

Louisiana Believes

Louisiana Guide to Implementing Eureka Math: Grade 2

To assist teachers with the implementation of the Kindergarten Eureka Math curriculum, this document provides multiple layers of guidance regarding how Eureka Math lessons correlate with Louisiana Student Standards for Mathematics (LSSM). Eureka Math is a focused, coherent math curriculum which provides ample instructional guidance for teachers. This Louisiana Guide for Implementing Eureka Math goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability.

This guidance document is considered a “living” document as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to LouisianaStandards@la.gov so that we may use your input when updating this guide.

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Sample Year-Long Schedule for Math Instruction 2nd Grade

The following sample schedule integrates the Eureka curriculum, the LEAP 360 Formative Assessment Tasks and flex days to allow teachers to move at a pace that best supports student learning. Flex days could be used for remediation, enrichment lessons, assessment, or other instructional activities. This sample should be used to guide instructional timing but should not dictate exactly what lesson a teacher should be on during a given day. The guidance has been broken into 9 weeks, as this is the calendar that most Louisiana schools systems follow.

- Coding: 1.1-A represents Module 1.Lesson 1.Topic A
- Lessons marked as “optional for remediation” in the [Louisiana Guide to Implementing Eureka](#), have been marked by *. Teachers should determine best use of these lessons based on their students.
- Lessons marked as “optional for enrichment” in the [Louisiana Guide to Implementing Eureka](#) have not been included in this calendar. Teachers may determine to use these during “flex” days, based on their students.
- Even though only two days on this calendar have been marked for the LEAP 360 Formative Tasks, teachers may determine to do these over more than 2 days. This is intended to show when the content of those tasks integrates coherently with the Eureka curriculum.

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Diagnostic Assessment(s)/FLEX				
Week 2	1.1-A	1.2-A	1.3-B	1.4-B	1.5-B
Week 3	1.6-B	1.7-B	1.8-B	LEAP 360 Formative Task - Adding and Subtracting Within 100	
Week 4	FLEX	FLEX	FLEX	2.1-A	2.2-A
Week 5	2.3-B	2.4-B	2.5-B	2.6-C	2.7-C
Week 6	2.D.8	2.D.9	2.D.10	FLEX	FLEX
Week 7	FLEX	3.1-A	3.2-B	3.3-B	3.4-C
Week 8	3.5-C	3.6-C	3.7-C	3.8-D	3.9-D
Week 9	3.10-D	3.11-E	3.12-E	3.13-E	3.14-E

Week 10	3.16-F	3.17-F	3.19-G	3.20-G	FLEX
Week 11	FLEX	FLEX	4.1-A	4.2-A	4.3-A
Week 12	4.4-A	4.5-A	4.6-B	4.7-B	4.8-B
Week 13	4.9-B	4.10-B	4.11-C	4.12-C	4.13-C
Week 14	4.14-C	4.15-C	4.16-C	LEAP 360 Formative Task - Using Stories to Solve One-Step Word Problems	
Week 15	*4.17-4.21-D	FLEX	FLEX	FLEX	4.22-D
Week 16	4.23-E	4.24-E	4.25-E	4.26-E	4.27-E
Week 17	4.28-E	*4.29-F	*4.30-F	4.31-F	FLEX
Week 18	FLEX	FLEX	FLEX	LEAP 360 Formative Task - Math Labs: Solving Two-Step Word Problems	
Week 19	5.1-A	5.2-A	5.3-A	5.4-A	*5.5-A
Week 20	*5.6-A	5.7-A	5.8-B	5.9-B	5.10-B
Week 21	5.11-B	5.12-B	5.13-C	5.14-C	5.15-C
Week 22	5.16-C	5.17-C	5.18-C	*5.19-5.20-D	FLEX
Week 23	FLEX	LEAP 360 Formative Task - Adding and Subtracting Within 1000		6.1-A	6.2-A
Week 24	6.3-A	6.4-A	6.5-B	6.6-B	6.7-B
Week 25	6.8-B	6.9-B	6.10-C	6.11-C	6.12-C
Week 26	6.13-C	6.14-C	6.15-C	6.17-D	6.18-D
Week 27	6.19-D	FLEX	FLEX	FLEX	7.1-A
Week 28	7.2-A	7.3-A	7.4-A	7.5-A	7.6-B
Week 29	7.7-B	7.8-B	7.11-B	7.12-B	7.13-B
Week 30	*7.14-C	7.15-C	7.16-D	7.17-D	7.18-D

Week 31	7.19-D	LEAP 360 Formative Task - Scavenger Hunt: Comparing Length Units		7.20-E	7.21-E
Week 32	7.22-E	7.23-F	7.24-F	7.25-F	FLEX
Week 33	FLEX	FLEX	8.1-A	8.2-A	8.3-A
Week 34	8.5-A	8.6-B	8.7-B	8.8-B	8.9-C
Week 35	8.10-C	8.11-C	8.12-C	8.13-D	8.14-D
Week 36	8.15-D	FLEX	FLEX	FLEX	FLEX

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (■). Supporting work (■) and, where appropriate, additional work (■) can engage students in the major work of the grade.

Overview of the Lessons

Eureka Math modules are separated into topics (divided by black lines) and lessons. This section is devoted to helping teachers identify the standards on which each lesson is focused, whether on grade level or not. The grade level standards are color-coded to denote their focus. Again, this alignment does not explicitly align to the alignment guidance provided in Eureka Math. Furthermore, not every lesson is entirely focused on grade level standards, and, as such, many lessons can be used for either remediation or enrichment. In this section you will also find notes on specific lessons that can be used for differentiation, along with details/rationale for the recommended action. An asterisk is used to denote a standard that is not addressed in its entirety in that single lesson. The part(s) of the standard that are addressed are directly quoted from the LSSM standard and are shown in purple.

Module 1: Sums and Differences to 100

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.1-A	2.OA.B.2	K.OA.A.3, K.OA.A.4, K.NBT.A.1, 1.OA.C.6, 1.NBT.B.2	O	<ul style="list-style-type: none"> Although these Lessons rely heavily on previous grade level standards, the focus is on applying and extending previous understandings and skill to produce to the expected grade level fluencies, 2.OA.B.2 and 2.NBT.B.5.
1.2-A	2.OA.A.2, 2.NBT.B.5	K.OA.A.3, K.OA.A.4, K.NBT.A.1, 1.OA.C.6, 1.NBT.B.2	O	
1.3-B	2.OA.A.1, 2.NBT.B.5	1.NBT.C.4	O	<ul style="list-style-type: none"> Although these Lessons rely heavily on previous grade level standards, the focus is on applying and extending previous understandings and skill to produce to the expected grade level fluencies, 2.OA.B.2 and 2.NBT.B.5.
1.4-B	2.OA.B.2	1.OA.A.1, 1.OA.C.6	O	
1.5-B	2.OA.A.1, 2.NBT.B.5	1.NBT.C.4	O	
1.6-B	2.OA.A.1, 2.NBT.B.5		O	
1.7-B	2.OA.B.2	1.OA.A.1, 1.OA.C.6	O	
1.8-B	2.OA.A.1, 2.NBT.B.5		O	

Module 2: Addition and Subtraction of Length Units

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
2.1-A	2.MD.B.5	1.MD.A.2	O	<ul style="list-style-type: none"> Although the measurement pieces of these Lessons is not on grade level, the Lessons do introduce students to using addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
2.2-A	2.MD.B.5		O	
2.3-A	2.MD.A.1*, 2.MD.A.4		O	<ul style="list-style-type: none"> This Lesson focuses on measuring the length of an object by using appropriate tools such as rulers (student created) which will lead to Mastery of 2.MD.A.1.
2.4-B	2.MD.A.1		O	
2.5-B	2.MD.A.1*, 2.MD.A.3		O	<ul style="list-style-type: none"> This Lesson includes measuring the length of an object by using appropriate tools such as rulers which will lead to Mastery of 2.MD.A.1.
2.6-C	2.MD.A.4, 2.MD.B.5		O	
2.7-C	2.MD.A.2, 2.MD.A.4		O	
2.8-D	2.MD.B.5		O	
2.9-D	2.MD.A.1*, 2.MD.A.3, 2.MD.A.4, 2.MD.B.5		O	<ul style="list-style-type: none"> This Lesson includes measuring the length of an object by using appropriate tools such as measuring tapes which will lead to Mastery of 2.MD.A.1. It should be noted that this Lesson has a large focus on creating and using tape diagrams. Although this is not a strategy explicitly call out in the Grade 2 standards, it is commonly used throughout the Eureka Math curriculum, and, as such, this Lesson may prove to be advantageous for the students long term.
2.10-D	2.MD.B.5		O	

Module 3: Place Value, Counting, and Comparison of Numbers to 1000

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.1-A	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.3*		O	<ul style="list-style-type: none"> This Lesson includes reading and writing numbers to 1000 using base-ten numerals which will lead to Mastery of 2.NBT.A.3.
3.2-B	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2*, 2.NBT.A.3*		O	<ul style="list-style-type: none"> This Lesson focuses on counting within 1000; skip-counting by 5s, 10s which will lead to Mastery of 2.NBT.A.2. This Lesson includes reading and writing numbers to 1000 using base-ten numerals which will lead to Mastery of 2.NBT.A.3.
3.3-B	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3*		O	<ul style="list-style-type: none"> This Lesson includes reading and writing numbers to 1000 using base-ten numerals which will lead to Mastery of 2.NBT.A.3.
3.4-C	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3*		O	<ul style="list-style-type: none"> This Lesson includes reading and writing numbers to 1000 using base-ten numerals which will lead to Mastery of 2.NBT.A.3.
3.5-C	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.3*		O	<ul style="list-style-type: none"> This Lesson includes reading and writing numbers to 1000 using base-ten numerals which will lead to Mastery of 2.NBT.A.3. It should be noted that this Lesson also introduces ‘unit form’ which is the foundation for expanded form and will lead to mastery of 2.NBT.A.3.
3.6-C	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.3, 2.NBT.B.7*		O	<ul style="list-style-type: none"> This Lesson includes adding within 1000 which will lead to Mastery of 2.NBT.B.7.
3.7-C	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.3		O	
3.8-D	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.9-D	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3*		O	<ul style="list-style-type: none"> This Lesson includes reading and writing numbers to 1000 using base-ten numerals and number names which will lead to Mastery of 2.NBT.A.3.
3.10-D	2.MD.C.8*		O	<ul style="list-style-type: none"> This Lesson includes solving a word problem involving dollar bills which will lead to mastery of 2.MD.C.8. It should be noted that this Lesson provides a rich opportunity for developing the Standards for Mathematical Practice, connecting them to the content standards.
3.11-E	2.NBT.A.1, 2.NBT.A.3*		O	<ul style="list-style-type: none"> This Lesson includes reading and writing numbers to 1000 using base-ten numerals and number names which will lead to Mastery of 2.NBT.A.3.
3.12-E	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2		O	
3.13-E	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2		O	
3.14-E	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3		O	
3.15-E	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2		E	<ul style="list-style-type: none"> This Lesson focuses on students using their knowledge of the 2.NBT.A standards to solve real-world problems which extends beyond the explicit expectations of the 2.NBT.A standards.
3.16-F	2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4		O	
3.17-F	2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4		O	
3.18-F	2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4		E	<ul style="list-style-type: none"> This Lesson focuses on ordering three numbers in different forms which extends beyond the explicit expectation of 2.NBT.A.4.

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.19-G	2.NBT.A.2, 2.NBT.B.7*, 2.NBT.B.8		O	<ul style="list-style-type: none"> This Lesson includes understanding that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones of 2.NBT.B.7.
3.20-G	2.NBT.A.2, 2.NBT.B.8		O	
3.21-G	2.NBT.A.2		E	<ul style="list-style-type: none"> This Lesson focuses on patterns of counting up and down which extends beyond the explicit expectation of 2.NBT.A.2.

Module 4: Addition and Subtraction Within 200 with Word Problems to 100

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.1-A	2.OA.A.1	1.NBT.C.5	O	
4.2-A	2.OA.A.1, 2.NBT.B.5	1.NBT.B.3, 1.NBT.C.5	O	
4.3-A	2.OA.A.1, 2.NBT.B.5	1.NBT.C.5	O	
4.4-A	2.OA.A.1, 2.NBT.B.5		O	
4.5-A	2.OA.A.1		O	
4.6-B	2.OA.A.1, 2.NBT.B.5		O	<ul style="list-style-type: none"> Although these Lessons only involve adding within 100, the focus is on mastering the strategies that will help students add within 1000, 2.NBT.B.7.
4.7-B	2.OA.A.1, 2.NBT.B.5		O	
4.8-B	2.OA.A.1, 2.NBT.B.5		O	
4.9-B	2.OA.A.1, 2.NBT.B.7*		O	<ul style="list-style-type: none"> These Lessons focus on adding within 1000 using concrete models or drawings and strategies based on place value; understanding that in 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 which will lead to mastery of 2.NBT.B.7.
4.10-B	2.OA.A.1, 2.NBT.B.7*		O	
4.11-C	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.9		O	<ul style="list-style-type: none"> Although these Lessons only involve subtracting within 100, the focus is on mastering the strategies that will help students subtract within 1000, 2.NBT.B.7.
4.12-C	2.OA.A.1, 2.NBT.B.5		O	
4.13-C	2.OA.A.1, 2.NBT.B.5		O	
4.14-C	2.OA.A.1, 2.NBT.B.7*		O	<ul style="list-style-type: none"> These Lessons focus on subtracting within 1000 using concrete models or drawings and

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.15-C	2.NBT.B.7*		O	strategies based on place value; understanding that in 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 which will lead to mastery of 2.NBT.B.7.
4.16-C	2.OA.A.1		O	
4.17-D	2.NBT.B.7*		R	<ul style="list-style-type: none"> These Lessons focus on adding within 1000 using concrete models or drawings and strategies based on place value; understanding that in 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 which will lead to mastery of 2.NBT.B.7. Reserve these Lessons to be used with students who are struggling with and/or need extra practice to master the concepts and skills presented in Topic B.
4.18-D	2.NBT.B.7*		R	
4.19-D	2.NBT.B.7*		R	
4.20-D	2.NBT.B.7*		R	
4.21-D	2.NBT.B.7*		R	
4.22-D	2.NBT.B.6		O	
4.23-E	2.NBT.B.7*		O	<ul style="list-style-type: none"> These Lessons focus on subtracting within 1000 using concrete models or drawings, strategies based on place value, and/or properties of operations; understanding that in 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 which will lead to mastery of 2.NBT.B.7.
4.24-E	2.NBT.B.7*		O	
4.25-E	2.NBT.B.7*		O	
4.26-E	2.NBT.B.7*		O	
4.27-E	2.NBT.B.7*		O	
4.28-E	2.NBT.B.7*		O	
4.29-F	2.NBT.B.7*		R	<ul style="list-style-type: none"> These Lessons focus on adding within 1000 using concrete models or drawings and

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.30-F	2.NBT.B.7*, 2.NBT.B.9		R	<p>strategies based on place value which will lead to mastery of 2.NBT.B.7.</p> <ul style="list-style-type: none"> Reserve these Lessons to be used with students who are struggling with and/or need extra practice to master adding within 1000. It should be noted that these Lessons introduce students to the ‘totals below’ method (i.e., partial sums). If students have struggled with the ‘new groups below’ method, these Lessons may prove to be advantageous for the students long term.
4.31-F	2.OA.A.1		O	

Module 5: Addition and Subtraction Within 1000 with Word Problems to 100

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
5.1-A	2.NBT.B.7*, 2.NBT.B.8		O	<ul style="list-style-type: none"> These Lessons focus on adding and/or subtracting within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction which will lead to mastery of 2.NBT.B.7.
5.2-A	2.NBT.B.7*, 2.NBT.B.8		O	
5.3-A	2.NBT.B.7*		O	
5.4-A	2.NBT.B.7*		O	
5.5-A	2.NBT.B.7*		R	<ul style="list-style-type: none"> These Lessons focus on adding and/or subtracting within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction which will lead to mastery of 2.NBT.B.7. Reserve these Lessons to be used with students who are struggling with and/or need extra practice to master adding and subtracting within 1000.
5.6-A	2.NBT.B.7*		R	
5.7-A	2.NBT.B.7*		O	<ul style="list-style-type: none"> Analogous Grade 1 Lessons were typically identified as ‘optional for enrichment.’ However, this Lesson provides students with their first real opportunity to justify the reasoning used with a written explanation which will lead to mastery of 2.NBT.B.7.
5.8-B	2.NBT.B.7*		O	<ul style="list-style-type: none"> These Lessons focus on adding within 1000 using concrete models or drawings, strategies based on place value, and/or properties of operations; understanding that in 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 which will lead to mastery of 2.NBT.B.7.
5.9-B	2.NBT.B.7*		O	
5.10-B	2.NBT.B.7*		O	
5.11-B	2.NBT.B.7*		O	
5.12-B	2.NBT.B.7		O	
5.13-C	2.NBT.B.7*, 2.NBT.B.9		O	<ul style="list-style-type: none"> These Lessons focus on subtracting within 1000 using concrete models or drawings, strategies based on place value, and/or properties of operations; understanding that in 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
5.14-C	2.NBT.B.7*, 2.NBT.B.9		O	

R = optional for remediation; E = optional for enrichment; O = on grade level

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
5.15-C	2.NBT.B.7*, 2.NBT.B.9		O	which will lead to mastery of 2.NBT.B.7.
5.16-C	2.NBT.B.7*, 2.NBT.B.9		O	
5.17-C	2.NBT.B.7*, 2.NBT.B.9		O	<ul style="list-style-type: none"> This Lesson focuses on subtracting within 1000 using concrete models or drawings, strategies based on place value, and/or properties of operations; understanding that in 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 which will lead to mastery of 2.NBT.B.7.
5.18-C	2.NBT.B.7, 2.NBT.B.9		O	
5.19-D	2.NBT.B.7*, 2.NBT.B.9		R	<ul style="list-style-type: none"> Reserve these Lessons to be used with students who are struggling with and/or need extra practice to master adding and subtracting within 1000, as well as, justify the reasoning used with a written explanation and/or explaining why addition and subtraction strategies work.
5.20-D	2.NBT.B.7*, 2.NBT.B.9		R	

Module 6: Foundations of Multiplication and Division

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.1-A	2.OA.C		O	<ul style="list-style-type: none"> These Lessons are preparing students to be able to engage with and master 2.OA.C.4.
6.2-A	2.OA.C		O	
6.3-A	2.OA.C		O	
6.4-A	2.OA.C		O	
6.5-B	2.OA.C		O	<ul style="list-style-type: none"> This Lesson is preparing students to be able to engage with and master 2.OA.C.4.
6.6-B	2.OA.C.4		O	
6.7-B	2.OA.C.4		O	
6.8-B	2.OA.C.4		O	
6.9-B	2.OA.A.1, 2.OA.C.4		O	
6.10-C	2.OA.C.4		O	<ul style="list-style-type: none"> These Lessons are preparing students to be able to engage with and master 2.G.A.2.
6.11-C	2.OA.C.4		O	
6.12-C	2.OA.C.4		O	
6.13-C	2.OA.C.4		O	
6.14-C	2.OA.C.4, 2.G.A.2		O	
6.15-C	2.OA.C.4, 2.G.A.2		O	
6.16-C			E	<ul style="list-style-type: none"> This Lesson focuses on using grid paper to create designs which extends beyond the explicit expectations of the 2.G standards.

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.17-D	2.OA.C.3*		O	<ul style="list-style-type: none"> This Lesson includes determining whether a group of objects (up to 20) has an even number of members; writing an equation to express an even number as a sum of two equal addends which will lead to mastery of 2.OA.C.3.
6.18-D	2.OA.C.3*		O	<ul style="list-style-type: none"> This Lesson includes determining whether a group of objects (up to 20) has an even number of members which will lead to mastery of 2.OA.C.3.
6.19-D	2.OA.C.3*		O	<ul style="list-style-type: none"> This Lesson includes determining whether a group of objects (up to 20) has an odd or even number of members which will lead to mastery of 2.OA.C.3.
6.20-D			E	<ul style="list-style-type: none"> This Lesson focuses on proving relationships about adding even and odd numbers which extends beyond the explicit expectations of 2.OA.C.3.

Module 7: Problem Solving with Length, Money, and Data

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
7.1-A	2.MD.D.10*		O	• This Lesson focuses on representing a data set with up to four categories and solving simple put-together, take-apart, and compare problems which will lead to mastery of 2.MD.D.10.
7.2-A	2.MD.D.10*		O	• This Lesson focuses on drawing a picture graph to represent a data set with up to four categories and solving simple put-together, take-apart, and compare problems which will lead to mastery of 2.MD.D.10.
7.3-A	2.MD.D.10		O	
7.4-A	2.MD.D.10		O	
7.5-A	2.MD.D.10		O	
7.6-B	2.MD.C.8*	K.MD.C.4, 1.MD.D.5	O	• This Lesson includes using \$ and ¢ symbols appropriately which will lead to mastery of 2.MD.C.8.
7.7-B	2.OA.A.1, 2.NBT.B.5, 2.MD.C.8*		O	• This Lesson focuses on solving word problems involving quarters, dimes, nickels, and pennies which will lead to mastery of 2.MD.C.8.
7.8-B	2.OA.A.1, 2.NBT.B.5, 2.MD.C.8*		O	• This Lesson focuses on solving word problems involving dollar bills which will lead to mastery of 2.MD.C.8.
7.9-B			E	• This Lesson focuses on equivalent sets of coins which is beyond the explicit expectation of 2.MD.C.8. If time permits, this Lesson might prove to be advantageous for students long term.
7.10-B			E	• This Lesson focuses on using the fewest number of coins to create a given value which is beyond the explicit expectation of 2.MD.C.8. If time permits, this Lesson might prove to be advantageous for students long term.
7.11-B	2.NBT.B.5		O	• This Lesson focuses on connecting the skills from 2.NBT.B.5 to the concepts foundational to 2.MD.C.8 to prepare students for the next Lesson and mastery of 2.MD.C.8.
7.12-B	2.OA.A.1, 2.NBT.B.5, 2.MD.C.8		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
7.13-B	2.OA.A.1, 2.NBT.B.5, 2.MD.C.8		O	
7.14-C		1.MD.A.2	R	<ul style="list-style-type: none"> Reserve these Lessons to be used with students who are struggling with and/or need extra practice to measure with a length unit.
7.15-C	2.MD.A.1*, 2.MD.A.4		O	<ul style="list-style-type: none"> This Lesson focuses on measuring the length of an object by using appropriate tools such as rulers (student created) which will lead to Mastery of 2.MD.A.1.
7.16-D	2.MD.A.1		O	
7.17-D	2.MD.A.1, 2.MD.A.3		O	
7.18-D	2.MD.A.2		O	
7.19-D	2.NBT.B.5, 2.MD.A.4		O	
7.20-E	2.MD.B.5		O	
7.21-E	2.NBT.A.2*, 2.MD.B.6*		O	<ul style="list-style-type: none"> This Lesson includes skip-counting by 5s, 10s which will lead to Mastery of 2.NBT.A.2. This Lesson focuses on representing whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... which will lead to mastery of 2.MD.B.6.
7.22-E	2.MD.B.5, 2.MD.B.6		O	
7.23-F	2.MD.D.9*		O	<ul style="list-style-type: none"> This Lesson focuses on generating measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object which will lead to mastery of 2.MD.D.9.
7.24-F	2.MD.D.9*		O	
7.25-F	2.MD.D.9*		O	<ul style="list-style-type: none"> This Lesson includes showing measurement by making a line plot which will lead to mastery of 2.MD.D.9.

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
7.26-F	2.MD.D.9*		E	<ul style="list-style-type: none"> • This Lesson includes showing measurement by making a line plot which will lead to mastery of 2.MD.D.9. • This Lesson focuses on multiple data displays and solving problems given a data set which extends beyond the explicit expectations of 2.MD.D.9.

Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
8.1-A	2.G.A		O	<ul style="list-style-type: none"> This Lesson is preparing students to be able to engage with and master 2.G.A.1.
8.2-A	2.G.A.1		O	
8.3-A	2.G.A.1		O	
8.4-A	2.G.A.1		E	<ul style="list-style-type: none"> This Lesson includes recognizing and drawing shapes that are beyond the explicit expectation of 2.G.A.1.
8.5-A	2.G.A.1		O	
8.6-B	2.G.A.1		O	<ul style="list-style-type: none"> This Lesson is preparing students to be able to engage with and master 2.G.A.3.
8.7-B	2.G.A.3*		O	<ul style="list-style-type: none"> These Lessons include describing the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths which will lead to mastery of 2.G.A.3. It should be noted that these Lessons go beyond the explicit expectations of circles and rectangles to also include triangles, parallelograms, trapezoids, and hexagons.
8.8-B	2.G.A.3*		O	
8.9-C	2.G.A.3*		O	<ul style="list-style-type: none"> This Lesson includes partitioning circles and rectangles into two equal shares, describing the shares using the words halves, thirds, half of, etc. which will lead to mastery of 2.G.A.3.
8.10-C	2.G.A.3*		O	<ul style="list-style-type: none"> This Lesson includes partitioning circles and rectangles into two, three, or four equal shares, describing the shares using the words halves, thirds, half of, a third of, etc. which will lead to mastery of 2.G.A.3.
8.11-C	2.G.A.3*		O	<ul style="list-style-type: none"> This Lesson includes describing the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths which will lead to mastery of 2.G.A.3.
8.12-C	2.G.A.3		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
8.13-D	2.MD.C.7*, 2.G.A.3*		O	<ul style="list-style-type: none"> This Lesson includes telling time from analog and clocks to the nearest five minutes which will lead to mastery of 2.MD.C.7. This Lesson includes partitioning circles into two and four equal shares, describing the shares using the words halves, half of, etc. which will lead to mastery of 2.G.A.3.
8.14-D	2.NBT.A.2*, 2.MD.C.7*		O	<ul style="list-style-type: none"> This Lesson includes skip-counting by 5s which will lead to mastery of 2.NBT.A.2. This Lesson includes telling time from analog and clocks to the nearest five minutes which will lead to mastery of 2.MD.C.7.
8.15-D	2.MD.C.7		O	
8.16-D		3.MD.A.1	E	<ul style="list-style-type: none"> This Lesson focuses on elapsed time which extends beyond the explicit expectations of 2.MD.C.7.

Additional Notes on Eureka-Specific Strategies/Representations

The “arrow method” (used in Module 4, Topic A and Module 5, Topic A) is optional. Some students may like it, but it certainly has potential to create some misconceptions in students as all of the arrows point towards the right, even when subtracting.

In Module 4, Topic B, students are introduced to the “new groups below” method as their first method for performing addition vertically. This method is not the most accessible vertical method. We recommend using the “totals below” method (i.e., partial sums) as the first vertical method. The “totals below” method is not introduced until Topic F. Furthermore, the term “algorithm” is introduced in Lesson 9; although, that word does not appear in the Standards until 3rd grade, 3.NBT.A.2. This is not a reference to the standard algorithm for addition, rather a reference to whichever vertical method you choose. The author notes that fluency with the standard algorithm is a 4th grade expectation, 4.NBT.B.4.

In Module 4, Topic C, students are taught and expected to use a vertical method that is the standard algorithm; although, fluency with the standard algorithm is a 4th grade expectation, 4.NBT.B.4.

Standards by Course

This section aims to further inform teachers on the alignment between Eureka Math and the LSSM. Standards, or parts thereof, highlighted in orange are addressed in Eureka Math but with limited exposure. It is recommended that teachers pay careful attention to these places to ensure students have mastered the standards, or parts thereof, using only Eureka Math. If not, teachers should supplement to ensure mastery for all students. Standards, or parts thereof, highlighted in red are not included in the Eureka Math curriculum thus necessitating the need to supplement to ensure mastery for all students.

Code	Standard
2.OA.A.1	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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2.OA.C.3	Determine whether a group of objects (up to 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.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
2.NBT.A.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”
2.NBT.A.1b	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).
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Code	Standard
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation. Understand that in 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.
2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.MD.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>
2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Code	Standard
2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Standards by Module

Using the alignment guidance provided in Eureka Math, each module is presented visually, outlining the topics and the standards taught within each topic. The standards are color-coded to denote their focus, and the standard(s) that serve as the primary focus, for that topic, are bolded.

Module 1: Sums and Differences to 20	
Topic A	Topic B
Foundations for Fluency with Sums and Differences Within 100	Initiating Fluency with Addition and Subtraction Within 100
2.OA.A.2	2.OA.A.1
K.OA.A.3	2.OA.A.2
K.OA.A.4	2.NBT.B.5
K.NBT.A.1	1.NBT.C.4
1.OA.C.5	1.NBT.C.5
1.OA.C.6	1.NBT.C.6
1.NBT.B.2b	

Module 2: Addition and Subtraction of Length Units			
Topic A	Topic B	Topic C	Topic D
Understand Concepts About the Ruler	Measure and Estimate Length Using Different Measurement Tools	Measure and Compare Lengths Using Different Length Units	Relate Addition and Subtraction to Length
2.MD.A.1	2.MD.A.1	2.MD.A.1	2.MD.A.1
	2.MD.A.3	2.MD.A.2	2.MD.A.3
		2.MD.A.4	2.MD.A.4
			2.MD.B.5
			2.MD.B.6

Module 3: Place Value, Counting, and Comparison of Numbers to 1000						
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F	Topic G
Forming Base Ten Units of Ten, a Hundred, and a Thousand	Understanding Place Value Units of One, Ten, and a Hundred	Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms	Modeling Base Ten Numbers Within 1,000 with Money	Modeling Numbers Within 1,000 with Place Value Disks	Comparing Two Three-Digit Numbers	Finding 1, 10, and 100 More or Less Than a Number
2.NBT.A.1	2.NBT.A.1	2.NBT.A.1	2.NBT.A.1	2.NBT.A.1	2.NBT.A.4	2.OA.A.1
	2.NBT.A.2	2.NBT.A.2	2.NBT.A.2	2.NBT.A.2		2.NBT.A.2
		2.NBT.A.3	2.NBT.A.3	2.NBT.A.3		2.NBT.B.8
			2.MD.C.8	2.NBT.A.4		

Module 4: Addition and Subtraction Within 200 with Word Problems to 100

Topic A	Topic B	Topic C	Topic D	Topic E	Topic F
Sums and Differences Within 100	Strategies for Composing a Ten	Strategies for Decomposing a Ten	Strategies for Composing Tens and Hundreds	Strategies for Decomposing Tens and Hundreds	Student Explanations of Written Methods
2.OA.A.1	2.OA.A.1	2.OA.A.1	2.NBT.B.6	2.NBT.B.7	2.OA.A.1
2.NBT.B.5	2.NBT.B.5	2.NBT.B.5	2.NBT.B.7	2.NBT.B.9	2.NBT.B.7
2.NBT.B.8	2.NBT.B.7	2.NBT.B.7	2.NBT.B.8		2.NBT.B.9
2.NBT.B.9	2.NBT.B.9	2.NBT.B.9	2.NBT.B.9		

Module 5: Addition and Subtraction Within 1,000 with Word Problems to 100			
Topic A	Topic B	Topic C	Topic D
Strategies for Adding and Subtracting Within 1,000	Strategies for Composing Tens and Hundreds Within 1,000	Strategies for Decomposing Tens and Hundreds Within 1,000	Student Explanations for Choice of Solution Methods
2.NBT.B.7	2.NBT.B.7	2.NBT.B.7	2.NBT.B.7
2.NBT.B.8	2.NBT.B.9	2.NBT.B.9	2.NBT.B.8
2.NBT.B.9			2.NBT.B.9

Module 6: Foundations of Multiplication and Division			
Topic A	Topic B	Topic C	Topic D
Formation of Equal Groups	Arrays and Equal Groups	Rectangular Arrays as a Foundation for Multiplication and Division	The Meaning of Even and Odd Numbers
2.OA.C.4	2.OA.C.4	2.OA.C.4	2.OA.C.3
2.NBT.A.2	2.NBT.A.2	2.G.A.2	
2.NBT.B.6			

Module 7: Problem Solving with Length, Money, and Data					
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F
Problem Solving with Categorical Data	Problem Solving with Coins and Bills	Creating an Inch Ruler	Measuring and Estimating Length Using Customary and Metric Units	Problem Solving with Customary and Metric Units	Displaying Measurement Data
2..MD.B.6	2.NBT.A.2	2.MD.A.1	2.MD.A.1	2.NBT.A.2	2.MD.A.1
2.MD.D.10	2.NBT.B.5		2.MD.A.2	2.NBT.A.4	2..MD.B.5
	2.NBT.B.6		2.MD.A.3	2.NBT.B.5	2..MD.B.6
	2.MD.C.8		2.MD.A.4	2..MD.B.5	2.MD.D.9
				2..MD.B.6	

Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes			
Topic A	Topic B	Topic C	Topic D
Attributes of Geometric Shapes	Composite Shapes and Fraction Concepts	Halves, Thirds, and Fourths of Circles and Rectangles	Application of Fractions to Tell Time
2.G.A.1	2.G.A.1	2.G.A.1	2.NBT.A.2
2.MD.A.1	2.G.A.3	2.G.A.3	2.NBT.B.5
			2.NBT.B.6
			2.MD.C.7
			2.G.A.3

Standards by Lesson

Eureka Math does not provide a lesson-level alignment to the Louisiana Student Standards for Mathematics (LSSM). Although this work was influenced by the alignment guidance provided in Eureka Math, it does not always align perfectly with the alignment guidance provided in Eureka Math.

The numbers listed denote the Module and Lesson in which a particular standard is addressed. For example, Module 1, Lesson 3 (1.3) helps move students towards mastery of 2.OA.A.1.

Major Work	
2.OA.A.1	1.3, 1.5, 1.6, 1.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.16, 4.31, 6.9, 7.7, 7.8, 7.12, 7.13
2.OA.B.2	1.1, 1.2, 1.4, 1.7
2.NBT.A.1	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15 (E), 3.16, 3.17, 3.18 (E)
2.NBT.A.1a	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15 (E), 3.16, 3.17, 3.18 (E)
2.NBT.A.1b	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15 (E), 3.16, 3.17, 3.18 (E)
2.NBT.A.2	3.2, 3.3, 3.4, 3.8, 3.9, 3.12, 3.13, 3.14, 3.15 (E), 3.19, 3.20, 3.21 (E) 7.21, 8.14
2.NBT.A.3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.14, 3.16, 3.17, 3.18 (E)
2.NBT.A.4	3.16, 3.17, 3.18 (E)
2.NBT.B.5	1.2, 1.3, 1.5, 1.6, 1.8, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.11, 4.12, 4.13, 7.7, 7.8, 7.11, 7.12, 7.13, 7.19

Major Work	
2.NBT.B.6	4.22
2.NBT.B.7	3.6, 3.19, 4.9, 4.10, 4.14, 4.15, 4.17 (R), 4.18 (R), 4.19 (R), 4.20 (R), 4.21 (R), 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 4.30 (R) 5.1, 5.2, 5.3, 5.4, 5.5 (R), 5.6 (R), 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19 (R), 5.20 (R)
2.NBT.B.8	3.19, 3.20, 5.1, 5.2
2.NBT.B.9	4.11, 4.30 (R) 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19 (R), 5.20 (R)
2.MD.A.1	2.4, 2.5, 2.9, 7.15, 7.16, 7.17
2.MD.A.2	2.7 7.18
2.MD.A.3	2.5, 2.9 7.17
2.MD.A.4	2.3, 2.6, 2.7, 2.9 7.15, 7.19
2.MD.B.5	2.1, 2.2, 2.6, 2.8, 2.9, 2.10, 7.20, 7.22
2.MD.B.6	7.21, 7.22

Supporting Work	
2.OA.C.3	6.17, 6.18, 6.19
2.OA.C.4	6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15
2.MD.C.7	8.13, 8.14, 8.15
2.MD.C.8	3.10, 7.6, 7.7, 7.8, 7.12, 7.13
2.MD.D.9	7.23, 7.24, 7.25, 7.26 (R)
2.MD.D.10	7.1, 7.2, 7.3, 7.4, 7.5

Additional Work	
2.G.A.1	8.2, 8.3, 8.4, 8.5, 8.6
2.G.A.2	6.14, 6.15
2.G.A.3	8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13