

A Correlation of

INVESTIGATIONS 
IN NUMBER, DATA, AND SPACE®

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To the

**South Carolina College- and Career-
Ready Standards for Mathematics 2015
Grade 3**

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

Unit 1 - Understanding Equal Groups

Unit 2 Graphs and Line Plots

Unit 3 - Travel Stories and Collections

Unit 4 - Perimeter, Area, and Polygons

Unit 5 - Cube Patterns, Arrays, and Multiples of 10

Unit 6 - Fair Shares and Fractions on Number Lines

Unit 7 - How Many Miles?

Unit 8 Larger Numbers and Multi-Step Problems

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<p align="center">South Carolina College- and Career-Ready Standards for Mathematics Grade 3</p>	<p align="center">Investigations 3 in Number, Data, and Space ©2017 Grade 3 Sessions</p>
<p>Mathematical Process Standards</p>	
<p>1. Make sense of problems and persevere in solving them.</p>	<p>1. Make sense of problems and persevere in solving them.</p> <p>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.</p>
<p>a. Relate a problem to prior knowledge.</p>	<p>Unit 1: 1.4 (pp. 44-49)</p>
<p>b. Recognize there may be multiple entry points to a problem and more than one path to a solution.</p>	<p>Unit 1: 1.1 (pp. 22-30) Unit 8: 1.4 (pp. 45-52)</p>
<p>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.</p>	<p>Unit 3: 3.2 (pp. 112-119) Unit 5: 3.3 (pp. 122-129)</p>
<p>d. Evaluate the success of an approach to solve a problem and refine it if necessary.</p>	<p>Unit 2: 1.3 (pp. 39-45) Unit 6: 1.8 (pp. 69-75)</p>
<p>2. Reason both contextually and abstractly.</p>	<p>2. Reason both contextually and abstractly.</p> <p>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.</p>

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a. Make sense of quantities and their relationships in mathematical and real-world situations.	Unit 5: 2.1 (pp. 59-66) Unit 6: 1.5 (pp. 49-56)
b. Describe a given situation using multiple mathematical representations.	Unit 2: 2.1 (pp. 93-99) Unit 5: 1.2 (pp. 30-35)
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	Unit 8: 1.1 (pp. 23-30)
d. Connect the meaning of mathematical operations to the context of a given situation.	Unit 2: 1.2 (pp. 33-38) Unit 3: 1.2 (pp. 30-35)
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 5: 2.6 (pp. 92-98)
b. Compare and discuss the validity of various reasoning strategies.	Unit 5: 1.5 (pp. 48-51) Unit 6: 1.7 (pp. 63-68)
c. Make conjectures and explore their validity.	Unit 2: 1.7 (pp. 67-74)

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<p>d. Reflect on and provide thoughtful responses to the reasoning of others.</p>	<p>Unit 8: 2.5 (pp. 101-105)</p>
<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 6: 1.1 (pp. 20-26) Unit 8: 1.1 (pp. 23-30)</p>
<p>b. Interpret mathematical models in the context of the situation.</p>	<p>Unit 3: 5.1 (pp. 191-196) Unit 5: 1.4 (pp. 43-47)</p>
<p>c. Make assumptions and estimates to simplify complicated situations.</p>	<p>Unit 2: 1.1 (pp. 25-32)</p>
<p>d. Evaluate the reasonableness of a model and refine if necessary.</p>	<p>Unit 2: 1.5 (pp. 53-59) Unit 5: 2.4 (pp. 80-84)</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>

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<p>a. Select and use appropriate tools when solving a mathematical problem.</p>	<p>Unit 3: 1.3 (pp. 38-45) Unit 6: 1.2 (pp. 27-32)</p>
<p>b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.</p>	<p>Unit 5: 1.3 (pp. 36-42) Unit 8: 2.2 (pp. 78-85)</p>
<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: 3.3 (pp. 120-128) Unit 8: 1.5 (pp. 53-58)</p>
<p>b. Represent numbers in an appropriate form according to the context of the situation.</p>	<p>Unit 5: 2.4 (pp. 80-84)</p>
<p>c. Use appropriate and precise mathematical language.</p>	<p>Unit 6: 2.4 (pp. 102-107) Unit 8: 1.2 (pp. 31-37)</p>
<p>d. Use appropriate units, scales, and labels.</p>	<p>Unit 2: 1.3 (pp. 39-45) Unit 2: 1.8 (pp. 75-80)</p>

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<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 6: 1.8 (pp. 69-75) Unit 8: 1.3 (pp. 38-44)</p>
<p>b. Recognize mathematical repetition in order to make generalizations.</p>	<p>Unit 3: 2.1 (pp. 68-73) Unit 6: 1.2 (pp. 27-32)</p>
<p>c. Look for structures to interpret meaning and develop solution strategies.</p>	<p>Unit 3: 1.2 (pp. 30-37) Unit 5: 1.1 (pp. 23-29)</p>

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<p>Content Standards for Mathematics</p>	
<p>Number Sense and Base Ten</p>	
<p>3.NSBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p>Unit 3: 2.4 (pp. 89-96), 3.2 (pp. 112-119), 3.3 (120-128), 3.4 (pp. 129-135), 3.5 (pp. 136-140) Unit 4: TMM 1.1 (p. 24), TMM 1.2 (p. 31), TMM 1.3 (p. 39), TMM 1.4 (p. 46), TMM 1.5 (p. 52), TMM 2.4 (p. 87), TMM 2.5 (p. 93), TMM 2.6 (p. 100), TMM 3.2 (p. 127), TMM 3.5 (p. 148) Unit 5: 1.3 (pp. 36-42), TMM 1.3 (p. 37), TMM 1.4 (p. 44), TMM 1.5 (p. 49), TMM 2.1 (p. 60), TMM 2.2 (p. 68) Unit 7: TMM 2.1 (p. 80), TMM 2.2 (p. 88), TMM 2.3 (p. 95), TMM 2.4 (p. 101), TMM 2.5 (p. 107), TMM 3.4 (p. 140), TMM 3.5 (p. 145), TMM 3.6 (p. 151) Unit 8: TMM 2.1 (p. 72), TMM 2.2 (p. 79), TMM 2.3 (p. 87), TMM 2.4 (p. 96), TMM 2.5 (p. 102), TMM 3.1 (p. 114), TMM 3.2 (p. 121), TMM 3.3 (p. 129)</p>
<p>3.NSBT.2 Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.</p>	<p>Unit 1: TMM 1.1 (p. 23), TMM 1.2 (p. 32), TMM 1.3 (p. 39), TMM 1.4 (p. 45), TMM 2.1 (p. 58), TMM 2.2 (p. 64), TMM 3.3 (p. 117), TMM 4.3 (p. 167), TMM 4.4 (p. 172), TMM 4.5 (p. 178), TMM 4.6 (p. 183) Unit 2: TMM 1.7 (p. 68), TMM 1.8 (p. 76), TMM 1.9 (p. 82), TMM 2.1 (p. 94), TMM 2.2 (p. 101), TMM 2.3 (p. 109), TMM 2.4 (p. 116) Unit 3: Investigation 1 (pp. 23-61), Investigation 2 (pp. 68-96), Investigation 3 (pp. 105-140), Investigation 4 (pp. 149-182), Investigation 5 (pp. 191-225) Unit 4: TMM 1.1 (p. 24), TMM 1.2 (p. 31), TMM 1.3 (p. 39), TMM 1.4 (p. 46), TMM 1.5 (p. 52), TMM 2.4 (p. 87), TMM 2.5 (p. 93), TMM 2.6 (p. 100), TMM 3.2 (p. 127), TMM 3.5 (p. 148) Unit 5: TMM 1.3 (p. 37), TMM 1.4 (p. 44), TMM 1.5 (p. 49), TMM 2.1 (p. 60), TMM 2.2 (p. 68), TMM 3.5 (p. 138), TMM 3.6 (p. 145) Unit 6: TMM 1.1 (p. 21), TMM 1.2 (p. 28), TMM 1.3 (p. 34), TMM 1.4 (p. 41), TMM 1.5 (p. 50), TMM 2.1 (p. 84), TMM 2.2 (p. 89), TMM 2.3 (p. 95) Unit 7: Investigation 1 (pp. 24-71), Investigation 2 (pp. 79-111), Investigation 3 (pp. 119-155)</p>

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3.NSBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90, using knowledge of place value and properties of operations.	Unit 5: 3.4 (pp. 130-136), 3.5 (pp. 137-143)
3.NSBT.4 Read and write numbers through 999,999 in standard form and equations in expanded form.	For related content, please see: Unit 3: Investigation 2 (pp. 66-96)
3.NSBT.5 Compare and order numbers through 999,999 and represent the comparison using the symbols $>$, $=$, or $<$.	For related content, please see: Unit 3: 5.1 (pp. 191-196), 5.2 (pp. 197-202) Unit 6: 2.2 (pp. 88-93), 2.3 (pp. 94-101), 2.4 (pp. 102-107), 2.5 (pp. 108-113) Unit 7: 1.4 (pp. 44-48)
Number Sense – Fractions	
3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers.	Unit 6: 1.1 (pp. 20-26), 1.2 (pp. 27-32), 1.3 (pp. 33-39), 1.4 (pp. 40-48), 1.7 (pp. 63-68), 1.8 (pp. 69-75), 1.7 (pp. 63-68), 1.8 (pp. 69-75), 2.1 (pp. 83-87), 2.3 (pp. 94-101) 2.4 (pp. 102-107), 2.5 (pp. 108-113)
a. A fraction $1/b$ (called a unit fraction) is the quantity formed by one part when a whole is partitioned into $1/b$ equal parts;	Unit 6: 1.1 (pp. 20-26), 1.2 (pp. 27-32), 1.3 (pp. 33-39), 1.4 (pp. 40-48), 1.7 (pp. 63-68), 1.8 (pp. 69-75), 2.1 (pp. 83-87), 2.3 (pp. 94-101) 2.4 (pp. 102-107), 2.5 (pp. 108-113)
b. A fraction a/b is the quantity formed by a parts of size $1/b$;	Unit 6: 2.2 (pp. 88-93)
c. A fraction is a number that can be represented on a number line based on counts of a unit fraction;	Unit 6: 1.5 (pp. 49-56), 1.6 (pp. 57-62), 1.7 (pp. 63-68), 2.2 (pp. 88-93), 2.5 (pp. 108-113)
d. A fraction can be represented using set, area, and linear models.	Unit 6: 1.5 (pp. 49-56), 1.6 (pp. 57-62), 1.7 (pp. 63-68), 2.2 (pp. 88-93), 2.5 (pp. 108-113)

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<p>3.NSF.2 Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:</p>	<p>Unit 6: 1.4 (pp. 40-48), 1.5 (pp. 49-56), 1.7 (pp. 63-68), 2.1 (pp. 83-87), 2.3 (pp. 102-107), 2.4 (pp. 102-107)</p>
<p>a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;</p>	<p>Unit 6: 1.4 (pp. 40-48), 1.5 (pp. 49-56), 1.7 (pp. 63-68), 2.1 (pp. 83-87), 2.3 (pp. 102-107), 2.4 (pp. 102-107)</p>
<p>b. fraction equivalence can be represented using set, area, and linear models;</p>	<p>Unit 6: 1.4 (pp. 40-48), 1.5 (pp. 49-56), 1.7 (pp. 63-68), 2.1 (pp. 83-87), 2.3 (pp. 102-107), 2.4 (pp. 102-107)</p>
<p>c. whole numbers can be written as fractions (e.g., $4 = \frac{4}{1}$ and $1 = \frac{4}{4}$);</p>	<p>Unit 6: 1.4 (pp. 40-48), 1.5 (pp. 49-56), 1.7 (pp. 63-68), 2.1 (pp. 83-87), 2.3 (pp. 102-107), 2.4 (pp. 102-107)</p>
<p>d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.</p>	<p>Unit 6: 1.2 (pp. 27-32), 2.2 (pp. 88-93), 2.3 (pp. 94-101), 2.4 (pp. 102-107), 2.5 (pp. 102-107)</p>
<p>3.NSF.3 Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.</p>	<p>Unit 6: 1.8 (pp. 69-75)</p>
<p>Algebraic Thinking and Operations</p>	
<p>3.ATO.1 Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (i.e., 0 – 10) and the product.</p>	<p>Unit 1: Investigation 1 (pp. 22-49), 2.1 (pp. 57-62), 2.3 (pp. 69-74), 2.4 (pp. 75-81), 2.5 (pp. 82-88), 2.6 (pp. 89-92), 3.1 (pp. 102-107), 3.2 (pp. 108-115), 3.3 (pp. 116-122), 4.2 (pp. 161-165), 4.3 (pp. 166-170), 4.5 (pp. 177-181), 4.6 (pp. 182-187) Unit 5: 1.1 (pp. 23-29), 1.2 (pp. 30-35), 1.3 (pp. 36-42)</p>

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3.ATO.2 Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., 0 – 10), divisor (i.e., 0 – 10), and dividend.	Unit 1: 4.1 (pp. 155-160), 4.2 (pp. 161-165), 4.3 (pp. 166-170), 4.5 (pp. 177-181), 4.6 (pp. 182-187) Unit 5: 1.2 (pp. 30-35), 1.3 (pp. 36-42), 1.4 (pp. 43-47), 1.5 (pp. 48-51) Unit 8: 1.1 (pp. 23-30), 1.3 (pp. 38-44)
3.ATO.3 Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.	Unit 1: Investigation 1 (pp. 22-49), 2.3 (pp. 69-74), 2.4 (pp. 75-81), 2.5 (pp. 82-88), 2.6 (pp. 89-92), Investigation 4 (pp. 155-187) Unit 5: 1.4 (pp. 43-47) 1.5 (pp. 48-51), 2.3 (pp. 73-79), 2.5 (pp. 85-91), 2.6 (pp. 92-98), Investigation 3 (pp. 107-149) Unit 8: 1.1 (pp. 23-30), 1.3 (pp. 38-44), 1.4 (pp. 45-52), 1.5 (pp. 53-58), 1.6 (pp. 59-63), 2.1 (pp. 71-77), 2.3 (pp. 86-94), 2.4 (pp. 95-100), 2.5 (pp. 101-105)
3.ATO.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.	Unit 1: 1.3 (pp. 38-43), 1.4 (pp. 44-49), 2.6 (pp. 89-92), 4.3 (pp. 166-170), 4.4 (pp. 171-176), 4.5 (pp. 177-181), 4.6 (pp. 182-187) Unit 2: TMM 1.1 (p. 26), TMM 1.2 (p. 34) Unit 5: 2.4 (pp. 80-84), 3.4 (pp. 130-136) Unit 7: TMM 1.1 (p. 25), TMM 1.2 (p. 32), TMM 1.3 (p. 37), TMM 1.4 (p. 45), TMM 1.5 (p. 50), TMM 1.6 (p. 59), TMM 1.7 (p. 67), TMM 3.1 (p. 120), TMM 3.2 (p. 127) Unit 8: 1.1 (pp. 23-30)
3.ATO.5 Apply properties of operations (i.e., Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.	Unit 1: 2.2 (pp. 63-68), 2.3 (pp. 69-74), 2.4 (pp. 75-81), 2.5 (pp. 82-88), 2.6 (pp. 89-92), 3.1 (pp. 102-107), 3.2 (pp. 108-115), 3.4 (pp. 123-128), 3.5 (pp. 129-134), 3.6 (pp. 135-141), 3.7 (pp. 142-147) Unit 5: Investigation 2 (pp. 59-98), 3.3 (pp. 122-129), 3.4 (pp. 130-136) Unit 8: 1.3 (pp. 38-44), 1.6 (pp. 59-63), Investigation 2 (71-105), 3.4 (pp. 135-141)

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<p>3.ATO.6 Understand division as a missing factor problem.</p>	<p>Unit 1: 4.2 (pp. 161-165), 4.4 (pp. 171-176), 4.5 (pp. 177-181), 4.6 (pp. 182-187) Unit 5: 1.4 (pp. 43-47), 1.5 (pp. 48-51), 2.4 (pp. 80-84) Unit 7: TMM 3.1 (p. 120), TMM 3.2 (p. 127), TMM 3.3 (p. 134) Unit 8: 1.1 (pp. 23-30), 1.2 (pp. 31-37), 1.6 (pp. 59-63), 2.3 (pp. 86-94)</p>
<p>3.ATO.7 Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.</p>	<p>Unit 1: 3.3 (pp. 116-122), 3.4 (pp. 123-128), 3.5 (pp. 129-134), 3.6 (pp. 135-141), 3.7 (pp. 142-147), 4.5 (pp. 177-181), 4.6 (pp. 182-187) Unit 3: TMM 3.1 (p. 106), TMM 3.2 (p. 113), TMM 3.3 (p. 121), TMM 3.4 (p. 130) Unit 5: TMM 1.1 (p. 24), TMM 1.2 (p. 31), Investigation 2 (pp. 59-98), 3.1 (pp. 107-113), 3.2 (pp. 114-121), TMM 3.3 (pp. 115), 3.4 (pp. 130-136), 3.5 (pp. 137-143), 3.6 (pp. 144-149) Unit 6: TMM 2.1 (p. 84), TMM 2.2 (p. 89), TMM 2.3 (p. 95) Unit 8: Investigation 1 (pp. 23-63), Investigation 2 (pp. 71-105)</p>
<p>3.ATO.8 Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.</p>	<p>Unit 2: 1.1 (pp. 25-32) Unit 4: 1.3 (pp. 38-44), 1.4 (pp. 45-50), 1.5 (pp. 51-57) Unit 5: 3.3 (pp. 122-129), 3.4 (pp. 130-136) Unit 7: 1.3 (pp. 36-43), 1.4 (pp. 44-48), 1.5 (pp. 49-57), 1.6 (pp. 58-65), 1.7 (pp. 66-71), 2.4 (pp. 100-105), 2.5 (pp. 106-111), 3.5 (pp. 144-149), 3.6 (pp. 150-155) Unit 8: 2.4 (pp. 95-100), 2.5 (pp. 101-105), Investigation 3 (pp. 113-146)</p>

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<p>3.ATO.9 Identify a rule for an arithmetic pattern (e.g., patterns in the addition table or multiplication table).</p>	<p>Unit 1: 2.1 (pp. 57-62), 2.2 (pp. 63-68), TMM 2.3 (pp. 70), TMM 2.4 (pp. 76), 2.5 (pp. 82-88), 2.6 (pp. 89-92), 3.5 (pp. 129-134), 3.6 (pp. 135-141), 3.7 (pp. 142-147) Unit 3: 1.4 (pp. 46-54), 2.1 (pp. 68-73) Unit 5: 1.1 (pp. 23-29), 1.2 (pp. 30-35), 1.3 (pp. 36-42), 3.1 (pp. 107-113), 3.2 (pp. 114-121) Unit 7: TMM 1.1 (p. 25), TMM 1.2 (p. 32), TMM 1.3 (p. 37), TMM 1.4 (p. 45), TMM 1.5 (p. 50), TMM 1.6 (p. 59), TMM 1.7 (p. 67), TMM 3.1 (p. 120), TMM 3.2 (p. 127), TMM 3.3 (p. 134) Unit 8: 1.2 (pp. 31-37), Investigation 3 (pp. 113-146)</p>
<p>Geometry</p>	
<p>3.G.1 Understand that shapes in different categories (e.g., rhombus, rectangle, square, and other 4-sided shapes) may share attributes (e.g., 4-sided figures) and the shared attributes can define a larger category (e.g., quadrilateral). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>Unit 4: 1.5 (pp. 51-57), TMM 2.1 (p. 67), TMM 2.2 (p. 73), TMM 2.3 (p. 80), TMM 2.7 (p. 108), Investigation 3 (pp. 119-152)</p>
<p>3.G.2 Partition two-dimensional shapes into 2, 3, 4, 6, or 8 parts with equal areas and express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape.</p>	<p>Unit 6: 1.1 (pp. 20-26), 1.2 (pp. 27-32), 1.4 (pp. 40-48), 1.7 (pp. 63-68), 1.8 (pp. 69-75), 2.5 (pp. 108-113)</p>
<p>3.G.3 Use a right angle as a benchmark to identify and sketch acute and obtuse angles.</p>	<p>Unit 4: 3.4 (pp. 139-146)</p>
<p>3.G.4 Identify a three-dimensional shape (i.e., right rectangular prism, right triangular prism, pyramid) based on a given two-dimensional net and explain the relationship between the shape and the net.</p>	<p>For related content, please see: Unit 4: 1.5 (pp. 51-57), TMM 2.1 (p. 67), TMM 2.2 (p. 73), TMM 2.3 (p. 80), TMM 2.7 (p. 108), Investigation 3 (pp. 119-152)</p>

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Measurement and Data Analysis	
3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.	Unit 3: 4.1 (pp. 149-156), TMM 4.2 (p. 158), TMM 4.3 (p. 166), TMM 4.4 (p. 174), TMM 4.5 (p. 178) Unit 6: TMM 1.6 (p. 58), TMM 1.7 (p. 64), TMM 1.8 (p. 70), TMM 2.4 (p. 103), TMM 2.5 (p. 109) Unit 8: TMM 1.1 (p. 24), TMM 1.2 (p. 32), TMM 1.3 (p. 39), TMM 1.4 (p. 46), TMM 1.5 (p. 54), TMM 1.6 (p. 60), TMM 3.4 (p. 136), TMM 3.5 (p. 143)
3.MDA.2 Estimate and measure liquid volumes (capacity) in customary units (i.e., c., pt., qt., gal.) and metric units (mL, L) to the nearest whole unit.	Unit 7: 1.1 (pp. 24-30)
3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.	Unit 2: Investigation 1 (pp. 25-84), TMM 2.5 (p. 123), TMM 2.6 (p. 129)
3.MDA.4 Generate data by measuring length to the nearest inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.	Unit 2: 2.2 (pp. 100-107), 2.4 (pp. 115-121), 2.5 (pp. 122-127), 2.6 (pp. 128-130) Unit 6: 1.6 (pp. 57-62)
3.MDA.5 Understand the concept of area measurement.	Unit 4: 2.2 (pp. 72-78), 2.3 (pp. 79-85), 2.5 (pp. 92-98), 2.6 (pp. 99-106), 2.7 (pp. 107-111)
a. Recognize area as an attribute of plane figures;	Unit 4: 2.2 (pp. 72-78), 2.3 (pp. 79-85), 2.4 (pp. 86-91), 2.5 (pp. 92-98), 2.6 (pp. 99-106), 2.7 (pp. 107-111)
b. Measure area by building arrays and counting standard unit squares;	Unit 4: 2.2 (pp. 72-78), 2.3 (pp. 79-85), 2.4 (pp. 86-91), 2.6 (pp. 99-106), 2.7 (pp. 107-111)

**A Correlation of Investigations 3 In Number, Data, and Space, ©2017
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<p>c. Determine the area of a rectilinear polygon and relate to multiplication and addition.</p>	<p>Unit 4: 2.5 (pp. 92-98), 2.6 (pp. 99-106), 2.7 (pp. 107-111)</p>
<p>3.MDA.6 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>	<p>Unit 4: Investigation 1 (pp. 23-57), 2.4 (pp. 86-91), 3.4 (pp. 139-146), 3.5 (pp. 147-152) Unit 7: 1.7 (pp. 66-71)</p>