Eureka Math® TEKS Edition:
Guide to Content for Grade 2

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Introduction

This document provides an overview of the content contained in *Eureka Math TEKS Edition* and how that content aligns with the Texas Essential Knowledge and Skills (TEKS) for Mathematics.

Year at a Glance

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8
Sums and Differences to 100	Addition and Subtraction of Length Units	Place Value, Counting, and Comparison of Numbers to 1,200	Addition and Subtraction Within 200 with Word Problems to 100	Addition and Subtraction Within 1,000 with Word Problems Within 1,000	Foundations of Multiplication, Division, and Area	Problem Solving with Length, Money, and Data	Time, Shapes, and Fractions as Equal Parts of Shapes
10 days	12 days	24 days	35 days	24 days	24 days	31 days	20 days
2.4A	**2.2E**	**2.2A**	2.2A	2.2A	2.4B	2.2C	2.2C
2.4B	**2.2F**	**2.2B**	2.2C	2.2C	2.4C	2.2D	**2.3A**
2.4C	**2.9A**	**2.2C**	2.4A	**2.4B**	2.4D	**2.2E**	**2.3B**
2.7C	**2.9B**	**2.2D**	**2.4B**	**2.4C**	**2.6A**	**2.2F**	**2.3C**
	2.9C	**2.2E**	**2.4C**	**2.4D**	**2.6B**	**2.4A**	**2.3D**
	2.9D	2.4C	**2.4D**	**2.7B**	**2.7A**	**2.4B**	2.4A
	2.9E	**2.7B**	**2.7B**		2.8E	**2.4C**	2.4B
		2.7C	**2.7C**		**2.9F**	**2.5A**	**2.8A**
						2.5B	**2.8B**
						2.9A	**2.8C**
						2.9B	**2.8D**
						2.9C	**2.8E**
						2.9D	2.9A
						2.9E	2.9B
						2.10A	**2.9G**
						2.10B	
						2.10C	
						2.10D	
						2.11A	
						2.11B	
						2.11C	
						2.11D	
						2.11E	
						2.11F	

Mathematical Process Standard
Readiness Standard
Supporting Standard

Boldface indicates a Focus Standard for the topic.

Scope and Sequence

Module 1	Lessons	TEKS Standards											
Topic A	1–2	**2.4A**	**2.4B**	K.2E	K.2F	K.2I	1.2A	1.2B	1.3D	1.3E	1.3F	1.3G	1.5G
Topic B	3–8	**2.4A**	**2.4B**	**2.4C**	**2.7C**	1.3A	1.3D	1.5C					
End-of-Module Assessment													
Total number of days: 10													

Module 2	Lessons	TEKS Standards											
Topic A	1–3	**2.9A**	**2.9D**	2.9B									
Topic B	4–5	**2.9A**	**2.9D**	**2.9E**	2.2E	2.2F							
Topic C	6–7	**2.9A**	**2.9B**	**2.9D**	2.2E	2.2F							
Topic D	8–10	**2.2E**	**2.2F**	**2.9C**	**2.9D**	**2.9E**							
End-of-Module Assessment													
Total number of days: 12													

Module 3	Lessons	TEKS Standards											
Topic A	1	**2.2A**											
Topic B	2–3	**2.2C**	**2.7C**	2.2A	2.4C								
Topic C	4–6	**2.2B**	2.2A	2.2C									
Topic D	7–9	**2.2A**	**2.2B**	**2.2C**	2.7B								
Mid-Module Assessment													
Topic E	10–14	**2.2A**	**2.2B**	**2.2C**	**2.2D**	**2.2E**							
Topic F	15–17	**2.2C**	**2.2D**	**2.2E**									
Topic G	18–20	**2.2A**	**2.2B**	**2.2C**	**2.7B**	2.7C							
End-of-Module Assessment													
Total number of days: 24													

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Module 4	Lessons	TEKS Standards											
Topic A	1–5	**2.4B**	**2.4C**	**2.7B**	**2.7C**	2.2A	2.2C	2.4A					
Topic B	6–10	**2.BB**	**2.4C**	2.4A	2.7C								
Topic C	11–16	**2.4B**	**2.4C**	**2.4D**	**2.7C**	2.4A							
Mid-Module Assessment													
Topic D	17–22	**2.4B**	**2.7B**	2.2A	2.4A	2.4C	2.4D						
Topic E	23–28	**2.4B**	2.4A										
Topic F	29–31	**2.4B**	**2.4C**	**2.4D**	**2.7C**								
End-of-Module Assessment													
Total number of days: 35													

Module 5	Lessons	TEKS Standards											
Topic A	1–7	**2.4B**	**2.7B**	2.2A	2.2C	2.4C							
Topic B	8–12	**2.4B**											
Mid-Module Assessment													
Topic C	13–18	**2.4B**	2.4C										
Topic D	19–20	**2.4B**	**2.4C**	**2.4D**	2.7B								
End-of-Module Assessment													
Total number of days: 24													

Module 6	Lessons	TEKS Standards											
Topic A	1–4	**2.6A**	2.4B										
Topic B	5–9	**2.6A**	2.4C	2.4D									
Mid-Module Assessment													
Topic C	10–16	**2.6A**	**2.6B**	**2.9F**	2.8E								
Topic D	17–20	**2.7A**											
End-of-Module Assessment													
Total number of days: 24													

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Module 7	Lessons	TEKS Standards											
Topic A	1–5	**2.10A**	**2.10B**	**2.10C**	**2.10D**	2.2E	2.2F	2.9C					
Topic B	6–13	**2.4A**	**2.4B**	**2.4C**	**2.5A**	**2.5B**	2.2C						
Topic C	14–16	**2.11A**	**2.11B**	**2.11C**	**2.11D**	**2.11E**	**2.11F**	2.4C					
Mid-Module Assessment													
Topic D	17–18	**2.9A**	**2.9D**										
Topic E	19–22	**2.9A**	**2.9B**	**2.9D**	**2.9E**								
Topic F	23–25	**2.2E**	**2.2F**	**2.9C**	**2.9E**	2.2C	2.2D	2.4A	2.4B				
End-of-Module Assessment													
Total number of days: 31													

Module 8	Lessons	TEKS Standards											
Topic A	1–5	**2.8A**	**2.8B**	**2.8C**	2.9A	2.9B							
Topic B	6–8	**2.3A**	**2.8D**	**2.8E**	2.3C	2.3D	2.8A	2.8C					
Mid-Module Assessment													
Topic C	9–11	**2.3A**	**2.3B**	**2.3C**	**2.3D**	**2.8E**	2.8A	2.8C					
Topic D	12–16	**2.3A**	**2.8E**	**2.9G**	2.2C	2.4A	2.4B						
End-of-Module Assessment													
Total number of days: 20													

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Standards Alignment Guide

Mathematical Process Standards		
The student uses mathematical processes to acquire and demonstrate mathematical understanding.		
Standard	**The student is expected to:**	***Eureka Math* Topic**
2.1A	apply mathematics to problems arising in everyday life, society, and the workplace	All modules and topics
2.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	All modules and topics
2.1C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	All modules and topics
2.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	All modules and topics
2.1E	create and use representations to organize, record, and communicate mathematical ideas	All modules and topics
2.1F	analyze mathematical relationships to connect and communicate mathematical ideas	All modules and topics
2.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	All modules and topics

Mathematical Process Standard
Readiness Standard
Supporting Standard

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Number and Operations

The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.

Standard	The student is expected to:	*Eureka Math* Topic
2.2A	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones	Module 3 Topics A–E and G Module 4 Topics A and D Module 5 Topic A
2.2B	use standard, word, and expanded forms to represent numbers up to 1,200	Module 3 Topics C–E and G
2.2C	generate a number that is greater than or less than a given whole number up to 1,200	Module 3 Topics C–G Module 4 Topic A Module 5 Topic A Module 7 Topic B Module 8 Topic B
2.2D	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)	Module 3 Topics E and F Module 6 Topic F
2.2E	locate the position of a given whole number on an open number line	Module 2 Topics B–D Module 3 Topics E and F Module 7 Topics A and F
2.2F	name the whole number that corresponds to a specific point on a number line	Module 2 Topic B–D Module 7 Topics A and F

The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole.

Standard	The student is expected to:	*Eureka Math* Topic
2.3A	partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words	Module 8 Topics B–D
2.3B	explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part	Module 8 Topic C

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2.3C	use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole	Module 8 Topics B and C
2.3D	identify examples and non-examples of halves, fourths, and eighths	Module 8 Topics B and C
The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.		
Standard	**The student is expected to:**	***Eureka Math* Topic**
2.4A	recall basic facts to add and subtract within 20 with automaticity	Module 1 Topics A and B Module 4 Topics A–E Module 7 Topics B and F Module 8 Topic D
2.4B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations	Module 1 Topics A and B Module 4 Topics A–F Module 5 Topics A–D Module 6 Topic A Module 7 Topics B and F Module 8 Topic D
2.4C	solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms	Module 1 Topic B Module 3 Topic B Module 4 Topics A–D and F Module 5 Topic D Module 6 Topic B Module 7 Topics B and C
2.4D	generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000	Module 4 Topics C–D and F Module 5 Topics A–D Module 6 Topic B
The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions.		
Standard	**The student is expected to:**	***Eureka Math* Topic**
2.5A	determine the value of a collection of coins up to one dollar	Module 7 Topic B
2.5B	use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coin	Module 7 Topic B

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The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares.		
Standard	**The student is expected to:**	***Eureka Math* Topic**
2.6A	model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined	Module 6 Topics A–C
2.6B	model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets	Module 6 Topic C

Algebraic Reasoning

The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.		
Standard	**The student is expected to:**	***Eureka Math* Topic**
2.7A	determine whether a number up to 40 is even or odd using pairings of objects to represent the number	Module 6 Topic D
2.7B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200	Module 3 Topics D and G Module 4 Topics A and D Module 5 Topic A
2.7C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem	Module 1 Topic B Module 3 Topics B and G Module 4 Topics A–C and F

Geometry and Measurement

The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.		
Standard	**The student is expected to:**	***Eureka Math* Topic**
2.8A	create two-dimensional shapes based on given attributes, including number of sides and vertices	Module 8 Topics A–C

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2.8B	classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language	Module 8 Topic B
2.8C	classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices	Module 8 Topics A–C
2.8D	compose two-dimensional shapes and three-dimensional solids with given properties or attributes	Module 8 Topic B
2.8E	decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts	Module 6 Topic C Module 8 Topics B–D
The student applies mathematical process standards to select and use units to describe length, area, and time.		
2.9A	find the length of objects using concrete models for standard units of length	Module 2 Topics A–C Module 7 Topics D and E Module 8 Topic A
2.9B	describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object	Module 2 Topics A and C Module 7 Topic E Module 8 Topic A
2.9C	represent whole numbers as distances from any given location on a number line	Module 2 Topic D Module 7 Topics A and F
2.9D	determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes	Module 2 Topics A–D Module 7 Topics D and E
2.9E	determine a solution to a problem involving length, including estimating lengths	Module 2 Topics B and D Module 7 Topics E and F
2.9F	use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit	Module 6 Topic C
2.9G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	Module 8 Topic D

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Data Analysis

The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.

Standard	The student is expected to:	*Eureka Math* Topic
2.10A	explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category	Module 7 Topic A
2.10B	organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more	Module 7 Topic A
2.10C	write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one	Module 7 Topic A
2.10D	draw conclusions and make predictions from information in a graph	Module 7 Topic A

Personal Financial Literacy

The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.

Standard	The student is expected to:	*Eureka Math* Topic
2.11A	calculate how money saved can accumulate into a larger amount over time	Module 7 Topic C
2.11B	explain that saving is an alternative to spending	Module 7 Topic C
2.11C	distinguish between a deposit and a withdrawal	Module 7 Topic C
2.11D	identify examples of borrowing and distinguish between responsible and irresponsible borrowing	Module 7 Topic C
2.11E	identify examples of lending and use concepts of benefits and costs to evaluate lending decisions	Module 7 Topic C
2.11F	differentiate between producers and consumers and calculate the cost to produce a simple item	Module 7 Topic C

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