

ABOUT *EUREKA MATH*

Created by the nonprofit Great Minds, *Eureka Math* helps teachers deliver unparalleled math instruction that provides students with a deep understanding of 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](https://www.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 that demonstrate how each grade of *Eureka Math* aligns with specific state standards. Access these free alignment studies at [greatminds.org/state-studies](https://www.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](https://www.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/resources](https://www.greatminds.org/resources).

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

Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards in Mathematics Correlation to *Eureka Math*[®]

GRADE 2 MATHEMATICS

The majority of the Grade 2 Florida B.E.S.T. Mathematics Standards are fully covered by the Grade 2 *Eureka Math* curriculum. The primary area where the Grade 2 Mathematics Florida Standards and Grade K *Eureka Math* do not align is in the domain of Geometric Reasoning. Standards from this domain, as well as Number Sense and Operations, will require the use of Eureka Math content from another grade level. A detailed analysis of alignment is provided in the table below.

INDICATORS

- **GREEN** indicates the Florida standard is addressed in *Eureka Math*.
- **YELLOW** indicates the Florida standard may not be completely addressed in *Eureka Math*.
- **RED** indicates the Florida standard is not addressed in *Eureka Math*.
- **BLUE** indicates there is a discrepancy between the grade level at which this standard is addressed in Florida and in *Eureka Math*.

Strand	Benchmark	Aligned Components of <i>Eureka Math</i>
Number Sense and Operations	Standard: MA.2.NSO.1 Understand the place value of three-digit numbers.	
	MA.2.NSO.1.1 Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	G2 M3 Topic A: Forming Base-Ten Units of Ten, a Hundred and a Thousand G2 M3 Topic B: Understanding Place Value Units of One, Ten and a Hundred G2 M3 Topic C: Three-Digit Numbers in Unit, Numeral, Expanded and Word Forms G2 M3 Topic E: Modeling Numbers Within 1,000 with Place Value Disks
	MA.2.NSO.1.2 Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	G2 M3 Topic E: Modeling Numbers Within 1,000 with Place Value Disks
	MA.2.NSO.1.3 Plot, order and compare whole numbers up to 1,000.	G2 M3 Topic F: Comparing Two Three-Digit Numbers
	MA.2.NSO.1.4 Round whole numbers from 0 to 100 to the nearest 10.	G3 M2 Lesson 12: Round two-digit measurements to the nearest ten on the vertical number line. G3 M2 Lesson 13: Round two- and three-digit numbers to the nearest ten on the vertical number line.

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Aligned Components of *Eureka Math*

	<p>Standard: MA.2.NSO.2 Add and subtract two- and three-digit whole numbers.</p>	
<p>MA.2.NSO.2.1</p> <p>Recall addition facts with sums to 20 and related subtraction facts with automaticity.</p>		<p>G2 M1 Topic A: Foundations for Addition and Subtraction Within 20</p> <p>G2 M1 Topic B: Mental Strategies for Addition and Subtraction Within 20</p>
<p>MA.2.NSO.2.2</p> <p>Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.</p>		<p>G2 M3 Topic G: Finding 1, 10 and 100 More or Less than a Number</p> <p>G2 M4 Topic A: Sums and Differences Within 100</p>
<p>MA.2.NSO.2.3</p> <p>Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100 with procedural reliability.</p>		<p>G2 M1 Topic C: Strategies for Addition and Subtraction Within 100</p> <p>G2 M4 Topic A: Sums and Differences Within 100</p> <p>G2 M4 Topic B: Strategies for Composing a Ten</p> <p>G2 M4 Topic C: Strategies for Decomposing a Ten</p> <p>G2 M4 Topic F: Student Explanations of Written Methods</p>

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	<p>MA.2.NSO.2.4</p> <p>Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.</p>	<p>G2 M4 Topic D: Strategies for Composing Tens and Hundreds</p> <p>G2 M4 Topic E: Strategies for Decomposing Tens and Hundreds</p> <p>G2 M4 Topic F: Student Explanations of Written Methods</p> <p>G2 M5 Topic A: Strategies for Adding and Subtracting Within 1,000</p> <p>G2 M5 Topic B: Strategies for Composing Tens and Hundreds Within 1,000</p> <p>G2 M5 Topic C: Strategies for Decomposing Tens and Hundreds Within 1,000</p> <p>G2 M5 Topic D: Student Explanations for Choice of Solution Methods</p>
<p>Fractions</p>	<p>Standard: MA.2.FR.1 Develop an understanding of fractions.</p> <p>MA.2.FR.1.1</p> <p>Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.</p>	<p>G2 M8 Topic B: Composite Shapes and Fraction Concepts</p> <p>G2 M8 Topic C: Halves, Thirds and Fourths of Circles and Rectangles</p>

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	<p>MA.2.FR.1.2</p> <p>Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.</p>	<p>G2 M8 Topic B: Composite Shapes and Fraction Concepts</p> <p>G2 M8 Topic C: Halves, Thirds and Fourths of Circles and Rectangles</p>
<p>Algebraic Reasoning</p>	<p>Standard: MA.2.AR.1</p> <p>Solve addition problems with sums between 0 and 100 and related subtraction problems.</p>	<p>G2 M1 Topic A: Foundations for Addition and Subtraction Within 20</p> <p>G2 M1 Topic B: Mental Strategies for Addition and Subtraction Within 20</p> <p>G2 M1 Topic C: Strategies for Addition and Subtraction Within 100</p> <p>G2 M2 Topic D: Relate Addition and Subtraction to Length</p> <p>G2 M4 Topic A: Sums and Differences Within 100</p> <p>G2 M4 Topic C: Strategies for Decomposing a Ten</p> <p>G2 M4 Topic F: Student Explanations of Written Methods</p> <p>G2 M7 Topic A: Problem Solving with Categorical Data</p>
	<p>MA.2.AR.1.1</p> <p>Solve one- and two-step addition and subtraction real-world problems.</p>	

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	<p>Standard: MA.2.AR.2 Demonstrate an understanding of equality and addition and subtraction.</p>	
	<p>MA.2.AR.2.1 Determine and explain whether equations involving addition and subtraction are true or false.</p>	<p>G2 M5 Topic A: Strategies for Adding and Subtracting Within 1,000 G2 M5 Topic C: Strategies for Decomposing Tens and Hundreds Within 1,000</p>
	<p>MA.2.AR.2.2 Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers with the unknown in any position.</p>	<p>G2 M1 Topic B: Mental Strategies for Addition and Subtraction Within 20 G2 M4 Topic A: Sums and Differences Within 100 G2 M4 Topic C: Strategies for Decomposing a Ten</p>
	<p>Standard: MA.2.AR.3 Develop an understanding of multiplication.</p>	
	<p>MA.2.AR.3.1 Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.</p>	<p>G2 M6 Topic D: The Meaning of Even and Odd Numbers</p>
	<p>MA.2.AR.3.2 Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.</p>	<p>G2 M6 Topic A: Formation of Equal Groups G2 M6 Topic B: Arrays and Equal Groups</p>

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Measurement	Standard: MA.2.M.1 Measure the length of objects and solve problems involving length.	
	<p>MA.2.M.1.1</p> <p>Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.</p>	<p>G2 M2 Topic A: Understand Concepts About the Ruler</p> <p>G2 M2 Topic B: Measure and Estimate Length Using Different Measurement Tools</p> <p>G2 M7 Topic D: Measuring and Estimating Length Using Customary and Metric Units</p>
	<p>MA.2.M.1.2</p> <p>Measure the lengths of two objects using the same unit and determine the difference between their measurements.</p>	<p>G2 M2 Topic C: Measure and Compare Lengths Using Different Length Units</p> <p>G2 M7 Topic D: Measuring and Estimating Length Using Customary and Metric Units</p>
	<p>MA.2.M.1.3</p> <p>Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.</p>	<p>G2 M2 Topic D: Relate Addition and Subtraction to Length</p> <p>G2 M7 Topic D: Measuring and Estimating Length Using Customary and Metric Units</p> <p>G2 M7 Topic E: Problem Solving with Customary and Metric Units</p>
	Standard: MA.2.M.2 Tell time and solve problems involving money.	
	<p>MA.2.M.2.1</p> <p>Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter till.</p>	<p>G2 M8 Topic D: Application of Fractions to Tell Time</p>

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	<p>MA.2.M.2.2</p> <p>Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within \$100 or coins within 100¢ using \$ and ¢ symbols appropriately.</p>	<p>G2 M3 Topic C: Three-Digit Numbers in Unit, Numeral, Expanded and Word Forms</p> <p>G2 M3 Topic D: Modeling Base-Ten Numbers Within 1,000 with Money</p> <p>G2 M7 Topic B: Problem Solving with Coins and Bills</p>
<p>Geometric Reasoning</p>	<p>Standard: MA.2.GR.1 Identify and analyze two-dimensional figures and identify lines of symmetry.</p>	
	<p>MA.2.GR.1.1</p> <p>Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.</p>	<p>G2 M8 Topic A: Attributes of Geometric Shapes</p>
	<p>MA.2.GR.1.2</p> <p>Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.</p>	<p>GK M2 Topic A: Two-Dimensional Flat Shapes</p> <p>G3 M7 Topic B: Attributes of Two-Dimensional Figures</p>
	<p>MA.2.GR.1.3</p> <p>Identify line(s) of symmetry for a two-dimensional figure.</p>	<p>G4 M4 Lesson 12: Recognize lines of symmetry for given two-dimensional figures. Identify line-symmetric figures and draw lines of symmetry.</p>

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	<p>Standard: MA.2.GR.2 Describe perimeter and find the perimeter of polygons.</p> <p>MA.2.GR.2.1 Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.</p> <p>MA.2.GR.2.2 Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.</p>	<p>G3 M7 Lesson 10: Decompose quadrilaterals to understand perimeter as the boundary of a shape.</p> <p>G3 M7 Lesson 12: Measure side lengths in whole-number units to determine the perimeter of polygons.</p>
<p>Data Analysis and Probability</p>	<p>Standard: MA.2.DP.1 Collect, categorize, represent and interpret data using appropriate titles, labels and units.</p> <p>MA.2.DP.1.1 Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.</p> <p>MA.2.DP.1.2 Interpret data represented with tally marks, tables, pictographs or bar graphs, including solving addition and subtraction problems.</p>	<p>G2 M7 Topic A: Problem Solving with Categorical Data</p> <p>G2 M7 Topic F: Displaying Measurement Data</p> <p>G2 M7 Topic A: Problem Solving with Categorical Data</p>