# Grade 2 | Maryland College and Career Ready Standards (2025) Correlation to *Eureka Math² Maryland*

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.

© 2027 Great Minds PBC | greatminds.org

| Standards for Mathematical Practice | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **MP.1**<br>Make sense of problems and persevere in solving them. | 2 M1 Lesson 19: Solve *compare with difference unknown* word problems in various contexts.<br>2 M1 Lesson 22: Use counting strategies to solve *add to with change unknown* word problems.<br>2 M1 Lesson 23: Organize, count, and record a collection of objects.<br>2 M1 Lesson 30: Determine how many $\$10$ bills are equal to $\$1{,}000$.<br>2 M1 Lesson 37: Organize, count, represent, and compare a collection of objects.<br>2 M2 Lesson 25: Use place value drawings to subtract with two decompositions.<br>2 M3 Lesson 19-1: Solve elapsed time problems.<br>2 M4 Lesson 6: Use compensation to add within $1{,}000$.<br>2 M4 Lesson 22: Solve *compare with smaller unknown* word problems.<br>2 M5 Lesson 7: Solve word problems by using bills and coins.<br>2 M6 Lesson 4: Represent equal groups with a tape diagram. |
| **MP.2**<br>Reason abstractly and quantitatively. | 2 M1 Lesson 3: Use information presented in a bar graph to solve *put together* and *take apart* problems.<br>2 M1 Lesson 6: Make a $10$ cm ruler and measure objects.<br>2 M1 Lesson 14: Represent and compare students' heights.<br>2 M1 Lesson 16: Use a measuring tape as a number line to subtract efficiently.<br>2 M1 Lesson 18: Solve *compare with difference unknown* word problems by using measurement contexts.<br>2 M2 Lesson 3: Use compensation to add within $100$.<br>2 M2 Lesson 15: Use compensation to subtract within $100$.<br>2 M2 Lesson 23: Use concrete models and drawings to decompose a hundred.<br>2 M2 Lesson 27: Solve two-step word problems within $100$. |

© 2027 Great Minds PBC | greatminds.org

| Standards for Mathematical Practice | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **MP.2** ***continued*** | 2 M3 Lesson 17: Relate the clock to a number line to count by fives.<br>2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions.<br>2 M4 Lesson 14: Use compensation to keep a constant difference by adding the same amount to both numbers.<br>2 M5 Lesson 4: Solve one- and two-step word problems to find the total value of a group of bills.<br>2 M6 Lesson 1: Compose equal groups and write repeated addition equations.<br>2 M6 Lesson 8: Use square tiles to create arrays with gaps. |

© 2027 Great Minds PBC | greatminds.org

| Standards for Mathematical Practice | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **MP.3**<br>Construct viable arguments and critique the reasoning of others. | 2 M1 Lesson 9: Relate $1$ cm, $10$ cm, and $100$ cm.<br>2 M1 Lesson 11: Estimate and compare lengths.<br>2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms.<br>2 M1 Lesson 34: Problem solve in situations with more than $9$ ones or $9$ tens.<br>2 M2 Lesson 1: Reason about addition with four addends.<br>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.<br>2 M2 Lesson 13: Represent and solve *take from* word problems.<br>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.<br>2 M3 Lesson 4: Use attributes to identify, classify, and compose different quadrilaterals.<br>2 M3 Lesson 7: Combine shapes to create a composite shape and create a new shape from composite shapes.<br>2 M3 Lesson 9: Interpret equal shares in composite shapes as halves, thirds, and fourths.<br>2 M3 Lesson 12: Describe a whole by the number of equal parts in halves, thirds, and fourths.<br>2 M3 Lesson 16: Use a clock to tell time to the half hour or quarter hour.<br>2 M4 Lesson 1: Organize, count, and represent a collection of objects.<br>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within $1{,}000$.<br>2 M4 Lesson 13: Use compensation to subtract within $1{,}000$.<br>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.<br>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.<br>2 M5 Lesson 5: Use different strategies to make $1$ dollar or to make change from $1$ dollar.<br>2 M5 Lesson 6: Solve word problems by using different ways to make change from $1$ dollar.<br>2 M6 Lesson 12: Reason about how equal arrays can be composed differently.<br>2 M6 Lesson 16: Use rectangular arrays to investigate combinations of even and odd numbers. |

© 2027 Great Minds PBC | greatminds.org

| Standards for Mathematical Practice | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **MP.4**<br>Model with mathematics. | 2 M1 Lesson 12: Model and reason about the difference in length.<br>2 M1 Lesson 21: Count efficiently within $1{,}000$ by using ones, tens, and hundreds.<br>2 M2 Lesson 10: Use concrete models to compose a hundred.<br>2 M2 Lesson 26: Solve *add to* and *take from with start unknown* word problems.<br>2 M3 Lesson 13: Recognize that equal parts of an identical rectangle can be different shapes.<br>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.<br>2 M4 Lesson 18: Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.<br>2 M5 Lesson 3: Solve one- and two-step word problems to find the total value of a group of coins.<br>2 M5 Lesson 14: Solve addition and subtraction two-step word problems that involve length.<br>2 M6 Lesson 4: Represent equal groups with a tape diagram.<br>2 M6 Lesson 13: Decompose an array and relate it to a number bond.<br>2 M6 Lesson 17: Solve word problems that involve equal groups and arrays. |

© 2027 Great Minds PBC | greatminds.org

| Standards for Mathematical Practice | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **MP.5**<br>Use appropriate tools strategically. | 2 M1 Lesson 8: Make a meter stick and measure with various tools.<br>2 M1 Lesson 13: Estimate and measure height to model metric relationships.<br>2 M1 Lesson 17: Represent and solve comparison problems by using measurement contexts.<br>2 M1 Lesson 18: Solve *compare with difference unknown* word problems by using measurement contexts.<br>2 M1 Lesson 33: Model numbers with more than 9 ones or 9 tens.<br>2 M2 Lesson 4: Use compensation to add within 200.<br>2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition.<br>2 M3 Lesson 8: Create composite shapes by using equal parts and name them as halves, thirds, and fourths.<br>2 M4 Lesson 4: Represent and solve *compare with bigger unknown* word problems.<br>2 M4 Lesson 15: Use compensation to keep a constant difference by subtracting the same amounts from both numbers.<br>2 M4 Lesson 17: Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.<br>2 M4 Lesson 23: Solve two-step addition and subtraction word problems.<br>2 M5 Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects.<br>2 M5 Lesson 11: Measure to compare differences in lengths.<br>2 M6 Lesson 1: Compose equal groups and write repeated addition equations. |

© 2027 Great Minds PBC | greatminds.org

| Standards for Mathematical Practice | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **MP.6**<br>Attend to precision. | 2 M1 Lesson 1: Draw and label a picture graph to represent data.<br>2 M1 Lesson 5: Connect measurement to physical units by iterating a centimeter cube.<br>2 M1 Lesson 28: Use place value understanding to count and exchange $1, $10, and $100 bills.<br>2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks.<br>2 M1 Lesson 35: Compare three-digit numbers by using >, =, and <.<br>2 M2 Lesson 9: Use place value drawings to compose a ten and relate to written recordings.<br>2 M2 Lesson 11: Use math drawings to compose a hundred and relate to written recordings.<br>2 M2 Lesson 17: Take from a ten to subtract within 200.<br>2 M3 Lesson 1: Determine the defining attributes of a polygon.<br>2 M3 Lesson 3: Identify, build, and describe right angles and parallel lines.<br>2 M3 Lesson 11: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, and fourths.<br>2 M3 Lesson 14: Distinguish between a.m. and p.m.<br>2 M3 Lesson 18: Tell time to the nearest 5 minutes.<br>2 M3 Lesson 18-1: Count by fives and ones to tell and represent time to the nearest minute.<br>2 M4 Lesson 7: Use concrete models to add and relate them to written recordings.<br>2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2.<br>2 M4 Lesson 16: Use concrete models to subtract and relate them to written recordings.<br>2 M4 Lesson 24: Organize, count, and represent a collection of objects.<br>2 M5 Lesson 8: Iterate an inch tile to create a unit ruler and measure to the nearest inch.<br>2 M5 Lesson 10: Measure an object twice by using different length units and compare and relate measurement to unit size.<br>2 M5 Lesson 13: Solve word problems that involve measurements and reason about estimates.<br>2 M5 Lesson 16: Create a line plot to represent data and ask and answer questions.<br>2 M6 Lesson 1: Compose equal groups and write repeated addition equations. |

© 2027 Great Minds PBC | greatminds.org

| Standards for Mathematical Practice | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **MP.7**<br>Look for and make use of structure. | 2 M1 Lesson 4: Use information presented in a bar graph to solve *compare* problems.<br>2 M1 Lesson 7: Measure lengths and relate $10$ cm and $1$ cm.<br>2 M1 Lesson 15: Use a measuring tape as a number line to add efficiently.<br>2 M1 Lesson 24: Count up to $1{,}000$ by using place value units.<br>2 M1 Lesson 25: Write three-digit numbers in unit form and show the value that each digit represents.<br>2 M1 Lesson 26: Write base-ten numbers in expanded form.<br>2 M1 Lesson 32: Exchange $10$ ones for $1$ ten, $10$ tens for $1$ hundred, and $10$ hundreds for $1$ thousand.<br>2 M1 Lesson 34-1: Compose and decompose three-digit numbers in more than one way.<br>2 M1 Lesson 36-1: Locate and compare numbers on a number line.<br>2 M2 Lesson 2: Break apart and add like units.<br>2 M2 Lesson 6: Make a ten to add within $200$.<br>2 M2 Lesson 14: Use addition and subtraction strategies to find an unknown part.<br>2 M2 Lesson 18: Take from a hundred to subtract within $200$.<br>2 M2 Lesson 20: Reason about when to unbundle a ten to subtract.<br>2 M2 Lesson 22: Use place value drawings to decompose a ten and relate them to written recordings.<br>2 M3 Lesson 2: Use attributes to identify, build, and describe two-dimensional shapes.<br>2 M3 Lesson 5: Relate the square to the cube and use attributes to describe a cube.<br>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.<br>2 M3 Lesson 10: Partition circles and rectangles into equal parts and describe those parts as halves. |

© 2027 Great Minds PBC | greatminds.org

| Standards for Mathematical Practice | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **MP.7** ***continued*** | 2 M3 Lesson 10-1: Identify and draw lines of symmetry in a two-dimensional figure.<br>2 M3 Lesson 15: Recognize time as measurement units. (Optional)<br>2 M4 Lesson 2: Mentally add and subtract multiples of $10$ and $100$ with unknowns in various positions.<br>2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1.<br>2 M4 Lesson 12: Take from a ten or a hundred to subtract.<br>2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction.<br>2 M5 Lesson 1: Organize, count, and represent a collection of coins.<br>2 M5 Lesson 12: Identify unknown numbers on a number line by using the interval as a reference point.<br>2 M5 Lesson 15: Use measurement data to create a line plot.<br>2 M6 Lesson 2: Organize, count, and represent a collection of objects.<br>2 M6 Lesson 6: Decompose arrays into rows and columns and relate them to repeated addition.<br>2 M6 Lesson 7: Distinguish between rows and columns and use math drawings to represent arrays.<br>2 M6 Lesson 10: Use math drawings to compose a rectangle.<br>2 M6 Lesson 11: Decompose an array to find the total efficiently.<br>2 M6 Lesson 15: Pair objects and skip-count to determine whether a number is even or odd.<br>2 M6 Lesson 18: Use various strategies to fluently add and subtract within $100$ and know all sums and differences within $20$ from memory. (Optional) |

© 2027 Great Minds PBC | greatminds.org

| Standards for Mathematical Practice | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **MP.8**<br>Look for and express regularity in repeated reasoning. | 2 M1 Lesson 2: Draw and label a bar graph to represent data.<br>2 M1 Lesson 10: Reason about the relationship between the size of the unit and the number of units needed to measure.<br>2 M1 Lesson 20: Count and bundle ones, tens, and hundreds to $1{,}000$.<br>2 M1 Lesson 29: Count by $\$1$, $\$10$, and $\$100$.<br>2 M1 Lesson 36: Apply place value understanding to compare by using $>$, $=$, and $<$.<br>2 M2 Lesson 5: Make a ten to add within $100$.<br>2 M2 Lesson 8: Use concrete models to compose a ten.<br>2 M2 Lesson 16: Use compensation to subtract within $200$.<br>2 M2 Lesson 21: Use concrete models to decompose a ten with two-digit totals.<br>2 M2 Lesson 24: Use place value drawings to decompose a hundred and relate them to written recordings.<br>2 M3 Lesson 19-1: Solve elapsed time problems.<br>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.<br>2 M5 Lesson 2: Use the fewest number of coins to make a given value.<br>2 M6 Lesson 3: Use math drawings to represent equal groups and relate them to repeated addition.<br>2 M6 Lesson 5: Compose arrays with rows and columns and use a repeated count to find the total.<br>2 M6 Lesson 9: Determine the attributes of a square array.<br>2 M6 Lesson 14: Relate doubles to even numbers and write equations to express the sums. |

© 2027 Great Minds PBC | greatminds.org

## Number and Operation Sense

**2.NOS.A Understand place value and representations of numbers.**

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.A.1**<br>Use understanding of 100 as a bundle of ten tens, called a "hundred," and compose and decompose three-digit numbers. | *This standard is fully addressed by the lessons aligned to its subsections.* |
| **2.NOS.A.1.a**<br>Compose and decompose three-digit numbers into hundreds, tens, and ones by using objects, drawings, and/or equations (e.g., $328 = 300 + 20 + 8$ or 328 is thirty-two tens and 8 ones). | 2 M1 Lesson 20: Count and bundle ones, tens, and hundreds to 1,000.<br>2 M1 Lesson 23: Organize, count, and record a collection of objects.<br>2 M1 Lesson 24: Count up to 1,000 by using place value units.<br>2 M1 Lesson 25: Write three-digit numbers in unit form and show the value that each digit represents.<br>2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms.<br>2 M1 Lesson 28: Use place value understanding to count and exchange \$1, \$10, and \$100 bills.<br>2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000.<br>2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks.<br>2 M1 Lesson 32: Exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.<br>2 M1 Lesson 33: Model numbers with more than 9 ones or 9 tens.<br>2 M1 Lesson 34: Problem solve in situations with more than 9 ones or 9 tens. |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.A.1.b**<br>Describe a given number as the correct number of hundreds, tens, and ones (e.g., 328 is three hundreds, two tens and eight ones). | 2 M1 Lesson 24: Count up to 1,000 by using place value units.<br>2 M1 Lesson 25: Write three-digit numbers in unit form and show the value that each digit represents.<br>2 M1 Lesson 28: Use place value understanding to count and exchange \$1, \$10, and \$100 bills.<br>2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000.<br>2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks.<br>2 M1 Lesson 32: Exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.<br>2 M1 Lesson 34: Problem solve in situations with more than 9 ones or 9 tens. |
| **2.NOS.A.1.c**<br>Compose and decompose three-digit numbers in more than one way (e.g., $439 = 400 + 39$ or $439 = 435 + 4$). | 2 M1 Lesson 28: Use place value understanding to count and exchange \$1, \$10, and \$100 bills.<br>2 M1 Lesson 33: Model numbers with more than 9 ones or 9 tens.<br>2 M1 Lesson 34: Problem solve in situations with more than 9 ones or 9 tens.<br>2 M1 Lesson 34-1: Compose and decompose three-digit numbers in more than one way. |
| **2.NOS.A.2**<br>Count forward and backward within 1,000 starting with any number. | *This standard is fully addressed by the lessons aligned to its subsections.* |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.A.2.a**<br>Skip-count forward and backwards by 2s, 5s, 10s, and 100s. | 2 M1 Lesson 21: Count efficiently within 1,000 by using ones, tens, and hundreds.<br>2 M1 Lesson 22: Use counting strategies to solve *add to with change unknown* word problems.<br>2 M1 Lesson 23: Organize, count, and record a collection of objects.<br>2 M1 Lesson 24: Count up to 1,000 by using place value units.<br>2 M1 Lesson 29: Count by $1, $10, and $100.<br>2 M1 Lesson 30: Determine how many $10 bills are equal to $1,000.<br>2 M1 Lesson 37: Organize, count, represent, and compare a collection of objects.<br>2 M3 Lesson 17: Relate the clock to a number line to count by fives.<br>2 M3 Lesson 18: Tell time to the nearest 5 minutes.<br>2 M6 Lesson 14: Relate doubles to even numbers and write equations to express the sums. |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.A.2.b**<br>Use skip-counting to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. | 2 M6 Lesson 1: Compose equal groups and write repeated addition equations.<br>2 M6 Lesson 2: Organize, count, and represent a collection of objects.<br>2 M6 Lesson 3: Use math drawings to represent equal groups and relate them to repeated addition.<br>2 M6 Lesson 4: Represent equal groups with a tape diagram.<br>2 M6 Lesson 5: Compose arrays with rows and columns and use a repeated count to find the total.<br>2 M6 Lesson 6: Decompose arrays into rows and columns and relate them to repeated addition.<br>2 M6 Lesson 7: Distinguish between rows and columns and use math drawings to represent arrays.<br>2 M6 Lesson 8: Use square tiles to create arrays with gaps.<br>2 M6 Lesson 11: Decompose an array to find the total efficiently.<br>2 M6 Lesson 12: Reason about how equal arrays can be composed differently.<br>2 M6 Lesson 13: Decompose an array and relate it to a number bond.<br>2 M6 Lesson 17: Solve word problems that involve equal groups and arrays. |
| **2.NOS.A.3**<br>Read and write numbers within $1{,}000$ using base-ten numerals, number names, and expanded form. | 2 M1 Lesson 23: Organize, count, and record a collection of objects.<br>2 M1 Lesson 26: Write base-ten numbers in expanded form.<br>2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms.<br>2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks. |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.A.4**<br>Compare two numbers within $1{,}000$ by reasoning about the values of the hundreds, tens, and ones digits and/or the location of the numbers on a number line. Record the results of comparisons with the symbols $>$, $=$, and $<$. | 2 M1 Lesson 35: Compare three-digit numbers by using $>$, $=$, and $<$.<br>2 M1 Lesson 36: Apply place value understanding to compare by using $>$, $=$, and $<$.<br>2 M1 Lesson 36-1: Locate and compare numbers on a number line.<br>2 M1 Lesson 37: Organize, count, represent, and compare a collection of objects. |
| **2.NOS.A.5**<br>Estimate quantities by reasoning about their location on a number line, their relationship to benchmark numbers (e.g. $10$, $50$, $100$), and to assess reasonableness of sums and differences. | 2 M1 Lesson 36-1: Locate and compare numbers on a number line.<br>2 M2 Lesson 7: Solve word problems by using estimation and simplifying strategies for addition.<br>2 M2 Lesson 13: Estimate and represent to solve *take from* word problems.<br>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.<br>2 M4 Lesson 22: Solve *compare with smaller unknown* word problems. |

© 2027 Great Minds PBC | greatminds.org

## Number and Operation Sense

**2.NOS.B Add and subtract within 20.**

| Maryland College & Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.B.6**<br>Recall or quickly derive addition and subtraction facts within 20. | 2 M6 Lesson 18: Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory. (Optional) |
| **2.NOS.B.6.a**<br>Use counting, make ten, and ten more/less, doubling strategies to add and subtract. | 2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2.<br>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.<br>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.<br>2 M4 Lesson 18: Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.<br>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy. |
| **2.NOS.B.6.b**<br>Use the use ten strategy (e.g., think of $9 + 1 + 6$ to solve $9 + 7$) and doubles plus one strategy (e.g., think of $4 + 4 + 1$ to solve $4 + 5$) to add and subtract. | 2 M4 Lesson 7: Use concrete models to add and relate them to written recordings.<br>2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1.<br>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.<br>2 M4 Lesson 16: Use concrete models to subtract and relate them to written recordings. |
| **2.NOS.B.6.c**<br>Use the inverse operation to add and subtract (e.g., think of $7 + ? = 15$ to solve $15 - 7 = ?$). | 2 M4 Lesson 17: Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.<br>2 M4 Lesson 18: Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.<br>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. |

© 2027 Great Minds PBC | greatminds.org

## Number and Operation Sense

**2.NOS.C Use representations, place value understanding, and properties of operations to add and subtract.**

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.C.7**<br>Represent whole number sums and differences within 100 using lengths on a number line. | 2 M1 Lesson 15: Use a measuring tape as a number line to add efficiently.<br>2 M1 Lesson 16: Use a measuring tape as a number line to subtract efficiently.<br>2 M1 Lesson 17: Represent and solve comparison problems by using measurement contexts.<br>2 M1 Lesson 18: Solve *compare with difference unknown* word problems by using measurement contexts.<br>2 M1 Lesson 19: Solve *compare with difference unknown* word problems in various contexts.<br>2 M5 Lesson 12: Identify unknown numbers on a number line by using the interval as a reference point. |
| **2.NOS.C.8**<br>Fluently add and subtract within 100. | 2 M6 Lesson 18: Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory. (Optional) |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.C.8.a**<br>Use strategies based on counting (e.g., counting on, counting back) and place value (e.g., partial sums, making tens, etc.) to add and subtract. | 2 M2 Lesson 1: Reason about addition with four addends.<br>2 M4 Lesson 4: Represent and solve *compare with bigger unknown* word problems.<br>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.<br>2 M4 Lesson 6: Use compensation to add within 1,000.<br>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.<br>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.<br>2 M4 Lesson 12: Take from a ten or a hundred to subtract.<br>2 M4 Lesson 13: Use compensation to subtract within 1,000.<br>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.<br>2 M4 Lesson 22: Solve *compare with smaller unknown* word problems.<br>2 M4 Lesson 23: Solve two-step addition and subtraction word problems. |
| **2.NOS.C.8.b**<br>Use properties of operations, and the inverse relationship between addition and subtraction to add and subtract. | 2 M2 Lesson 1: Reason about addition with four addends.<br>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.<br>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.<br>2 M4 Lesson 12: Take from a ten or a hundred to subtract.<br>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.<br>2 M4 Lesson 23: Solve two-step addition and subtraction word problems. |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.C.8.c**<br>Determine and explain when a strategy is most efficient. | 2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.<br>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.<br>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.<br>2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction. |
| **2.NOS.C.9**<br>Add and subtract within 1,000, recognizing that when adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | *This standard is fully addressed by the lessons aligned to its subsections.* |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.C.9.a**<br>Use concrete models or drawings to add and subtract. | 2 M2 Lesson 2: Break apart and add like units.<br>2 M2 Lesson 3: Use compensation to add within 100.<br>2 M2 Lesson 4: Use compensation to add within 200.<br>2 M2 Lesson 5: Make a ten to add within 100.<br>2 M2 Lesson 6: Make a ten to add within 200.<br>2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition.<br>2 M2 Lesson 8: Use concrete models to compose a ten.<br>2 M2 Lesson 9: Use place value drawings to compose a ten and relate to written recordings.<br>2 M2 Lesson 10: Use concrete models to compose a hundred.<br>2 M2 Lesson 11: Use math drawings to compose a hundred and relate to written recordings.<br>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.<br>2 M2 Lesson 14: Use addition and subtraction strategies to find an unknown part.<br>2 M2 Lesson 15: Use compensation to subtract within 100.<br>2 M2 Lesson 16: Use compensation to subtract within 200.<br>2 M2 Lesson 17: Take from a ten to subtract within 200.<br>2 M2 Lesson 18: Take from a hundred to subtract within 200.<br>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.<br>2 M2 Lesson 20: Reason about when to unbundle a ten to subtract.<br>2 M2 Lesson 21: Use concrete models to decompose a ten with two-digit totals.<br>2 M2 Lesson 22: Use place value drawings to decompose a ten and relate them to written recordings.<br>2 M2 Lesson 23: Use concrete models and drawings to decompose a hundred. |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.C.9.a** ***continued*** | 2 M2 Lesson 24: Use place value drawings to decompose a hundred and relate them to written recordings.<br>2 M2 Lesson 25: Use place value drawings to subtract with two decompositions.<br>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within $1{,}000$.<br>2 M4 Lesson 6: Use compensation to add within $1{,}000$.<br>2 M4 Lesson 7: Use concrete models to add and relate them to written recordings.<br>2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1.<br>2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2.<br>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.<br>2 M4 Lesson 12: Take from a ten or a hundred to subtract.<br>2 M4 Lesson 13: Use compensation to subtract within $1{,}000$.<br>2 M4 Lesson 14: Use compensation to keep a constant difference by adding the same amount to both numbers.<br>2 M4 Lesson 15: Use compensation to keep a constant difference by subtracting the same amounts from both numbers.<br>2 M4 Lesson 16: Use concrete models to subtract and relate them to written recordings.<br>2 M4 Lesson 17: Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.<br>2 M4 Lesson 18: Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.<br>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.<br>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy. |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.C.9.a *continued*** | 2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction.<br>2 M4 Lesson 24: Organize, count, and represent a collection of objects. |
| **2.NOS.C.9.b**<br>Use strategies based on place value (counting on, partial sums, making tens, etc.) to add and subtract. | 2 M2 Lesson 2: Break apart and add like units.<br>2 M2 Lesson 3: Use compensation to add within 100.<br>2 M2 Lesson 4: Use compensation to add within 200.<br>2 M2 Lesson 5: Make a ten to add within 100.<br>2 M2 Lesson 6: Make a ten to add within 200.<br>2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition.<br>2 M2 Lesson 8: Use concrete models to compose a ten.<br>2 M2 Lesson 9: Use place value drawings to compose a ten and relate to written recordings.<br>2 M2 Lesson 10: Use concrete models to compose a hundred.<br>2 M2 Lesson 11: Use math drawings to compose a hundred and relate to written recordings.<br>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.<br>2 M2 Lesson 14: Use addition and subtraction strategies to find an unknown part.<br>2 M2 Lesson 15: Use compensation to subtract within 100.<br>2 M2 Lesson 16: Use compensation to subtract within 200.<br>2 M2 Lesson 17: Take from a ten to subtract within 200.<br>2 M2 Lesson 18: Take from a hundred to subtract within 200.<br>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.<br>2 M2 Lesson 20: Reason about when to unbundle a ten to subtract.<br>2 M2 Lesson 21: Use concrete models to decompose a ten with two-digit totals. |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.C.9.b** ***continued*** | 2 M2 Lesson 22: Use place value drawings to decompose a ten and relate them to written recordings.<br>2 M2 Lesson 23: Use concrete models and drawings to decompose a hundred.<br>2 M2 Lesson 24: Use place value drawings to decompose a hundred and relate them to written recordings.<br>2 M2 Lesson 25: Use place value drawings to subtract with two decompositions.<br>2 M4 Lesson 6: Use compensation to add within $1{,}000$.<br>2 M4 Lesson 7: Use concrete models to add and relate them to written recordings.<br>2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1.<br>2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2.<br>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.<br>2 M4 Lesson 12: Take from a ten or a hundred to subtract.<br>2 M4 Lesson 13: Use compensation to subtract within $1{,}000$.<br>2 M4 Lesson 14: Use compensation to keep a constant difference by adding the same amount to both numbers.<br>2 M4 Lesson 15: Use compensation to keep a constant difference by subtracting the same amounts from both numbers.<br>2 M4 Lesson 16: Use concrete models to subtract and relate them to written recordings.<br>2 M4 Lesson 17: Use place value drawings to represent subtraction with one decomposition and relate them to written recordings. |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.C.9.b *continued*** | 2 M4 Lesson 18: Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.<br>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.<br>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.<br>2 M4 Lesson 24: Organize, count, and represent a collection of objects. |
| **2.NOS.C.9.c**<br>Use properties of operations, and/or the relationship between addition and subtraction to add and subtract. | 2 M2 Lesson 9: Use place value drawings to compose a ten and relate to written recordings.<br>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.<br>2 M2 Lesson 14: Use addition and subtraction strategies to find an unknown part.<br>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.<br>2 M4 Lesson 5: Use the associative property to make a benchmark number to add within $1{,}000$.<br>2 M4 Lesson 12: Take from a ten or a hundred to subtract.<br>2 M4 Lesson 17: Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.<br>2 M4 Lesson 18: Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.<br>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.<br>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.<br>2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction. |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.C.9.d**<br>Represent and explain the calculation by connecting the strategy used to the meaning of addition and subtraction. | 2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000.<br>2 M4 Lesson 6: Use compensation to add within 1,000.<br>2 M4 Lesson 10: Choose and defend efficient solution strategies for addition.<br>2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.<br>2 M4 Lesson 12: Take from a ten or a hundred to subtract.<br>2 M4 Lesson 13: Use compensation to subtract within 1,000.<br>2 M4 Lesson 14: Use compensation to keep a constant difference by adding the same amount to both numbers.<br>2 M4 Lesson 15: Use compensation to keep a constant difference by subtracting the same amounts from both numbers.<br>2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.<br>2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction. |
| **2.NOS.C.10**<br>Mentally add and subtract 10 or 100 to a given number 100–900. | 2 M4 Lesson 1: Organize, count, and represent a collection of objects.<br>2 M4 Lesson 2: Mentally add and subtract multiples of 10 and 100 with unknowns in various positions.<br>2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions. |

© 2027 Great Minds PBC | greatminds.org

## Number and Operation Sense

**2.NOS.D Understand equal parts of a whole.**

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.NOS.D.11**<br>Partition circles and rectangles into equal shares (halves, thirds, and fourths) recognizing that equal shares do not need to have the same shape. Determine how many equal shares are needed to make a whole (e.g., three thirds). | 2 M3 Lesson 8: Create composite shapes by using equal parts and name them as halves, thirds, and fourths.<br>2 M3 Lesson 9: Interpret equal shares in composite shapes as halves, thirds, and fourths.<br>2 M3 Lesson 10: Partition circles and rectangles into equal parts and describe those parts as halves.<br>2 M3 Lesson 11: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, and fourths.<br>2 M3 Lesson 12: Describe a whole by the number of equal parts in halves, thirds, and fourths.<br>2 M3 Lesson 13: Recognize that equal parts of an identical rectangle can be different shapes. |

© 2027 Great Minds PBC | greatminds.org

## Algebraic Thinking

**2.AT.A Solve problems involving addition and subtraction.**

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.AT.A.1**<br>Use addition and subtraction within 100 to solve one-step problems in context involving an unknown in any situation or position by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | 2 M1 Lesson 17: Represent and solve comparison problems by using measurement contexts.<br>2 M1 Lesson 18: Solve *compare with difference unknown* word problems by using measurement contexts.<br>2 M1 Lesson 19: Solve *compare with difference unknown* word problems in various contexts.<br>2 M1 Lesson 22: Use counting strategies to solve *add to with change unknown* word problems.<br>2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition.<br>2 M2 Lesson 13: Represent and solve *take from* word problems.<br>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.<br>2 M2 Lesson 26: Solve *add to* and *take from with start unknown* word problems.<br>2 M4 Lesson 4: Represent and solve *compare with bigger unknown* word problems.<br>2 M4 Lesson 22: Solve *compare with smaller unknown* word problems.<br>2 M5 Lesson 13: Solve word problems that involve measurements and reason about estimates.<br>2 M6 Lesson 1: Compose equal groups and write repeated addition equations.<br>2 M6 Lesson 4: Represent equal groups with a tape diagram.<br>2 M6 Lesson 17: Solve word problems that involve equal groups and arrays. |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.AT.A.2**<br>Use addition and/or subtraction within 100 to solve two-step problems in context involving any situation or position of an unknown by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | 2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions.<br>2 M4 Lesson 23: Solve two-step addition and subtraction word problems.<br>2 M5 Lesson 14: Solve addition and subtraction two-step word problems that involve length.<br>2 M6 Lesson 17: Solve word problems that involve equal groups and arrays. |

© 2027 Great Minds PBC | greatminds.org

## Algebraic Thinking

**2.AT.B Recognize patterns in numbers.**

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.AT.B.3**<br>Determine whether a group of objects within 20 has an odd or even number of members (e.g., by pairing objects or counting them by 2s). Write an equation to express an even number as a sum of two equal addends. | 2 M6 Lesson 5: Compose arrays with rows and columns and use a repeated count to find the total.<br>2 M6 Lesson 6: Decompose arrays into rows and columns and relate them to repeated addition.<br>2 M6 Lesson 7: Distinguish between rows and columns and use math drawings to represent arrays.<br>2 M6 Lesson 8: Use square tiles to create arrays with gaps.<br>2 M6 Lesson 9: Determine the attributes of a square array.<br>2 M6 Lesson 10: Use math drawings to compose a rectangle.<br>2 M6 Lesson 11: Decompose an array to find the total efficiently.<br>2 M6 Lesson 12: Reason about how equal arrays can be composed differently.<br>2 M6 Lesson 13: Decompose an array and relate it to a number bond.<br>2 M6 Lesson 14: Relate doubles to even numbers and write equations to express the sums.<br>2 M6 Lesson 15: Pair objects and skip-count to determine whether a number is even or odd.<br>2 M6 Lesson 16: Use rectangular arrays to investigate combinations of even and odd numbers.<br>2 M6 Lesson 17: Solve word problems that involve equal groups and arrays. |

© 2027 Great Minds PBC | greatminds.org

## Geometric Reasoning and Measurement

**2.GR.A Measure and estimate lengths in standard units.**

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.GR.A.1**<br>Measure the length of an object to the nearest whole unit by using appropriate tools (e.g., rulers, yardsticks, meter sticks, and measuring tapes). | 2 M1 Lesson 5: Connect measurement to physical units by iterating a centimeter cube.<br>2 M1 Lesson 6: Make a $10$ cm ruler and measure objects.<br>2 M1 Lesson 7: Measure lengths and relate $10$ cm and $1$ cm.<br>2 M1 Lesson 8: Make a meter stick and measure with various tools.<br>2 M1 Lesson 13: Estimate and measure height to model metric relationships.<br>2 M5 Lesson 8: Iterate an inch tile to create a unit ruler and measure to the nearest inch.<br>2 M5 Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects. |
| **2.GR.A.2**<br>Measure the length of an object twice using different length units. Compare the two measurements relative to the size of the unit chosen. | 2 M5 Lesson 10: Measure an object twice by using different length units and compare and relate measurement to unit size. |
| **2.GR.A.3**<br>Estimate lengths using units of inches, feet, centimeters, and meters. | 2 M1 Lesson 11: Estimate and compare lengths.<br>2 M1 Lesson 13: Estimate and measure height to model metric relationships.<br>2 M5 Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects. |
| **2.GR.A.4**<br>Measure to determine how much longer one object is than another, expressing the difference in length in terms of a standard-length unit. | 2 M1 Lesson 11: Estimate and compare lengths.<br>2 M1 Lesson 12: Model and reason about the difference in length.<br>2 M1 Lesson 14: Represent and compare students' heights.<br>2 M5 Lesson 11: Measure to compare differences in lengths. |

© 2027 Great Minds PBC | greatminds.org

## Geometric Reasoning and Measurement

**2.GR.B Reason with shapes and their attributes.**

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.GR.B.5**<br>Identify and draw shapes (triangles, quadrilaterals, pentagons, hexagons, and cubes) having specific attributes, such as a given number of angles or a given number of equal faces. | 2 M3 Lesson 1: Determine the defining attributes of a polygon.<br>2 M3 Lesson 2: Use attributes to identify, build, and describe two-dimensional shapes.<br>2 M3 Lesson 3: Identify, build, and describe right angles and parallel lines.<br>2 M3 Lesson 4: Use attributes to identify, classify, and compose different quadrilaterals.<br>2 M3 Lesson 5: Relate the square to the cube and use attributes to describe a cube.<br>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.<br>2 M3 Lesson 7: Combine shapes to create a composite shape and create a new shape from composite shapes. |
| **2.GR.B.6**<br>Explain that a line of symmetry for a two-dimensional figure is a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. | 2 M3 Lesson 10-1: Identify and draw lines of symmetry in a two-dimensional figure. |

© 2027 Great Minds PBC | greatminds.org

## Geometric Reasoning and Measurement

**2.GR.C Work with time and money.**

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.GR.C.7**<br>Tell and represent time to the nearest minute using multiple representations (e.g., digital clocks, analog clocks, number lines). | 2 M3 Lesson 14: Distinguish between a.m. and p.m.<br>2 M3 Lesson 16: Use a clock to tell time to the half hour or quarter hour.<br>2 M3 Lesson 17: Relate the clock to a number line to count by fives.<br>2 M3 Lesson 18: Tell time to the nearest 5 minutes.<br>2 M3 Lesson 18-1: Count by fives and ones to tell and represent time to the nearest minute. |
| **2.GR.C.8**<br>Estimate and calculate elapsed time to the hour and half hour (e.g. If the school day begins at 8 am and ends at 3 pm, the school day lasts 7 hours). | 2 M3 Lesson 19-1: Solve elapsed time problems. |
| **2.GR.C.9**<br>Count mixed sets of coins and bills to solve problems in context (within $20.00) involving bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. | 2 M5 Lesson 1: Organize, count, and represent a collection of coins.<br>2 M5 Lesson 2: Use the fewest number of coins to make a given value.<br>2 M5 Lesson 3: Solve one- and two-step word problems to find the total value of a group of coins.<br>2 M5 Lesson 4: Solve one- and two-step word problems to find the total value of a group of bills.<br>2 M5 Lesson 5: Use different strategies to make 1 dollar or to make change from 1 dollar.<br>2 M5 Lesson 6: Solve word problems by using different ways to make change from 1 dollar.<br>2 M5 Lesson 7: Solve word problems by using bills and coins. |

© 2027 Great Minds PBC | greatminds.org

## Reasoning with Data and Statistics

**2.DS.A Represent and interpret data.**

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.DS.A.1**<br>Ask and answer questions by collecting, organizing and summarizing data. | *This standard is fully addressed by the lessons aligned to its subsections.* |
| **2.DS.A.1.a**<br>Craft a question that can be answered by collecting categorical and numerical data. | 2 M1 Lesson 1: Draw and label a picture graph to represent data.<br>2 M1 Lesson 4: Use information presented in a bar graph to solve *compare* problems.<br>2 M5 Lesson 15: Use measurement data to create a line plot.<br>2 M5 Lesson 16: Create a line plot to represent data and ask and answer questions.<br>2 Data Investigation: Growing Bean Plants<br>2 Data Investigation: Seasons |
| **2.DS.A.1.b**<br>Collect and organize data using surveys, making observations, or measuring. | 2 M1 Lesson 1: Draw and label a picture graph to represent data.<br>2 M1 Lesson 2: Draw and label a bar graph to represent data.<br>2 M1 Lesson 3: Use information presented in a bar graph to solve *put together* and *take apart* problems.<br>2 M5 Lesson 15: Use measurement data to create a line plot.<br>2 M5 Lesson 16: Create a line plot to represent data and ask and answer questions.<br>2 Data Investigation: Growing Bean Plants<br>2 Data Investigation: Seasons |

© 2027 Great Minds PBC | greatminds.org

| Maryland College and Career Ready Standards | Aligned Components of *Eureka Math² Maryland* |
|---|---|
| **2.DS.A.1.c**<br>Represent categorical data using picture graphs and bar graphs. Represent numerical data using line plots. | 2 M1 Lesson 1: Draw and label a picture graph to represent data.<br>2 M1 Lesson 2: Draw and label a bar graph to represent data.<br>2 M1 Lesson 3: Use information presented in a bar graph to solve *put together* and *take apart* problems.<br>2 M1 Lesson 4: Use information presented in a bar graph to solve *compare* problems.<br>2 M5 Lesson 15: Use measurement data to create a line plot.<br>2 M5 Lesson 16: Create a line plot to represent data and ask and answer questions.<br>2 Data Investigation: Growing Bean Plants<br>2 Data Investigation: Seasons |
| **2.DS.A.1.d**<br>Summarize the data presented in data visualizations using “most,” “least,” “greater than,” “less than,” and “equal to” and determine what questions can be answered with a given data set. | 2 M1 Lesson 1: Draw and label a picture graph to represent data.<br>2 M1 Lesson 2: Draw and label a bar graph to represent data.<br>2 M1 Lesson 3: Use information presented in a bar graph to solve *put together* and *take apart* problems.<br>2 M1 Lesson 4: Use information presented in a bar graph to solve *compare* problems.<br>2 M5 Lesson 15: Use measurement data to create a line plot.<br>2 M5 Lesson 16: Create a line plot to represent data and ask and answer questions.<br>2 Data Investigation: Growing Bean Plants<br>2 Data Investigation: Seasons |

© 2027 Great Minds PBC | greatminds.org