Grade 2 | South Carolina College and Career Ready Standards for Mathematics Correlation to *Eureka Math²*™

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 Math²*™, 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 Math²* 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 Math² 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 Math² 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 Math²* 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 Math²* 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 *Eureka Math²*
MP.1 Make sense of problems and persevere in solving them.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.2 Reason abstractly and quantitatively.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.3 Construct viable arguments and critique the reasoning of others.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.4 Model with mathematics.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.5 Use appropriate tools strategically.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.6 Attend to precision.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.7 Look for and make use of structure.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.8 Look for and express regularity in repeated reasoning.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.

Number Sense and Base Ten
2.NSBT Number Sense and Base Ten

South Carolina College and Career Ready Standards for Mathematics	Aligned Components of *Eureka Math²*
2.NSBT.1 Understand place value through 999 by demonstrating that:	*This standard is fully addressed by the lessons aligned to its subsections.*
2.NSBT.1.a 100 can be thought of as a bundle (group) of 10 tens called a "hundred";	2 M1 Lesson 20: Count and bundle ones, tens, and hundreds to 1,000. 2 M1 Lesson 23: Organize, count, and represent a collection of objects. 2 M1 Lesson 28: Use place value understanding to count and exchange $1, $10, and $100 bills. 2 M1 Lesson 30: Determine how many $10 bills are equal to $1,000. 2 M1 Lesson 32: Exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand. 2 M1 Lesson 34: Problem solve in situations with more than 9 ones or 9 tens.
2.NSBT.1.b the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;	2 M1 Lesson 24: Count up to 1,000 by using place value units. 2 M1 Lesson 25: Write three-digit numbers in unit form and show the value that each digit represents. 2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms. 2 M1 Lesson 28: Use place value understanding to count and exchange $1, $10, and $100 bills. 2 M1 Lesson 30: Determine how many $10 bills are equal to $1,000. 2 M1 Topic H: Compose and Decompose with Place Value Disks
2.NSBT.1.c three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).	2 M1 Lesson 33: Model numbers with more than 9 ones or 9 tens. 2 M1 Lesson 34: Problem solve in situations with more than 9 ones or 9 tens.

South Carolina College and Career Ready Standards for Mathematics	Aligned Components of *Eureka Math²*
2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.	2 M1 Lesson 21: Count efficiently within 1,000 by using ones, tens, and hundreds. 2 M1 Lesson 22: Use counting strategies to solve *add to with change unknown* word problems. 2 M1 Lesson 23: Organize, count, and represent a collection of objects. 2 M1 Lesson 24: Count up to 1,000 by using place value units. 2 M1 Lesson 29: Count by $1, $10, and $100. 2 M1 Lesson 30: Determine how many $10 bills are equal to $1,000. 2 M1 Lesson 37: Organize, count, represent, and compare a collection of objects. 2 M3 Lesson 17: Relate the clock to a number line to count by fives. 2 M3 Lesson 18: Tell time to the nearest 5 minutes.
2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.	2 M1 Lesson 23: Organize, count, and represent a collection of objects. 2 M1 Lesson 26: Write base-ten numbers in expanded form. 2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms. 2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks. 2 M1 Lesson 38 (optional): Compare numbers in different forms.
2.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).	2 M1 Topic I: Compare Two Three-Digit Numbers in Different Forms

South Carolina College and Career Ready Standards for Mathematics	Aligned Components of *Eureka Math²*
2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.	2 M4 Lesson 4: Represent and solve *compare with bigger unknown* word problems. 2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000. 2 M4 Lesson 6: Use compensation to add within 1,000. 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 Lesson 12: Take from a ten or a hundred to subtract. 2 M4 Lesson 13: Use compensation to subtract within 1,000. 2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy. 2 M4 Lesson 22: Solve *compare with smaller unknown* word problems. 2 M4 Lesson 23: Solve two-step addition and subtraction word problems. 2 M6 Lesson 18: Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory.
2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.	2 M2 Lesson 1: Reason about addition with four addends. 2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.
2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	2 M2 Lesson 2: Break apart and add like units. 2 M2 Lesson 3: Use compensation to add within 100. 2 M2 Lesson 4: Use compensation to add within 200. 2 M2 Lesson 5: Make a ten to add within 100. 2 M2 Lesson 6: Make a ten to add within 200. 2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition. 2 M2 Topic B: Strategies for Composing a Ten and a Hundred to Add 2 M2 Lesson 14: Use addition and subtraction strategies to find an unknown part.

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2.NSBT.7 *continued*	2 M2 Lesson 15: Use compensation to subtract within 100.
	2 M2 Lesson 16: Use compensation to subtract within 200.
	2 M2 Lesson 17: Take from a ten to subtract within 200.
	2 M2 Lesson 18: Take from a hundred to subtract within 200.
	2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.
	2 M2 Lesson 20: Reason about when to unbundle a ten to subtract.
	2 M2 Lesson 21: Use concrete models to decompose a ten with two-digit totals.
	2 M2 Lesson 22: Use place value drawings to decompose a ten and relate them to written recordings.
	2 M2 Lesson 23: Use concrete models and drawings to decompose a hundred.
	2 M2 Lesson 24: Use place value drawings to decompose a hundred and relate them to written recordings.
	2 M2 Lesson 25: Use place value drawings to subtract with two decompositions.
	2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.
	2 M4 Lesson 6: Use compensation to add within 1,000.
	2 M4 Lesson 7: Use concrete models to add and relate them to written recordings.
	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 Topic C: Simplifying Strategies for Subtracting Within 1,000
	2 M4 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000
	2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction.
	2 M4 Lesson 24: Organize, count, and represent a collection of objects.

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2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.	2 M4 Lesson 1: Organize, count, and represent a collection of objects. 2 M4 Lesson 2: Mentally add and subtract multiples of 10 and 100 with unknowns in various positions. 2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions.

Algebraic Thinking and Operations
2.ATO Algebraic Thinking and Operations

South Carolina College and Career Ready Standards for Mathematics	Aligned Components of *Eureka Math²*
2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	2 M1 Lesson 22: Use counting strategies to solve *add to with change unknown* word problems. 2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition. 2 M2 Lesson 13: Represent and solve *take from* word problems. 2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction. 2 M2 Lesson 26: Solve *add to* and *take from with start unknown* word problems. 2 M2 Lesson 27: Solve two-step word problems within 100. 2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions. 2 M4 Lesson 4: Represent and solve *compare with bigger unknown* word problems. 2 M4 Lesson 22: Solve *compare with smaller unknown* word problems. 2 M4 Lesson 23: Solve two-step addition and subtraction word problems. 2 M6 Lesson 1: Compose equal groups and write repeated addition equations. 2 M6 Lesson 4: Represent equal groups with a tape diagram. 2 M6 Lesson 17: Solve word problems that involve equal groups and arrays.

South Carolina College and Career Ready Standards for Mathematics	Aligned Components of *Eureka Math²*
2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.	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 Lesson 7: Use concrete models to add and relate them to written recordings. 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 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000 2 M6 Lesson 18: Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory.
2.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., $3 + 3 = 6$).	2 M6 Topic B: Arrays and Equal Groups 2 M6 Topic C: Rectangular Arrays as a Foundation for Multiplication and Division 2 M6 Lesson 14: Relate doubles to even numbers and write equations to express the sums. 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. 2 M6 Lesson 17: Solve word problems that involve equal groups and arrays.
2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	2 M6 Topic A: Count and Problem Solve with Equal Groups 2 M6 Topic B: Arrays and Equal Groups 2 M6 Topic C: Rectangular Arrays as a Foundation for Multiplication and Division 2 M6 Lesson 17: Solve word problems that involve equal groups and arrays.

Geometry
2.G Geometry

South Carolina College and Career Ready Standards for Mathematics	Aligned Components of *Eureka Math²*
2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	2 M3 Topic A: Attributes of Geometric Shapes 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. 2 M3 Lesson 7: Combine shapes to create a composite shape and create a new shape from composite shapes.
2.G.2 Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	2 M6 Lesson 11: Decompose an array to find the total efficiently. 2 M6 Lesson 12: Reason about how equal arrays can be composed differently. 2 M6 Lesson 13: Decompose an array and relate it to a number bond.
2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words *halves, fourths, a half of*, and *a fourth of*. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	2 M3 Lesson 8: Create composite shapes by using equal parts and name them as halves, thirds, and fourths. 2 M3 Lesson 9: Interpret equal shares in composite shapes as halves, thirds, and fourths. 2 M3 Topic C: Halves, Thirds, and Fourths of Circles and Rectangles

Measurement and Data Analysis
2.MDA Measurement and Data Analysis

South Carolina College and Career Ready Standards for Mathematics	Aligned Components of *Eureka Math²*
2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	2 M1 Lesson 5: Connect measurement to physical units by iterating a centimeter cube. 2 M1 Lesson 6: Make a 10 cm ruler and measure objects. 2 M1 Lesson 7: Measure lengths and relate 10 cm and 1 cm. 2 M1 Lesson 8: Make a meter stick and measure with various tools. 2 M1 Lesson 13: Estimate and measure height to model metric relationships. 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.
2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.	2 M5 Lesson 10: Measure an object twice by using different length units and compare and relate measurement to unit size.
2.MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	2 M1 Lesson 11: Estimate and compare lengths. 2 M1 Lesson 13: Estimate and measure height to model metric relationships. 2 M5 Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects.
2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.	2 M1 Lesson 11: Estimate and compare lengths. 2 M1 Lesson 12: Model and reason about the difference in length. 2 M1 Lesson 14: Represent and compare students' heights. 2 M5 Lesson 11: Measure to compare differences in lengths.

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2.MDA.5 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram.	2 M1 Topic D: Solve *Compare* Problems by Using the Ruler as a Number Line 2 M5 Lesson 12: Identify unknown numbers on a number line by using the interval as a reference point.
2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using *a.m.* and *p.m.*	2 M3 Lesson 14: Distinguish between a.m. and p.m. 2 M3 Lesson 16: Use a clock to tell time to the half hour or quarter hour. 2 M3 Lesson 17: Relate the clock to a number line to count by fives. 2 M3 Lesson 18: Tell time to the nearest 5 minutes.
2.MDA.7 Solve real-world/story problems involving dollar bills using the $ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	2 M5 Topic A: Problem Solving with Coins and Bills
2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.	2 M5 Lesson 15: Use measurement data to create a line plot. 2 M5 Lesson 16: Create a line plot to represent data and ask and answer questions.

South Carolina College and Career Ready Standards for Mathematics	Aligned Components of *Eureka Math²*
2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	2 M1 Topic A: Represent Data to Solve Problems
2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	2 M1 Topic A: Represent Data to Solve Problems