Grade 2, Eureka Math Squared Module 1
FFC8 Guidance for Addressing Unfinished Learning

The *Eureka Math Squared* Equip Modules embrace the most current research around effective mathematics intervention. The Equip Modules outline a process for providing Tier 1, Tier 2, and Tier 3 "just-in-time" supports to help students master foundational content standards from previous grades and/or earlier in the current grade-level, so students can access the current grade-level module and standards. This approach moves away from traditional remediation practices to focus on accelerating student learning. The tables below show the required prerequisite skills/standards students need to master in order to be successful with grade-level learning, how to diagnose whether students have mastery of these prerequisite skills/standards, and how to take action when students do not have mastery of these prerequisite skills.

The Diagnose column lists the question number(s) from the Equip Module 1 Assessment that align to the prerequisite skills/standards listed in the Understand column. In the event that a student does not correctly answer a question(s) on the assessment, then the teacher(s) can use the Equip Supporting Activity(s) in the Take Action column to provide a reteach opportunity for the student in order for the student to reach mastery (Tier 1 or Tier 2 intervention). The question number on the Equip assessment correlates to each Supporting Activity number. For example, if a student answers question 4 incorrectly on the Equip assessment, then the teacher(s) would use Supporting Activity 4 with the student. If the student is in need of additional practice, the teacher can create additional practice problems within the Supporting Activity to offer more practice. If the student is in need of additional support following completion of the Supplemental Activity, the activity provides a reference to the grade-level and lesson(s) where this foundational content is taught within *Eureka Math Squared*. The teacher(s) can go to the referenced lesson(s) for additional intervention and instruction (Tier 2 or 3 intervention). The teacher(s) can also use the *Eureka Math Squared* Alignment Documents (dot charts) to find additional lessons offering distributed practice in the same Achievement Descriptor.

In the event that a student is in need of more intensive Tier 3 support outside of the Achievement Descriptor(s) addressed within the grade-level Equip Module, the teacher(s) can use the Coherence Map to identify the prerequisite skills/standards for the Achievement Descriptors within the grade-level Equip Module. The teacher(s) can use the *Eureka Math Squared* Alignment Documents (dot charts) from previous grade levels to find lessons offering instruction in the secondary prerequisite skills/standards identified through the Coherence Map. Another pathway to guide more intensive Tier 3 support is for the teacher(s) to administer the Equip Module for the previous grade-level. The teacher(s) can then work through a similar unfinished learning and just-in-time support process with the information obtained from this Equip assessment and associated Supporting Activities. See the Sample Framework from *Eureka Math Squared* for more information on accelerating learning.

2.MD.A - Measure and estimate lengths in standard units. (Module 1)
2.MD.A.1, 2.MD.A.3, and 2.MD.A.4

Understand	Diagnose	Take Action
Required Prerequisite Skills/Standards 1.MD.A.2 - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. **Coherence Map** 2.MD.A	Equip Module 1 Assessment - #1	Equip Module 1 Supporting Activities: ● Item 1 (Complete before *Eureka Math Squared* Module 1, Lesson 5)

2.MD.B - Relate addition and subtraction to length. (Module 1) 2.MD.B.5 and 2.MD.B.6		
Understand	**Diagnose**	**Take Action**
Required Prerequisite Skills/Standards 1.NBT.B.2 - Understand that the two digits of a two-digit number represent amounts of tens and ones. 1.NBT.B.3 - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. 1.NBT.C.4 - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Usertand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.OA.C.6 - Add and subtract within 20, demonstrating	Equip Module 1 Assessment - #3, 4, 5, 6, 7, and 8	Equip Module 1 Supporting Activities: ● Item 3 (Complete before *Eureka Math Squared* Module 1, Lesson 20) ● Item 4 (Complete before *Eureka Math Squared* Module 1, Lesson 15) ● Item 5 (Complete before *Eureka Math Squared* Module 1, Lesson 16) ● Item 6 (Complete before *Eureka Math Squared* Module 1, Lesson 20) ● Item 7 (Complete before *Eureka Math Squared* Module 1, Lesson 25) ● Item 8 (Complete before *Eureka Math Squared* Module 1, Lesson 35)

fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating the known equivalent. **Coherence Map** 2.MD.B		

2.MD.D - Represent and interpret data. (Module 1) **2.MD.D.10**		
Understand	**Diagnose**	**Take Action**
Required Prerequisite Skills/Standards 1.OA.A.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.A.2 - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **Coherence Map** 2.MD.D	Equip Module 1 Assessment - #2 and 5	Equip Module 1 Supporting Activities: ● Item 2 (Complete before *Eureka Math Squared* Module 1, Lesson 12) ● Item 5 (Complete before *Eureka Math Squared* Module 1, Lesson 16)

Ideas for Embedding SEAD into the Mathematics Classroom:

Facilitating Social, Emotional, and Academic Development (SEAD) Through Grade-Level Mathematics Content (Grade 2)	
The left-hand column contains sample actions for how SEAD can be effectively integrated into grade-level mathematics instruction, in connection with Standards for Mathematical Practice named in the right-hand column.	
Sample Actions	**Connection to Standards for Mathematical Practice (SMP)**

Use discussion protocols to provide a safe environment for students to share their developing thinking and to allow for interactions where peers value multiple contributions.	MP3: Construct viable arguments and critique the reasoning of others.
Design question threads that prompt students to recognize frustration with a problem, manage the frustration without turning their back on the task, re-evaluate, and look for an alternate pathway to a solution.	MP1: Make sense of problems and persevere in solving them.
Empower students to self-monitor their individual progress as they use properties and patterns along the way toward knowing sums of two one-digit numbers from memory. This monitoring includes reflection and individual recording, supporting their ability to try and try again to show off their improvement.	MP8: Look for and express regularity in repeated reasoning.

References:

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