



Florida Standards /Excel Math Correlation
5th Grade

FLORIDA MATH STANDARDS	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
Strand A: Number Sense, Concepts, and Operations		
Standard 1:		
The student understands the different ways numbers are represented and used in the real world.		
Benchmark MA.A.1.2.1: The student names whole numbers combining 3-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.		
1. reads, writes, and identifies whole numbers, fractions, and mixed numbers.	1, 6, 13, 15, 21, 23, 26, 27, 31, 33, 34, 39, 43, 44, 50, 59, 65, 68, 69, 76, 77, 78, 80, 82, 83, 89, 99, 105, 106, 113, 118, 127, 130, 135, 136, 149	144 Activity 14
2. reads, writes, and identifies decimals through thousandths.	3, 41, 65, 66, 79, 81, 82, 85, 92, 98, 100, 111, 112, 113, 120, 121, 131, 132, 135, 136, 149	26, 64, 79, 80, 89, 121, 127, 129
3. reads, writes, and identifies common percents including 10%, 20%, 25%, 30%, 40%, 50%, 60%, 70%, 75%, 80%, 90%, and 100%.	83, 109, 112, 116, 125, 130, 149	148 Activity 14
Benchmark MA.A.1.2.2: The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents.		
1. uses symbols (>, <, =) to compare numbers in the same and different forms such as $0.5 < 3/4$.	6, 14, 31, 37, 39, 50, 59, 65, 68, 69, 76, 77, 83, 85, 89, 99, 100, 105, 109, 112, 113, 116, *125, 127, 136, 149	8, 82, 91, 97, 144 Activity 14
2. compares and orders whole numbers using concrete materials, number lines, drawings, and numerals.	6, 37, 89	
3. compares and orders commonly used fractions, percents, and decimals to thousandths using concrete materials, number lines, drawings, and numerals.	31, 39, 43, 65, 68, 76, 78, 83, 98, 100, 109, *112, *113, 116, 121, *125, 148	Activity 14
4. locates whole numbers, fractions, mixed numbers, and decimals on the same number line.	41, 89, 148, 150, 151	82, 91, 97
Benchmark MA.A.1.2.3: The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.		
1. translates problem situations into diagrams, models, and numerals using whole numbers, fractions, mixed numbers, decimals, and percents.	2, 3, 4, 9, 11, 15, 16, 21, 23, 29, 31, 33, 34, 39, 43, 44, 46, 47, 49, 50, 55, 59, 65, 66, 68, 69, 77, 79, 83, 92, 106, 119, 120, 129, 135, 138, 151, 154, 155	2, 5, 9, 11, 31, *70, 117, 126, 135 Activity 14
Benchmark MA.A.1.2.4: The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.		
1. knows that numbers in different forms are equivalent or nonequivalent, using whole numbers, decimals, fractions, mixed numbers, and percents.	4, 14, 15, 31, 37, 44, 59, 65, 68, 83, 149	58, 66, 72 Activity 14



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Standard 2: The student understands number systems.		
Benchmark MA.A.2.2.1: The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.		
1. knows that place value relates to powers of 10.	1, 2, 3, 11, 21, 33, 34, 41, 65, 66, 82, 120, 131, 132, 146	84 Activity 14
2. expresses numbers to millions or more in expanded form using powers of ten, with or without exponential notation.	1, 21, 26, 27, 33, 34, 66, 80, *82, 108, 120, 138	
Benchmark MA.A.2.2.2: The student recognizes and compares the decimal number system to the structure of other number systems such as the Roman numeral system or bases other than ten.		
1. explains the similarities and differences between the decimal (base 10) number system and other number systems that do or do not use place value.	108	109, 141
Standard 3: The student understands the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.		
Benchmark MA.A.3.2.1: The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.		
1. explains and demonstrates the multiplication of common fractions using concrete materials, drawings, story problems, symbols, and algorithms.	39, 83, 109, 110, 118, 126, 133, 135, 142, 144, 153 Add / sub: 23, 50 Divide: 59, 76, 129	Add / Sub: 132, 133 Divide: 44
2. explains and demonstrates the multiplication of decimals to hundredths using concrete materials, drawings, story problems, symbols, and algorithms.	3, 41, 81, 92, 107, 112, 116, 120, 131, 132, 135, 139, 149 Divide: 41, 79, 94, 100, 136, 147	121, 127, 129 Divide: 121, 127
3. predicts the relative size of solutions in the following:		
• addition, subtraction, multiplication, and division of whole numbers	2, 9, 11, 16, *21, 22, 24, 25, 26, 27, 28, 29, 33, 34, 36, 46, 47, 49, 55, 70, 73, 101, 119, 128, 146 Positive / Negative: 150, 151, 154, 155	1, 2, 3, 4, 8, 10, 12, 13, 18, 31, 32, 41, 52, 69, 70, 81, 84, 87, 92, 96, 103, 105, 107, 110, 113, 116, 122, 127, 130, 146, 155
• addition, subtraction, and multiplication of fractions, decimals, and mixed numbers, with particular attention given to fraction and decimal multiplication (for example, when two numbers less than one are multiplied, the result is a number less than either factor)	15, 23, 39, 50, 59, 66, 82, 83, 92, 122, 136	20, 64, 79, 80, 89, 119, 121, 127, 129, 132, 133 Activity 7, 14



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4. explains and demonstrates the inverse nature of multiplication and division, with particular attention to multiplication by a fraction (for example, multiplying by $\frac{1}{4}$ yields the same result as dividing by 4).	11, 21, 26, 27, 28, 33, 34, 41, 46, 47, 49, 73, 79, 94, 100, 119, 141	
5. explains and demonstrates the commutative, associative, and distributive properties of multiplication.	*11, *28, 32, *49, 84, 96	
Benchmark MA.A.3.2.2: The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.		
1. uses problem-solving strategies to determine the operation(s) needed to solve one- and two-step problems involving addition, subtraction, multiplication, and division of whole numbers, and addition, subtraction, and multiplication of decimals and fractions.	2, 4, 8, 9, 10, 15, 16, 28, 29, 32, 44, 51, 55, 69, 70, 79, 82, 92, 97, 102, 103, 109, 116, 130, 133, 135, 142, 149	10, 11, 17, 19, 24, 27, 29, 33, 36, 44, 54, 55, 61, 64, 70, 79, 80, 89, 95, 98, 102, 106, 111, 120, 122, 125, 129, 130, 133, 137, 148, 149, 150, 152, 154 Activity 7
Benchmark MA.A.3.2.3: The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.		
1. solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition, subtraction, and multiplication of decimals, fractions, and mixed numbers using an appropriate method (for example, mental math, pencil and paper, calculator).	2, 4, 8, 9, 10, 15, 16, 28, 29, 32, 44, 51, 55, 69, 70, 79, 82, 92, 97, 102, 103, 109, 116, 130, 133, 135, 142, 149	10, 11, 17, 19, 24, 27, 29, 33, 36, 44, 54, 55, 61, 64, 70, 79, 80, 89, 95, 98, 102, 106, 111, 120, 122, 125, 129, 130, 133, 137, 148, 149, 150, 152, 154 Activity 7
Standard 4: The student uses estimation in problem solving and computation.		
Benchmark MA.A.4.2.1: The student uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation.		
1. chooses, describes, and explains estimation strategies used to determine the reasonableness of solutions to real-world problems.	29, 41, 55, 70, 82, 92, 97, 121	10, 11, 17, 19, 24, 27, 29, 33, 36, 44, 54, 55, 61, 64, 70, 79, 80, 89, 95, 98, 102, 106, 111, 120, 122, 125, 129, 130, 133, 137, 148, 149, 150, 152, 154 Deductive Reasoning Act: 1, 2, 3, 4 Activity 7
2. estimates quantities of objects to 1000 or more and justifies and explains the reasoning for the estimate (for example, using benchmark numbers, unitizing).		70
Standard 5: The student understands and applies theories related to numbers.		



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Benchmark MA.A.5.2.1: The student understands and applies basic number theory concepts, including primes, composites, factors, and multiples.		
1. finds factors of numbers to 100 to determine if they are prime or composite.	1, 11, 16, 28, 49, 61, 62, *88, 91, 93	102
2. expresses a whole number as a product of its prime factors.	*61, 62, 93	
3. determines the greatest common factor of two numbers.	*61, 76, 88, 93	
4. determines the least common multiple of two numbers up to 100 or more.	*28, 38 Multiples: 119, 141	
5. multiplies by powers of 10 (100, 1,000, and 10,000) demonstrating patterns.	120	
6. identifies and applies rules of divisibility for 2, 3, 4, 5, 6, 9, and 10.	9, 11, 21, 26, 49	
7. uses models to identify perfect squares to 144.	*138	
Strand B: Measurement		
Standard 1:		
The student measures quantities in the real world and uses the measures to solve problems.		
Benchmark MA.B.1.2.1: The student uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.		
1. knows measurement concepts and can use oral and written language to communicate them.	7, 12, 17, 30, 35, 48, 54, 56, 58, 63, 67, 74, 75, 84, 89, 95, 103, 114, 133, 134, 135, 137, 144, 145, 152	14, 58, 66, 72, 99, 106, 114, 115, 122, 124, 137, 138, 139, 140, 143, 147, 148, 152 Activity 8, 9, 11, 13
2. extends conceptual experiences into patterns to develop formulas for determining perimeter, area, and volume.	54, 56, 63, 72, 84, 95, 134, 137, 144, 145, 152 Distance / Speed: 74, 114	106, 122, 138, 139, 140, 143, 147 Activity 8, 9, 11, 13
3. knows varied units of time that include centuries and seconds.	7, 8, 51, 57, 73	5, 125, 149
4. classifies angle measures as acute, obtuse, right, or straight.	30	
5. investigates measures of circumference using concrete materials (for example, uses string or measuring tape to measure the circumference of cans or bottles).	75, 145	*138
Benchmark MA.B.1.2.2: The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.		
1. solves real-world problems involving measurement of the following:		



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• length (for example, eighth-inch, kilometer, mile)	12, 17, 48, 54, 58, 74, 103, 114, 133, 137, 152	137 Activity 8
• weight or mass (for example, milligram, ton)	12, 103, 133	14, 58, 66, 72, 114, 115, 124, 152
• temperature (comparing temperature changes within the same scale using either a Fahrenheit or a Celsius thermometer)	12, 89	
• angles (acute, obtuse, straight)	30, 75	
2. solves real-world problems involving perimeter, area, capacity, and volume using concrete, graphic or pictorial models.	12, 54, 56, *72, *84, 134, 137, 144, 145, 152	14, 70, 99, 106, 122, 138, 139, 140, 143, 147 Activity 8, 9, 13
3. uses schedules, calendars, and elapsed time to solve real-world problems.	7, 8, 51, 57, 73	5, 6, 31, 39, 125, 149, 151, 154
Standard 2:		
The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).		
Benchmark MA.B.2.2.1: The student uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.		
1. finds the length or height of “hard-to-reach” objects by using the measure of a portion of the objects (for example, find the height of a room or building by finding the height of one block or floor and multiplying by the number of blocks or floors).	*54, 74, 114	Activity 8
2. uses customary and metric units to compare length, weight or mass, and capacity or volume.	17, 48, 54, 56, 67, *74, *84, 114, *137	Activity *8, *9, *13
3. uses multiplication and division to convert units of measure within the customary or metric system.	48, 56, 58, *63, *74, *84, 114, *137	Activity *8, *9, *13
Benchmark MA.B.2.2.2: The student selects and uses appropriate standard and nonstandard units of measurement, according to type and size.		
1. knows an appropriate unit of measure to determine the dimension(s) of a given object (for example, standard - student chooses feet or yards instead of inches to measure a room; nonstandard - student chooses a length of yarn instead of a pencil to measure a room).	12, 17, 48, 56, 133, 137, 144, 145, 152	Activity 8, 9, 13



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2. knows an appropriate unit of measure (standard or nonstandard) to measure weight, mass, and capacity.	12, 48, 133	
Standard 3: The student estimates measurements in real-world problem situations.		
Benchmark MA.B.3.2.1: The student solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.		
1. knows how to determine whether an accurate or estimated measurement is needed for a solution.	12, 17, 54, 56, 63, 74, 134, 137, 144, 145, 152	70 Activity 8, 9, 13
2. solves real-world problems involving estimated measurements, including the following:		
• length to nearest quarter-inch, centimeter	12, 17, 54, 74, 103, 114, 135, 144	
• weight to nearest ounce, gram	12, 103, 135	14, 114, 115, 124, 152
• time to nearest one-minute interval	74	6, 39, 125, 151
• temperature to nearest five-degree interval	8, 12, 89	
• money to nearest \$1.00	3, 4, 31, 55, 92	20, 64, 79, 80, 89, 119, 121, 129 Activity 7
3. knows how to estimate the area and perimeter of regular and irregular polygons.	54, 56, 63, 95, 144, 145, 152	139 Activity 8, 9
4. knows how to estimate the volume of a rectangular prism.	*72, *84, *137	122, 139 Activity 9, 13
Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.		
Benchmark MA.B.4.2.1: The student determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems.		
1. selects an appropriate measurement unit for labeling the solution to real-world problems.	12, 54, 56, 74, 103, 114, 137, 152	Activity 8, 9, 13
Benchmark MA.B.4.2.2: The student selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations.		
1. selects and uses the appropriate tool for situational measures (for example, measuring sticks, scales and balances, thermometer, measuring cups, gauges, protractors).	12, 17, 54, 56, 137, 144	Activity 8, 9, 13
Strand C: Geometry and Spatial Sense		
Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.		

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Benchmark MA.C.1.2.1: The student given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.		
1. uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, obtuse and acute angles; radius; equilateral, scalene, and isosceles triangles.).	20, 35, 42, 45, 53, 63, 71, 72, 75, 95, 134, 137, 144, 145	15, 22, 25, 34, 40, 43, 49, 50, 60, 63, 71, 73, 76, 78, 85, 88, 93, 100, 104, 112, 136 Activity 9, 10, 11, 12, 13
2. draws and classifies two-dimensional figures having up to ten or more sides and three-dimensional figures (for example, cubes, rectangular prisms, pyramids).	20, 35, 63, *71, 75, 134, 144, 145	25, 34, 40, 49, 73, 76, 88, 93 Activity 9, 10, 11, 12, 13
3. knows the characteristics of and relationships among points, lines, line segments, rays, and planes.	30, 35, 75	82, 91, 97
Standard 2:		
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.		
Benchmark MA.C.2.2.1: The student understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.		
1. uses manipulatives to solve problems requiring spatial visualization.	45, 53, 134	15, 22, 25, 34, 40, 43, 49, 50, 60, 63, 71, 73, 76, 78, 85, 88, 93, 100, 104, 112, 136, 139
2. knows symmetry, congruency, and reflections in geometric figures.	45	25, 40, 56
3. knows how to justify that two figures are similar or congruent.	45	
Benchmark MA.C.2.2.2: The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.		
1. identifies and performs flips, slides, and turns given angle (90° , 180° , 270°) and direction (clockwise or counterclockwise) of turn.	45, 75	25, 40, 56
2. knows the effect of a flip, slide or turn (90° , 180° , 270°) on a geometric figure.	45, 75	25, 40, 56
3. explores tessellations.		15, 22, 49, 71, 73, 88, 100, 104, 112, 136
Standard 3:		
The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.		
Benchmark MA.C.3.2.1: The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.		



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1. compares the concepts of area, perimeter, and volume using concrete materials (for example, geoboards, grid paper) and real-world situations (for example, tiling a floor, bordering a room, packing a box).	56, 72, 95, 134, 137, 145	99, 106, 122 Activity 8, 9, 13
2. applies the concepts of area, perimeter, and volume to solve real-world and mathematical problems using student-developed formulas.	56, 95, 134, 137, 144, *145	99, 106, 122, 138, 140, 143, 147 Activity 8, 9, 13
3. knows how area and perimeter are affected when geometric figures are combined, rearranged, enlarged, or reduced (for example, What happens to the area of a square when the sides are doubled?).	*56, 134, *137, 144, 145	99, *106, 122, 138 Activity 8, 13
Benchmark MA.C.3.2.2: The student identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).		
1. knows how to identify, locate, and plot ordered pairs of whole numbers on a graph or on the first quadrant of a coordinate system.	52, 64, 90, 95, 123, 140 Union of sets: 53	
Strand D: Algebraic Thinking		
Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.		
Benchmark MA.D.1.2.1: The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.		
1. describes, extends, creates, predicts, and generalizes numerical and geometric patterns using a variety of models (for example, lists, tables, graphs, charts, diagrams, calendar math).	6, 13, 42, 55, 86, 87, 98, 104, 111, 143	1, 7, 9, 13, 18, 24, 36, 45, 47, 53, 59, 66, 94, 96, 105, 111, 131, 150 Order: 6, 16, 23, 26, 30, 35, 37, 38, 39, 42, 46, 51, 53, 62, 66, 68, 75, 83, 90, 151, 153 Deductive Reasoning Activity 1, 2
2. poses and solves problems by identifying a predictable visual or numerical pattern such as: Day 1 2 3 4 ... n Number of Calls 4 7 10 ? ?	6, 13, 42, 55, 86, 87, 104, 111, 143	1, 7, 9, 13, 18, 24, 36, 45, 47, 53, 59, 66, 94, 96, 105, 111, 131, 150 Order: 6, 16, 23, 26, 30, 35, 37, 38, 39, 42, 46, 51, 53, 62, 66, 68, 75, 83, 90, 151, 153 Deductive Reasoning Activity 1, 2
3. explains and expresses numerical relationships and pattern generalizations, using algebraic symbols (for example, in the problem above, the number of calls on the nth day can be expressed as $3n+1$).	*13, 55, 143	1, 7, 9, 13, 18, 24, 36, 45, 47, 59, 96, 105, 111, 150



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Benchmark MA.D.1.2.2: The student generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.		
1. knows mathematical relationships in patterns (for example, Fibonacci numbers: 1, 1, 2, 3, 5, 8,...).	6, 13, 42, 55, 87, 98, 104, 111, 143	
2. analyzes and generalizes number patterns and states the rule for relationships (for example, 1, 4, 9, 16, ...; the rule: +3, +5, +7, ...; or “squares of the whole numbers”).	6, 13, 42, 55, 87, 98, 104, 111, 143	7, 9, 24, 36, 47, 59, 96, 105, 111
3. applies the appropriate rule to complete a table or a chart, such as: IN 1 2 3 9 OUT 1 4 9 ?	6, 13, 55, 143	7, 9, 24, 47, 59, 96, 105, 111
Standard 2:		
The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situation		
Benchmark MA.D.2.2.1: The student represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc.		
1. solves problems involving simple equations or inequalities using diagrams or models, symbolic expressions, or written phrases.	14, 15, 18, 19, 32, 37, 38, 55, 77, 82, *96, 124, 127, 140, 143	2, 3, 5, 8, 12, 31, 52, 69, 70, 92, 96, 107, 109, 110, 111, 127, 129, 130, 141, 145, 146, 155
2. uses a variable to represent a given verbal expression (for example, 5 more than a number is $n + 5$).	14, 18, 19, 37, 55, 77, 82, 124, 127, 140, 143	1, 4, 13, 18, 21, 32, 41, 45, 81, 87
3. translates equations into verbal and written problem situations.	14, 18, 19, 37, 55, 77, 82, 124, 127, 140, 143	1, 4, 13, 18, 21, 32, 41, 45, *70, 81, 87
Benchmark MA.D.2.2.2: The student uses informal methods, such as physical models and graphs to solve real-world problems involving equations and inequalities.		
1. uses concrete or pictorial models and graphs (for example, drawings, number lines) to solve equations or inequalities.	5, *13, 14, 15, *40, 55, 77, 127, 140, 143	11, 17, 126, 135
2. uses information from concrete or pictorial models or graphs to solve problems.	5, *13, 14, 15, 40, 55, 77, 127, 140, 143	11, 17, 126, 135
Strand E: Data Analysis and Probability		
Standard 1:		
The student understands and uses the tools of data analysis for managing information.		
Benchmark MA.E.1.2.1: The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.		
1. knows which types of graphs are appropriate for different kinds of data (for example, bar graphs, line, or circle graphs).	5, 40, 115, 116 Create a problem 13	11, 117, 126, 135 Deductive Reasoning Act. 3, 4



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2. interprets and compares information from different types of graphs including graphs from content-area materials and periodicals.	5, 40, 115, 116 Create a Problem 13	11, 117, 126, 135 Deductive Reasoning Act. 3, 4
3. chooses reasonable titles, labels, scales and intervals for organizing data on graphs.	*5, *40, 115, 116 Create a Problem 13	11 Deductive Reasoning Act. 3, 4
4. generates questions, collects responses, and displays data on a graph.	*5, 40, 115, *116 Create a Problem 13	Deductive Reasoning Act. 3, 4
5. interprets and completes circle graphs using common fractions or percents.	5, 40, *115, 116 Create a Problem 13	117, 126, 135
6. analyzes and explains orally or in writing the implications of graphed data.	5, 40, 115, 116 Create a Problem 13	11, 117, 126, 135
Benchmark MA.E.1.2.2: The student determines range, mean, median, and mode from sets of data.		
1. uses a stem-and-leaf plot from a set of data to identify the range, median, mean, and mode.	115 Averages: 102, 103, 135	Averages 130
2. uses range and measures of central tendency in real-world situations.		
Benchmark MA.E.1.2.3: The student analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.		
1. uses a calculator to determine the range and mean of a set of data.	*115 *Averages: 102, 103, 135	155 Activity *5
2. uses computer applications to examine and evaluate data.	N/A	
3. uses computer applications to construct labeled graphs.	N/A	
4. uses computer-generated spreadsheets to record and display real-world data.	N/A	
Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.		
Benchmark MA.E.2.2.1: The student uses models, such as tree diagrams, to display possible outcomes and to predict events.		
1. determines the number of possible combinations of given items and displays them in an organized way.	58, 60	2, 65, 66, 73, 84, 118, 123, 132 Deductive Reasoning Act. 3, 2, Activity 6



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2. represents all possible outcomes for a simple probability situation or event using models such as organized lists, charts, or tree diagrams.	58, 60, 117	2, 65, 66, 73, 84, 118, 123, 132 Deductive Reasoning Act. 3, 2, Activity 6
3. calculates the probability of a particular event occurring from a set of all possible outcomes.	60, 117, 142	Deductive Reasoning 28, 48, 57, 74, 77, 86, 101, 108 Activity 6
Benchmark MA.E.2.2.2: The student predicts the likelihood of simple events occurring.		
1. identifies and records the possible outcomes of an experiment using concrete materials (for example, spinners, marbles, number cubes).	60, 142	65, 66, 73, 84, 118, 123, 132 Activity 6
2. explains and predicts which outcomes are most likely to occur and expresses the probabilities as fractions.	60, 117, 142	Activity 6
3. conducts experiments to test predictions.	60, *142	Activity 6
Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations.		
Benchmark MA.E.3.2.1: The student designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.		
1. designs a survey to collect data.	5, *40, *55, 115 Create a Problem 13	Deductive Reasoning Act. 3, 4
2. as a class project, discusses ways to choose a sample representative of a large group such as a sample representative of the entire school.	5, *40, *55, 115 Create a Problem 13	Deductive Reasoning Act. 3, 4
3. creates an appropriate graph to display data, including titles, labels, scales, and intervals.	5, *40, *55, 115 Create a Problem 13	Deductive Reasoning Act. 3, 4
4. interprets the results using statistics (range and measures of central tendency).	5, *40, *55, 115 Create a Problem 13	Deductive Reasoning Act. 3, 4
Benchmark MA.E.3.2.2: The student uses statistical data about life situations to make predictions and justifies reasoning.		
1. uses statistical data to predict trends.	5, *40, *55, 115 Create a Problem 13	Deductive Reasoning Act. 3, 4
2. applies statistical data to make generalizations.	5, *40, *55, 115 Create a Problem 13	Deductive Reasoning Act. 3, 4
3. justifies and explains generalizations.	5, *40, *55, 115 Create a Problem 13	Deductive Reasoning Act. 3, 4

*Gives Opportunity