

Texas Essential Knowledge and Skills	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
<b>NUMBER, OPERATION, QUANTITATIVE REASONING</b>		
<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	1, 2, 6, 9, 21, 26, 27, 33, 34, 46, 47, 65, 80, 82, 87, 89, 104, 108, 150  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.	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 $\frac{1}{3}$ ;	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;	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	*15, 43, 78, 105	*133
(D) Use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	*31, 65, 83, 85, 112, 113, 116, 125, 136, 148	Activity 14
<b>(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems.</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



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

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(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
(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
(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
(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>		
The student is expected to 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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## 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	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.	68, 93	102

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

The student is expected to select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	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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## GEOMETRY AND SPATIAL REASONING

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

The student is expected to identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.	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	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.	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.**

The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers.	52, 64, 90, 95, 123, 140  Union of sets: 53	
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<b>MEASUREMENT</b>		
<b>(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems.</b>		
(A) Perform simple conversions within the same measurement system (SI (metric) or customary);	7, 12, 17, 48, 51, 58, 67, 103, 114	
(B) Connect models for perimeter, area, and volume with their respective 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.	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
<b>(5.11) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).</b>		
(A) Solve problems involving changes in temperature; and	5, 12, 40, 89	
(B) Solve problems involving elapsed time.	7, 8, 51, 57, 73	5, 31, 39, 54, 125, 151, 154
<b>PROBABILITY AND STATISTICS</b>		
<b>(5.12) Probability and statistics. The student describes and predicts the results of a probability experiment.</b>		
(A) Use fractions to describe the results of an experiment;	60, 117, 142	133 Activity *6
(B) Use experimental results to make predictions; and	60, *142	133 Activity 4, 6
(C) List all possible outcomes of a probability experiment such as tossing a coin.	58, 60	65, 118, 123, 132 Activity 4, 6
<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;	5, 40	

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(B) Describe characteristics of data presented in tables and graphs including median, mode, and range; and	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.	5, 40, 115, 116	11, 117, 126, 135
<b>UNDERLYING PROCESSES, MATHEMATICAL TOOLS</b>		
<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