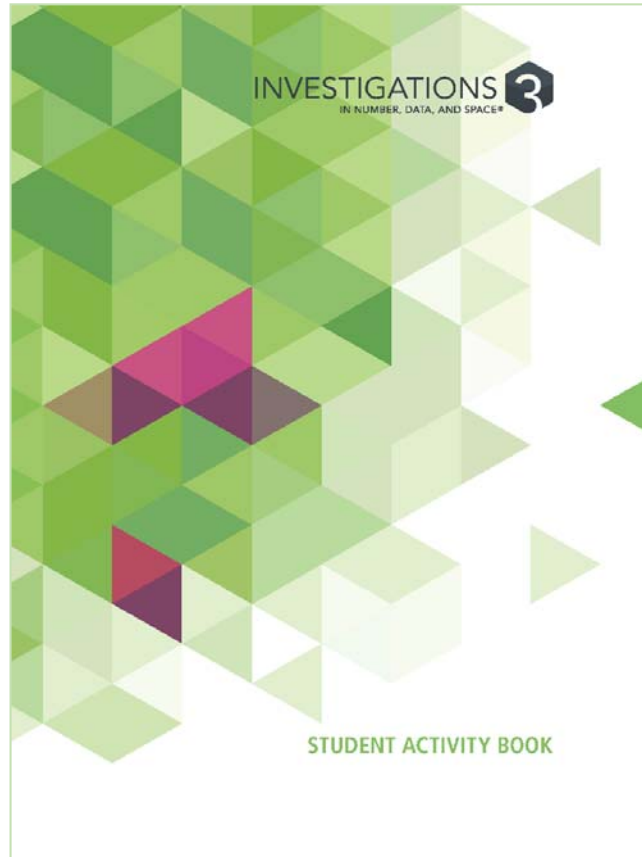


A Correlation of

INVESTIGATIONS 
IN NUMBER, DATA, AND SPACE®



©2017

**To the
Indiana Academic Standards for
Mathematics (2014)
Grade 3**

**A Correlation of Investigations 3 in Number, Data, and Space, ©2017
to the Indiana Academic Standards for Mathematics (2014)**

Introduction

This document demonstrates how **Investigations 3** in Number, Data, and Space, ©2017, aligns to the Indiana Academic Standards for Mathematics (2014), Grades K-5. Correlation references are to the Sessions of Investigations 3.

Investigations in Number, Data, and Space® 3rd Edition, known as Investigations 3, maintains the standard of excellence as a focused and coherent program that supports students to make sense of mathematical ideas and supports their teachers to make sense of both mathematics content and student thinking.

The guiding principles from **Investigations 2**nd Edition are maintained in **Investigations 3**. These guiding principles are:

- 1) Students have mathematical ideas and are given the opportunity to learn in an environment that focuses on making sense of mathematics. Students build on the ideas they already have and learn about new mathematics they have never encountered.
- 2) Teachers are engaged in ongoing learning about mathematics content, pedagogy, and student learning.
- 3) Teachers collaborate with the students and use the curriculum to maintain a clear, focused, and coherent agenda for mathematics teaching.

Investigations 3 ensures that its instructional approach works in a wide variety of classrooms. It maintains full availability for classrooms that use print materials and provides access to digital enhancements for both teachers and students in classrooms with regular or periodic access to those technologies.

Investigations 3 offers digital tools and technologies to enhance its research-based, field tested, and proven instructional model. These tools provide teachers with easy access to the professional development materials that are a hallmark of the program, support classroom management tasks, and help students capture and share their work.

Core program resources for teaching and learning will be made available on Pearson's latest learning management system, Pearson Realize™.

**A Correlation of Investigations 3 in Number, Data, and Space ©2017
to the Indiana Academic Standards for Mathematics (2014)**

Grade 3 Units

Unit 1 - Understanding Equal Groups

Unit 2 - Graphs and Line Plots

Unit 3 - Travel Stories and Collections

Unit 4 - Perimeter, Area, and Polygons

Unit 5 - Cube Patterns, Arrays, and Multiples of 10

Unit 6 - Fair Shares and Fractions on Number Lines

Unit 7 - How Many Miles?

Unit 8 - Larger Numbers and Multi-Step Problems

**A Correlation of Investigations 3 in Number, Data, and Space ©2017
to the Indiana Academic Standards for Mathematics (2014)**

Indiana Academic Standards for Mathematics (2014) Grade 3	Investigations 3 in Number, Data, and Space ©2017, Grade 3
NUMBER SENSE	
3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	This standard is met in Investigations 3, Grade 4. Please see: Unit 5: 3.1, 3.2, 3.3
3.NS.2: Compare two whole numbers up to 10,000 using $>$, $=$, and $<$ symbols.	Investigations 3 address $>$, $=$, $<$ in Grade 1. Please see: Unit 1: 2.4, 2.5
3.NS.3: Understand a fraction, $1/b$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b , as the quantity formed by a parts of size $1/b$. [<i>In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.</i>]	Unit 6: 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 2.1, 2.3, 2.4, 2.5
3.NS.4: Represent a fraction, $1/b$, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	Unit 6: 1.5, 2.2
3.NS.5: Represent a fraction, a/b , on a number line by marking off lengths $1/b$ from 0. Recognize that the resulting interval has size a/b , and that its endpoint locates the number a/b on the number line.	Unit 6: 1.5, 1.6, 1.7, 2.2, 2.5
3.NS.6: Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.	Unit 6: 1.4, 1.5, 1.7, 2.1, 2.3, 2.4
3.NS.7: Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).	Unit 6: 1.4, 1.5, 1.7, 2.1, 2.3, 2.4

**A Correlation of Investigations 3 in Number, Data, and Space ©2017
to the Indiana Academic Standards for Mathematics (2014)**

Indiana Academic Standards for Mathematics (2014) Grade 3	Investigations 3 in Number, Data, and Space ©2017, Grade 3
3.NS.8: Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model).	Unit 6: 1.2, 2.2, 2.3, 2.4, 2.5
3.NS.9: Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	Unit 3: 2.4, 3.2, 3.3, 3.4, 3.5 Unit 4: TMM 1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5, TMM 2.4, TMM 2.5, TMM 2.6, TMM 3.2, TMM 3.5 Unit 5: 1.3, TMM 1.3, TMM 1.4, TMM 1.5, TMM 2.1, TMM 2.2 Unit 7: TMM 2.1, TMM 2.2, TMM 2.3, TMM 2.4, TMM 2.5, TMM 3.4, TMM 3.5, TMM 3.6 Unit 8: TMM 2.1, TMM 2.2, TMM 2.3, TMM 2.4, TMM 2.5, TMM 3.1, TMM 3.2, TMM 3.3
COMPUTATION	
3.C.1: Add and subtract whole numbers fluently within 1000.	Unit 1: TMM 3.2, TMM 3.3, TMM 4.3, TMM 4.4, TMM 4.5, TMM 4.6 Unit 2: TMM 2.1, TMM 2.2, TMM 2.3 Unit 3: 1.2, 1.5, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, Investigation 4, Investigation 5 Unit 4: TMM 1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5, TMM 2.4, TMM 2.5, TMM 2.6, TMM 3.2, TMM 3.5 Unit 5: 1.3, TMM 1.3, TMM 1.4, TMM 1.5, TMM 2.1, TMM 2.2, TMM 3.5, TMM 3.6 Unit 6: TMM 1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5, TMM 2.1, TMM 2.2, TMM 2.3 Unit 7: Investigation 1, Investigation 2, Investigation 3
3.C.2: Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.	Unit 1: Investigation 1, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.2, 4.3, 4.5, 4.6 Unit 5: 1.1, 1.2, 1.3

**A Correlation of Investigations 3 in Number, Data, and Space ©2017
to the Indiana Academic Standards for Mathematics (2014)**

Indiana Academic Standards for Mathematics (2014) Grade 3	Investigations 3 in Number, Data, and Space ©2017, Grade 3
3.C.3: Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.	Unit 1: 4.4, 4.5, 4.6 Unit 5: 1.4, 1.5
3.C.4: Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).	Unit 1: 4.1, 4.2, 4.3, 4.5, 4.6 Unit 5: 1.2, 1.3, 1.4, 1.5, 3.6 Unit 8: 1.1, 1.3
3.C.5: Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$), or properties of operations.	Unit 1: 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5, 4.6 Unit 5: 1.4, 1.5, Investigation 2, 3.1, 3.2, 3.3, 3.4, 3.5 Unit 7: TMM 3.1, TMM 3.2, TMM3.3 Unit 8: 1.1, 1.2, 1.3, 1.6, Investigation 2, 3.4
3.C.6: Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.	Unit 1: 2.5, 2.6, 3.4, 3.5, 3.6, 3.7, 4.5, 4.6 Unit 5: 1.4, 1.5, 2.1, 2.4, 2.6 Unit 8: 1.2, 1.3, 1.4, 1.5, 1.6
ALGEBRAIC THINKING	
3.AT.1: Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Unit 3: 1.2, 1.5, 3.2, 3.3, 3.4, 3.5, 4.2, 4.4, 4.5, 5.3, 5.4, 5.5, 5.6 Unit 7: 1.3, 1.4, 1.6, 2.4, 3.1, 3.3, 3.6
3.AT.2: Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Unit 1: Investigation 1, 2.3, 2.4, 2.5, 2.6, Investigation 4 Unit 5: 1.4, 1.5, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6 Unit 8: 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 2.5

**A Correlation of Investigations 3 in Number, Data, and Space ©2017
to the Indiana Academic Standards for Mathematics (2014)**

Indiana Academic Standards for Mathematics (2014) Grade 3	Investigations 3 in Number, Data, and Space ©2017, Grade 3
3.AT.3: Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Unit 2: 1.5 Unit 4: 1.3, 1.4, 1.5 Unit 5: 3.3, 3.4, 3.5, 3.6 Unit 7: 1.3, 1.4, 1.5, 1.6, 1.7, 2.4, 2.5, 3.5, 3.6 Unit 8: 2.4, 2.5, Investigation 3
3.AT.4: Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.	Unit 1: Investigation 1, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.2, 4.3, 4.5, 4.6 Unit 5: 1.1, 1.2, 1.3
3.AT.5: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Unit 1: 1.3, 1.4, 2.6, 4.3, 4.4, 4.5, 4.6 Unit 2: TMM 1.1, TMM 1.2 Unit 5: 2.4, 3.4 Unit 7: TMM1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5, TMM 1.6, TMM 1.7, TMM 3.1, TMM 3.2 Unit 8: 1.1
3.AT.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.	Unit 1: 1.3, 2.1, 2.2, 2.5, 2.6, 3.5, 3.6, 3.7 Unit 3: 1.4, 2.1 Unit 5: 1.1, 1.2, 1.3, 3.1, 3.2 Unit 7: TMM 1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5, TMM 1.6, TMM 1.7 Unit 8: 1.2, Investigation 3
GEOMETRY	
3.G.1: Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.	Investigations 3 address this standard in Grade 1. Please see: Unit 8: 1.1, 1.2
3.G.2: Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.	Unit 4: 3.3, 3.4, 3.5

**A Correlation of Investigations 3 in Number, Data, and Space ©2017
to the Indiana Academic Standards for Mathematics (2014)**

Indiana Academic Standards for Mathematics (2014) Grade 3	Investigations 3 in Number, Data, and Space ©2017, Grade 3
3.G.3: Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.	Investigations 3 addresses this standard in Grade 4. Please see: Unit 4: 2.1, 2.2, 2.5, 3.2
3.G.4: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole ($1/2$, $1/3$, $1/4$, $1/6$, $1/8$).	Unit 6: 1.1, 1.2, 1.4, 1.7, 1.8, 2.5
MEASUREMENT	
3.M.1: Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).	Unit 7: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7
3.M.2: Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	Unit 2: 2.2, 2.3, 2.4 Unit 3: 5.1 Unit 4: 1.1, 1.2 Unit 6: 1.6 Unit 7: 1.2, 1.4, 1.5, 1.6, 1.7
3.M.3: Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.	Unit 3: TMM 4.4, TMM 4.5, TMM 5.1, TNN 5.4, TMM 5.5, TMM 5.6 Unit 6: TMM 1.6, TMM 1.7, TMM 1.8, TMM 2.4, TMM 2.5 Unit 8: TMM 1.1, TMM 1.2, TMM 1.3, TMM 1.4, TMM 1.5, TMM 1.6, TMM 3.4, TMM 3.5
3.M.4: Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase.	Unit 3: 3.1 Unit 7: 3.3, 3.6 This standard is also addressed in Investigations Grade 2. Please see: Unit 4: 1.4, 1.5, 1.6

**A Correlation of Investigations 3 in Number, Data, and Space ©2017
to the Indiana Academic Standards for Mathematics (2014)**

Indiana Academic Standards for Mathematics (2014) Grade 3	Investigations 3 in Number, Data, and Space ©2017, Grade 3
3.M.5: Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	Unit 1: 3.1, 3.3, 3.4 Unit 4: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
3.M.6: Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Unit 1: 3.3, 3.4, 3.5 Unit 5: 2.1
3.M.7: Find perimeters of polygons given the side lengths or by finding an unknown side length.	Unit 4: Investigation 1, 2.4, 3.4, 3.5 Unit 7: 1.7
DATA ANALYSIS	
3.DA.1: Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step “how many more” and “how many less” problems regarding the data and make predictions based on the data.	Unit 2: 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.6
3.DA.2: Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.	Unit 2: 2.2, 2.4, 2.5, 2.6 Unit 6: 1.6