Louisiana Guide to Implementing Eureka Math Squared
Grade 2

To assist teachers with the implementation of the Eureka Math Squared curriculum for Grade 2, this document provides multiple layers of guidance regarding how Eureka Math Squared lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Eureka Math Squared is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Eureka Math Squared goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

Unlike the implementation guides for the original Eureka Math, we are not suggesting the prioritization of lessons. Instead, it is recommended that the lessons be taught in the intended order, especially in the early years of implementing this new curriculum.

The guidance document is considered a “living” document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to STEM@la.gov.

Updated on July 20, 2023

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Grade 2 Suggested Implementation Calendar

Grade 2	Module	Approximate Number of Days	Number of Lessons
Weeks 1-7	Module 1: Place Value Concepts through Metric Measurement and Data, Place Value, Counting, and Comparing Within 1,000	35 Days	30 Lessons
Weeks 8-13	Module 2: Addition and Subtraction Within 200	30 Days	27 Lessons
Weeks 14-17	Module 3: Shapes and Time with Fraction Concepts	20 Days	18 Lessons 1 optional
Weeks 18-23	Module 4: Addition and Subtraction within 1,000	30 Days	24 Lessons
Weeks 24-28	Module 5: Money, Data, and Customary Measurement	18 Days	16 Lessons
Weeks 29-32	Module 6: Multiplication and Division Foundations	20 Days	17 Lessons 1 optional

Alignment to Louisiana Student Standards for Mathematics

Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of 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 Practices. 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 on the grade (■). Supporting work (◘) and, where appropriate, additional work (○) can engage students in the major work of the grade.

Grade 2: Standards by Module					
Module 1	**Module 2**	**Module 3**	**Module 4**	**Module 5**	**Module 6**
2.OA.A.1 2.NBT.A.1 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4 2.MD.A.1 2.MD.A.3 2.MD.A.4 2.MD.B.5 2.MD.B.6 2.MD.D.10	2.OA.A.1 2.NBT.B.6 2.NBT.B.7	2.NBT.A.2 2.MD.C.7 2.G.A.1 2.G.A.3	2.OA.A.1 2.OA.B.2 2.NBT.B.5 2.NBT.B.6 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9	2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.B.5 2.MD.B.6 2.MD.C.8 2.MD.D.9	2.OA.A.1 2.OA.C.3 2.OA.C.4 2.G.A.2
Prerequisite Standards: 1.OA.A.1 1.NBT.B.2 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 1.MD.A.2	Prerequisite Standards: 1.OA.A.1 1.NBT.B.2 1.NBT.C.4 1.NBT.C.5	Prerequisite Standards: 1.MD.B.3 1.G.A.1 1.G.A.3	Prerequisite Standards: 1.OA.A.1 1.OA.C.6 1.OA.B.3 1.OA.B.4 1.NBT.B.2 1.NBT.C.4 1.NBT.C.5	Prerequisite Standards: 1.MD.A.2	Prerequisite Standards: 1.OA.A.1 1.OA.D.7 1.NBT.B.2 1.NBT.C.4 1.NBT.C.5

Standards by Lesson

Grade 2: Standards by Lesson	
Module 1 Lessons	**Standards**
1	2.MD.D.10
2	2.MD.D.10
3	2.MD.D.10
4	2.MD.D.10
5	2.MD.A.1
6	2.MD.A.1
7	2.MD.A.1
8	2.MD.A.1
9	2.NBT.A.1
10	2.MD.A.2
11	2.MD.A.3, 2.MD.A.4
12	2.MD.A.4
13	2.MD.A.1, 2.MD.A.3
14	2.MD.A.4
15	2.MD.B.6
16	2.MD.B.6
17	2.MD.B.5, 2.MD.B.6
18	2.MD.B.5, 2.MD.B.6
19	2.MD.B.5, 2.MD.B.6
20	2.NBT.A.1.a
21	2.NBT.A.2
22	2.OA.A.1, 2.NBT.A.2
23	2.NBT.A.1.a, 2.NBT.A.2, 2.NBT.A.3
24	2.NBT.A.1, 2.NBT.A.1.b, 2.NBT.A.2
25	2.NBT.A.1, 2.NBT.A.1.b
26	2.NBT.A.3
27	2.NBT.A.1, 2.NBT.A.1.b, 2.NBT.A.3
28	2.NBT.A.1, 2.NBT.A.1.a, 2.NBT.A.1.b
29	2.NBT.A.2
30	2.NBT.A.1, 2.NBT.A.1.a, 2.NBT.A.1.b, 2.NBT.A.2
31	2.NBT.A.1, 2.NBT.A.1.b, 2.NBT.A.3
32	2.NBT.A.1, 2.NBT.A.1.a, 2.NBT.A.1.b
33	2.NBT.A.1, 2.NBT.A.1.b
34	2.NBT.A.1, 2.NBT.A.1.a, 2.NBT.A.1.b
35	2.NBT.A.4
36	2.NBT.A.4
37	2.NBT.A.2, 2.NBT.A.4
38	2.NBT.A.3, 2.NBT.A.4

Module 2 Lessons	Standards
1	2.NBT.B.6
2	2.NBT.B.7
3	2.NBT.B.7
4	2.NBT.B.7
5	2.NBT.B.7
6	2.NBT.B.7
7	2.OA.A.1, 2.NBT.B.7
8	2.NBT.B.7
9	2.NBT.B.7
10	2.NBT.B.7
11	2.NBT.B.7
12	2.NBT.B.7
13	2.OA.A.1
14	2.NBT.B.7
15	2.NBT.B.7
16	2.NBT.B.7
17	2.NBT.B.7
18	2.NBT.B.7
19	2.OA.A.1, 2.NBT.B.7
20	2.NBT.B.7
21	2.NBT.B.7
22	2.NBT.B.7
23	2.NBT.B.7
24	2.NBT.B.7
25	2.NBT.B.7
26	2.OA.A.1
27	2.OA.A.1

Module 3 Lessons	Standards
1	2.G.A.1
2	2.G.A.1
3	2.G.A.1
4	2.G.A.1
5	2.G.A.1
6	2.G.A.1
7	2.G.A.1
8	2.G.A.3
9	2.G.A.3
10	2.G.A.3
11	2.G.A.3
12	2.G.A.3
13	2.G.A.3
14	2.MD.C.7
15	2.MD.C.7
16	2.MD.C.7
17	2.NBT.A.2, 2.MD.C.7
18	2.NBT.A.2, 2.MD.C.7
19	Optional

Module 4 Lessons	Standards
1	2.NBT.B.8
2	2.NBT.B.8
3	2.OA.A.1, 2.NBT.B.8
4	2.OA.A.1, 2.NBT.B.5
5	2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9
6	2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9
7	2.OA.B.2, 2.NBT.B.7
8	2.OA.B.2, 2.NBT.B.7
9	2.OA.B.2, 2.NBT.B.7
10	2.OA.B.2, 2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9
11	2.OA.B.2, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9
12	2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9
13	2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9
14	2.NBT.B.7, 2.NBT.B.9
15	2.NBT.B.7, 2.NBT.B.9
16	2.OA.B.2, 2.NBT.B.7
17	2.OA.B.2, 2.NBT.B.7
18	2.OA.B.2, 2.NBT.B.7
19	2.OA.B.2, 2.NBT.B.7
20	2.OA.B.2, 2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9
21	2.NBT.B.7, 2.NBT.B.9
22	2.OA.A.1, 2.NBT.B.5
23	2.OA.A.1, 2.NBT.B.5
24	2.NBT.B.7
Module 5 Lessons	**Standards**
1	2.MD.C.8
2	2.MD.C.8
3	2.MD.C.8
4	2.MD.C.8
5	2.MD.C.8
6	2.MD.C.8
7	2.MD.C.8
8	2.MD.A.1
9	2.MD.A.1, 2.MD.A.3
10	2.MD.A.2
11	2.MD.A.4
12	2.MD.B.6
13	2.MD.B.5
14	2.MD.B.5
15	2.MD.D.9
16	2.MD.D.9
Module 6 Lessons	**Standards**
1	2.OA.A.1, 2.OA.C.4

2	2.OA.C.4
3	2.OA.C.4
4	2.OA.A.1, 2.OA.C.4
5	2.OA.C.3, 2.OA.C.4
6	2.OA.C.3, 2.OA.C.4
7	2.OA.C.3, 2.OA.C.4
8	2.OA.C.3, 2.OA.C.4
9	2.OA.C.3, 2.OA.C.4

10	2.OA.C.3, 2.OA.C.4
11	2.OA.C.3, 2.OA.C.4, 2.G.A.2
12	2.OA.C.3, 2.OA.C.4, 2.G.A.2
13	2.OA.C.3, 2.OA.C.4, 2.G.A.2
14	2.OA.C.3
15	2.OA.C.3 Modifications- Lesson 15 Exit Ticket

	Replace problem 1 with problem 1.1 (2.OA.C.3).
16	2.OA.C.3
17	2.OA.A.1, 2.OA.C.3, 2.OA.C.4
18	2.OA.B.2

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
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.	Module 1: Lesson 22 Module 2: Lessons 7, 13, 19, 26, 27 Module 4: Lessons 3, 4, 22, 23 Module 6: Lessons 1, 4, 17
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.	Module 4: Lessons 7, 8, 9, 10, 11, 16, 17, 18, 19, 20 Module 6: Lesson 18
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.	Module 6: Lessons 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
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.	Module 6: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 17
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:	Module 1: Lessons 9, 24, 25, 27, 28, 30, 31, 32, 33, 34
2.NBT.A.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”	Module 1: Lessons 20, 23, 28, 30, 31, 32, 34
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).	Module 1: Lessons 23, 26, 27, 28, 30, 31, 32, 33, 34

2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	Module 1: Lessons 21, 22, 23, 24, 29, 30, 37 Module 3: Lessons 17, 18
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Module 1: Lessons 23, 26, 27, 31, 38
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.	Module 1: Lessons 35, 36, 37, 38
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.	Module 4: Lessons 4, 5, 6, 10, 11, 12, 13, 20, 22, 23
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Module 2: Lesson 1 Module 4: Lesson 11
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.	Module 2: Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Module 4: Lessons 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24
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.	Module 4: Lessons 1, 2, 3
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	Module 4: Lessons 5, 6, 10, 11, 12, 13, 14, 15, 20, 21

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.	Module 1: Lessons 5, 6, 7, 8, 13 Module 5: Lessons 8, 9
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.	Module 1: Lesson 10 Module 5: Lesson 10
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	Module 1: Lessons 11, 13 Module 5: Lesson 9
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.	Module 1: Lessons 11, 12, 14 Module 5: Lessons 13, 14
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.	Module 1: Lessons 17, 18, 19 Module 5: Lessons 13, 14
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.	Module 1: Lessons 15, 16, 17, 18, 19 Module 5: Lesson 12
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Module 3: Lessons 14, 15, 16, 17, 18
2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*	Module 5: Lessons 1, 2, 3, 4, 5, 6, 7, 8
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.	Module 5: Lessons 15, 16

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.	Module 1: Lessons 1, 2, 3, 4
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.	Module 3: Lessons 1, 2, 3, 4, 5, 6, 7
2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Module 6: Lessons 11, 12, 13
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.	Module 3: Lessons 8, 9, 10, 11, 12, 13

Acceleration in Mathematics within the context of Eureka Math Squared Equip

Diagnose:
To begin, use the Pre-Module Assessment to diagnose students' proficiency with essential foundational knowledge. Then use the data from that assessment to do the following:

- Identify possible unfinished student learning.
- Select supporting activities from this guide that best meet the needs of your students.

Plan:
Plan when you might provide student support to accelerate learning by reviewing the Pre-Module Assessment overview which includes at-a-glance information about the material associated with each assessment item and when the foundation content is needed in the current module.

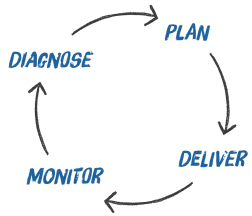
Map out when the supporting activities will be provided to students, individually, in small groups, or with the entire class.

Deliver:
Deliver the supporting activities. Depending on students' needs, select any combination of the supporting activities to teach. Supporting activities are designed to be flexible. Most can be used with a single student, a small group, or even a whole class.

Monitor:
Monitor student progress by analyzing their performance on the Exit ticket from the "Needed By" module lesson, topic quizzes, or end of Module assessments.

Useful Resources:
Eureka Math Squared Equip User Guide

For more information visit the Equip Section in the platform.
*Please log in for the link to work.



Family Resources for Eureka Math Squared

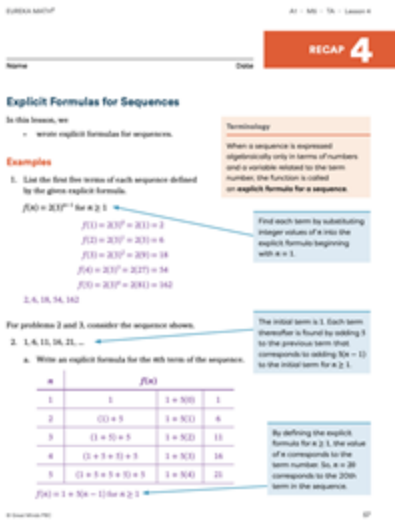
Parents "How can I Help"

Practice Support

- Use the thinking of the "partner" who is solving problems like those in the Practice.

Ask Questions

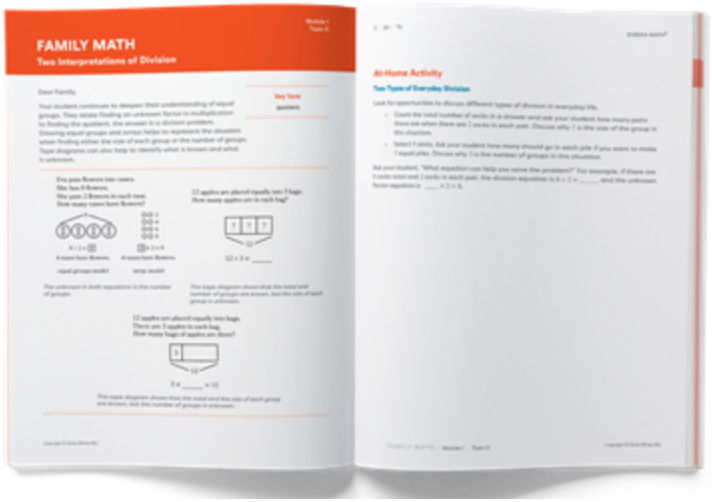
- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?



Lesson Recap for grades 6-9 in the Apply Book

Family Math (K-5) in the Apply Book

- Describes and shows key math concepts.
- Highlights new math vocabulary.
- Provides activities for student and family to do together at home.



Visit the Greatminds Family Math Page:
https://greatminds.org/eureka-math-squared-family-resources