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## Grade 2 | Wyoming Mathematics Content and Performance Standards (2023 Emended 2025) Correlation to *Eureka Math*<sup>2</sup>®

When the original *Eureka Math*<sup>®</sup> curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds<sup>®</sup> teacher–writers have created *Eureka Math*<sup>2</sup>®, a groundbreaking new curriculum that helps teachers deliver exponentially better math instruction while still providing students with the same deep understanding of and fluency in math. *Eureka Math*<sup>2</sup> carefully sequences mathematical content to maximize vertical alignment—a principle tested and proven to be essential in students’ mastery of math—from kindergarten through high school.

While this innovative new curriculum includes all the trademark *Eureka Math* aha moments that have been delighting students and teachers for years, it also boasts these exciting new features:

### Teachability

*Eureka Math*<sup>2</sup> employs streamlined materials that allow teachers to plan more efficiently and focus their energy on delivering high-quality instruction that meets the individual needs of their students. Differentiation suggestions, slide decks, digital interactives, and multiple forms of assessment are just a few of the resources built right into the teacher materials.

### Accessibility

*Eureka Math*<sup>2</sup> incorporates Universal Design for Learning principles so all learners can access the mathematics and take on challenging math concepts. Student supports are built into the instructional design and are clearly identified in the *Teach* book. Further, the curriculum carries a focus on readability. By eliminating unnecessary words and using simple, clear sentences, the *Eureka Math*<sup>2</sup> teacher–writers have created one of the most readable mathematics curricula on the market. The curriculum’s readability and accessibility help all students see themselves as mathematical thinkers and doers who are fully capable of owning their mathematics learning.

### Digital Engagement

The digital elements of *Eureka Math*<sup>2</sup> add to students’ engagement with the math. The curriculum provides teachers with downloadable 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 and provide opportunities for students to wonder, explore, and make sense of mathematics, which contributes to the development of a strong, positive mathematical identity.

Standards for Mathematical Practice	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.2</b> Reason abstractly and quantitatively.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.3</b> Construct viable arguments and critique the reasoning of others.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.4</b> Model with mathematics.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.5</b> Use appropriate tools strategically.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.6</b> Attend to precision.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.7</b> Look for and make use of structure.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.8</b> Look for and express regularity in repeated reasoning.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>

## Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

Wyoming Mathematics Content and Performance Standards	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>2.OA.1</b></p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.</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 simplifying strategies for addition.</p> <p>2 M2 Lesson 13: Represent and 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 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>

## Operations and Algebraic Thinking

Add and subtract within 20.

Wyoming Mathematics Content and Performance Standards	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>2.OA.2</b></p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know automatically all sums of two one-digit numbers based on strategies.</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 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>

**Wyoming Mathematics Content and Performance Standards**

**Aligned Components of *Eureka Math*<sup>2</sup>**

<p><b>2.OA.2 <i>continued</i></b></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 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000</p>
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**Number and Operations in Base Ten**  
**Understand place value.**

**Wyoming Mathematics Content and Performance Standards**

**Aligned Components of *Eureka Math*<sup>2</sup>**

<p><b>2.NBT.1</b></p> <p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; and demonstrate that:</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 Topic H: Compose and Decompose with Place Value Disks</p>
<p><b>2.NBT.1A</b></p> <p>100 can be thought of as a bundle of ten tens—called a “hundred.”</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 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 32: Exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.</p> <p>2 M1 Lesson 34: Problem solve in situations with more than 9 ones or 9 tens.</p>

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<p><b>2.NBT.1B</b></p> <p>The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</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 Topic H: Compose and Decompose with Place Value Disks</p>
<p><b>2.NBT.1C</b></p> <p>Three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
<p><b>2.NBT.4</b></p> <p>Compare pairs of three-digit numbers based on meanings of the hundreds, tens, and ones digits, using the words “is greater than,” “is equal to,” “is less than,” and with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> to record the results of comparisons.</p>	<p>2 M1 Topic I: Compare Two Three-Digit Numbers in Different Forms</p>

## Number and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.

### Wyoming Mathematics Content and Performance Standards

### Aligned Components of *Eureka Math*<sup>2</sup>

Wyoming Mathematics Content and Performance Standards	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>2.NBT.5</b></p> <p>Add and subtract within 100 using strategies based on place value, properties of addition, and/or the relationship between addition and subtraction.</p>	<p>2 M4 Lesson 4: Represent and solve <i>compare with bigger unknown</i> word problems.</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 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 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 20: Subtract by using multiple strategies and defend an efficient strategy.</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>

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<p><b>2.NBT.7</b></p> <p>Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of addition, and/or the relationship between addition and subtraction:</p> <p>A. Relate the strategy to a written method and explain the reasoning used.</p> <p>B. Understand that in adding or subtracting three-digit numbers, add or subtract hundreds and hundreds, tens and tens, ones and ones.</p> <p>C. Understand that sometimes it is necessary to compose or decompose tens or hundreds.</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 simplifying strategies for addition.</p> <p>2 M2 Topic B: Strategies for Composing a Ten and a Hundred to Add</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> <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 10: Choose and defend efficient solution strategies for addition.</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>
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<p><b>2.NBT.7 <i>continued</i></b></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 Topic C: Simplifying Strategies for Subtracting Within 1,000</p> <p>2 M4 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000</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>
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**Measurement and Data**

**Measure and estimate lengths in standard units.**

**Wyoming Mathematics Content and Performance Standards**

**Aligned Components of *Eureka Math*<sup>2</sup>**

<p><b>2.MD.1</b></p> <p>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</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>
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## Measurement and Data

Work with time and money.

Wyoming Mathematics Content and Performance Standards	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>2.MD.7</b></p> <p>Tell and write time from analog and digital clocks in five minute increments using a.m. and p.m.</p>	<p>2 M3 Lesson 14: Distinguish between a.m. and p.m.</p> <p>2 M3 Lesson 16: Use a clock to tell time to the half hour or quarter hour.</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><b>2.MD.8</b></p> <p>Solve word problems up to \$10 involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately.</p>	<p>2 M5 Topic A: Problem Solving with Coins and Bills</p>

## Geometry

Reason with shapes and their attributes.

Wyoming Mathematics Content and Performance Standards	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>2.G.2</b></p> <p>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</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>

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<p><b>2.G.3</b></p> <p>Partition circles and rectangles into two, three, or four equal shares by:</p> <ul style="list-style-type: none"><li>A. Describing the shares using the words halves, thirds, half of, a third of, etc.</li><li>B. Describing the whole as two halves, three thirds, four fourths.</li><li>C. Recognizing that equal shares of identical wholes need not have the same shape.</li></ul>	<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 Topic C: Halves, Thirds, and Fourth of Circles and Rectangles</p>
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