

**A Correlation of**

**INVESTIGATIONS**   
IN NUMBER, DATA, AND SPACE®

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**North Carolina  
Standard Course of Study - Mathematics  
Grade 2**

**A Correlation of Investigations 3 in Number, Data, and Space, ©2017  
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**Grade 2 Units**

**Unit 1 - Coins, Number Strings, and Story Problems**

**Unit 2 - Attributes of Shapes and Parts of a Whole**

**Unit 3 - How Many Stickers? How Many Cents?**

**Unit 4 - Pockets, Teeth and Guess My Rule**

**Unit 5 - How Many Tens? How Many Hundreds?**

**Unit 6 - How Far Can You Jump?**

**Unit 7 - Partners, Teams, and Other Groups**

**Unit 8 - Enough for the Class? Enough for the Grade?**

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<p align="center"><b>North Carolina Standard Course of Study Mathematics – Grade 2</b></p>	<p align="center"><b>Investigations 3 in Number, Data, And Space ©2017 Grade 2 Sessions</b></p>
<p><b>Standards for Mathematical Practice</b></p>	
<p>1. Make sense of problems and persevere in solving them.</p>	<p><b>Unit 1:</b> 1.1 (pp 23-30), 1.2 (pp 31-37), 1.4 (pp 45-53), 2.1 (pp 76-81), 3.1 (pp 138-143), 3.2 (pp 144-149), 3.3 (pp 150-159), 3.4 (pp 160-164), 3.5 (pp 165-170), 3.6 (pp 171-176), 3.7 (pp 177-182), 4.1 (pp 191-198), 4.2 (pp 199-206) <b>Unit 8:</b> 1.1 (pp 26-34), 1.3 (pp 44-50), 1.5 (pp 57-62), 1.6 (pp 63-70), 1.7 (pp 71-80), 2.1 (pp 119-128), 2.2 (pp 129-137), 2.3 (pp 138-144), 2.4 (pp 145-151), 2.5 (pp 152-158), 2.6 (pp 159-166), 2.7 (pp 167-174), 2.8 (pp 175-182)</p>
<p>2. Reason abstractly and quantitatively.</p>	<p><b>Unit 3:</b> 1.2 (pp 31-37), 1.5 (pp 52-59), 1.6 (pp 60-65), 1.7 (pp 66-70), 1.8 (pp 71-76), 2.3 (pp 101-106), 2.4 (pp 107-114), 2.6 (pp 120-127), 2.7 (pp 128-132), 2.8 (pp 133-138), 3.1 (pp 152-158), 3.2 (pp 160-165), 3.3 (pp 166-174), 3.4 (pp 175-181), 3.7 (pp 198-201) <b>Unit 7:</b> 1.1 (pp 20-28), 1.2 (pp 29-37), 2.1 (pp 55-63), 2.2 (pp 64-70), 2.3 (pp 71-78), 2.4 (pp 79-86), 2.5 (pp 87-96), 2.6 (pp 97-102)</p>
<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p><b>Unit 2:</b> 1.1 (pp 23-29), 1.2 (pp 30-37), 1.3 (pp 38-43), 2.2 (pp 70-77), 3.1 (pp 114-120), 3.2 (pp 121-126), 3.3 (pp 127-132), 3.4 (pp 133-139), 3.5 (pp 140-145) <b>Unit 7:</b> 1.2 (pp 29-37), 1.3 (pp 38-42), 1.4 (pp 43-47), 2.1 (pp 55-63), 2.3 (pp 71-78), 2.6 (pp 97-102)</p>
<p>4. Model with mathematics.</p>	<p><b>Unit 4:</b> 1.1 (pp 23-31), 1.4 (pp 49-54), 1.5 (pp 55-62), 1.6 (pp 63-66), 2.3 (pp 89-92), 2.4 (pp 93-97), 2.5 (pp 98-103), 2.6 (pp 104-107) <b>Unit 5:</b> 1.3 (pp 39-50), 1.5 (pp 58-65), 1.6 (pp 66-73), 3.1 (pp 142-151), 3.2 (pp 152-161), 3.3 (pp 162-168), 3.4 (pp 167-172), 3.5 (pp 173-180), 3.6 (pp 181-187), 3.7 (pp 188-193)</p>

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<p>5. Use appropriate tools strategically.</p>	<p><b>Unit 3:</b> 1.1 (pp 24-30), 1.2 (pp 31-37), 1.4 (pp 44-51), 1.5 (pp 52-59), 1.6 (pp 60-65), 1.7 (pp 66-70), 1.8 (pp 71-76), 2.3 (pp 101-106), 2.4 (pp 107-114), 2.6 (pp 120-127), 2.7 (pp 128-132), 2.8 (pp 133-138), 3.1 (pp 152-158), 3.2 (pp 160-165), 3.3 (pp 166-174), 3.4 (pp 175-181), 3.7 (pp 198-201)  <b>Unit 6:</b> 1.1 (pp 21-28), 1.2 (pp 29-34), 1.3 (pp 35-39), 1.4 (pp 40-48), 1.5 (pp 49-54), 1.6 (pp 55-58), 2.1 (pp 67-73), 2.2 (pp 74-80), 2.3 (pp 81-86), 2.4 (pp 87-91), 2.5 (pp 92-95)</p>
<p>6. Attend to precision.</p>	<p><b>Unit 4:</b> 1.1 (pp 23-31), 1.4 (pp 49-54), 1.5 (pp 55-62), 1.6 (pp 63-66), 2.4 (pp 93-97), 2.6 (pp 104-107)  <b>Unit 6:</b> 1.1 (pp 21-28), 1.2 (pp 29-34), 1.3 (pp 35-39), 1.4 (pp 40-48), 1.5 (pp 49-54), 1.6 (pp 55-58), 2.1 (pp 67-73), 2.2 (pp 74-80), 2.4 (pp 87-91)</p>
<p>7. Look for and make use of structure.</p>	<p><b>Unit 2:</b> 1.1 (pp 23-29), 1.2 (pp 30-37), 1.3 (pp 38-43), 1.4 (pp 44-49), 1.5 (pp 50-53), 2.1 (pp 61-69), 2.3 (pp 78-85), 2.5 (pp 95-100), 3.5 (pp 140-145)  <b>Unit 5:</b> Investigation 1 (pp 23-73), 2.1 (pp 81-89), 2.2 (pp 90-98), 2.3 (pp 99-108), 2.5 (pp 119-126), 2.6 (pp 127-133), 3.1 (pp 142-151), 3.2 (pp 152-161), 3.3 (pp 162-166), 3.4 (pp 167-172), 3.5 (pp 173-180), 3.6 (pp 181-187), 3.7 (pp 188-193)</p>
<p>8. Look for and express regularity in repeated reasoning.</p>	<p><b>Unit 1:</b> 1.3 (pp 38-44), 1.4 (pp 45-52), 1.5 (pp 53-61), 2.1 (pp 76-81), 2.2 (pp 82-88), 2.3 (pp 89-99), 2.4 (pp 100-105), 2.6 (pp 112-118), 2.7 (pp 119-123), 2.8 (pp 124-128), 3.2 (pp 144-159), 3.5 (pp 165-170), 4.2 (pp 199-206)  <b>Unit 8:</b> 1.2 (pp 35-43), 1.3 (pp 44-50), 1.5 (pp 57-62), 1.6 (pp 63-70), 1.7 (pp 71-80), 1.8 (pp 81-87), 1.9 (pp 88-95), 1.10 (pp 96-102), 1.11 (pp 103-108), 2.4 (pp 145-151), 2.5 (pp 152-158), 2.7 (pp 167-174), 2.8 (pp 175-182)</p>

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<p><b>Operations and Algebraic Thinking</b></p>	
<p><b>Represent and solve problems.</b></p>	
<p>NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</p>	<p><b>Unit 1:</b> 2.3 (pp 89-99), 2.4 (pp 100-105), 3.1 (pp 138-143), 3.3 (pp 150-159), 3.4 (pp 160-164), 3.6 (pp 171-176), 3.7 (pp 177-182), Investigation 4 (pp 191-225)  <b>Unit 2:</b> 1.3 (pp 38-43), CR 1.4 (p 45), 2.1 (pp 61-69), 3.1 (pp 114-120), CR 3.3 (p 128)  <b>Unit 3:</b> 1.2 (pp 31-37), 1.3 (pp 38-43), 1.5 (pp 52-59), 1.7 (pp 66-70), 1.8 (pp 71-76), 2.4 (pp 107-114), 2.6 (pp 120-127), 2.8 (pp 133-138), 2.9 (pp 139-143), Investigation 3 (pp 152-201)  <b>Unit 4:</b> Investigation 1 (pp 23-66), CR 2.1 (p 76), 2.2 (pp 83-88), 2.6 (pp 104-107)  <b>Unit 5:</b> 1.3 (pp 39-50), 1.5 (pp 58-65), 1.6 (pp 66-73), Investigation 3 (pp 142-197)  <b>Unit 6:</b> 1.2 (pp 29-34), 1.3 (pp 35-39), 1.5 (pp 49-54), 1.6 (pp 55-58), Investigation 2 (pp 67-99)  <b>Unit 7:</b> 1.1 (pp 20-28), 1.3 (pp 38-42), 1.4 (pp 43-47), CR 2.3 (p 72), 2.5 (pp 87-96)  <b>Unit 8:</b> Investigation 1 (pp 26-108), CR 2.1 (p 120), CR 2.3 (p 139), CR 2.5 (p 153), CR 2.6 (p 160), CR 2.7 (p 168)</p>
<p>• One-Step problems:</p>	<p><b>Unit 1:</b> 2.3 (pp 89-99), 2.4 (pp 100-105), 3.1 (pp 138-143), 3.3 (pp 150-159), 3.4 (pp 160-164), 3.6 (pp 171-176), 3.7 (pp 177-182), Investigation 4 (pp 191-225)  <b>Unit 3:</b> 1.5 (pp 52-59), 1.7 (pp 66-70), 1.8 (pp 71-76), 2.4 (pp 107-114), 2.6 (pp 120-127), 2.8 (pp 133-138), 2.9 (pp 139-143), Investigation 3 (pp 152-201)  <b>Unit 4:</b> Investigation 1 (pp 23-66), CR 2.1 (p 76), 2.2 (pp 83-88), 2.6 (pp 104-107)  <b>Unit 5:</b> Investigation 3 (pp 142-197)  <b>Unit 7:</b> CR 2.3 (p 72), 2.5 (pp 87-96)  <b>Unit 8:</b> 1.1 (pp 26-34), 1.2 (pp 35-43), 1.3 (pp 44-50), 1.6 (pp 63-70)</p>

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<p>o Add to/Take from-Start Unknown</p>	<p><b>Unit 1:</b> 2.3 (pp 89-99), 2.4 (pp 100-105), 3.1 (pp 138-143), 3.3 (pp 150-159), 3.4 (pp 160-164), 3.6 (pp 171-176), 3.7 (pp 177-182), Investigation 4 (pp 191-225)  <b>Unit 3</b> 1.5 (pp 52-59), 1.7 (pp 66-70), 1.8 (pp 71-76), 2.4 (pp 107-114), 2.8 (pp 133-138), 2.9 (pp 139-143), Investigation 3 (pp 152-201)  <b>Unit 4:</b> CR 1.2 (p 33), CR 1.4 (p 50), CR 2.1 (p 76), CR 2.6 (p 105)  <b>Unit 7:</b> CR 2.3 (p 72), 2.5 (pp 87-96)</p>
<p>o Compare-Bigger Unknown</p>	<p><b>Unit 5:</b> Investigation 3 (pp 142-197)  <b>Unit 7:</b> CR 2.3 (p 72), 2.5 (pp 87-96)</p>
<p>o Compare-Smaller Unknown</p>	<p><b>Unit 7:</b> CR 2.3 (p 72), 2.5 (pp 87-96)  <b>Unit 8:</b> 1.1 (pp 26-34), 1.2 (pp 35-43), 1.3 (pp 44-50), 1.6 (pp 63-70)</p>
<p>• Two-Step problems involving single digits:</p>	<p><b>Unit 5:</b> 1.3 (pp 39-50), 1.5 (pp 58-65), 1.6 (pp 66-73), Investigation 3 (pp 142-197)  <b>Unit 8:</b> Investigation 1 (pp 26-108), CR 2.1 (p 120), CR 2.2 (p 130), CR 2.3 (p 139), CR 2.5 (p 153), CR 2.7 (p 168), CR 2.8 (p 176)</p>
<p>o Add to/Take from- Change Unknown</p>	<p><b>Unit 5:</b> 1.3 (pp 39-50), 1.5 (pp 58-65), 1.6 (pp 66-73), Investigation 3 (pp 142-197)  <b>Unit 8:</b> 1.7 (pp 71-80), 1.8 (pp 81-87), 1.11 (pp 103-108), CR 2.1 (p 120), CR 2.3 (p 139), CR 2.5 (p 153), CR 2.7 (p 168)</p>
<p>o Add to/Take From- Result Unknown</p>	<p><b>Unit 5:</b> 1.3 (pp 39-50), 1.5 (pp 58-65), 1.6 (pp 66-73), Investigation 3 (pp 142-197)  <b>Unit 8:</b> 1.7 (pp 71-80), 1.8 (pp 81-87), 1.11 (pp 103-108), CR 2.2 (p 130), CR 2.8 (p 176)</p>

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<b>Add and subtract within 20.</b>	
NC.2.OA.2 Demonstrate fluency with addition and subtraction, within 20, using mental strategies.	<p><b>Unit 1:</b> Investigation 1 (pp 20-67), Investigation 2 (pp 76-128), 3.2 (pp 144-149), 3.3 (pp 150-159), 3.4 (pp 160-164), 3.6 (pp 171-176), 3.7 (pp 177-182), CR 4.2 (p 200), CR 4.4 (p 214), CR 4.5 (p 222)</p> <p><b>Unit 2:</b> CR 1.1 (p 24), 1.4 (pp 44-49), 1.5 (pp 50-53), Investigation 2 (pp 61-104), CR 3.1 (p 115)</p> <p><b>Unit 3:</b> CR 1.1 (p 25), CR 1.3 (p 39), 1.6 (pp 60-65), 1.7 (pp 66-70), 2.1 (pp 87-93), 2.2 (pp 94-100), CR 2.3 (p 102), 2.6 (pp 120-127), 2.7 (pp 128-132), 2.8 (pp 133-138), CR 3.2 (p 161), 3.3 (pp 166-174), 3.5 (pp 182-190), 3.6 (pp 191-197)</p> <p><b>Unit 4:</b> CR 1.1 (p 24), CR 1.2 (p 33), 1.3 (pp 41-48), 1.4 (pp 49-54), 1.5 (pp 55-62), 1.6 (pp 63-66), CR 2.1 (p 76), CR 2.2 (p 84), CR 2.4 (p 94), CR 2.5 (p 99), CR 2.6 (p 105)</p> <p><b>Unit 5:</b> 1.1 (pp 23-32), 1.3 (pp 39-50), 1.5 (pp 58-65), 1.6 (pp 66-73), 2.1 (pp 81-89), CR 2.3 (p 100), 3.3 (pp 162-166), CR 3.7 (p 189)</p> <p><b>Unit 6:</b> CR 1.6 (p 56), CR 2.3 (p 82), CR 2.6 (p 97)</p> <p><b>Unit 7:</b> 1.1 (pp 20-28), 1.3 (pp 38-42), 2.1 (pp 55-63), CR 2.3 (p 72), 2.5 (pp 87-96), 2.6 (pp 97-102)</p> <p><b>Unit 8:</b> 1.2 (pp 35-43), 1.3 (pp 44-50), CR 1.5 (p 58), 1.9 (pp 88-95), 1.11 (pp 103-108), CR 2.1 (p 120), CR 2.3 (p 139), 2.5 (pp 152-158), CR 2.7 (p 168), 2.8 (pp 175-182)</p>
<b>Work with equal groups.</b>	
NC.2.OA.3 Determine whether a group of objects, within 20, has an odd or even number of members by:	<b>Unit 7:</b> Investigation 1 (pp 20-47)
• Pairing objects, then counting them by 2s.	<b>Unit 7:</b> Investigation 1 (pp 20-47)
• Determining whether objects can be placed into two equal groups.	<b>Unit 7:</b> Investigation 1 (pp 20-47)
• Writing an equation to express an even number as a sum of two equal addends.	<b>Unit 7:</b> Investigation 1 (pp 20-47)

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<p>NC.2.OA.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.</p>	<p><b>Unit 7:</b> Investigation 2 (pp 55-102)</p>
<p><b>Number and Operations in Base Ten</b></p>	
<p><b>Understand place value.</b></p>	
<p>NC.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.</p>	<p><b>Unit 3:</b> 1.4 (pp 44-51), 1.5 (pp 52-59), 1.6 (pp 60-65), 1.7 (pp 66-70), 1.8 (pp 71-76), 3.2 (pp 160-165), 3.3 (pp 166-174), 3.5 (pp 182-190), 3.6 (pp 191-197) <b>Unit 5:</b> 2.3 (pp 99-108), 2.4 (pp 109-118), 2.5 (pp 119-126), 2.6 (pp 127-133), CR 3.2 (p 153), 3.6 (pp 181-187), 3.7 (p 188-193) <b>Unit 6:</b> CR 1.1 (p 22), CR 1.2 (p 30), CR 1.4 (p 41), CR 1.5 (p 50), CR 2.2 (p 75) <b>Unit 7:</b> CR 1.1 (p 21), CR 2.1 (p 56) <b>Unit 8:</b> Investigation 2 (pp 119-186)</p>
<ul style="list-style-type: none"> <li>• Unitize by making a hundred from a collection of ten tens.</li> </ul>	<p><b>Unit 3:</b> 1.4 (pp 44-51), 1.5 (pp 52-59), 1.6 (pp 60-65), 1.7 (pp 66-70), 1.8 (pp 71-76), 3.2 (pp 160-165), 3.3 (pp 166-174), 3.5 (pp 182-190), 3.6 (pp 191-197) <b>Unit 5:</b> 2.6 (pp 127-133)</p>
<ul style="list-style-type: none"> <li>• Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones.</li> </ul>	<p><b>Unit 3:</b> 3.2 (pp 160-165), 3.3 (pp 166-174), 3.5 (pp 182-190), 3.6 (pp 191-197) <b>Unit 5:</b> CR 2.2 (p 91), 2.3 (pp 99-108), 2.4 (pp 109-118), 2.6 (pp 127-133), 3.6 (pp 181-187), 3.8 (pp 194-197) <b>Unit 7:</b> 2.3 (pp 71-78)</p>
<ul style="list-style-type: none"> <li>• Compose and decompose numbers using various groupings of hundreds, tens, and ones.</li> </ul>	<p><b>Unit 8:</b> Investigation 2 (pp 119-186)</p>



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<p>NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.</p>	<p><b>Unit 1:</b> 1.2 (pp 31-37), 1.3 (pp 38-44), 1.4 (pp 45-52), 1.5 (pp 53-61), 1.6 (pp 62-67), 2.4 (pp 100-105), 3.1 (pp 138-143), 3.4 (pp 160-164), 3.5 (pp 165-170), 3.6 (pp 171-176), CR 3.7 (p 176)  <b>Unit 3:</b> CR 2.4 (p 108), CR 3.4 (p 176), CR 3.6 (p 192), CR 3.7 (p 199)  <b>Unit 4:</b> CR 1.5 (p 56), CR 2.2 (p 84)  <b>Unit 5:</b> 2.2 (pp 90-98), 2.6 (pp 127-133), CR 3.2 (p 153), 3.3 (pp 162-166), CR 3.4 (p 168), 3.5 (pp 173-180), 3.6 (pp 181-187), 3.7 (pp 188-194), 3.8 (pp 194-197)  <b>Unit 7:</b> 1.1 (pp 20-28), 1.2 (pp 29-37), 2.1 (pp 55-63), 2.2 (pp 64-70), 2.3 (pp 71-78), 2.4 (pp 79-86)</p>
<p>NC.2.NBT.3 Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.</p>	<p><b>Unit 1:</b> 1.4 (pp 45-52), 1.5 (pp 53-61), 1.6 (pp 62-67)  <b>Unit 3:</b> 1.5 (pp 52-59), 1.6 (pp 60-65), 1.7 (pp 66-70), 1.8 (pp 71-76), 3.3 (pp 166-174), 3.5 (pp 182-190)  <b>Unit 5:</b> CR 1.2 (p 34), 2.2 (pp 90-98), 2.3 (pp 99-108), 2.4 (pp 109-118), 2.5 (pp 119-126), 2.6 (pp 127-133), CR 3.2 (p 153), 3.5 (pp 173-180), 3.6 (pp 181-187), 3.7 (pp 188-193)  <b>Unit 6:</b> CR 1.1 (p 22), CR 1.2 (p 30), CR 1.4 (p 41), CR 1.5 (p 50), CR 2.2 (p 75)  <b>Unit 7:</b> CR 1.1 (p 21), CR 2.1 (p 56)  <b>Unit 8:</b> 2.1 (pp 119-128), 2.2 (pp 129-137), 2.3 (pp 138-144), 2.4 (pp 145-151), 2.5 (pp 152-158), CR 2.9 (p 184)</p>
<p>NC.2.NBT.4 Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p><b>Unit 3:</b> 3.3 (pp 166-174), 3.5 (pp 182-190)  <b>Unit 5:</b> CR 1.5 (p 59), CR 1.6 (p 67), 2.2 (pp 90-98), 2.3 (pp 99-108), 2.4 (pp 109-118), 2.5 (pp 119-126), 2.6 (pp 127-133), CR 3.5 (p 174), CR 3.8 (p 195)  <b>Unit 6:</b> CR 1.1 (p 22), CR 1.4 (p 41)  <b>Unit 7:</b> CR 1.1 (p 21), CR 2.1 (p 56)  <b>Unit 8:</b> 2.1 (pp 119-128)</p>

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<p><b>Use place value understanding and properties of operations.</b></p>	
<p>NC.2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by:</p>	<p><b>Unit 1:</b> 3.6 (pp 171-176)  <b>Unit 2:</b> CR 3.4 (p 134)  <b>Unit 3:</b> 1.4 (pp 44-51), 1.5 (pp 52-59), 1.6 (pp 60-65), 1.7 (pp 66-70), 1.8 (pp 71-76), Investigation 2 (pp 87-143), Investigation 3 (pp 152-201)  <b>Unit 5:</b> Investigation 1 (pp 23-73), Investigation 2 (pp 81-133), Investigation 3 (pp 142-197)  <b>Unit 6:</b> CR 1.1 (p 22), 1.2 (pp 29-34), 1.3 (pp 35-39), CR 1.4 (p 41), 1.6 (pp 55-58), Investigation 2 (pp 67-99)  <b>Unit 7:</b> CR 1.1 (p 21), Investigation 2 (pp 55-102)  <b>Unit 8:</b> Investigation 1 (pp 26-108), CR 2.6 (p 160)</p>
<p>• Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p><b>Unit 1:</b> 3.6 (pp 171-176)  <b>Unit 2:</b> CR 3.4 (p 134)  <b>Unit 3:</b> 1.4 (pp 44-51), 1.5 (pp 52-59), 1.6 (pp 60-65), 1.7 (pp 66-70), 1.8 (pp 71-76), Investigation 3 (pp 152-201)  <b>Unit 5:</b> Investigation 1 (pp 23-73), Investigation 2 (pp 81-133), Investigation 3 (pp 142-197)  <b>Unit 6:</b> CR 1.1 (p 22), 1.2 (pp 29-34), 1.3 (pp 35-39), CR 1.4 (p 41), 1.6 (pp 55-58), Investigation 2 (pp 67-99)  <b>Unit 7:</b> Investigation 2 (pp 55-102)  <b>Unit 8:</b> Investigation 1 (pp 26-108)</p>
<p>• Comparing addition and subtraction strategies, and explaining why they work.</p>	<p><b>Unit 1:</b> 3.6 (pp 171-176)  <b>Unit 3:</b> 1.4 (pp 44-51), 1.5 (pp 52-59), 1.6 (pp 60-65), 1.7 (pp 66-70), 1.8 (pp 71-76), Investigation 2 (pp 87-143), Investigation 3 (pp 152-201)  <b>Unit 5:</b> Investigation 1 (pp 23-73), Investigation 3 (pp 142-197)  <b>Unit 6:</b> CR 1.1 (p 22), 1.2 (pp 29-34), 1.3 (pp 35-39), CR 1.4 (p 41), 1.6 (pp 55-58), Investigation 2 (pp 67-99)  <b>Unit 7:</b> Investigation 2 (pp 55-102)  <b>Unit 8:</b> Investigation 1 (pp 26-108)</p>

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<ul style="list-style-type: none"> <li>• Selecting an appropriate strategy in order to efficiently compute sums and differences.</li> </ul>	<p><b>Unit 1:</b> 3.6 (pp 171-176)  <b>Unit 2:</b> CR 3.4 (p 134)  <b>Unit 3:</b> 1.4 (pp 44-51), 1.5 (pp 52-59), 1.6 (pp 60-65), 1.7 (pp 66-70), 1.8 (pp 71-76), Investigation 2 (pp 87-143), Investigation 3 (pp 152-201)  <b>Unit 5:</b> Investigation 1 (pp 23-73), 2.4 (pp 109-118), 2.5 (pp 119-126), 2.6 (pp 127-133), Investigation 3 (pp 142-197)  <b>Unit 6:</b> CR 1.1 (p 22), 1.2 (pp 29-34), 1.3 (pp 35-39), CR 1.4 (p 41), 1.6 (pp 55-58), Investigation 2 (pp 67-99)  <b>Unit 7:</b> Investigation 2 (pp 55-102)  <b>Unit 8:</b> Investigation 1 (pp 26-108)</p>
<p>NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.</p>	<p><b>Unit 3:</b> CR 1.5 (p 53), 2.5 (pp 115-119), 2.6 (pp 120-127), 2.7 (pp 128-132), 2.8 (pp 133-138), 2.9 (pp 139-143), 3.6 (pp 191-197)  <b>Unit 5:</b> 1.2 (pp 33-38), 1.3 (pp 39-50), CR 2.3 (p 100), 3.1 (pp 142-151), 3.2 (pp 152-161), 3.3 (pp 162-166), 3.7 (pp 188-193)  <b>Unit 6:</b> 2.6 (pp 96-99)  <b>Unit 7:</b> 2.2 (pp 64-70), 2.6 (pp 97-102)  <b>Unit 8:</b> CR 1.7 (p 72), CR 2.6 (p 160), CR 2.9 (p 184)</p>
<p>NC.2.NBT.7 Add and subtract, within 1,000, relating the strategy to a written method, using:</p>	<p><b>Unit 8:</b> Investigation 2 (pp 119-186)</p>
<ul style="list-style-type: none"> <li>• Concrete models or drawings</li> </ul>	<p><b>Unit 8:</b> Investigation 2 (pp 119-186)</p>
<ul style="list-style-type: none"> <li>• Strategies based on place value</li> </ul>	<p><b>Unit 8:</b> Investigation 2 (pp 119-186)</p>
<ul style="list-style-type: none"> <li>• Properties of operations</li> </ul>	<p><b>Unit 8:</b> Investigation 2 (pp 119-186)</p>
<ul style="list-style-type: none"> <li>• Relationship between addition and subtraction</li> </ul>	<p><b>Unit 8:</b> 2.6 (pp 159-166), 2.7 (pp 167-174), 2.8 (pp 175-182), 2.9 (pp 183-186)</p>

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NC.2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	<b>Unit 5:</b> 1.6 (pp 66-73), 2.3 (pp 99-108), 2.4 (pp 109-108), 2.5 (pp 119-126), 2.6 (pp 127-133), 3.3 (pp 162-166), 3.5 (pp 173-180), 3.6 (pp 181-187), 3.7 (pp 188-193)
<b>Measurement and Data</b>	
<b>Measure and estimate lengths.</b>	
NC.2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	<b>Unit 6:</b> 1.4 (pp 40-48), 1.5 (pp 49-54), 1.6 (pp 55-58), Investigation 2 (pp 67-99)
NC.2.MD.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.	<b>Unit 6:</b> 2.3 (pp 81-86), 2.4 (pp 87-91), 2.5 (pp 92-95), 2.6 (pp 96-99)
NC.2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.	<b>Unit 6:</b> 2.1 (pp 67-73), 2.2 (pp 74-80), 2.3 (pp 81-86), 2.4 (pp 87-91), 2.6 (pp 96-99)
NC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	<b>Unit 6:</b> 1.5 (pp 49-54), 1.6 (pp 55-58), 2.1 (pp 67-73), 2.2 (pp 74-80), 2.3 (pp 81-86), 2.4 (pp 87-91), 2.5 (pp 92-95)
<b>Relate addition and subtraction to length.</b>	
NC.2.MD.5 Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.	<b>Unit 6:</b> 1.5 (pp 49-54), 1.6 (pp 55-58), Investigation 2 (pp 67-99)

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<p>NC.2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.</p>	<p><b>Unit 1:</b> CR 1.1 (p 24), 1.2 (pp 31-39), CR 1.3 (p 39), CR 1.6 (p 63), 2.2 (pp 82-88), CR 2.4 (p 101), 2.6 (pp 112-118), 3.1 (pp 138-143), 3.2 (pp 144-149), CR 3.3 (p 151), CR 3.4 (p 161), CR 3.5 (p 166), 3.7 (pp 177-182), Investigation 4 (pp 191-225)  <b>Unit 2:</b> CR 2.1 (p 62), CR 3.4 (p 134)  <b>Unit 3:</b> 1.4 (pp 44-51), 1.5 (pp 52-59), 1.6 (pp 60-65), 1.7 (pp 66-70), 1.8 (pp 71-76), 2.1 (pp 87-93), 2.2 (pp 94-100), 2.7 (pp 128-132), 2.8 (pp 133-138), 3.1 (pp 152-159), 3.3 (pp 166-174), 3.4 (pp 175-181), 3.6 (pp 191-197), 3.7 (pp 198-201)  <b>Unit 5:</b> 1.1 (pp 23-32), 1.5 (pp 58-65), 3.1 (pp 142-151), 3.2 (pp 152-161), 3.5 (pp 173-180), 3.6 (pp 181-187)  <b>Unit 6:</b> CR 2.1 (p 68), 2.4 (p 88)  <b>Unit 8:</b> 1.1 (pp 26-34), 1.2 (pp 35-43), 1.3 (pp 44-50), 1.6 (pp 63-70), 1.7 (pp 71-80), 1.8 (pp 81-87), 1.9 (pp 88-95), 1.10 (pp 96-102), 1.11 (pp 103-108)</p>
<p><b>Build understanding of time and money.</b></p>	
<p>NC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p><b>Unit 2:</b> CR 1.3 (p 39), CR 2.2 (p 71), CR 3.7 (p 153), CR 3.8 (p 159)  <b>Unit 3:</b> CR 2.4 (p 108), CR 2.9 (p 140), CR 3.4 (p 176)  <b>Unit 4:</b> CR 1.3 (p 42), CR 1.6 (p 64), CR 2.3 (p 90)  <b>Unit 5:</b> 1.1 (p 24), CR 3.1 (p 143)  <b>Unit 6:</b> CR 1.3 (p 36), CR 2.5 (p 93)  <b>Unit 7:</b> CR 1.2 (p 30), CR 1.4 (p 44), 2.3 (pp 71-78), 2.4 (pp 79-86), 2.5 (pp 87-96)  <b>Unit 8:</b> CR 1.1 (p 27), CR 1.4 (p 52), CR 1.8 (p 82), 1.9 (pp 88-95)</p>
<p>NC.2.MD.8 Solve word problems involving:</p>	<p><b>Unit 1:</b> 1.3 (pp 38-44), 3.3 (pp 150-159), 3.4 (pp 160-164), 3.6 (pp 171-176), 3.7 (pp 177-182)  <b>Unit 3:</b> 1.3 (pp 38-43), CR 1.4 (p 45), CR 1.5 (p 53), CR 2.5 (p 116), 2.7 (pp 128-132), 2.8 (pp 133-138), 2.9 (pp 139-143), CR 3.1 (p 153), 3.2 (pp 160-165)  <b>Unit 5:</b> 1.4 (pp 51-57), 1.5 (pp 58-65), 1.6 (pp 66-73), 2.2 (pp 90-98)  <b>Unit 8:</b> 1.4 (pp 51-56), 1.5 (pp 57-62), 1.6 (pp 63-70), CR 1.7 (p 72), 1.9 (pp 88-95), 1.10 (pp 96-102), 1.11 (pp 103-108), CR 2.6 (p 160), CR 2.9 (p 184)</p>

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<ul style="list-style-type: none"> <li>• Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately.</li> </ul>	<p><b>Unit 1:</b> 1.3 (pp 38-44), 3.3 (pp 150-159), 3.4 (pp 160-164), 3.6 (pp 171-176), 3.7 (pp 177-182)</p> <p><b>Unit 3:</b> 1.3 (pp 38-43), CR 1.4 (p 45), CR 1.5 (p 53), CR 2.5 (p 116), 2.7 (pp 128-132), 2.8 (pp 133-138), CR 3.1 (p 153), 3.2 (pp 160-165)</p> <p><b>Unit 5:</b> 1.4 (pp 51-57), 1.5 (pp 58-65), 1.6 (pp 66-73), 2.2 (pp 90-98)</p> <p><b>Unit 8:</b> 1.4 (pp 51-56), 1.5 (pp 57-62), 1.6 (pp 63-70), CR 1.7 (p 72), 1.9 (pp 88-95), 1.10 (pp 96-102), 1.11 (pp 103-108), CR 2.6 (p 160), CR 2.9 (p 184)</p>
<ul style="list-style-type: none"> <li>• Whole dollar amounts, using the \$ symbol appropriately.</li> </ul>	<p><b>Unit 3:</b> 2.7 (pp 128-132), 2.8 (pp 133-138), 2.9 (pp 139-143)</p> <p><b>Unit 5:</b> 2.2 (pp 90-98)</p> <p><b>Unit 8:</b> 1.4 (pp 51-56), 1.5 (pp 57-62), 1.6 (pp 63-70), CR 1.7 (p 72), 1.9 (pp 88-95), 1.10 (pp 96-102), 1.11 (pp 103-108), CR 2.6 (p 160), CR 2.9 (p 184)</p>
<b>Represent and interpret data.</b>	
NC.2.MD.10 Organize, represent, and interpret data with up to four categories.	<b>Unit 4:</b> Investigation 1 (pp 23-66), 2.1 (pp 75-82), 2.2 (pp 83-88), 2.4 (pp 93-97)
<ul style="list-style-type: none"> <li>• Draw a picture graph and a bar graph with a single-unit scale to represent a data set.</li> </ul>	<b>Unit 4:</b> Investigation 1 (pp 23-66), 2.1 (pp 75-82), 2.2 (pp 83-88), 2.4 (pp 93-97)
<ul style="list-style-type: none"> <li>• Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.</li> </ul>	<b>Unit 4:</b> 2.1 (pp 75-82), 2.2 (pp 83-88), 2.4 (pp 93-97)
<b>Geometry</b>	
<b>Reason with shapes and their attributes.</b>	
NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.	<p><b>Unit 1:</b> 1.2 (pp 31-37), 1.3 (pp 38-44), 1.4 (pp 45-52), 1.5 (pp 53-61)</p> <p><b>Unit 2:</b> Investigation 1 (pp 23-53), Investigation 2 (pp 61-104), 3.1 (pp 114-120)</p>
NC.2.G.3 Partition circles and rectangles into two, three, or four equal shares.	<b>Unit 2:</b> Investigation 3 (pp 114-161)
<ul style="list-style-type: none"> <li>• Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of.</li> </ul>	<b>Unit 2:</b> Investigation 3 (pp 114-161)

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<ul style="list-style-type: none"> <li>• Describe the whole as two halves, three thirds, four fourths.</li> </ul>	<p><b>Unit 2:</b> 3.1 (pp 114-120), 3.2 (pp 121-126), 3.3 (pp 127-132), 3.4 (pp 133-139), 3.5 (pp 140-145), 3.6 (pp 146-152), 3.7 (pp 153-157)</p>
<ul style="list-style-type: none"> <li>• Explain that equal shares of identical wholes need not have the same shape.</li> </ul>	<p><b>Unit 2:</b> 3.2 (pp 121-128)</p>