
Grade 4 | Indiana Academic Standards for Mathematics Correlation to *Eureka Math*[®]

About *Eureka Math*

Created by Great Minds[®], a mission-driven Public Benefit Corporation, *Eureka Math*[®] helps teachers deliver unparalleled math instruction that provides students with a deep understanding and fluency in math. Crafted by teachers and math scholars, the curriculum carefully sequences the mathematical progressions to maximize coherence from Prekindergarten through Precalculus—a principle tested and proven to be essential in students' mastery of math.

Teachers and students using *Eureka Math* find the trademark “Aha!” moments in *Eureka Math* to be a source of joy and inspiration, lesson after lesson, year after year.

Aligned

Great Minds offers detailed analyses that demonstrate how each grade of *Eureka Math* aligns with specific state standards. Access these free alignment studies at greatminds.org/state-studies.

Data

Schools and districts nationwide are experiencing student growth and impressive test scores after using *Eureka Math*. See their stories and data at greatminds.org/data.

Full Suite of Resources

Great Minds offers the *Eureka Math* curriculum as PDF downloads for free, noncommercial use. Access the free PDFs at greatminds.org/math/curriculum.

The teacher-writers who created the curriculum have also developed essential resources, available only from Great Minds, including the following:

- Printed material in English and Spanish
- Digital resources
- Professional development
- Classroom tools and manipulatives
- Teacher support materials
- Parent resources

Mathematics Process Standards

PS.1

Make sense of problems and persevere in solving them.

PS.2

Reason abstractly and quantitatively.

PS.3

Construct viable arguments and critique the reasoning of others.

PS.4

Model with mathematics.

PS.5

Use appropriate tools strategically.

PS.6

Attend to precision.

PS.7

Look for and make use of structure.

PS.8

Look for and express regularity in repeated reasoning.

Aligned Components of *Eureka Math*

Lessons in every module engage students in mathematical processes. These are designated in the Module Overview and labeled in lessons.

For example:

A STORY OF UNITS

Lesson 3 4•1

Problem 2: Add to make 10 of a unit and bundling up to 1 million.

T: What would happen if we combined 2 groups of 5 hundreds? With your partner, draw place value disks to solve. Use the largest unit possible to express your answer.

S: 2 groups of 5 hundreds equals 10 hundreds.
→ It would make 10 hundreds, which can be bundled to make 1 thousand.

T: Now, solve for 5 thousands plus 5 thousands. Bundle in order to express your answer using the largest unit possible.

S: 5 thousands plus 5 thousands equals 10 thousands. We can bundle 10 thousands to make 1 ten thousand.

T: Solve for 4 ten thousands plus 6 ten thousands. Express your answer using the largest unit possible.

S: 4 ten thousands plus 6 ten thousands equals 10 ten thousands. We can bundle 10 ten thousands to make 1 hundred thousand.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
				●●●●●		
				●●●●●		
				●●●●●		
				●●●●●		
				●●●●●		
				●●●●●		
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MP.2

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Number Sense

Students represent and round multi-digit numbers. Students model, compare, and generate equivalent fractions, mixed numbers, and decimal numbers to the tenths and hundredths.

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<p>4.NS.1</p> <p>Read and write whole numbers up to 1,000,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.</p>	<p>G4 M1 Lesson 2: Recognize a digit represents 10 times the value of what it represents in the place to its right.</p> <p>G4 M1 Lesson 3: Name numbers within 1 million by building understanding of the place value chart and placement of commas for naming base thousand units.</p> <p>G4 M1 Lesson 4: Read and write multi-digit numbers using base ten numerals, number names, and expanded form.</p> <p>G4 M7 Lesson 17: Practice and solidify Grade 4 fluency.</p>
<p>4.NS.2</p> <p>Model mixed numbers and improper fractions using visual fraction models such as number lines and area models. Use a visual fraction model to show the equivalency between whole numbers and whole numbers as fractions.</p>	<p>G3 M5 Lesson 14: Place fractions on a number line with endpoints 0 and 1.</p> <p>G3 M5 Lesson 15: Place any fraction on a number line with endpoints 0 and 1.</p> <p>G3 M5 Lesson 16: Place whole number fractions and fractions between whole numbers on the number line.</p> <p>G3 M5 Lesson 17: Practice placing various fractions on the number line.</p> <p>G3 M5 Lesson 21: Recognize and show that equivalent fractions refer to the same point on the number line.</p> <p>G3 M5 Lesson 23: Generate simple equivalent fractions by using visual fraction models and the number line.</p> <p>G3 M5 Lesson 24: Express whole numbers as fractions and recognize equivalence with different units.</p> <p>G3 M5 Lesson 25: Express whole number fractions on the number line when the unit interval is 1.</p> <p>G3 M5 Lesson 26: Decompose whole number fractions greater than 1 using whole number equivalence with various models.</p> <p>G4 M5 Lesson 1: Decompose fractions as a sum of unit fractions using tape diagrams.</p>

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<p>4.NS.2 <i>continued</i></p>	<p>G4 M5 Lesson 2: Decompose fractions as a sum of unit fractions using tape diagrams.</p> <p>G4 M5 Lesson 16: Use visual models to add and subtract two fractions with the same units.</p> <p>G4 M5 Lesson 17: Use visual models to add and subtract two fractions with the same units, including subtracting from one whole.</p> <p>G4 M5 Lesson 19: Solve word problems involving addition and subtraction of fractions.</p> <p>G4 M5 Lesson 20: Use visual models to add two fractions with related units using the denominators 2, 3, 4, 5, 6, 8, 10, and 12.</p> <p>G4 M5 Lesson 21: Use visual models to add two fractions with related units using the denominators 2, 3, 4, 5, 6, 8, 10, and 12.</p> <p>G4 M5 Lesson 22: Add a fraction less than 1 to, or subtract a fraction less than 1 from, a whole number using decomposition and visual models.</p> <p>G4 M5 Lesson 24: Decompose and compose fractions greater than 1 to express them in various forms.</p> <p>G4 M5 Lesson 25: Decompose and compose fractions greater than 1 to express them in various forms.</p> <p>G4 M5 Lesson 26: Compare fractions greater than 1 by reasoning using benchmark fractions.</p> <p>G4 M5 Lesson 27: Compare fractions greater than 1 by creating common numerators or denominators.</p> <p>G4 M5 Lesson 28: Solve word problems with line plots.</p> <p>G4 M6 Lesson 6: Use the area model and number line to represent mixed numbers with units of ones, tenths, and hundredths in fraction and decimal forms.</p> <p>G4 M6 Lesson 8: Use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units.</p> <p>G5 M3 Topic A: Equivalent Fractions</p>

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<p>4.NS.3</p> <p>Use fraction models to represent two equivalent fractions with attention to how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to generate equivalent fractions. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.] (E)</p>	<p>G4 M5 Lesson 4: Decompose fractions into sums of smaller unit fractions using tape diagrams.</p> <p>G4 M5 Lesson 5: Decompose unit fractions using area models to show equivalence.</p> <p>G4 M5 Lesson 6: Decompose fractions using area models to show equivalence.</p> <p>G4 M5 Topic B: Fraction Equivalence Using Multiplication and Division</p> <p>G4 M5 Lesson 20: Use visual models to add two fractions with related units using the denominators 2, 3, 4, 5, 6, 8, 10, and 12.</p> <p>G4 M5 Lesson 21: Use visual models to add two fractions with related units using the denominators 2, 3, 4, 5, 6, 8, 10, and 12.</p> <p>G5 M3 Lesson 1: Make equivalent fractions with the number line, the area model, and numbers.</p> <p>G5 M3 Lesson 3: Add fractions with unlike units using the strategy of creating equivalent fractions.</p>
<p>4.NS.4</p> <p>Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as $0, \frac{1}{2},$ and 1). Explain why comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>, =,$ or $<,$ and justify the conclusions (e.g., by using a visual fraction model). (E)</p>	<p>G4 M5 Topic C: Fraction Comparison</p> <p>G4 M5 Lesson 26: Compare fractions greater than 1 by reasoning using benchmark fractions.</p> <p>G4 M5 Lesson 27: Compare fractions greater than 1 by creating common numerators or denominators.</p> <p>G4 M5 Lesson 28: Solve word problems with line plots.</p>

<p>Indiana Academic Standards for Mathematics</p>	<p>Aligned Components of <i>Eureka Math</i></p>
<p>4.NS.5</p> <p>Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form, and expanded form to represent decimal numbers to hundredths. Mentally calculate fraction and decimal equivalents for halves and fourths (e.g., $\frac{1}{2} = 0.5 = 0.50$, $\frac{7}{4} = 1\frac{3}{4} = 1.75$). (E)</p>	<p>G4 M6 Topic A: Exploration of Tenths</p> <p>G4 M6 Topic B: Tenths and Hundredths</p> <p>G4 M6 Topic D: Addition with Tenths and Hundredths</p> <p>G4 M6 Lesson 15: Express money amounts given in various forms as decimal numbers.</p> <p>G4 M7 Lesson 17: Practice and solidify Grade 4 fluency.</p>
<p>4.NS.6</p> <p>Compare two decimals to hundredths 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 model). (E)</p>	<p>G4 M6 Topic C: Decimal Comparison</p>
<p>4.NS.7</p> <p>Use place value understanding to round multi-digit whole numbers to any given place value.</p>	<p>G4 M1 Topic C: Rounding Multi-Digit Whole Numbers</p>

Computation and Algebraic Thinking

Students solve real-world problems using place value strategies and properties of multiplication and division with limitations. Students compose (addition) and decompose (subtraction) non-unit fractions and mixed numbers using models and strategies, applying these concepts to real-world situations. Students investigate the relationship between two given sets of numbers and generate number patterns based upon given rules.

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<p>4.CA.1</p> <p>Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Describe the strategy and explain the reasoning. (E)</p>	<p>G4 M3 Topic B: Multiplication by 10, 100, and 1,000</p> <p>G4 M3 Topic C: Multiplication of up to Four Digits by Single-Digit Numbers</p> <p>G4 M3 Topic D: Multiplication Word Problems</p> <p>G4 M3 Topic H: Multiplication of Two-Digit by Two-Digit Numbers</p> <p>G4 M7 Lesson 17: Practice and solidify Grade 4 fluency.</p>
<p>4.CA.2</p> <p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning. (E)</p>	<p>G4 M3 Topic E: Division of Tens and Ones with Successive Remainders</p> <p>G4 M3 Topic G: Division of Thousands, Hundreds, Tens, and Ones</p> <p>G4 M7 Lesson 17: Practice and solidify Grade 4 fluency.</p>

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4.CA.3

Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can be multiplied in any order. Investigate and apply the distributive property. (E)

- G3 M1 Topic C: Multiplication Using Units of 2 and 3
- G3 M1 Lesson 15: Relate arrays to tape diagrams to model the commutative property of multiplication.
- G3 M1 Lesson 16: Use the distributive property as a strategy to find related multiplication facts.
- G3 M1 Lesson 18: Apply the distributive property to decompose units.
- G3 M1 Lesson 19: Apply the distributive property to decompose units.
- G3 M3 Lesson 1: Study commutativity to find known facts of 6, 7, 8, and 9.
- G3 M3 Lesson 2: Apply the distributive and commutative properties to relate multiplication facts $5 \times n + n$ to $6 \times n$ and $n \times 6$ where n is the size of the unit.
- G3 M3 Lesson 5: Count by units of 7 to multiply and divide using number bonds to decompose.
- G3 M3 Lesson 6: Use the distributive property as a strategy to multiply and divide using units of 6 and 7.
- G3 M3 Lesson 8: Understand the function of parentheses and apply to solving problems.
- G3 M3 Lesson 9: Model the associative property as a strategy to multiply.
- G3 M3 Lesson 10: Use the distributive property as a strategy to multiply and divide.
- G3 M3 Lesson 12: Apply the distributive property and the fact $9 = 10 - 1$ as a strategy to multiply.
- G3 M3 Lesson 20: Use place value strategies and the associative property $n \times (m \times 10) = (n \times m) \times 10$ (where n and m are less than 10) to multiply by multiples of 10.
- G3 M7 Lesson 33: Solidify fluency with Grade 3 skills.
- G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.
- G4 M3 Topic B: Multiplication by 10, 100, and 1,000
- G4 M3 Topic C: Multiplication of up to Four Digits by Single-Digit Numbers
- G4 M3 Topic D: Multiplication Word Problems
- G4 M3 Lesson 23: Use division and the associative property to test for factors and observe patterns.
- G4 M3 Lesson 24: Determine if a whole number is a multiple of another number.
- G4 M3 Topic H: Multiplication of Two-Digit by Two-Digit Numbers

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<p>4.CA.4</p> <p>Investigate the mathematical relationship between factors and multiples for whole numbers from 1–100, including the set of factors and multiples for given numbers. Identify sets of factors and multiples for any given whole number up to 100.</p>	<p>G4 M3 Topic F: Reasoning with Divisibility</p>
<p>4.CA.5</p> <p>Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison. [In grade 4, division problems should not include a remainder.] (E)</p>	<p>G4 M3 Lesson 2: Solve multiplicative comparison word problems by applying the area and perimeter formulas.</p> <p>G4 M3 Lesson 3: Demonstrate understanding of area and perimeter formulas by solving multi-step real-world problems.</p> <p>G4 M3 Lesson 11: Connect the area model and the partial products method to the standard algorithm.</p> <p>G4 M3 Topic D: Multiplication Word Problems</p> <p>G4 M3 Lesson 26: Divide multiples of 10, 100, and 1,000 by single-digit numbers.</p> <p>G4 M7 Lesson 4: Solve multiplicative comparison word problems using measurement conversion tables.</p> <p>G4 M7 Lesson 5: Share and critique peer strategies.</p> <p>G4 M7 Lesson 10: Solve multi-step measurement word problems.</p>

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<p>4.CA.6</p> <p>Add and subtract fractions with common denominators using visual fraction models. Decompose non-unit fractions to represent them as iterations of unit fractions. (E)</p>	<p>G4 M5 Lesson 1: Decompose fractions as a sum of unit fractions using tape diagrams.</p> <p>G4 M5 Lesson 2: Decompose fractions as a sum of unit fractions using tape diagrams.</p> <p>G4 M5 Lesson 4: Decompose fractions into sums of smaller unit fractions using tape diagrams.</p> <p>G4 M5 Lesson 5: Decompose unit fractions using area models to show equivalence.</p> <p>G4 M5 Lesson 6: Decompose fractions using area models to show equivalence.</p> <p>G4 M5 Lesson 16: Use visual models to add and subtract two fractions with the same units.</p> <p>G4 M5 Lesson 17: Use visual models to add and subtract two fractions with the same units, including subtracting from one whole.</p> <p>G4 M5 Lesson 18: Add and subtract more than two fractions.</p> <p>G4 M5 Lesson 20: Use visual models to add two fractions with related units using the denominators 2, 3, 4, 5, 6, 8, 10, and 12.</p> <p>G4 M5 Lesson 21: Use visual models to add two fractions with related units using the denominators 2, 3, 4, 5, 6, 8, 10, and 12.</p> <p>G4 M5 Lesson 22: Add a fraction less than 1 to, or subtract a fraction less than 1 from, a whole number using decomposition and visual models.</p> <p>G5 M3 Lesson 2: Make equivalent fractions with sums of fractions with like denominators.</p>
<p>4.CA.7</p> <p>Add and subtract mixed numbers with common denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction).</p>	<p>G4 M5 Topic F: Addition and Subtraction of Fractions by Decomposition</p>

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<p>4.CA.8</p> <p>Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem). (E)</p>	<p>G4 M5 Lesson 19: Solve word problems involving addition and subtraction of fractions.</p> <p>G4 M5 Lesson 28: Solve word problems with line plots.</p>
<p>4.CA.9</p> <p>Describe the relationship between two terms and use it to find a second number when a first number is given. Generate a number pattern that follows a given rule.</p>	<p>G4 M1 Lesson 6: Find 1, 10, and 100 thousand more and less than a given number.</p> <p>G4 M3 Lesson 23: Use division and the associative property to test for factors and observe patterns.</p> <p>G4 M3 Lesson 24: Determine if a whole number is a multiple of another number.</p> <p>G4 M3 Lesson 25: Explore properties of prime and composite numbers to 100 by using multiples.</p> <p>G4 M5 Topic H: Exploring a Fraction Pattern</p> <p>G6 M2 Lesson 16: Even and Odd Numbers</p>

Geometry

Students utilize appropriate tools to identify, describe, and draw parallelograms, rhombuses, and trapezoids in addition to classifying two-dimensional shapes.

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<p>4.G.1</p> <p>Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge, and technology).</p>	<p>G3 M7 Lesson 4: Compare and classify quadrilaterals.</p> <p>G3 M7 Lesson 6: Draw polygons with specified attributes to solve problems.</p> <p>G3 M7 Lesson 9: Reason about composing and decomposing polygons using tangrams.</p> <p>G4 M4 Lesson 15: Classify quadrilaterals based on parallel and perpendicular lines and the presence or absence of angles of a specified size.</p> <p>G4 M4 Lesson 16: Reason about attributes to construct quadrilaterals on square or triangular grid paper.</p> <p>G4 M7 Lesson 16: Create and determine the area of composite figures.</p>
<p>4.G.2</p> <p>Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge, and technology). Identify these in two-dimensional figures.</p>	<p>G4 M4 Topic A: Lines and Angles</p> <p>G4 M4 Lesson 13: Analyze and classify triangles based on side length, angle measure, or both.</p> <p>G4 M4 Lesson 14: Define and construct triangles from given criteria. Explore symmetry in triangles.</p> <p>G4 M4 Lesson 15: Classify quadrilaterals based on parallel and perpendicular lines and the presence or absence of angles of a specified size.</p> <p>G4 M4 Lesson 16: Reason about attributes to construct quadrilaterals on square or triangular grid paper.</p> <p>G4 M7 Lesson 16: Create and determine the area of composite figures.</p> <p>G4 M7 Lesson 18: Practice and solidify Grade 4 vocabulary.</p> <p>G5 M6 Lesson 13: Construct parallel line segments on a rectangular grid.</p> <p>G5 M6 Lesson 15: Construct perpendicular line segments on a rectangular grid.</p>

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<p>4.G.3</p> <p>Classify triangles and quadrilaterals based on the presence or absence of parallel or perpendicular lines, or right, acute, or obtuse angles.</p>	<p>G3 M7 Lesson 4: Compare and classify quadrilaterals.</p> <p>G3 M7 Lesson 5: Compare and classify other polygons.</p> <p>G4 M4 Lesson 13: Analyze and classify triangles based on side length, angle measure, or both.</p> <p>G4 M4 Lesson 14: Define and construct triangles from given criteria. Explore symmetry in triangles.</p> <p>G4 M4 Lesson 15: Classify quadrilaterals based on parallel and perpendicular lines and the presence or absence of angles of a specified size.</p> <p>G4 M4 Lesson 16: Reason about attributes to construct quadrilaterals on square or triangular grid paper.</p> <p>G4 M7 Lesson 18: Practice and solidify Grade 4 vocabulary.</p> <p>G5 M6 Lesson 15: Construct perpendicular line segments on a rectangular grid.</p>
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Measurement

Students solve real-world problems involving distance, intervals of time, volumes, masses of objects, and money by applying computation strategies, precise measurement skills, and relationships between systems of measurement. Students continue to apply the concept of area and perimeter to complex shapes to identify solutions.

**Indiana Academic Standards
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<p>4.M.1</p> <p>Measure length to the nearest quarter-inch, eighth-inch, and millimeter. (E)</p>	<p>G3 M6 Lesson 5: Create ruler with 1-inch, $\frac{1}{2}$-inch, and $\frac{1}{4}$-inch intervals, and generate measurement data.</p> <p><i>Supplemental material is necessary to address measuring length to the nearest eighth-inch and millimeter.</i></p>
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<p>4.M.2</p> <p>Within given measurement systems, convert larger units to smaller units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec., and use these conversions to solve real-world problems. (E)</p>	<p>G4 M2 Topic A: Metric Unit Conversions</p> <p>G4 M2 Topic B: Application of Metric Unit Conversions</p> <p>G4 M7 Topic A: Measurement Conversion Tables</p> <p>G4 M7 Topic B: Problem Solving with Measurement</p> <p>G4 M7 Topic C: Investigation of Measurements Expressed as Mixed Numbers</p> <p>G4 M7 Lesson 18: Practice and solidify Grade 4 vocabulary.</p>
<p>4.M.3</p> <p>Use the four operations to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit. (E)</p>	<p>G4 M2 Topic A: Metric Unit Conversions</p> <p>G4 M2 Lesson 5: Use addition and subtraction to solve multi-step word problems involving length, mass, and capacity.</p> <p>G4 M5 Lesson 40: Solve word problems involving the multiplication of a whole number and a fraction including those involving line plots.</p> <p>G4 M6 Lesson 14: Solve word problems involving the addition of measurements in decimal form.</p> <p>G4 M6 Lesson 16: Solve word problems involving money.</p> <p>G4 M7 Topic B: Problem Solving with Measurement</p> <p>G4 M7 Lesson 14: Solve multi-step word problems involving converting mixed number measurements to a single unit.</p>

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<p>4.M.4</p> <p>Apply the area and perimeter formulas for rectangles to solve real-world and other mathematical problems. Investigate the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems. (E)</p>	<p>G4 M3 Topic A: Multiplicative Comparison Word Problems</p> <p>G4 M7 Lesson 15: Create and determine the area of composite figures.</p> <p>G4 M7 Lesson 16: Create and determine the area of composite figures.</p>
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Data Analysis

Students collect and ask questions of the data.

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<p>4.DA.1</p> <p>Formulate questions that can be addressed with data. Collect, organize, and graph data from observations, surveys, and experiments using line plots with whole number intervals, single- and scaled bar graphs, and frequency tables. Solve real-world problems by analyzing and interpreting the data using grade-level computation and comparison strategies. (E)</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
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<p>4.DA.2</p> <p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using data displayed in line plots.</p>	<p>G3 M6 Lesson 6: Interpret measurement data from various line plots.</p> <p>G3 M6 Lesson 7: Represent measurement data with line plots.</p> <p>G3 M6 Lesson 8: Represent measurement data with line plots.</p> <p>G3 M6 Lesson 9: Analyze data to problem solve.</p> <p>G4 M5 Lesson 28: Solve word problems with line plots.</p> <p>G4 M5 Lesson 40: Solve word problems involving the multiplication of a whole number and a fraction including those involving line plots.</p>