

A Correlation of  
**INVESTIGATIONS**   
IN NUMBER, DATA, AND SPACE®

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To the  
**North Carolina**  
**Standard Course of Study - Mathematics**  
**Grade 1**

**A Correlation of Investigations 3 in Number, Data, and Space, ©2017  
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**Grade 1 Units**

**Unit 1 - Building Numbers and Solving Story Problems**

**Unit 2 - Comparing and Combining Shapes**

**Unit 3 - How Many of Each? How Many in All**

**Unit 4 - Fish Lengths and Fraction Rugs**

**Unit 5 - Number Games and Crayon Problems**

**Unit 6 - Would You Rather Be an Eagle or a Whale?**

**Unit 7 - How Many Tens? How Many Ones?**

**Unit 8 - Blocks and Buildings**

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North Carolina Standard Course of Study Mathematics – Grade 1	Investigations 3 in Number, Data, and Space ©2017 Grade 1 Sessions
<b>Standards for Mathematical Practice</b>	
1. Make sense of problems and persevere in solving them.	<b>Unit 1:</b> 1.1 (pp 23-33), 1.2 (pp 34-43), 2.3 (pp 95-102), 2.4 (pp 103-111), 2.7 (pp 128-133), 2.8 (pp 134-141), 3.1 (pp 150-159), 3.2 (pp 160-166), 3.4 (pp 175-182), 3.6 (pp 189-197), 3.7 (pp 198-205) <b>Unit 6:</b> 1.2 (pp 34-41), 1.3 (pp 42-49), 1.4 (pp 50-59), 1.5 (pp 60-66), 1.6 (pp 67-71), 1.7 (pp 72-82), 2.1 (pp 108-113), 2.2 (pp 114-121)
2. Reason abstractly and quantitatively.	<b>Unit 3:</b> 1.1 (pp 22-30), 1.2 (pp 31-40), 2.1 (pp 64-70), 2.2 (pp 71-77), 2.4 (pp 84-90), 2.5 (pp 91-99), 2.6 (pp 100-108), 2.7 (pp 109-113), 3.1 (pp 127-135), 3.2 (pp 136-142), 3.5 (pp 157-162) <b>Unit 7:</b> 1.1 (pp 24-30), 1.3 (pp 38-43), 1.6 (pp 60-67), 1.7 (pp 68-73), 1.8 (pp 74-79), 2.1 (pp 88-95), 2.2 (pp 96-103), 2.3 (pp 104-111), 2.4 (pp 112-119), 2.5 (pp 120-127), 2.7 (pp 136-140), 2.8 (pp 141-144), 3.1 (pp 154-161), 3.2 (pp 162-168), 3.6 (pp 195-201)
3. Construct viable arguments and critique the reasoning of others.	<b>Unit 2:</b> 1.4 (pp 43-47), 1.5 (pp 48-54), 1.6 (pp 55-62), 1.7 (pp 63-68), 2.1 (pp 77-84), 2.2 (pp 85-93), 2.3 (pp 94-100), 2.4 (pp 101-106) <b>Unit 5:</b> 1.1 (pp 24-33), 1.4 (pp 49-55), 2.1 (pp 90-97), 2.3 (pp 108-115), 2.4 (pp 116-122), 2.5 (pp 123-130), 2.6 (pp 131-139), 2.7 (pp 140-147), 2.8 (pp 148-151), 3.1 (pp 160-166), 3.5 (pp 188-195)
4. Model with mathematics.	<b>Unit 4:</b> 1.1 (pp 24-31), 1.2 (pp 32-37), 1.3 (pp 38-43), 1.5 (pp 51-61), 1.6 (pp 62-70), 2.1 (pp 89-99), 2.2 (pp 100-106), 2.3 (pp 107-113), 2.4 (pp 114-119) <b>Unit 6:</b> 1.1 (pp 25-33), 1.2 (pp 34-41), 1.3 (pp 42-49), 1.4 (pp 50-59), 1.5 (pp 60-66), 1.6 (pp 67-71), 2.1 (pp 108-113), 2.2 (pp 114-121)
5. Use appropriate tools strategically.	<b>Unit 2:</b> 1.1 (pp 22-29), 1.6 (pp 55-62), 1.7 (pp 63-68), 2.2 (pp 85-93), 2.3 (pp 94-100), 2.4 (pp 101-106) <b>Unit 4:</b> 1.2 (pp 32-37), 1.3 (pp 38-43), 1.4 (pp 44-50), 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75)

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<p>6. Attend to precision.</p>	<p><b>Unit 3:</b> 1.2 (pp 31-40), 2.2 (pp 71-77), 2.4 (pp 84-90), 2.5 (pp 91-99), 2.8 (pp 114-119), 3.1 (pp 127-135), 3.2 (pp 136-142), 3.4 (pp 150-156), 4.1 (pp 176-181) <b>Unit 8:</b> 1.1 (pp 23-28), 1.2 (pp 29-35), 1.3 (pp 36-41), 1.5 (pp 48-53), 1.6 (pp 54-59)</p>
<p>7. Look for and make use of structure.</p>	<p><b>Unit 5:</b> 1.2 (pp 34-41), 1.4 (pp 49-55), 2.1 (pp 90-97), 2.2 (pp 98-107), 2.3 (pp 108-115), 2.4 (pp 116-122), 2.5 (pp 123-130), 2.7 (pp 140-147), 2.8 (pp 148-151), 3.1 (pp 160-166), 3.3 (pp 174-180) <b>Unit 8:</b> 1.2 (pp 29-35), 1.3 (pp 36-41), 1.4 (pp 42-47), 1.5 (pp 48-53), 1.6 (pp 54-59), 1.7 (pp 60-66), 1.8 (pp 67-72)</p>
<p>8. Look for and express regularity in repeated reasoning.</p>	<p><b>Unit 1:</b> 1.2 (pp 34-43), 1.4 (pp 52-58), 2.2 (pp 85-94), 2.4 (pp 103-111), 2.5 (pp 112-120), 2.6 (pp 121-127), 2.7 (pp 128-133), 3.1 (pp 150-159), 3.2 (pp 160-166), 3.3 (pp 167-174), 3.4 (pp 175-182), 3.5 (pp 183-188) <b>Unit 7:</b> 1.2 (pp 31-37), 1.4 (pp 44-53), 2.2 (pp 96-103), 2.3 (pp 104-111), 2.5 (pp 120-127), 2.6 (pp 128-135), 2.7 (pp 136-140), 3.1 (pp 154-161), 3.3 (pp 169-176), 3.4 (pp 177-186), 3.5(pp 187-194), 3.6 (pp 195-201), 3.7 (pp 202-207)</p>

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<p><b>Operations and Algebraic Thinking</b></p>	
<p><b>Represent and solve problems.</b></p>	
<p>NC.1.OA.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving:</p>	<p><b>Unit 1:</b> 2.3 (pp 95-102), 2.4 (pp 103-111), 2.6 (pp 121-127), 2.7 (pp 128-133), 2.8 (pp 134-141), 3.1 (pp 150-159), 3.2 (pp 160-166), 3.4 (pp 175-183), 3.5 (pp 183-188), 3.6 (pp 189-197), 3.7 (pp 198-205)  <b>Unit 3:</b> 2.1 (pp 64-70), 2.4 (pp 84-90), 2.6 (pp 100-108), 2.7 (pp 109-113), 2.8 (pp 114-119), 3.1 (pp 127-135), 3.2 (pp 136-142), 3.6 (pp 163-166)  <b>Unit 4:</b> 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75), 1.8 (pp 76-80), 2.6 (pp 125-130)  <b>Unit 5:</b> 1.1 (pp 24-33), 1.5 (pp 56-63), 1.6 (pp 64-71), 1.7 (pp 72-87), 1.8 (pp 78-81), 2.3 (pp 108-115), 2.4 (pp 116-122), 2.6 (pp 131-139), 3.2 (pp 167-173), 3.3 (pp 174-180), 3.4 (pp 181-187), 3.5 (pp 188-195), 3.6 (pp 196-202), 3.7 (pp 203-206)  <b>Unit 6:</b> Investigation 1 (pp25-101), CR 2.2 (p 115), 2.3 (pp 122-128)</p>
<p>• Add to/Take from-Change Unknown</p>	<p><b>Unit 1:</b> 2.3 (pp 95-102), 2.4 (pp 103-111), 2.6 (pp 121-127), 2.7 (pp 128-133), 2.8 (pp 134-141), 3.1 (pp 150-159), 3.2 (pp 160-166), 3.4 (pp 175-183), 3.5 (pp 183-188), 3.6 (pp 189-197), 3.7 (pp 198-205)  <b>Unit 3:</b> 2.1 (pp 64-70), 2.4 (pp 84-90), 2.6 (pp 100-108), 2.7 (pp 109-113), 2.8 (pp 114-119), 3.1 (pp 127-135), 3.2 (pp 136-142), 3.6 (pp 163-166)  <b>Unit 4:</b> 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75), 1.8 (pp 76-80), 2.6 (pp 125-130)  <b>Unit 5:</b> 1.1 (pp 24-33), 1.5 (pp 56-63), 1.6 (pp 64-71), 1.7 (pp 72-87), 1.8 (pp 78-81), 2.3 (pp 108-115), 2.4 (pp 116-122), 2.6 (pp 131-139), 3.2 (pp 167-173), 3.3 (pp 174-180), 3.4 (pp 181-187), 3.5 (pp 188-195), 3.6 (pp 196-202), 3.7 (pp 203-206)  <b>Unit 6:</b> Investigation 1 (pp25-101)</p>

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<p>• Put together/Take Apart-Addend Unknown</p>	<p><b>Unit 1:</b> 2.3 (pp 95-102), 2.4 (pp 103-111), 2.6 (pp 121-127), 2.7 (pp 128-133), 2.8 (pp 134-141), 3.1 (pp 150-159), 3.2 (pp 160-166), 3.4 (pp 175-183), 3.5 (pp 183-188), 3.6 (pp 189-197), 3.7 (pp 198-205)</p> <p><b>Unit 3:</b> 2.1 (pp 64-70), 2.4 (pp 84-90), 2.6 (pp 100-108), 2.7 (pp 109-113), 2.8 (pp 114-119), 3.1 (pp 127-135), 3.2 (pp 136-142), 3.6 (pp 163-166)</p> <p><b>Unit 4:</b> 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75), 1.8 (pp 76-80), 2.6 (pp 125-130)</p> <p><b>Unit 5:</b> 1.1 (pp 24-33), 1.5 (pp 56-63), 1.6 (pp 64-71), 1.7 (pp 72-87), 1.8 (pp 78-81), 2.3 (pp 108-115), 2.4 (pp 116-122), 2.6 (pp 131-139), 3.2 (pp 167-173), 3.3 (pp 174-180), 3.4 (pp 181-187), 3.5 (pp 188-195), 3.6 (pp 196-202), 3.7 (pp 203-206)</p> <p><b>Unit 6:</b> Investigation 1 (pp25-101)</p>
<p>• Compare-Difference Unknown</p>	<p><b>Unit 1:</b> 3.2 (pp 160-166), 3.4 (pp 175-183), 3.5 (pp 183-188), 3.6 (pp 189-197), 3.7 (pp 198-205)</p> <p><b>Unit 3:</b> 2.1 (pp 64-70), 2.4 (pp 84-90), 2.6 (pp 100-108), 2.7 (pp 109-113), 2.8 (pp 114-119), 3.1 (pp 127-135), 3.2 (pp 136-142), 3.6 (pp 163-166)</p> <p><b>Unit 4:</b> 1.7 (pp 71-75), 1.8 (pp 76-80), 2.6 (pp 125-130)</p> <p><b>Unit 5:</b> 3.2 (pp 167-173), 3.3 (pp 174-180), 3.4 (pp 181-187), 3.5 (pp 188-195), 3.6 (pp 196-202), 3.7 (pp 203-206)</p> <p><b>Unit 6:</b> Investigation 1 (pp 25-101), CR 2.2 (p 115), 2.3 (pp 122-128)</p>
<p>NC.1.OA.2 Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.</p>	<p><b>Unit 2:</b> 1.3 (pp 36-42)</p> <p><b>Unit 3:</b> 3.1 (pp 127-135), 3.6 (pp 163-166)</p> <p><b>Unit 6:</b> Investigation 2 (pp 108-128)</p> <p><b>Unit 7:</b> 1.1 (pp 24-30), 1.2 (pp 31-37)</p>

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<p><b>Understand and apply the properties of operations.</b></p>	
<p>NC.1.OA.3 Apply the commutative and associative properties as strategies for solving addition problems.</p>	<p><b>Unit 1:</b> 2.2 (pp 85-94), 2.3 (pp 95-102), 2.4 (pp 103-111), 2.5 (pp 112-120), 2.6 (pp 121-127), 2.7 (pp 128-133), 2.8 (pp 134-141), 3.1 (pp 150-159), 3.2 (pp 160-166), 3.4 (pp 175-183), 3.5 (pp 183-188), 3.6 (pp 189-197), 3.7 (pp 198-205)  <b>Unit 2:</b> 1.3 (pp 36-42)  <b>Unit 3:</b> 1.1 (pp 22-30), 2.1 (pp 64-70), CR 2.3 (p 79), 2.4 (pp 84-90), 2.5 (pp 91-99), 2.6 (pp 100-108), 2.7 (pp 109-113), 3.1 (pp 127-135), 3.2 (pp 136-142), 3.3 (pp 143-149), 3.4 (pp 150-156), 3.6 (pp 163-166), 4.8 (pp 220-224)  <b>Unit 4:</b> 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75), 1.8 (pp 76-80), 2.6 (pp 125-130)  <b>Unit 5:</b> Investigation 1 (pp 24-81), Investigation 2 (pp 90-151), Investigation 3 (pp 160-206)</p>
<p>NC.1.OA.4 Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.</p>	<p><b>Unit 1:</b> 3.2 (pp 160-166), 3.3 (pp 167-174), 3.4 (pp 175-183), 3.5 (pp 183-188), 3.6 (pp 189-197), 3.7 (pp 198-205)  <b>Unit 3:</b> 1.3 (pp 41-47), 2.2 (pp 71-77), 2.3 (pp 78-83), 2.7 (pp 109-113)  <b>Unit 4:</b> 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75), 1.8 (pp 76-80), 2.6 (pp 125-130)  <b>Unit 5:</b> 1.1 (pp 24-33), 1.5 (pp 56-63), 1.6 (pp 64-71), 1.7 (pp 72-77), 1.8 (pp 78-81), 3.2 (pp 167-173), 3.3 (pp 174-180), 3.4 (pp 181-187), 3.5 (pp 188-195), 3.6 (pp 196-202), 3.7 (pp 203-206)</p>
<p><b>Add and subtract within 20.</b></p>	
<p>NC.1.OA.9 Demonstrate fluency with addition and subtraction within 10.</p>	<p><b>Unit 1:</b> Investigation 2 (pp 76-141), Investigation 3 (pp 150-205)  <b>Unit 3:</b> Investigation 1 (pp 22-55), Investigation 2 (pp 64-119), Investigation 3 (pp 127-166)  <b>Unit 5:</b> Investigation 1 (pp 24-81), Investigation 2 (pp 90-151), Investigation 3 (pp 160-206)</p>

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<p>NC.1.OA.6 Add and subtract, within 20, using strategies such as:</p>	<p><b>Unit 1:</b> Investigation 2 (pp 76-141), Investigation 3 (pp 150-205)  <b>Unit 3:</b> Investigation 1 (pp 22-55), Investigation 2 (pp 64-119), Investigation 3 (pp 127-166), 4.8 (220-224)  <b>Unit 4:</b> 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75), 1.8 (pp 76-80), 2.6 (pp 125-130)  <b>Unit 5:</b> Investigation 1 (pp 24-81), Investigation 2 (pp 90-151), Investigation 3 (pp 160-206)  <b>Unit 6:</b> Investigation 1 (pp 25-101), CR 2.2 (p 115), 2.3 (pp 122-128)</p>
<p>• Counting on</p>	<p><b>Unit 1:</b> Investigation 2 (pp 76-141), 3.1 (pp 150-159), 3.2 (pp 160-166), 3.3 (pp 167-174), 3.4 (pp 175-182), 3.6 (pp 189-197), 3.7 (pp 198-205)  <b>Unit 3:</b> 1.1 (pp 22-30), 1.4 (pp 48-55), Investigation 2 (pp 64-119)  <b>Unit 4:</b> 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75), 1.8 (pp 76-80), 2.6 (pp 125-130)  <b>Unit 5:</b> Investigation 1 (pp 24-81), 2.1 (pp 90-97), 2.5 (pp 123-130)  <b>Unit 6:</b> Investigation 1 (pp 25-101), CR 2.2 (p 115), 2.3 (pp 122-128)</p>
<p>• Making ten</p>	<p><b>Unit 3:</b> 3.4 (pp 150-156), 3.5 (pp 157-163)  <b>Unit 5:</b> Investigation 1 (pp 24-81), 2.7 (pp 140-147), 2.8 (pp 148-152)</p>
<p>• Decomposing a number leading to a ten</p>	<p><b>Unit 3:</b> 3.4 (pp 150-156), 3.5 (pp 157-163)  <b>Unit 5:</b> 2.1 (pp 90-97), 2.3 (pp 108-115), 2.7 (pp 140-147)</p>
<p>• Using the relationship between addition and subtraction</p>	<p><b>Unit 1:</b> 3.1 (pp 150-159), 3.4 (pp 175-182), 3.5 (pp 183-188), 3.6 (pp 189-197), 3.7 (pp 198-205)  <b>Unit 3:</b> 1.3 (pp 41-47), 1.4 (pp 48-55), Investigation 2 (pp 64-119), 3.5 (pp 157-162), 3.6 (pp 163-166)  <b>Unit 4:</b> 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75), 1.8 (pp 76-80), 2.6 (pp 125-130)  <b>Unit 5:</b> 1.3 (pp 42-49), 1.6 (pp 64-71), 2.4 (pp 116-122), 2.6 (pp 131-139), 2.8 (pp 148-151), Investigation 3 (pp 160-206)</p>



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<ul style="list-style-type: none"> <li>Using a number line</li> </ul>	<p><b>Unit 1:</b> 2.1 (pp 76-84), 2.2 (pp 85-94), 2.3 (pp 95-102), 3.1 (pp 150-159), 3.2 (pp 160-166), 3.3 (pp 167-174), 3.4 (pp 175-182), 3.6 (pp 189-197)  <b>Unit 3:</b> 1.1 (pp 22-30), 1.4 (pp 48-55), 3.4 (pp 150-156)  <b>Unit 5:</b> 2.2 (pp 98-107), 2.6 (pp 131-139)  <b>Unit 6:</b> 1.1 (pp 25-33), 1.2 (pp 34-41), 1.4 (pp 50-59), 1.7 (pp 72-82)</p>
<ul style="list-style-type: none"> <li>Creating equivalent but simpler or known sums</li> </ul>	<p><b>Unit 1:</b> 2.1 (pp 76-84), 2.2 (pp 85-94), 2.4 (pp 103-111), 2.5 (pp 112-120), 2.6 (pp 121-127), 2.7 (pp 128-133), 2.8 (pp 134-141), 3.4 (pp 175-182), 3.5 (pp 183-188), 3.6 (pp 189-197), 3.7 (pp 198-205)  <b>Unit 3:</b> Investigation 2 (pp 64-119), 3.4 (pp 175-182), 3.6 (pp 189-197)  <b>Unit 4:</b> 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75), 1.8 (pp 76-80), 2.6 (pp 125-130)  <b>Unit 5:</b> 1.3 (pp 42-48), Investigation 3 (pp 160-206)  <b>Unit 6:</b> Investigation 1 (pp 25-101), CR 2.2 (p 115), 2.3 (pp 122-128)</p>
<p align="center"><b>Analyze addition and subtraction equations within 20.</b></p>	
<p>NC.1.OA.7 Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.</p>	<p><b>Unit 1:</b> 2.2 (pp 85-94), 2.4 (pp 103-111), 2.5 (pp 112-120), 2.6 (pp 121-127), 3.2 (pp 160-166), 3.4 (pp 175-182)  <b>Unit 3:</b> 1.2 (pp 31-40), 2.5 (pp 91-99), 2.6 (pp 100-108), 2.7 (pp 109-113), 2.8 (pp 114-119), Investigation 3 (pp 127-166), 4.8 (pp 220-224)  <b>Unit 5:</b> 2.1 (pp 90-97), 2.3 (pp 108-115), 2.5 (pp 123-130), 2.7 (pp 140-147), 2.8 (pp 148-151), 3.1 (pp 160-166), 3.6 (pp 196-202)</p>

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<p>NC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.</p>	<p><b>Unit 1:</b> 2.3 (pp 95-102), 2.5 (pp 112-120), 2.6 (pp 121-127), 2.7 (pp 128-133), 2.8 (pp 134-141), 3.2 (pp 160-166), 3.3 (pp 167-174), 3.4 (pp 175-182), 3.6 (pp 189-197), 3.7 (pp 198-205)  <b>Unit 3:</b> 1.1 (pp 22-30), 1.3 (pp 41-47), 1.4 (pp 48-55)  <b>Unit 4:</b> CR 1.6 (p 63)  <b>Unit 5:</b> 1.2 (pp 34-41), CR 1.3 (p 43), 1.4 (pp 49-55), 1.5 (pp 56-63), 1.6 (pp 64-71), 1.7 (pp 72-77), 1.8 (pp 78-81), 2.1 (pp 90-97), 2.2 (pp 98-107), 2.3 (pp 108-115), 2.4 (pp 116-122), 2.6 (pp 131-139), Investigation 3 (pp 160-206)  <b>Unit 7:</b> 1.6 (pp 60-67), 1.7 (pp 68-73), 1.8 (pp 74-79)</p>
<p><b>Number and Operations in Base Ten</b></p>	
<p><b>Extend and recognize patterns in the counting sequence.</b></p>	
<p>NC.1.NBT.1 Count to 150, starting at any number less than 150.</p>	<p><b>Unit 1:</b> Investigation 1 (pp 23-67), 3.6 (pp 189-197)  <b>Unit 2:</b> 2.3 (pp 94-100)  <b>Unit 3:</b> Investigation 4 (pp 176-224)  <b>Unit 7:</b> 1.3 (pp 38-43), 1.4 (pp 44-53), 1.5 (pp 54-59), 1.6 (pp 60-67), 1.7 (pp 68-73), 1.8 (pp 74-79), Investigation 2 (pp 88-144), Investigation 3 (pp 154-211)</p>
<p>NC.1.NBT.7 Read and write numerals, and represent a number of objects with a written numeral, to 100.</p>	<p><b>Unit 1:</b> Investigation 1 (pp 23-67), Investigation 2 (pp 76-141), Investigation 3 (pp 150-205)  <b>Unit 2:</b> CR 1.3 (pp 36-42), CR 1.6 (pp 55-62), CR 2.5 (pp 107-111)  <b>Unit 3:</b> Investigation 2 (pp 64-119), Investigation 4 (pp 176-224)  <b>Unit 5:</b> Investigation 1 (pp 24-81)  <b>Unit 7:</b> Investigation 1 (pp 24-79), Investigation 2 (88-144), Investigation 3 (154-211)</p>

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<p><b>Understand place value.</b></p>	
<p>NC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p>	<p><b>Unit 1:</b> 1.3 (pp 44-51), 1.4 (pp 52-58), 1.5 (pp 59-67)  <b>Unit 3:</b> CR 1.1 (p 23), 1.2 (pp 31-40), CR 1.3 (p 42), 1.4 (pp 48-55), CR 2.1 (p 65), 2.4 (pp 84-90), CR 2.8 (p 115), CR 3.5 (p 158), 4.1 (pp 176-181), CR 4.2 (p 183), 4.4 (pp 195-200), CR 4.6 (p 208)  <b>Unit 5:</b> CR 1.4 (p 50), CR 1.6 (p 65), 2.1 (pp 90-97), 2.1 (pp 90-97), CR 2.2 (p 99), 2.3 (pp 108-115), CR 2.6 (p 132)  <b>Unit 6:</b> 1.1 (pp 25-33)  <b>Unit 7:</b> 1.3 (pp 38-43), 1.4 (pp 44-53), 1.5 (pp 54-59), 1.6 (pp 60-67), 1.7 (pp 68-73), 1.8 (pp 74-79), Investigation 2 (pp 88-144), Investigation 3 (pp 154-211)</p>
<p>• Unitize by making a ten from a collection of ten ones.</p>	<p><b>Unit 3:</b> CR 1.1 (p 23), 1.2 (pp 31-40), CR 1.3 (p 42), 1.4 (pp 48-55), CR 2.1 (p 65), 2.4 (pp 84-90), CR 2.8 (p 115), CR 3.5 (p 158), 4.1 (pp 176-181), CR 4.2 (p 183), CR 4.4 (p 196), CR 4.6 (p 208)  <b>Unit 5:</b> CR 1.4 (p 50), CR 1.6 (p 65), 2.1 (pp 90-97), CR 2.2 (p 99), 2.3 (pp 108-115), CR 2.6 (p 132)  <b>Unit 6:</b> 1.1 (pp 25-33)  <b>Unit 7:</b> 1.3 (pp 38-43), 1.4 (pp 44-53), 1.5 (pp 54-59), 1.6 (pp 60-67), 1.7 (pp 68-73), 1.8 (pp 74-79), Investigation 2 (pp 88-144), Investigation 3 (pp 154-211)</p>
<p>• Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p><b>Unit 1:</b> 1.3 (pp 44-51), 1.4 (pp 52-58), 1.5 (pp 59-67)  <b>Unit 3:</b> CR 1.1 (p 23), 1.2 (pp 31-40), CR 1.3 (p 42), 1.4 (pp 48-55), CR 2.1 (p 65), 2.4 (pp 84-90)  <b>Unit 5:</b> 2.1 (pp 90-97), 2.3 (pp 108-115)</p>

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<p align="center"><b>North Carolina Standard Course of Study Mathematics – Grade 1</b></p>	<p align="center"><b>Investigations 3 in Number, Data, and Space ©2017 Grade 1 Sessions</b></p>
<p>• Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones.</p>	<p><b>Unit 3:</b> CR 1.1 (p 23), 1.4 (pp 48-55), CR 2.1 (p 65), CR 2.4 (p 85), CR 2.8 (p 115), CR 3.5 (p 158), CR 4.2 (p 183), 4.4 (pp 195-200), CR 4.6 (p 208)  <b>Unit 5:</b> CR 1.4 (p 50), CR 1.6 (p 65), CR 2.2 (p 99), CR 2.6 (p 132)  <b>Unit 6:</b> 1.1 (pp 25-33)  <b>Unit 7:</b> 1.3 (pp 38-43), 1.4 (pp 44-53), 1.5 (pp 54-59), 1.6 (pp 60-67), 1.7 (pp 68-73), 1.8 (pp 74-79), Investigation 2 (pp 88-144), Investigation 3 (pp 154-211)</p>
<p>NC.1.NBT.3 Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>	<p><b>Unit 1:</b> 2.5 (pp 112-120), 3.6 (pp 189-197)  <b>Unit 3:</b> 3.3 (pp 143-149), 3.4 (pp 150-156)  <b>Unit 7:</b> 1.6 (pp 60-67), 2.2 (pp 96-103), 2.4 (pp 112-119), 2.5 (pp 120-127), 2.6 (pp 128-135), 2.7 (pp 136-140), 2.8 (pp 141-144)</p>
<p align="center"><b>Use place value understanding and properties of operations.</b></p>	
<p>NC.1.NBT.4 Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations:</p>	<p><b>Unit 7:</b> 1.2 (pp 31-37), 1.3 (pp 38-43), 1.4 (pp 44-53), 1.5 (pp 54-59), 1.7 (pp 68-73), 1.8 (pp 74-79), 2.3 (pp 104-111), 2.4 (pp 112-119), 2.5 (pp 120-127), 2.6 (pp 128-135), 2.7 (pp 136-140), 2.8 (pp 141-144), Investigation 3 (pp 154-211)</p>
<p>• A two-digit number and a one-digit number</p>	<p><b>Unit 7:</b> 2.3 (pp 104-111), 2.4 (pp 112-119), 2.5 (pp 120-127), 2.6 (pp 128-135), 2.7 (pp 136-140), 2.8 (pp 141-144), Investigation 3 (pp 154-211)</p>
<p>• A two-digit number and a multiple of 10</p>	<p><b>Unit 7:</b> 1.2 (pp 31-37), 1.3 (pp 38-43), 1.4 (pp 44-53), 1.5 (pp 54-59), 1.7 (pp 68-73), 1.8 (pp 74-79), 2.3 (pp 104-111), 2.4 (pp 112-119), 2.5 (pp 120-127), 2.6 (pp 128-135), 2.7 (pp 136-140), 2.8 (pp 141-144), Investigation 3 (pp 154-211)</p>
<p>NC.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p><b>Unit 7:</b> 1.3 (pp 38-43), 1.4 (pp 44-53), 1.5 (pp 54-59), 1.6 (pp 60-67), 1.8 (pp 74-79), 2.5 (pp 120-127), 2.6 (pp 128-135), 2.7 (pp 136-140), 2.8 (pp 141-144), Investigation 3 (pp 154-211)</p>
<p>NC.1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using:</p>	<p><b>Unit 7:</b> 1.6 (pp 60-69), 1.7 (pp 68-73), 1.8 (pp 74-79)</p>

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• Concrete models and drawings	<b>Unit 7:</b> 1.6 (pp 60-69), 1.7 (pp 68-73), 1.8 (pp 74-79)
• Number lines	<b>Unit 7:</b> 1.6 (pp 60-69), 1.7 (pp 68-73), 1.8 (pp 74-79)
• Strategies based on place value	<b>Unit 7:</b> 1.6 (pp 60-69), 1.7 (pp 68-73), 1.8 (pp 74-79)
• Properties of operations	<b>Unit 7:</b> 1.6 (pp 60-69), 1.7 (pp 68-73), 1.8 (pp 74-79)
• The relationship between addition and subtraction	<b>Unit 7:</b> 1.6 (pp 60-69), 1.7 (pp 68-73), 1.8 (pp 74-79)
<b>Measurement and Data</b>	
<b>Measure lengths.</b>	
NC.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<b>Unit 4:</b> 1.1 (pp 24-31), 1.2 (pp 32-37), 1.3 (pp 38-43)
NC.1.MD.2 Measure lengths with non-standard units.	<b>Unit 4:</b> 1.3 (pp 38-43), 1.4 (pp 44-50), 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75)
• Express the length of an object as a whole number of non-standard length units.	<b>Unit 4:</b> 1.3 (pp 38-43), 1.4 (pp 44-50), 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75)
• Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.	<b>Unit 4:</b> 1.3 (pp 38-43), 1.4 (pp 44-50), 1.5 (pp 51-61), 1.6 (pp 62-70), 1.7 (pp 71-75)
<b>Build understanding of time and money.</b>	
NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	<b>Unit 1:</b> 1.4 (pp 52-58) <b>Unit 4:</b> CR 1.1 (p 25), 1.2 (pp 32-37), CR 1.3 (p 39), CR 1.5 (p 52), CR 1.7 (p 72), 2.1 (pp 89-99), 2.5 (pp 120-124), 2.6 (pp 125-130) <b>Unit 5:</b> CR 1.1 (p 25), CR 1.7 (p 73), CR 2.4 (p 117), CR 2.8 (p 149) <b>Unit 8:</b> 1.6 (pp 54-59)

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NC.1.MD.5 Identify quarters, dimes, and nickels and relate their values to pennies.	For related content, please see: <b>Unit 1:</b> 1.2 (pp 34-43), 1.3 (pp 44-51), 1.5 (pp 59-67), CR 2.1 (p 77), CR 2.6 (p 122), 3.5 (pp 183-188), CR 3.6 (p 190) <b>Unit 5:</b> 3.2 (pp 167-173), 3.3 (pp 174-180), 3.4 (pp 181-187), 3.5 (pp 188-195), 3.6 (pp 196-202), 3.7 (pp 203-206) <b>Unit 6:</b> CR 1.3 (p 43), CR 1.5 (p 61), CR 2.2 (p 115), CR 2.3 (p 123) <b>Unit 7:</b> CR 1.1 (p 25), CR 1.2 (p 32), CR 1.3 (p 39), CR 3.4 (p 178)
<b>Represent and interpret data.</b>	
NC.1.MD.4 Organize, represent, and interpret data with up to three categories.	<b>Unit 1:</b> 1.5 (pp 59-67) <b>Unit 2:</b> Investigation 2 (pp 77-111) <b>Unit 3:</b> 4.1 (pp 176-182) <b>Unit 6:</b> Investigation 1 (pp 25-101), Investigation 2 (pp 108-128)
• Ask and answer questions about the total number of data points.	<b>Unit 2:</b> Investigation 2 (pp 77-111) <b>Unit 3:</b> 4.1 (pp 176-182) <b>Unit 6:</b> Investigation 1 (pp 25-101), Investigation 2 (pp 108-128)
• Ask and answer questions about how many in each category.	<b>Unit 2:</b> Investigation 2 (pp 77-111) <b>Unit 3:</b> 4.1 (pp 176-182) <b>Unit 6:</b> Investigation 1 (pp 25-101), Investigation 2 (pp 108-128)
• Ask and answer questions about how many more or less are in one category than in another.	<b>Unit 2:</b> Investigation 2 (pp 77-111) <b>Unit 6:</b> Investigation 1 (pp 25-101), Investigation 2 (pp 108-128)
<b>Geometry</b>	
<b>Reason with shapes and their attributes.</b>	
NC.1.G.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes by:	<b>Unit 2:</b> 1.1 (pp 22-29), 1.2 (pp 30-35), 1.3 (pp 36-42), 1.4 (pp 43-47), 1.6 (pp 55-62), 1.7 (pp 63-68), Investigation 2 (pp 77-111) <b>Unit 4:</b> CR 1.8 (p 77), CR 2.1 (p 90), 2.2 (pp 100-106), 2.3 (pp 107-113), CR 2.4 (p 115), CR 2.5 (p 121), CR 2.6 (p 126) <b>Unit 8:</b> Investigation 1 (pp 23-77)

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<ul style="list-style-type: none"> <li>• Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles.</li> </ul>	<p><b>Unit 2:</b> 1.1 (pp 22-29), 1.2 (pp 30-35), 1.3 (pp 36-42), 1.4 (pp 43-47), 1.6 (pp 55-62), 1.7 (pp 63-68), Investigation 2 (pp 77-111)  <b>Unit 4:</b> CR 1.8 (p 77), CR 2.1 (p 90), 2.2 (pp 100-106), 2.3 (pp 107-113), CR 2.4 (p 115), CR 2.5 (p 121), CR 2.6 (p 126)</p>
<ul style="list-style-type: none"> <li>• Building cubes, rectangular prisms, cones, spheres, and cylinders.</li> </ul>	<p><b>Unit 8:</b> Investigation 1 (pp 23-77)</p>
<p>NC.1.G.2 Create composite shapes by:</p>	<p><b>Unit 1:</b> Investigation 1 (pp 23-67)  <b>Unit 2:</b> Investigation 1 (pp 22-68)  <b>Unit 4:</b> CR 1.8 (p 77), CR 2.1 (p 90), 2.2 (pp 100-106), 2.3 (pp 107-113), 2.4 (pp 114-119), 2.5 (pp 120-124), CR 2.6 (p 126)  <b>Unit 8:</b> 1.3 (pp 36-41), 1.5 (pp 48-53), 1.6 (pp 54-59), 1.7 (pp 60-66), 1.8 (pp 67-72), 1.9 (pp 73-77)</p>
<ul style="list-style-type: none"> <li>• Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape.</li> </ul>	<p><b>Unit 1:</b> Investigation 1 (pp 23-67)  <b>Unit 2:</b> Investigation 1 (pp 22-68)  <b>Unit 4:</b> CR 1.8 (p 77), CR 2.1 (p 90), 2.2 (pp 100-106), 2.3 (pp 107-113), 2.4 (pp 114-119), 2.5 (pp 120-124), CR 2.6 (p 126)</p>
<ul style="list-style-type: none"> <li>• Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.</li> </ul>	<p><b>Unit 8:</b> 1.3 (pp 36-41), 1.5 (pp 48-53), 1.6 (pp 54-59), 1.7 (pp 60-66), 1.8 (pp 67-72), 1.9 (pp 73-77)</p>
<p>NC.1.G.3 Partition circles and rectangles into two and four equal shares.</p>	<p><b>Unit 4:</b> CR 1.8 (p ), Investigation 2 (pp 89-130)</p>
<ul style="list-style-type: none"> <li>• Describe the shares as halves and fourths, as half of and fourth of.</li> </ul>	<p><b>Unit 4:</b> CR 1.8 (p ), Investigation 2 (pp 89-130)</p>
<ul style="list-style-type: none"> <li>• Describe the whole as two of, or four of the shares.</li> </ul>	<p><b>Unit 4:</b> CR 1.8 (p ), Investigation 2 (pp 89-130)</p>
<ul style="list-style-type: none"> <li>• Explain that decomposing into more equal shares creates smaller shares.</li> </ul>	<p><b>Unit 4:</b> CR 1.8 (p ), Investigation 2 (pp 89-130)</p>