



***Eureka Math*[®] TEKS Edition: Guide to Content for Grade 5**

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Introduction

This document provides an overview of the content contained in *Eureka Math TEKS Edition* and how that content aligns with the Texas Essential Knowledge and Skills (TEKS) for Mathematics.

Year at a Glance

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Place Value and Decimal Fractions	Multi-Digit Whole Number and Decimal Fraction Operations	Addition and Subtraction of Fractions	Multiplication and Division of Fractions	Addition and Multiplication with Volume and Area	Problem Solving with the Coordinate Plane and Data
19 days	40 days	20 days	31 days	28 days	42 days
5.2A	5.2A	5.3H	5.3A	5.3I	5.3D
5.2B	5.3A	5.3K	5.3E	5.4G	5.3E
5.2C	5.3B		5.3I	5.4H	5.3F
5.3A	5.3C		5.3J	5.5A	5.3G
5.3D	5.3D		5.3K	5.6A	5.3H
5.3E	5.3E		5.3L	5.6B	5.3I
5.3F	5.3F		5.4E		5.3J
5.3G	5.3G		5.4F		5.3K
5.3K	5.4A		5.7		5.3L
5.7	5.4B		5.9A		5.4C
	5.4E		5.9C		5.4D
	5.4F		5.10A		5.4E
	5.7		5.10B		5.4H
			5.10C		5.8A
			5.10D		5.8B
			5.10E		5.8C
			5.10F		5.9A
					5.9B
					5.9C

	Mathematical Process Standard
	Readiness Standard
	Supporting Standard
	SEs Not Included in Assessed Curriculum

Boldface indicates a Focus Standard for the topic.

Scope and Sequence

Module 1	Lessons	TEKS Standards									
Topic A	1–3	5.2A	5.7	4.2							
Topic B	4–5	5.2A	5.2B								
Topic C	6–7	5.2C									
Mid-Module Assessment											
Topic D	8–9	5.3K	5.2A								
Topic E	10–11	5.3A	5.3D	5.3E	5.2A						
Topic F	12–15	5.3F	5.3G	5.3K							
End-of-Module Assessment											
Total number of days: 19											

Module 2	Lessons	TEKS Standards									
Topic A	1–4	5.4A									
Topic B	5–6	5.3A	5.3B	5.4F							
Topic C	7–13	5.3A	5.3B	5.4B	5.4E	5.4F					
Topic D	14–16	5.3A	5.3D	5.3E	5.4B	5.4E	5.4F				
Topic E	17–19	5.3B	5.3D	5.3E	5.7						
Mid-Module Assessment											
Topic F	20–22	5.3A	5.3C	5.2A							
Topic G	23–27	5.3C	5.4B								
Topic H	28–31	5.3F	5.3G	5.2A	5.4B						
Topic I	32–33	5.3C	5.3F	5.3G	5.4B						
End-of-Module Assessment											
Total number of days: 40											

Module 3	Lessons	TEKS Standards									
Topic A	1–5	5.3H	5.3K								
Mid-Module Assessment											
Topic B	6–10	5.3H	5.3K								
Topic C	11–14	5.3H	5.3K								
End-of-Module Assessment											
Total number of days: 20											

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Module 4	Lessons	TEKS Standards									
Topic A	1–7	5.3I	5.9A	5.9C	5.3K						
Topic B	8–11	5.3I	5.7	5.3K							
Topic C	12–16	5.3I	5.4E	5.4F	5.7	5.3K					
Mid-Module Assessment											
Topic D	17–20	5.3J	5.3L	5.3A							
Topic E	21–24	5.10A	5.10B	5.10C	5.10D	5.10E	5.10F	5.3E	5.3K		
Topic F	25	5.4E	5.4F								
End-of-Module Assessment											
Total number of days: 31											

Module 5	Lessons	TEKS Standards									
Topic A	1–3	5.6A	5.6B								
Topic B	4–9	5.4G	5.4	5.6A	5.6B						
Mid-Module Assessment											
Topic C	10–14	5.3I	5.4H								
Topic D	15–22	5.5A									
End-of-Module Assessment											
Total number of days: 28											

Module 6	Lessons	TEKS Standards									
Topic A	1–6	5.8A	5.8B								
Topic B	7–13	5.4C	5.4D	5.8C	5.4E	5.8A	5.8B				
Mid-Module Assessment											
Topic C	14–18	5.9A	5.9B	5.9C							
Topic D	19–23	5.3D	5.3E	5.3F	5.3G	5.3I	5.3K	5.3L	5.4H	5.3H	5.3J
Topic E	24–34	Year in Review									
End-of-Module Assessment											
Total number of days: 42											

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Standards Alignment Guide

Mathematical Process Standards		
The student uses mathematical processes to acquire and demonstrate mathematical understanding.		
Standard	The student is expected to:	<i>Eureka Math</i> Topic
5.1A	apply mathematics to problems arising in everyday life, society, and the workplace	All modules and topics
5.1B	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	All modules and topics
5.1C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	All modules and topics
5.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	All modules and topics
5.1E	create and use representations to organize, record, and communicate mathematical ideas	All modules and topics
5.1F	analyze mathematical relationships to connect and communicate mathematical ideas	All modules and topics
5.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	All modules and topics

	Mathematical Process Standard
	Readiness Standard
	Supporting Standard
	SEs Not Included in Assessed Curriculum

Boldface indicates a Focus Standard for the topic.

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.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
5.2A	represent the value of the digit in decimals through the thousandths using expanded notation and numerals	Module 1 Topics A–B and D–E Module 2 Topics F and H
5.2B	compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$	Module 1 Topic B
5.2C	round decimals to tenths or hundredths	Module 1 Topic C

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.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
5.3A	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	Module 1 Topic E Module 2 Topics B–D and F Module 4 Topic D
5.3B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm	Module 2 Topics B–C and E
5.3C	solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm	Module 2 Topics F, G, and I
5.3D	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models	Module 1 Topic E Module 2 Topics D–E Module 6 Topic D
5.3E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers	Module 1 Topic E Module 2 Topics D and E Module 4 Topic E Module 6 Topic D
5.3F	represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models	Module 1 Topic F Module 2 Topics H–I Module 6 Topic D

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5.3G	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	Module 1 Topic F Module 2 Topics H–I Module 6 Topic D
5.3H	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	Module 3 Topics A–C Module 6 Topic D
5.3I	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	Module 4 Topics A–C Module 5 Topic C Module 6 Topic D
5.3J	represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models	Module 4 Topic D Module 6 Topic D
5.3K	add and subtract positive rational numbers fluently	Module 1 Topics D and F Module 3 Topics A–C Module 4 Topics A–C and E Module 6 Topic D
5.3L	divide whole numbers by unit fractions and unit fractions by whole numbers	Module 4 Topic D Module 6 Topic D

Algebraic Reasoning

The student applies mathematical process standards to develop concepts of expressions and equations.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
5.4A	identify prime and composite numbers	Module 2 Topic A
5.4B	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity	Module 2 Topics C–D and G–I
5.4C	generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph	Module 6 Topic B
5.4D	recognize the difference between additive and multiplicative numerical patterns given in a table or graph	Module 6 Topic B

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5.4E	describe the meaning of parentheses and brackets in a numeric expression	Module 2 Topics C–D Module 4 Topics C and F Module 6 Topic B
5.4F	simplify numerical expressions that do not involve exponents, including up to two levels of grouping	Module 2 Topics B–D Module 4 Topics C and F
5.4G	use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$)	Module 5 Topic B
5.4H	represent and solve problems related to perimeter and/or area and related to volume	Module 5 Topics B–C Module 6 Topic D

Geometry and Measurement

The student applies mathematical process standards to classify two-dimensional figures by attributes and properties.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
5.5A	classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties	Module 5 Topic D

The student applies mathematical process standards to understand, recognize, and quantify volume.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
5.6A	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 (n cubic units) needed to fill it with no gaps or overlaps if possible	Module 5 Topics A and B
5.6B	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	Module 5 Topics A and B

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The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement.		
Standard	The student is expected to:	<i>Eureka Math</i> Topic
5.7A	solve problems by calculating conversions within a measurement system, customary or metric	Module 1 Topic A Module 2 Topic E Module 4 Topics B–C
The student applies mathematical process standards to identify locations on a coordinate plane.		
Standard	The student is expected to:	<i>Eureka Math</i> Topic
5.8A	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	Module 6 Topics A–B
5.8B	describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane	Module 6 Topics A–B
5.8C	graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table	Module 6 Topic B

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Data Analysis

The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
5.9A	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	Module 4 Topic A Module 6 Topic C
5.9B	represent discrete paired data on a scatterplot	Module 6 Topic C
5.9C	solve one- and two step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot	Module 4 Topic A Module 6 Topic C

Personal Financial Literacy

The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.

Standard	The student is expected to:	<i>Eureka Math</i> Topic
5.10A	define income tax, payroll tax, sales tax, and property tax	Module 4 Topic E
5.10B	explain the difference between gross income and net income	Module 4 Topic E
5.10C	identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments	Module 4 Topic E
5.10D	develop a system for keeping and using financial records	Module 4 Topic E
5.10E	describe actions that might be taken to balance a budget when expenses exceed income	Module 4 Topic E
5.10F	balance a simple budget	Module 4 Topic E

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