

A Correlation of

INVESTIGATIONS 
IN NUMBER, DATA, AND SPACE®

©2017



To the

**South Carolina College- and Career-
Ready Standards for Mathematics 2015
Grade 4**

**A Correlation of Investigations 3 In Number, Data, and Space, ©2017
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Grade 4 Units

- Unit 1 - Arrays, Factors, and Multiplicative Comparison**
- Unit 2 - Generating and Representing Measurement Data**
- Unit 3 - Multiple Towers and Cluster Problems**
- Unit 4 - Measuring and Classifying Shapes**
- Unit 5 - Large Numbers and Landmarks**
- Unit 6 - Fraction Cards and Decimal Grids**
- Unit 7 - How Many Packages and Groups?**
- Unit 8 - Penny Jars and Towers**

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<p align="center">South Carolina College- and Career-Ready Standards for Mathematics Grade 4</p>	<p align="center">Investigations 3 in Number, Data, and Space ©2017 Grade 4 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 7: 1.3 (pp. 38-43)</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. 24-32) Unit 7: 1.1 (pp. 24-30)</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 1: 1.5 (pp. 53-60) Unit 8: 1.3 (pp. 39-47)</p>
<p>d. Evaluate the success of an approach to solve a problem and refine it if necessary.</p>	<p>Unit 5: 1.4 (pp. 47-54) Unit 6: 2.1 (pp. 78-83)</p>

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<p>2. Reason both contextually and abstractly.</p>	<p>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.</p>
<p>a. Make sense of quantities and their relationships in mathematical and real-world situations.</p>	<p>Unit 5: 2.1 (pp. 76-80)</p>
<p>b. Describe a given situation using multiple mathematical representations.</p>	<p>Unit 3: 1.1 (pp. 23-28) Unit 3: 1.4 (pp. 40-45)</p>
<p>c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.</p>	<p>Unit 8: 1.2 (pp. 32-38)</p>
<p>d. Connect the meaning of mathematical operations to the context of a given situation.</p>	<p>Unit 6: 2.1 (pp. 78-83) Unit 7: 1.2 (pp. 31-37)</p>

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<p>3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.</p>	<p>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.</p>
<p>a. Construct and justify a solution to a problem.</p>	<p>Unit 1: 2.2 (pp. 99-106) Unit 7: 1.4 (pp. 44-50)</p>
<p>b. Compare and discuss the validity of various reasoning strategies.</p>	<p>Unit 3: 2.3 (pp. 69-75) Unit 6: 1.1 (pp. 23-32)</p>
<p>c. Make conjectures and explore their validity.</p>	<p>Unit 5: 2.6 (pp. 112-118) Unit 6: 1.5 (pp. 58-63)</p>
<p>d. Reflect on and provide thoughtful responses to the reasoning of others.</p>	<p>Unit 4: 4.3 (pp. 162-168) Unit 8: 1.4 (pp. 48-55)</p>

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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: 1.2 (pp. 29-35) Unit 7: 3.2 (pp. 125-130)</p>
<p>b. Interpret mathematical models in the context of the situation.</p>	<p>Unit 1: 1.5 (pp. 53-60) Unit 5: 3.3 (pp. 148-155)</p>
<p>c. Make assumptions and estimates to simplify complicated situations.</p>	<p>Unit 2: 1.1 (pp. 21-28)</p>
<p>d. Evaluate the reasonableness of a model and refine if necessary.</p>	<p>Unit 3: 2.2 (pp. 62-68) Unit 8: 1.2 (pp. 32-38)</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 6: 1.2 (pp. 33-40) Unit 8: 1.3 (pp. 39-47)</p>
<p>b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.</p>	<p>Unit 5: 1.2 (pp. 33-38) Unit 7: 1.2 (pp. 31-37)</p>

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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. <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.
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	Unit 5: 1.5 (pp. 55-61) Unit 7: 2.3 (pp. 95-100)
b. Represent numbers in an appropriate form according to the context of the situation.	Unit 4: 1.5 (pp. 52-56) Unit 7: 3.3 (pp. 131-138)
c. Use appropriate and precise mathematical language.	Unit 6: 1.1 (pp. 23-32) Unit 8: 1.2 (pp. 32-38)
d. Use appropriate units, scales, and labels.	Unit 4: 1.2 (pp. 30-37) Unit 4: 4.4 (pp. 169-176)
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 5: 1.1 (pp. 23-32) Unit 7: 1.5 (pp. 51-57)
b. Recognize mathematical repetition in order to make generalizations.	Unit 1: 1.2 (pp. 33-40) Unit 5: 1.3 (pp. 39-46)

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c. Look for structures to interpret meaning and develop solution strategies.	Unit 3: 1.1 (pp. 23-28) Unit 6: 1.3 (pp. 41-48)
Content Standards for Mathematics	
Number Sense and Base Ten	
4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.	Unit 5: 3.1 (pp. 133-141), 3.2 (pp. 142-147)
4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.	Unit 5: 1.1 (pp. 23-32), TMM 1.2 (p. 34), TMM 1.3 (p. 40), 2.1 (pp. 76-80), TMM 2.2 (p. 82), TMM 2.3 (p. 89), 2.4 (pp. 93-102), TMM 3.1 (p. 134), 3.2 (pp. 142-147), 3.3 (pp. 148-155), 3.4 (pp. 156-162), 3.5 (pp. 163-168), 3.6 (pp. 169-174) Unit 6: TMM 1.1 (p. 24), TMM 1.2 (p. 34), TMM 1.3 (p. 42), TMM 1.4 (p. 50), TMM 1.5 (p. 59), TMM 1.6 (p. 65), TMM 3.1 (p. 138), TMM 3.2 (p. 147), TMM 3.3 (p. 155), TMM 3.4 (p. 163), TMM 3.5 (p. 168), TMM 3.6 (p. 179)
4.NSBT.3 Use rounding as one form of estimation and round whole numbers to any given place value.	Unit 5: 1.1 (pp. 23-32), 3.3 (pp. 148-155), 3.5 (pp. 163-168), 3.6 (pp. 169-174) Unit 6: TMM 1.1 (p. 24), TMM 1.2 (p. 34), TMM 1.3 (p. 42), TMM 1.4 (p. 50), TMM 1.5 (p. 59), TMM 1.6 (p. 65), TMM 3.1 (p. 138), TMM 3.2 (p. 147), TMM 3.3 (p. 155), TMM 3.4 (p. 163), TMM 3.5 (p. 169), TMM 3.6 (p. 179) Unit 8: TMM 1.1 (p. 26), TMM 1.2 (p. 33), TMM 1.3 (p. 40), TMM 1.4 (p. 49), TMM 1.5 (p. 57)

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<p align="center">South Carolina College- and Career-Ready Standards for Mathematics Grade 4</p>	<p align="center">Investigations 3 in Number, Data, and Space ©2017 Grade 4 Sessions</p>
<p>4.NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.</p>	<p>Unit 1: TMM 1.2 (p. 34), TMM 1.3 (p. 42), TMM 1.5 (p. 54) Unit 2: 1.2 (pp. 29-34), TMM 1.3 (p. 36), TMM 2.1 (p. 58), TMM 2.3 (p. 67) 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. 53), 2.4 (pp. 88-93), TMM 3.1 (p. 111), TMM 3.2 (p. 120), TMM 3.3 (p. 127), TMM 3.4 (p. 137), TMM 4.5 (p. 178), TMM 4.6 (p. 186) Unit 5: 1.4 (pp. 47-54), 1.5 (pp. 55-61), 1.6 (pp. 62-67), Investigation 2 (pp. 76-124), 3.4 (pp. 156-162), 3.5 (pp. 163-168), 3.6 (pp. 169-174) Unit 6: TMM 1.1 (p. 24), TMM 1.2 (p. 34), TMM 1.3 (p. 42), TMM 1.4 (p. 50), TMM 1.5 (p. 59), TMM 1.6 (p. 65), 2.5 (pp. 101-108), TMM 3.1 (p. 138), TMM 3.2 (p. 147), TMM 3.3 (p. 155), TMM 3.4 (p. 163), TMM 3.5 (p. 169), TMM 3.6 (p. 179)</p>
<p>4.NSBT.5 Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.</p>	<p>Unit 1: 1.1 (pp. 24-32), 1.3 (pp. 41-44), 1.4 (pp. 45-52), 1.5 (pp. 53-60), TMM 1.7 (p. 69), TMM 1.8 (p. 78), TMM 2.1 (p. 91), 2.4 (pp. 114-117) Unit 3: Investigation 1 (pp. 23-49), 2.1 (pp. 57-61), TMM 2.3 (p. 70), 2.4 (pp. 76-81), 2.5 (pp. 82-86), 2.6 (pp. 87-92), Investigation 3 (pp. 102-143) Unit 4: 1.1 (pp. 23-29), 1.2 (pp. 30-37), 2.4 (pp. 88-94), 2.5 (pp. 95-102), 3.2 (pp. 119-125), 3.4 (pp. 136-141), 4.1 (pp. 149-156), 4.4 (pp. 169-176), 4.5 (pp. 177-184), 4.6 (pp. 185-188) Unit 5: 1.3 (pp. 39-46), TMM 1.4 (p. 48), 1.5 (pp. 55-61), TMM 1.6 (p. 63), TMM 2.2 (p. 82), TMM 2.5 (p. 104), TMM 2.6 (p. 113), 2.7 (pp. 119-124), TMM 3.4 (p. 157), TMM 3.5 (p. 164), TMM 3.6 (p. 170) Unit 7: Investigation 1 (pp. 24-70), Investigation 2 (pp. 79-111), TMM 3.1 (p. 120), 3.2 (pp. 125-130), 3.3 (pp. 131-138), 3.4 (pp. 139-145), 3.5 (pp. 146-150), 3.6 (pp. 151-155) Unit 8: TMM 1.1 (p. 26), TMM 1.3 (p. 40), TMM 1.4 (p. 49), TMM 1.5 (p. 57)</p>

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<p>4.NSBT.6 Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.</p>	<p>Unit 3: 1.2 (pp. 29-35), Investigation 2 (pp. 57-92), 3.3 (pp. 115-120), 3.4 (pp. 121-125), 3.6 (pp. 133-139), 3.7 (pp. 140-143) Unit 4: 1.1 (pp. 23-29), 1.3 (pp. 38-44), 2.2 (pp. 72-89), 2.4 (pp. 88-94), 2.5 (pp. 95-102), 3.2 (pp. 119-125), 3.4 (pp. 136-141), 4.5 (pp. 177-184), 4.6 (pp. 185-188) Unit 5: 1.5 (pp. 55-61), 2.2 (pp. 81-87), 2.7 (pp. 119-124), 3.1 (pp. 133-141) Unit 7: Investigation 3 (pp. 119-155) Unit 8: TMM 1.1 (p. 26), TMM 1.2 (p. 33), TMM 1.3 (p. 40), TMM 1.4 (p. 49), TMM 1.5 (p. 57)</p>
<p align="center">Number Sense and Operations – Fractions</p>	
<p>4.NSF.1 Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), a/b, is equivalent to a fraction, $n \times a/n \times b$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>	<p>Unit 6: 1.1 (pp. 23-32), 1.2 (pp. 33-40), 1.3 (41-48), 1.5 (pp. 58-63), 1.6 (pp. 64-69), 2.1 (pp. 78-83), 2.2 (pp. 84-88), 2.3 (pp. 89-94), 2.4 (pp. 95-100), 2.5 (pp. 101-108), 2.6 (pp. 109-113), 2.8 (pp. 123-129) Unit 7: 1.5 (pp. 51-57), 1.6 (pp. 58-65)</p>
<p>4.NSF.2 Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ and represent the comparison using the symbols $>$, $=$, or $<$.</p>	<p>Unit 6: 2.1 (pp. 78-83), 2.2 (pp. 84-88), 2.3 (pp. 89-94), 2.4 (pp. 95-100), 2.5 (pp. 101-108), 2.6 (pp. 109-113)</p>
<p>4.NSF.3 Develop an understanding of addition and subtraction of fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions.</p>	<p>Unit 6: 1.1 (pp. 23-32), 1.2 (pp. 33-40), 3.1 (pp. 137-145), 3.2 (pp. 146-153), 3.3 (pp. 154-161), 3.4 (pp. 162-167), 4.2 (pp. 193-199), 4.3 (pp. 200-204), 4.4 (pp. 205-210)</p>
<p>a. Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation;</p>	<p>Unit 6: 1.1 (pp. 23-32), 1.2 (pp. 33-40), 3.1 (pp. 137-145), 3.2 (pp. 146-153), 3.3 (pp. 154-161), 3.4 (pp. 162-167)</p>

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b. Add and subtract mixed numbers with like denominators;	Unit 6: 3.3 (pp. 154-161), 3.4 (pp. 162-167), 4.2 (pp. 193-199), 4.3 (pp. 200-204), 4.4 (pp. 205-210)
c. Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	Unit 6: 3.1 (pp. 137-145), 3.2 (pp. 146-153), 3.3 (pp. 154-161), 3.4 (pp. 162-167), 4.2 (pp. 193-199), 4.3 (pp. 200-204), 4.4 (pp. 205-210)
4.NSF.4 Apply and extend an understanding of multiplication by multiplying a whole number and a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100).	Unit 6: TMM 2.1 (p. 79), TMM 2.2 (p. 85), TMM 2.3 (p. 90), TMM 2.4 (p. 96), TMM 2.5 (p. 102), TMM 2.6 (p. 110), TMM 2.7 (p. 115), TMM 2.8 (p. 124), Investigation 4 (pp. 188-210)
a. Understand a fraction a/b as a multiple of $1/b$;	Unit 6: 4.1 (pp. 188-192), 4.2 (pp. 193-199), 4.3 (pp. 200-204), 4.4 (pp. 205-210)
b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number;	Unit 6: TMM 2.1 (p. 79), TMM 2.2 (p. 85), TMM 2.3 (p. 90), TMM 2.4 (p. 96), TMM 2.5 (p. 102), TMM 2.6 (p. 110), TMM 2.7 (p. 115), TMM 2.8 (p. 124), Investigation 4 (pp. 188-210)
c. Solve real-world problems involving multiplication of a fraction by a whole number (i.e., use visual fraction models and equations to represent the problem).	Unit 6: Investigation 4 (pp. 186-210) Unit 7: 2.2 (pp. 87-94)
4.NSF.5 Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.	Unit 6: 1.4 (pp. 49-57), 1.5 (pp. 58-63), 3.5 (pp. 168-177), 3.6 (pp. 178-181), 4.2 (pp. 193-199), 4.3 (pp. 200-204), 4.4 (pp. 205-210)
4.NSF.6 Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction.	Unit 6: 1.4 (pp. 49-57), 1.5 (pp. 58-63), 1.6 (pp. 64-69), 2.7 (pp. 114-122), 2.8 (pp. 123-129), 3.5 (pp. 168-177), 3.6 (pp. 178-181), 4.2 (pp. 193-199), 4.3 (pp. 200-204), 4.4 (pp. 205-210)

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4.NSF.7 Compare and order decimal numbers to hundredths, and justify using concrete and visual models.	Unit 6: 2.7 (pp. 114-122), 2.8 (pp. 123-129)
Algebraic Thinking and Operations	
4.ATO.1 Interpret a multiplication equation as a comparison (e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations.	Unit 1: 1.5 (pp. 53-60), 1.6 (pp. 61-67), 1.8 (pp. 77-82), 2.3 (pp. 107-113) Unit 2: 2.3 (pp. 66-69) Unit 3: 1.4 (pp. 40-45), 2.5 (pp. 82-86), 3.6 (pp. 133-139) Unit 7: 2.4 (pp. 101-107), 2.5 (pp. 108-111)
4.ATO.2 Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).	Unit 1: 1.5 (pp. 53-60), 1.6 (pp. 61-67), 1.8 (pp. 77-82) Unit 3: 1.4 (pp. 40-45), 2.5 (pp. 82-86), 3.6 (pp. 133-139) Unit 7: 2.4 (pp. 101-107), 2.5 (pp. 108-111)
4.ATO.3 Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.	Unit 1: 1.4 (pp. 45-52), 2.2 (pp. 99-106) Unit 3: 1.1 (pp. 23-28), Investigation 2 (pp. 57-92), 3.6 (pp. 133-139), 3.7 (pp. 140-143) Unit 4: 1.4 (pp. 45-51), 1.5 (pp. 52-56) Unit 5: 2.2 (pp. 81-87), 2.3 (pp. 88-92), 2.6 (pp. 112-118), 2.7 (pp. 119-124), 3.3 (pp. 148-155), 3.4 (pp. 156-162), 3.5 (pp. 163-168), 3.6 (pp. 169-174) Unit 7: 1.2 (pp. 31-37), 1.3 (pp. 38-43), 2.1 (pp. 79-86), Investigation 3 (pp. 119-155) Unit 8: Investigation 1 (pp. 25-94)
4.ATO.4 Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1 – 100 and determine whether the whole number is prime or composite.	Unit 1: 1.1 (pp. 24-32), 1.2 (pp. 33-40), 1.3 (pp. 41-44), 1.6 (pp. 61-67), 1.7 (pp. 68-76), 1.8 (77-82), Investigation 2 (pp. 90-117) Unit 3: TMM 1.4 (p. 40-45), 3.1 (pp. 102-109), 3.2 (pp. 110-114), TMM 3.3 (p. 116)
4.ATO.5 Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.	Unit 1: 1.6 (pp. 61-67) Unit 2: 1.4 (pp. 41-45) Unit 8: Investigation 1 (pp. 25-94)

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Geometry	
4.G.1 Draw points, lines, line segments, rays, angles (i.e., right, acute, obtuse), and parallel and perpendicular lines. Identify these in two-dimensional figures.	Unit 4: 2.1 (pp. 65-71), 2.2 (pp. 72-79), TMM 2.3 (p. 81), TMM 2.4 (p. 89), 2.5 (pp. 94-102), 3.2 (pp. 119-125), 4.1 (pp. 149-156), 4.2 (pp. 157-161), 4.3 (pp. 162-168), 4.4 (pp. 169-176)
4.G.2 Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.	Unit 4: Investigation 2 (pp. 65-102), TMM 4.1 (p. 150)
4.G.3 Recognize right triangles as a category, and identify right triangles.	Unit 4: 2.5 (pp. 94-102)
4.G.4 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Unit 4: 4.1 (pp. 149-156), 4.2 (pp. 157-161)
Measurement and Data Analysis	
4.MDA.1 Convert measurements within a single system of measurement, customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., cm, m, km, g, kg, mL, L) from a larger to a smaller unit.	Unit 2: 1.2 (pp. 29-34), 1.3 (pp. 35-40), 1.4 (pp. 41-45), 1.5 (pp. 46-49), 2.1 (pp. 57-61), 2.2 (pp. 62-65), 2.4 (pp. 70-74), 2.5 (pp. 75-79), 2.6 (pp. 80-82) Unit 4: 1.3 (pp. 38-44), 1.4 (pp. 45-51), 1.5 (pp. 52-56) Unit 6: 3.5 (pp. 168-177), 3.6 (pp. 178-181), 4.2 (pp. 193-199), 4.3 (pp. 200-204), 4.4 (pp. 205-211) Unit 7: TMM 1.1 (p. 25), 1.2 (pp. 31-39), TMM 1.3 (p. 39), 1.7 (pp. 66-70), 2.1 (pp. 79-86), 2.4 (pp. 101-107) Unit 8: TMM 1.6 (p. 64), 1.7 (pp. 70-76), 1.8 (pp. 77-84), TMM 1.9 (p. 86), 1.10 (pp. 91-94)
4.MDA.2 Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations.	Unit 2: 1.2 (pp. 29-34), TMM 1.4 (p. 42), TMM 1.5 (p. 47), 2.1 (pp. 57-61), 2.2 (pp. 62-65), 2.3 (pp. 66-69), TMM 2.4 (p. 71), TMM 2.5 (p. 76), TMM 2.6 (p. 81) Unit 4: Investigation 1 (pp. 23-56) Unit 7: 1.1 (pp. 24-30), 1.2 (pp. 31-37), TMM 1.3 (p. 39), TMM 1.7 (p. 67), TMM 2.1 (p. 80)

**A Correlation of Investigations 3 In Number, Data, and Space, ©2017
to the South Carolina College- and Career-Ready Standards for Mathematics 2015**

<p align="center">South Carolina College- and Career-Ready Standards for Mathematics Grade 4</p>	<p align="center">Investigations 3 in Number, Data, and Space ©2017 Grade 4 Sessions</p>
<p>4.MDA.3 Apply the area and perimeter formulas for rectangles.</p>	<p>Unit 4: 1.3 (pp. 38-44), 1.4 (pp. 45-51), 1.5 (pp. 52-56), 2.3 (pp. 80-87), Investigation 4 (pp. 149-188)</p>
<p>4.MDA.4 Create a line plot to display a data set (i.e., generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot.</p>	<p>Unit 2: 1.1 (pp. 21-28), 2.3 (pp. 66-69), 2.5 (pp. 75-79), 2.6 (pp. 80-82)</p>
<p>4.MDA.5 Understand the relationship of an angle measurement to a circle.</p>	<p>Unit 4: Investigation 3 (pp. 110-141)</p>
<p>4.MDA.6 Measure and draw angles in whole number degrees using a protractor.</p>	<p>Unit 4: 3.2 (pp. 119-125), 3.3 (pp. 126-135), 3.4 (pp. 136-141), 4.5 (pp. 177-184), 4.6 (pp. 185-188)</p>
<p>4.MDA.7 Solve addition and subtraction problems to find unknown angles in real-world and mathematical problems.</p>	<p>Unit 4: 3.1 (pp. 110-118), 3.2 (pp. 119-125), 3.4 (pp. 136-141)</p>
<p>4.MDA.8 Determine the value of a collection of coins and bills greater than \$1.00.</p>	<p>Unit 1: 2.1 (p. 94), Investigation 2: Intervention (p. 118)</p>