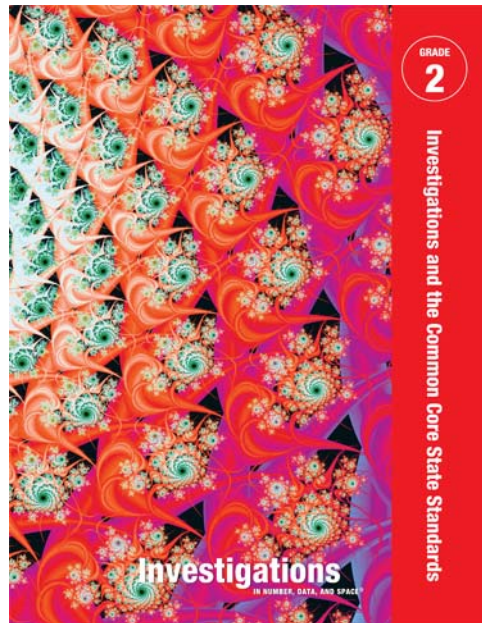


A Correlation of

SCOTT FORESMAN  
**Investigations**  
IN NUMBER, DATA, AND SPACE®

©2012



to the

**Common Core State Standards  
for Mathematics**

**Grade 2**

# A Correlation of Investigations in Number, Data, and Space, ©2012 to the Common Core State Standards for Mathematics

## Introduction

This document demonstrates how *Investigations in Number, Data, and Space* ©2012 meets the indicators of the Common Core State Standards for Mathematics, Grade 2. Correlation references are to the unit number and are cited at the session level. This correlation includes Classroom Routines but does not include ongoing review in Daily Practice and Homework.

*Investigations in Number, Data, and Space* supports students in making sense of mathematics and becoming mathematical thinkers. The program is designed to help all elementary children understand the fundamental ideas underlying number and arithmetic, geometry, data, measurement, and algebraic thinking. Students are encouraged to reason mathematically, develop problem-solving strategies, and represent their thinking using models, diagrams, and graphs. In addition to engaging the range of math learners, Investigations communicates mathematics content and pedagogy to teachers, offering them greater support built into every lesson, so that all students are successful.

Each grade level consists of a set of units, presented through investigations that involve students in the exploration of major mathematical ideas. Students gain a greater understanding of math, with meaningful practice and review that result in computational fluency. They build a greater foundation for algebra that prepares them for the challenges in middle and high school math courses.

Approaching the mathematics content through investigations helps student develop flexibility and confidence in approaching problems, fluency in using mathematical skills and tools to solve problems, and proficiency in evaluating their solutions. Students also build a repertoire of ways to communicate about their mathematical thinking, while their enjoyment and application of mathematics grows.

### New to the program for the Common Core State Standards

INVESTIGATIONS AND THE COMMON CORE STATE STANDARDS Resource Book contains:

- Overview of the Common Core State Standards and Investigations
- Alignment to the Standards for Mathematical Practice
- Correlation to the Standards for Mathematical Content
- Instructional Plan for each Unit
- New Teacher Material for each Unit
- Common Core Student Activity Black Line Masters

## **Curriculum Units**

### **Grade 2**

- U1** Counting, Coins, and Combinations
  - U2** Shapes, Blocks, and Symmetry
  - U3** Stickers, Number Strings, and Story Problems
  - U4** Pockets, Teeth, and Favorite Things
  - U5** How Many Floors? How Many Rooms?
  - U6** How Many Tens? How Many Ones?
  - U7** Parts of a Whole, Parts of a Group
  - U8** Partners, Teams and Paper Clips
  - U9** Measuring Length and Time
- ICCG:** Investigations and the Common Core State Standards Guidebook

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Common Core State Standards for Mathematics, Grade 2	Investigations in Number, Data, and Space, ©2012 Grade 2
<b>Operations and Algebraic Thinking 2.OA</b>	
<b>Represent and solve problems involving addition and subtraction.</b>	
1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. [2.OA.1.]	<b>U1 Sessions:</b> 1.1, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 <b>U2 Sessions:</b> 1.1, 1.2, 2.1, 2.4, 2.7 <b>U3 Sessions:</b> 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.4 <b>U3 ICCG:</b> 2.5A <b>U5 Session:</b> 1.5 <b>U8 Sessions:</b> 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4
<b>Add and subtract within 20.</b>	
2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. ( <i>See standard 1.OA.6 for a list of mental strategies.</i> ) [2.OA.2.]	<b>U1 Sessions:</b> 1.1, 1.4, 1.5, 2.2, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7 <b>U2 Sessions:</b> 1.1A, 1.1, 1.2, 1.4, 2.1, 2.4, 2.5, 2.6, 2.7 <b>U2 ICCG:</b> 2.10A <b>U3 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 4.3, 4.4 <b>U3 ICCG:</b> 2.5A <b>U4 Sessions:</b> 1.1, 2.1, 2.2 <b>U4 ICCG:</b> 1.4A <b>U5 Sessions:</b> 1.1 <b>U6 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.5 <b>U8 Sessions:</b> 1.4, 2.1, 2.2 <b>U9 Session:</b> 1.1A <b>U9 ICCG:</b> 2.5A
<b>Work with equal groups of objects to gain foundations for multiplication.</b>	
3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. [2.OA.3.]	<b>U3 Sessions:</b> 3.1, 3.2, 3.3 <b>U5 Sessions:</b> 2.2 <b>U6 Session:</b> 3.1 <b>U8 Sessions:</b> 1.1, 1.2, 1.3, 1.4
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. [2.OA.4.]	<b>U1 Sessions:</b> 3.2, 3.3, 3.4, 4.5, 4.7, 4.8, 4.9 <b>U2 Sessions:</b> 1.2, 1.3, 2.4, 2.5, 2.6 <b>U2 ICCG:</b> 2.10A <b>U3 Sessions:</b> 1.2, 1.6, 2.2, 2.4, 3.3, 4.1 <b>U5 Sessions:</b> 1.1, 1.2, 1.3, 1.4

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Common Core State Standards for Mathematics, Grade 2	Investigations in Number, Data, and Space, ©2012 Grade 2
<b>NBT Number and Operations in Base Ten 2.NBT</b>	
<b>Understand place value.</b>	
1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: [2.NBT.1.]	<b>U6 Session:</b> 5A.3
a. 100 can be thought of as a bundle of ten tens — called a “hundred.” [2.NBT.1.a.]	<b>U6 Session:</b> 2.4 <b>U8 ICCG:</b> 5A.3, 5A.4
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). [2.NBT.1.b.]	<b>U6 ICCG:</b> 5A.2, 5A.3, 5A.4, 5A.5
2. Count within 1000; skip-count by 5s, 10s, and 100s. [2.NBT.2.]	<b>U1 Sessions:</b> 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8 <b>U2 Sessions:</b> 1.3, 2.8 <b>U3 Sessions:</b> 1.4, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.5 <b>U4 Sessions:</b> 1.2, 2.1, 2.4 <b>U5 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5 <b>U6 Sessions:</b> 1.3, 3.5, 4.1, 4.2, 4.3 <b>U6 ICCG:</b> 5A.1, 5A.4 <b>U7 Sessions:</b> 1.1, 2.1 <b>U8 Session:</b> 5A.1 <b>U8 ICCG:</b> 5A.1
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. [2.NBT.3.]	<b>U1 Session:</b> 2.3 <b>U5 Sessions:</b> 1.2, 1.5 <b>U6 ICCG:</b> 5A.2, 5A.3, 5A.4, 5A.5
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons. [2.NBT.4.]	<b>U6 ICCG:</b> 5A.2, 5A.3, 5A.4, 5A.5

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Common Core State Standards for Mathematics, Grade 2	Investigations in Number, Data, and Space, ©2012 Grade 2
<b>Use place value understanding and properties of operations to add and subtract.</b>	
<p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [2.NBT.5.]</p>	<p><b>U1 Sessions:</b> 3.5, 4.3, 4.4, 4.5  <b>U3 Sessions:</b> 1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6  <b>U3 ICCG:</b> 2.5A  <b>U4 Sessions:</b> 1.1, 1.2, 1.7, 2.3, 2.6, 2.7  <b>U5 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3  <b>U6 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4  <b>U7 Sessions:</b> 1.2, 1.4, 2.2, 2.4, 2.5  <b>U8 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4  <b>U9 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 3.1, 3.2, 3.3, 3.5</p>
<p>6. Add up to four two-digit numbers using strategies based on place value and properties of operations. [2.NBT.6.]</p>	<p><b>U3 Session:</b> 2.1  <b>U5 Session:</b> 1.4  <b>U6 Sessions:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  <b>U6 ICCG:</b> 5A.3  <b>U8 Sessions:</b> 4.1, 4.2, 4.3, 4.4</p>
<p>7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. [2.NBT.7.]</p>	<p><b>U1 Sessions:</b> 4.1, 4.3, 4.4, 4.5  <b>U8 ICCG:</b> 5A.1, 5A.2, 5A.3, 5A.4, 5A.5</p>
<p>8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. [2.NBT.8]</p>	<p><b>U6 ICCG:</b> 5A.1, 5A.2, 5A.3, 5A.4, 5A.5</p>
<p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (<i>Explanations may be supported by drawings or objects.</i>) [2.NBT.9.]</p>	<p><b>U1 Session:</b> 2.6  <b>U3 Session:</b> 2.6  <b>U6 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 2.5, 2.6  <b>U8 Sessions:</b> 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4</p>

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Common Core State Standards for Mathematics, Grade 2	Investigations in Number, Data, and Space, ©2012 Grade 2
<b>Measurement and Data 2.MD</b>	
<b>Measure and estimate lengths in standard units.</b>	
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. [2.MD.1]	<b>U9 Sessions:</b> 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. [2.MD.2.]	<b>U9 Sessions:</b> 1.2, 1.4, 1.5, 1.6, 3.1, 3.3, 3.5 <b>U9 ICCG:</b> 3.6A
3. Estimate lengths using units of inches, feet, centimeters, and meters. [2.MD.3.]	<b>U9 Sessions:</b> 3.2, 3.3, 3.4
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. [2.MD.4.]	<b>U9 Sessions:</b> 1.4, 1.5, 1.6, 2.2, 3.2, 3.4
<b>Relate addition and subtraction to length.</b>	
5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. [2.MD.5.]	<b>U9 Sessions:</b> 1.5, 1.6, 2.2, 2.3, 3.2, 3.5
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. [2.MD.6.]	<b>U1 Sessions:</b> 1.3, 1.4, 1.5, 2.1, 2.4, 3.2, 3.3 <b>U3 Sessions:</b> 1.4, 2.4, 4.3 <b>U6 Sessions:</b> 1.3, 1.4, 2.4, 2.6, 3.2, 4.3 <b>U8 Sessions:</b> 2.1, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4

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<b>Work with time and money.</b>	
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. [2.MD.7.]	<p><b>U1 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 3.5, 4.2, 4.3</p> <p><b>U2 Sessions:</b> 1.4, 2.2, 2.5, 2.9</p> <p><b>U3 Sessions:</b> 1.5, 2.3, 2.5, 2.7, 3.2, 3.6, 4.2</p> <p><b>U4 Sessions:</b> 1.3A, 2.2, 2.5, 2.8</p> <p><b>U5 Sessions:</b> 1.3, 2.1, 2.4</p> <p><b>U6 Sessions:</b> 2.2, 2.5, 3.2, 3.6, 4.3</p> <p><b>U6 ICGG:</b> 5A.5</p> <p><b>U7 Sessions:</b> 1.3, 2.3, 2.6</p> <p><b>U8 Sessions:</b> 1.3, 3.2, 3.4, 4.4</p> <p><b>U9 Sessions:</b> 1.6, 2.3, 3.4</p> <p><b>U9 ICGG:</b> 3.6A</p>
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. [2.MD.8.]	<p><b>U1 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 3.5, 4.2, 4.3</p> <p><b>U2 Sessions:</b> 1.4, 2.2, 2.5, 2.9</p> <p><b>U3 Sessions:</b> 1.5, 2.3, 2.5, 2.7, 3.2, 3.6, 4.2</p> <p><b>U4 Sessions:</b> 1.3A, 2.2, 2.5, 2.8</p> <p><b>U5 Sessions:</b> 1.3, 2.1, 2.4</p> <p><b>U6 Sessions:</b> 2.2, 2.5, 3.2, 3.6, 4.3, 5A.5</p> <p><b>U7 Sessions:</b> 1.3, 2.3, 2.6</p> <p><b>U8 Sessions:</b> 1.3, 3.2, 3.4, 4.4</p> <p><b>U9 Sessions:</b> 1.6, 2.3, 3.4</p> <p><b>U9 ICGG:</b> 3.6A</p>
<b>Represent and interpret data.</b>	
9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. [2.MD.9]	<b>U9 Session:</b> 1.5
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. [2.MD.10.]	<p><b>U4 Sessions:</b> 1.7, 2.3, 2.5, 2.6</p> <p><b>U4 ICGG:</b> 1.4A</p> <p><b>U5 Session:</b> 2.3</p>



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Common Core State Standards for Mathematics, Grade 2	Investigations in Number, Data, and Space, ©2012 Grade 2
<b>Geometry 2.G</b>	
<b>Reason with shapes and their attributes.</b>	
1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <i>(Sizes are compared directly or visually, not compared by measuring.)</i> [2.G.1.]	<b>U1 Session:</b> 1.2 <b>U2 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.7, 2.8, 2.9 <b>U4 Session:</b> 1.2 <b>U4 ICCG:</b> 1.3A <b>U5 Sessions:</b> 1.5, 1.6 <b>U6 Sessions:</b> 1.4, 2.6
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. [2.G.2.]	<b>U2 Sessions:</b> 2.3, 2.4, 2.6, 2.8 <b>U2 ICCG:</b> 2.10A
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of, etc.</i> , and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. [2.G.3.]	<b>U7 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>U7 ICCG:</b> 2.3A
<b>Math Practices</b>	
1. Make sense of problems and persevere in solving them.	<p>A major goal of <b>Investigations in Number, Data, and Space</b> is to support students to make sense of mathematics and learn that they can become mathematical thinkers. To this end, students create, use, and share contexts and representations to make sense of problems. Classroom discussions highlight different ways of interpreting a problem, solving it, and using representations to communicate the pertinent mathematical ideas. Students persevere in solving problems by investigating and practicing problem-solving strategies.</p> <p>Please find representative examples from the Grade 2 program:</p> <p><b>U6 Sessions:</b> 1.1, 1.2, 1.3, 1.4  <b>U7 Sessions:</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4  <b>U8 Sessions:</b> 1.1, 1.2</p>

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Common Core State Standards for Mathematics, Grade 2	Investigations in Number, Data, and Space, ©2012 Grade 2
2. Reason abstractly and quantitatively.	<p>Another major goal of <b>Investigations</b> is to provide a curriculum that emphasizes reasoning about mathematical ideas. Students move between concrete examples with specific quantities, objects, or data and generalizations about what works in similar situations. They express these generalizations in words, with variables, and with various representations including contexts, diagrams, and manipulatives. Abstract and quantitative reasoning are reinforced in strategically challenging games as well as Classroom Routines (Grades K–2). Students flexibly use different properties of operations to solve problems.</p> <p>Please find representative examples from the Grade 2 program:</p> <p><b>U3 Sessions:</b> 4.1, 4.2, 4.3, 4.4, 4.5  <b>U4 Sessions:</b> 1.2, 1.3A  <b>U5 Sessions:</b> 1.5, 2.1, 2.2  <b>U6 Sessions:</b> 2.1, 2.3  <b>U1–U9 Classroom Routines:</b> Today’s Number</p>
3. Construct viable arguments and critique the reasoning of others.	<p>The program provides ongoing opportunities for students to express and defend mathematical arguments. Students use a variety of representations, contexts, and examples to “prove” their conclusions and provide feedback about the arguments made by their classmates. The program emphasizes that there is often more than one strategy for solving a problem. Students defend their strategies as they listen to and evaluate the choices made by others. Students’ strategies are often recorded on a chart and posted so that all students can analyze, review, and use their classmates’ ideas.</p> <p>Please find representative examples from the Grade 2 program:</p> <p><b>U2 Sessions:</b> 1.3, 2.2, 2.3, 2.4  <b>U3 Sessions:</b> 3.1, 3.2  <b>U4 Sessions:</b> 2.2, 2.5  <b>U5 Sessions:</b> 2.2, 2.3, 2.4  <b>U7 Sessions:</b> 1.2, 1.3, 1.4</p>

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<p align="center"><b>Common Core State Standards for Mathematics, Grade 2</b></p>	<p align="center"><b>Investigations in Number, Data, and Space, ©2012 Grade 2</b></p>
<p>4. Model with mathematics.</p>	<p>Throughout the curriculum, students use representations and contexts to visualize, describe, and analyze mathematical relationships. Using these models allows students to express and further develop their ideas, and to engage in the ideas of others. They develop a repertoire of models they know well and can apply when faced with unfamiliar problem situations. Students use representations and contexts judiciously and with purpose.</p> <p>Please find representative examples from the Grade 2 program:</p> <p><b>U1 Sessions:</b> 2.1, 4.1  <b>U3 Sessions:</b> 2.1, 2.2, 2.3, 2.4  <b>U4 Sessions:</b> 1.1, 1.7  <b>U8 Sessions:</b> 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p>5. Use appropriate tools strategically.</p>	<p>Students have access to an array of tools, such as connecting cubes, pattern blocks, 100 charts, and technology. Students use other tools, such as drawings, the number line, or a rectangular array. Mathematical tools are introduced that are useful for a whole class of problems and can be extended to accommodate more complex problems and/or students' expanding repertoire of numbers. Analysis of the solution to a problem includes consideration of the effectiveness and choice of the tools. During Math Workshops, students continue to use tools to foster mathematical understanding and to practice skills.</p> <p>Please find representative examples from the Grade 2 program:</p> <p><b>U1 Sessions:</b> 1.1, 1.2, 1.3, 1.4  <b>U2 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 2.6  <b>U3 Sessions:</b> 1.3  <b>U8 Sessions:</b> 3.1, 3.2, 3.3, 3.4, 3.5  <b>U9 Sessions:</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5</p>

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6. Attend to precision.	<p>Every session requires students to communicate with precision. The Student Math Handbook provides support in this endeavor. Strategies that students use are often named by the mathematics used in order to foster precise communication. Many of the sessions' focal points stress the use of "clear and concise" notation. Students are expected to solve problems efficiently and accurately.</p> <p>Please find representative examples from the Grade 2 program:</p> <p><b>U1 Sessions:</b> 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8  <b>U3 Sessions:</b> 2.1, 2.2, 2.3, 2.4  <b>U6 Sessions:</b> 1.3, 1.4  <b>U7 Sessions:</b> 2.3, 2.4  <b>U8 Sessions:</b> 4.1, 4.2, 4.3, 4.4</p>
7. Look for and make use of structure.	<p>In each unit, students work between the concrete to the abstract, from numerical and geometrical patterns to general representations. Students are given opportunities and support to investigate, discover, conjecture, and make use of commonalities among related problems. Students use the structure of carefully chosen contexts and representations that embody important characteristics of mathematical relationships. Classroom Routines (Grades K–2) afford more situations in which students discover and use the various structures of mathematics.</p> <p>Please find representative examples from the Grade 2 program:</p> <p><b>U3 Sessions:</b> 3.1, 3.2, 3.3, 3.4, 3.6, 3.7  <b>U4 Session:</b> 2.7  <b>U5 Sessions:</b> 2.1, 2.2, 2.3, 2.4  <b>U6 Sessions:</b> 4.1, 4.2, 4.3  <b>U8 Sessions:</b> 1.3, 1.4  <b>U1– U9 Classroom Routines:</b> Quick Images</p>

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<p align="center"><b>Common Core State Standards for Mathematics, Grade 2</b></p>	<p align="center"><b>Investigations in Number, Data, and Space, ©2012 Grade 2</b></p>
<p>8. Look for and express regularity in repeated reasoning.</p>	<p>A hallmark of the <b>Investigations</b> program is its emphasis on helping students become mathematical thinkers as they explore and practice strategies for solving problems. Through repeated application and comparison of various strategies and algorithms, students develop an understanding of which method is efficient for a particular type of problem. Each Investigations unit on numbers and operations includes a focus on reasoning and generalizing about number and operations and highlights what students already notice in regularities about numbers and operations.</p> <p>Please find representative examples from the Grade 2 program:</p> <p><b>U1 Sessions:</b> 4.6, 4.7, 4.8  <b>U3 Sessions:</b> 1.1, 1.2, 1.5  <b>U8 Sessions:</b> 1.3, 1.4, 2.1, 2.2, 4.1, 4.2, 4.4</p>