divide circles and rectangles into two, three, or four equal parts and describe the parts using the language of <i>halves</i>, <i>thirds</i>, <i>fourths</i>, <i>half of</i>, <i>a third of</i>, and <i>a fourth of</i>.</p> | <p>2 M3 Lesson 8: Create composite shapes by using equal parts and name them as halves, thirds, and fourths.</p> <p>2 M3 Lesson 9: Interpret equal shares in composite shapes as halves, thirds, and fourths.</p> <p>2 M3 Topic C: Halves, Thirds, and Fourths of Circles and Rectangles</p>  |
| <p><b>2.G.1.e</b></p> <p>Recognize that equal shares of identical wholes need not have the same shape.</p>  | <p>2 M3 Lesson 13: Recognize that equal parts of an identical rectangle can be different shapes.</p>  |

**Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.G.2 Describe Measurable Attributes: Students will measure, estimate, and compare lengths to build meaning of the measurement process.**

**Nebraska’s College and Career Ready Standards for Mathematics**

**Aligned Components of *Eureka Math*<sup>2</sup>**

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| <p><b>2.G.2.a</b></p> <p>Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.</p> | <p>2 M5 Lesson 10: Measure an object twice by using different length units and compare and relate measurement to unit size.</p>   |
| <p><b>2.G.2.b</b></p> <p>Compare the difference in length of objects using inches and feet or centimeters and meters.</p>  | <p>2 M1 Lesson 11: Estimate and compare lengths.</p> <p>2 M1 Lesson 12: Model and reason about the difference in length.</p> <p>2 M1 Lesson 14: Represent and compare students’ heights.</p> <p>2 M5 Lesson 11: Measure to compare differences in lengths.</p> <p><i>Supplemental material is necessary to address comparing the length of objects by using inches, feet, and meters.</i></p> |

**Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.G.3 Measurement: Students will use tools to measure and estimate length using standard units.**

**Nebraska’s College and Career Ready Standards for Mathematics**

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| <p><b>2.G.3.a</b></p> <p>Identify and use appropriate tools for measuring length.</p>                                     | <p>2 M1 Lesson 5: Connect measurement to physical units by iterating a centimeter cube.</p> <p>2 M1 Lesson 6: Make a 10 cm ruler and measure objects.</p> <p>2 M1 Lesson 7: Measure lengths and relate 10 cm and 1 cm.</p> <p>2 M1 Lesson 8: Make a meter stick and measure with various tools.</p> <p>2 M1 Lesson 13: Estimate and measure height to model metric relationships.</p> <p>2 M5 Lesson 8: Iterate an inch tile to create a unit ruler and measure to the nearest inch.</p> <p>2 M5 Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects.</p>  |
| <p><b>2.G.3.b</b></p> <p>Measure and estimate lengths using whole numbers with inches, feet, centimeters, and meters.</p> | <p>2 M1 Lesson 5: Connect measurement to physical units by iterating a centimeter cube.</p> <p>2 M1 Lesson 6: Make a 10 cm ruler and measure objects.</p> <p>2 M1 Lesson 7: Measure lengths and relate 10 cm and 1 cm.</p> <p>2 M1 Lesson 8: Make a meter stick and measure with various tools.</p> <p>2 M1 Lesson 11: Estimate and compare lengths.</p> <p>2 M1 Lesson 13: Estimate and measure height to model metric relationships.</p> <p>2 M5 Lesson 8: Iterate an inch tile to create a unit ruler and measure to the nearest inch.</p> <p>2 M5 Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects.</p> |

**Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.G.4 Relate Addition and Subtraction to Measurement: Students will add or subtract to solve length problems.**

**Nebraska’s College and Career Ready Standards for Mathematics**

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| <p><b>2.G.4.a</b></p> <p>Represent whole numbers as equally spaced lengths on a number line diagram. Use number lines to find sums and differences within 100.</p> | <p>2 M1 Topic D: Solve <i>Compare</i> Problems by Using the Ruler as a Number Line</p> <p>2 M5 Lesson 12: Identify unknown numbers on a number line by using the interval as a reference point.</p>  |
| <p><b>2.G.4.b</b></p> <p>Use addition and subtraction within 100 to solve problems using the same standard-length units.</p>                                       | <p>2 M1 Lesson 17: Represent and solve comparison problems by using measurement contexts.</p> <p>2 M1 Lesson 18: Solve <i>compare with difference unknown</i> word problems by using measurement contexts.</p> <p>2 M1 Lesson 19: Solve <i>compare with difference unknown</i> word problems in various contexts.</p> <p>2 M5 Lesson 13: Solve word problems that involve measurements and reason about estimates.</p> <p>2 M5 Lesson 14: Solve addition and subtraction two-step word problems that involve length.</p> |

**Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.G.5 Time and Money: Students will solve problems with dollar bills and coins and tell time to the nearest five-minute interval.**

**Nebraska’s College and Career Ready Standards for Mathematics**

**Aligned Components of *Eureka Math*<sup>2</sup>**

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| <p><b>2.G.5.a</b></p> <p>Solve problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.</p> | <p>2 M5 Topic A: Problem Solving with Coins and Bills</p>   |
| <p><b>2.G.5.b</b></p> <p>Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.</p>            | <p>2 M3 Lesson 14: Distinguish between a.m. and p.m.</p> <p>2 M3 Lesson 16: Use a clock to tell time to the half hour or quarter hour.</p> <p>2 M3 Lesson 17: Relate the clock to a number line to count by fives.</p> <p>2 M3 Lesson 18: Tell time to the nearest 5 minutes.</p> |

**Data: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.**

**Nebraska’s College and Career Ready Standards for Mathematics**

**Aligned Components of *Eureka Math*<sup>2</sup>**

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| <p><b>2.D.1.a</b></p> <p>Ask authentic questions to generate data and represent the data using scaled picture graphs with up to four categories.</p> | <p><i>Supplemental material is necessary to address this standard.</i></p> |
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| <p><b>2.D.1.b</b></p> <p>Ask authentic questions to generate data and represent the data using bar graphs with up to four categories.</p> | <p>2 M1 Lesson 2: Draw and label a bar graph to represent data.</p> <p>2 M1 Lesson 3: Use information presented in a bar graph to solve <i>put together</i> and <i>take apart</i> problems.</p> <p><i>Supplemental material is necessary to address asking authentic questions to generate data.</i></p> |
| <p><b>2.D.1.c</b></p> <p>Create and represent a data set by making a line plot using whole numbers.</p>                                   | <p>2 M5 Lesson 15: Use measurement data to create a line plot.</p> <p>2 M5 Lesson 16: Create a line plot to represent data and ask and answer questions.</p>   |

**Data: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.**

**Nebraska’s College and Career Ready Standards for Mathematics**

**Aligned Components of *Eureka Math*<sup>2</sup>**

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| <p><b>2.D.2.a</b></p> <p>Analyze data using scaled picture graphs or bar graphs with up to four categories. Solve problems including one-step comparison problems, using information from the graphs.</p> | <p>2 M1 Lesson 3: Use information presented in a bar graph to solve <i>put together</i> and <i>take apart</i> problems.</p> <p>2 M1 Lesson 4: Use information presented in a bar graph to solve <i>compare</i> problems.</p> <p><i>Supplemental material is necessary to address scaled picture graphs.</i></p> |
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