
Grade 3 | Nebraska's College and Career Ready Standards for Mathematics Correlation to *Eureka Math*²®

When the original *Eureka Math*[®] curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds[®] teacher–writers have created *Eureka Math*²®, a groundbreaking new curriculum that helps teachers deliver exponentially better math instruction while still providing students with the same deep understanding of and fluency in math. *Eureka Math*² carefully sequences mathematical content to maximize vertical alignment—a principle tested and proven to be essential in students' mastery of math—from kindergarten through high school.

While this innovative new curriculum includes all the trademark *Eureka Math* aha moments that have been delighting students and teachers for years, it also boasts these exciting new features:

Teachability

*Eureka Math*² employs streamlined materials that allow teachers to plan more efficiently and focus their energy on delivering high-quality instruction that meets the individual needs of their students. Differentiation suggestions, slide decks, digital interactives, and multiple forms of assessment are just a few of the resources built right into the teacher materials.

Accessibility

*Eureka Math*² incorporates Universal Design for Learning principles so all learners can access the mathematics and take on challenging math concepts. Student supports are built into the instructional design and are clearly identified in the *Teach* book. Further, the curriculum carries a focus on readability. By eliminating unnecessary words and using simple, clear sentences, the *Eureka Math*² teacher–writers have created one of the most readable mathematics curricula on the market. The curriculum's readability and accessibility help all students see themselves as mathematical thinkers and doers who are fully capable of owning their mathematics learning.

Digital Engagement

The digital elements of *Eureka Math*² add to students' engagement with the math. The curriculum provides teachers with digital slides for each lesson. In addition, each grade level includes wordless videos that spark students' interest and curiosity. Students at all levels work through mathematical explorations that help lead to their own mathematical discoveries. Digital lessons and videos provide opportunities for students to wonder, explore, and make sense of mathematics, which contributes to the development of a strong, positive mathematical identity.

Nebraska Mathematical Processes	Aligned Components of <i>Eureka Math</i> ²
<p>MP.1 Make sense of problems and persevere in solving them.</p>	<p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p>
<p>MP.2 Reason quantitatively and abstractly and consider the reasoning of others.</p>	<p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p>
<p>MP.3 Create and use representations to organize, record, and communicate mathematical ideas.</p>	<p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p>
<p>MP.4 Analyze mathematical relationships to connect mathematical ideas.</p>	<p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p>
<p>MP.5 Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p>	<p>Lessons in every module engage students in mathematical processes. These are indicated in margin notes included with every lesson.</p>

Number: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using place value understanding.

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<p>3.N.1.a</p> <p>Read, write, and demonstrate multiple equivalent representations for numbers up to 10,000 using objects or visual representations including standard form and expanded form.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
<p>3.N.1.b</p> <p>Represent and justify comparisons of whole numbers up to 10,000 using number lines and reasoning strategies.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>

Number: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.N.2 Fractions: Students will develop understanding of fractions as numbers.

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<p>3.N.2.a</p> <p>Partition two-dimensional figures into equal areas and express the area of each part as a unit fraction of the whole.</p>	<p>3 M5 Topic A: Partition a Whole into Equal Parts</p> <p>3 M5 Topic B: Unit Fractions and Their Relationship to the Whole</p>
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<p>3.N.2.b</p> <p>Find parts of a whole using visual fraction models.</p>	<p>3 M5 Lesson 4: Partition a whole into fractional units pictorially and identify the unit fraction.</p> <p>3 M5 Lesson 5: Partition a whole into fractional units and write fractions in fraction form.</p> <p>3 M5 Lesson 6: Build non-unit fractions less than 1 from unit fractions concretely.</p> <p>3 M5 Lesson 7: Identify and represent a whole as two parts: a unit fraction and a non-unit fraction.</p> <p>3 M5 Lesson 8: Identify and represent a whole as two non-unit fractions.</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>
<p>3.N.2.c</p> <p>Represent and understand a fraction as a number on a number line.</p>	<p>3 M5 Lesson 11: Locate fractions from 0 to 1 on a number line by using fraction tiles.</p> <p>3 M5 Lesson 12: Represent fractions from 0 to 1 on a number line.</p> <p>3 M5 Lesson 15: Identify fractions on a ruler as numbers on a number line.</p> <p>3 M5 Lesson 18: Compare fractions with like units by using a number line.</p> <p>3 M5 Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals.</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>
<p>3.N.2.d</p> <p>Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.</p>	<p>3 M5 Lesson 13: Identify equivalent fractions from 0 to 1 with tape diagrams and on number lines.</p> <p>3 M5 Lesson 14: Recognize that equivalent fractions share the same location on a number line.</p> <p>3 M5 Lesson 16: Measure lengths and record data on a line plot.</p> <p>3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.</p> <p>3 M5 Lesson 22: Identify fractions equivalent to whole numbers by using number lines.</p> <p>3 M5 Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.</p> <p>3 M5 Lesson 24: Generate equivalent fractions greater than 1 by using a number line.</p> <p>3 M5 Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals.</p>

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<p>3.N.2.e</p> <p>Justify whole numbers as fractions and identify fractions that are equivalent to whole numbers.</p>	<p>3 M5 Lesson 8: Identify and represent a whole as two non-unit fractions.</p> <p>3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.</p> <p>3 M5 Lesson 22: Identify fractions equivalent to whole numbers by using number lines.</p> <p>3 M5 Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.</p> <p>3 M5 Lesson 24: Generate equivalent fractions greater than 1 by using a number line.</p> <p>3 M5 Lesson 25: Express whole numbers as fractions with a denominator of 1.</p>
<p>3.N.2.f</p> <p>Compare and order fractions having the same numerators or denominators by reasoning about their size.</p>	<p>3 M5 Lesson 9: Compare unit fractions by reasoning about their size concretely.</p> <p>3 M5 Lesson 10: Compare non-unit fractions less than 1 with the same numerator by using tape diagrams.</p> <p>3 M5 Lesson 18: Compare fractions with like units by using a number line.</p> <p>3 M5 Lesson 19: Compare fractions with unlike units but the same numerator by using number lines.</p> <p>3 M5 Lesson 20: Compare fractions with related units by using a number line.</p> <p>3 M5 Lesson 21: Compare various fractions by representing them on number lines.</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>

Algebra: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and apply operational properties to solve problems.

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<p>3.A.1.a</p> <p>Add and subtract up to four-digit whole numbers with or without regrouping using strategies based on place value and algorithms.</p>	<p>3 M2 Lesson 12: Estimate sums and differences by rounding.</p> <p>3 M2 Lesson 14: Use place value understanding to add and subtract like units.</p> <p>3 M2 Lesson 15: Use the associative property to make the next ten to add.</p> <p>3 M2 Lesson 16: Use compensation to add.</p> <p>3 M2 Lesson 17: Use place value understanding to subtract efficiently using take from a ten.</p> <p>3 M2 Lesson 18: Use place value understanding to subtract efficiently using take from a hundred.</p> <p>3 M2 Lesson 19: Use compensation to subtract.</p> <p>3 M2 Lesson 20: Add measurements using the standard algorithm to compose larger units once.</p> <p>3 M2 Lesson 21: Add measurements using the standard algorithm to compose larger units twice.</p> <p>3 M2 Lesson 22: Subtract measurements using the standard algorithm to decompose larger units once.</p> <p>3 M2 Lesson 23: Subtract measurements using the standard algorithm to decompose larger units twice.</p> <p>3 M2 Lesson 24: Subtract measurements using the standard algorithm to decompose larger units across two place values.</p> <p><i>Supplemental material is necessary to address adding and subtracting four-digit whole numbers.</i></p>
<p>3.A.1.b</p> <p>Determine the reasonableness of whole number sums and differences using estimations and number sense.</p>	<p>3 M2 Lesson 12: Estimate sums and differences by rounding.</p> <p>3 M2 Topic D: Two- and Three-Digit Measurement Addition and Subtraction</p>

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<p>3.A.1.c</p> <p>Solve and write one-step whole number equations to represent authentic problems using the four operations including equations with an unknown start, unknown change, or unknown result.</p>	<p>3 M1 Lesson 5: Represent and solve multiplication word problems by using drawings and equations.</p> <p>3 M1 Lesson 8: Model measurement and partitive division by drawing arrays.</p> <p>3 M1 Lesson 9: Represent and solve division word problems using drawings and equations.</p> <p>3 M1 Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 18: Represent and solve measurement and partitive division word problems.</p> <p>3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication.</p> <p>3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations.</p> <p>3 M2 Lesson 12: Estimate sums and differences by rounding.</p> <p>3 M2 Lesson 14: Use place value understanding to add and subtract like units.</p> <p>3 M2 Lesson 15: Use the associative property to make the next ten to add.</p> <p>3 M2 Lesson 16: Use compensation to add.</p> <p>3 M2 Lesson 17: Use place value understanding to subtract efficiently using take from a ten.</p> <p>3 M2 Lesson 18: Use place value understanding to subtract efficiently using take from a hundred.</p> <p>3 M2 Lesson 19: Use compensation to subtract.</p> <p>3 M2 Lesson 20: Add measurements using the standard algorithm to compose larger units once.</p> <p>3 M2 Lesson 21: Add measurements using the standard algorithm to compose larger units twice.</p> <p>3 M2 Lesson 22: Subtract measurements using the standard algorithm to decompose larger units once.</p> <p>3 M2 Lesson 23: Subtract measurements using the standard algorithm to decompose larger units twice.</p> <p>3 M2 Lesson 24: Subtract measurements using the standard algorithm to decompose larger units across two place values.</p> <p>3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays.</p>
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<p>3.A.1.c <i>continued</i></p>	<p>3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.</p> <p>3 M3 Lesson 8: Use the break apart and distribute strategy to multiply with units of 7.</p> <p>3 M3 Lesson 12: Solve one-step word problems involving multiplication and division.</p> <p>3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task.</p> <p>3 M6 Lesson 26: Fluently multiply and divide within 100 and add and subtract within 1,000.</p>
<p>3.A.1.d</p> <p>Interpret and solve two-step authentic problems involving whole numbers and the four operations.</p>	<p>3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication.</p> <p>3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations.</p> <p>3 M2 Lesson 25: Solve two-step word problems.</p> <p>3 M3 Lesson 19: Solve two-step word problems involving all four operations and assess the reasonableness of solutions.</p> <p>3 M3 Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.</p> <p>3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task.</p> <p>3 M6 Lesson 7: Count coins and create money word problems.</p>
<p>3.A.1.e</p> <p>Apply commutative, associative, distributive, identity, and zero properties as strategies to multiply and divide.</p>	<p>3 M1 Topic C: Properties of Multiplication</p> <p>3 M1 Lesson 19: Use the distributive property to break apart multiplication problems into known facts.</p> <p>3 M3 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>3 M3 Lesson 3: Count by units of 8 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 4: Decompose pictorial arrays to create expressions with three factors.</p> <p>3 M3 Lesson 5: Use the break apart and distribute strategy to multiply with units of 6 and 8.</p> <p>3 M3 Lesson 6: Use the break apart and distribute strategy to divide with units of 6 and 8.</p> <p>3 M3 Lesson 8: Use the break apart and distribute strategy to multiply with units of 7.</p> <p>3 M3 Lesson 9: Model the associative property as a strategy to multiply.</p>

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<p>3.A.1.e <i>continued</i></p>	<p>3 M3 Lesson 10: Use parentheses in expressions with different operations.</p> <p>3 M3 Lesson 11: Use the break apart and distribute strategy to divide with units of 7.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9.</p> <p>3 M3 Lesson 21: Multiply by multiples of 10 by using place value strategies and the associative property.</p> <p>3 M3 Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12.</p> <p>3 M3 Lesson 24: Organize, count, and represent a collection of objects.</p>
<p>3.A.1.f</p> <p>Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to interpret and explain the meaning of multiplication and division and their relationship.</p>	<p>3 M1 Lesson 2: Interpret equal groups as multiplication.</p> <p>3 M1 Lesson 3: Relate multiplication to the array model.</p> <p>3 M1 Lesson 4: Interpret the meaning of factors as number of groups or number in each group.</p> <p>3 M1 Lesson 5: Represent and solve multiplication word problems by using drawings and equations.</p> <p>3 M1 Topic B: Conceptual Understanding of Division</p> <p>3 M1 Lesson 10: Demonstrate the commutative property of multiplication using a unit of 2 and the array model.</p> <p>3 M1 Lesson 11: Demonstrate the commutative property of multiplication using a unit of 4 and the array model.</p> <p>3 M1 Lesson 13: Demonstrate the commutative property of multiplication using a unit of 3 and the array model.</p> <p>3 M1 Topic D: Two Interpretations of Division</p> <p>3 M1 Lesson 20: Use the distributive property to break apart division problems into known facts.</p> <p>3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication.</p> <p>3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations.</p> <p>3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 3: Count by units of 8 to multiply and divide by using arrays.</p>

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<p>3.A.1.f <i>continued</i></p>	<p>3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.</p> <p>3 M3 Lesson 8: Use the break apart and distribute strategy to multiply with units of 7.</p> <p>3 M3 Lesson 12: Solve one-step word problems involving multiplication and division.</p> <p>3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0.</p> <p>3 M3 Lesson 18: Create multiplication and division word problems.</p> <p>3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task.</p>
<p>3.A.1.g</p> <p>Fluently multiply and divide within 100 using strategies based on understanding and properties of operations.</p>	<p>3 M1 Lesson 12: Demonstrate the distributive property using a unit of 4.</p> <p>3 M1 Lesson 14: Demonstrate the distributive property using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Topic E: Application of Multiplication and Division Concepts</p> <p>3 M3 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9.</p> <p>3 M3 Lesson 17: Identify and complete patterns with input-output tables.</p> <p>3 M3 Lesson 24: Organize, count, and represent a collection of objects.</p> <p>3 M6 Lesson 26: Fluently multiply and divide within 100 and add and subtract within 1,000.</p>
<p>3.A.1.h</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range of 10 to 90 using strategies based on place value and properties of operations.</p>	<p>3 M3 Lesson 20: Multiply by multiples of 10 by using the place value chart.</p> <p>3 M3 Lesson 21: Multiply by multiples of 10 by using place value strategies and the associative property.</p> <p>3 M3 Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.</p>

Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes.

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<p>3.G.1.1</p> <p>Sort quadrilaterals into categories according to their attributes.</p>	<p>3 M4 Lesson 1: Explore attributes of squares, rectangles, and trapezoids.</p> <p>3 M4 Lesson 5: Relate side lengths to the number of tiles on a side.</p> <p>3 M6 Topic B: Attributes of Two-Dimensional Figures</p>
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Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.G.2 Area and Perimeter: Students will recognize perimeter and area as attributes of plane figures and understand concepts of area measurement.

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<p>3.G.2.a</p> <p>Solve authentic problems involving perimeters of polygons when given the side lengths or when given the perimeter and unknown side length(s).</p>	<p>3 M6 Topic C: Problem Solving with Perimeter</p> <p>3 M6 Lesson 19: Measure the perimeter of various circles to the nearest quarter inch by using string.</p>
<p>3.G.2.b</p> <p>Use concrete and pictorial models to measure areas in square units by counting square units.</p>	<p>3 M4 Topic A: Foundations for Understanding Area</p> <p>3 M4 Lesson 6: Tile rectangles with squares to make arrays and relate the side lengths to the area.</p> <p>3 M4 Lesson 7: Draw rows and columns to complete a rectangular array and determine its area.</p> <p>3 M4 Lesson 16: Solve historical math problems involving area.</p> <p>3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot.</p>

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<p>3.G.2.c</p> <p>Find the area of a rectangle with whole-number side lengths by modeling with unit squares; show that area can be additive and is the same as would be found by multiplying the side lengths.</p>	<p>3 M4 Topic B: Concepts of Area Measurement</p> <p>3 M4 Topic C: Applying Properties of Operations to Area</p> <p>3 M4 Lesson 13: Apply area understanding to real-world situations.</p> <p>3 M4 Lesson 14: Reason to find the area of composite shapes by using grids.</p> <p>3 M4 Lesson 15: Reason to find the area of composite shapes by using rectangles.</p> <p>3 M4 Lesson 17: Apply area concepts to a real-world context.</p> <p>3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot.</p> <p>3 M4 Lesson 19: Apply area concepts to complete a multi-part task.</p>
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Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.G.3 Measurement: Students will use tools to solve measurement problems.

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<p>3.G.3.a</p> <p>Identify and use the appropriate tools and units of measurement, both customary and metric, to solve authentic problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).</p>	<p>3 M2 Topic A: Understanding Place Value Concepts Through Metric Measurement</p> <p>3 M2 Topic D: Two- and Three-Digit Measurement Addition and Subtraction</p>
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<p>3.G.3.b</p> <p>Estimate and measure length to the nearest half inch, fourth inch, and centimeter.</p>	<p>3 M5 Lesson 15: Identify fractions on a ruler as numbers on a number line.</p> <p>3 M5 Lesson 16: Measure lengths and record data on a line plot.</p> <p>3 M6 Lesson 14: Measure side lengths in whole-number units to determine the perimeters of polygons.</p> <p>3 M6 Lesson 19: Measure the perimeter of various circles to the nearest quarter inch by using string.</p> <p>3 M6 Lesson 20: Record measurement data in a line plot.</p> <p>3 M6 Lesson 21: Create and analyze a line plot for measurement data to the nearest half unit and quarter unit.</p>
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Geometry: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.G.4 Time: Students will tell time to the nearest minute and find elapsed time.

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<p>3.G.4.a</p> <p>Tell and write time to the minute using both analog and digital clocks.</p>	<p>3 M6 Lesson 1: Relate skip-counting by fives on the clock to telling time on the number line.</p> <p>3 M6 Lesson 2: Count by fives and ones on the number line as a strategy for telling time to the nearest minute on the clock.</p>
<p>3.G.4.b</p> <p>Solve authentic problems involving addition and subtraction of time intervals and find elapsed time.</p>	<p>3 M6 Lesson 3: Solve time word problems where the end time is unknown.</p> <p>3 M6 Lesson 4: Solve time word problems where the start time is unknown.</p> <p>3 M6 Lesson 5: Solve time word problems where the change in time is unknown.</p> <p>3 M6 Lesson 6: Solve time word problems and use time data to create a line plot.</p>

Data: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

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<p>3.D.1.a</p> <p>Create scaled picture graphs and scaled bar graphs to represent a data set with more than four categories, including data collected through observations, surveys, and experiments.</p>	<p>3 M2 Lesson 13: Collect and represent data in a scaled bar graph and solve related problems.</p> <p>3 M6 Lesson 22: Generate categorical data and represent it by using a scaled picture graph.</p> <p>3 M6 Lesson 23: Solve word problems by creating scaled picture graphs and scaled bar graphs.</p>
<p>3.D.1.b</p> <p>Generate and represent data using line plots where the horizontal scale is marked off in halves and whole number units.</p>	<p>3 M5 Lesson 16: Measure lengths and record data on a line plot.</p> <p>3 M6 Lesson 20: Record measurement data in a line plot.</p> <p>3 M6 Lesson 21: Create and analyze a line plot for measurement data to the nearest half unit and quarter unit.</p>

Data: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

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<p>3.D.2.a</p> <p>Analyze data and make simple statements using information represented in picture graphs, line plots, and bar graphs.</p>	<p>3 M2 Lesson 13: Collect and represent data in a scaled bar graph and solve related problems.</p> <p>3 M5 Lesson 16: Measure lengths and record data on a line plot.</p> <p>3 M6 Lesson 20: Record measurement data in a line plot.</p> <p>3 M6 Lesson 21: Create and analyze a line plot for measurement data to the nearest half unit and quarter unit.</p> <p>3 M6 Lesson 22: Generate categorical data and represent it by using a scaled picture graph.</p> <p>3 M6 Lesson 23: Solve word problems by creating scaled picture graphs and scaled bar graphs.</p>