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## Grade 2 | North Dakota Mathematics K–12 Standards Correlation to *Eureka Math*<sup>®</sup>

### About *Eureka Math*

Created by Great Minds<sup>®</sup>, a mission-driven Public Benefit Corporation, *Eureka Math*<sup>®</sup> 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

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://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://greatminds.org/data).

### Full Suite of Resources

Great Minds offers the *Eureka Math* curriculum as PDF downloads for free, noncommercial use. Access the free PDFs at [greatminds.org/math/curriculum](https://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

<b>Math Attributes</b>	<b>Aligned Components of <i>Eureka Math</i></b>
<b>K–2.MA.P</b> Learners can identify and use strategies to problem-solve situations and determine an appropriate solution.	Lessons in every module engage students in math attributes. These are indicated in margin notes included with every lesson.
<b>K–2.MA.C</b> Learners can make connections and demonstrate relationships using words, pictures, or symbols.	Lessons in every module engage students in math attributes. These are indicated in margin notes included with every lesson.
<b>K–2.MA.R</b> Learners can use prior knowledge and experiences to explain their thinking.	Lessons in every module engage students in math attributes. These are indicated in margin notes included with every lesson.

**Number and Operations: Learners will develop a foundational understanding of the number system, operations, and computational fluency to create connections and solve problems within and across concepts.**

**2.NO.CC Counting and Cardinality: Learners will understand the relationship between numerical symbols, names, quantities, and counting sequences.**

North Dakota Mathematics K–12 Standards	Aligned Components of <i>Eureka Math</i>
<p><b>2.NO.CC.1</b></p> <p>Count forward from any given number within 1,000.</p>	<p>G2 M3 Topic B: Understanding Place Value Units of One, Ten, and a Hundred</p> <p>G2 M3 Lesson 4: Count up to 1,000 on the place value chart.</p> <p>G2 M3 Topic D: Modeling Base Ten Numbers Within 1,000 with Money</p> <p>G2 M3 Lesson 11: Count the total value of ones, tens, and hundreds with place value disks.</p> <p>G2 M3 Lesson 12: Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.</p> <p>G2 M3 Topic G: Finding 1, 10, and 100 More or Less Than a Number</p> <p>G2 M7 Lesson 21: Identify unknown numbers on a number line diagram by using the distance between numbers and reference points.</p> <p>G2 M7 Lesson 22: Represent two-digit sums and differences involving length by using the ruler as a number line.</p>
<p><b>2.NO.CC.2</b></p> <p>Count backward from any given number within 1,000.</p>	<p>G2 M3 Topic B: Understanding Place Value Units of One, Ten, and a Hundred</p> <p>G2 M3 Topic D: Modeling Base Ten Numbers Within 1,000 with Money</p> <p>G2 M3 Lesson 11: Count the total value of ones, tens, and hundreds with place value disks.</p> <p>G2 M3 Lesson 12: Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.</p> <p>G2 M3 Topic G: Finding 1, 10, and 100 More or Less Than a Number</p> <p>G2 M7 Lesson 21: Identify unknown numbers on a number line diagram by using the distance between numbers and reference points.</p> <p>G2 M7 Lesson 22: Represent two-digit sums and differences involving length by using the ruler as a number line.</p>

<p><b>North Dakota Mathematics K–12 Standards</b></p>	<p><b>Aligned Components of <i>Eureka Math</i></b></p>
<p><b>2.NO.CC.3</b></p> <p>Read and write numbers up to 1,000 using standard, word, and expanded forms.</p>	<p>G2 M3 Lesson 5: Write base ten three-digit numbers in unit form; show the value of each digit.</p> <p>G2 M3 Lesson 6: Write base ten numbers in expanded form.</p> <p>G2 M3 Lesson 7: Write, read, and relate base ten numbers in all forms.</p> <p>G2 M3 Lesson 13: Read and write numbers within 1,000 after modeling with place value disks.</p> <p>G2 M3 Lesson 14: Model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms.</p>
<p><b>2.NO.CC.4</b></p> <p>Skip count forward and backward by 2s and 100s and recognize the patterns of skip counts.</p>	<p>G2 M3 Topic B: Understanding Place Value Units of One, Ten, and a Hundred</p> <p>G2 M3 Lesson 4: Count up to 1,000 on the place value chart.</p> <p>G2 M3 Topic D: Modeling Base Ten Numbers Within 1,000 with Money</p> <p>G2 M3 Lesson 11: Count the total value of ones, tens, and hundreds with place value disks.</p> <p>G2 M3 Topic G: Finding 1, 10, and 100 More or Less Than a Number</p>

**Number and Operations: Learners will develop a foundational understanding of the number system, operations, and computational fluency to create connections and solve problems within and across concepts.**

**2.NO.NBT Base Ten: Learners will understand the place value structure of the base-ten number system and represent, compare, and perform operations with multi-digit whole-numbers and decimals.**

<p><b>North Dakota Mathematics K–12 Standards</b></p>	<p><b>Aligned Components of <i>Eureka Math</i></b></p>
<p><b>2.NO.NBT.1</b></p> <p>Understand that the three digits of a three-digit number represent a composition of some hundreds, some tens, and some ones.</p>	<p>G2 M3 Topic A: Forming Base Ten Units of Ten, a Hundred, and a Thousand</p> <p>G2 M3 Topic B: Understanding Place Value Units of One, Ten, and a Hundred</p> <p>G2 M3 Topic C: Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms</p> <p>G2 M3 Topic D: Modeling Base Ten Numbers Within 1,000 with Money</p> <p>G2 M3 Topic E: Modeling Numbers Within 1,000 with Place Value Disks</p> <p>G2 M3 Topic G: Finding 1, 10, and 100 More or Less Than a Number</p>

<p style="text-align: center;"><b>North Dakota Mathematics K–12 Standards</b></p>	<p style="text-align: center;"><b>Aligned Components of <i>Eureka Math</i></b></p>
<p><b>2.NO.NBT.2</b></p> <p>Compare two three-digit numbers using symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math>. Justify comparisons based on the value of hundreds, tens, and ones.</p>	<p>G2 M3 Topic F: Comparing Two Three-Digit Numbers</p>
<p><b>2.NO.NBT.3</b></p> <p>Add within 100 using place value strategies and/or the relationship between addition and subtraction.</p>	<p>G2 M1 Topic A: Foundations for Fluency with Sums and Differences Within 100</p> <p>G2 M1 Topic B: Initiating Fluency with Addition and Subtraction Within 100</p> <p>G2 M2 Lesson 8: Solve addition and subtraction word problems using the ruler as a number line.</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 D: Strategies for Composing Tens and Hundreds</p> <p>G2 M6 Lesson 2: Use math drawings to represent equal groups, and relate to repeated addition.</p> <p>G2 M6 Lesson 3: Use math drawings to represent equal groups, and relate to repeated addition.</p> <p>G2 M6 Lesson 4: Represent equal groups with tape diagrams, and relate to repeated addition.</p> <p>G2 M7 Topic B: Problem Solving with Coins and Bills</p> <p>G2 M7 Lesson 22: Represent two-digit sums and differences involving length by using the ruler as a number line.</p>

**North Dakota Mathematics  
K–12 Standards**

**Aligned Components of *Eureka Math***

<p><b>2.NO.NBT.4</b></p> <p>Subtract within 100 using place value strategies and/or the relationship between addition and subtraction.</p>	<p>G2 M1 Topic A: Foundations for Fluency with Sums and Differences Within 100</p> <p>G2 M1 Topic B: Initiating Fluency with Addition and Subtraction Within 100</p> <p>G2 M2 Lesson 8: Solve addition and subtraction word problems using the ruler as a number line.</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 E: Strategies for Decomposing Tens and Hundreds</p> <p>G2 M7 Topic B: Problem Solving with Coins and Bills</p> <p>G2 M7 Lesson 22: Represent two-digit sums and differences involving length by using the ruler as a number line.</p>
<p><b>2.NO.NBT.5</b></p> <p>Mentally add or subtract 10 or 100 to or from a given number between 100 and 900.</p>	<p>G2 M3 Topic G: Finding 1, 10, and 100 More or Less Than a Number</p> <p>G2 M3 Lesson 19: Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.</p> <p>G2 M3 Lesson 21: Complete a pattern counting up and down.</p> <p>G2 M4 Lesson 1: Relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10.</p> <p>G2 M4 Lesson 2: Add and subtract multiples of 10 including counting on to subtract.</p> <p>G2 M4 Lesson 3: Add and subtract multiples of 10 and some ones within 100.</p> <p>G2 M4 Lesson 4: Add and subtract multiples of 10 and some ones within 100.</p> <p>G2 M4 Lesson 17: Use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten.</p> <p>G2 M5 Lesson 1: Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.</p> <p>G2 M5 Lesson 2: Add and subtract multiples of 100, including counting on to subtract.</p> <p>G2 M5 Lesson 3: Add multiples of 100 and some tens within 1,000.</p> <p>G2 M5 Lesson 4: Subtract multiples of 100 and some tens within 1,000.</p>

**Number and Operations: Learners will develop a foundational understanding of the number system, operations, and computational fluency to create connections and solve problems within and across concepts.**

**2.NO.NF Fractions: Learners will understand fractions and equivalency to represent, compare, and perform operations of fractions and decimals.**

North Dakota Mathematics K–12 Standards	Aligned Components of <i>Eureka Math</i>
<p><b>2.NO.NF.1</b></p> <p>Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the language of halves, thirds, fourths, half of, a third of, and a fourth of.</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>G2 M8 Lesson 13: Construct a paper clock by partitioning a circle into halves and quarters, and tell time to the half hour or quarter hour.</p>
<p><b>2.NO.NF.2</b></p> <p>Recognize that identical wholes can be equally divided in different ways.</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><b>2.NO.NF.3</b></p> <p>Recognize that partitioning shapes into more equal shares creates smaller shares.</p>	<p>G2 M6 Topic C: Rectangular Arrays as a Foundation for Multiplication and Division</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>

**Algebraic Reasoning: Learners will look for, generate, and make sense of patterns, relationships, and algebraic symbols to represent mathematical models while adopting approaches and solutions in novel situations.**

**2.AR.OA Operations and Algebraic Thinking: Learners will analyze patterns and relationships to generate and interpret numerical expressions.**

North Dakota Mathematics K–12 Standards	Aligned Components of <i>Eureka Math</i>
<p><b>2.AR.OA.1</b></p> <p>Automatically add and subtract within 20.</p>	<p>G2 M1 Lesson 1: Practice making ten and adding to ten.</p> <p>G2 M1 Lesson 3: Add and subtract like units.</p> <p>G2 M1 Lesson 4: Make a ten to add within 20.</p> <p>G2 M1 Lesson 7: Take from ten within 20.</p>
<p><b>2.AR.OA.2</b></p> <p>Apply the properties of operations to solve addition and subtraction equations within 100 and justify thinking.</p>	<p>G2 M1 Topic A: Foundations for Fluency with Sums and Differences Within 100</p> <p>G2 M1 Topic B: Initiating Fluency with Addition and Subtraction Within 100</p> <p>G2 M4 Topic A: Sums and Differences Within 100</p> <p>G2 M4 Topic F: Student Explanations of Written Methods</p> <p>G2 M5 Topic D: Student Explanations for Choice of Solution Methods</p> <p>G2 M7 Topic B: Problem Solving with Coins and Bills</p>
<p><b>2.AR.OA.3</b></p> <p>Solve one- and two-step authentic word problems with addition within 100, including the use of unknowns.</p>	<p>G2 M4 Lesson 5: Solve one- and two-step word problems within 100 using strategies based on place value.</p> <p>G2 M4 Lesson 16: Solve one- and two-step word problems within 100 using strategies based on place value.</p> <p>G2 M4 Lesson 31: Solve two-step word problems within 100.</p> <p>G2 M6 Lesson 9: Solve word problems involving addition of equal groups in rows and columns.</p>



<b>North Dakota Mathematics K–12 Standards</b>	<b>Aligned Components of <i>Eureka Math</i></b>
<p><b>2.AR.OA.4</b></p> <p>Solve one- and two-step authentic word problems with subtraction within 100, including the use of unknowns.</p>	<p>G2 M4 Lesson 5: Solve one- and two-step word problems within 100 using strategies based on place value.</p> <p>G2 M4 Lesson 16: Solve one- and two-step word problems within 100 using strategies based on place value.</p> <p>G2 M4 Lesson 31: Solve two-step word problems within 100.</p>
<p><b>2.AR.OA.5</b></p> <p>Use repeated addition to find the total number of objects arranged in a rectangular array.</p>	<p>G2 M6 Topic A: Formation of Equal Groups</p> <p>G2 M6 Topic B: Arrays and Equal Groups</p> <p>G2 M6 Topic C: Rectangular Arrays as a Foundation for Multiplication and Division</p>
<p><b>2.AR.OA.6</b></p> <p>Identify a group of objects from 0 to 20 as even or odd by showing even numbers as a sum of two equal parts.</p>	<p>G2 M6 Topic D: The Meaning of Even and Odd Numbers</p>

**Geometry and Measurement: Learners will use visualization, spatial reasoning, geometric modeling, and measurement to investigate the characteristics of figures, perform transformations, and construct logical arguments.**

**2.GM.G Geometry: Learners will compose and classify figures and shapes based on attributes and properties; represent and solve problems using a coordinate plane.**

<b>North Dakota Mathematics K–12 Standards</b>	<b>Aligned Components of <i>Eureka Math</i></b>
<p><b>2.GM.G.1</b></p> <p>Identify two-dimensional shapes (parallelograms and quadrilaterals).</p>	<p>G2 M8 Topic A: Attributes of Geometric Shapes</p>

North Dakota Mathematics K–12 Standards	Aligned Components of <i>Eureka Math</i>
<p><b>2.GM.G.2</b></p> <p>Identify two-dimensional shapes found within three-dimensional shapes.</p>	<p>G2 M8 Lesson 5: Relate the square to the cube, and describe the cube based on attributes.</p> <p><i>Supplemental material is necessary to fully address this standard.</i></p>
<p><b>2.GM.G.3</b></p> <p>Compose geometric shapes having specified geometric attributes, such as a given number of edges, angles, faces, vertices, and/or sides.</p>	<p>G2 M8 Topic A: Attributes of Geometric Shapes</p> <p>G2 M8 Lesson 6: Combine shapes to create a composite shape; create a new shape from composite shapes.</p>

**Geometry and Measurement: Learners will use visualization, spatial reasoning, geometric modeling, and measurement to investigate the characteristics of figures, perform transformations, and construct logical arguments.**

**2.GM.M Measurement: Learners will represent and calculate measurement data, including time, money, and geometric measurement, and convert like measurement units within a given system.**

North Dakota Mathematics K–12 Standards	Aligned Components of <i>Eureka Math</i>
<p><b>2.GM.M.1</b></p> <p>Measure the length of an object using two different standard units of measurement. Describe how the two measurements relate to the size of the units chosen.</p>	<p>G2 M2 Topic A: Understand Concepts About the Ruler</p> <p>G2 M2 Lesson 4: Measure various objects using centimeter rulers and meter sticks.</p> <p>G2 M2 Topic C: Measure and Compare Lengths Using Different Length Units</p> <p>G2 M7 Topic C: Creating an Inch Ruler</p> <p>G2 M7 Topic D: Measuring and Estimating Length Using Customary and Metric Units</p>

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<p><b>2.GM.M.2</b></p> <p>Estimate and measure to determine how much longer one object is than another, expressing the difference with a standard unit of measurement.</p>	<p>G2 M2 Lesson 5: Develop estimation strategies by applying prior knowledge of length and using mental benchmarks.</p> <p>G2 M2 Topic C: Measure and Compare Lengths Using Different Length Units</p> <p>G2 M2 Lesson 9: Measure lengths of string using measurement tools, and use tape diagrams to represent and compare the lengths.</p> <p>G2 M7 Topic D: Measuring and Estimating Length Using Customary and Metric Units</p>
<p><b>2.GM.M.3</b></p> <p>Tell and write time to the nearest five minutes (including quarter after and quarter to) with a.m. and p.m. using analog and digital clocks.</p>	<p>G2 M8 Topic D: Application of Fractions to Tell Time</p>
<p><b>2.GM.M.4</b></p> <p>Count collections of money (quarters, dimes, nickels, and pennies) relating to counting patterns by 1s, 5s, and 10s up to one dollar.</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>

**Data, Probability, and Statistics: Learners will ask and answer questions by collecting, organizing, and displaying relevant data, drawing inferences and conclusions, making predictions, and understanding and applying basic concepts of probability.**

**2.DPS.D Data: Learners will represent and interpret data.**

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<p><b>2.DPS.D.1</b></p> <p>Formulate questions and collect, organize, and represent data with up to four categories using single unit scaled picture and bar graphs.</p>	<p>G2 M7 Topic A: Problem Solving with Categorical Data</p>
<p><b>2.DPS.D.2</b></p> <p>Generate data and create line plots marked in whole-number units.</p>	<p>G2 M7 Topic F: Displaying Measurement Data</p>
<p><b>2.DPS.D.3</b></p> <p>Analyze data and interpret the results to solve one-step comparison problems using information from the graphs.</p>	<p>G2 M7 Topic A: Problem Solving with Categorical Data</p>