
Grade 2 | Georgia State Standards for Mathematics Correlation to *Eureka Math*²®

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®, 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 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 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 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 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 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 of <i>Eureka Math</i> ²
<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>

Numerical Reasoning

2.NR.1 Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1,000 and describe basic place-value relationships and structures.

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<p>2.NR.1.1</p> <p>Explain the value of a three-digit number using hundreds, tens, and ones in a variety of ways.</p>	<p>2 M1 Topic E: Understand Place Value Units</p> <p>2 M1 Topic F: Express Three-Digit Numbers in Different Forms</p> <p>2 M1 Topic G: Model Base-Ten Numbers Within 1,000 with Money</p> <p>2 M1 Topic H: Compose and Decompose with Place Value Disks</p> <p>2 M1 Lesson 38: Compare numbers in different forms.</p> <p>2 M2 Lesson 2: Break apart and add like units.</p> <p>2 M2 Topic B: Strategies for Composing a Ten and a Hundred to Add</p> <p>2 M2 Lesson 12: Use place value drawings to compose a ten and a hundred with two- and three-digit addends. Relate to written recordings.</p> <p>2 M2 Topic D: Strategies for Decomposing a Ten and a Hundred to Subtract</p>
<p>2.NR.1.2</p> <p>Count forward and backward by ones from any number within 1,000. Count forward by fives from multiples of 5 within 1,000. Count forward and backward by 10s and 100s from any number within 1,000. Count forward by 25s from 0.</p>	<p>2 M1 Topic E: Understand Place Value Units</p> <p>2 M1 Lesson 24: Count up to 1,000 by using place value units.</p> <p>2 M1 Topic G: Model Base-Ten Numbers Within 1,000 with Money</p> <p>2 M1 Lesson 32: Exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.</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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<p>2.NR.1.3</p> <p>Represent, compare, and order whole numbers to 1,000 with an emphasis on place value and equality. Use $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>2 M1 Topic E: Understand Place Value Units</p> <p>2 M1 Topic F: Express Three-Digit Numbers in Different Forms</p> <p>2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks.</p> <p>2 M1 Topic I: Compare Two Three-Digit Numbers in Different Forms</p>
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Numerical Reasoning

2.NR.2 Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

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<p>2.NR.2.1</p> <p>Fluently add and subtract within 20 using a variety of mental, part-whole strategies.</p>	<p>2 M2: Addition and Subtraction Within 200</p> <p>2 M4 Topic B: Strategies for Composing Tens and Hundreds Within 1,000</p> <p>2 M4 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000</p>
<p>2.NR.2.2</p> <p>Find 10 more or 10 less than a given three-digit number and find 100 more or 100 less than a given three-digit number.</p>	<p>2 M4 Topic A: Mental Place Value Strategies</p> <p>2 M4 Lesson 6: Use compensation to add within 1,000.</p> <p>2 M4 Topic C: Simplifying Strategies for Subtracting Within 1,000</p>

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<p>2.NR.2.3 Solve problems involving the addition and subtraction of two-digit numbers using part-whole strategies.</p>	<p>2 M1 Lesson 22: Use counting strategies to solve <i>add to with change unknown</i> word problems. 2 M2: Addition and Subtraction Within 200 2 M4 Topic A: Mental Place Value Strategies 2 M4 Topic E: Apply Efficient Addition and Subtraction Strategies 2 M6 Topic A: Count and Problem Solve with Equal Groups 2 M6 Lesson 10: Use math drawings to compose a rectangle. 2 M6 Lesson 17: Solve word problems that involve equal groups and arrays.</p>
<p>2.NR.2.4 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>2 M2: Addition and Subtraction Within 200 2 M4: Addition and Subtraction Within 1,000</p>

Numerical Reasoning

2.NR.3 Work with equal groups to gain foundations for multiplication through real-life, mathematical problems.

<p>Georgia State Standards for Mathematics</p>	<p>Aligned Components of <i>Eureka Math</i>²</p>
<p>2.NR.3.1 Determine whether a group (up to 20) has an odd or even number of objects. Write an equation to express an even number as a sum of two equal addends.</p>	<p>2 M6: Multiplication and Division Foundations</p>

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<p>2.NR.3.2</p> <p>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>2 M6: Multiplication and Division Foundations</p>
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Patterning and Algebraic Reasoning

2.PAR.4 Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

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<p>2.PAR.4.1</p> <p>Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.</p>	<p>2 M1 Topic E: Understand Place Value Units</p> <p>2 M1 Lesson 24: Count up to 1,000 by using place value units.</p> <p>2 M1 Topic G: Model Base-Ten Numbers Within 1,000 with Money</p> <p>2 M1 Topic H: Compose and Decompose with Place Value Disks</p> <p>2 M3 Lesson 17: Relate the clock to a number line to count by fives.</p> <p>2 M4 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>2 M4 Lesson 24: Organize, count, and represent a collection of objects.</p> <p>2 M6: Multiplication and Division Foundations</p>
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<p>2.PAR.4.2 Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20.</p>	<p>1 M5 Lesson 4: Represent a number in multiple ways by trading 10 ones for a ten. 1 M6 Lesson 7: Create new composite shapes by adding a shape. 1 M6 Lesson 18: Count up and down across 100. 1 M6 Lesson 26: Make a total in more than one way. 1 M6 Lesson 29: Add tens to make 100. 2 M6 Lesson 6: Decompose arrays into rows and columns and relate them to repeated addition. 2 M6 Lesson 15: Pair objects and skip-count to determine whether a number is even or odd. 2 M6 Lesson 16: Use rectangular arrays to investigate combinations of even and odd numbers.</p>
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Measurement and Data Reasoning

2.MDR.5 Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards.

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<p>2.MDR.5.1 Construct simple measuring instruments using unit models. Compare unit models to rulers.</p>	<p>2 M1 Topic B: Metric Measurement and Concepts About the Ruler 2 M5 Topic B: Use Customary Units to Measure and Estimate Length</p>
<p>2.MDR.5.2 Estimate and measure the length of an object or distance to the nearest whole unit using appropriate units and standard measuring tools.</p>	<p>2 M1 Topic B: Metric Measurement and Concepts About the Ruler 2 M1 Topic C: Estimate, Measure, and Compare Lengths 2 M5 Lesson 8: Iterate an inch tile to create a unit ruler and measure to the nearest inch. 2 M5 Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects.</p>

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<p>2.MDR.5.3</p> <p>Measure to determine how much longer one object is than another and express the length difference in terms of a standard-length unit.</p>	<p>2 M1 Topic C: Estimate, Measure, and Compare Lengths</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 11: Measure to compare differences in lengths.</p>
<p>2.MDR.5.4</p> <p>Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.</p>	<p>2 M1 Topic A: Represent Data to Solve Problems</p> <p>2 M4 Lesson 23: Solve two-step addition and subtraction word problems.</p>
<p>2.MDR.5.5</p> <p>Represent whole-number sums and differences within a standard unit of measurement on a number line diagram.</p>	<p>2 M1 Topic D: Solve <i>Compare</i> Problems by Using the Ruler as a Number Line</p> <p>2 M4 Lesson 14: Use compensation to keep a constant difference by adding the same amount to both numbers.</p> <p>2 M5 Lesson 12: Identify unknown numbers on a number line by using the interval as a reference point.</p>

Measurement and Data Reasoning

2.MDR.6: Solve real-life problems involving time and money.

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<p>2.MDR.6.1</p> <p>Tell and write time from analog and digital clocks to the nearest five minutes, and estimate and measure elapsed time using a timeline, to the hour or half hour on the hour or half hour.</p>	2 M3 Topic D: Application of Fractions to Tell Time
<p>2.MDR.6.2</p> <p>Find the value of a group of coins and determine combinations of coins that equal a given amount that is less than one hundred cents, and solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p>	2 M5 Topic A: Problem Solving with Coins and Bills

Geometric and Spatial Reasoning

2.GSR.7 Draw and partition shapes and other objects with specific attributes and conduct observations of everyday items and structures to identify how shapes exist in the world.

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<p>2.GSR.7.1</p> <p>Describe, compare and sort 2-D shapes including polygons, triangles, quadrilaterals, pentagons, hexagons, and 3-D shapes including rectangular prisms and cones, given a set of attributes.</p>	<p>2 M3 Topic A: Attributes of Geometric Shapes</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>2.GSR.8.2</p> <p>Identify at least one line of symmetry in everyday objects to describe each object as a whole.</p>	<p>2 M6 Topic C: Rectangular Arrays as a Foundation for Multiplication and Division</p> <p>2 M6 Lesson 15: Pair objects and skip-count to determine whether a number is even or odd.</p>
<p>2.GSR.8.3</p> <p>Partition circles and rectangles into two, three, or four equal shares. Identify and describe equal-sized parts of the whole using fractional names (“halves,” “thirds,” “fourths,” “half of,” “third of,” “quarter of,” etc.).</p>	<p>2 M3 Topic B: Composite Shapes and Fraction Concepts</p> <p>2 M3 Topic C: Halves, Thirds, and Fourths of Circles and Rectangles</p> <p>2 M3 Lesson 16: Use a clock to tell time to the half hour or quarter hour.</p>
<p>2.GSR.8.4</p> <p>Recognize that equal shares of identical wholes may be different shapes within the same whole.</p>	<p>2 M3 Topic B: Composite Shapes and Fraction Concepts</p> <p>2 M3 Topic C: Halves, Thirds, and Fourths of Circles and Rectangles</p>