A Correlation of

INVESTIGATIONS 3
IN NUMBER, DATA, AND SPACE®

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To the

South Carolina College- and Career-Ready Standards for Mathematics 2015
Grade 2

SAVVAS

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

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South Carolina College- and Career-Ready Standards for Mathematics Grade 2	Investigations 3 in Number, Data, and Space ©2017 Grade 2 Sessions
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:** 1.1 (pp. 23-29) **Unit 3:** 1.5 (pp. 52-59)
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	**Unit 5:** 1.5 (pp. 58-65)
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 1:** 2.1 (pp. 76-81) **Unit 8:** 1.1 (pp. 26-34)
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	**Unit 1:** 1.1 (pp. 23-30) **Unit 3:** 2.5 (pp. 115-119)
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 7:** 1.2 (pp. 29-37) **Unit 8:** 1.5 (pp. 57-62)
b. Describe a given situation using multiple mathematical representations.	**Unit 1:** 1.2 (pp. 31-37) **Unit 3:** 1.2 (pp. 31-37)
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	**Unit 3:** 2.3 (pp. 101-106) **Unit 5:** 1.6 (pp. 66-73)
d. Connect the meaning of mathematical operations to the context of a given situation.	**Unit 4:** 1.1 (pp. 23-31) **Unit 7:** 1.1 (pp. 21-28)
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 1:** 1.5 (pp. 53-61) **Unit 7:** 1.2 (pp. 29-37)
b. Compare and discuss the validity of various reasoning strategies.	**Unit 2:** 2.2 (pp. 70-77) **Unit 3:** 1.6 (pp. 60-65)
c. Make conjectures and explore their validity.	**Unit 3:** 2.4 (pp. 107-114) **Unit 8:** 1.2 (pp. 35-43)
d. Reflect on and provide thoughtful responses to the reasoning of others.	**Unit 2:** 1.1 (pp. 23-29) **Unit 7:** 1.3 (pp. 38-42)

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4. Connect mathematical ideas and real-world situations through modeling.	**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.
a. Identify relevant quantities and develop a model to describe their relationships.	**Unit 1:** 1.1 (pp. 23-30) **Unit 2:** 3.1 (pp. 114-120)
b. Interpret mathematical models in the context of the situation.	**Unit 3:** 1.6 (pp. 60-65) **Unit 8:** 1.1 (pp. 26-34)
c. Make assumptions and estimates to simplify complicated situations.	**Unit 4:** 1.5 (pp. 55-62)
d. Evaluate the reasonableness of a model and refine if necessary.	**Unit 7:** 2.2 (pp. 64-70)
5. Use a variety of mathematical tools effectively and strategically.	**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.
a. Select and use appropriate tools when solving a mathematical problem.	**Unit 5:** 1.1 (pp. 24-30) **Unit 8:** 1.1 (pp. 26-34)
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	**Unit 1:** 1.1 (pp. 23-30) **Unit 1:** 1.5 (pp. 53-61)

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6. Communicate mathematically and approach mathematical situations with precision.	**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. *Mathematical Practice Notes* found in the teacher's edition of each lesson highlight ways in which to direct students to be precise in their mathematical work.
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	**Unit 1:** 1.5 (pp. 62-67) **Unit 4:** 1.1 (pp. 23-31)
b. Represent numbers in an appropriate form according to the context of the situation.	**Unit 1:** 1.4 (pp. 45-52) **Unit 4:** 1.4 (pp. 49-54)
c. Use appropriate and precise mathematical language.	**Unit 2:** 1.2 (pp. 30-37) **Unit 2:** 1.3 (pp. 38-43)
d. Use appropriate units, scales, and labels.	**Unit 5:** 2.4 (pp. 109-118) **Unit 6:** 1.1 (pp. 21-28)
7. Identify and utilize structure and patterns.	**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.
a. Recognize complex mathematical objects as being composed of more than one simple object.	**Unit 1:** 1.2 (pp. 31-37) **Unit 2:** 1.1 (pp. 23-29)

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b. Recognize mathematical repetition in order to make generalizations.	**Unit 3:** 1.1 (pp. 24-30) **Unit 8:** 1.3 (pp. 44-50)
c. Look for structures to interpret meaning and develop solution strategies.	**Unit 1:** 1.3 (pp. 38-44) **Unit 8:** 1.1 (pp. 26-34)
Content Standards for Mathematics	
Number Sense and Base Ten	
2.NSBT.1 Understand place value through 999 by demonstrating that:	
a. 100 can be thought of as a bundle (group) of 10 tens called a "hundred";	**Unit 3:** 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) **Unit 5:** 2.6 (pp. 127-133)
b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;	**Unit 5:** 2.3 (pp. 99-108), 2.4 (pp. 109-118), 2.5 (pp. 119-126), 2.6 (pp. 127-133), 3.2 (pp. 152-161), 3.6 (pp. 181-189), 3.7 (pp. 188-193) **Unit 6:** 1.1 (pp. 21-28), 1.2 (pp. 39-34), 1.4 (pp. 40-48), 1.5 (pp. 49-54), 2.2 (pp. 74-80) **Unit 7:** 1.1 (pp. 20-28), 2.1 (pp. 55-63) **Unit 8:** 1.11 (pp. 103-108), 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), 2.9 (pp. 183-186)
c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).	**Unit 8:** Investigation 2 (pp. 119-186)

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2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.	**Unit 1:** 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) **Unit 3:** CR 2.4 (p. 108), CR 3.4 (p. 176), CR 3.6 (p. 192), CR 3.7 (p. 199) **Unit 4:** CR 1.5 (p. 56), CR 2.2 (p. 84) **Unit 5:** 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) **Unit 7:** 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.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.	**Unit 1:** 1.4 (pp. 45-52), 1.5 (pp. 53-61), 1.6 (pp. 62-67) **Unit 3:** 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) **Unit 5:** 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) **Unit 6:** 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) **Unit 7:** CR 1.1 (p. 21), CR 2.1 (p. 56) **Unit 8:** 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)
2.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).	**Unit 3:** 3.3 (pp. 166-174), 3.5 (pp. 182-190) **Unit 5:** 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) **Unit 6:** CR 1.1 (p. 22), CR 1.4 (p. 41) **Unit 7:** CR 1.1 (p. 21), CR 2.1 (p. 56) **Unit 8:** 2.1 (pp. 119-128)

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2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.	**Unit 1:** 3.6 (pp. 171-176) **Unit 2:** CR 3.4 (p. 134) **Unit 3:** 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) **Unit 5:** Investigation 1 (pp. 23-73), Investigation 2 (pp. 81-133), Investigation 3 (pp. 142-197) **Unit 6:** 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) **Unit 7:** CR 1.1 (p. 21), Investigation 2 (pp. 55-102) **Unit 8:** Investigation 1 (pp. 26-108), CR 2.6 (p. 160)
2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.	**Unit 3:** 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) **Unit 5:** 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) **Unit 6:** 2.6 (pp. 96-99) **Unit 7:** 2.2 (pp. 64-70), 2.6 (pp. 97-102) **Unit 8:** CR 1.7 (p. 72), CR 2.6 (p. 160), CR 2.9 (p. 184)
2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	**Unit 8:** Investigation 2 (pp. 119-186)
2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.	**Unit 5:** 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)

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Algebraic Thinking and Operations	
2.ATO.1 Solve one- and two-step 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 99 with unknowns in all positions.	**Unit 1:** 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) **Unit 2:** 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) **Unit 3:** 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) **Unit 4:** Investigation 1 (pp. 23-66), CR 2.1 (p. 76), 2.2 (pp. 83-88), 2.6 (pp. 104-107) **Unit 5:** 1.3 (pp. 39-50), 1.5 (pp. 58-65), 1.6 (pp. 66-73), Investigation 3 (pp. 142-197) **Unit 6:** 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) **Unit 7:** 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) **Unit 8:** 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)
2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.	**Unit 1:** 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) **Unit 2:** 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) **Unit 3:** 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) **Unit 4:** 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) **Unit 5:** 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) **Unit 6:** CR 1.6 (p. 56), CR 2.3 (p. 82), CR 2.6 (p. 97)

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(Continued) 2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.	**Unit 7:** 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) **Unit 8:** 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)
2.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., 3 + 3 = 6).	**Unit 7:** Investigation 1 (pp. 20-47)
2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	**Unit 7:** Investigation 2 (pp. 55-102)
Geometry	
2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	**Unit 1:** 1.2 (pp. 31-37), 1.3 (pp. 38-44), 1.4 (pp. 45-52), 1.5 (pp. 53-61) **Unit 2:** Investigation 1 (pp. 23-53), Investigation 2 (pp. 61-104), 3.1 (pp. 114-120)
2.G.2 Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	**Unit 2:** 2.3 (pp. 78-85), 2.4 (pp. 86-94), 2.5 (pp. 95-100), 2.6 (pp. 101-104) **Unit 7:** 2.2 (pp. 64-70), 2.4 (pp. 79-86), 2.6 (pp. 97-102)
2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	**Unit 2:** Investigation 3 (pp. 114-161)

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Measurement and Data Analysis	
2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	**Unit 6:** 1.4 (pp. 40-48), 1.5 (pp. 49-54), 1.6 (pp. 55-58), Investigation 2 (pp. 67-99)
2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.	**Unit 6:** 2.3 (pp. 81-86), 2.4 (pp. 87-91), 2.5 (pp. 92-95), 2.6 (pp. 96-99)
2.MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	**Unit 6:** 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)
2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.	**Unit 6:** 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)
2.MDA.5 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 through 99 on a number line diagram.	**Unit 1:** 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) **Unit 2:** CR 2.1 (p. 62), CR 3.4 (p. 134) **Unit 3:** 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) **Unit 5:** 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) **Unit 6:** CR 2.1 (p. 68), 2.4 (p. 88) **Unit 8:** 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)

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2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	**Unit 2:** CR 1.3 (p. 39), CR 2.2 (p. 71), CR 3.7 (p. 153), CR 3.8 (p. 159) **Unit 3:** CR 2.4 (p. 108), CR 2.9 (p. 140), CR 3.4 (p. 176) **Unit 4:** CR 1.3 (p. 42), CR 1.6 (p. 64), CR 2.3 (p. 90) **Unit 5:** 1.1 (p. 24), CR 3.1 (p. 143) **Unit 6:** CR 1.3 (p. 36), CR 2.5 (p. 93) **Unit 7:** 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) **Unit 8:** CR 1.1 (p. 27), CR 1.4 (p. 52), CR 1.8 (p. 82), 1.9 (pp. 88-95)
2.MDA.7 Solve real-world/story problems involving dollar bills using the $ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	**Unit 1:** 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) **Unit 3:** 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) **Unit 5:** 1.4 (pp. 51-57), 1.5 (pp. 58-65), 1.6 (pp. 66-73), 2.2 (pp. 90-98) **Unit 8:** 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)
2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.	**Unit 4:** 2.1 (pp. 75-82), 2.4 (pp. 93-97), 2.5 (pp. 98-103), 2.6 (pp. 104-107) **Unit 6:** 1.4 (pp. 40-48), 1.6 (pp. 55-58), 2.4 (pp. 87-91), 2.5 (pp. 92-95)
2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	**Unit 4:** Investigation 1 (pp. 23-66), 2.1 (pp. 75-82), 2.2 (pp. 83-88), 2.4 (pp. 93-97)
2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	**Unit 4:** 1.1 (pp. 23-31), 1.2 (pp. 32-40), 1.3 (pp. 41-48), 1.4 (pp. 49-54), 1.5 (pp. 55-62), 1.6 (pp. 63-66), 2.1 (pp. 75-82), 2.2 (pp. 83-88), 2.4 (pp. 93-97)

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