TEKS Curriculum Framework for STAAR Alternate 2

Grade 5 Mathematics Assessment

Updated Fall 2024

Note: This curriculum framework document has been updated to include the student expectations eligible for assessment on this STAAR Alternate 2 Mathematics test.

5.2 Prerequisite Skills/Links to TEKS Vertical Alignment

Identifying Points and Distances on Number Lines

Continued

STAAR Reporting Category 1 – Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
(5.4) Algebraic reasoning.	

5.4	Prerequisite Skills/Links to TEKS Vertical Alignment
	Recognizing Numbers and Counting

Continued

5.4	Prerequisite Skills/Links to TEKS Vertical Alignment

Determining and Simplifying Numeric and Algebraic Expressions

Continued

5.4	Prerequisite Skills/Links to TEKS Vertical Alignment

STAAR Reporting Category 2 – Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
(5.3) Number and operations.	

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Continued

5.3	Prerequisite Skills/Links to TEKS Vertical Alignment

5.3	Prerequisite Skills/Links to TEKS Vertical Alignment

STAAR Reporting Category 2 – Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
(5.4) Algebraic reasoning.	

5.4	Prerequisite Skills/Links to TEKS Vertical Alignment
	Representing and Solving Algebraic Relationships

Continued

5.4	Prerequisite Skills/Links to TEKS Vertical Alignment

Determining and Simplifying Numeric and Algebraic Expressions

Continued

5.4	Prerequisite Skills/Links to TEKS Vertical Alignment

Adding and Subtracting Whole Numbers, Fractions, and Decimals

STAAR Reporting Category 3 – Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
(5.4) Algebraic reasoning.	

5.4	Prerequisite Skills/Links to TEKS Vertical Alignment
	Measuring Length, Area, Volume, and Weight/Mass

$l + w + l + w$, $2l + 2w$

$l \times w$

Continued

5.4	Prerequisite Skills/Links to TEKS Vertical Alignment

STAAR Reporting Category 3 – Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
(5.5) Geometry and measurement.	

5.5	Prerequisite Skills/Links to TEKS Vertical Alignment
	Identifying and Using Attributes of Geometric Figures

Continued

5.5	Prerequisite Skills/Links to TEKS Vertical Alignment

Using Similarity and Transformational Geometry

Identifying Points and Distances on Number Lines

STAAR Reporting Category 3 – Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
(5.6) Geometry and measurement.	

5.6	Prerequisite Skills/Links to TEKS Vertical Alignment
	Measuring Length, Area, Volume, and Weight/Mass

$l + w + l + w$, $2l + 2w$

$l \times w$

Continued

5.6	Prerequisite Skills/Links to TEKS Vertical Alignment

STAAR Reporting Category 3 – Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
(5.7) Geometry and measurement.	

5.7	Prerequisite Skills/Links to TEKS Vertical Alignment
	Measuring Length, Area, Volume, and Weight/Mass

5.7	Prerequisite Skills/Links to TEKS Vertical Alignment

- determine a solution to a problem involving length, including estimating lengths (2)
- determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes (2)
- describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object (2)
- nd the length of objects using concrete models for standard units of length (2)
- describe a length to the nearest whole unit using a number and a unit (1)
- measure the same object/distance with units of two different lengths and describe how and why the measurements differ (1)
- illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other (1)
- use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement (1)
- compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (K)
- give an example of a measurable attribute of a given object, including length, capacity, and weight (K)
- recognize and compare weights of objects (PK4.V.D.3)
- recognize and compare capacity based on how much space exists within an object (PK4.V.D.2)
- recognize and compare heights or lengths of people or objects (PK4.V.D.1)
- understand that weights of objects can vary and be compared (PK3.V.D.3)
- begin to recognize capacity based on how much space exists within an object (PK3.V.D.2)
- understand that lengths of objects can vary and be compared (PK3.V.D.1)

Measuring Angles and Using Angle Relationships

- determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures (4)
- draw an angle with a given measure (4)
- determine the approximate measures of angles in degrees to the nearest whole number using a protractor (4)
- illustrate degrees as the units used to measure an angle, where 1/360 of any circle is one degree and an angle that “cuts” n/360 out of any circle whose center is at the angle’s vertex has a measure of n degrees. Angle measures are limited to whole numbers (4)
- illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is “cut out” by the rays of the angle. Angle measures are limited to whole numbers (4)

5.8	Prerequisite Skills/Links to TEKS Vertical Alignment
	• decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts (2) • compose two-dimensional shapes and three-dimensional solids with given properties or attributes (2) • classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices (2) • classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language (2) • create two-dimensional shapes based on given attributes, including number of sides and vertices (2) • compose two-dimensional shapes by joining two, three, or four gures to produce a target shape in more than one way if possible (1) • identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language (1) • identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language (1) • create two-dimensional gures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons (1) •

5.8	Prerequisite Skills/Links to TEKS Vertical Alignment
	Using Similarity and Transformational Geometry • recognize common shapes, regardless of orientation and size (PK4.V.C.4) • recognize common shapes, regardless of size (PK3.V.C.4) Identifying Points and Distances on Number Lines • represent fractions and decimals to the tenths or hundredths as distances from zero on a number line (4) • determine the corresponding decimal to the tenths or hundredths place of a speci ed point on a number line (4) • represent fractions of halves, fourths, and eighths as distances from zero on a number line (3) • explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model (3) • determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a speci ed point on a number line (3) • represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers (3) • represent whole numbers as distances from any given location on a number line (2) • name the whole number that corresponds to a speci c point on a number line (2) • locate the position of a given whole number on an open number line (2) • demonstrate use of position words (PK4.V.C.3) • begin to use language to describe position of objects (PK3.V.C.3)

STAAR Reporting Category 4 – Data Analysis and Personal Financial Literacy: The student will demonstrate an under standing of how to represent and analyze data and how to describe and appl y personal nancial concepts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	STAAR Alternate 2 Essence Statement
(5.9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to: (A) represent categorical data with bar graphs or frequency tables and n	

5.10	Prerequisite Skills/Links to TEKS Vertical Alignment

- calculate pro t in a given situation (4)
- identify decisions involving income, spending, saving, credit, and charitable giving (3)
- list reasons to save and explain the bene t of a savings plan, including for college (3)
- explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest (3)
- identify the costs and bene ts of planned and unplanned spending decisions (3)
- describe the relationship between the availability or scarcity of resources and how that impacts cost (3)
- differentiate between producers and consumers and calculate the cost to produce a simple item (2)
- identify examples of lending and use concepts of bene ts and costs to evaluate lending decisions (2)
- identify examples of borrowing and distinguish between responsible and irresponsible borrowing (2)
- distinguish between a deposit and a withdrawal (2)
- explain that saving is an alternative to spending (2)
- calculate how money saved can accumulate into a larger amount over time (2)
- consider charitable giving (1)
- distinguish between spending and saving (1)

Determining Values of Coins and Bills

- determine the value of a collection of coins and bills (3)
- use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins (2)
- determine the value of a collection of coins up to one dollar (2)
- use relationships to count by twos, ves, and tens to determine the value of a collection of pennies, nickels, and/or dimes (1)
- write a number with the cent symbol to describe the value of a coin (1)
- identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them (1)
- identify U.S. coins by name, including pennies, nickels, dimes, and quarters (K)