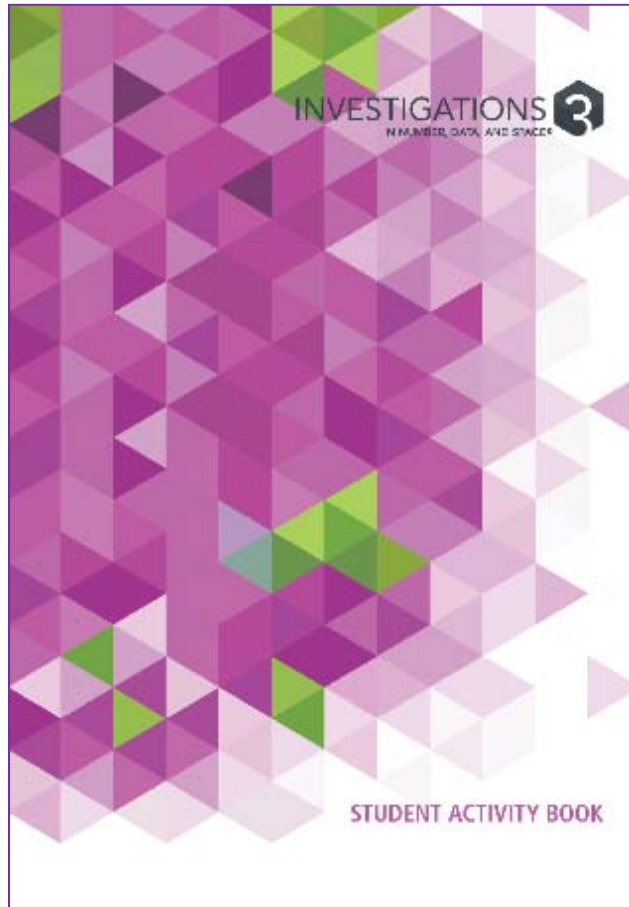


A Correlation of

INVESTIGATIONS
IN NUMBER, DATA, AND SPACE®



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To the

**South Carolina College- and Career-
Ready Standards for Mathematics 2015
Grade 5**

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Grade 5 Units

Unit 1 - Puzzles, Clusters, and Towers

Unit 2 - Prisms and Solids

Unit 3 - Rectangles, Clocks, and Tracks

Unit 4 - How Many People and Teams?

Unit 5 - Temperature, Height, and Growth

Unit 6 - Between 0 and 1

Unit 7 - Races, Arrays, and Grids

Unit 8 - Properties of Polygons

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<p align="center">South Carolina College- and Career-Ready Standards for Mathematics Grade 5</p>	<p align="center">Investigations 3 in Number, Data, and Space ©2017 Grade 5 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. 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: 1.1 (pp. 28-33) Unit 8: 2.3 (pp. 72-76)</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. 23-32) Unit 2: 1.1 (pp. 25-31)</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 6: 3.4 (pp. 147-153) Unit 7: 1.11 (pp. 97-101)</p>
<p>d. Evaluate the success of an approach to solve a problem and refine it if necessary.</p>	<p>Unit 4: 2.3 (pp. 75-78) Unit 5: 1.3 (pp. 38-44)</p>
<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>

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South Carolina College- and Career-Ready Standards for Mathematics Grade 5	Investigations 3 in Number, Data, and Space ©2017 Grade 5 Sessions
a. Make sense of quantities and their relationships in mathematical and real-world situations.	Unit 5: 1.7 (pp. 68-75) Unit 6: 1.2 (pp. 31-37)
b. Describe a given situation using multiple mathematical representations.	Unit 7: 1.2 (pp. 34-41)
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	Unit 4: 2.1 (pp. 60-66) Unit 8: 2.1(pp. 61-65)
d. Connect the meaning of mathematical operations to the context of a given situation.	Unit 1: 2.1 (pp. 68-74) Unit 4: 1.2 (pp. 27-31)
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 6: 2.1 (pp. 85-91) Unit 8: 1.1 (pp. 21-28)
b. Compare and discuss the validity of various reasoning strategies.	Unit 4: 2.2 (pp. 67-71) Unit 7: 1.1 (pp. 28-33)
c. Make conjectures and explore their validity.	Unit 3: 1.1 (pp. 21-26) Unit 5: 1.4 (pp. 45-53)

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<p>d. Reflect on and provide thoughtful responses to the reasoning of others.</p>	<p>Unit 1: 1.5 (pp. 55-58) Unit 2: 1.2 (pp. 32-38)</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 1: 3.3 (pp. 131-136) Unit 7: 1.2 (pp. 34-41)</p>
<p>b. Interpret mathematical models in the context of the situation.</p>	<p>Unit 2: 1.4 (pp. 45-51) Unit 5: 1.1 (pp. 24-30)</p>
<p>c. Make assumptions and estimates to simplify complicated situations.</p>	<p>Unit 4: 3.4 (pp. 147-153)</p>
<p>d. Evaluate the reasonableness of a model and refine if necessary.</p>	<p>Unit 2: 1.1 (pp. 25-31)</p>

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<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 1: 1.3 (pp. 39-46) Unit 5: 1.1 (pp. 24-30)</p>
<p>b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.</p>	<p>Unit 7: 2.2 (pp. 114-120)</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 4: 2.1 (pp. 61-66) Unit 8: 1.2 (pp. 29-35)</p>
<p>b. Represent numbers in an appropriate form according to the context of the situation.</p>	<p>Unit 4: 1.1 (pp. 21-26) Unit 7: 1.3 (pp. 43-48)</p>
<p>c. Use appropriate and precise mathematical language.</p>	<p>Unit 1: 2.3 (pp. 81-87) Unit 2: 1.4 (pp. 45-51)</p>

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<p>d. Use appropriate units, scales, and labels.</p>	<p>Unit 5: 1.2 (pp. 31-37) Unit 6: 1.1 (pp. 24-30)</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 1: 1.2 (pp. 32-38) Unit 2: 1.3 (pp. 39-44)</p>
<p>b. Recognize mathematical repetition in order to make generalizations.</p>	<p>Unit 1: 2.3 (pp. 81-87) Unit 8: 1.2 (pp. 29-35)</p>
<p>c. Look for structures to interpret meaning and develop solution strategies.</p>	<p>Unit 4: 1.4 (pp. 40-46) Unit 5: 1.5 (pp. 54-62)</p>

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South Carolina College- and Career-Ready Standards for Mathematics Grade 5	Investigations 3 in Number, Data, and Space ©2017 Grade 5 Sessions
Content Standards for Mathematics	
Number Sense and Base Ten	
5.NSBT.1 Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents in the place to its right, and represents 1/10 times what the same digit represents in the place to its left.	<p>Unit 6: 1.1 (pp. 24-30), 1.2 (pp. 31-37), 1.6 (pp. 58-64), 1.7 (pp. 65-71), 1.8 (pp. 72-75)</p> <p>Unit 7: 3.1 (pp. 146-154), 3.2 (pp. 155-162), 3.4 (pp. 169-176), 3.5 (pp. 177-182), 3.6 (pp. 183-191), 3.7 (pp. 192-199), TMM 3.8 (p. 201), TMM 3.9 (p. 208), TMM 3.10 (p. 215), TMM 3.11 (p. 222)</p>
5.NSBT.2 Use whole number exponents to explain:	
a. patterns in the number of zeroes of the product when multiplying a number by powers of 10;	<p>Unit 1: 2.3 (pp. 81-87), 2.4 (pp. 88-94), 2.5 (pp. 95-98), 3.2 (pp. 124-130), 3.3 (pp. 131-136), 3.4 (pp. 137-142), 3.6 (pp. 149-154), 3.7 (pp. 155-160)</p> <p>Unit 4: 1.4 (pp. 40-46), 1.5 (pp. 47-51), TMM 2.1 (p. 61), TMM 2.2 (p. 68), TMM 2.6 (p. 93), TMM 2.7 (p. 98), TMM 3.1 (p. 110), TMM 3.4 (p. 128), TMM 3.5 (p. 134)</p> <p>Unit 7: 3.1 (pp. 146-154), 3.2 (pp. 155-162), 3.4 (pp. 169-176), 3.5 (pp. 177-182), 3.6 (pp. 183-191), 3.7 (pp. 192-199), TMM 3.8 (p. 201), TMM 3.9 (p. 208), TMM 3.10 (p. 215), TMM 3.11 (p. 222)</p>
b. patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.	<p>Unit 7: 3.1 (pp. 146-154), 3.2 (pp. 155-162), 3.4 (pp. 169-176), 3.5 (pp. 177-182), 3.6 (pp. 183-191), 3.7 (pp. 192-199)</p>
5.NSBT.3 Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using the symbols $>$, $=$, or $<$.	<p>Unit 6: 1.1 (pp. 24-30), 1.2 (pp. 31-37), 1.3 (pp. 38-44), 1.4 (pp. 45-50), 1.5 (pp. 51-57), 1.6 (pp. 58-64), 2.3 (pp. 97-102), 2.5 (pp. 110-115), 2.6 (pp. 116-123), 2.7 (pp. 124-128), 2.8 (pp. 129-134), 2.9 (pp. 135-138), TMM 2.1 (p. 86), TMM 2.2 (p. 93), TMM 2.3 (p. 98), TMM 2.4 (p. 104), TMM 2.5 (p. 111), 2.9 (p. 135-138)</p> <p>Unit 7: 2.2 (pp. 114-120), TMM 1.1 (p. 29), TMM 1.2 (p. 35), TMM 1.3 (p. 43), TMM 2.1 (p. 109), TMM 2.2 (p. 115), TMM 2.3 (p. 122), TMM 2.4 (p. 130), TMM 3.1 (p. 147), TMM 3.2 (p. 156), TMM 3.3 (p. 164), TMM 3.4 (p. 170)</p>

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5.NSBT.4 Round decimals to any given place value within thousandths.	Unit 6: 1.6 (pp. 58-64), 1.7 (pp. 65-71), 1.8 (pp. 72-75), TMM 2.1 (p. 86), TMM 2.2 (p. 93), TMM 2.3 (p. 98), TMM 2.4 (p. 104), TMM 2.5 (p. 111), TMM 2.6 (p. 117), TMM 2.7 (p. 125), TMM 2.8 (p. 130), TMM 2.9 (p. 136)
5.NSBT.5 Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.	Unit 1: Investigation 1 (pp. 23-55), Investigation 2 (pp. 68-105), TMM 3.1 (p. 119), 3.2 (pp. 125), TMM 3.3 (p. 132) Unit 2: TMM 1.5 (p. 53), TMM 1.6 (p. 59), TMM 2.1(p. 85), TMM 2.2 (p. 93), TMM 2.4 (p. 107) Unit 3: TMM 2.1 (p. 71), TMM 2.2 (p. 80), TMM 2.3 (p. 88), TMM 2.4 (p. 95), TMM 2.5 (p. 100) Unit 4: Investigation 1 (pp. 21-51), TMM 2.3 (p. 73), 2.4 (pp. 80), 2.5 (pp. 87), 2.7 (pp. 98), Investigation 3 (pp. 109-137) Unit 5: TMM 2.1 (p. 85), TMM 2.2 (p. 94), TMM 2.3 (p. 102) Unit 6: TMM 1.4 (p. 46), TMM 1.5 (p. 52), TMM 1.6 (p. 59) Unit 8: 2.3 (pp. 73-76), 2.4 (pp. 77-86), 2.5 (pp. 86-91)
5.NSBT.6 Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.	Unit 1: TMM 2.5 (p. 96), TMM 2.6 (p. 100), TMM 2.7 (p. 106), Investigation 3 (pp. 118-155) Unit 2 TMM 1.5 (p. 53), TMM 1.6 (p. 59), TMM 2.1(p. 85), TMM 2.2 (p. 93), TMM 2.4 (p. 107), TMM 2.3 (p. 100) Unit 3: TMM 2.1 (p. 71), TMM 2.2 (p. 80) Unit 4: Investigation 2 (pp. 60-101), Investigation 3 (pp. 109-137) Unit 5: TMM 2.1 (p. 85), TMM 2.2 (p. 94), TMM 2.3 (p. 102) Unit 6: TMM 1.4 (p. 46), TMM 1.5 (p. 52), TMM 1.6 (p. 59)

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5.NSBT.7 Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings.	Unit 6: Investigation 2 (pp. 85-138) Unit 7: TMM 1.1 (p. 29), TMM 1.2 (p. 35), TMM 1.3 (p. 43), TMM 1.4 (p. 50), TMM 2.1 (p. 109), TMM 2.2 (p. 115), TMM 2.3 (p. 122), TMM 2.4 (p. 130), 3.1 (pp. 146-154), 3.2 (pp. 155-162), 3.3 (pp. 163-168), 3.4 (pp. 169-176), 3.5 (pp. 177-182), 3.6 (pp. 183-191), 3.7 (pp. 192-199), 3.8 (pp. 20-206), 3.9 (pp. 207-213), 3.10 (pp. 214-220), 3.11 (pp. 221) Unit 8: 2.2 (pp. 66-71)
Number Sense and Operations – Fractions	
5.NSF.1 Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including an area model and number line.	Unit 3: Investigation 1 (pp. 21-60), Investigation 2 (pp. 70-117), Investigation 3 (pp. 125-165), Unit 5: TMM 1.1 (p. 25), TMM 1.2 (p. 32), TMM 1.3 (p. 39), TMM 1.4 (p. 46) Unit 8: 2.3 (pp. 73-76), 2.4 (pp. 78-85), 2.5 (pp. 86-91)
5.NSF.2 Solve real-world problems involving addition and subtraction of fractions with unlike denominators.	Unit 3: Investigation 1 (pp. 21-60), Investigation 2 (pp. 70-117), Investigation 3 (pp. 125-165), Unit 5: TMM 1.1 (p. 25), TMM 1.2 (p. 32), TMM 1.3 (p. 39), TMM 1.4 (p. 46) Unit 8: 2.3 (pp. 73-76), 2.4 (pp. 78-85), 2.5 (pp. 86-91)
5.NSF.3 Understand the relationship between fractions and division of whole numbers by interpreting a fraction as the numerator divided by the denominator (i.e., $a/b = a \div b$).	Unit 7: Investigation 2 (pp. 106-135)
5.NSF.4 Extend the concept of multiplication to multiply a fraction or whole number by a fraction.	Unit 7: 1.1 (pp. 28-33), 1.2 (pp. 34-41), 1.3 (pp. 42-48), 1.4 (pp. 49-53), 1.5 (pp. 54-61), 1.6 (pp. 62-69), 1.7 (pp. 70-76) 1.8 (pp. 77-83), TMM 1.9 (p. 85), TMM 1.10 (p. 91)
a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths;	Unit 7: 1.7 (pp. 70-76), 1.8 (pp. 77-83)
b. Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product;	Unit 7: 1.1 (pp. 28-33), 1.2 (pp. 34-41), 1.3 (pp. 42-48)

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<p>c. Interpret multiplication in which both factors are fractions less than one and compute the product.</p>	<p>Unit 7: 1.4 (pp. 49-53), 1.5 (pp. 54-61), 1.6 (pp. 62-69), 1.7 (pp. 70-76), 1.8 (pp. 77-83)</p>
<p>5.NSF.5 Justify the reasonableness of a product when multiplying with fractions.</p>	<p>Unit 7: 1.1 (pp. 28-33), 1.2 (pp. 34-41), 1.3 (pp. 42-48), 1.4 (pp. 49-53), 1.5 (pp. 54-61), 1.6 (pp. 62-69), 1.7 (pp. 70-76), 1.8 (pp. 77-83)</p>
<p>a. Estimate the size of the product based on the size of the two factors;</p>	<p>Unit 7: TMM 1.5 (p. 55), TMM 1.6 (p. 63), TMM 1.7 (p. 71), TMM 1.8 (p. 78), TMM 1.9 (p. 85), TMM 1.10 (p. 91), TMM 1.11 (p. 98)</p>
<p>b. Explain why multiplying a given number by a number greater than 1 (e.g., improper fractions, mixed numbers, whole numbers) results in a product larger than the given number;</p>	<p>Unit 7: 1.3 (pp. 42-48), 1.4 (pp. 49-53)</p>
<p>c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number;</p>	<p>Unit 7: 1.5 (pp. 54-61)</p>
<p>d. Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.</p>	<p>Unit 7: 1.1 (pp. 28-33)</p>
<p>5.NSF.6 Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number.</p>	<p>Unit 7: 1.1 (pp. 28-33), 1.2 (pp. 34-41), 1.3 (pp. 42-48), 1.4 (pp. 49-53), 1.5 (pp. 54-61), 1.7 (pp. 70-76), 1.8 (pp. 77-83) Unit 8: 2.3 (pp. 73-76), 2.4 (pp. 78-85), 2.5 (pp. 86-91)</p>
<p>5.NSF.7 Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.</p>	<p>Unit 7: Investigation 2 (pp. 106-135)</p>
<p>a. Interpret division of a unit fraction by a non-zero whole number and compute the quotient;</p>	<p>Unit 7: 1.10 (pp. 90-96)</p>

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b. Interpret division of a whole number by a unit fraction and compute the quotient.	Unit 7: 1.9 (pp. 84-89)
5.NSF.8 Solve real-world problems involving division of unit fractions and whole numbers, using visual fraction models and equations.	Unit 7: 1.9 (pp. 84-89), 1.10 (pp. 90-96), 1.11 (pp. 97-101), 3.9 (pp. 207-213), 3.10 (pp. 214-220), 3.11 (pp. 221-223)
Algebraic Thinking and Operations	
5.ATO.1 Evaluate numerical expressions involving grouping symbols (i.e., parentheses, brackets, braces).	Unit 1: Investigation 1 (pp. 23-63) TMM 2.1 (p. 69), TMM 2.2 (p. 76), TMM 2.3 (p. 82), TMM 2.4 (p. 89) TMM 3.4 (p. 138), TMM 3.5 (p. 144), TMM 3.6 (p. 150), TMM 3.7 (p. 156) Unit 3: TMM 2.3 (p. 88), TMM 2.4 (p. 95), TMM 2.5 (p. 100) Unit 5: TMM 1.5 (p. 55), TMM 1.6 (p. 64), TMM 1.7 (p. 69), TMM 2.4 (p. 109), TMM 2.5 (p. 119), TMM 2.6 (p. 124), TMM 2.7 (p. 130) Unit 8: TMM 2.1 (p. 62), TMM 2.2 (p. 67), TMM 2.3 (p. 73), TMM 2.4 (p. 78)
5.ATO.2 Translate verbal phrases into numerical expressions and interpret numerical expressions as verbal phrases.	Unit 5: 2.1 (pp. 84-92), 2.2 (pp. 93-100), 2.4 (pp. 108-117), 2.5 (pp. 118-123)
5.ATO.3 Investigate the relationship between two numerical patterns.	Unit 5: 1.3 (pp. 38-44), 1.4 (pp. 45-53), 1.5 (pp. 54-62), 1.6 (pp. 63-67), 1.7 (pp. 68-75), 2.1 (pp. 84-92), 2.2 (pp. 93-100), 2.3 (pp. 101-107), 2.4 (pp. 108-117), 2.6 (pp. 124-128) Unit 8: Investigation 2 (pp. 61-91)
a. Generate two numerical patterns given two rules and organize in tables;	Unit 5: 1.3 (pp. 38-44), 1.4 (pp. 45-53), 1.5 (pp. 54-62), 1.6 (pp. 63-67), 1.7 (pp. 68-75), 2.1 (pp. 84-92), 2.2 (pp. 93-100), 2.3 (pp. 101-107), 2.4 (pp. 108-117), 2.6 (pp. 124-128) Unit 8: Investigation 2 (pp. 61-91)

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b. Translate the two numerical patterns into two sets of ordered pairs;	Unit 5: 1.5 (pp. 54-62), 1.6 (pp. 63-67), 2.1 (pp. 84-92), 2.2 (pp. 93-100), 2.4 (pp. 108-117), 2.7 (pp. 129-132) Unit 8: Investigation 2 (pp. 61-91)
c. Graph the two sets of ordered pairs on the same coordinate plane;	Unit 5: 1.5 (pp. 54-62), 1.6 (pp. 63-67), 1.7 (pp. 68-75), 2.3 (pp. 101-107), 2.4 (pp. 108-117), 2.6 (pp. 124-128), 2.7 (pp. 129-132)
d. Identify the relationship between the two numerical patterns.	Unit 5: 1.3 (pp. 38-44), 1.4 (pp. 45-53), 1.5 (pp. 54-62), 1.6 (pp. 63-67), 2.1 (pp. 84-92), 2.2 (pp. 93-100) Unit 8: Investigation 2 (pp. 61-91)
Geometry	
5.G.1 Define a coordinate system.	Unit 5: Investigation 1 (pp. 24-69), 2.3 (pp. 101-107), 2.4 (pp. 108-117), 2.5 (pp. 118-123), 2.6 (pp. 124-128), 2.7 (pp. 129-132)
a. The x- and y- axes are perpendicular number lines that intersect at 0 (the origin);	Unit 5: Investigation 1 (pp. 24-69), 2.3 (pp. 101-107), 2.4 (pp. 108-117), 2.5 (pp. 118-123), 2.6 (pp. 124-128), 2.7 (pp. 129-132)
b. Any point on the coordinate plane can be represented by its coordinates;	Unit 5: Investigation 1 (pp. 24-69), 2.3 (pp. 101-107), 2.4 (pp. 108-117), 2.5 (pp. 118-123), 2.6 (pp. 124-128), 2.7 (pp. 129-132)
c. The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin;	Unit 5: Investigation 1 (pp. 24-69), 2.3 (pp. 101-107), 2.4 (pp. 108-117), 2.5 (pp. 118-123), 2.6 (pp. 124-128), 2.7 (pp. 129-132)
d. The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.	Unit 5: Investigation 1 (pp. 24-69), 2.3 (pp. 101-107), 2.4 (pp. 108-117), 2.5 (pp. 118-123), 2.6 (pp. 124-128), 2.7 (pp. 129-132)

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5.G.2 Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.	Unit 5: Investigation 1 (pp. 24-69), 2.3 (pp. 101-107), 2.4 (pp. 108-117), 2.5 (pp. 118-123), 2.6 (pp. 124-128), 2.7 (pp. 129-132)
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	Unit 8: 1.1 (pp. 21-28), 1.2 (pp. 29-35)
5.G.4 Classify two-dimensional figures in a hierarchy based on their attributes.	Unit 8: 1.3 (pp. 36-41), 1.4 (pp. 42-47), 1.5 (pp. 48-53)
Measurement and Data Analysis	
5.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., mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.	Unit 7: 3.8 (pp. 200-206), 3.9 (pp. 207-213), 3.10 (pp. 214-220), 3.11 (pp. 221-223)
5.MDA.2 Create a line plot consisting of unit fractions and use operations on fractions to solve problems related to the line plot.	For related content, please see: Unit 3: 3.4 (pp. 147-153), 3.5 (pp. 154-160), 3.6 (pp. 161-165)
5.MDA.3 Understand the concept of volume measurement.	Unit 2: 1.2 (pp. 32-38), 1.3 (pp. 39-44), 1.5 (pp. 52-57), 1.6 (pp. 58-66), 1.7 (pp. 67-71), 1.8 (pp. 72-76), Investigation 2 (pp. 84-110), 2.1 (pp. 84-91), 2.3 (pp. 99-105), 2.4 (pp. 106-110)
a. Recognize volume as an attribute of right rectangular prisms;	Unit 2: 1.2 (pp. 32-38) TMM 1.3 (p. 40), 1.4 (pp. 45-51), 1.5 (pp. 52-57), TMM 1.7 (p. 68), TMM 1.8 (p. 73), Investigation 2 (pp. 84-110)

**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 5</p>	<p align="center">Investigations 3 in Number, Data, and Space ©2017 Grade 5 Sessions</p>
<p>b. Relate volume measurement to the operations of multiplication and addition by packing right rectangular prisms and then counting the layers of standard unit cubes.</p>	<p>Unit 2: 1.2 (pp. 32-38), 1.3 (pp. 39-44), 1.5 (pp. 52-57), 1.6 (pp. 58-66), 1.7 (pp. 67-71), 1.8 (pp. 72-76), Investigation 2 (pp. 84-110)</p>
<p>c. Determine the volume of right rectangular prisms using the formula derived from packing right rectangular prisms and counting the layers of standard unit cubes.</p>	<p>Unit 2: 1.2 (pp. 32-38), 1.5 (pp. 52-57), 1.6 (pp. 58-66), 2.1 (pp. 84-91), 2.3 (pp. 99-105), 2.4 (pp. 106-110)</p>
<p>5.MDA.4 Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.</p>	<p>For related content, please see: Unit 2: 1.1 (pp. 24-31), 1.2 (pp. 32-38), 1.3 (pp. 39-44), 2.1 (pp. 84-91), 2.3 (pp. 99-105)</p>