Grade 3 | Indiana Academic 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.

Process Standards for Mathematics	Aligned Components of *Eureka Math²*
PS.1: Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.	While lessons in every module engage students in making sense of problems and persevering in solving them, this mathematical practice is specifically addressed in the following modules: 3 M2: Place Value Concepts Through Metric Measurement 3 M6: Geometry, Measurement, and Data
PS.2: Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	While lessons in every module engage students in reasoning abstractly and quantitatively, this mathematical practice is specifically addressed in the following modules: 3 M1: Multiplication and Division with Units of 2, 3, 4, 5, and 10 3 M3: Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9

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PS.3: Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	While lessons in every module engage students in constructing viable arguments and critiquing the reasoning of others, this mathematical practice is specifically addressed in the following modules: 3 M4: Multiplication and Area 3 M6: Geometry, Measurement, and Data

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PS.4: Model with mathematics. Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	While lessons in every module engage students in modeling with mathematics, this mathematical practice is specifically addressed in the following modules: 3 M1: Multiplication and Division with Units of 2, 3, 4, 5, and 10 3 M3: Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9
PS.5: Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.	While lessons in every module engage students in using appropriate tools strategically, this mathematical practice is specifically addressed in the following modules: 3 M1: Multiplication and Division with Units of 2, 3, 4, 5, and 10 3 M2: Place Value Concepts Through Metric Measurement 3 M4: Multiplication and Area

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PS.6: Attend to precision. Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.	While lessons in every module engage students in attending to precision, this mathematical practice is specifically addressed in the following modules: 3 M4: Multiplication and Area 3 M5: Fractions as Numbers
PS.7: Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.	While lessons in every module engage students in looking for and making use of structure, this mathematical practice is specifically addressed in the following modules: 3 M2: Place Value Concepts Through Metric Measurement 3 M3: Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9 3 M5: Fractions as Numbers
PS.8: Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.	While lessons in every module engage students in looking for and expressing regularity in repeated reasoning, this mathematical practice is specifically addressed in the following modules: 3 M3: Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9 3 M5: Fractions as Numbers 3 M6: Geometry, Measurement, and Data

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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 $10{,}000$.	4 M1 Lesson 5: Organize, count, and represent a collection of objects. 4 M1 Lesson 7: Write numbers to $1{,}000{,}000$ in unit form and expanded form by using place value structure. 4 M1 Lesson 8: Write numbers to $1{,}000{,}000$ in standard form and word form. 4 M1 Lesson 10: Name numbers by using place value understanding.
	3.NS.2 Compare two whole numbers up to $10{,}000$ using $>$, $=$, and $<$ symbols.	4 M1 Lesson 9: Compare numbers within $1{,}000{,}000$ by using $>$, $=$, and $<$.
	3.NS.3 Understand a fraction, $\frac{1}{b}$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, $\frac{a}{b}$, as the quantity formed by a parts of size $\frac{1}{b}$. [*In grade 3, limit denominators of fractions to* $2, 3, 4, 6, 8$.]	3 M5 Lesson 4: Partition a whole into fractional units pictorially and identify the unit fraction. 3 M5 Lesson 5: Partition a whole into fractional units and write fractions in fraction form. 3 M5 Topic B: Unit Fractions and Their Relationship to the Whole 3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.
	3.NS.4 Represent a fraction, $\frac{1}{b}$, 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 $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.	3 M5 Topic C: Fractions on the Number Line

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	3.NS.5 Represent a fraction, $\frac{a}{b}$, on a number line by marking off lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$, and that its endpoint locates the number $\frac{a}{b}$ on the number line.	3 M5 Topic C: Fractions on the Number Line 3 M5 Lesson 18: Compare fractions with like units by using a number line. 3 M5 Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals. 3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.
	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.	3 M5 Topic C: Fractions on the Number Line 3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers. 3 M5 Lesson 22: Identify fractions equivalent to whole numbers by using number lines. 3 M5 Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.
	3.NS.7 Recognize and generate simple equivalent fractions (e.g., $\frac{1}{2}=\frac{2}{4}, \frac{4}{6}=\frac{2}{3}$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).	3 M5 Topic C: Fractions on the Number Line 3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers. 3 M5 Topic E: Equivalent Fractions

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	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).	3 M5 Lesson 9: Compare unit fractions by reasoning about their size concretely. 3 M5 Lesson 10: Compare non-unit fractions less than 1 with the same numerator by using tape diagrams. 3 M5 Topic D: Comparing Fractions 3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.
	3.NS.9 Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	3 M2 Topic B: Rounding to the Nearest Ten and Hundred

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Computation	**3.C.1** Fluently add and subtract whole numbers within $1{,}000$ using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.	3 M2 Lesson 12: Estimate sums and differences by rounding. 3 M2 Topic C: Simplifying Strategies to Find Sums and Differences 3 M2 Topic D: Two- and Three-Digit Measurement Addition and Subtraction 3 M6 Lesson 26: Fluently multiply and divide within 100 and add and subtract within $1{,}000$.
	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.	3 M1 Topic A: Conceptual Understanding of Multiplication 3 M1 Topic C: Properties of Multiplication 3 M3 Topic A: Multiplication and Division Concepts with an Emphasis on Units of 6 and 8 3 M3 Topic B: Multiplication and Division Concepts with an Emphasis on the Unit of 7 3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0. 3 M3 Lesson 18: Create multiplication and division word problems. 3 M4 Topic B: Concepts of Area Measurement

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	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.	3 M1 Topic B: Conceptual Understanding of Division 3 M1 Topic D: Two Interpretations of Division 3 M1 Lesson 20: Use the distributive property to break apart division problems into known facts. 3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays. 3 M3 Lesson 3: Count by units of 8 to multiply and divide by using arrays. 3 M3 Lesson 6: Use the break apart and distribute strategy to divide with units of 6 and 8. 3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams. 3 M3 Lesson 11: Use the break apart and distribute strategy to divide with units of 7. 3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0.
	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).	3 M1 Topic B: Conceptual Understanding of Division 3 M1 Topic D: Two Interpretations of Division 3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0. 3 M3 Lesson 18: Create multiplication and division word problems.

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	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.	3 M1: Multiplication and Division with Units of 2, 3, 4, 5, and 10 3 M3: Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9 3 M6 Lesson 26: Fluently multiply and divide within 100 and add and subtract within $1{,}000$.
	3.C.6 Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.	3 M1: Multiplication and Division with Units of 2, 3, 4, 5, and 10 3 M3: Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9 3 M6 Lesson 26: Fluently multiply and divide within 100 and add and subtract within $1{,}000$.
Algebraic Thinking	**3.AT.1** Solve real-world problems involving addition and subtraction of whole numbers within $1{,}000$ (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	3 M2 Lesson 7: Solve one-step word problems using metric units. 3 M2 Lesson 12: Estimate sums and differences by rounding. 3 M2 Lesson 13: Collect and represent data in a scaled bar graph and solve related problems. 3 M2 Lesson 17: Use place value understanding to subtract efficiently using take from a ten. 3 M2 Topic D: Two- and Three-Digit Measurement Addition and Subtraction

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	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).	3 M1 Lesson 5: Represent and solve multiplication word problems by using drawings and equations. 3 M1 Lesson 8: Model measurement and partitive division by drawing arrays. 3 M1 Lesson 9: Represent and solve division word problems using drawings and equations. 3 M1 Topic D: Two Interpretations of Division 3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication. 3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations. 3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays. 3 M3 Topic B: Multiplication and Division Concepts with an Emphasis on the Unit of 7 3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task.

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	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).	3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication. 3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations. 3 M2 Lesson 25: Solve two-step word problems. 3 M3 Lesson 19: Solve two-step word problems by using the four operations and assess the reasonableness of solutions. 3 M3 Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10. 3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task. 3 M6 Lesson 7: Count coins and create money word problems.
	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.	3 M1 Topic A: Conceptual Understanding of Multiplication 3 M1 Topic C: Properties of Multiplication 3 M3 Topic A: Multiplication and Division Concepts with an Emphasis on Units of 6 and 8 3 M3 Topic B: Multiplication and Division Concepts with an Emphasis on the Unit of 7 3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0. 3 M3 Lesson 18: Create multiplication and division word problems.

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	3.AT.5 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	3 M1 Topic D: Two Interpretations of Division 3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays. 3 M3 Lesson 3: Count by units of 8 to multiply and divide by using arrays. 3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.
	3.AT.6 Create, extend, and give an appropriate rule for number patterns within 100 (including patterns in the addition table or multiplication table).	3 M3 Topic C: Analysis of Patterns Using Units of 9, 0, and 1 3 M3 Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12.
Geometry	**3.G.1** Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.	2 M3 Lesson 5: Relate the square to the cube and use attributes to describe a cube.
	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.	3 M4 Lesson 1: Explore attributes of squares, rectangles, and trapezoids. 3 M6 Topic B: Attributes of Two-Dimensional Figures

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	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.	3 M6 Topic B: Attributes of Two-Dimensional Figures 4 M6 Lesson 1: Identify and draw points, lines, line segments, rays, and angles.
	3.G.4 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}, \frac{1}{8}\right)$.	3 M5 Topic A: Partition a Whole into Equal Parts 3 M5 Topic B: Unit Fractions and Their Relationship to the Whole
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).	3 M2 Topic A: Understanding Place Value Concepts Through Metric Measurement 3 M2 Lesson 9: Round two-digit numbers to the nearest ten on the vertical number line. 3 M2 Lesson 14: Use place value understanding to add and subtract like units. 3 M2 Topic D: Two- and Three-Digit Measurement Addition and Subtraction 4 M3 Lesson 19: Express customary measurements of weight in terms of smaller units. 4 M3 Lesson 20: Express customary measurements of liquid volume in terms of smaller units. *Supplemental material is necessary to fully address customary units.*

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	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.	3 M2 Topic A: Understanding Place Value Concepts Through Metric Measurement 3 M2 Lesson 8: Read temperatures on a thermometer using number line concepts. 3 M5 Lesson 15: Identify fractions on a ruler as numbers on a number line. 3 M5 Lesson 16: Measure lengths and record data on a line plot. 3 M5 Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals. 3 M6 Lesson 19: Measure the perimeter of various circles to the nearest quarter inch by using string. 3 M6 Lesson 20: Record measurement data in a line plot. 4 M3 Lesson 19: Express customary measurements of weight in terms of smaller units. *Supplemental material is necessary to fully address customary weight units.*
	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.	3 M6 Topic A: Tell Time and Solve Time Interval Problems

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	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.	3 M6 Lesson 7: Count coins and create money word problems. *Supplemental material is necessary to address writing amounts that include both dollars and cents.*
	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.	3 M4 Topic A: Foundations for Understanding Area 3 M4 Topic B: Concepts of Area Measurement 3 M4 Lesson 12: Find all possible side lengths of rectangles with a given area. 3 M4 Lesson 16: Solve historical math problems involving area. 3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot.
	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.	3 M4 Lesson 8: Determine the area of a rectangle by using side lengths. 3 M4 Lesson 9: Multiply side lengths to find the area of a rectangle. 3 M4 Lesson 11: Decompose to find the total area of a rectangle. 3 M4 Lesson 12: Find all possible side lengths of rectangles with a given area. 3 M4 Topic D: Applications of Area
	3.M.7 Find perimeters of polygons given the side lengths or given an unknown side length	3 M6 Topic C: Problem Solving with Perimeter

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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.	3 M2 Lesson 13: Collect and represent data in a scaled bar graph and solve related problems. 3 M6 Topic D: Collecting and Displaying Data
	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.	3 M5 Lesson 16: Measure lengths and record data on a line plot. 3 M6 Lesson 20: Record measurement data in a line plot. 3 M6 Lesson 21: Create and analyze a line plot for measurement data to the nearest half unit and quarter unit.