
Grade 2 | Indiana Academic Standards for Mathematics (2023) Correlation to *Eureka Math*²® (2027)

*Eureka Math*² is a research-proven math curriculum that empowers teachers to center instructional techniques on student success. Teachers can foster more “aha!” learning moments by providing the support needed for all learners to build a more confident math mindset.

This *Eureka Math*² edition builds on a strong foundation of effective instruction. It provides teachers with guidance on delivering rigorous instruction that honors student choice and encourages confident problem-solving.

*Eureka Math*² carefully sequences mathematical content to maximize vertical alignment from kindergarten through high school. This kind of sequencing has proven to be essential in students’ mastery of math.

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 into the teacher materials.

Accessibility

*Eureka Math*² incorporates Universal Design for Learning (UDL) principles so all learners can access the mathematics and take on challenging math concepts. UDL, Differentiation, and Multilingual Learner supports are built into the instructional design and are clearly identified in the *Teach* book.

The curriculum also carries a focus on readability. By eliminating unnecessary words and using 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.

Math Confidence

*Eureka Math*² fosters a classroom culture of learning by encouraging student-led discourse and cognitive engagement that results in confident learners. By leveraging consistent models, routines, and progressions, teachers can remove barriers and allow all students an avenue to success. Within the digital platform, each grade includes wordless videos and digital interactives that spark students’ curiosity and help them make conceptual connections. Using the *Learn* books, students wonder, explore, and make sense of mathematics, which helps them develop a strong, positive mathematical identity.

Mathematical Process Standards

Aligned Components of *Eureka Math*²

<p>PS.1</p> <p>Make sense of problems and persevere in solving them.</p>	<p>2 M1 Lesson 22: Use counting strategies to solve <i>add to with change unknown</i> word problems.</p> <p>2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000.</p> <p>2 M1 Lesson 37: Organize, count, represent, and compare a collection of objects.</p> <p>2 M2 Lesson 25: Use place value drawings to subtract with two decompositions.</p> <p>2 M4 Lesson 6: Use compensation to add within 1,000.</p> <p>2 M4 Lesson 22: Solve <i>compare with smaller unknown</i> word problems.</p>
<p>PS.2</p> <p>Reason abstractly and quantitatively.</p>	<p>2 M1 Lesson 3: Use information presented in a bar graph to solve <i>put together and take apart</i> problems.</p> <p>2 M1 Lesson 6: Make a 10 cm ruler and measure objects.</p> <p>2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000.</p> <p>2 M2 Lesson 3: Use compensation to add within 100.</p> <p>2 M2 Lesson 15: Use compensation to subtract within 100.</p> <p>2 M2 Lesson 23: Use concrete models and drawings to decompose a hundred.</p> <p>2 M3 Lesson 17: Relate the clock to a number line to count by fives.</p> <p>2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions.</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 4: Solve one- and two-step word problems to find the total value of a group of bills.</p> <p>2 M6 Lesson 1: Compose equal groups and write repeated addition equations.</p> <p>2 M6 Lesson 8: Use square tiles to create arrays with gaps.</p>

Mathematical Process Standards

Aligned Components of *Eureka Math*²

<p>PS.3</p> <p>Construct viable arguments and critique the reasoning of others.</p>	<p>2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms.</p> <p>2 M1 Lesson 34: Problem solve in situations with more than 9 ones or 9 tens.</p> <p>2 M2 Lesson 13: Estimate and represent to solve <i>take from</i> word problems.</p> <p>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.</p> <p>2 M3 Lesson 4: Use attributes to identify, classify, and compose different quadrilaterals.</p> <p>2 M3 Lesson 7: Combine shapes to create a composite shape and create a new shape from composite shapes.</p> <p>2 M3 Lesson 9: Interpret equal shares in composite shapes as halves, thirds, and fourths.</p> <p>2 M3 Lesson 12: Describe a whole by the number of equal parts in halves, thirds, and fourths.</p> <p>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.</p> <p>2 M4 Lesson 13: Use compensation to subtract within 1,000.</p> <p>2 M4 Lesson 19: Use place value drawings to represent subtraction from numbers with 0 in the tens and/or ones place and relate to a written recording.</p> <p>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.</p> <p>2 M5 Lesson 5: Use different strategies to make 1 dollar or to make change from 1 dollar.</p> <p>2 M5 Lesson 6: Solve word problems by using different ways to make change from 1 dollar.</p> <p>2 M6 Lesson 12: Reason about how equal arrays can be composed differently.</p> <p>2 M6 Lesson 16: Use rectangular arrays to investigate combinations of even and odd numbers.</p>
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Mathematical Process Standards

Aligned Components of *Eureka Math*²

<p>PS.4 Model with mathematics.</p>	<p>2 M1 Lesson 21: Count efficiently within 1,000 by using ones, tens, and hundreds.</p> <p>2 M2 Lesson 10: Use concrete models to compose a hundred.</p> <p>2 M2 Lesson 26: Solve <i>add to</i> and <i>take from with start unknown</i> word problems.</p> <p>2 M3 Lesson 13: Recognize that equal parts of an identical rectangle can be different shapes.</p> <p>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.</p> <p>2 M4 Lesson 18: Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.</p> <p>2 M5 Lesson 3: Solve one- and two-step word problems to find the total value of a group of coins.</p> <p>2 M6 Lesson 4: Represent equal groups with a tape diagram.</p> <p>2 M6 Lesson 13: Decompose an array and relate it to a number bond.</p> <p>2 M6 Lesson 17: Solve word problems that involve equal groups and arrays.</p>
<p>PS.5 Use appropriate tools strategically.</p>	<p>2 M1 Lesson 8: Make a meter stick and measure with various tools.</p> <p>2 M1 Lesson 13: Estimate and measure height to model metric relationships.</p> <p>2 M1 Lesson 33: Model numbers with more than 9 ones or 9 tens.</p> <p>2 M2 Lesson 4: Use compensation to add within 200.</p> <p>2 M2 Lesson 7: Solve word problems by using estimation and simplifying strategies for addition.</p> <p>2 M3 Lesson 8: Create composite shapes by using equal parts and name them as halves, thirds, and fourths.</p> <p>2 M4 Lesson 4: Represent and solve <i>compare with bigger unknown</i> word problems.</p> <p>2 M4 Lesson 17: Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.</p> <p>2 M4 Lesson 23: Solve two-step addition and subtraction word problems.</p> <p>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>PS.6 Attend to precision.</p>	<p>2 M1 Lesson 1: Draw and label a picture graph to represent data.</p> <p>2 M1 Lesson 5: Connect measurement to physical units by iterating a centimeter cube.</p> <p>2 M1 Lesson 28: Use place value understanding to count and exchange \$1, \$10, and \$100 bills.</p> <p>2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks.</p> <p>2 M1 Lesson 35: Compare three-digit numbers by using $>$, $=$, and $<$.</p> <p>2 M2 Lesson 9: Use place value drawings to compose a ten and relate to written recordings.</p> <p>2 M2 Lesson 11: Use math drawings to compose a hundred and relate to written recordings.</p> <p>2 M3 Lesson 1: Determine the defining attributes of a polygon.</p> <p>2 M3 Lesson 3: Identify, build, and describe right angles and parallel lines.</p> <p>2 M3 Lesson 18: Tell time to the nearest 5 minutes.</p> <p>2 M4 Lesson 7: Use concrete models to add and relate them to written recordings.</p> <p>2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2.</p> <p>2 M4 Lesson 16: Use concrete models to subtract and relate them to written recordings.</p> <p>2 M4 Lesson 24: Organize, count, and represent a collection of objects.</p> <p>2 M5 Lesson 2: Use the fewest number of coins to make a given value.</p> <p>2 M5 Lesson 8: Iterate an inch tile to create a unit ruler and measure to the nearest inch.</p>
<p>PS.7 Look for and make use of structure.</p>	<p>2 M1 Lesson 4: Use information presented in a bar graph to solve <i>compare</i> problems.</p> <p>2 M1 Lesson 7: Measure lengths and relate 10 cm and 1 cm.</p> <p>2 M1 Lesson 24: Count up to 1,000 by using place value units.</p> <p>2 M1 Lesson 25: Write three-digit numbers in unit form and show the value that each digit represents.</p> <p>2 M1 Lesson 26: Write base-ten numbers in expanded form.</p> <p>2 M1 Lesson 32: Exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.</p>

Mathematical Process Standards

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PS.7 <i>continued</i>	
	2 M2 Lesson 2: Break apart and add like units.
	2 M2 Lesson 6: Make a ten to add within 200.
	2 M2 Lesson 14: Use addition and subtraction strategies to find an unknown part.
	2 M2 Lesson 18: Take from a hundred to subtract within 200.
	2 M2 Lesson 20: Reason about when to unbundle a ten to subtract.
	2 M2 Lesson 22: Use place value drawings to decompose a ten and relate them to written recordings.
	2 M3 Lesson 2: Use attributes to identify, build, and describe two-dimensional shapes.
	2 M3 Lesson 5: Relate the square to the cube and use attributes to describe a cube.
	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 10: Partition circles and rectangles into equal parts and describe those parts as halves.
	2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1.
	2 M4 Lesson 12: Take from a ten or a hundred to subtract.
	2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction.
	2 M5 Lesson 1: Organize, count, and represent a collection of coins.
	2 M6 Lesson 6: Decompose arrays into rows and columns and relate them to repeated addition.
	2 M6 Lesson 7: Distinguish between rows and columns and use math drawings to represent arrays.
	2 M6 Lesson 10: Use math drawings to compose a rectangle.
	2 M6 Lesson 11: Decompose an array to find the total efficiently.
	2 M6 Lesson 15: Pair objects and skip-count to determine whether a number is even or odd.

Mathematical Process Standards

Aligned Components of *Eureka Math*²

<p>PS.8</p> <p>Look for and express regularity in repeated reasoning.</p>	<p>2 M1 Lesson 2: Draw and label a bar graph to represent data.</p> <p>2 M1 Lesson 20: Count and bundle ones, tens, and hundreds to 1,000.</p> <p>2 M1 Lesson 29: Count by \$1, \$10, and \$100.</p> <p>2 M1 Lesson 36: Apply place value understanding to compare by using $>$, $=$, and $<$.</p> <p>2 M2 Lesson 5: Make a ten to add within 100.</p> <p>2 M2 Lesson 8: Use concrete models to compose a ten.</p> <p>2 M2 Lesson 16: Use compensation to subtract within 200.</p> <p>2 M2 Lesson 21: Use concrete models to decompose a ten with two-digit totals.</p> <p>2 M2 Lesson 24: Use place value drawings to decompose a hundred and relate them to written recordings.</p> <p>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.</p> <p>2 M6 Lesson 5: Compose arrays with rows and columns and use a repeated count to find the total.</p> <p>2 M6 Lesson 9: Determine the attributes of a square array.</p> <p>2 M6 Lesson 14: Relate doubles to even numbers and write equations to express the sums.</p>
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Number Sense

Students fluently count, read, and represent numbers up to 1,000 using place value concepts.

Indiana Academic Standards for Mathematics	Aligned Components of <i>Eureka Math</i> ²
<p>2.NS.1</p> <p>Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number. (E)</p>	<p>2 M1 Lesson 21: Count efficiently within 1,000 by using ones, tens, and hundreds.</p> <p>2 M1 Lesson 22: Use counting strategies to solve <i>add to with change unknown</i> word problems.</p> <p>2 M1 Lesson 23: Organize, count, and record a collection of objects.</p> <p>2 M1 Lesson 24: Count up to 1,000 by using place value units.</p> <p>2 M1 Lesson 29: Count by \$1, \$10, and \$100.</p> <p>2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000.</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> <p>2 M6 Lesson 14: Relate doubles to even numbers and write equations to express the sums.</p>
<p>2.NS.2</p> <p>Read and write whole numbers up to 1,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 1,000. (E)</p>	<p>2 M1 Lesson 23: Organize, count, and record a collection of objects.</p> <p>2 M1 Lesson 26: Write base-ten numbers in expanded form.</p> <p>2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms.</p> <p>2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks.</p> <p>2 M1 Lesson 38: Compare numbers in different forms.</p>

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<p>2.NS.3</p> <p>Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by twos).</p>	<p>2 M6 Lesson 5: Compose arrays with rows and columns and use a repeated count to find the total.</p> <p>2 M6 Lesson 6: Decompose arrays into rows and columns and relate them to repeated addition.</p> <p>2 M6 Lesson 7: Distinguish between rows and columns and use math drawings to represent arrays.</p> <p>2 M6 Lesson 8: Use square tiles to create arrays with gaps.</p> <p>2 M6 Lesson 9: Determine the attributes of a square array.</p> <p>2 M6 Lesson 10: Use math drawings to compose a rectangle.</p> <p>2 M6 Lesson 11: Decompose an array to find the total efficiently.</p> <p>2 M6 Lesson 12: Reason about how equal arrays can be composed differently.</p> <p>2 M6 Lesson 13: Decompose an array and relate it to a number bond.</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 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> <p>2 M6 Lesson 17: Solve word problems that involve equal groups and arrays.</p>
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<p>2.NS.4</p> <p>Define and model a “hundred” as a group of ten tens. Model place value concepts of three-digit numbers, multiples of 100, and equivalent forms of whole numbers using objects and drawings. (E)</p>	<p>2 M1 Lesson 20: Count and bundle ones, tens, and hundreds to 1,000.</p> <p>2 M1 Lesson 23: Organize, count, and record a collection of objects.</p> <p>2 M1 Lesson 24: Count up to 1,000 by using place value units.</p> <p>2 M1 Lesson 25: Write three-digit numbers in unit form and show the value that each digit represents.</p> <p>2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms.</p> <p>2 M1 Lesson 28: Use place value understanding to count and exchange \$1, \$10, and \$100 bills.</p> <p>2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000.</p> <p>2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks.</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 33: Model numbers with more than 9 ones or 9 tens.</p> <p>2 M1 Lesson 34: Problem solve in situations with more than 9 ones or 9 tens.</p>
<p>2.NS.5</p> <p>Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. (E)</p>	<p>2 M1 Lesson 35: Compare three-digit numbers by using $>$, $=$, and $<$.</p> <p>2 M1 Lesson 36: Apply place value understanding to compare by using $>$, $=$, and $<$.</p> <p>2 M1 Lesson 37: Organize, count, represent, and compare a collection of objects.</p> <p>2 M1 Lesson 38: Compare numbers in different forms.</p>

Computation and Algebraic Thinking

Within the numbers 1–100, students apply place value concepts and addition and subtraction concepts to solve real-world problems and reason about their strategies and solutions. Students explore effects of properties of addition on solutions and investigate number patterns, and apply concepts of addition and subtraction within 1,000.

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*²

<p>2.CA.1</p> <p>Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems. (E)</p>	<p>2 M1 Lesson 22: 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 estimation and simplifying strategies for addition.</p> <p>2 M2 Lesson 13: Estimate and represent to 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 26: 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 7: Use concrete models to add and relate them to written recordings.</p> <p>2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1.</p> <p>2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2.</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 16: Use concrete models to subtract and relate them to written recordings.</p> <p>2 M4 Lesson 17: Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.</p> <p>2 M4 Lesson 18: Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.</p> <p>2 M4 Lesson 19: Use place value drawings to represent subtraction from numbers with 0 in the tens and/or ones place and relate to a written recording.</p> <p>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.</p>
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**Indiana Academic Standards
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Aligned Components of *Eureka Math*²

<p>2.CA.1 <i>continued</i></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>
<p>2.CA.2</p> <p>Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.</p>	<p>2 M2 Lesson 2: Break apart and add like units.</p> <p>2 M2 Lesson 3: Use compensation to add within 100.</p> <p>2 M2 Lesson 4: Use compensation to add within 200.</p> <p>2 M2 Lesson 5: Make a ten to add within 100.</p> <p>2 M2 Lesson 6: Make a ten to add within 200.</p> <p>2 M2 Lesson 7: Solve word problems by using estimation and simplifying strategies for addition.</p> <p>2 M2 Lesson 8: Use concrete models to compose a ten.</p> <p>2 M2 Lesson 9: Use place value drawings to compose a ten and relate to written recordings.</p> <p>2 M2 Lesson 10: Use concrete models to compose a hundred.</p> <p>2 M2 Lesson 11: Use math drawings to compose a hundred and relate to written recordings.</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 Lesson 13: Estimate and represent to solve <i>take from</i> word problems.</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>

**Indiana Academic Standards
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Aligned Components of *Eureka Math*²

<p>2.CA.2 <i>continued</i></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 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> <p>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.</p> <p>2 M4 Lesson 6: Use compensation to add within 1,000.</p> <p>2 M4 Lesson 7: Use concrete models to add and relate them to written recordings.</p> <p>2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1.</p> <p>2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2.</p> <p>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.</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 14: Use compensation to keep a constant difference by adding the same amount to both numbers.</p> <p>2 M4 Lesson 15: Use compensation to keep a constant difference by subtracting the same amounts from both numbers.</p> <p>2 M4 Lesson 16: Use concrete models to subtract and relate them to written recordings.</p> <p>2 M4 Lesson 17: Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.</p>
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**Indiana Academic Standards
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<p>2.CA.2 <i>continued</i></p>	<p>2 M4 Lesson 18: Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.</p> <p>2 M4 Lesson 19: Use place value drawings to represent subtraction from numbers with 0 in the tens and/or ones place and relate to a written recording.</p> <p>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.</p> <p>2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction.</p> <p>2 M4 Lesson 22: Solve <i>compare with smaller unknown</i> word problems.</p> <p>2 M4 Lesson 24: Organize, count, and represent a collection of objects.</p>
<p>2.CA.3</p> <p>Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. (E)</p>	<p>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.</p> <p>2 M4 Lesson 6: Use compensation to add within 1,000.</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 14: Use compensation to keep a constant difference by adding the same amount to both numbers.</p> <p>2 M4 Lesson 15: Use compensation to keep a constant difference by subtracting the same amounts from both numbers.</p> <p>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.</p> <p>2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction.</p>
<p>2.CA.4</p> <p>Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>

Geometry

Students investigate and classify two- and three-dimensional shapes based on faces, sides, and vertices, and investigate the results of composing and decomposing each shape. Students continue to build foundational fraction knowledge through specific partitioning and naming of rectangles and circles.

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*²

<p>2.G.1</p> <p>Identify, describe, and classify two- and three-dimensional shapes (i.e., triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.</p>	<p>1 M6 Lesson 6: Create composite shapes and identify shapes within two- and three-dimensional composite shapes.</p> <p>1 M6 Lesson 7: Create new composite shapes by adding a shape.</p> <p>1 M6 Lesson 8: Combine identical composite shapes.</p> <p>1 M6 Lesson 9: Relate the size of a shape to how many are needed to compose a new shape.</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 3: Identify, build, and describe right angles and parallel lines.</p> <p>2 M3 Lesson 4: Use attributes to identify, classify, and compose different quadrilaterals.</p> <p>2 M3 Lesson 5: Relate the square to the cube and use attributes to describe a cube.</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.G.2</p> <p>Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.</p>	<p>1 M6 Lesson 6: Create composite shapes and identify shapes within two- and three-dimensional composite shapes.</p> <p>1 M6 Lesson 7: Create new composite shapes by adding a shape.</p> <p>1 M6 Lesson 8: Combine identical composite shapes.</p> <p>1 M6 Lesson 9: Relate the size of a shape to how many are needed to compose a new shape.</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>

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for Mathematics**

Aligned Components of *Eureka Math*²

<p>2.G.2 <i>continued</i></p>	<p>2 M3 Lesson 3: Identify, build, and describe right angles and parallel lines.</p> <p>2 M3 Lesson 4: Use attributes to identify, classify, and compose different quadrilaterals.</p> <p>2 M3 Lesson 5: Relate the square to the cube and use attributes to describe a cube.</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.G.3</p> <p>Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.</p>	<p>2 M6 Lesson 11: Decompose an array to find the total efficiently.</p> <p>2 M6 Lesson 12: Reason about how equal arrays can be composed differently.</p> <p>2 M6 Lesson 13: Decompose an array and relate it to a number bond.</p>
<p>2.G.4</p> <p>Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal parts of identical wholes need not have the same shape.</p>	<p>2 M3 Lesson 8: Create composite shapes by using equal parts and name them as halves, thirds, and fourths.</p> <p>2 M3 Lesson 9: Interpret equal shares in composite shapes as halves, thirds, and fourths.</p> <p>2 M3 Lesson 10: Partition circles and rectangles into equal parts and describe those parts as halves.</p> <p>2 M3 Lesson 11: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, and fourths.</p> <p>2 M3 Lesson 12: Describe a whole by the number of equal parts in halves, thirds, and fourths.</p> <p>2 M3 Lesson 13: Recognize that equal parts of an identical rectangle can be different shapes.</p>

Measurement

Students use appropriate tools, computation strategies, and relationships of measurement to solve real-world problems including measurements of length and capacity, telling time to the nearest five minutes, and collections of coins and dollars.

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*²

<p>2.M.1</p> <p>Describe the relationships among an inch, foot, and yard. Describe the relationship between a centimeter and meter.</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 13: 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.M.2</p> <p>Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter, and meter. (E)</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 13: 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>

**Indiana Academic Standards
for Mathematics**

Aligned Components of *Eureka Math*²

<p>2.M.3</p> <p>Estimate and measure volume (capacity) using cups and pints. Add and subtract to solve real-world problems involving capacities that are given in the same units or obtained through investigations. (E)</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
<p>2.M.4</p> <p>Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour. (E)</p>	<p>1 M5 Lesson 1: Tell time to the hour and half hour by using digital and analog clocks.</p> <p>1 M6 Lesson 14: Tell time to the half hour with the term <i>half past</i>.</p> <p>1 M6 Lesson 15: Reason about the location of the hour hand to tell time.</p> <p>2 M2 Lesson 13: Estimate and represent to solve <i>take from</i> word problems.</p> <p>2 M3 Lesson 14: Distinguish between a.m. and p.m..</p> <p>2 M3 Lesson 15: Recognize time as measurement units.”</p>
<p>2.M.5</p> <p>Describe relationships of time, including seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.</p>	<p>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.</p> <p>2 M3 Lesson 14: Distinguish between a.m. and p.m..</p> <p>2 M3 Lesson 15: Recognize time as measurement units.</p> <p><i>Supplemental material is necessary to fully address this standard.</i></p>

**Indiana Academic Standards
for Mathematics**

Aligned Components of *Eureka Math*²

<p>2.M.6</p> <p>Find the value of a collection of pennies, nickels, dimes, quarters, and dollars. (E)</p>	<p>2 M5 Lesson 1: Organize, count, and represent a collection of coins.</p> <p>2 M5 Lesson 2: Use the fewest number of coins to make a given value.</p> <p>2 M5 Lesson 3: Solve one- and two-step word problems to find the total value of a group of coins.</p> <p>2 M5 Lesson 4: Solve one- and two-step word problems to find the total value of a group of bills.</p> <p>2 M5 Lesson 5: Use different strategies to make 1 dollar or to make change from 1 dollar.</p> <p>2 M5 Lesson 6: Solve word problems by using different ways to make change from 1 dollar.</p> <p>2 M5 Lesson 7: Solve word problems by using bills and coins.</p>
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Data Analysis

Students interact with a variety of data collection models and evaluate mathematical relationships within the data using grade-level appropriate strategies.

**Indiana Academic Standards
for Mathematics**

Aligned Components of *Eureka Math*²

<p>2.DA.1</p> <p>Collect, organize, and graph data from observations, surveys, and investigations using scaled bar graphs and pictographs (limit scale to 2s, 5s, 10s, and 100s); interpret mathematical relationships within the data using grade-level addition, subtraction, and comparison strategies. (E)</p>	<p>2 M1 Lesson 1: Draw and label a picture graph to represent data.</p> <p>2 M1 Lesson 2: Draw and label a bar graph to represent data.</p> <p>2 M1 Lesson 3: Use information presented in a bar graph to solve <i>put together</i> and <i>take apart</i> problems.</p> <p>2 M1 Lesson 4: Use information presented in a bar graph to solve <i>compare</i> problems.</p> <p>2 M5 Lesson 15: Use measurement data to create a line plot.</p> <p>2 M5 Lesson 16: Create a line plot to represent data and ask and answer questions.</p> <p>3 M2 Lesson 13: Collect and represent data in a scaled bar graph and solve related problems.</p> <p>3 M6 Lesson 22: Generate categorical data and represent it by using a scaled picture graph.</p> <p>3 M6 Lesson 23: Solve word problems by creating scaled picture graphs and scaled bar graphs.</p>
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Integrated STEM

Communication and Collaboration

Indiana Academic Standards: Integrated STEM

Aligned Components of *Eureka Math*²

<p>2.CC.1</p> <p>Collect and document evidence to share information with others in pictures, diagrams, or text.</p>	<p>2 M1 Lesson 2: Draw and label a bar graph to represent data.</p> <p>2 M1 Lesson 3: Use information presented in a bar graph to solve <i>put together</i> and <i>take apart</i> problems.</p> <p>2 M1 Lesson 4: Use information presented in a bar graph to solve <i>compare</i> problems.</p> <p>2 M5 Lesson 15: Use measurement data to create a line plot.</p> <p>2 M5 Lesson 16: Create a line plot to represent data and ask and answer questions.</p>
<p>2.CC.2</p> <p>Communicate the solution(s) of a problem/analysis either orally, visually, or in writing, which may include process steps, findings, or conclusions.</p>	<p>2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000.</p> <p>2 M2 Lesson 1: Reason about addition with four addends.</p> <p>2 M2 Lesson 13: Estimate and represent to solve <i>take from</i> word problems.</p> <p>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.</p> <p>2 M5 Lesson 5: Use different strategies to make 1 dollar or to make change from 1 dollar.</p>
<p>2.CC.3</p> <p>Identify roles and responsibilities to collaborate in various group settings (i.e., online, onsite and/or hybrid) and situations.</p>	<p>2 M1 Lesson 4: Use information presented in a bar graph to solve <i>compare</i> problems.</p> <p>2 M1 Lesson 33: Model numbers with more than 9 ones or 9 tens.</p> <p>2 M2 Lesson 8: Use concrete models to compose a ten.</p> <p>2 M2 Lesson 10: Use concrete models to compose a hundred.</p> <p>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.</p>

Integrated STEM

Data Analysis and Measurement

Indiana Academic Standards: Integrated STEM	Aligned Components of <i>Eureka Math</i> ²
<p>1.DM.1</p> <p>Estimate to determine appropriate measurement tools to use and apply measurements (e.g., time, money) defined in grade level content standards to analyze real-world scenarios.</p>	<p>2 M1 Lesson 13: Estimate and measure height to model metric relationships.</p> <p>2 M1 Lesson 28: Use place value understanding to count and exchange \$1, \$10, and \$100 bills.</p> <p>2 M3 Lesson 15: Recognize time as measurement units.</p> <p>2 M3 Lesson 17: Relate the clock to a number line to count by fives.</p> <p>2 M5 Lesson 13: Solve word problems that involve measurements and reason about estimates.</p>
<p>1.DM.2</p> <p>Construct visual representations defined in grade level content standards (e.g., bar graphs, charts) to determine patterns.</p>	<p>2 M1 Lesson 1: Draw and label a picture graph to represent data.</p> <p>2 M1 Lesson 2: Draw and label a bar graph to represent data.</p> <p>2 M1 Lesson 3: Use information presented in a bar graph to solve <i>put together</i> and <i>take apart</i> problems.</p> <p>2 M1 Lesson 4: Use information presented in a bar graph to solve <i>compare</i> problems.</p> <p>2 M5 Lesson 16: Create a line plot to represent data and ask and answer questions.</p>
<p>1.DM.3</p> <p>Evaluate reasonableness of observations, results, and solutions throughout processes.</p>	<p>2 M2 Lesson 1: Reason about addition with four addends.</p> <p>2 M2 Lesson 20: Reason about when to unbundle a ten to subtract.</p> <p>2 M4 Lesson 12: Take from a ten or a hundred to subtract.</p> <p>2 M5 Lesson 14: Solve addition and subtraction two-step word problems that involve length.</p> <p>2 M6 Lesson 12: Reason about how equal arrays can be composed differently.</p>

Integrated STEM

Inquiry-Based Approaches and Problem Solving

Indiana Academic Standards: Integrated STEM	Aligned Components of <i>Eureka Math</i> ²
<p>1.IPS.1</p> <p>Form observations, ask questions, plan and conduct investigations to answer questions or solve problems.</p>	<p>2 M1 Lesson 19: Solve <i>compare with difference unknown</i> word problems in various contexts.</p> <p>2 M1 Lesson 22: Use counting strategies to solve <i>add to with change unknown</i> word problems.</p> <p>2 M1 Lesson 23: Organize, count, and record a collection of objects.</p> <p>2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000.</p> <p>2 M2 Lesson 25: Use place value drawings to subtract with two decompositions.</p>
<p>1.IPS.2</p> <p>Decompose a complex problem into smaller steps or sequences to evaluate (e.g., what should be done first, second) appropriate to grade-level content.</p>	<p>2 M1 Lesson 22: 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 estimation and simplifying strategies for addition.</p> <p>2 M2 Lesson 9: Use place value drawings to compose a ten and relate to written recordings.</p> <p>2 M2 Lesson 13: Estimate and represent to solve <i>take from</i> word problems.</p> <p>2 M2 Lesson 26: Solve <i>add to</i> and <i>take from with start unknown</i> word problems.</p>
<p>1.IPS.3</p> <p>Determine one or more viable solutions using data and information to resolve a given scenario.</p>	<p>2 M2 Lesson 13: Estimate and represent to solve <i>take from</i> word problems.</p> <p>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.</p> <p>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.</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>

Integrated STEM

Applications and Modeling

Indiana Academic Standards: Integrated STEM

Aligned Components of *Eureka Math*²

<p>1.AM.1</p> <p>Apply modeling to represent physical or conceptual objects (e.g., plants, animals, base-ten blocks).</p>	<p>2 M1 Lesson 21: Count efficiently within 1,000 by using ones, tens, and hundreds.</p> <p>2 M2 Lesson 10: Use concrete models to compose a hundred.</p> <p>2 M2 Lesson 26: Solve <i>add to</i> and <i>take from with start unknown</i> word problems.</p> <p>2 M3 Lesson 13: Recognize that equal parts of an identical rectangle can be different shapes.</p> <p>2 M4 Lesson 16: Use concrete models to subtract and relate them to written recordings.</p>
<p>1.AM.2</p> <p>Apply symbols and relationships (e.g., place value, $<$, $=$, $>$, operations) to represent physical or conceptual objects (e.g., letters or numbers may represent objects).</p>	<p>2 M1 Lesson 1: Draw and label a picture graph to represent data.</p> <p>2 M1 Lesson 2: Draw and label a bar graph to represent data.</p> <p>2 M1 Lesson 3: Use information presented in a bar graph to solve <i>put together</i> and <i>take apart</i> problems.</p> <p>2 M1 Lesson 4: Use information presented in a bar graph to solve compare problems.</p> <p>2 M5 Lesson 15: Use measurement data to create a line plot.</p>
<p>1.AM.3</p> <p>Describe that systems have parts that work together to accomplish a goal (e.g., plant life cycle, computer hardware and software).</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>

Integrated STEM

Information and Digital Literacy

Indiana Academic Standards: Integrated STEM	Aligned Components of <i>Eureka Math</i> ²
<p>1.IDL.1</p> <p>Consider how technology can both serve as a tool and/or create the problem to be solved.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
<p>1.IDL.2</p> <p>Review and compile information from multiple sources (with guidance) to solve a problem.</p>	<p>1 Data Investigation: Airplanes</p> <p>1 Data Investigation: Losing Teeth</p> <p>1 Data Investigation: Added Sugar</p> <p>2 Data Investigation: Growing Bean Plants</p> <p>2 Data Investigation: Seasons</p> <p>2 Data Investigation: Favorite Family Foods</p> <p><i>Supplemental material is necessary to fully address this standard.</i></p>