

Current TEKS	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
<p>(a) Introduction.                      (1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 5 are comparing and contrasting lengths, areas, and volumes of two- or three-dimensional geometric figures; representing and interpreting data in graphs, charts, and tables; and applying whole number operations in a variety of contexts.</p>	<p>(a) Introduction.</p>
<p>(a) Introduction.                      (2) Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtractions, multiplication, and division as generalizations connect to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as the identify, compare, and classify two- or three-dimensional geometric figures; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predication and solve problems.</p>	<p>(4) The primary focal areas in Grade 5 are solving problems involving all four operations with positive rational numbers, determine and generate formulas and solutions to expressions, and extending measurement to area and volume. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. In Grades 3-5 the number set is limited to positive rational numbers. In number and operations, students will apply place value and identify part-to-whole relationships and equivalence. In algebraic reasoning, students will represent and solve problems with expressions and equations, build foundations of functions through patterning, identify prime and composite numbers, and use the order of operations. In geometry and measurement, students will classify two-dimensional figures, connect geometric attributes to the measures of three-dimensional figures, use units of measure, and represent location using a coordinate plane. In data analysis, students will represent and interpret data</p>
<p>(a) Introduction.                      (3) Throughout mathematics in Grades 3-5, students develop numerical fluency with conceptual understand and computational accuracy. Students in Grades 3-5 use knowledge of the bas-ten place value system to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 5, students know basic addition, subtraction, multiplication, and division facts and are using them to work flexibly, efficiently, and accurately with numbers during addition, subtraction, multiplication, and division computation.</p>	<p>(a) Introduction.                      (3) For students to become fluent in mathematics students must develop a robust sense of number. The National Research Council’s report, “Adding It Up,” defines procedural fluency as “skill in carrying out procedures flexibly, accurately, efficiently and appropriately.” As students develop procedural fluency, they must also realize that true problem solving may take time, effort, and perseverance. Students in Grade 5 are expected to perform their work without the use of calculators.</p>

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<p>(a) Introduction.                      (4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 3-5, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.</p>	<p>(a) Introduction.                      (2) The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
	<p>(a) Introduction.                      (1) The desire to achieve educational excellence is the driving force behind the Texas Essential Knowledge and Skills for mathematics, guided by the College and Career Readiness Standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.</p>
	<p>(a) Introduction.                      (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>

<p><b>Current TEKS: Number, operation, and quantitative reasoning</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
<p>5.1A Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.</p> <p><b>The student is expected to use place value to read, write, compare, and order whole numbers through the 999,999,999,999.</b></p>	
<p>5.1B Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.</p> <p><b>The student is expected to use place value to read, write, compare, and order decimals through the thousandths place.</b></p>	<p>5.2A Number and Operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value.</p> <p><b>The student is expected to represent the value of the digit in decimals through the thousandths using expanded notation and numerals.</b></p>
	<p>5.2B Number and Operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value.</p> <p><b>The student is expected to compare and order two decimals to thousandths and represent comparisons using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</b></p>
<p>5.2A Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.</p> <p><b>The student is expected to generate a fraction equivalent to a given fraction such as <math>1/2</math> or <math>3/6</math> or <math>4/12</math> and <math>1/3</math>.</b></p>	
<p>5.2B Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.</p> <p><b>The student is expected to generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.</b></p>	

<p><b>Current TEKS: Number, operation, and quantitative reasoning</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
<p>5.2C Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.</p> <p><b>The student is expected to compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.</b></p>	
<p>5.2D Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.</p> <p><b>The student is expected to use models to relate decimals to fractions that name tenths, hundredths, and thousandths.</b></p>	
<p>5.3A Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems.</p> <p><b>The student is expected to use addition and subtraction to solve problems involving whole numbers and decimals.</b></p>	<p>5.3K Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to add and subtract positive rational numbers fluently.</b></p>
<p>5.3B Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems.</p> <p><b>The student is expected to use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).</b></p>	<p>5.3B Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to multiply with fluency a three-digit number by a two-digit number using the standard algorithm.</b></p>
<p>5.3C Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems.</p> <p><b>The student is expected to 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.</b></p>	<p>5.3C Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm.</b></p>

<p><b>Current TEKS: Number, operation, and quantitative reasoning</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
<p>5.3D Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems.</p> <p><b>The student is expected to identify common factors of a set of whole numbers.</b></p>	
<p>5.3E Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems.</p> <p><b>The student is expected to model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.</b></p>	<p><i>Moved to 4.3E</i></p>
<p>5.4A Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.</p> <p><b>The student is expected to use strategies including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.</b></p>	<p>5.3A Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.</b></p>
	<p>5.2C Number and Operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value.</p> <p><b>The student is expected to round decimals to tenths or hundredths.</b></p>
	<p>5.3D Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models.</b></p>

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	<p>5.3E Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to solve for products of decimals to hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers.</b></p>
	<p>5.3F Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to represent quotients of decimals to hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models.</b></p>
	<p>5.3G Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm.</b></p>
	<p>5.3H Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations.</b></p>

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	<p>5.3I Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models.</b></p>
	<p>5.3J Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as <math>1/3 \div 7</math> and <math>7 \div 1/3</math> using objects and pictorial models, including area models.</b></p>
	<p>5.3L Number and Operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.</p> <p><b>The student is expected to divide whole numbers by unit fractions and unit fractions by whole numbers.</b></p>

<p><b>Current TEKS: Patterns, relationships, and algebraic thinking</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
<p>5.5A Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.</p> <p><b>The student is expected to describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.</b></p>	<p>5.4D Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p><b>The student is expected to recognize the difference between additive and multiplicative numerical patterns given in a table or graph.</b></p>
<p>5.5B Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.</p> <p><b>The student is expected to identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.</b></p>	<p>5.4A Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p><b>The student is expected to identify prime and composite numbers.</b></p>
<p>5.6A Patterns, relationships, and algebraic thinking. The student represents a relationship in numerical, geometric, verbal, and symbolic form.</p> <p><b>The student is expected to select from and use diagrams and equations such as <math>y = 5 + 3</math> to represent meaningful problem situations.</b></p>	<p>5.4B Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p><b>The student is expected to represent and solve multistep problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.</b></p>
	<p>5.4C Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p><b>The student is expected to generate a numerical pattern when given a rule in the form <math>y = ax</math> or <math>y = x + a</math> and graph.</b></p>
	<p>5.4E Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p><b>The student is expected to describe the meaning of parentheses and brackets in a numeric expression.</b></p>



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	<p>5.4F Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p><b>The student is expected to simplify numerical expressions that do not involve exponents, including up to two levels of grouping.</b></p>

<p><b>Current TEKS: Geometry and spatial reasoning</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
<p>5.7A Geometry and spatial reasoning. The student generates geometric definitions using critical attributes.</p> <p><b>The student is expected to identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.</b></p>	<p>5.5 Geometry and Measurement. The student applies mathematical process standards to classify two-dimensional figures by attributes and properties. The student is expected to classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.</p>
<p>5.8A Geometry and spatial reasoning. The student models transformations.</p> <p><b>The student is expected to sketches the results of translations, rotations, and reflections on a Quadrant I coordinate grid.</b></p>	
<p>5.8B Geometry and spatial reasoning. The student models transformations.</p> <p><b>The student is expected to identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid.</b></p>	

<p><b>Current TEKS: Geometry and spatial reasoning</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
<p>5.9A Geometry and spatial reasoning. The student recognizes the connection between ordered pairs of numbers and locations of points on a plane.</p> <p><b>The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers.</b></p>	<p>5.8A Geometry and Measurement. The student applies mathematical process standards to identify locations on a coordinate plane.</p> <p><b>The student is expected to describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin, and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin.</b></p>
	<p>5.8B Geometry and Measurement. The student applies mathematical process standards to identify locations on a coordinate plane.</p> <p><b>The student is expected to describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane.</b></p>
	<p>5.8C Geometry and Measurement. The student applies mathematical process standards to identify locations on a coordinate plane.</p> <p><b>The student is expected to graph ordered pairs of numbers arising from mathematical and real-world problems in the first quadrant of the coordinate plane, including those generated by number patterns or found in an input-output table.</b></p>

<p><b>Current TEKS: Measurement</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
<p>5.10A Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems.</p> <p><b>The student is expected to perform simple conversions within same measurement system (SI (metric) or customary).</b></p>	<p>5.7 Geometry and Measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement. The student is expected to solve problems by calculating conversions within a measurement system, customary or metric.</p>
<p>5.10B Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems.</p> <p><b>The student is expected to connect models for perimeter, area, and volume with their respective formulas.</b></p>	<p>5.4G Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p><b>The student is expected to use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube (<math>V = l \times w \times h</math>, <math>V = s \times s \times s</math>, and <math>V = Bh</math>).</b></p>
<p>5.10C Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems.</p> <p><b>The student is expected to select and use appropriate units and formulas to measure length, perimeter, area, and volume.</b></p>	<p>5.4H Algebraic Reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p><b>The student is expected to represent and solve problems related to perimeter and/or area and related to volume.</b></p>
	<p>5.6A Geometry and Measurement. The student applies mathematical process standards to understand, recognize and quantify volume.</p> <p><b>The student is expected to recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (<math>n</math> cubic units) needed to fill it with no gaps or overlaps if possible.</b></p>
	<p>5.6B Geometry and Measurement. The student applies mathematical process standards to understand, recognize and quantify volume.</p> <p><b>The student is expected to determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.</b></p>

<p><b>Current TEKS: Measurement</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
<p>5.11A Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).</p> <p><b>The student is expected to solve problems involving changes in temperature.</b></p>	
<p>5.11B Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).</p> <p><b>The student is expected to solve problems involving elapsed time.</b></p>	

<p><b>Current TEKS: Probability and statistics</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
<p>5.12A Probability and statistics. The student describes and predicts the results of a probability experiment.</p> <p><b>The student is expected to use fractions to describe the results of an experiment.</b></p>	
<p>5.12B Probability and statistics. The student describes and predicts the results of a probability experiment.</p> <p><b>The student is expected to use experimental results to make predictions.</b></p>	
<p>5.12C Probability and statistics. The student describes and predicts the results of a probability experiment.</p> <p><b>The student is expected list all possible outcomes of a probability experiment such as tossing a coin.</b></p>	
<p>5.13A Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><b>The student is expected to use tables of related number pairs to make line graphs.</b></p>	
<p>5.13B Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><b>The student is expected to describe characteristics of data presented in tables and graphs including median, mode, and range.</b></p>	
<p>5.13C Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><b>The student is expected to graph a given set of data using an appropriate graphical representation such as a picture or line graph.</b></p>	

<p><b>Current TEKS: Probability and statistics</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
	<p>5.9A Data Analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.</p> <p><b>The student is expected to represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem and leaf plots.</b></p>
	<p>5.9B Data Analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.</p> <p><b>The student is expected to represent discrete paired data on a scatter plot.</b></p>
	<p>5.9C Data Analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.</p> <p><b>The student is expected to solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem and leaf plot, or scatter plot.</b></p>

<p><b>Current TEKS: Underlying processes and mathematical tools</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
<p>5.14A 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.</p> <p><b>The student is expected to identify the mathematics in everyday situations.</b></p>	<p>5.1A Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p><b>The student is expected to apply mathematics to problems arising in everyday life, society, and the workplace.</b></p>
<p>5.14B 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.</p> <p><b>The student is expected to solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</b></p>	<p>5.1B Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p><b>The student is expected to use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</b></p>
<p>5.14C 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.</p> <p><b>The student is expected to 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.</b></p>	
<p>5.14D 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.</p> <p><b>The student is expected to use tools such as real objects, manipulatives, and technology to solve problems.</b></p>	<p>5.1C Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p><b>The student is expected to select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</b></p>



<p><b>Current TEKS: Underlying processes and mathematical tools</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
<p>5.15A Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language.</p> <p><b>The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.</b></p>	<p>5.1D Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p><b>The student is expected to communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</b></p>
<p>5.15B Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language.</p> <p><b>The student is expected to relate informal language to mathematical language and symbols.</b></p>	<p>5.1E Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p><b>The student is expected to create and use representations to organize, record, and communicate mathematical ideas.</b></p>
<p>5.16A Underlying processes and mathematical tools. The student uses logical reasoning.</p> <p><b>The student is expected to make generalizations from patterns or sets of examples and nonexamples.</b></p>	<p>5.1F Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p><b>The student is expected to analyze mathematical relationships to connect and communicate mathematical ideas.</b></p>
<p>5.16B Underlying processes and mathematical tools. The student uses logical reasoning.</p> <p><b>The student is expected to justify why an answer is reasonable and explain the solution process.</b></p>	<p>5.1G Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p><b>The student is expected to display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</b></p>

<p><b>Current TEKS: Financial Literacy</b></p>	<p><b>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</b></p>
	<p>5.10A Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.</p> <p><b>The student is expected to define income tax, payroll tax, sales tax, and property tax.</b></p>
	<p>5.10B Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.</p> <p><b>The student is expected to explain the difference between gross income and net income.</b></p>
	<p>5.10C Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.</p> <p><b>The student is expected to identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments.</b></p>
	<p>5.10D Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.</p> <p><b>The student is expected to develop a system for keeping and using financial records.</b></p>
	<p>5.10D Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.</p> <p><b>The student is expected to describe actions that might be taken to balance a budget when expenses exceed income.</b></p>
	<p>5.10D Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security.</p> <p><b>The student is expected to balance a simple budget.</b></p>