



Grade 2 | Florida's Benchmark for Excellent Student Thinking Standards for Mathematics Correlation to *Eureka Math*² Florida B.E.S.T. Edition

When the original *Eureka Math*[®] curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds[®] teacher–writers have created *Eureka Math*² Florida B.E.S.T. Edition, 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*² Florida B.E.S.T. Edition 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*² Florida B.E.S.T. Edition 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*² Florida B.E.S.T. Edition 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*² Florida B.E.S.T. Edition 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*² Florida B.E.S.T. Edition 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.

| Standards for Mathematical Practice | Aligned Components |
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| <p>MP.1 Make sense of problems and persevere in solving them.</p> | <p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p> |
| <p>MP.2 Reason abstractly and quantitatively.</p> | <p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p> |
| <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> | <p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p> |
| <p>MP.4 Model with mathematics.</p> | <p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p> |
| <p>MP.5 Use appropriate tools strategically.</p> | <p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p> |
| <p>MP.6 Attend to precision.</p> | <p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p> |
| <p>MP.7 Look for and make use of structure.</p> | <p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p> |
| <p>MP.8 Look for and express regularity in repeated reasoning.</p> | <p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p> |

Number Sense and Operations

MA.2.NSO.1 Understand the place value of three-digit numbers.

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| <p>MA.2.NSO.1.1</p> <p>Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.</p> | <p>2 M1 Lesson 24: Organize, count, and record a collection of objects.</p> <p>2 M1 Lesson 27: Write base-ten numbers in expanded form.</p> <p>2 M1 Lesson 28: Read, write, and relate base-ten numbers in all forms.</p> <p>2 M1 Lesson 33: Count the total value of ones, tens, and hundreds with place value disks.</p> <p>2 M1 Lesson 40: Plot and compare numbers in different forms on a number line.</p> |
| <p>MA.2.NSO.1.2</p> <p>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.</p> | <p>2 M1 Lesson 21: Count and bundle ones, tens, and hundreds to 1,000.</p> <p>2 M1 Lesson 23: Use counting strategies to solve <i>add to with change unknown</i> word problems.</p> <p>2 M1 Lesson 24: Organize, count, and record a collection of objects.</p> <p>2 M1 Lesson 25: Count up to 1,000 by using place value units.</p> <p>2 M1 Lesson 26: Write three-digit numbers in unit form and show the value that each digit represents.</p> <p>2 M1 Lesson 28: Read, write, and relate base-ten numbers in all forms.</p> <p>2 M1 Lesson 30: Use place value understanding to count and exchange \$1, \$10, and \$100 bills.</p> <p>2 M1 Lesson 32: 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>2 M2 Topic B: Strategies for Composing a Ten and a Hundred to Add</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> <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> |

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| <p>MA.2.NSO.1.3 Plot, order and compare whole numbers up to 1,000.</p> | <p>2 M1 Topic I: Compare Two Three-Digit Numbers In Different Forms 2 M5 Lesson 13: Identify unknown numbers on a number line by using the interval as a reference point.</p> |
| <p>MA.2.NSO.1.4 Round whole numbers from 0 to 100 to the nearest 10.</p> | <p>2 M1 Lesson 9: Find heights to the closer ten. 2 M1 Lesson 29: Round two-digit numbers to the nearest ten on a vertical number line.</p> |

Number Sense and Operations

MA.2.NSO.2 Add and subtract two- and three-digit whole numbers.

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| <p>MA.2.NSO.2.1 Recall addition facts with sums to 20 and related subtraction facts with automaticity.</p> | <p>2 M4 Lesson 7: Use concrete models to add, relate them to written recordings, and create word problems. 2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1. 2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2. 2 M4 Lesson 10: Choose and defend efficient solution strategies for addition. 2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers. 2 M4 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000</p> |
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| <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>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>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>2 M1 Topic D: Solve Compare Problems by Using the Ruler as a Number Line</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 and create word problems.</p> <p>2 M4 Lesson 6: Use compensation to add within 1,000 and create word problems.</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> |

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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>2 M2 Topic A: 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 22: Use place value drawings to decompose a ten and relate them to written recordings.</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 Topic B: Strategies for Composing Tens and Hundreds Within 1,000</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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Algebraic Reasoning

MA.2.AR.1 Solve addition problems with sums between 0 and 100 and related subtraction problems.

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| <p>MA.2.AR.1.1</p> <p>Solve one- and two-step addition and subtraction real-world problems.</p> | <p>2 M1 Lesson 23: 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 27: Solve <i>add to</i> and <i>take from with start unknown</i> word problems.</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> |
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Algebraic Reasoning

MA.2.AR.2 Demonstrate an understanding of equality and addition and subtraction.

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| <p>MA.2.AR.2.1</p> <p>Determine and explain whether equations involving addition and subtraction are true or false.</p> | <p>2 M2 Lesson 5: Make a ten to add within 100.</p> <p>2 M2 Lesson 26: Reason about whether equations are true or false and find the unknown in addition and subtraction equations.</p> |
| <p>MA.2.AR.2.2</p> <p>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>2 M1 Lesson 13: Model and reason about the difference in length.</p> <p>2 M2 Lesson 26: Reason about whether equations are true or false and find the unknown in addition and subtraction equations.</p> |

Algebraic Reasoning

MA.2.AR.3 Develop an understanding of multiplication.

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| <p>MA.2.AR.3.1</p> <p>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>2 M6 Lesson 14: Relate doubles to even numbers and write equations to express the sums.</p> <p>2 M6 Lesson 15: Pair objects, write equations, 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> |

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| <p>MA.2.AR.3.2</p> <p>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>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> |
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Measurement

MA.2.M.1 Measure the length of objects and solve problems involving length.

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| <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>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 9: Find heights to the closer ten.</p> <p>2 M1 Lesson 12: Estimate and compare lengths.</p> <p>2 M1 Lesson 14: 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>2 M5 Lesson 10: Measure an object twice by using different length units, and compare and relate measurement to unit size.</p> |
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| <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>2 M1 Lesson 12: Estimate and compare lengths.</p> <p>2 M1 Lesson 13: Model and reason about the difference in length.</p> <p>2 M1 Lesson 15: Represent and compare heights.</p> <p>2 M5 Lesson 12: Measure to compare differences in lengths.</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>2 M1 Lesson 18: Represent and solve comparison problems by using measurement contexts.</p> <p>2 M1 Lesson 19: Solve <i>compare with difference unknown</i> word problems by using measurement contexts.</p> <p>2 M1 Lesson 20: Solve <i>compare with difference unknown</i> word problems in various contexts.</p> <p>2 M5 Lesson 13: Identify unknown numbers on a number line by using the interval as a reference point.</p> <p>2 M5 Topic C: Use Measurement and Data to Solve Problems</p> |

Measurement

MA.2.M.2 Tell time and solve problems involving money.

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| <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>2 M3 Lesson 16: Distinguish between a.m. and p.m.</p> <p>2 M3 Lesson 18: Use a clock to tell time to the half hour or quarter hour.</p> <p>2 M3 Lesson 19: Relate the clock to a number line to count by fives.</p> <p>2 M3 Lesson 20: Tell time to the nearest 5 minutes.</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>2 M5 Topic A: Problem Solving with Coins and Bills</p> |
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Fractions

MA.2.FR.1 Develop an understanding of fractions.

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| <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>2 M3 Lesson 9: Create composite shapes by using equal parts and name them as halves, thirds, and fourths.</p> <p>2 M3 Lesson 10: Interpret equal shares in composite shapes as halves, thirds, and fourths.</p> <p>2 M3 Lesson 11: Partition circles and rectangles into equal parts and describe those parts as halves.</p> <p>2 M3 Lesson 13: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.</p> <p>2 M3 Lesson 14: Describe a whole by the number of equal parts in halves, thirds, and fourths.</p> |
| <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>2 M3 Lesson 15: Recognize that equal parts of an identical rectangle can be different shapes.</p> |

Geometric Reasoning

MA.2.GR.1 Identify and analyze two-dimensional figures and identify lines of symmetry.

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| <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>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: Identify, build, and describe right angles and parallel lines.</p> <p>2 M3 Lesson 7: 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 8: Combine shapes to create a composite shape and create a new shape from composite 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>2 M3 Lesson 2: Use attributes to identify, build, and describe two-dimensional shapes.</p> <p>2 M3 Lesson 4: Identify, build, and describe right angles and parallel lines.</p> |
| <p>MA.2.GR.1.3</p> <p>Identify line(s) of symmetry for a two-dimensional figure.</p> | <p>2 M3 Lesson 12: Identify lines of symmetry for a two-dimensional figure.</p> |

Geometric Reasoning

MA.2.GR.2 Describe perimeter and find the perimeter of polygons.

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| <p>MA.2.GR.2.1</p> <p>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>2 M3 Lesson 3: Find perimeter by counting unit segments.</p> |
| <p>MA.2.GR.2.2</p> <p>Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.</p> | <p>2 M5 Lesson 11: Find the perimeter of a polygon.</p> <p>2 M5 Lesson 14: Solve word problems that involve measurements and reason about estimates.</p> |

Data Analysis and Probability

MA.2.DP.1 Collect, categorize, represent and interpret data using appropriate titles, labels and units.

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| <p>MA.2.DP.1.1</p> <p>Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.</p> | <p>2 M1 Topic A: Represent Data to Solve Problems</p> |
| <p>MA.2.DP.1.2</p> <p>Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.</p> | <p>2 M1 Lesson 3: Use information presented in a bar graph to solve <i>put together</i> problems.</p> <p>2 M1 Lesson 4: Use information presented in a bar graph to solve <i>compare</i> problems.</p> |