

Correlation

The following is a correlation of *Investigations 3* to the Common Core State Standards for Mathematics. Assessment Benchmarks are included with their associated standards.

Common Core Standards for Mathematics Kindergarten	Grade K <i>Investigations 3</i>
Counting and Cardinality K.CC	
Know number names and the count sequence.	
<p>K.CC.A.1 Count to 100 by ones and by tens.</p>	<p>Unit 1 Investigation 1, Investigation 2, Investigation 3</p> <p>Unit 2 Investigation 1, Investigation 2 Benchmark 1: Count and count out a set of objects up to 10 objects.</p> <p>Unit 3 1.2, 1.4, 1.5, 2.2, 2.4, 2.5, 2.6</p> <p>Unit 4 Investigation 1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3, 3.4, 3.5 Benchmark 1: Count and count out a set of objects up to 15 objects.</p> <p>Unit 5 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10</p> <p>Unit 6 Investigation 1, 2.1, 2.2, 2.3, 2.5, 3.2, 3.4, 3.5 Benchmark 1: Count and count out a set of objects up to 20 objects.</p> <p>Unit 7 Investigation 1, Investigation 2</p> <p>Unit 8 1.5, 1.6, 1.7, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.10, Investigation 3 Benchmark 2: Rote count by 1s and 10s to 100; when counting by 1s, start from a number other than 1.</p>
<p>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>Unit 2 CR 1.4, CR 1.8, CR 1.10, CR 2.4, CR 2.9, CR 2.10</p> <p>Unit 3 CR 2.2, CR 2.5, CR 2.7</p> <p>Unit 4 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3, 3.4, 3.5</p> <p>Unit 5 CR 1.4, 1.5, CR 1.6, CR 1.10</p> <p>Unit 6 1.2, 1.3, 1.4, 1.5, 1.6, 3.2, 3.3, 3.4, 3.5, 3.6</p> <p>Unit 7 CR 1.1, CR 1.2, CR 2.3, CR 3.1, CR 3.4, 3.7, CR 3.7</p> <p>Unit 8 2.6, 2.7, 2.8, 2.10, Investigation 3 Benchmark 2: Rote count by 1s and 10s to 100; when counting by 1s, start from a number other than 1.</p>

Common Core Standards for Mathematics Kindergarten	Grade K <i>Investigations 3</i>
<p>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>Unit 1 3.2, 3.3, 3.4, 3.5, 3.6 Unit 2 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 2.10 Unit 3 1.2, 1.4, 1.5, 2.2, 2.4, 2.5, 2.6, 2.7 Unit 4 1.2, 1.3, 1.4, 1.5, 1.9, 1.10, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, Investigation 3 Unit 5 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10 Unit 6 Investigation 1, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, Investigation 3 Benchmark 2: Write the numbers to 10. Unit 7 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 3.6, 3.8 Unit 8 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, Investigation 2, Investigation 3 Benchmark 5: Write the numbers to 20.</p>
<p>Count to tell the number of objects.</p>	
<p>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	
<p>K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>	<p>Unit 1 Investigation 1, Investigation 2, Investigation 3 Unit 2 Investigation 1, Investigation 2 Benchmark 1: Count and count out a set of objects up to 10 objects. Unit 3 1.2, 1.4, 1.5, 2.2, 2.4, 2.5, 2.6 Unit 4 Investigation 1, Investigation 2, Investigation 3 Benchmark 1: Count and count out a set of objects up to 15 objects. Unit 5 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10 Unit 6 Investigation 1, Investigation 2, Investigation 3 Benchmark 1: Count and count out a set of objects up to 20 objects. Unit 7 Investigation 2, Investigation 3 Unit 8 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.10, Investigation 3</p>

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<p>K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>Unit 1 Investigation 1, Investigation 2, Investigation 3</p> <p>Unit 2 Investigation 1, Investigation 2 Benchmark 1: Count and count out a set of objects up to 10 objects.</p> <p>Unit 3 1.2, 1.4, 1.5, 2.2, 2.4, 2.5, 2.6</p> <p>Unit 4 Investigation 1, Investigation 2, Investigation 3 Benchmark 1: Count and count out a set of objects up to 15 objects.</p> <p>Unit 5 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10</p> <p>Unit 6 Investigation 1, Investigation 2, Investigation 3 Benchmark 1: Count and count out a set of objects up to 20 objects.</p> <p>Unit 7 Investigation 2, Investigation 3</p> <p>Unit 8 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.10, Investigation 3</p>
<p>K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.</p>	<p>Unit 1 1.1, 1.2, 1.3, 1.5, 2.1, 2.5</p> <p>Unit 2 1.1 Benchmark 1: Count and count out a set of objects up to 10 objects.</p> <p>Unit 4 1.6, 1.7, 1.8, 1.10, 2.3, 2.4, 2.5, 2.6, 2.7, Investigation 3 Benchmark 1: Count and count out a set of objects up to 15 objects. Benchmark 2: Figure out what is one more or one fewer than a number.</p> <p>Unit 6 1.3, 1.4, 1.5, 1.6 Benchmark 1: Count and count out a set of objects up to 20 objects.</p> <p>Unit 7 Investigation 3</p>

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<p>K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	<p>Unit 1 Investigation 1, Investigation 2, Investigation 3</p> <p>Unit 2 Investigation 1, Investigation 2 Benchmark 1: Count and count out a set of objects up to 10 objects.</p> <p>Unit 3 1.2, 1.4, 1.5, 2.2, 2.4, 2.5, 2.6</p> <p>Unit 4 Investigation 1, Investigation 2, Investigation 3 Benchmark 1: Count and count out a set of objects up to 15 objects.</p> <p>Unit 5 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10</p> <p>Unit 6 Investigation 1, Investigation 2, Investigation 3 Benchmark 1: Count and count out a set of objects up to 20 objects.</p> <p>Unit 7 1.2, 1.3, 1.4, Investigation 2, Investigation 3 Benchmark 2: Using data to represent and solve a real-world problem.</p> <p>Unit 8 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, Investigation 2, Investigation 3</p>
Compare numbers.	
<p>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>	<p>Unit 1 Investigation 2, Investigation 3</p> <p>Unit 2 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, Investigation 2 Benchmark 3: Compare two quantities up to 10 to determine which is greater.</p> <p>Unit 3 1.2, 1.4, 1.5, 2.2, 2.4, 2.5, 2.6</p> <p>Unit 4 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3</p> <p>Unit 5 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10</p> <p>Unit 6 Investigation 1, 2.1, 2.2, 2.3, 2.7, 2.8, 3.2, 3.4, 3.5</p> <p>Unit 7 1.4, Investigation 2, 3.2, 3.4, 3.5, 3.6, 3.8 Benchmark 2: Using data to represent and solve a real-world problem.</p> <p>Unit 8 1.5, 1.6, 1.7, 2.2, 2.3, 2.4, 2.7, 2.8, 2.10, Investigation 3</p>
<p>K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>Unit 2 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 Benchmark 3: Compare two quantities up to 10 to determine which is greater.</p> <p>Unit 4 3.2, 3.3</p> <p>Unit 6 1.1, 1.2, 1.3</p>

**Common Core Standards for
Mathematics Kindergarten**

**Grade K
Investigations 3**

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Unit 2 CR 2.9
Unit 3 CR 1.4, CR 2.4, CR 2.5
Unit 4 1.6, 1.7, 1.8, 1.9, 1.10, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3, 3.4, 3.5, 3.6
Benchmark 2: Figure out what is one more or one fewer than a number.
Unit 6 1.3, 1.4, 1.5, 1.6, Investigation 2, Investigation 3
Benchmark 3: Represent and solve addition problems within 10.
Unit 7 1.2, 1.3, Investigation 2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
Benchmark 2: Using data to represent and solve a real-world problem.
Unit 8 Investigation 1, Investigation 2, Investigation 3
Benchmark 1: Represent and solve subtraction story problems within 10, with result unknown.

K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Unit 4 1.6, 1.7, 1.8, 1.9, 1.10, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
Benchmark 2: Figure out what is one more or one fewer than a number.
Unit 6 1.3, 1.4, 1.5, 1.6, Investigation 2, Investigation 3
Benchmark 3: Represent and solve addition problems within 10.
Unit 7 1.2, 1.3, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8
Benchmark 2: Using data to represent and solve a real-world problem.
Unit 8 Investigation 1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, Investigation 3
Benchmark 1: Represent and solve subtraction story problems within 10, with result unknown.

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

Unit 4 2.1, 2.2, 2.3, 2.4, 2.5, Investigation 3
Unit 6 Investigation 3
Benchmark 4: Decompose a number into two addends in more than one way.
Unit 8 2.1, 2.2, 2.3, 2.4

Common Core Standards for Mathematics Kindergarten	Grade K Investigations 3
K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Unit 8 2.1, 2.2, 2.3, 2.4 Benchmark 4: Figure out a missing addend when the sum is 10.
K.OA.A.5 Fluently add and subtract within 5.	Unit 4 2.3, 2.4, 2.5, 2.6, 2.7, 3.5 Benchmark 2: Figure out what is one more or one fewer than a number. Unit 6 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 3.1 Benchmark 3: Represent and solve addition problems within 10. Unit 8 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 Benchmark 1: Represent and solve subtraction story problems within 10, with result unknown. Benchmark 3: Add and subtract fluently within 5.
Number and Operations in Base Ten K.NBT	
Work with numbers 11–19 to gain foundations for place value.	
K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Unit 5 CR 1.4 Unit 6 CR 1.4, CR 2.4, 3.5 Unit 7 CR 1.3, CR 3.1 Unit 8 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, Investigation 3 Benchmark 6: Represent the teen numbers as ten 1s and some number of 1s.
Measurement and Data K.MD	
Describe and compare measurable attributes.	
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Unit 2 2.1, 2.2, 2.3, 2.4 Benchmark 2: Describe length and decide which of two objects is longer. Unit 4 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 Unit 6 1.1, 1.2, 1.3 Unit 8 2.3, 2.4, 2.6, 3.1
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	Unit 2 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 Benchmark 2: Describe length and decide which of two objects is longer. Unit 4 1.1, 1.2, 1.4 Unit 6 1.1, 1.2, 1.3 Unit 8 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.5

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Classify objects and count the number of objects in each category.	
<p>K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>Unit 1 3.1, 3.3, 3.4, 3.5, 3.6 Unit 2 2.1, 2.2, 2.3, 2.4 Unit 3 1.2, CR 1.2, 1.3, CR 1.5, CR 2.3, CR 2.6 Unit 4 CR 1.1, CR 1.4, CR 1.7, CR 1.10, CR 2.3, CR 2.6, CR 3.2, CR 3.6 Unit 5 1.1, 1.2, 1.3 Unit 6 CR 1.1, 1.5, 1.6, CR 2.1, CR 2.6, CR 3.2 Unit 7 Investigation 1, Investigation 2, 3.2, 3.4, 3.5, 3.6 Benchmark 1: Sort a set of objects by a given attribute and order the groups based on the number in each. Unit 8 CR 1.7, CR 2.6, CR 3.2</p>
Geometry K.G	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
<p>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i>.</p>	<p>Unit 1 Investigation 1, Investigation 2, 3.2, 3.3, 3.4, 3.5, 3.6 Unit 2 CR 1.8, CR 2.4, CR 2.10 Unit 3 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 Unit 4 Investigation 3 Unit 5 Investigation 1 Benchmark 1: Understand words that describe relative position.</p>
<p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p>	<p>Unit 3 Investigation 1, Investigation 2 Benchmark 1: Identify and describe the overall size, shape, and features of familiar 2-D shapes. Unit 5 Investigation 1 Benchmark 2: Identify and describe the overall size, shape, and features of familiar 3-D shapes. Unit 7 1.1, 1.2, 1.3, 2.2, 2.3, 3.2</p>
<p>K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>	<p>Unit 3 1.1, 1.4, 1.5, 2.1, 2.2, 2.4, 2.6, 2.7 Benchmark 1: Identify and describe the overall size, shape, and features of familiar 2-D shapes. Unit 5 Investigation 1 Benchmark 2: Identify and describe the overall size, shape, and features of familiar 3-D shapes.</p>

Common Core Standards for Mathematics Kindergarten	Grade K <i>Investigations 3</i>
Analyze, compare, create, and compose shapes.	
<p>K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>	<p>Unit 1 Investigation 1, Investigation 2, Investigation 3</p> <p>Unit 3 Investigation 1, Investigation 2 Benchmark 1: Identify and describe the overall size, shape, and features of familiar 2-D shapes.</p> <p>Unit 5 Investigation 1 Benchmark 2: Identify and describe the overall size, shape, and features of familiar 3-D shapes.</p> <p>Unit 7 1.1, 1.2, 1.3, 2.2, 2.3, 3.2</p>
<p>K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>Unit 3 Investigation 1, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 Benchmark 2: Make 2-D shapes.</p> <p>Unit 5 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 Benchmark 3: Make 3-D shapes.</p>
<p>K.G.B.6 Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>	<p>Unit 1 Investigation 1, Investigation 2, 3.2, 3.3, 3.4, 3.5, 3.6</p> <p>Unit 3 1.2, 1.4, 1.5, Investigation 2 Benchmark 3: Combine shapes to make 2-D shapes.</p> <p>Unit 4 Investigation 3</p> <p>Unit 5 1.6, 1.7, 1.8, 1.9, 1.10 Benchmark 4: Combine shapes to make 3-D shapes.</p>