**MATH STANDARDS: “I CAN STATEMENTS” CLASS SUMMARY**

**3**

A PACIFIC UNION CONFERENCE CORRELATION OF NAD AND CCSS

| **“I Can Statements”…Common Core Standards in Kid-Friendly Language** | **Go Math**  **Correlation** | **Students** | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **NUMBERS AND OPERATIONS (NAD) / NUMBER AND OPERATIONS IN BASE TEN (CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can use place value understanding to round whole numbers to the nearest 10 or 100.  ([NAD 3.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NBT.1](http://www.corestandards.org/Math/Content/3/NBT/)) | 1.2, 1.3, 1.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction.  ([NAD 3.NO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NBT.2](http://www.corestandards.org/Math/Content/3/NBT/))  **\*\*\*REQUIRED FLUENCY\*\*\*** | 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 1.11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **NUMBERS AND OPERATIONS (NAD) / NUMBER AND OPERATIONS – FRACTIONS (CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can understand a fraction as the quantity formed by 1 part when a whole is divided into equal parts.  ([NAD 3.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NF.1](http://www.corestandards.org/Math/Content/3/NF/)) | 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can understand a fraction a/b as the quantity formed by a parts of 1/b.  ([NAD 3.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NF.1](http://www.corestandards.org/Math/Content/3/NF/)) | 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can represent a fraction on a number line by defining the space from 0 to 1 as the whole and dividing it into equal parts.  ([NAD 3.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NF.2a](http://www.corestandards.org/Math/Content/3/NF/)) | 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can 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.  ([NAD 3.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NF.2a](http://www.corestandards.org/Math/Content/3/NF/)) | 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can represent a fraction on a number line diagram by marking off lengths from 0.  ([NAD 3.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NF.2b](http://www.corestandards.org/Math/Content/3/NF/)) | 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.  ([NAD 3.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NF.2b](http://www.corestandards.org/Math/Content/3/NF/)) | 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can express whole numbers are fractions. I can recognize fractions that are equivalent to whole numbers. ([NAD 3.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NF.3c](http://www.corestandards.org/Math/Content/3/NF/)) | 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can recognize that comparisons are valid only when the two fractions refer to the same whole. ([NAD 3.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NF.3d](http://www.corestandards.org/Math/Content/3/NF/)) | 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can understand that two fractions are equal if they are the same size, or the same point on a number line. ([NAD 3.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NF.3a](http://www.corestandards.org/Math/Content/3/NF/)) | 8.6, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can recognize and generate simple equivalent fractions. I can explain why the fractions are equivalent. ([NAD 3.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 3.NF.3b](http://www.corestandards.org/Math/Content/3/NF/)) | 8.6, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can compare two fractions with the same numerator or the same denominator by thinking about their size. ([CCSS 3.NF.3d](http://www.corestandards.org/Math/Content/3/NF/)) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can record the results of comparisons with the symbols >, =, or <, and justify the conclusions with a visual fraction model. ([CCSS 3.NF.3d](http://www.corestandards.org/Math/Content/3/NF/)) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **OPERATIONS AND ALGEBRAIC THINKING (NAD) / NUMBER AND OPERATIONS IN BASE TEN (CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations. ([NAD 3.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 3.NBT.3](http://www.corestandards.org/Math/Content/3/NBT/)) | 3.3, 3.5, 4.1, 4.2, 4.3, 4.5, 4.8, 4.9, 5.3, 5.4, 5.5, 6.1, 6.5, 6.6, 6.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **OPERATIONS AND ALGEBRAIC THINKING (NAD / CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can interpret products of whole numbers. For example, I can interpret 2 x 4 as the total number of objects in 2 groups of 4 objects each.  ([NAD 3.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 3.OA.1](http://www.corestandards.org/Math/Content/3/OA/)) | 3.1, 3.2, 6.2, 6.3, 6.4, 6.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can interpret whole-number quotients of whole numbers. ([NAD 3.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 3.OA.2](http://www.corestandards.org/Math/Content/3/OA/)) | 3.1, 3.2, 6.2, 6.3, 6.4, 6.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can understand division as an unknown-factor problem. ([NAD 3.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 3.OA.6](http://www.corestandards.org/Math/Content/3/OA/)) | 3.1, 3.2, 6.2, 6.3, 6.4, 6.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. ([NAD 3.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 3.OA.3](http://www.corestandards.org/Math/Content/3/OA/)) | 3.3, 3.5, 4.1, 4.2, 4.3, 4.5, 4.8, 4.9, 5.3, 5.4, 5.5, 6.1, 6.5, 6.6, 6.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can fluently multiply and divide within 100. By the end of Grade 3, I know all products of two one-digit numbers from memory.  ([NAD 3.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 3.OA.7](http://www.corestandards.org/Math/Content/3/OA/))  **\*\*\*REQUIRED FLUENCY\*\*\*** | 3.3, 3.5, 4.1, 4.2, 4.3, 4.5, 4.8, 4.9, 5.3, 5.4, 5.5, 6.1, 6.5, 6.6, 6.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can determine the unknown whole number in a multiplication or division equation relating three whole numbers.  ([NAD 3.OAT.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 3.OA.4](http://www.corestandards.org/Math/Content/3/OA/)) | 5.2, 7.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can apply properties of operations as strategies to multiply and divide.  ([NAD 3.OAT.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 3.OA.5](http://www.corestandards.org/Math/Content/3/OA/)) | 3.6, 3.7, 4.4, 4.6, 6.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can solve two-step problems using the four operations. I can represent these problems using equations with a letter standing for the unknown quantity.  ([NAD 3.OAT.5-6](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 3.OA.8](http://www.corestandards.org/Math/Content/3/OA/)) | 1.12, 3.4, 4.10, 7.10, 7.11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can judge my answers using mental computation and estimation, including rounding.  ([NAD 3.OAT.5-6](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 3.OA.8](http://www.corestandards.org/Math/Content/3/OA/)) | 1.12, 3.4, 4.10, 7.10, 7.11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can identify arithmetic patterns and explain them with properties of operations.  ([NAD 3.OAT.7](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 3.OA.9](http://www.corestandards.org/Math/Content/3/OA/)) | 1.1, 4.7, 5.1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **MEASUREMENT (NAD) / MEASUREMENT AND DATA (CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can tell and write time to the nearest minute and measure time intervals in minutes.  ([NAD 3.M.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.1](http://www.corestandards.org/Math/Content/3/MD/)) | 10.1, 10.2, 10.3, 10.4, 10.5, 10.7, 10.8, 10.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can solve problems involving addition and subtraction of time in minutes.  ([NAD 3.M.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.1](http://www.corestandards.org/Math/Content/3/MD/)) | 10.1, 10.2, 10.3, 10.4, 10.5, 10.7, 10.8, 10.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.  ([NAD 3.M.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.2](http://www.corestandards.org/Math/Content/3/MD/)) | 10.1, 10.2, 10.3, 10.4, 10.5, 10.7, 10.8, 10.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.  ([NAD 3.M.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.2](http://www.corestandards.org/Math/Content/3/MD/)) | 10.1, 10.2, 10.3, 10.4, 10.5, 10.7, 10.8, 10.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can read and understand a calendar using day, week, month, and year. ([NAD 3.M.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can explain and measure temperature using Celsius and Fahrenheit scales.  ([NAD 3.M.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can recognize that a square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.  ([NAD 3.M.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.5a](http://www.corestandards.org/Math/Content/3/MD/)) | 11.4, 11.5, 11.6, 11.7, 11.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can recognize that a plane figure which can be covered without gaps or overlaps by **n** unit squares is said to have an area of *n* square miles. ([NAD 3.M.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.5b](http://www.corestandards.org/Math/Content/3/MD/)) | 11.4, 11.5, 11.6, 11.7, 11.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can measure areas by counting unit squares made of square centimeters, square meters, square inches, square feet, and other units. ([NAD 3.M.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.6](http://www.corestandards.org/Math/Content/3/MD/)) | 11.4, 11.5, 11.6, 11.7, 11.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can find the areas of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found if I multiplied the side length.  ([NAD 3.M.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.7a](http://www.corestandards.org/Math/Content/3/MD/)) | 11.4, 11.5, 11.6, 11.7, 11.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can multiply the side lengths to find areas of rectangles with whole-number side lengths while solving real world and mathematical problems. ([NAD 3.M.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.7b](http://www.corestandards.org/Math/Content/3/MD/)) | 11.4, 11.5, 11.6, 11.7, 11.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can represent whole-number products as rectangular areas in mathematical reasoning. ([NAD 3.M.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.7b](http://www.corestandards.org/Math/Content/3/MD/)) | 11.4, 11.5, 11.6, 11.7, 11.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths and b + c is the sum of a x b and a x c. ([NAD 3.M.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.7c](http://www.corestandards.org/Math/Content/3/MD/)) | 11.4, 11.5, 11.6, 11.7, 11.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can use area models to represent the distributive property in mathematical reasoning. ([NAD 3.M.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.7c](http://www.corestandards.org/Math/Content/3/MD/)) | 11.4, 11.5, 11.6, 11.7, 11.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can recognize area as additive.  ([NAD 3.M.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.7d](http://www.corestandards.org/Math/Content/3/MD/)) | 11.4, 11.5, 11.6, 11.7, 11.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can find areas of rectilinear figures by decomposing them into separate rectangles and adding the areas of the non-overlapping parts. I can apply this technique to solve real world problems. ([NAD 3.M.4-5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.7d](http://www.corestandards.org/Math/Content/3/MD/)-8) | 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can solve real world mathematical problems involving perimeters of polygons.  ([NAD 3.M.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.8](http://www.corestandards.org/Math/Content/3/MD/)) | 11.1, 11.2, 11.3, 11.9, 11.10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can find perimeter if I know the side lengths; I can find an unknown side length; and I can show rectangles with the same perimeter and different areas or with the same area and different perimeters.  ([NAD 3.M.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 3.MD.8](http://www.corestandards.org/Math/Content/3/MD/)) | 11.1, 11.2, 11.3, 11.9, 11.10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can show various equivalent combinations of money. ([NAD 3.M.6](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can add and subtract money amounts.  ([NAD 3.M.6)](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **GEOMETRY (NAD / CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can understand that shapes in different categories may share attributes, and I can understand that the shared attributes can define a larger category. ([NAD 3.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 3.G.1](http://www.corestandards.org/Math/Content/3/G/)) | 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.  ([NAD 3.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 3.G.1](http://www.corestandards.org/Math/Content/3/G/)) | 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can divide shapes into parts with equal areas. ([NAD 3.GEO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 3.G.2](http://www.corestandards.org/Math/Content/3/G/)) | 12.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can express the area of each part as a unit fraction of the whole.  ([NAD 3.GEO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 3.G.2](http://www.corestandards.org/Math/Content/3/G/)) | 12.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **DATA ANALYSIS, STATISTICS, AND PROBABILITY (NAD) / MEASUREMENT AND DATA (CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. ([NAD 3.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 3.MD.3](http://www.corestandards.org/Math/Content/3/MD/)) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.  ([NAD 3.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 3.MD.3](http://www.corestandards.org/Math/Content/3/MD/)) | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can create measurement data by measuring lengths using rulers marked with halves and fourths of an inch.  ([NAD 3.DSP.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 3.MD.4](http://www.corestandards.org/Math/Content/3/MD/)) | 2.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can show data by making a line plot with a horizontal scale that is marked off in whole numbers, halves, or quarters.  ([NAD 3.DSP.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 3.MD.4](http://www.corestandards.org/Math/Content/3/MD/)) | 2.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |