



Texas 6th Grade Standards
Excel Math Correlation by Lesson Number

Lesson (Activity) Number	Excel Math Lesson Objective	Texas Essential Knowledge and Skills
L1	Recognizing numbers less than a million given in words or place value; recognizing ordinal number words up to 100; adding, subtracting and multiplying whole numbers or money amounts with regrouping; recognizing multiples; selecting the correct equation; solving multi-step word problems using addition, subtraction and multiplication with regrouping; calculating change using the least number of coins; recognizing money number words; recognizing addition and subtraction fact families	Number, operation, and quantitative reasoning: 6.1(A) (C) (F), 6.2(B) (C) Patterns, relationships, and algebraic thinking: 6.5 (A) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B)
L2	Comparing two or more sets of data using bar or line graphs; interpreting information given in a histogram; recognizing the symbols < less than and > greater than; filling in missing numbers in sequences counting by numbers from 1 to 12; arranging 4 four-digit numbers in order from least to greatest and greatest to least; selecting the correct symbol for a number statement	Number, operation, and quantitative reasoning: 6.1 (A) Patterns, relationships, and algebraic thinking: 6.4 (A) Probability and statistics: 6.9 (A), 6.10 (A) (D) Underlying processes and mathematical tools: 6.11 (A)
L3	Recognizing true and not true number statements; using trial and error to solve for unknowns in an equation; solving algebraic equations with and without parentheses; changing a number statement from \neq to $=$; learning the order of operations when solving an equation	Number, operation, and quantitative reasoning: 6.1 (B), 6.2 (C) (E) Patterns, relationships, and algebraic thinking: 6.5 (A) Underlying processes and mathematical tools: 6.12 (A) (B)
L4	Computing the date within the month; learning the abbreviations for days and months; learning 7 days = 1 week; learning 1 year = 12 months; learning the number of days in each month	Number, operation, and quantitative reasoning: 6.1 (C) Patterns, relationships, and algebraic thinking: 6.4 (A) Measurement 6.8 (D) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)



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L5	Defining numerator and denominator; determining the fractional part of a group of items when modeled or given in words, sometimes with extraneous information and the word “not”; learning that the whole is the sum of its parts; adding and subtracting fractions and mixed numbers with like denominators	Number, operation, and quantitative reasoning: 6.2 (A)
L6	Recognizing multiplication and division fact families; learning division facts with dividends up through 81 and dividends that are multiples of 10 (to 90), 11 (to 99) or 12 (to 96); dividing a one-digit divisor into a three-digit dividend with a two- or three-digit quotient with no regrouping or remainders; solving multi-step word problems involving division; learning the terminology for multiplication and division	Number, operation, and quantitative reasoning: 6.1 (C) *(E), 6.2(C) Underlying processes and mathematical tools: 6.11 (A) (B) (C), 6.12 (A) (B), 6.13 (A) (B)
L7	Solving word problems using deductive reasoning; determining if there is sufficient information to answer the question in a word problem; determining what information is needed to answer the question in a word problem	Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)
L8	Solving word problems by listing possibilities or by making a chart	Number, operation, and quantitative reasoning: 6.1(C) Patterns, relationships, and algebraic thinking: 6.4 (A), 6.5 (A) Probability and statistics: 6.9 (A), 6.10 *(A) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)
L9	Learning division facts with remainders with dividends up through 81; solving word problems involving division with remainders	Number, operation, and quantitative reasoning: 6.1(C) (F), 6.2(C) Patterns, relationships, and algebraic thinking: 6.5 (A) Underlying processes and mathematical tools: 6.11 (A) (B) (C), 6.12 (A) (B)



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L10	Estimating measurements; measuring temperature; learning measurement equivalents for length, weight, volume: feet, inches, yards, centimeters, meters, kilometers, grams, kilograms, liters, milliliters, millimeters, quarts, gallons, ounces, pounds and tons; converting measurements using multiplication or division; determining the measurement that is longer or shorter or heavier or lighter	Measurement 6.8 (A) (B) (D)
L11	Measuring line segments to the nearest half inch, quarter inch and half centimeter; comparing U.S. customary and metric units	Measurement 6.8 (A) (B) (D)
L12	Multiplying by a two-digit multiplier	Number, operation, and quantitative reasoning: 6.2(C)
L13	Learning 60 minutes = 1 hour; telling time to the minute; calculating minutes before the hour; calculating elapsed time (hours) involving AM and PM; recognizing a quarter past or before the hour and half past the hour	Number, operation, and quantitative reasoning: 6.1(C) Patterns, relationships, and algebraic thinking: 6.4 (A), 6.5 (A) Measurement 6.8 (B) (D)
L14	Learning the terminology of parallel, intersecting and perpendicular lines, plane figure, polygon, quadrilateral, parallelogram, rectangle, square, diagonal, rhombus and trapezoid	
L15	Recognizing three-dimensional figures - sphere, cube, cone, cylinder, rectangular, square and triangular pyramids and rectangular and triangular prisms; learning the terminology of flat and curved faces, bases, edges and vertices	Patterns, relationships, and algebraic thinking: 6.4 (A)
L16	Dividing a one-digit divisor into a three-digit dividend with a two-digit quotient with regrouping and remainders	Number, operation, and quantitative reasoning: 6.2(C)
L17	Determining the lowest common multiple; learning division and multiplication facts with products with 11 (to 121) or 12 (to 144) as a factor	Number, operation, and quantitative reasoning: 6.1(F)
L18	Determining equivalent fractions using models, money, multiplication or division	Number, operation, and quantitative reasoning: 6.1(B)



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L19	Computing $\frac{1}{2}$ to $\frac{1}{9}$ of a group of items; recognizing odd and even numbers less than 1,000	Number, operation, and quantitative reasoning: 6.1(A) (C), 6.2(C)
L20	Rounding to the nearest ten, hundred or thousand; estimating the answers for addition, subtraction and multiplication word problems using rounding to the nearest ten, hundred or thousand; estimating range for an answer; rounding numbers so there is only one non-zero digit	Number, operation, and quantitative reasoning: 6.1(C), 6.2(D) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)
L21	Recognizing patterns; learning the terminology of pentagon, hexagon and octagon; determining figures that do or do not belong in a set	
L22	Putting simple fractions in order from least to greatest and greatest to least; determining the fraction with the greatest or least value in a set of fractions	Number, operation, and quantitative reasoning: 6.1(A)
L23	Recognizing similar and congruent figures; recognizing flips, slides and turns; recognizing lines of symmetry; recognizing bilateral and rotational symmetry	Patterns, relationships, and algebraic thinking: 6.4 *(A)
L24	Recognizing numbers up through trillions given in words or place value; recognizing numbers given in expanded notation	Number, operation, and quantitative reasoning: 6.1(B)
L25	Learning the sum of the angles of a rectangle; recognizing right, obtuse and acute angles; measuring and estimating angles; recognizing equilateral, isosceles and scalene triangles; learning the sum of the angles of a triangle	Geometry and spatial reasoning: 6.6 (A) (B)
L26	Dividing a two-digit divisor into a dividend less than 100 with remainders	Number, operation, and quantitative reasoning: 6.2(C)
L27	Converting an improper fraction to a mixed or whole number; determining the fraction with the greatest or least value in a set of fractions	Number, operation, and quantitative reasoning: 6.1(A) (B)
L28	Adding and subtracting fractions with unlike denominators	Number, operation, and quantitative reasoning: 6.2(A)



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L29	Reading maps drawn to scale	Number, operation, and quantitative reasoning: 6.1(C) Patterns, relationships, and algebraic thinking: 6.4 (A), 6.5 (A) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)
L30	Calculating the area and perimeter of a rectangle; solving word problems involving area and perimeter	Patterns, relationships, and algebraic thinking: 6.4*(A) *(B), 6.5 (A)
L31	Dividing dollars by dollars	Number, operation, and quantitative reasoning: 6.1(C) Patterns, relationships, and algebraic thinking: 6.5 (A) Underlying processes and mathematical tools: 6.11 (A) (B) (C), 6.12 (A) (B)
L32	Determining coordinate points	Geometry and spatial reasoning: 6.6
L33	Recognizing the pattern in a sequence of figures or pattern of shading; solving for an unknown angle in a triangle	Patterns, relationships, and algebraic thinking: 6.5 (A) Geometry and spatial reasoning: 6.6 *(A) (B)
L34	Determining the probability of an event; comparing probabilities	Probability and statistics: 6.9 (A) (B)
L35	Recognizing tenths and hundredths places; writing mixed numbers as decimal numbers; writing decimal numbers as mixed numbers; recognizing decimal number words; adding and subtracting decimal numbers	Number, operation, and quantitative reasoning: 6.1(B), 6.2(B)
L36	Calculating the length of vertical and horizontal lines by subtracting x- and y-coordinates	Geometry and spatial reasoning: 6.7 (A)
L37	Learning the Distributive Property of Multiplication; learning the Associative Property of Multiplication and Addition; learning the Commutative Property of Addition and Multiplication	Number, operation, and quantitative reasoning: 6.2(C) (E)
L38	Dividing a one-digit divisor into a four-digit dividend with a three-digit quotient; learning the Property of One and the Zero Property	Number, operation, and quantitative reasoning: 6.2(C)
L39	Adding and subtracting fractions in word problems	Number, operation, and quantitative reasoning: 6.2(A)



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L40	Recognizing multiplication without the “x” symbol; calculating answers to word problems using 2 to 1 and 5 to 1 ratios	Number, operation, and quantitative reasoning: 6.2(C) Patterns, relationships, and algebraic thinking: 6.3 (A) (B) (C), 6.4 (A), 6.5 (A) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)
L41	Learning the equivalent for one year in days and in weeks; learning about leap year; calculating elapsed time crossing months within a week	Number, operation, and quantitative reasoning: 6.1(C), 6.2(C) Measurement 6.8 (B) (D) Underlying processes and mathematical tools: 6.11 (A) (B) (C), 6.12 (A) (B), 6.13 (A) (B)
L42	Determining the question given the information and the answer; estimating the most reasonable answer	Number, operation, and quantitative reasoning: 6.1(C), 6.2(D) Underlying processes and mathematical tools: 6.11 (A) (B) (C), 6.12 (A) (B), 6.13 (A) (B)
L43	Calculating elapsed time in minutes across the 12 on a clock	Number, operation, and quantitative reasoning: 6.1(C) Patterns, relationships, and algebraic thinking: 6.5 (A) Measurement 6.8 (B) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B)
L44	Converting fractions and decimal numbers to percents by setting up equivalent fractions	Number, operation, and quantitative reasoning: 6.1(B) Patterns, relationships, and algebraic thinking: 6.3 (B)
L45	Using Venn Diagrams to understand the union and intersection of sets	Patterns, relationships, and algebraic thinking: 6.4*(B) Probability and statistics: 6.10 (D)
L46	Converting mixed numbers to decimal numbers by setting up equivalent fractions	Number, operation, and quantitative reasoning: 6.1(B)
L47	Comparing fractions with unlike denominators in less than and greater than problems and in true and not true number statements by setting up equivalent fractions	Number, operation, and quantitative reasoning: 6.1(A)
L48	Converting improper fractions as part of mixed numbers; recognizing division without the “÷” symbol	Number, operation, and quantitative reasoning: 6.1(B), 6.2(C) Patterns, relationships, and algebraic thinking: 6.5 (A)



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L49	Rounding money amounts and decimal numbers to the nearest dollar or whole number	Number, operation, and quantitative reasoning: 6.2(D)
L50	Determining factors, prime numbers, composite numbers and prime factors	Number, operation, and quantitative reasoning: 6.1(D) (E)
L51	Multiplying decimal numbers	
L52	Dividing decimal numbers by whole numbers; converting percents to decimal numbers	Patterns, relationships, and algebraic thinking: 6.3 (B)
L53	Comparing decimal numbers in less than and greater than problems	Number, operation, and quantitative reasoning: 6.1(A)
L54	Recognizing Roman numerals: I, V, X, L, C, D and M	Number, operation, and quantitative reasoning: 6.1(B)
L55	Calculating averages	Number, operation, and quantitative reasoning: 6.1(C), 6.2(E) Patterns, relationships, and algebraic thinking: 6.5 (A) Underlying processes and mathematical tools: 6.11 (A) (B) (C), 6.12 (A) (B)
L56	Determining the greatest common factor and least common factor	Number, operation, and quantitative reasoning: 6.1(E)
L57	Simplifying fractions; solving equations involving fractions	Number, operation, and quantitative reasoning: 6.1 (B) (E)
L58	Estimating answers to problems involving numbers with up to nine digits	Number, operation, and quantitative reasoning: 6.1 (C), 6.2(D) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)
L59	Calculating the volume of a rectangular prism with one or more layers of cubes using the formula $L \times W \times H$	Patterns, relationships, and algebraic thinking: 6.4*(B), 6.5 (A) Measurement 6.8 (B)
L60	Recognizing parts of a circle; calculating diameter and radius; associating the 360 degrees in a circle with one-quarter, one-half, three-quarter and full turns	Geometry and spatial reasoning: 6.6 (C)
L61	Recognizing the thousandths place; rounding decimal numbers to the nearest tenth or hundredth; solving equations involving decimals	Number, operation, and quantitative reasoning: 6.2(B) (C) (D)
L62	Dividing a two-digit divisor into a three-digit dividend with a two-digit quotient; simplifying fraction answers	Number, operation, and quantitative reasoning: 6.1 (F), 6.2 (A) (C)



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L63	Comparing positive and negative numbers	Number, operation, and quantitative reasoning: 6.1 (C) Measurement 6.8 (B) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)
L64	Determining numbers that are multiples of one number and factors of another	Number, operation, and quantitative reasoning: 6.1(E) (F)
L65	Calculating mean, median and mode; using stem and leaf plots	Probability and statistics: 6.9 (A), 6.10 (A) (B) (D) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)
L66	Calculating equivalent ratios	Number, operation, and quantitative reasoning: 6.1 (B) Patterns, relationships, and algebraic thinking: 6.3 (A) (C)
L67	Determining percent in word problems	Number, operation, and quantitative reasoning: 6.1 (B) (C) Patterns, relationships, and algebraic thinking: 6.3 (B) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D)
L68	Determining if coordinate points are on a given line	Geometry and spatial reasoning: 6.7 (A)
L69	Using trial and error and charting strategies to solve word problems	Number, operation, and quantitative reasoning: 6.1 (C) Patterns, relationships, and algebraic thinking: 6.4 (A), 6.5 (A) Probability and statistics: 6.10 (A) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)
L70	Recognizing the difference between probability and statistics; defining dependent and independent variable, central tendency, statistics and outlier; recognizing factors that influence data collection; creating a scatter plot	Probability and statistics: 6.10 (A) (D) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)
L71	Computing the percent of a whole number, money amount or decimal number	Number, operation, and quantitative reasoning: 6.1 (B) Patterns, relationships, and algebraic thinking: 6.3 (B)



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L72	Calculating cost per unit	Number, operation, and quantitative reasoning: 6.1 (C) (F), 6.2(C) (E) Patterns, relationships, and algebraic thinking: 6.5 (A) Underlying processes and mathematical tools: 6.11 (A) (B) (C)
L73	Filling in missing numbers in a sequence of decimal numbers	Number, operation, and quantitative reasoning: 6.1 (A)
L74	Putting decimal numbers in order from least to greatest and greatest to least; evaluating decimal numbers in true and not true number statements	Number, operation, and quantitative reasoning: 6.1 (A) (B)
L75	Calculating the perimeter and area of an irregular figure	Patterns, relationships, and algebraic thinking: 6.4*(B), 6.5 (A) Measurement 6.8 (A) (B)
L76	Calculating area and perimeter given coordinates on a coordinate grid	Patterns, relationships, and algebraic thinking: 6.4*(B), 6.5 (A) Geometry and spatial reasoning: 6.7 (A) Measurement 6.8 (B)
L77	Calculating using exponents; calculating square roots	Number, operation, and quantitative reasoning: 6.1* (D) (E)
L78	Selecting an equivalent fraction; simplifying improper fractions as part of a mixed number answer	Number, operation, and quantitative reasoning: 6.1 (B), 6.2(A)
L79	Solving word problems involving decimals	Number, operation, and quantitative reasoning: 6.1 (C), 6.2(B) (C) Underlying processes and mathematical tools: 6.11 (A) (B) (C)
L80	Recognizing complementary, straight and supplementary angles	Geometry and spatial reasoning: 6.6 (A) (B) Measurement 6.8 (C)
L81	Calculating decimal answers in division problems when zeroes need to be added to the right of the dividend	Number, operation, and quantitative reasoning: 6.1 (B)
L82	Dividing using short division	Number, operation, and quantitative reasoning: 6.2(C)
L83	Converting mixed numbers to improper fractions	Number, operation, and quantitative reasoning: 6.1 (B)
L84	Filling in missing numbers in sequences counting by varying amounts	Patterns, relationships, and algebraic thinking: 6.5 (A) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)



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L85	Multiplying fractions and whole numbers by fractions	
L86	Estimating to the nearest dollar or whole number	Number, operation, and quantitative reasoning: 6.1 (C), 6.2(D) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12(A) (B)
L87	Comparing fractions in word problems	Number, operation, and quantitative reasoning: 6.1 (C) Underlying processes and mathematical tools: 6.11 (A) (B) (C)
L88	Recognizing adjacent, vertical, corresponding, exterior and interior angles; defining angle bisector	Geometry and spatial reasoning: 6.6 *(A) Measurement 6.8 (C)
L89	Calculating distance, time, rate and speed in word problems	Number, operation, and quantitative reasoning: 6.2(C) Patterns, relationships, and algebraic thinking: 6.5 (A) Measurement 6.8 (B) Underlying processes and mathematical tools: 6.11 (A) (B) (C)
L90	Selecting the fraction, percent or decimal number that best represents a shaded region	Number, operation, and quantitative reasoning: 6.1 (A) (B) Patterns, relationships, and algebraic thinking: 6.3 (B)
L91	Solving equations with embedded parentheses	Number, operation, and quantitative reasoning: 6.2(C) (E)
L92	Calculating elapsed time more than one week crossing months	Number, operation, and quantitative reasoning: 6.1 (C) (F) Measurement 6.8 (B) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B)
L93	Reducing improper fraction answers to their lowest terms	Number, operation, and quantitative reasoning: 6.2(A)
L94	Solving problems using data displayed as percent pie graphs	Number, operation, and quantitative reasoning: 6.1 (B) Patterns, relationships, and algebraic thinking: 6.3 (B), 6.4 (A), 6.5 (A) Probability and statistics: 6.10 *(C) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)



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L95	Recognizing decimal places to the right of the thousandths; multiplying decimals when zeroes need to be added to the product	Number, operation, and quantitative reasoning: 6.1 (A)
L96	Solving word problems by working backwards	Number, operation, and quantitative reasoning: 6.1 (C), 6.2(C) (E) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12(A) (B)
L97	Writing probability as a fraction, decimal, percent or proportion (ratio)	Patterns, relationships, and algebraic thinking: 6.3 (A) (B) (C) Probability and statistics: 6.9 (B)
L98	Selecting the most reasonable answer involving percents	Patterns, relationships, and algebraic thinking: 6.3 (B), 6.4 (A) Probability and statistics: 6.10 *(C)
L99	Writing probabilities as lowest-terms fractions	Number, operation, and quantitative reasoning: 6.1 (B), 6.2(C) Patterns, relationships, and algebraic thinking: 6.3 (B) Probability and statistics: 6.9 (B) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B)
L100	Calculating the surface area of a rectangular prism; determining the equation that creates a pattern	Number, operation, and quantitative reasoning: 6.2(C) Patterns, relationships, and algebraic thinking: 6.4 (B), 6.5 (A) Measurement 6.8 (B)
L101	Determining reciprocals	Number, operation, and quantitative reasoning: 6.1 (A) (B)
L102	Multiplying and dividing decimal numbers by powers of ten	
L103	Dividing a three-digit divisor into a three-digit dividend with a one-digit quotient	Number, operation, and quantitative reasoning: 6.2(C)
L104	Multiplying mixed numbers	
L105	Solving word problems involving percent, including the word “not”	Number, operation, and quantitative reasoning: 6.1 (B) (C) Patterns, relationships, and algebraic thinking: 6.3 (B)
L106	Subtracting fractions with like denominators with regrouping	Number, operation, and quantitative reasoning: 6.2(A)
L107	Simplifying division problems using powers of ten	Number, operation, and quantitative reasoning: 6.2(C)



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L108	Estimating using rounding to one-digit accuracy; calculating volume in word problems	Number, operation, and quantitative reasoning: 6.2(D) Patterns, relationships, and algebraic thinking: 6.4*(B) Measurement 6.8 (B)
L109	Determining negative numbers using coordinate points	Geometry and spatial reasoning: 6.7 (A)
L110	Solving word problems involving sales tax, sale price, interest and profit	Number, operation, and quantitative reasoning: 6.1 (B) (C) Patterns, relationships, and algebraic thinking: 6.3 (B)
L111	Converting decimal numbers to percents and percents to decimal numbers	Number, operation, and quantitative reasoning: 6.1 (B) Patterns, relationships, and algebraic thinking: 6.3 (B)
L112	Using multiplication and division to simplify fraction multiplication problems; simplifying fractions before multiplying	
L113	Converting decimal numbers to lowest-terms fractions or mixed numbers	Number, operation, and quantitative reasoning: 6.1 (B)
L114	Determining the equation that represents a problem and the equation that solves it	Number, operation, and quantitative reasoning: 6.2(C) Patterns, relationships, and algebraic thinking: 6.5 (A)
L115	Identifying the equation that represents a line on a coordinate graph; learning slope and intercept	Patterns, relationships, and algebraic thinking: 6.5 (A) Geometry and spatial reasoning: 6.7 (A)
L116	Determining percent of a whole number	Number, operation, and quantitative reasoning: 6.1 (B) (E) Patterns, relationships, and algebraic thinking: 6.3 (B)
L117	Solving word problems involving the multiplication of fractions and mixed numbers	Number, operation, and quantitative reasoning: 6.1 (C) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B)
L118	Dividing fractions	
L119	Arranging fractions, decimal numbers and mixed numbers on a number line	Number, operation, and quantitative reasoning: 6.1 (A)
L120	Calculating averages involving decimals and fractions	Underlying processes and mathematical tools: 6.11 (A) (B) (C)



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L121	Calculating the area of a parallelogram	Patterns, relationships, and algebraic thinking: 6.4*(B) Measurement 6.8 (B)
L122	Multiplying a three-digit number by a three-digit number	Number, operation, and quantitative reasoning: 6.2(C)
L123	Rounding mixed numbers	Number, operation, and quantitative reasoning: 6.1 (A), 6.2(D)
L124	Calculating the area of a triangle	Number, operation, and quantitative reasoning: 6.2(E) Patterns, relationships, and algebraic thinking: 6.4*(B), 6.5 (A) Geometry and spatial reasoning: 6.6 *(A) *(B) Measurement 6.8 (B)
L125	Calculating the circumference and area of a circle; recognizing π (pi)	Geometry and spatial reasoning: 6.6 (C)
L126	Converting measurements using multiplication or division with fractional or decimal remainders	Number, operation, and quantitative reasoning: 6.1 (B), 6.2(C) Measurement 6.8 (B)
L127	Calculating percents in word problems	Number, operation, and quantitative reasoning: 6.1 (B) (C) Patterns, relationships, and algebraic thinking: 6.3 (B) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B)
L128	Converting fractions to decimal numbers using division; recognizing the symbol for a repeating decimal	Number, operation, and quantitative reasoning: 6.1 (B)
L129	Converting fractions to percents	Number, operation, and quantitative reasoning: 6.1 (B) Patterns, relationships, and algebraic thinking: 6.3 (B) Measurement 6.8 (B)
L130	Adding positive and negative integers	
L131	Continued - Adding positive and negative integers	
L132	Dividing a two-digit divisor into a three-digit dividend with a one-digit quotient	Number, operation, and quantitative reasoning: 6.1 (F), 6.2(C)



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L133	Calculating expected numbers based on probabilities	Number, operation, and quantitative reasoning: 6.1 (B) (C) Patterns, relationships, and algebraic thinking: 6.3 (B) Probability and statistics: 6.9 (B) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B)
L134	Using rounding to estimate quotients	Number, operation, and quantitative reasoning: 6.2(C) (D)
L135	Determining percents that are greater than 100% and less than 1%	Number, operation, and quantitative reasoning: 6.1 (B) Patterns, relationships, and algebraic thinking: 6.3 (B)
L136	Dividing a three-digit divisor into a four-digit dividend with a two-digit quotient	Number, operation, and quantitative reasoning: 6.2(C)
L137	Adding and multiplying measurements, then simplifying units	Number, operation, and quantitative reasoning: 6.1 (C) Patterns, relationships, and algebraic thinking: 6.5 (A) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B)
L138	Dividing a decimal number by a decimal number	
L139	Calculating the volume of a triangular prism or cylinder	Patterns, relationships, and algebraic thinking: 6.4*(B)
L140	Reviewing rounding quotients; calculating percents in word problems, rounding to the nearest whole percent	Number, operation, and quantitative reasoning: 6.2(D) Patterns, relationships, and algebraic thinking: 6.3 (B)
L141	Subtracting measurements by exchanging units	Number, operation, and quantitative reasoning: 6.1 (C) Measurement 6.8 (D) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B)
L142	Dividing mixed numbers	
L143	Subtracting positive and negative integers	
L144	Continued - Subtracting positive and negative integers	
L145	Determining the fourth vertex of a parallelogram on a coordinate graph	Geometry and spatial reasoning: 6.7 (A) Measurement 6.8 (B)
L146	Subtracting mixed numbers and fractions with unlike denominators with regrouping	Number, operation, and quantitative reasoning: 6.2(A)



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Lesson (Activity) Number	Excel Math Lesson Objective	Texas Essential Knowledge and Skills
L147	Dividing a three-digit divisor into a four-digit dividend with a one-digit quotient	Number, operation, and quantitative reasoning: 6.2(C)
L148	Solving for an unknown with similar polygons	Patterns, relationships, and algebraic thinking: 6.4*(B), 6.5 (A) Geometry and spatial reasoning: 6.6 (A) (B) Measurement 6.8 (B) (C)
L149	Determining number patterns	Underlying processes and mathematical tools: 6.13 (A) (B)
L150	Calculating the probability of two separate events as a sum and two consecutive events as a product; calculating using factorials and permutations	Probability and statistics: 6.9 (B)
L151	Comparing the value of products using different currencies	Number, operation, and quantitative reasoning: 6.1 (C), 6.2(C) Patterns, relationships, and algebraic thinking: 6.4 (A), 6.5 (A) Measurement 6.8 (D) Underlying processes and mathematical tools: 6.11 (A) (B) (C) (D), 6.12 (A) (B), 6.13 (A) (B)
L152	Calculating and comparing cost per unit	Number, operation, and quantitative reasoning: 6.1 (C) Underlying processes and mathematical tools: 6.11 (A) (B) (C)
L153	Solving word problems involving division of mixed numbers	Number, operation, and quantitative reasoning: 6.1 (C) Underlying processes and mathematical tools: 6.11 (A) (B) (C)
L154	Estimating answers to division word problems	Number, operation, and quantitative reasoning: 6.1 (C), 6.2(C) (D)
L155	Multiplying and dividing positive and negative integers	
Activity 1	Round & Oval Figures	Geometry and spatial reasoning: 6.6 *(B) *(C)
Activity 2	Triangular Figures	Patterns, relationships, and algebraic thinking: 6.4 (B) Geometry and spatial reasoning: 6.6 (A) (B) Measurement 6.8 (C)
Activity 3	Area & Perimeter	Number, operation, and quantitative reasoning: 6.2(C) Patterns, relationships, and algebraic thinking: 6.4 (B) Geometry and spatial reasoning: 6.6 (C) Measurement 6.8 (B)



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Lesson (Activity) Number	Excel Math Lesson Objective	Texas Essential Knowledge and Skills
Activity 4	Surface Area	Patterns, relationships, and algebraic thinking: 6.4 (A) (B)
Activity 5	Three-Dimensional Figures	Patterns, relationships, and algebraic thinking: 6.4 (A)
Activity 6	Similarity & Congruence	Patterns, relationships, and algebraic thinking: 6.4 (A)
Activity 7	Mobius Strips	
Activity 8	Tessellations	Geometry and spatial reasoning: 6.6 *(B)
Activity 9	Data Collection	Probability and statistics: 6.10 (A) (D)
Activity 10	Interquartile Range	Probability and statistics: 6.10 (A) (B) (D)
Activity 11	Formulating Questions	Probability and statistics: 6.10 (A) (D)
Activity 12	Fractions	Number, operation, and quantitative reasoning: 6.1 (A) (B) (F)
Activity 13	Density	
Activity 14	Range	Patterns, relationships, and algebraic thinking: 6.4 (A) (B)



Texas 6th Grade STARR (TEKS)/ *Excel Math* Correlation

RS = Readiness Standard, SS = Support Standard

Texas Essential Knowledge and Skills (w/ STARR updates)	<i>Excel Math</i> Lesson Numbers	Stretch Lesson Numbers Activity Numbers
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REPORTING CATEGORY I

NUMBER, OPERATION, QUANTITATIVE REASONING

(6.1) Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms.		
(A) Compare and order non-negative rational numbers; SS	1, 2, 19, 22, 27, 47, 53, 73, 74, 90, 95, 101, 119, 123 Negative Numbers: 63, 119	1, 3, 20, 23, 29, 32, 36, 37, 67, 72, 81, 88, 144, 153 Activity 12
(B) Generate equivalent forms of rational numbers including whole numbers, fractions, and decimals; RS	3, 18, 24, 27, 35, 44, 46, 48, 54, 57, 66, 67, 71, 74, 78, 81, 83, 87, 90, 94, 99, 101, 105, 110, 111, 113, 116, 126, 127, 128, 129, 133, 135	62, 70, 86, 98, 113, 117, 133, 142, 155 Activity 12
(C) Use integers to represent real-life situations; SS	1, 4, 6, 8, 9, 13, 19, 20, 29, 31, 41, 42, 43, 55, 58, 63, 67, 69, 72, 79, 86, 87, 92, 96, 105, 110, 117, 127, 133, 137, 141, 151, 152, 153, 154	4, 6, 7, 10, 12, 13, 15, 18, 21, 24, 25, 26, 28, 30, 37, 38, 39, 42, 47, 48, 52, 54, 56, 68, 79, 82, 85, 90, 91, 94, 101, 104, 125, 137, 140, 150, 152
(D) Write prime factorizations using exponents; SS	50, *77	72, 88, *141
(E) Identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers; and SS	*6, 50, 56, 57, 64, 77, 116	90, 99
(F) Identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers. SS	1, 9, 17, 62, 64, 72, 92, 132	67, 92, 139 Activity 12

*Gives opportunity to teach specific State Standard



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Texas Essential Knowledge and Skills (w/ STARR updates)	Excel/ Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
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(6.2) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions.		
(A) Model addition and subtraction situations involving fractions with objects, pictures, words, and numbers; SS	5, 28, 39, 62, 78, 93, 106, 146 Multiply / Divide: 155 Positive / Negative Numbers: 130, 131, 143, 144	49, 96, 104, 110
(B) Use addition and subtraction to solve problems involving fractions and decimals; RS	1, 35, 61, 79 Divide: 31, 52, 81, 102, 118, 128, 129, 138, 140, 142, 152, 153 Multiply: 51, 85, 102, 104, 112, 117, 133, 135, 140	18, 26, 35, 38, 46, 85, 93, 150 Multiply / Divide: 44, 47, 76, 84, 152
(C) Use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates; RS	1, 3, 6, 9, 12, 16, 19, 26, 37, 38, 40, 41, 48, 61, 62, 72, 79, 82, 89, 91, 96, 99, 100, 103, 107, 114, 122, 126, 132, 134, 136, 147, 151, 154	2, 5, 7, 8, 10, 12, 22, 25, 27, 28, 31, 39, 42, 44, 47, 48, 50, 54, 55, 56, 59, 63, 68, 69, 70, 72, 73, 74, 76, 77, 78, 81, 83, 84, 87, 89, 94, 98, 101, 102, 111, 115, 123, 124, 130, 132, 138, 142, 143, 152, 155 Activity 3
(D) Estimate and round to approximate reasonable results and to solve problems where exact answers are not required; and SS	20, 42, 49, 58, 61, 86, 108, 123, 134, 140, 154	35
(E) Use order of operations to simplify whole number expressions (without exponents) in problem solving situations. RS	3, 37, 55, 72, 91, 96, 124	5, 22, 27, 28, 37, 39, 40, 44, 46, 47, 54, 56, 59, 63, 68, 69, 81, 132, 138

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REPORTING CATEGORY 2		
PATTERNS, RELATIONSHIPS, ALGEBRAIC THINKING		
(6.3) Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships.		
(A) Use ratios to describe proportional situations; SS	40, 66, 97	50, *54, *109, *119, *131, *135, 147
(B) Represent ratios and percents with concrete models, fractions, and decimals; and SS	40, 44, 52, 67, 71, 90, 94, 97, 98, 99, 105, 110, 111, 116, 127, 129, 133, 135, 140	48, 50, 143, 147, 152
(C) Use ratios to make predictions in proportional situations. RS	40, 66, 97	50, *54, *109, *119, *131, *135, 147
(6.4) Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes.		
(A) Use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area; and RS	2, 4, 8, 13, 15, *23, 29, *30, 40, 69, 94, 98, 151 Pattern of shapes: 21, 33	6, 16, 21, 33, 43, 44, 51, 52, 54, 57, 58, 60, 64, 65, 77, *89, 91, 109, 121, 129, 131, 141, 149 Activity 4, 5, 6, 14
(B) Use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc. SS	*30, *45, *59, *75, *76, 100, *108, *121, *124, *139, *148	*28, *39, *55, *56, *59, *63, *77 Activity 2, 3, 4, 14
(6.5) Patterns, relationships, and algebraic thinking. The student uses letters to represent an unknown in an equation.		
(A) The student is expected to formulate equations from problem situations described by linear relationships. RS	1, 3, 8, 9, 13, 29, 30, 31, 33, 40, 43, 48, 55, 59, 69, 72, 75, 76, 84, 89, 94, 100, 114, 115, 124, 137, 148, 151	6, 8, 9, 10, 12, 15, 18, 20, 21, 22, 23, 25, 26, 27, 28, 30, 35, 37, 38, 39, 41, 44, 46, 47, 48, 50, 54, 55, 56, 59, 60, 63, 65, 67, 68, 69, 74, 75, 76, 77, 81, 82, 83, 84, 85, 89, 91, 93, 101, 124, 126, 128, 138, 140, 141, 150, 154

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REPORTING CATEGORY 3 GEOMETRY AND SPATIAL REASONING

(6.6) Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles.

(A) Use angle measurements to classify angles as acute, obtuse, or right; SS	25, *33, 80, *88, *124, 148	Activity 2
(B) Identify relationships involving angles in triangles and quadrilaterals; and SS	25, 33, 80, *124, 148	Activity *1, 2, *8
(C) Describe the relationship between radius, diameter, and circumference of a circle. RS	60, 125	Activity *1, 3

(6.7) Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions.

(A) The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers. SS	32, 36, 68, 76, 109, 115, 145	
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REPORTING CATEGORY 4 MEASUREMENT

(6.8) Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles.

(A) Estimate measurements (including circumference) and evaluate reasonableness of results; SS	10, 11, 75	136
(B) Select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight; RS	10, 11, 13, 41, 43, 59, 63, 75, 76, 89, 92, 100, 108, 121, 124, 129, 145, 148	*16, 21, 28, 39, 41, 42, 54, 55, 56, 59, 60, 63, 65, 77, 82, 84, 89, 94, 101, 118, 136, 137, 148 Activity 3 Density: Activity 13, Velocity: Activity 14
(C) Measure angles; and SS	80, 88, 148	Activity 2
(D) Convert measures within the same measurement system (customary and metric) based on relationships between units. SS	4, 10, 11, 13, 41, 126, 141, 151	21, 28, 39, 42, 44, 54, 65, 74, 84, 89, 111

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REPORTING CATEGORY 5

PROBABILITY AND STATISTICS

(6.9) Probability and statistics. The student uses experimental and theoretical probability to make predictions.		
(A) Construct sample spaces using lists and tree diagrams; and SS	2, 8, 34, 65	4, 5, 11, *16, 17, 19, 34, 40, 41, 45, 61, 68, 71, 73, 75, 79, 80, 81, 85, 92, 97, 99, 108, 116, 119, 123, 125, 135, 146, 149, 151, 153
(B) Find the probabilities of a simple event and its complement and describe the relationship between the two. SS	34, 97, 99, 133, 150	138, 146, 147
(6.10) Probability and statistics. The student uses statistical representations to analyze data.		
(A) Select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot; SS	2, *8, 65, 69, 70	4, 11, 33, 43, 52 Activity 9, 10, 11
(B) Identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data SS	65 Averages: 55, 120	Averages: 47, 89, 138 Activity 10
(C) Sketch circle graphs to display data; and SS	*94, *98	Venn Diagrams: 33, 43, 52, 64
(D) Solve problems by collecting, organizing, displaying, and interpreting data. RS	2, 45, 65, 70	4, 11, 33, 43, 52, 64, 65, 75 Activity 9, 10, 11

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UNDERLYING PROCESSES, MATHEMATICAL TOOLS		
(6.11) Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.		
(A) Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	1, 2, 4, 6, 7, 8, 9, 20, 29, 31, 40, 41, 42, 43, 55, 58, 63, 65, 67, 69, 70, 72, 79, 86, 87, 89, 92, 94, 96, 99, 117, 120, 127, 133, 137, 141, 151, 152, 153	2, 4, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 24, 25, 26, 28, 30, 33, 35, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 52, 54, 55, 56, 60, 63, 64, 65, 68, 69, 76, 80, 82, 85, 90, 91, 92, 94, 99, 101, 104, 105, 120, 124, 134, 136, 137, 138, 139, 140, 143, 145, 148, 149, 150, 151, 154
(B) Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	1, 4, 6, 7, 8, 9, 20, 29, 31, 40, 41, 42, 43, 55, 58, 63, 65, 67, 69, 70, 72, 79, 84, 86, 87, 89, 92, 94, 96, 117, 120, 127, 133, 137, 141, 151, 152, 153	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 30, 31, 32, 33, 35, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 51, 52, 53, 54, 55, 56, 57, 58, 60, 61, 63, 64, 65, 66, 68, 69, 71, 73, 76, 78, 80, 81, 82, 83, 85, 87, 90, 91, 92, 94, 95, 99, 101, 102, 103, 104, 105, 108, 109, 115, 116, 119, 120, 123, 124, 125, 126, 128, 129, 130, 131, 134, 136, 137, 138, 139, 140, 141, 143, 145, 148, 149, 150, 151, 154
(C) Select or develop an appropriate problem-solving strategy from a variety of different types, 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	1, 4, 6, 7, 8, 9, 20, 29, 31, 40, 41, 42, 43, 55, 58, 63, 65, 67, 69, 70, 72, 79, 84, 86, 87, 89, 92, 94, 96, 117, 120, 127, 133, 137, 141, 151, 152, 153	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 30, 31, 32, 33, 35, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 51, 52, 53, 54, 55, 56, 57, 58, 60, 61, 63, 64, 65, 66, 68, 69, 71, 73, 76, 78, 80, 81, 82, 83, 85, 87, 90, 91, 92, 94, 95, 99, 101, 102, 103, 104, 105, 108, 109, 115, 116, 119, 120, 123, 124, 125, 126, 128, 129, 130, 131, 134, 136, 137, 138, 139, 140, 141, 143, 145, 148, 149, 150, 151, 154
(D) Select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.	1, 4, 7, 8, 20, 29, 40, 43, 58, 63, 65, 67, 69, 70, 84, 86, 92, 94, 96, 99, 117, 127, 133, 137, 141, 151	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 30, 31, 32, 33, 35, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 51, 52, 54, 55, 56, 57, 58, 60, 61, 63, 64, 65, 66, 68, 69, 71, 73, 76, 78, 80, 81, 82, 83, 85, 87, 90, 91, 92, 94, 99, 101, 102, 103, 104, 105, 120, 123, 124, 125, 126, 128, 129, 130, 131, 134, 136, 137, 138, 140, 141, 143, 148, 149, 150, 151, 154

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(6.12) Underlying processes and mathematical tools. The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models.		
(A) Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	1, 3, 4, 6, 7, 8, 9, 20, 29, 31, 40, 41, 42, 43, 55, 58, 63, 65, 69, 70, 84, 86, 92, 94, 96, 99, 117, 127, 133, 137, 141, 151	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 30, 31, 32, 33, 35, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 51, 52, 54, 55, 56, 57, 58, 60, 61, 63, 64, 65, 66, 68, 69, 71, 73, 76, 78, 80, 81, 82, 83, 85, 87, 90, 91, 92, 94, 99, 101, 102, 103, 104, 115, 120, 123, 124, 125, 126, 128, 129, 130, 131, 134, 136, 137, 138, 139, 140, 141, 143, 145, 148, 149, 150, 151, 154
(B) Evaluate the effectiveness of different representations to communicate ideas.	1, 3, 4, 6, 7, 8, 9, 20, 29, 31, 40, 41, 42, 43, 55, 58, 63, 65, 69, 70, 84, 86, 92, 94, 96, 99, 117, 127, 133, 137, 141, 151	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 30, 31, 32, 33, 35, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 51, 52, 54, 55, 56, 57, 58, 60, 61, 63, 64, 65, 66, 68, 69, 71, 73, 76, 78, 80, 81, 82, 83, 85, 87, 90, 91, 92, 94, 99, 101, 102, 103, 104, 115, 120, 123, 124, 125, 126, 128, 129, 130, 131, 134, 136, 137, 138, 139, 140, 141, 143, 145, 148, 149, 150, 151, 154
(6.13) Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions.		
(A) Make conjectures from patterns or sets of examples and non-examples; and	4, 6, 7, 8, 20, 29, 40, 41, 42, 58, 63, 65, 69, 70, 84, 94, 149, 151	1, 4, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 26, 30, 32, 33, 41, 43, 45, 51, 52, 53, 57, 58, 60, 61, 64, 65, 66, 69, 71, 75, 80, 81, 91, 95, 99, 100, 103, 104, 106, 107, 112, 114, 121, 122, 127, 128, 129, 131, 139, 140, 141, 149, 151, 154
(B) Validate his/her conclusions using mathematical properties and relationships.	4, 6, 7, 8, 20, 29, 40, 41, 42, 58, 63, 65, 69, 70, 84, 94, 149, 151	1, 4, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 26, 30, 32, 33, 41, 43, 45, 51, 52, 53, 57, 58, 60, 61, 64, 65, 66, 69, 71, 75, 80, 81, 91, 95, 99, 100, 103, 104, 106, 107, 112, 114, 121, 122, 127, 128, 129, 131, 139, 140, 141, 149, 151, 154

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