

Texas
TAKS and TEKS Student Expectations
Mathematics - Grade 5
Correlations with Gourmet Curriculum Press, Inc.®
 1.800.900.2290

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
Domain: Number, Operation, and Quantative Reasoning				
5.1 A	• use place value to read, write, compare, and order whole numbers through the billions place	Appetizers 5.1 A; Main Dish Objective 1 (Number Concepts) Lesson 1		
5.1 B	• use place value to read, write, and order decimals through the thousandths place	Appetizers 5.1 B; Main Dish Objective 1 (Number Concepts) Lesson 2		
5.2 A	• generates equivalent fractions	Appetizers 5.2 A; Main Dish Objective 1 (Number Concepts) Lessons 3 & 4; 6 (Addition) Lessons 5 & 7		
5.2 B	• compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators	Appetizers 5.2 B; Main Dish Objective 1 (Number Concepts) Lessons 3 & 4; 4 (Measurement) Lesson 2; 6 (Addition) Lessons 5 & 6		
5.2 C	• models to relate decimals to fractions that name tenths, hundredths, and thousandths	Appetizers 5.2 C; Main Dish Objective 6 (Addition) Lesson 4		
5.3 A	• use addition and subtraction to solve problems involving whole numbers and decimals	Appetizers 5.3 A; Main Dish Objective 6 (Addition) Lessons 1, 2, & 3; 7 (Subtraction) Lessons 1 & 2; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1		
5.3 B	• use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology)	Appetizers 5.3 B; Main Dish Objective 8 (Multiplication) Lessons 1, 2, & 3; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
5.3 C	<ul style="list-style-type: none"> use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology) 	Appetizers 5.3 C; Main Dish Objective 9 (Division) Lesson 1; 10 (Estimation) Lesson 7; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1		
5.3 D	<ul style="list-style-type: none"> identify prime factors of a whole number and common factors of a set of whole numbers 	Appetizers 5.3 D; Main Dish Objective 1 (Number Concepts) Lesson 6		
5.3 E	<ul style="list-style-type: none"> model and record addition and subtraction of fractions with like denominators in problem-solving situations 	Appetizers 5.3 E; Main Dish Objective 6 (Addition) Lesson 6; 7 (Subtraction) Lesson 3		
5.4 A	<ul style="list-style-type: none"> round whole numbers and decimals through tenths to approximate reasonable results in problem situations 	Appetizers 5.4 A; Main Dish Objective 1 (Number Concepts) Lesson 5; 10 (Estimation) Lessons 2 & 6; 13 (Reasonableness)		
5.4 B	<ul style="list-style-type: none"> estimate to solve problems where exact answers are not required 	Appetizers 5.4 B; Main Dish Objective 10 (Estimation) Lessons 1, 2, 3, 4, 5, 6, & 7		
Domain: Patterns, Relationships, and Algebraic Thinking				
5.5 A	<ul style="list-style-type: none"> use concrete objects or pictures to make generalizations about determining all possible combinations 	Appetizers 5.5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1		
5.5 B	<ul style="list-style-type: none"> use lists, tables, charts, and diagrams to find patterns and make generalizations such as a procedure for determining equivalent fractions 	Appetizers 5.5 B; Main Dish Objective 1 (Number Concepts) Lessons 3 & 4; 5 (Probability/Statistics) Lessons 2, 3, & 4; 6 (Addition) Lesson 7; 12 (Mathematical Representation) Lessons 1 & 2		
5.5 C	<ul style="list-style-type: none"> prime and composite numbers using concrete models and patterns in factor pairs 	Appetizers 5.5 C; Main Dish Objective 1 (Number Concepts) Lesson 6		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
5.6 A	<ul style="list-style-type: none"> select from and use diagrams and number sentences to represent real-life situations 	Appetizers 5.6A; Main Dish Objective 5 (Probability/Statistics) Lesson 3; 12 (Mathematical Representation) Lessons 1 & 2		
Domain: Geometry and Spatial Reasoning				
5.7 A	<ul style="list-style-type: none"> identify critical attributes including parallel, perpendicular, and congruent parts of geometric shapes and solids 	Appetizers 5.7 A; Main Dish Objective 3 (Geometry) Lessons 1, 2, 3, 4, & 5		
5.8 A	<ul style="list-style-type: none"> sketch the results of translations, rotations, and reflections 	Appetizers 5.8 A; Main Dish Objective 3 (Geometry) Lesson 3		
5.8 B	<ul style="list-style-type: none"> describe the transformation that generates one figure from the other when given two congruent figures 	Appetizers 5.8 B; Main Dish Objective 3 (Geometry) Lesson 4; 11 (Problem Solving) Lesson 3		
5.9 A	<ul style="list-style-type: none"> locate and name points on a coordinate grid using ordered pairs of whole numbers 	Appetizers 5.9 A; Main Dish Objective 2 (Mathematical Relations) Lesson 5		
Domain: Measurement				
5.10 A	<ul style="list-style-type: none"> measure volume using concrete models of cubic units 	Appetizers 5.10 A; Main Dish Objective 4 (Measurement) Lesson 5		
5.11 A	<ul style="list-style-type: none"> measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area 	Appetizers 5.11 A; Main Dish Objective 4 (Measurement) Lessons 1, 2, 3, 4, 5, & 6		
5.11 B	<ul style="list-style-type: none"> describe numerical relationships between units of measure within the same measurement system such as an inch is one-twelfth of a foot 	Appetizers 5.11 B; Main Dish Objective 4 (Measurement) Lesson 2		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
Domain: Probability and Statistics				
5.12 A	<ul style="list-style-type: none"> • use fractions to describe the results of an experiment 	Appetizers 5.12 A; Main Dish Objective 5 (Probability/Statistics) Lesson 4		
5.12 B	<ul style="list-style-type: none"> • use experimental results to make predictions 	Appetizers 5.12 B; Main Dish Objective 5 (Probability/Statistics) Lessons 1, 3, & 4; 11 (Problem Solving) Lesson 4; 12 (Mathematical Representation) Lesson 2		
5.13 A	<ul style="list-style-type: none"> • use tables of related number pairs to make line graphs 	Appetizers 5.13 A; Main Dish Objective 2 (Mathematical Relations) Lesson 4; 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2		
5.13 B	<ul style="list-style-type: none"> • describe the characteristics of data presented in tables and graphs including the shape and spread of the data and the middle number 	Appetizers 5.13 B; Main Dish Objective 5 (Probability/Statistics) Lessons 2 & 5; 12 (Mathematical Representation) Lesson 2		
5.13 C	<ul style="list-style-type: none"> • graph a given set of data using an appropriate graphical representation such as a picture or line 	Appetizers 5.13 C; Main Dish Objective 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2		
Domain: Underlying Processes and Mathematical Tools				
5.14 A	<ul style="list-style-type: none"> • identify the mathematics in everyday situations 	Appetizers 5.14 A; Main Dish Objectives 1 (Number Concepts) through 13 (Reasonableness)		
5.14 B	<ul style="list-style-type: none"> • use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness 	Appetizers 5.14 B; Main Dish Objective 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1; 13 (Reasonableness) All Lessons		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
5.14 C	<ul style="list-style-type: none"> • <i>select or develop an appropriate problem-solving 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</i> 	Appetizers 5.14 C; Main Dish Objective 11 (Problem Solving) Lessons 1, 2, 3,&4; 12 (Mathematical Representation) Lessons 1 & 2; 13 (Reasonableness) All Lessons		
5.15 B	<ul style="list-style-type: none"> • <i>relate informal language to mathematical language and symbols</i> 	Appetizers 5.15 B; Taught in Main Dish Objective 12 (Mathematical Representation) Lessons 1 & 2; Applied in Main Dish Objectives 1 (Number Concepts) through 13 (Reasonableness)		
5.16 A	<ul style="list-style-type: none"> • <i>make generalizations from patterns or sets of examples and non examples</i> 	Appetizers 5.16 A; Main Dish Objective 2 (Mathematical Relations) Lesson 2; Objective 5 (Probability/Statistics) Lessons 1 & 2; 12 (Mathematical Representation) Lesson 2		