



**Texas 5<sup>th</sup> Grade Standards**  
**Excel Math Correlation by Lesson Number**

<b>Lesson (Activity) Number</b>	<b>Excel Math Lesson Objective</b>	<b>Texas Essential Knowledge and Skills</b>
L1	Recognizing numbers less than a million given in words or place value; recognizing addition and subtraction fact families; subtracting 2 three-digit numbers with regrouping; adding 4 four-digit numbers with regrouping	Number, operation, and quantitative reasoning: 5.1 (A), 5.3 (D)
L2	Learning the multiplication facts with products up through 30 and products with 5 (up to 45), 10 (up to 90), 11 (up to 99) or 12 (up to 48) as a factor; multiplying a two- or three-digit number by a one-digit multiplier; solving multi-step word problems using addition and subtraction	Number, operation, and quantitative reasoning: 5.1 (A), 5.3 (B) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L3	Subtracting four-digit numbers with regrouping; recognizing money number words; recognizing the dollar symbol and decimal point; regrouping with money amounts when adding, subtracting or multiplying money amounts	Number, operation, and quantitative reasoning: 5.1 (B), 5.3 (A)
L4	Learning change equivalents up to \$1.00; recognizing coins; solving word problems involving money; calculating change using the least number of coins	Number, operation, and quantitative reasoning: 5.1 (B), 5.3 (A) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L5	Interpreting circle graphs, picture graphs, bar graphs and line graphs	Measurement 5.11(A) Probability and statistics 5.13 (A) (B) (C) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)
L6	Recognizing the symbols < less than, > greater than; arranging 4 four-digit numbers in order from least to greatest and from greatest to least; filling in missing numbers in sequences counting by 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10	Number, operation, and quantitative reasoning: 5.1 (A)
L7	Computing the date; learning 7 days = 1 week; learning the abbreviations for days and months; learning the number of days in each month; learning 1 year = 12 months	Measurement 5.10 (A), 5.11 (B) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L8	Telling time to the minute; recognizing a quarter past or before the hour or half past the hour; calculating minutes before the hour; learning 60 minutes = 1 hour; calculating elapsed time	Measurement 5.11 (B)



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L9	Computing one half of a group; recognizing odd and even numbers less than 100	Number, operation, and quantitative reasoning: 5.1 (A), 5.3 (C) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.16 (A) (B)
L10	Solving word problems using deductive reasoning; determining if there is sufficient information to answer the question; determining what information is needed to answer the question in a word problem; solving word problems using reasoning	Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)
L11	Learning division facts with dividends up through 30 and dividends that are multiples of 5 (to 45), 10 (to 90), 11 (to 99) or 12 (to 48); recognizing multiplication and division fact families; learning the terminology for multiplication and division	Number, operation, and quantitative reasoning: 5.3 (B) (C) (D)
L12	Estimating standard measurements; reading measuring devices	Measurement 5.10 (A), 5.11 (A)
L13	Completing patterns in a chart; recognizing ordinal number words up to 100	Patterns, relationships, and algebraic thinking: 5.5 (A) Underlying processes and mathematical tools: 5.14 (A)
L14	Determining whether statements are true; filling in a missing number in an <i>equation</i> ; determining the value of a letter that has been substituted for a number; solving algebraic equations; selecting the correct operation	Patterns, relationships, and algebraic thinking: 5.6 (A)
L15	Defining numerator and denominator; determining the fractional part of a group of items when modeled or given in words, including extraneous information or the word “not”; learning that the whole is the sum of its parts; adding and subtracting fractions	Number, operation, and quantitative reasoning: 5.2 (A) *(C), 5.3 (E) Underlying processes and mathematical tools: 5.14 (A)
L16	Solving word problems involving multiplication and division; learning multiplication facts with products up to 50	Number, operation, and quantitative reasoning: 5.3 (B) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)



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L17	Measuring line segments to the nearest half inch, quarter inch and half centimeter; learning the equivalents for feet, inches and yards	Measurement 5.10 (A) (C)
L18	Filling in missing numbers in equations with parentheses; learning the order of operations when solving an equation; replacing letters with numbers in an equation	Patterns, relationships, and algebraic thinking: 5.6 (A)
L19	Changing a number sentence from $\neq$ to $=$ ; finding the value of an unknown by performing the same operation on both sides of an equation	Patterns, relationships, and algebraic thinking: 5.6 (A)
L20	Recognizing three-dimensional figures - sphere, cube, cone, cylinder; rectangular, square and triangular pyramid; rectangular and triangular prism; learning the terminology of flat and curved faces, vertices and edges	Geometry and spatial reasoning: 5.7 (A)
L21	Dividing a one-digit divisor into a three-digit dividend with a three-digit quotient, no regrouping or remainders	Number, operation, and quantitative reasoning: 5.1 (A), 5.3 (B) (C)
L22	Multiplying 2 two-digit numbers, no regrouping	Number, operation, and quantitative reasoning: 5.3 (B)
L23	Adding and subtracting fractions and mixed numbers with like denominators	Number, operation, and quantitative reasoning: 5.2 (B), 5.3 (E)
L24	Multiplying 2 two-digit numbers, regrouping only with the ones or the tens place; learning multiplication facts with products to 81	Number, operation, and quantitative reasoning: 5.3 (B)
L25	Rounding to the nearest ten, hundred or thousand; estimating the answers for addition, subtraction and multiplication word problems using rounding; estimating range for an answer; rounding numbers so there is only one non-zero digit	Number, operation, and quantitative reasoning: 5.4 (A) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L26	Dividing a one-digit divisor into a three-digit dividend with a two-digit quotient, no regrouping or remainders	Number, operation, and quantitative reasoning: 5.1 (A), 5.3 (B) (C)
L27	Continued – Dividing a one-digit divisor into a three-digit dividend with a two-digit quotient, no regrouping or remainders	Number, operation, and quantitative reasoning: 5.1 (A), 5.3 (B) (C)



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L28	Learning division facts with dividends up through 50; learning multiplication facts with products less than 100 with 12 as a factor; recognizing multiples	Number, operation, and quantitative reasoning: 5.3 (B) (C) (D)
L29	Learning division facts with remainders with dividends up to 30 and dividends with 5 as a factor; solving word problems involving division with remainders	Number, operation, and quantitative reasoning: 5.3 (C) (D) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L30	Measuring angles; learning the sum of the angles for triangles and rectangles; recognizing right, obtuse and acute angles; recognizing equilateral, isosceles and scalene triangles	Geometry and spatial reasoning: 5.8 (B)
L31	Determining equivalent fractions using models or money	Number, operation, and quantitative reasoning: 5.2 (A) *(D)
L32	Selecting the correct equation; learning about the Commutative Property of Addition and Commutative Property of Multiplication	Number, operation, and quantitative reasoning: 5.3 (B) (C) Patterns, relationships, and algebraic thinking: 5.6 (A)
L33	Dividing a one-digit divisor into a three-digit dividend resulting in a two-digit or three-digit quotient, with regrouping and remainders	Number, operation, and quantitative reasoning: 5.1 (A), 5.3 (B) (C)
L34	Continued – Dividing a one-digit divisor into a three-digit dividend resulting in a two-digit or three-digit quotient, with regrouping and remainders	Number, operation, and quantitative reasoning: 5.3 (B) (C)
L35	Learning the terminology of parallel, intersecting and perpendicular, plane figure, polygon, quadrilateral, parallelogram, and diagonal	Geometry and spatial reasoning: 5.7 (A)
L36	Multiplying 2 two-digit numbers, regrouping twice	Number, operation, and quantitative reasoning: 5.3 (B)
L37	Recognizing true and not true number sentences; selecting the correct symbol for a number sentence; using trial and error to replace unknowns in an equation	Patterns, relationships, and algebraic thinking: 5.6 (A)
L38	Determining the lowest common multiple; learning multiplication facts with products with 11 (up to 121) and 12 (up to 144) as a factor; learning division facts with remainders with dividends up to 50	Number, operation, and quantitative reasoning: 5.3 (B) (C) (D)



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L39	Calculating equivalent fractions using multiplication	Number, operation, and quantitative reasoning: 5.2 (A)
L40	Comparing two or more sets of data using bar or line graphs; interpreting information given in a histogram	Measurement 5.11 (A) Probability and statistics 5.13 (A) (B) (C) Underlying processes and mathematical tools: 5.14 (A), 5.15 (A) (B), 5.16 (A) (B)
L41	Rounding to the nearest dollar; dividing money amounts by a one-digit divisor	Number, operation, and quantitative reasoning: 5.1 (B), 5.4 (A)
L42	Recognizing patterns; learning the terminology of pentagon, hexagon, and octagon; determining figures that do or do not belong in a set	Geometry and spatial reasoning: 5.7 (A) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)
L43	Comparing fractions; putting simple fractions in order from least to greatest and greatest to least	Number, operation, and quantitative reasoning: 5.2 (C)
L44	Computing $\frac{1}{2}$ to $\frac{1}{9}$ of a group of items	Number, operation, and quantitative reasoning: 5.3 (C) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L45	Recognizing when figures are similar or congruent; recognizing flips, slides and turns; recognizing lines of symmetry; recognizing bilateral and rotational symmetry; recognizing the symbol for a triangle	Geometry and spatial reasoning: 5.8 (A) (B)
L46	Dividing a one-digit divisor into a four-digit dividend with a three-digit quotient and a zero in the tens place	Number, operation, and quantitative reasoning: 5.1 (A), 5.3 (B) (C)
L47	Continued – Dividing a one-digit divisor into a four-digit dividend with a three-digit quotient and a zero in the tens place	Number, operation, and quantitative reasoning: 5.1 (A), 5.3 (B) (C)
L48	Learning measurement equivalents for centimeters, meters, kilometers, kilograms, liters, milliliters, millimeters, gallons, pounds, tons, dozens; converting measurements using multiplication; determining the measurement that is longer or shorter or heavier or lighter	Number, operation, and quantitative reasoning: 5.3 (B) Measurement 5.10 (A)
L49	Dividing with a two-digit divisor and a dividend less than 100 with remainders; learning division facts with dividends up to 81 and less than 100 with 12 as a factor	Number, operation, and quantitative reasoning: 5.3 (B) (C) (D)



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L50	Adding and subtracting fractions with unlike denominators	Number, operation, and quantitative reasoning: 5.2 *(B), 5.3 (E)
L51	Learning the equivalent for one year in days and in weeks; learning about leap year; calculating elapsed time crossing months	Number, operation, and quantitative reasoning: 5.3 (C) Measurement 5.10 (A), 5.11 (B) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L52	Determining coordinate points	Geometry and spatial reasoning: 5.9 (A)
L53	Using Venn Diagrams to understand the union and intersection of sets	
L54	Calculating perimeters; learning length abbreviations	Number, operation, and quantitative reasoning: 5.3 (B) Geometry and spatial reasoning: 5.7 (A) Measurement 5.10 (B) (C)
L55	Recognizing multiplication without the “x” symbol; calculating the answer to a word problem using 2 to 1 and 5 to 1 ratios	Patterns, relationships, and algebraic thinking: 5.5 (A), 5.6 (A) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)
L56	Calculating the area of a rectangle	Measurement 5.10 (B) (C)
L57	Calculating elapsed time (hours) involving AM and PM	Measurement 5.11 (B)
L58	Solving word problems by listing the possibilities; converting measurements using division	Number, operation, and quantitative reasoning: 5.3 (B) (C) Measurement 5.10 (A) Probability and statistics 5.12 (C) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L59	Calculating equivalent fractions using division	Number, operation, and quantitative reasoning: 5.2 (A), 5.3 (C)
L60	Determining the probability of an event	Probability and statistics 5.12 (A) (B) (C)
L61	Determining factors	Number, operation, and quantitative reasoning: 5.3 (D)
L62	Determining composite numbers, prime numbers and prime factors	
L63	Solving word problems involving area and perimeter	Measurement 5.10 (B) (C)
L64	Measuring vertical and horizontal lines by subtracting X- and Y-coordinates	Geometry and spatial reasoning: 5.9 (A)
L65	Recognizing tenths and hundredths places; recognizing decimal number words; writing decimal numbers as mixed numbers; writing mixed numbers as decimals	Number, operation, and quantitative reasoning: 5.1 (A) (B), 5.2 (B) (D)



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L66	Adding and subtracting decimal numbers	Number, operation, and quantitative reasoning: 5.3 (A)
L67	Comparing U.S. customary and metric units	Measurement 5.10 (A)
L68	Changing an improper fraction to a mixed or whole number	Number, operation, and quantitative reasoning: 5.2 (B), 5.5 (B)
L69	Adding and subtracting fractions in word problems	Number, operation, and quantitative reasoning: 5.3 (E) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L70	Determining the question when given the information and the answer; estimating which answer is most reasonable	Number, operation, and quantitative reasoning: 5.4 (A) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L71	Learning the terminology of rhombus and trapezoid; learning division facts with remainders with dividends to 81	Number, operation, and quantitative reasoning: 5.3 (C) Geometry and spatial reasoning: 5.7 (A)
L72	Calculating the volume of a rectangular prism with one or more layers of cubes	Measurement 5.10 (B) (C)
L73	Calculating elapsed time in minutes across the 12 on the clock; learning division facts with dividends up to 121 with 11 as a factor and up to 144 with 12 as a factor	Measurement 5.11 (B) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L74	Calculating distance, time and speed in word problems	Number, operation, and quantitative reasoning: 5.3 (B) (C) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L75	Recognizing parts of a circle; calculating the diameter given the radius; associating the 360 degrees in a circle with one-quarter, one-half, three-quarter and full turns	Geometry and spatial reasoning: 5.7 (A)
L76	Simplifying fractions	Number, operation, and quantitative reasoning: 5.2 (A) (B)
L77	Converting improper fractions as part of mixed numbers; recognizing division without the $\div$ symbol	Number, operation, and quantitative reasoning: 5.2 (B) Patterns, relationships, and algebraic thinking: 5.6 (A)
L78	Determining the improper fraction with the greatest or least value in a set of fractions; putting fractions in order from least to greatest and greatest to least	Number, operation, and quantitative reasoning: 5.2 (B) (C)
L79	Dividing dollars by dollars	Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)



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L80	Recognizing numbers up through trillions; recognizing numbers given in expanded notation	Number, operation, and quantitative reasoning: 5.1 (A)
L81	Multiplying a decimal number by a whole number	Number, operation, and quantitative reasoning: 5.1 (B)
L82	Estimating answers to problems involving numbers with up to nine digits; solving equations involving decimals	Number, operation, and quantitative reasoning: 5.1 (A), 5.3 (A), 5.4 (A) Patterns, relationships, and algebraic thinking: 5.6 (A) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L83	Converting fractions and decimals to percents by setting up equivalent fractions	Number, operation, and quantitative reasoning: 5.2 (A) (D)
L84	Calculating the volume of a rectangular prism using the formula $L \times W \times H$	Number, operation, and quantitative reasoning: 5.3 (B) Measurement 5.10 (B) (C)
L85	Comparing decimal numbers in true and not true statements; comparing decimal numbers in less than and greater than problems	Number, operation, and quantitative reasoning: 5.1 (B), 5.2 (D)
L86	Recognizing the pattern in a sequence of figures or pattern of shading	Number, operation, and quantitative reasoning: 5.3 (C) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)
L87	Recognizing three-digit odd and even numbers; filling in missing numbers in sequences counting by 11 or 12	Number, operation, and quantitative reasoning: 5.1 (A)
L88	Determining the greatest common factor	Number, operation, and quantitative reasoning: 5.3 (D)
L89	Comparing positive and negative numbers	Number, operation, and quantitative reasoning: 5.1 (A) Measurement 5.11 (A) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B)
L90	Determining if coordinate points are on a given line	Geometry and spatial reasoning: 5.9 (A) Measurement 5.10 (C)
L91	Determining numbers that are multiples of one number and factors of another	Number, operation, and quantitative reasoning: 5.3 (D)
L92	Estimating to the nearest dollar or whole number	Number, operation, and quantitative reasoning: 5.3 (A) (B), 5.4 (A) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)



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L93	Determining if a number is a prime number	Patterns, relationships, and algebraic thinking: 5.5 (B)
L94	Dividing a decimal number by a whole number	Number, operation, and quantitative reasoning: 5.1 (B)
L95	Calculating area and perimeter given coordinates on a coordinate grid; calculating the perimeter of an irregular figure	Number, operation, and quantitative reasoning: 5.3 (B) Patterns, relationships, and algebraic thinking: 5.6 (A) Geometry and spatial reasoning: 5.8 *(A) *(B), 5.9 (A) Measurement 5.10 (B) (C)
L96	Learning the Distributive Property of Multiplication and the Associative Property of Multiplication and Addition; learning the Property of One and Zero Property	Number, operation, and quantitative reasoning: 5.3 (B) Patterns, relationships, and algebraic thinking: 5.6 (A)
L97	Calculating cost per unit	Number, operation, and quantitative reasoning: 5.3 (B) (C) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L98	Putting decimal numbers in order from least to greatest and greatest to least	Number, operation, and quantitative reasoning: 5.1 (B)
L99	Simplifying improper fractions as part of mixed number answers	Number, operation, and quantitative reasoning: 5.2 (B)
L100	Calculating a decimal answer in division problems when zeroes need to be added to the right of the dividend; solving word problems involving decimals	Number, operation, and quantitative reasoning: 5.3 (A)
L101	Dividing using short division	Number, operation, and quantitative reasoning: 5.3 (C)
L102	Calculating averages	Number, operation, and quantitative reasoning: 5.3 (C) Probability and statistics 5.13 (B) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)
L103	Continuing to calculate averages; learning the abbreviations for quarts, gallons, kilograms, grams, pounds, ounces, liters, milliliters and millimeters	Number, operation, and quantitative reasoning: 5.3 (C) Measurement 5.10 (A) Probability and statistics 5.13 (B) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)



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L104	Filling in missing numbers in sequences counting by varying amounts	Number, operation, and quantitative reasoning: 5.1 (A) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)
L105	Comparing fractions in less than and greater than problems and in true and not true equations by setting up equivalent fractions; comparing fractions in word problems	Number, operation, and quantitative reasoning: 5.2 (C)
L106	Selecting the fraction that best represents a shaded region	Number, operation, and quantitative reasoning: 5.2 (A), 5.3 (C)
L107	Multiplying a three-digit whole or decimal number or money amount by a two-digit number	Number, operation, and quantitative reasoning: 5.3 (B) (C)
L108	Recognizing Roman Numerals: I, V, X, L, C, D and M	Number, operation, and quantitative reasoning: 5.1 (A) Underlying processes and mathematical tools: 5.15 (A) (B), 5.16 (A) (B)
L109	Determining percent in word problems	Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L110	Multiplying fractions and whole numbers by fractions	
L111	Filling in missing numbers in a sequence of decimal numbers	Number, operation, and quantitative reasoning: 5.1 (B), 5.3 (A) Underlying processes and mathematical tools: 5.15 (A) (B), 5.16 (A) (B)
L112	Converting percents to decimals; computing the percent of a whole number	Number, operation, and quantitative reasoning: 5.2 (D)
L113	Converting mixed numbers to decimal numbers by setting up equivalent fractions	Number, operation, and quantitative reasoning: 5.2 (B) (D)
L114	Reading maps drawn to scale	Number, operation, and quantitative reasoning: 5.3 (B) Measurement 5.10 (A) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L115	Calculating the mean, median and mode; stem and leaf plots	Patterns, relationships, and algebraic thinking: 5.5 (A) Probability and statistics 5.13 (B) (C)
L116	Solving problems using data displayed as percent pie graphs	Number, operation, and quantitative reasoning: 5.2 (D), 5.5 (A) Probability and statistics 5.13 (C) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B)



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L117	Writing probabilities as lowest-terms fractions	Probability and statistics 5.12 (A) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L118	Determining the reciprocal of a whole number or fraction	
L119	Dividing a three-digit divisor into a three- or four-digit dividend with a one-digit quotient	Number, operation, and quantitative reasoning: 5.3 (B) (C) (D)
L120	Determining where to place the decimal when multiplying and dividing decimal numbers by powers of ten	Number, operation, and quantitative reasoning: 5.1 (B)
L121	Recognizing the thousandths place; rounding decimal numbers to the nearest tenth or hundredth	Number, operation, and quantitative reasoning: 5.1 (B), 5.3 (C), 5.4 (A)
L122	Subtracting fractions with regrouping	Number, operation, and quantitative reasoning: 5.3 (E)
L123	Determining negative numbers using coordinate points	Geometry and spatial reasoning: 5.9 (A)
L124	Determining the equation that represents a problem and the equation that solves it	Patterns, relationships, and algebraic thinking: 5.6 (A)
L125	Selecting the decimal or percent that best represents a shaded region	Number, operation, and quantitative reasoning: 5.2 (B) (D)
L126	Using multiplication and division to cross simplify fraction problems	
L127	Converting mixed numbers to improper fractions	Number, operation, and quantitative reasoning: 5.2 (B) Patterns, relationships, and algebraic thinking: 5.6 (A)
L128	Dividing a two-digit divisor into a three-digit dividend with a two-digit quotient	Number, operation, and quantitative reasoning: 5.3 (C)
L129	Dividing fractions	
L130	Solving word problems involving percent	
L131	Computing products involving two decimal numbers	Number, operation, and quantitative reasoning: 5.1 (B), 5.3 (C)
L132	Continued – Computing products involving two decimal numbers	Number, operation, and quantitative reasoning: 5.1 (B)
L133	Solving word problems involving the multiplication of fractions	Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L134	Calculating the area of a parallelogram	Geometry and spatial reasoning: 5.7 (A) Measurement 5.10 (B) (C)



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L135	Calculating averages involving decimals or fractions	Number, operation, and quantitative reasoning: 5.3 (C) Probability and statistics 5.13 (B) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L136	Converting fractions to decimals using division	Number, operation, and quantitative reasoning: 5.2 (D)
L137	Calculating the surface area of a rectangular prism	Geometry and spatial reasoning: 5.7 (A) Measurement 5.10 (B) (C)
L138	Calculating using exponents	Number, operation, and quantitative reasoning: 5.3 (D)
L139	Multiplying a three-digit number by a three-digit number	Number, operation, and quantitative reasoning: 5.3 (B)
L140	Identifying the equation that represents a line on a coordinate graph	Patterns, relationships, and algebraic thinking: 5.6 (A) Geometry and spatial reasoning: 5.9 (A)
L141	Dividing a two-digit divisor into a three-digit dividend with a one-digit quotient	Number, operation, and quantitative reasoning: 5.3 (B) (C)
L142	Computing expected numbers based on probabilities	Probability and statistics 5.12 (A) *(B) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L143	Determining the rule that creates a pattern	Underlying processes and mathematical tools: 5.15 (A) (B), 5.16 (A) (B)
L144	Calculating the area of a triangle	Number, operation, and quantitative reasoning: 5.3 (B) Patterns, relationships, and algebraic thinking: 5.6 (A) Measurement 5.10 (B) (C)
L145	Calculating the circumference and area of a circle; recognizing $\pi$ (pi) and squared	Geometry and spatial reasoning: 5.7 (A)
L146	Simplifying division problems using powers of ten	Number, operation, and quantitative reasoning: 5.3 (C)
L147	Dividing a decimal number by a decimal number	
L148	Arranging fractions, decimals and mixed numbers on a number line	Number, operation, and quantitative reasoning: 5.1 (B), 5.2 (D)
L149	Computing sales tax	Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D)
L150	Adding positive and negative integers	Number, operation, and quantitative reasoning: 5.1 (A)
L151	Continued – Adding positive and negative integers	Number, operation, and quantitative reasoning: 5.1 (A)



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L152	Calculating the area of an irregular figure	Measurement 5.10 (B) (C)
L153	Multiplying and dividing mixed numbers	
L154	Subtracting positive and negative integers	
L155	Continued – Subtracting positive and negative integers	
Activity 1	Deductive Reasoning 1 – Rearranging	Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)
Activity 2	Deductive Reasoning 2 - Making Notes	Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)
Activity 3	Deductive Reasoning 3 - Numerical	Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)
Activity 4	Deductive Reasoning 4 – Charts	Probability and statistics 5.12 (B) (C) Underlying processes and mathematical tools: 5.14 (A) (B) (C) (D), 5.15 (A) (B), 5.16 (A) (B)
Activity 5	Using Calculators	
Activity 6	Probability Problems	Probability and statistics 5.12 * (A) (B) (C)
Activity 7	Estimating Money Amounts	Number, operation, and quantitative reasoning: 5.3 (A), 5.4 (A)
Activity 8	Area & Perimeter	Measurement 5.10 (B) (C)
Activity 9	Surface Area & Volume	Measurement 5.10 (B) (C)
Activity 10	3-Dimensional Figures	
Activity 11	Comparing 3-D Figures	
Activity 12	Creating 3-D Figures	
Activity 13	Comparing Volumes	Measurement 5.10 (B) (C)
Activity 14	Percent Problems	Number, operation, and quantitative reasoning: 5.2 (A) (D)



# Texas 5<sup>th</sup> Grade STARR (TEKS)/ Excel Math Correlation

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## REPORTING CATEGORY 1

### NUMBER, OPERATION, QUANTITATIVE REASONING

<b>(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.</b>		
(A) Use place value to read, write, compare, and order whole numbers through the 999,999,999,999; and  <b>SS</b>	1, 2, 6, 9, 21, 26, 27, 33, 34, 46, 47, 65, 80, 82, 87, 89, 104, 108, 150, 151  Ordinals: 13	3, 8, 12, 66, 70, 82, 91, 92, 97, 103, 116, 144
(B) Use place value to read, write, compare, and order decimals through the thousandths place.  <b>SS</b>	3, 4, 41, 65, 81, 85, 94, 98, 111, 120, 121, 131, 132, 148	144
<b>(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.</b>		
(A) Generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$ ;  <b>RS</b>	15, 31, 39, 59, 76, 83, 106  Percents: 83, 109, 112, 116, 117, 125, 130, 149  Reciprocals: 118	Percents: 148, Activity 14
(B) Generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number;  <b>SS</b>	23, *50, 65, 68, 76, 77, 78, 99, 113, 125, 127	
(C) Compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators; and  <b>RS</b>	*15, 43, 78, 105	*133
(D) Use models to relate decimals to fractions that name tenths, hundredths, and thousandths.  <b>SS</b>	*31, 65, 83, 85, 112, 113, 116, 125, 136, 148	Activity 14

\*Gives opportunity to teach specific State Standard



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<b>(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems.</b>		
<b>RS</b> (A) Use addition and subtraction to solve problems involving whole numbers and decimals;	3, 4, 66, 82, 92, 100, 111  Multiply / Divide Decimals: 41, 79, 81, 94, 100, 107, 112, 120, 131, 132, 136, 147  Whole Numbers only: 1, 2, 6, 7, 82, 87, 104, 150, 151, 154, 155	20, 64, 79, 80, 89, 119, 121, 129  Activity 7  Multiply / Divide Decimals: 127, 130  Whole Numbers only: 1, 2, 3, 4, 8, 12, 19, 27, 31, 33, 36, 47, 58, 67, 69, 71, 92, 96, 103, 105, 111, 113, 116, 124, 145
<b>RS</b> (B) Use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);	2, 11, 16, 21, 22, 24, 26, 27, 28, 32, 33, 34, 36, 38, 46, 47, 48, 49, 54, 58, 74, 84, 92, 95, 96, 97, 107, 114, 119, 139, 141, 144	10, 17, 21, 29, 52, 69, 81, 87, 96, 105, 106, 110, 113, 122, 125, 127, 138, 143, 146, 148, 155
<b>RS</b> (C) Use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;	9, 11, 21, 26, 27, 28, 29, 32, 33, 34, 38, 44, 46, 47, 49, 51, 58, 59, 71, 74, 86, 97, 101, 102, 103, 106, 107, 119, 121, 128, 131, 135, 141, 146	17, 21, 44, 81, 87, 98, 125, 127, 138, 155
<b>SS</b> (D) Identify common factors of a set of whole numbers; and	1, 11, 28, 29, 38, 49, 61, 88, 91, 119, 138, 141	98, 102, 149
<b>SS</b> (E) Model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	15, 23, 50, 69, 122  Multiply / Divide: 110, 126, 129, 133, 135, 153	132
<b>(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.</b>		
<b>SS</b> (A) Use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.	25, 41, 70, 82, 92, 121	3, 12, 32, 70, 81, 87, 92, 103, 116, 145  Activity 7

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## REPORTING CATEGORY 2

### PATTERNS, RELATIONSHIPS, ALGEBRAIC THINKING

**(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.**

(A) Describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams; and <b>RS</b>	13, 55, 115, 116	11, 65, 117, 126, 135
(B) Identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs. <b>SS</b>	68, 93	102

**(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically.**

(A) Select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations. <b>SS</b>	14, 18, 19, 32, 37, 55, 77, 82, 95, 96, 124, 127, 140, 143	1, 2, 4, 5, 9, 12, 13, 18, 21, 31, 32, 41, 44, 58, 64, 67, 71, 79, 80, 81, 87, 89, 98, 103, 107, 109, 110, 111, 113, 116, 120, 121, 122, 124, 129, 130, 138, 141, 145, 146, 148, 150
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## REPORTING CATEGORY 3

### GEOMETRY AND SPATIAL REASONING

**(5.7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes.**

(A) Identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures. <b>SS</b>	20, 35, 42, 54, 71, 75, 134, 137, 145	15, 22, 25, 34, 40, 43, 49, 50, 60, 63, 71, 73, 76, 78, 85, 88, 93, 94, 100, 104, 112, 128, 134, 136, 138, 140, 142, 147  Activity 9, 10, 11, 12
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**(5.8) Geometry and spatial reasoning. The student models transformations.**

(A) Sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid; and <b>RS</b>	45, *95	*25, 40, 56, 94, 128, 134, 142
(B) Identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid. <b>SS</b>	30, 45, *95	25, 40, *56

**(5.9) Geometry and spatial reasoning. The student recognizes the connection between ordered pairs of numbers and locations of points on a plane.**

(A) Locate and name points on a coordinate grid using ordered pairs of whole numbers. <b>SS</b>	52, 64, 90, 95, 123, 140  Union of sets: 53	
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## REPORTING CATEGORY 4 MEASUREMENT

**(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems.**

(A) Perform simple conversions within the same measurement system (SI SS (metric) or customary);	7, 12, 17, 48, 51, 58, 67, 103, 114	
(B) Connect models for perimeter, area, and volume with their respective SS formulas; and	54, 56, 63, 72, 84, 95, 134, 137, 144, 152	106, 138, 139, 140, 143, 147 Activity 8, 9, 13
(C) Select and use appropriate units and formulas to measure length, perimeter, area, and volume. RS	17, 54, 56, 63, 72, 84, 90, 95, 134, 137, 144, 152 Angles: 30 Distance, Time, Speed: 74, 114	99, 106, 122, 137, 138, 139, 143, 147 Activity 8, 9, 13 Distance: 111, 148

**(5.11) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).**

(A) Solve problems involving changes in SS temperature; and	5, 12, 40, 89	
(B) Solve problems involving elapsed SS time.	7, 8, 51, 57, 73	5, 31, 39, 54, 125, 151, 154

## REPORTING CATEGORY 5 PROBABILITY AND STATISTICS

**(5.12) Probability and statistics. The student describes and predicts the results of a probability experiment.**

(A) Use fractions to describe the results of an experiment; SS	60, 117, 142	133 Activity *6
(B) Use experimental results to make predictions; and RS	60, *142	133 Activity 4, 6
(C) List all possible outcomes of a probability experiment such as SS tossing a coin.	58, 60	65, 118, 123, 132 Activity 4, 6

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<b>(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</b>		
(A) Use tables of related number pairs to make line graphs; <b>SS</b>	5, 40	
(B) Describe characteristics of data presented in tables and graphs including median, mode, and range; and <b>RS</b>	5, 40, 102, 103, 115, 135	*117, *126, 130, 135
(C) Graph a given set of data using an appropriate graphical representation such as a picture or line graph. <b>SS</b>	5, 40, 115, 116	11, 117, 126, 135

## UNDERLYING PROCESSES, MATHEMATICAL TOOLS

<b>(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</b>		
(A) Identify the mathematics in everyday situations;	2, 4, 5, 7, 9, 10, 13, 15, 16, 25, 29, 40, 44, 51, 55, 58, 69, 70, 73, 74, 79, 82, 89, 92, 97, 102, 103, 109, 114, 116, 117, 133, 135, 142, 149	5, 6, 7, 9, 10, 11, 14, 16, 17, 19, 23, 24, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 38, 39, 42, 44, 46, 47, 48, 51, 53, 55, 57, 59, 61, 62, 64, 68, 70, 74, 75, 77, 79, 80, 83, 86, 89, 90, 95, 96, 98, 99, 101, 102, 105, 106, 108, 111, 114, 115, 117, 120, 121, 122, 124, 125, 126, 129, 130, 131, 133, 135, 137, 138, 148, 149, 150, 151, 152, 153, 154  Activity 1, 2, 3, 4
(B) Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	2, 4, 5, 7, 9, 10, 16, 25, 29, 42, 44, 51, 55, 58, 69, 70, 73, 74, 79, 82, 86, 89, 92, 97, 102, 103, 104, 109, 114, 116, 117, 133, 135, 142, 149	5, 6, 7, 9, 10, 11, 14, 16, 17, 19, 23, 24, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 38, 39, 42, 44, 46, 47, 48, 51, 53, 55, 57, 59, 61, 62, 64, 68, 70, 74, 75, 77, 79, 80, 83, 86, 89, 90, 95, 96, 98, 99, 101, 102, 105, 106, 108, 111, 114, 115, 117, 120, 121, 122, 124, 125, 126, 129, 130, 131, 133, 135, 137, 138, 148, 149, 150, 151, 152, 153, 154  Activity 1, 2, 3, 4
(C) Select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	2, 4, 5, 7, 9, 10, 16, 25, 29, 42, 44, 51, 55, 58, 69, 70, 73, 74, 79, 82, 86, 89, 92, 97, 102, 103, 104, 109, 114, 116, 117, 133, 135, 142, 149	5, 6, 7, 9, 10, 11, 14, 16, 17, 19, 23, 24, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 38, 39, 42, 44, 46, 47, 48, 51, 53, 55, 57, 59, 61, 62, 64, 68, 70, 74, 75, 77, 79, 80, 83, 86, 89, 90, 95, 96, 98, 99, 101, 102, 105, 106, 108, 111, 114, 115, 117, 120, 121, 122, 124, 125, 126, 129, 130, 131, 133, 135, 137, 138, 148, 149, 150, 151, 152, 153, 154  Activity 1, 2, 3, 4

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(D) Use tools such as real objects, manipulatives, and technology to solve problems.	2, 4, 5, 7, 9, 10, 16, 25, 29, 42, 44, 51, 55, 58, 69, 70, 73, 74, 79, 82, 86, 89, 92, 97, 102, 103, 104, 109, 114, 116, 117, 133, 135, 142, 149	5, 6, 7, 9, 10, 11, 14, 16, 17, 19, 23, 24, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 38, 39, 42, 44, 46, 47, 48, 51, 53, 55, 57, 59, 61, 62, 64, 68, 70, 74, 75, 77, 79, 80, 83, 86, 89, 90, 95, 96, 98, 99, 101, 102, 105, 106, 108, 111, 114, 115, 117, 120, 121, 122, 124, 125, 126, 129, 130, 131, 133, 135, 137, 138, 148, 149, 150, 151, 152, 153, 154  Activity 1, 2, 3, 4
<b>(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language.</b>		
(A) Explain and record observations using objects, words, pictures, numbers, and technology; and	5, 10, 40, 42, 55, 86, 89, 102, 103, 104, 108, 111, 116, 143	1, 5, 11, 31, 36, 44, 47, 55, 65, 74, 75, 77, 83, 102, 105, 111, 114, 117, 126, 135, 152, 154  Activity 1, 2, 3, 4
(B) Relate informal language to mathematical language and symbols.	5, 10, 40, 42, 55, 86, 89, 102, 103, 104, 108, 111, 116, 143	1, 5, 11, 31, 36, 44, 47, 55, 65, 74, 75, 77, 83, 102, 105, 111, 114, 117, 126, 135, 152, 154  Activity 1, 2, 3, 4
<b>(5.16) Underlying processes and mathematical tools. The student uses logical reasoning.</b>		
(A) Make generalizations from patterns or sets of examples and non-examples; and	5, 9, 10, 40, 42, 55, 86, 102, 103, 104, 108, 111, 143	1, 5, 7, 9, 11, 24, 31, 36, 44, 45, 47, 55, 59, 61, 65, 83, 96, 105, 111, 117, 126, 127, 131, 135, 149, 120  Activity 1, 2, 3, 4
(B) Justify why an answer is reasonable and explain the solution process.	5, 9, 10, 40, 42, 55, 86, 102, 103, 104, 108, 111, 143	1, 5, 7, 9, 11, 24, 31, 36, 44, 45, 47, 55, 59, 61, 65, 83, 96, 105, 111, 117, 126, 127, 131, 135, 149, 120  Activity 1, 2, 3, 4

\*Gives opportunity to teach specific State Standard