

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  
Kindergarten**

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

**Unit 1 - Counting People, Sorting Buttons**

**Unit 2 - Counting Quantities, Comparing Lengths**

**Unit 3 - Make a Shape, Fill a Hexagon**

**Unit 4 - Collect, Count and Measure**

**Unit 5 - Build a Block, Build a Wall**

**Unit 6 - How Many Now?**

**Unit 7 - How Many Noses? How Many Eyes?**

**Unit 8 - Ten Frames and Teen Numbers**

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South Carolina College- and Career-Ready Standards for Mathematics Kindergarten	Investigations 3 In Number, Data, and Space ©2017 Kindergarten Sessions
<b>Mathematical Process Standards</b>	
<b>1. Make sense of problems and persevere in solving them.</b>	<b>1. Make sense of problems and persevere in solving them.</b>  As new mathematical content is introduced, students are given countless strategies for how to approach and solve different types of problems. <b>Investigations 3</b> 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.	<b>Unit 8:</b> 1.3 (pp. 37-42)
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	<b>Unit 2:</b> 1.1 (pp. 25-30) <b>Unit 6:</b> 2.6 (pp. 80-85)
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.	<b>Unit 7:</b> 1.1 (pp. 22-29) <b>Unit 8:</b> 2.3 (pp. 83-87)
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	<b>Unit 3:</b> 1.3 (pp. 35-40) <b>Unit 5:</b> 1.1 (pp. 23-28)
<b>2. Reason both contextually and abstractly.</b>	<b>2. Reason both contextually and abstractly.</b> Through real-world and mathematical connections, students learn to reason with quantities in different capacities. From Kindergarten to Grade 5, <b>Investigations 3</b> 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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<p>a. Make sense of quantities and their relationships in mathematical and real-world situations.</p>	<p><b>Unit 2:</b> 1.8 (pp. 63-68) <b>Unit 8:</b> 1.4 (pp. 43-49)</p>
<p>b. Describe a given situation using multiple mathematical representations.</p>	<p><b>Unit 4:</b> 2.2 (pp. 94-97) <b>Unit 5:</b> 1.4 (pp. 42-47)</p>
<p>c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.</p>	<p><b>Unit 4:</b> 1.6 (pp. 52-58) <b>Unit 7:</b> 1.1 (pp. 22-29)</p>
<p>d. Connect the meaning of mathematical operations to the context of a given situation.</p>	<p><b>Unit 6:</b> 2.1 (pp. 54-59) <b>Unit 8:</b> 1.2 (pp. 31-36)</p>
<p><b>3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.</b></p>	<p><b>3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.</b> <b>Investigations 3</b> 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><b>Unit 7:</b> 1.1 (pp. 22-29)</p>
<p>b. Compare and discuss the validity of various reasoning strategies.</p>	<p><b>Unit 5:</b> 1.6 (pp. 53-59) <b>Unit 6:</b> 1.1 (pp. 19-24)</p>
<p>c. Make conjectures and explore their validity.</p>	<p><b>Unit 6:</b> 1.5 (pp. 42-44) <b>Unit 8:</b> 1.3 (pp. 37-42)</p>

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<p>d. Reflect on and provide thoughtful responses to the reasoning of others.</p>	<p><b>Unit 2:</b> 1.5 (pp. 47-51) <b>Unit 5:</b> 1.2 (pp. 29-34)</p>
<p><b>4. Connect mathematical ideas and real-world situations through modeling.</b></p>	<p><b>4. Connect mathematical ideas and real-world situations through modeling.</b> 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. <b>Investigations 3</b> 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><b>Unit 2:</b> 1.1 (pp. 25-30) <b>Unit 8:</b> 1.1 (pp. 24-30)</p>
<p>b. Interpret mathematical models in the context of the situation.</p>	<p><b>Unit 5:</b> 1.7 (pp. 60-65) <b>Unit 6:</b> 1.1 (pp. 19-24)</p>
<p>c. Make assumptions and estimates to simplify complicated situations.</p>	<p><b>Unit 8:</b> 1.2 (pp. 31-36)</p>
<p>d. Evaluate the reasonableness of a model and refine if necessary.</p>	<p><b>Unit 6:</b> 1.6 (pp. 45-48) <b>Unit 7:</b> 1.2 (pp. 30-38)</p>
<p><b>5. Use a variety of mathematical tools effectively and strategically.</b></p>	<p><b>5. Use a variety of mathematical tools effectively and strategically.</b> 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, <b>Investigations 3</b> reminds that there are an array of tools available when solving any mathematical problem.</p>

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<b>South Carolina College- and Career-Ready Standards for Mathematics Kindergarten</b>	<b>Investigations 3 In Number, Data, and Space ©2017 Kindergarten Sessions</b>
a. Select and use appropriate tools when solving a mathematical problem.	<b>Unit 5:</b> 1.1 (pp. 23-28) <b>Unit 7:</b> 2.1 (pp. 56-62)
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	<b>Unit 2:</b> 1.7 (pp. 57-62) <b>Unit 6:</b> 1.1 (pp. 19-24)
<b>6. Communicate mathematically and approach mathematical situations with precision.</b>	<b>6. Communicate mathematically and approach mathematical situations with precision.</b> Students are urged to use precision as they solve problems, measure units, and use mathematical language throughout the <b>Investigations 3</b> 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.	<b>Unit 2:</b> 1.5 (pp. 47-52) <b>Unit 7:</b> 2.2 (pp. 63-70)
b. Represent numbers in an appropriate form according to the context of the situation.	<b>Unit 3:</b> 1.2 (pp. 28-34) <b>Unit 6:</b> 1.3 (pp. 29-34)
c. Use appropriate and precise mathematical language.	<b>Unit 3:</b> 1.1 (pp. 21-27) <b>Unit 5:</b> 1.1 (pp. 23-28)
d. Use appropriate units, scales, and labels.	<b>Unit 3:</b> 2.3 (pp. 71-75) <b>Unit 4:</b> 1.5 (pp. 47-51)
<b>7. Identify and utilize structure and patterns.</b>	<b>7. Identify and utilize structure and patterns.</b> 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. <b>Investigations 3</b> guides teachers to help students discover different representations of structure throughout each unit and lesson.

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<b>South Carolina College- and Career-Ready Standards for Mathematics Kindergarten</b>	<b>Investigations 3 In Number, Data, and Space ©2017 Kindergarten Sessions</b>
a. Recognize complex mathematical objects as being composed of more than one simple object.	<b>Unit 5:</b> 1.2 (pp. 29-34) <b>Unit 7:</b> 1.4 (pp. 45-52)
b. Recognize mathematical repetition in order to make generalizations.	<b>Unit 2:</b> 1.3 (pp. 37-42) <b>Unit 6:</b> 2.2 (pp. 60-65)
c. Look for structures to interpret meaning and develop solution strategies.	<b>Unit 6:</b> 1.4 (pp. 35-41) <b>Unit 8:</b> 1.1 (pp. 24-30)
<b>Content Standards for Mathematics</b>	
<b>Number Sense</b>	
K.NS.1 Count forward by ones and tens to 100.	<b>Unit 1:</b> Investigation 1 (pp. 23-53), Investigation 2 (pp. 57-91), Investigation 3 (pp. 95-127) <b>Unit 2:</b> Investigation 1 (pp. 25-79), Investigation 2 (pp. 86-153) <b>Unit 3:</b> CR 1.1 (p. 22), 1.2 (pp. 28-34), CR 1.3 (p. 36), 1.4 (pp. 42), 1.5 (pp. 48-53), CR 2.1 (p. 59), 2.2 (pp. 64-70), CR 2.3 (pp. 72), 2.4 (pp. 76-80), 2.5 (pp. 81-85), 2.6 (pp. 86-90), CR 2.7 (p. 92) <b>Unit 4:</b> Investigation 1 (pp. 25-83), CR 2.1 (p. 89), 1.2 (pp. 30-36), 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125), 3.2 (pp. 137-145), 3.3 (pp. 146-152), 3.4 (pp. 153-159), 3.5 (pp. 160-167), 3.6 (pp. 168-173) <b>Unit 5:</b> CR 1.1 (p. 24), 1.2 (pp. 29-34), 1.3 (pp. 35-41), 1.4 (pp. 42-47), 1.5 (pp. 48-52), CR 1.6 (p. 54), 1.7 (pp. 60-65), 1.8 (pp. 66-70), 1.9 (pp. 71-75), 1.10 (pp. 76-81) <b>Unit 6:</b> Investigation 1 (pp. 16-49), 2.1 (pp. 54-59), 2.2 (pp. 60-65), 2.3 (pp. 66-70), CR 2.4 (p. 72), 2.5 (pp. 77-79), CR 2.6 (p. 81), CR 2.7 (p. 87), CR 2.8 (p. 92), 3.2 (pp. 105-113), CR 3.3 (p. 115), 3.4 (pp. 119-124), 3.5 (pp. 125-131) <b>Unit 7:</b> CR 1.1 (p. 23), CR 1.2 (p. 31), CR 1.3 (p. 40), Investigation 2 (pp. 56-75), Investigation 3 (pp. 80-127) <b>Unit 8:</b> CR 1.2 (p. 32), CR 1.3 (p. 38), CR 1.4 (p. 44), 1.5 (pp. 50-54), 1.6 (pp. 55-58), 1.7 (pp. 59-65), CR 2.1 (p. 72), 2.2 (pp. 76-82), 2.3 (pp. 83-87), 2.4 (pp. 88-93), CR 2.5 (pp. 95), 2.6 (pp. 101-105), 2.7 (pp. 106-109), 2.8 (pp. 110-115), 2.10 (pp. 122-129), Investigation 3 (pp. 133-165)

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<p>K.NS.2 Count forward by ones beginning from any number less than 100.</p>	<p><b>Unit 2:</b> CR 2.4 (p. 102), CR 2.9 (p. 132), CR 2.10 (p. 139)  <b>Unit 3:</b> CR 2.7 (p. 92)  <b>Unit 4:</b> CR 2.1 (p. 89), 2.2 (pp. 94-97), 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125)  <b>Unit 5:</b> CR 1.4 (p. 43), 1.5 (pp. 48-52), CR 1.6 (p. 54),  <b>Unit 6:</b> CR 2.3 (p. 67), CR 2.4 (p. 72), CR 2.5 (p. 78), CR 2.7 (p. 87), 3.2 (pp. 106), 3.3 (pp. 115), 3.4 (pp. 119-124), 3.5 (pp. 125-131), 3.6 (pp. 132-135)  <b>Unit 7:</b> CR 1.1 (p. 23), CR 1.3 (p. 40), CR 2.3 (p. 72), CR 3.1 (p. 81), CR 3.2 (p. 88), CR 3.4 (p. 101), 3.7 (pp. 118-121)  <b>Unit 8:</b> CR 1.2 (p. 32), CR 1.4 (p. 44), CR 1.5 (p. 51), CR 2.5 (p. 95), 2.6 (pp. 101-105), 2.7 (pp. 106-109), 2.8 (pp. 110-115), 2.10 (pp. 122-129), Investigation 3 (pp. 133-165)</p>
<p>K.NS.3 Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.</p>	<p><b>Unit 1:</b> 3.2 (pp. 102-107), 3.3 (pp. 108-112), 3.4 (pp. 113-117), 3.5 (pp. 118-122), 3.6 (pp. 123-127)  <b>Unit 2:</b> Investigation 1 (pp. 25-79), 2.1 (pp. 87-93), 2.2 (pp. 94-97), 2.4 (pp. 101-107), 2.6 (pp. 114-119), 2.7 (pp. 120-126), 2.8 (pp. 127-130), 2.9 (pp. 131-137), 2.10 (pp. 138-143),  <b>Unit 3:</b> 1.2 (pp. 28-34), 1.4 (pp. 41-47), 1.5 (pp. 48-53)  <b>Unit 4:</b> 1.2 (pp. 30-36), 1.3 (pp. 37-42), 1.4 (pp. 43-46), 1.5 (pp. 47-51), 1.9 (pp. 71-76), 1.10 (pp. 77-83), 2.2 (pp. 94-97), 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125), Investigation 3 (pp. 129-173)  <b>Unit 5:</b> 1.2 (pp. 29-34), 1.3 (pp. 35-41), 1.4 (pp. 42-47), 1.5 (pp. 48-52), 1.7 (pp. 60-65), 1.8 (pp. 66-70), 1.9 (pp. 71-75), 1.10 (pp. 76-81)  <b>Unit 6:</b> Investigation 1 (pp. 16-49), 2.1 (pp. 54-59), 2.2 (pp. 60-65), 2.3 (pp. 66-70), 2.5 (pp. 77-79), 2.6 (pp. 80-85), 2.7 (pp. 86-90), 2.8 (pp. 91-95), Investigation 3 (pp. 96-135)  <b>Unit 7:</b> 1.2 (pp. 31-38), 1.3 (pp. 39-44), 2.2 (pp. 63-70), 2.3 (pp. 71-75), 3.1 (pp. 80-86), 3.2 (pp. 87-92), 3.4 (pp. 100-106), 3.5 (pp. 107-113), 3.6 (pp. 114-117), 3.8 (pp. 122-127)</p>



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<p>(Continued) K.NS.3 Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.</p>	<p><b>Unit 8:</b> 1.1 (pp. 24-30), 1.2 (pp. 31-36), 1.3 (pp. 37-42), 1.5 (pp. 50-54), 1.6 (pp. 55-58), 1.7 (pp. 59-65), Investigation 2 (pp. 71-129), Investigation 3 (p. 133-165p)</p>
<p>K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:</p>	<p><b>Unit 1:</b> Investigation 1 (pp. 23-53), Investigation 2 (pp. 57-91), Investigation 3 (pp. 95-127)  <b>Unit 2:</b> Investigation 1 (pp. 25-79), Investigation 2 (pp. 86-153)  <b>Unit 3:</b> CR 1.1 (p. 22), 1.2 (pp. 28-34), CR 1.3 (p. 36), 1.4 (pp. 42), 1.5 (pp. 48-53), CR 2.1 (p. 59), 2.2 (pp. 64-70), CR 2.3 (pp. 72), 2.4 (pp. 76-80), 2.5 (pp. 81-85), 2.6 (pp. 86-90), CR 2.7 (p. 92)  <b>Unit 4:</b> Investigation 1 (pp. 25-83), CR 2.1 (p. 89), 2.2 (pp. 94-97), 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125), Investigation 3 (pp. 129-173)  <b>Unit 5:</b> CR 1.1 (p. 24), 1.2 (pp. 29-34), 1.3 (pp. 35-41), 1.4 (pp. 42-47), 1.5 (pp. 48-52), CR 1.6 (pp. 54), 1.7 (pp. 60-65), 1.8 (pp. 66-70), 1.9 (pp. 71-75), 1.10 (pp. 76-81)  <b>Unit 6:</b> Investigation 1 (pp. 16-49), Investigation 2 (pp. 54-95), Investigation 3 (pp. 99-135)  <b>Unit 7:</b> CR 1.2 (p. 23), CR 1.3 (p. 40), Investigation 2 (pp. 56-75), Investigation 3 (pp. 80-128)  <b>Unit 8:</b> 1.1 (pp. 24-30), 1.2 (pp. 31-36), 1.3 (pp. 37-42), CR 1.4 (pp. 44), 1.5 (pp. 50-54), 1.6 (pp. 55-58), 1.7 (pp. 59-65), CR 2.1 (p. 72), 2.2 (pp. 76-82), 2.3 (pp. 83-87), 2.4 (pp. 88-93), CR 2.5 (p. 95), 2.6 (pp. 101-105), 2.7 (pp. 106-109), 2.8 (pp. 110-115), 2.10 (pp. 122-129), Investigation 3 (pp. 133-165)</p>

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a. the last number said tells the number of objects in the set (cardinality);	<p><b>Unit 1:</b> Investigation 1 (pp. 23-53), Investigation 2 (pp. 57-91), Investigation 3 (pp. 95-127)</p> <p><b>Unit 2:</b> Investigation 1 (pp. 25-79), Investigation 2 (pp. 86-153)</p> <p><b>Unit 3:</b> CR 1.1 (p. 22), 1.2 (pp. 28-34), CR 1.3 (p. 36), 1.4 (pp. 42), 1.5 (pp. 48-53), CR 2.1 (p. 59), 2.2 (pp. 64-70), CR 2.3 (pp. 72), 2.4 (pp. 76-80), 2.5 (pp. 81-85), 2.6 (pp. 86-90), CR 2.7 (p. 92)</p> <p><b>Unit 4:</b> Investigation 1 (pp. 25-83), CR 2.1 (p. 89), 2.2 (pp. 94-97), 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125), Investigation 3 (pp. 129-173)</p> <p><b>Unit 5:</b> CR 1.1 (p. 24), 1.2 (pp. 29-34), 1.3 (pp. 35-41), 1.4 (pp. 42-47), 1.5 (pp. 48-52), CR 1.6 (pp. 54), 1.7 (pp. 60-65), 1.8 (pp. 66-70), 1.9 (pp. 71-75), 1.10 (pp. 76-81)</p> <p><b>Unit 6:</b> Investigation 1 (pp. 16-49), Investigation 2 (pp. 54-95), Investigation 3 (pp. 99-135)</p> <p><b>Unit 7:</b> CR 1.2 (p. 23), CR 1.3 (p. 40), Investigation 2 (pp. 56-75), Investigation 3 (pp. 80-128)</p> <p><b>Unit 8:</b> 1.1 (pp. 24-30), 1.2 (pp. 31-36), 1.3 (pp. 37-42), CR 1.4 (pp. 44), 1.5 (pp. 50-54), 1.6 (pp. 55-58), 1.7 (pp. 59-65), CR 2.1 (p. 72), 2.2 (pp. 76-82), 2.3 (pp. 83-87), 2.4 (pp. 88-93), CR 2.5 (p. 95), 2.6 (pp. 101-105), 2.7 (pp. 106-109), 2.8 (pp. 110-115), 2.10 (pp. 122-129), Investigation 3 (pp. 133-165)</p>
b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);	<p><b>Unit 1:</b> Investigation 1 (pp. 23-53), Investigation 2 (pp. 57-91), Investigation 3 (pp. 95-127)</p> <p><b>Unit 2:</b> Investigation 1 (pp. 25-79), Investigation 2 (pp. 86-153)</p> <p><b>Unit 3:</b> CR 1.1 (p. 22), 1.2 (pp. 28-34), CR 1.3 (p. 36), 1.4 (pp. 42), 1.5 (pp. 48-53), CR 2.1 (p. 59), 2.2 (pp. 64-70), CR 2.3 (pp. 72), 2.4 (pp. 76-80), 2.5 (pp. 81-85), 2.6 (pp. 86-90), CR 2.7 (p. 92)</p> <p><b>Unit 4:</b> Investigation 1 (pp. 25-83), CR 2.1 (p. 89), 2.2 (pp. 94-97), 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125), Investigation 3 (pp. 129-173)</p> <p><b>Unit 5:</b> CR 1.1 (p. 24), 1.2 (pp. 29-34), 1.3 (pp. 35-41), 1.4 (pp. 42-47), 1.5 (pp. 48-52), CR 1.6 (pp. 54), 1.7 (pp. 60-65), 1.8 (pp. 66-70), 1.9 (pp. 71-75), 1.10 (pp. 76-81)</p>

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<p>(Continued) b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);</p>	<p><b>Unit 6:</b> Investigation 1 (pp. 16-49), Investigation 2 (pp. 54-95), Investigation 3 (pp. 99-135)  <b>Unit 7:</b> CR 1.2 (p. 23), CR 1.3 (p. 40), Investigation 2 (pp. 56-75), Investigation 3 (pp. 80-128)  <b>Unit 8:</b> 1.1 (pp. 24-30), 1.2 (pp. 31-36), 1.3 (pp. 37-42), CR 1.4 (pp. 44), 1.5 (pp. 50-54), 1.6 (pp. 55-58), 1.7 (pp. 59-65), CR 2.1 (p. 72), 2.2 (pp. 76-82), 2.3 (pp. 83-87), 2.4 (pp. 88-93), CR 2.5 (p. 95), 2.6 (pp. 101-105), 2.7 (pp. 106-109), 2.8 (pp. 110-115), 2.10 (pp. 122-129), Investigation 3 (pp. 133-165)</p>
<p>c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.</p>	<p><b>Unit 1:</b> Investigation 1 (pp. 23-53), Investigation 2 (pp. 57-91), Investigation 3 (pp. 95-127)  <b>Unit 2:</b> Investigation 1 (pp. 25-79), Investigation 2 (pp. 86-153)  <b>Unit 4:</b> Investigation 1 (pp. 25-83), CR 2.1 (p. 89), 2.2 (pp. 94-97), 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125), Investigation 3 (pp. 129-173)  <b>Unit 6:</b> Investigation 1 (pp. 16-49), Investigation 2 (pp. 54-95), Investigation 3 (pp. 99-135)  <b>Unit 8:</b> 1.1 (pp. 24-30), 1.2 (pp. 31-36), 1.3 (pp. 37-42), CR 1.4 (pp. 44), 1.5 (pp. 50-54), 1.6 (pp. 55-58), 1.7 (pp. 59-65), CR 2.1 (p. 72), 2.2 (pp. 76-82), 2.3 (pp. 83-87), 2.4 (pp. 88-93), CR 2.5 (p. 95), 2.6 (pp. 101-105), 2.7 (pp. 106-109), 2.8 (pp. 110-115), 2.10 (pp. 122-129), Investigation 3 (pp. 133-165)</p>
<p>K.NS.5 Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.</p>	<p><b>Unit 1:</b> Investigation 1 (pp. 23-53), Investigation 2 (pp. 57-91), Investigation 3 (pp. 95-127)  <b>Unit 2:</b> Investigation 1 (pp. 25-79), Investigation 2 (pp. 86-153)  <b>Unit 3:</b> CR 1.1 (p. 22), 1.2 (pp. 28-34), CR 1.3 (p. 36), 1.4 (pp. 42), 1.5 (pp. 48-53), CR 2.1 (p. 59), 2.2 (pp. 64-70), CR 2.3 (p. 72), 2.4 (pp. 76-80), 2.5 (pp. 81-85), 2.6 (pp. 86-93)  <b>Unit 4:</b> Investigation 1 (pp. 25-83), CR 2.1 (p. 89), 2.2 (pp. 94-97), 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125), Investigation 3 (pp. 129-173)  <b>Unit 5:</b> CR 1.1 (p. 24), 1.2 (pp. 29-34), 1.3 (pp. 35-41), 1.4 (pp. 42-47), 1.5 (pp. 48-52), CR 1.6 (pp. 54), 1.7 (pp. 60-65), 1.8 (pp. 66-70), 1.9 (pp. 71-75), 1.10 (pp. 76-81)</p>

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(Continued) K.NS.5 Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.	<b>Unit 6:</b> Investigation 1 (pp. 16-49), Investigation 2 (pp. 54-95), Investigation 3 (pp. 99-135) <b>Unit 7:</b> 1.2 (pp. 30-38), 1.3 (pp. 39-44), 1.4 (pp. 45-53), Investigation 2 (pp. 56-75), Investigation 3 (pp. 80-128) <b>Unit 8:</b> 1.1 (pp. 24-30), 1.2 (pp. 31-36), 1.3 (pp. 37-42), CR 1.4 (pp. 44), 1.5 (pp. 50-54), 1.6 (pp. 55-58), 1.7 (pp. 59-65), CR 2.1 (p. 72), 2.2 (pp. 76-82), 2.3 (pp. 83-87), 2.4 (pp. 88-93), CR 2.5 (p. 95), 2.6 (pp. 101-105), 2.7 (pp. 106-109), 2.8 (pp. 110-115), 2.9 (pp. 116-121), 2.10 (pp. 122-129), Investigation 3 (pp. 133-165)
K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing).	<b>Unit 1:</b> Investigation 2 (pp. 57-91) <b>Unit 2:</b> 1.2 (pp. 31-36), 2.4 (pp. 101-107)
K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.	<b>Unit 1:</b> Investigation 2 (pp. 57-91), Investigation 3 (pp. 95-127) <b>Unit 2:</b> Investigation 1 (pp. 25-79), Investigation 2 (pp. 86-153) <b>Unit 3:</b> CR 1.1 (p. 22), 1.2 (pp. 28-34), 1.4 (pp. 42), 1.5 (pp. 48-53), 2.2 (pp. 64-70), CR 2.3 (p. 72), 2.4 (pp. 76-80), 2.5 (pp. 81-85), 2.6 (pp. 86-90), CR 2.7 (p. 92) <b>Unit 4:</b> 1.2 (pp. 30-36), 1.3 (pp. 37-42), 1.4 (pp. 43-46), 1.5 (pp. 47-51), 1.6 (pp. 52-58), 1.7 (pp. 59-65), 1.8 (pp. 66-70), 1.10 (pp. 77-83), CR 2.1 (p. 89), 2.2 (pp. 94-97), 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125), 3.2 (pp. 137-145) <b>Unit 5:</b> CR 1.1 (p. 24), 1.2 (pp. 29-34), 1.3 (pp. 35-41), 1.4 (pp. 42-47), 1.5 (pp. 48-52), 1.7 (pp. 60-65), 1.8 (pp. 66-70), 1.9 (pp. 71-75), 1.10 (pp. 76-81) <b>Unit 6:</b> Investigation 1 (pp. 19-49), 2.1 (pp. 54-59), 2.2 (pp. 60-65), 2.3 (pp. 66-70), CR 2.4 (p. 72), 2.7 (pp. 86-90), 2.8 (pp. 91-95), 3.2 (pp. 105-113), 3.4 (pp. 119-124), 3.5 (pp. 125-131) <b>Unit 7:</b> CR 1.2 (p. 31), CR 1.3 (p. 40), 1.4 (pp. 45-53), Investigation 2 (pp. 56-75), CR 3.1 (p. 81), 3.2 (pp. 87-92), CR 3.3 (p. 94), 3.4 (pp. 100-106), 3.5 (pp. 107-113), 3.6 (pp. 114-117), 3.8 (pp. 122-127)

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(Continued) K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.	<b>Unit 8:</b> CR 1.4 (p. 44), 1.5 (pp. 50-54), 1.6 (pp. 55-58), 1.7 (pp. 59-65), 2.2 (pp. 76-82), 2.3 (pp. 83-87), 2.4 (pp. 88-93), CR 2.5 (p. 95), CR 2.6 (p. 102), 2.7 (pp. 106-109), 2.8 (pp. 110-115), 2.10 (pp. 122-129), Investigation 3 (pp. 133-165)
K.NS.8 Compare two written numerals up to 10 using <i>more than, less than or equal to</i> .	<b>Unit 2:</b> 2.5 (pp. 108-113), 2.6 (pp. 114-119), 2.7 (pp. 120-126), 2.8 (pp. 127-130), 2.9 (pp. 131-137), 2.10 (pp. 138-143), 2.11 (pp. 144-147), 2.12 (pp. 148-153) <b>Unit 4:</b> 3.2 (pp. 137-145), 3.3 (pp. 146-152) <b>Unit 6:</b> 1.1 (pp. 19-24), 1.2 (pp. 25-28), 1.3 (pp. 29-34)
K.NS.9 Identify first through fifth and last positions in a line of objects.	For related content, please see: <b>Unit 4:</b> 1.9 (pp. 71-76)
<b>Number Sense and Base Ten</b>	
K.NSBT.1 Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.	<b>Unit 6:</b> CR 2.4 (p. 72), 3.5 (pp. 125-131) <b>Unit 7:</b> CR 1.3 (p. 40), CR 3.1 (p. 77) <b>Unit 8:</b> CR 1.4 (p. 44), 2.5 (pp. 94-100), 2.6 (pp. 101-105), 2.7 (pp. 106-109), 2.8 (pp. 110-115), 2.9 (pp. 116-121), 2.10 (pp. 122-129), Investigation 3 (pp. 133-165)
<b>Algebraic Thinking and Operations</b>	
K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	<b>Unit 3:</b> CR 1.4 (p. 42), CR 2.4 (p. 77), CR 2.5 (p. 82) <b>Unit 4:</b> 1.6 (pp. 52-58), 1.7 (pp. 59-65), 1.8 (pp. 66-70), 1.9 (pp. 71-86), 1.10 (pp. 77-83), 2.2 (pp. 94-97), 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125), CR 3.1 (p. 130), 3.2 (pp. 137-145), 3.3 (pp. 146-152), 3.4 (pp. 153-159), CR 3.5 (p. 161), 3.6 (pp. 169) <b>Unit 5:</b> CR 1.1 (p. 24), CR 1.2 (p. 30), CR 1.3 (p. 36), CR 1.5 (p. 49), CR 1.8 (p. 67), CR 1.9 (p. 72) <b>Unit 6:</b> CR 1.2 (p. 26), 1.3 (pp. 29-34), 1.4 (pp. 35-41), 1.5 (pp. 42-44), 1.6 (pp. 45-49), Investigation 2 (pp. 54-95), Investigation 3 (pp. 99-135)

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<p>(Continued) K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.</p>	<p><b>Unit 7:</b> 1.2 (pp. 30-38) 1.3 (p. 39-44), CR 1.4 (p. 46), 2.1 (pp. 56-62), 2.2 (pp. 63-70), 2.3 (pp. 71-75), 3.2 (pp. 87-92), 3.3 (pp. 93-99), 3.4 (pp. 100-106), 3.5 (pp. 107-113), 3.6 (pp. 114-117), 3.7 (pp. 118-121), 3.8 (pp. 122-127) <b>Unit 8:</b> Investigation 1 (pp. 24-65), Investigation 2 (pp. 71-129), Investigation 3 (pp. 133-165)</p>
<p>K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.</p>	<p><b>Unit 4:</b> 1.6 (pp. 52-58), 1.7 (pp. 59-65) , 1.8 (pp. 66-70), 1.9 (pp. 71-76), 1.10 (pp. 77-83), 2.2 (pp. 94-97), 2.3 (pp. 98-104), 2.4 (pp. 105-110) , 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125), CR 3.1 (p. 130), CR 3.5 (pp. 161) <b>Unit 5:</b> CR 1.2 (p. 30), CR 1.5 (p. 49) , CR 1.9 (p. 72) <b>Unit 6:</b> CR 1.2 (p. 26), 1.3 (pp. 29-34), 1.4 (pp. 35-41) , 1.5 (pp. 42-44) 1.6 (pp. 45-49), Investigation 2 (pp. 54-95), Investigation 3 (pp. 99-135) <b>Unit 7:</b> 1.2 (p. 30-38), 1.3 (p. 39-44), CR 1.4 (p. 46), 2.2 (pp. 64-70), 2.3 (pp. 71-75), 3.2 (pp. 87-92), 3.3 (pp. 93-99), 3.4 (pp. 100-106), 3.5 (pp. 107-113), 3.6 (pp. 114-117), 3.8 (pp. 122-127) <b>Unit 8:</b> Investigation 1 (pp. 24-65), 2.2 (pp. 76-82), 2.3 (pp. 83-87), 2.4 (pp. 88-93), 2.5 (pp. 94-100), 2.6 (pp. 101-105), 2.7 (pp. 106-109), 2.8 (pp. 110-115), CR 2.9 (pp. 117), 2.10 (pp. 123), Investigation 3 (pp. 133-165)</p>
<p>K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.</p>	<p><b>Unit 4:</b> 2.1 (pp. 88-93), 2.2 (pp. 94-97), 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 3.2 (pp. 137-145), 3.3 (pp. 146-152), 3.4 (pp. 153-159), 3.5 (pp. 160-167), 3.6 (pp. 168-173) <b>Unit 6:</b> Investigation 3 (pp. 99-135) <b>Unit 8:</b> 2.1 (pp. 71-75), 2.2 (pp. 76-82), 2.3 (pp. 83-87), 2.4 (pp. 88-93)</p>
<p>K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.</p>	<p><b>Unit 8:</b> 2.1 (pp. 71-75), 2.2 (pp. 76-82), 2.3 (pp. 83-87), 2.4 (pp. 88-93)</p>

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<p>K.ATO.5 Add and subtract fluently within 5.</p>	<p><b>Unit 4:</b> 2.3 (pp. 98-104), 2.4 (pp. 105-110), 2.5 (pp. 111-114), 2.6 (pp. 115-119), 2.7 (pp. 120-125)  <b>Unit 6:</b> 2.1 (pp. 54-59), 2.2 (pp. 60-65), 2.5 (pp. 77-79), 2.6 (pp. 80-85), 2.7 (pp. 86-90), 2.8 (pp. 91-95), 3.1 (pp. 99-104), CR 3.6 (pp. 133)  <b>Unit 8:</b> 1.2 (pp. 31-36), 1.3 (pp. 37-42), 1.4 (pp. 43-49), 1.5 (pp. 50-54), 1.6 (pp. 55-58), 1.7 (pp. 59-65)</p>
<p>K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.</p>	<p>For related content, please see:  <b>Unit 3:</b> 2.2 (pp. 64-70)  <b>Unit 7:</b> 3.7 (pp. 118-121)</p>
<p><b>Geometry</b></p>	
<p>K.G.1 Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.</p>	<p><b>Unit 1:</b> Investigation 1 (pp. 23-53), Investigation 2 (pp. 57-91), 3.2 (pp. 102-107), 3.3 (pp. 108-112), 3.4 (pp. 113-117), 3.5 (pp. 118-122), 3.6 (pp. 123-127)  <b>Unit 2:</b> CR 1.8 (p. 64), CR 2.4 (p. 102), CR 2.10 (p. 139)  <b>Unit 3:</b> 1.1 (pp. 21-27), 1.2 (pp. 28-34), 1.4 (pp. 41-47), 1.5 (pp. 48-53), 2.1 (pp. 58-63), 2.2 (pp. 64-70), 2.4 (pp. 76-80), 2.5 (pp. 81-85), 2.6 (pp. 86-90), 2.7 (pp. 91-95)  <b>Unit 4:</b> CR 1.2 (p. 31), 3.2 (pp. 137-145), 3.3 (pp. 146-152), 3.4 (pp. 153-159), 3.5 (pp. 160-167), 3.6 (pp. 168-173)  <b>Unit 5:</b> Investigation 1 (pp. 23-71)</p>
<p>K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).</p>	<p><b>Unit 3:</b> Investigation 1 (pp. 21-53), Investigation 2 (pp. 58-95)  <b>Unit 5:</b> Investigation 1 (pp. 23-71)  <b>Unit 7:</b> 1.1 (pp. 22-29), 1.2 (pp. 30-38), 1.3 (pp. 39-44), 2.2 (pp. 63-70), 2.3 (pp. 71-75)</p>
<p>K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.</p>	<p><b>Unit 3:</b> 1.1 (pp. 21-27), 1.2 (pp. 28-34), 1.4 (pp. 41-47), 1.5 (pp. 48-53), 2.1 (pp. 58-63), 2.2 (pp. 64-70), 2.4 (pp. 76-80), 2.6 (pp. 86-90), 2.7 (pp. 91-95)  <b>Unit 5:</b> Investigation 1 (pp. 23-71)</p>

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<p>K.G.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.</p>	<p><b>Unit 1:</b> Investigation 1 (pp. 23-53), Investigation 2 (pp. 57-91), 3.1 (pp. 95-101), 3.3 (pp. 108-112), 3.4 (pp. 113-117), 3.5 (pp. 118-122), 3.6 (pp. 123-127)  <b>Unit 3:</b> Investigation 1 (pp. 21-53), Investigation 2 (pp. 58-95)  <b>Unit 5:</b> Investigation 1 (pp. 23-71)  <b>Unit 7:</b> 1.1 (pp. 22-29), 1.2 (pp. 30-38), 1.3 (pp. 39-44), 2.2 (pp. 63-70), 2.3 (pp. 71-75)</p>
<p>K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).</p>	<p><b>Unit 3:</b> Investigation 1 (pp. 21-53), 2.1 (pp. 58-63), 2.2 (pp. 64-70), 2.4 (pp. 76-80), 2.5 (pp. 81-85), 2.6 (pp. 86-90), 2.7 (pp. 91-95)  <b>Unit 5:</b> 1.4 (pp. 42-47), 1.5 (pp. 48-52), 1.6 (pp. 53-59), 1.7 (pp. 60-65), 1.8 (pp. 66-70), 1.9 (pp. 71-75), 1.10 (pp. 76-81)</p>
<p><b>Measurement and Data Analysis</b></p>	
<p>K.MDA.1 Identify measurable attributes (length, weight) of an object.</p>	<p><b>Unit 2:</b> 2.1 (pp. 86-93), 2.2 (pp. 94-97), 2.3 (pp. 98-100), 2.4 (pp. 101-107)  <b>Unit 4:</b> 1.1 (pp. 25-29), 1.2 (pp. 30-36), 1.3 (pp. 37-42), 1.4 (pp. 43-46), 1.5 (pp. 47-51), 1.6 (pp. 52-58), 1.7 (pp. 59-65), 1.8 (pp. 66-70)  <b>Unit 6:</b> 1.1 (pp. 19-24), 1.2 (pp. 25-28), 1.3 (pp. 29-34)  <b>Unit 8:</b> 2.3 (pp. 83-87), 2.4 (pp. 88-93), 2.6 (pp. 101-105), 3.1 (pp. 133-138)</p>
<p>K.MDA.2 Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier.</p>	<p><b>Unit 2:</b> 2.1 (pp. 86-93), 2.2 (pp. 94-97), 2.3 (pp. 98-100), 2.4 (pp. 101-107), 2.6 (pp. 114-119) 2.7 (pp. 120-126), 2.8 (pp. 127-130), 2.9 (pp. 131-137), 2.10 (pp. 138-143), 2.11 (pp. 144-147), 2.12 (pp. 148-153)  <b>Unit 4:</b> 1.1 (pp. 25-29), 1.2 (pp. 30-36), 1.4 (pp. 43-46)  <b>Unit 6:</b> 1.1 (pp. 19-24), 1.2 (pp. 25-28), 1.3 (pp. 29-34)  <b>Unit 8:</b> 2.3 (pp. 83-87), 2.4 (pp. 88-93), 2.6 (pp. 101-105), 3.1 (pp. 133-138), 3.2 (pp. 139-147), 3.3 (pp. 148-153), 3.5 (pp. 159-165)</p>



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<p>K.MDA.3 Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.</p>	<p><b>Unit 1:</b> 3.1 (pp. 95-101), 3.3 (pp. 108-112), 3.4 (pp. 113-117), 3.5 (pp. 118-122), 3.6 (pp. 123-127)  <b>Unit 2:</b> CR 1.6 (p. 53), CR 1.9 (p. 70), 2.1 (pp. 86-93), 2.2 (pp. 94-97), 2.3 (pp. 98-100), 2.4 (pp. 101-107), CR 2.5 (p. 109), CR 2.8 (p. 128)  <b>Unit 3:</b> 1.2 (pp. 28-34), 1.3 (pp. 35-40), CR 1.5 (p. 49), CR 2.3 (p. 72), CR 2.6 (p. 87)  <b>Unit 4:</b> CR 1.1 (p. 26), CR 1.4 (p. 44), CR 1.7 (p. 60), CR 1.10 (p. 78), CR 2.3 (p. 99), CR 2.6 (p. 116)  <b>Unit 5:</b> 1.1 (pp. 23-28), 1.2 (pp. 29-34), 1.3 (pp. 35-41), CR 1.7 (p. 61)  <b>Unit 6:</b> 1.5 (pp. 42-44), 1.6 (pp. 45-49), CR 2.1 (p. 55), CR 2.6 (p. 81)  <b>Unit 7:</b> Investigation 1 (pp. 22-53), Investigation 2 (pp. 56-75), 3.2 (pp. 87-92), CR 3.3 (pp. 94), 3.4 (pp. 100-106), 3.5 (pp. 107-113), 3.6 (pp. 114-117)  <b>Unit 8:</b> CR 1.7 (pp. 60), CR 3.2 (pp. 140)</p>
<p>K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs.</p>	<p><b>Unit 7:</b> 1.2 (pp. 30-38), 1.4 (pp. 39-44), 2.2 (pp. 63-70), 3.2 (pp. 87-92), 3.3 (pp. 93-99), 3.5 (pp. 107-113), 3.8 (pp. 122-127)</p>