

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

©2017



To the

**South Carolina College- and Career-
Ready Standards for Mathematics 2015
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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Mathematical Process Standards	
1. Make sense of problems and persevere in solving them.	1. Make sense of problems and persevere in solving them. As new mathematical content is introduced, students are given countless strategies for how to approach and solve different types of problems. Investigations 3 offers many ideas, examples, and approaches to conceptualizing problems and solving them in the most accurate and efficient way possible. Whether students are analyzing different pathways, connecting to prior knowledge, or evaluating the success of an approach, they strengthen their own habits in persevering as they solve mathematical problems.
a. Relate a problem to prior knowledge.	Unit 2: 2.2 (pp. 85-93) Unit 6: 1.2 (pp. 34-41)
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	Unit 3: 2.2 (pp. 71-77) Unit 5: 3.5 (pp. 188-195)
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	Unit 4: 1.5 (pp. 51-61) Unit 7: 1.6 (pp. 60-67)
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	Unit 6: 1.3 (pp. 42-49) Unit 8: 1.2 (pp. 29-35)
2. Reason both contextually and abstractly.	2. Reason both contextually and abstractly. Through real-world and mathematical connections, students learn to reason with quantities in different capacities. From Kindergarten to Grade 5, Investigations 3 walks students through applying quantities both symbolically and contextually. Students build a strong sense of reasoning and representing with numbers as they engage in each lesson.

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a. Make sense of quantities and their relationships in mathematical and real-world situations.	Unit 5: 2.4 (pp. 116-122) Unit 7: 1.1 (pp. 24-30)
b. Describe a given situation using multiple mathematical representations.	Unit 4: 2.5 (pp. 120-124)
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	Unit 3: 2.4 (pp. 84-90) Unit 5: 1.2 (pp. 34-41)
d. Connect the meaning of mathematical operations to the context of a given situation.	Unit 3: 1.1 (pp. 22-30) Unit 7: 1.6 (pp. 60-67)
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.	3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others. Investigations 3 is developed with interactive and collaborative learning experiences, which allow for students to build their skills in justifying their own reasoning and critiquing the reasoning of others. Many exercises throughout the program specifically call for students to explain their solutions and clearly articulate their processes in solving the problems. They then compare and analyze their own processes with that of their peers.
a. Construct and justify a solution to a problem.	Unit 3: 1.2 (pp. 31-40) Unit 5: 1.4 (pp. 49-55)
b. Compare and discuss the validity of various reasoning strategies.	Unit 2: 2.3 (pp. 94-100) Unit 4: 1.5 (pp. 51-61)
c. Make conjectures and explore their validity.	Unit 2: 1.4 (pp. 43-47)
d. Reflect on and provide thoughtful responses to the reasoning of others.	Unit 7: 2.1 (pp. 88-95) Unit 8: 1.4 (pp. 42-47)

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<p>4. Connect mathematical ideas and real-world situations through modeling.</p>	<p>4. Connect mathematical ideas and real-world situations through modeling. Students are given many opportunities to create and analyze models that represent mathematical situations. As students model problems using equations, graphs, tables, drawings, and more, they can connect the mathematical idea to a real-world context that makes sense. Investigations 3 guides students in making these connections as they model the problems.</p>
<p>a. Identify relevant quantities and develop a model to describe their relationships.</p>	<p>Unit 3: 2.2 (pp. 71-77) Unit 4: 1.1 (pp. 22-29)</p>
<p>b. Interpret mathematical models in the context of the situation.</p>	<p>Unit 4: 1.1 (pp. 24-31) Unit 8: 1.1 (pp. 23-28)</p>
<p>c. Make assumptions and estimates to simplify complicated situations.</p>	<p>Unit 4: 1.2 (pp. 32-37) Unit 6: 1.2 (pp. 34-41)</p>
<p>d. Evaluate the reasonableness of a model and refine if necessary.</p>	<p>Unit 5: 3.2 (pp. 167-173) Unit 6: 1.1 (pp. 25-33)</p>
<p>5. Use a variety of mathematical tools effectively and strategically.</p>	<p>5. Use a variety of mathematical tools effectively and strategically. Choosing the correct mathematical tool is essential for students to create and solve many mathematical situations. Whether choosing a ruler to measure a specific unit, discovering a graph to display data, or deciding on which manipulative would best represent a situation, Investigations 3 reminds that there are an array of tools available when solving any mathematical problem.</p>
<p>a. Select and use appropriate tools when solving a mathematical problem.</p>	<p>Unit 2: 1.6 (pp. 55-62) Unit 7: 3.1 (pp. 154-161)</p>
<p>b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.</p>	<p>Unit 4: 1.2 (pp. 32-37) Unit 8: 1.1 (pp. 23-28)</p>

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<p>6. Communicate mathematically and approach mathematical situations with precision.</p>	<p>6. Communicate mathematically and approach mathematical situations with precision. Students are urged to use precision as they solve problems, measure units, and use mathematical language throughout the Investigations 3 experience. <i>Mathematical Practice Notes</i> found in the teacher's edition of each lesson highlight ways in which to direct students to be precise in their mathematical work.</p>
<p>a. Express numerical answers with the degree of precision appropriate for the context of a situation.</p>	<p>Unit 3: 2.1 (pp. 64-70) Unit 7: 2.2 (pp. 96-103)</p>
<p>b. Represent numbers in an appropriate form according to the context of the situation.</p>	<p>Unit 3: 1.2 (pp. 31-40)</p>
<p>c. Use appropriate and precise mathematical language.</p>	<p>Unit 2: 2.1 (pp. 77-84) Unit 8: 1.1 (pp. 23-28)</p>
<p>d. Use appropriate units, scales, and labels.</p>	<p>Unit 4: 1.3 (pp. 38-43) Unit 6: 2.1 (pp. 108-113)</p>
<p>7. Identify and utilize structure and patterns.</p>	<p>7. Identify and utilize structure and patterns. Students are consistently directed to notice the structure of a specific mathematical situation or problem. As students develop their skills of utilizing structure and patterns, they notice regularity and structure in place value, properties of operations, order, comparisons, graphs, geometric shapes, and much more. Investigations 3 guides teachers to help students discover different representations of structure throughout each unit and lesson.</p>
<p>a. Recognize complex mathematical objects as being composed of more than one simple object.</p>	<p>Unit 2: 1.5 (pp. 48-54) Unit 3: 1.2 (pp. 31-40)</p>

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b. Recognize mathematical repetition in order to make generalizations.	Unit 7: 1.2 (pp. 31-37) Unit 8: 1.2 (pp. 29-35)
c. Look for structures to interpret meaning and develop solution strategies.	Unit 4: 1.2 (pp. 32-37) Unit 7: 1.4 (pp. 44-53)
Content Standards for Mathematics	
Number Sense and Base Ten	
1.NSBT.1 Extend the number sequence to:	
a. count forward by ones to 120 starting at any number;	Unit 1: Investigation 1 (pp. 23-67), 3.6 (pp. 189-197) Unit 2: 2.3 (pp. 94-100) Unit 3: Investigation 4 (pp. 176-224) Unit 7: 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)
b. count by fives and tens to 100, starting at any number;	Unit 1: 1.5 (pp. 59-67), Teacher Note 2 (p. 213), Teacher Note 4 (p. 215), Teacher Note 5 (pp. 216-219) Unit 3: 4.4 (pp. 195-200) Unit 7: 1.2 (pp. 31-37), 1.3 (pp. 38-43), 1.4 (pp. 44-53)
c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;	Unit 1: Investigation 1 (pp. 23-67), Investigation 2 (pp. 76-141), Investigation 3 (pp. 150-205) Unit 2: CR 1.3 (pp. 36-42), CR 1.6 (pp. 55-62), CR 2.5 (pp. 107-111) Unit 3: Investigation 2 (pp. 64-119), Investigation 4 (pp. 176-224) Unit 5: Investigation 1 (pp. 24-81) Unit 7: Investigation 1 (pp. 24-79), Investigation 2 (88-144), Investigation 3 (154-211)
d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.	Unit 1: 1.3 (pp. 44-51) Unit 7: 1.3 (pp. 38-43), 1.4 (pp. 44-53), 1.8 (pp. 74-79), Investigation 2 (pp. 88-144), 3.1 (pp. 154-161)

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1.NSBT.2 Understand place value through 99 by demonstrating that:	
a. ten ones can be thought of as a bundle (group) called a “ten”;	<p>Unit 3: 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)</p> <p>Unit 5: 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)</p> <p>Unit 6: 1.1 (pp. 25-33)</p> <p>Unit 7: 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>
b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones;	<p>Unit 1: 1.3 (pp. 44-51), 1.4 (pp. 52-58), 1.5 (pp. 59-67)</p> <p>Unit 3: 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)</p> <p>Unit 5: 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)</p> <p>Unit 6: 1.1 (pp. 25-33)</p> <p>Unit 7: 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>
c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.	<p>Unit 7: 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>
1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.	<p>Unit 1: 2.5 (pp. 112-120), 3.6 (pp. 189-197)</p> <p>Unit 3: 3.3 (pp. 143-149), 3.4 (pp. 150-156)</p> <p>Unit 7: 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>

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1.NSBT.4 Add through 99 using concrete models, drawings, and strategies based on place value to:	Unit 7: 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)
a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);	Unit 7: 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)
b. add a two-digit number and a multiple of 10.	Unit 7: 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)
1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.	Unit 7: 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)
1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.	Unit 7: 1.6 (pp. 60-69), 1.7 (pp. 68-73), 1.8 (pp. 74-79)
Algebraic Thinking and Operations	
1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.	Unit 1: 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) Unit 3: 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)

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<p>(Continued) 1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.</p>	<p>Unit 4: 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) Unit 5: 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) Unit 6: Investigation 1 (pp. 25-101), CR 2.2 (p. 115), 2.3 (pp. 122-128)</p>
<p>1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.</p>	<p>Unit 2: 1.3 (pp. 36-42) Unit 3: 3.1 (pp. 127-135), 3.6 (pp. 163-166) Unit 6: Investigation 2 (pp. 108-128) Unit 7: 1.1 (pp. 24-30), 1.2 (pp. 31-37)</p>
<p>1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.</p>	<p>Unit 1: 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) Unit 2: 1.3 (pp. 36-42) Unit 3: 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) Unit 4: 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) Unit 5: Investigation 1 (pp. 24-81), Investigation 2 (pp. 90-151), Investigation 3 (pp. 160-206)</p>
<p>1.ATO.4 Understand subtraction as an unknown addend problem.</p>	<p>Unit 1: 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) Unit 3: 1.3 (pp. 41-47), 2.2 (pp. 71-77), 2.3 (pp. 78-83), 2.7 (pp. 109-113) Unit 4: 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) Unit 5: 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>

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<p>1.ATO.5 Recognize how counting relates to addition and subtraction.</p>	<p>Unit 1: 1.4 (pp. 52-58), 1.5 (pp. 59-67), Investigation 2 (pp. 76-141), Investigation 3 (pp. 150-205) Unit 2: CR 1.3 (p. 37), CR 1.6 (p. 56), CR 2.5 (p. 108) Unit 3: 1.1 (pp. 22-30), 1.3 (pp. 41-47), 1.4 (pp. 48-55), 2.5 (pp. 91-99), 3.1 (pp. 127-135), 3.2 (pp. 136-142) Unit 5: 2.4 (pp. 116-122), 2.6 (pp. 131-139) Unit 7: 1.1 (pp. 24-30), 1.2 (pp. 31-37), 1.3 (pp. 38-43)</p>
<p>1.ATO.6 Demonstrate:</p>	
<p>a. addition and subtraction through 20;</p>	<p>Unit 1: Investigation 2 (pp. 76-141), Investigation 3 (pp. 150-205) Unit 3: Investigation 1 (pp. 22-55), Investigation 2 (pp. 64-119), Investigation 3 (pp. 127-166), 4.8 (220-224) Unit 4: 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) Unit 5: Investigation 1 (pp. 24-81), Investigation 2 (pp. 90-151), Investigation 3 (pp. 160-206) Unit 6: Investigation 1 (pp. 25-101), CR 2.2 (p. 115), 2.3 (pp. 122-128)</p>
<p>b. fluency with addition and related subtraction facts through 10.</p>	<p>Unit 1: Investigation 2 (pp. 76-141), Investigation 3 (pp. 150-205) Unit 3: Investigation 1 (pp. 22-55), Investigation 2 (pp. 64-119), Investigation 3 (pp. 127-166) Unit 5: Investigation 1 (pp. 24-81), Investigation 2 (pp. 90-151), Investigation 3 (pp. 160-206)</p>
<p>1.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.</p>	<p>Unit 1: 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) Unit 3: 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) Unit 5: 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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1.ATO.8 Determine the missing number in addition and subtraction equations within 20.	<p>Unit 1: 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)</p> <p>Unit 3: 1.1 (pp. 22-30), 1.3 (pp. 41-47), 1.4 (pp. 48-55)</p> <p>Unit 4: CR 1.6 (p. 63)</p> <p>Unit 5: 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)</p> <p>Unit 7: 1.6 (pp. 60-67), 1.7 (pp. 68-73), 1.8 (pp. 74-79)</p>
1.ATO.9 Create, extend and explain using pictures and words for:	
a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns);	Unit 3: 4.3 (pp. 188-194), 4.4 (pp. 195-200), 4.5 (pp. 201-206), 4.7 (pp. 214-219), 4.8 (pp. 220-224), Differentiation in Investigation 4, (pp. 225-227)
b. growing patterns (between 2 and 4 terms/figures).	Unit 3: 4.3 (pp. 188-194), 4.4 (pp. 195-200), 4.5 (pp. 201-206), 4.7 (pp. 214-219), 4.8 (pp. 220-224), Differentiation in Investigation 4, (pp. 225-227)
Geometry	
1.G.1 Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color).	<p>Unit 2: 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)</p> <p>Unit 4: 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> <p>Unit 8: Investigation 1 (pp. 23-77)</p>

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1.G.2 Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.	Unit 1: Investigation 1 (pp. 23-67) Unit 2: Investigation 1 (pp. 22-68) Unit 4: 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) Unit 8: 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)
1.G.3 Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts.	Unit 4: CR 1.8 (p. 77), Investigation 2 (pp. 89-130)
1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).	Unit 2: 1.1 (pp. 22-29), 1.2 (pp. 30-35), 1.3 (pp. 36-42), 1.6 (pp. 55-62), 1.7 (pp. 63-68), Investigation 2 (pp. 77-111)
Measurement and Data Analysis	
1.MDA.1 Order three objects by length using indirect comparison.	Unit 4: 1.1 (pp. 24-31), 1.2 (pp. 32-37), 1.3 (pp. 38-43)
1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.	Unit 4: 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)
1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour.	Unit 1: 1.4 (pp. 52-58) Unit 4: 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) Unit 5: CR 1.1 (p. 25), CR 1.7 (p. 73), CR 2.4 (p. 117), CR 2.8 (p. 149) Unit 8: 1.6 (pp. 54-59)

**A Correlation of Investigations 3 In Number, Data, and Space, ©2017
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South Carolina College- and Career-Ready Standards for Mathematics Grade 1	Investigations 3 in Number, Data, and Space ©2017 Grade 1 Sessions
1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.	<p>Unit 1: 1.5 (pp. 59-67) Unit 2: Investigation 2 (pp. 77-111) Unit 3: 4.1 (pp. 176-182) Unit 6: Investigation 1 (pp. 25-101), Investigation 2 (pp. 108-128)</p>
1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.	<p>Unit 1: 1.5 (pp. 59-67) Unit 2: Investigation 2 (pp. 77-111) Unit 3: 4.1 (pp. 176-182) Unit 6: Investigation 1 (pp. 25-101), Investigation 2 (pp. 108-128)</p>
1.MDA.6 Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.	<p>For related content, please see: Unit 1: 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) Unit 5: 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) Unit 6: CR 1.3 (p. 43), CR 1.5 (p. 61), CR 2.2 (p. 115), CR 2.3 (p. 123) Unit 7: CR 1.1 (p. 25), CR 1.2 (p. 32), CR 1.3 (p. 39), CR 3.4 (p. 178)</p>