In March 2020, school districts across the state experienced school closure due to COVID-19. Although schools were closed, districts transitioned to online instruction. The design and content of the at-home instruction model for districts varied across the state. Some taught review units of instruction, while others continued to teach the next units of instruction within their scope and sequence. Although some districts continued to teach the next units of instruction, the depth of concept expectations within the units may not have been met by all students. In order to support foundational understandings of concepts within the last nine weeks of 2019-2020, the mathematics team of TEKS Resource System has designed the Mathematics COVID-19 Gap Implementation Tool for district considerations during the 2020-2021 school year.

For non-STAAR tested grade levels, some units in the last nine weeks may have included concepts that had not been introduced earlier in the school year. For STAAR-tested grade levels, most school districts were completing the teaching of all standards in preparation of the upcoming STAAR. TEKS Resource System was diligent when creating each grade level scope and sequence to ensure the 4th nine weeks units were designed to solidify foundational understandings for students to be prepared for the next grade level. Therefore, the TEKS Resource System Mathematics COVID-19 Gap Implementation Tool reminds teachers to consider all previous grade level(s) standards of the last nine weeks that are aligned to the current grade level standards of the 2020-2021 school year.
Note: Since these tools highlight the standards of the previous grade level(s), there is not a Kindergarten Mathematics COVID-19 Gap Implementation Tool.

Our goal is to encourage the inclusion of previous foundational understandings when appropriate throughout the year rather than beginning the 2020-2021 school year reviewing the last nine weeks of the previous year. We are not asking teachers to teach an additional nine weeks of school, but to use instructional techniques such as pre-assessing and wrapping of standards to connect vertically aligned grade level understandings seamlessly. Or, districts may choose to spiral previous foundational understandings prior to the current grade level unit of instruction.

**Gap Considerations at a Glance**

|  |  |  |
| --- | --- | --- |
| **Previous Grade Level → Current Grade Level** | **Previous Grade Level Concepts** **NOT Taught or NOT COMPLETELY Taught****Prior to Last Nine Weeks of 2019-2020****That Impact the Current Grade Level** | **Previous Grade Level Concepts** **Being Reviewed or Extended****in the Last Nine Weeks of 2019-2020****That May Impact the Current Grade Level** |
| Grade 2 → Grade 3 | Measurement; Multiplication/division; Personal financial literacy | Fractions |

**Quick Key to Reading the Mathematics COVID-19 Gap Implementation Tool**

|  |  |
| --- | --- |
| **Strikethrough(s)** | Strikethrough(s) in the previous grade level **Last 9 Weeks Standards** column reflect the strikethrough(s) that appear in the previous grade level Unit IFDduring the last 9 weeks. This strikethrough(s) indicates the part of the SE that was not included in the hyperlinked previous grade level unit.Strikethrough(s) in the current grade level **Aligned Standards** column reflect the strikethrough(s) that appear in the current grade level Unit IFD. This strikethrough(s) indicates the part of the SE that is not included in the current grade level unit where the gap is being considered.While the standards in each row of the table are vertically aligned, any strikethroughs are not necessarily vertically aligned. |
| **Underlines** | **No underline** indicates the standard was completely taught prior to the 4th nine weeks.**Underline** indicates the standard or part of the standard was not taught prior to the 4th nine weeks. |
| **Xs** | An X in a column **with** a previous grade level hyperlink indicates the current grade level unit in which all of the current grade level standards in the row occur and where the gap considerations from the previous grade level impact the current unit.An X in a column **without** a previous grade level hyperlink indicates where all or some of the current grade level standards in the row occur in the scope and sequence. |
| **Hyperlinks** | A hyperlink to the previous grade level Unit IFD along with the previous grade level standards allows for quick access to view the specificity of the previous grade level standard(s) that includes a potential gap. |
| **Alternating Shading** | Alternating white and gray shading allows for easy visualization of a change in unit number. |

For complete instruction on how to read this tool, see the [Mathematics COVID-19 Gap Implementation Tool Instructions](https://www.teksresourcesystem.net/module/portfolio/filehandler.ashx?ID=934322).

|  |  | **2020–2021 School Year Grade 3 Units Reflected on Year at a Glance (YAG)** |
| --- | --- | --- |
| **Grade 2** **Last 9 Weeks Standards 2019-2020** | **Grade 3 Aligned Standards****2020-2021** | **Unit****01** | **Unit 02** | **Unit 03** | **Unit 04** | **Unit 05** | **Unit 06** | **Unit 07** | **Unit 08** | **Unit 09** | **Unit 10** | **Unit 11** | **Unit 12** | **Unit 13** | **Unit 14** | **Unit 15** |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **District notes:**  |
| **2.6A** Model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined. | **3.4D** Determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10. *Supporting Standard* |  |  | **X**[**G2U10**](https://www.teksresourcesystem.net/module/content/search/item/678204/viewdetail.ashx)**2.6A** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Considerations:**Students may not have been taught 2.6A and may not have had the opportunity to solidify the foundational understandings to prepare them for 3.4D. Grade 3 teachers should be prepared to:* Introduce contextual multiplication situations in which equivalent sets of objects are joined prior to introducing equally-sized groups represented as arrays.
* Introduce the relationship between repeated addition and multiplication to determine the total number of objects in a multiplication situation.
 |
| **District notes:**  |
| **2.9F** Use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit. | **3.6C** Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row. *Readiness Standard* |  |  | **X**[**G2U10**](https://www.teksresourcesystem.net/module/content/search/item/678204/viewdetail.ashx)**2.9F** |  |  |  | **X** |  |  |  |  | **X** |  |  | **X** |
| **Considerations:**Students may not have been taught 2.9F and may not have had the opportunity to solidify the foundational understandings to prepare them for 3.6C. Grade 3 teachers should be prepared to:* Introduce the concept of area by using concrete models of square units to cover a rectangle with no gaps or overlaps.
* Introduce counting the total number of square units to find the area of a rectangle and describing the measurement using a number and the unit prior to introducing the determination of the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.
 |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |
| **District notes:**  |
| **2.6B** Model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets. | **3.4H** Determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally. *Supporting Standard* |  |  |  |  | **X**[**G2U10**](https://www.teksresourcesystem.net/module/content/search/item/678204/viewdetail.ashx)**2.6B** |  |  |  |  |  |  |  |  |  |  |
| **Considerations:**Students may not have been taught 2.6B and may not have had the opportunity to solidify the foundational understandings to prepare them for 3.4H. Grade 3 teachers should be prepared to:* Introduce contextual division situations in which equivalent sets of objects are separated into equal groups prior to introducing sets of objects partitioned into equal shares or shared equally.
* Introduce the relationship between repeated subtraction and division to determine the total number of objects in each group or the total number of groups in a division situation.
 |
| **District notes:**  |
| **2.3A** Partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words. | **3.3A** Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines. *Supporting Standard* |  |  |  |  |  | **X**[**G2U11**](https://www.teksresourcesystem.net/module/content/search/item/678203/viewdetail.ashx)**2.3A** |  |  |  |  |  |  |  |  |  |
| **Considerations:**Although students may have been taught 2.3A, they may not have had the opportunity to solidify the foundational understandings to prepare them for 3.3A. Grade 3 teachers should be prepared to:* Pre-assess students’ understanding of partitioning objects into 2, 4, and 8 equal parts and naming the parts as halves, fourths, and eighths prior to introducing representations of thirds and sixths.
 |
| **District notes:**  |
| **2.3C** Use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole. | **3.3A** Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines. *Supporting Standard***3.3E** Solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8. *Supporting Standard* |  |  |  |  |  | **X**[**G2U11**](https://www.teksresourcesystem.net/module/content/search/item/678203/viewdetail.ashx)**2.3C** |  |  |  |  |  |  |  | **X** |  |
| **Considerations:**Although students may have been taught 2.3C, they may not have had the opportunity to solidify the foundational understandings to prepare them for 3.3A and 3.3E. Grade 3 teachers should be prepared to:* Pre-assess students’ understanding of counting fractional parts beyond one whole and recognizing how many parts it takes to equal one whole prior to representing fractions and solving problems involving partitioning an object or a set of objects among two or more recipients.
 |
| **District notes:**  |
| **2.3B** Explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part. | **3.3C** Explain that the unit fraction 1/*b* represents the quantity formed by one part of a whole that has been partitioned into *b* equal parts where *b* is a non-zero whole number. *Supporting Standard* |  |  |  |  |  | **X**[**G2U11**](https://www.teksresourcesystem.net/module/content/search/item/678203/viewdetail.ashx)**2.3B** |  |  |  |  |  |  |  |  |  |
| **Considerations:**Although students may have been taught 2.3B, they may not have had the opportunity to solidify the foundational understandings to prepare them for 3.3C. Grade 3 teachers should be prepared to:* Pre-assess students’ understanding of the relationship between the size of the parts and the number of fractional parts used to make a whole prior to introducing unit fractions as the quantity formed by one part of a whole that has been partitioned into *b* equal parts where *b* is a non-zero whole number.
 |
| **District notes:**  |
| **2.9C** Represent whole numbers as distances from any given location on a number line. | **3.7A** Represent fractions of halves, fourths, and eighths as distances from zero on a number line. *Supporting Standard* |  |  |  |  |  | **X**[**G2U09**](https://www.teksresourcesystem.net/module/content/search/item/678205/viewdetail.ashx)**2.9C** |  |  |  |  |  |  |  |  |  |
| **Considerations:**Students may not have been taught 2.9C and may not have had the opportunity to solidify the foundational understandings to prepare them for 3.7A. Grade 3 teachers should be prepared to:* Introduce representing whole numbers as distances from any given location on a number line prior to introducing representations of fractions as distances from zero on a number line.
 |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |
| **District notes:**  |
| **2.11F** Differentiate between producers and consumers and calculate the cost to produce a simple item. | **3.9B** Describe the relationship between the availability or scarcity of resources and how that impacts cost. *Supporting Standard* |  |  |  |  |  |  |  | **X**[**G2U12**](https://www.teksresourcesystem.net/module/content/search/item/678202/viewdetail.ashx)**2.11F** |  |  |  |  |  |  |  |
| **Considerations:**Students may not have been taught 2.11Fand may not have had the opportunity to solidify the foundational understandings to prepare them for 3.9B. Grade 3 teachers should be prepared to:* Introduce the differentiation between producers and consumers.
* Introduce calculating the cost to produce a simple item prior to introducing the relationship between the availability or scarcity of resources and how that impacts cost.
 |
| **District notes:**  |
| **2.11B** Explain that saving is an alternative to spending. | **3.9C** Identify the costs and benefits of planned and unplanned spending decisions.  |  |  |  |  |  |  |  | **X**[**G2U12**](https://www.teksresourcesystem.net/module/content/search/item/678202/viewdetail.ashx)**2.11B** |  |  |  |  |  |  |  |
| **Considerations:**Students may not have been taught 2.11B and may not have had the opportunity to solidify the foundational understandings to prepare them for 3.9C. Grade 3 teachers should be prepared to:* Introduce saving as an alternative to spending prior to introducing the costs and benefits of planned and unplanned spending decisions.
 |
| **District notes:**  |
| **2.11D** Identify examples of borrowing and distinguish between responsible and irresponsible borrowing.**2.11E** Identify examples of lending and use concepts of benefits and costs to evaluate lending decisions. | **3.9D** 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. *Supporting Standard* |  |  |  |  |  |  |  | **X**[**G2U12**](https://www.teksresourcesystem.net/module/content/search/item/678202/viewdetail.ashx)**2.11D****2.11E** |  |  |  |  |  |  |  |
| **Considerations:**Students may not have been taught 2.11D and 2.11E and may not have had the opportunity to solidify the foundational understandings to prepare them for 39D. Grade 3 teachers should be prepared to:* Introduce identifying examples of borrowing and lending.
* Introduce distinguishing between responsible and irresponsible borrowing and the benefits and costs of lending prior to introducing credit.
 |
| **District notes:**  |
| **2.11A** Calculate how money saved can accumulate into a larger amount over time. | **3.9E** List reasons to save and explain the benefit of a savings plan, including for college. *Supporting Standard* |  |  |  |  |  |  |  | **X**[**G2U12**](https://www.teksresourcesystem.net/module/content/search/item/678202/viewdetail.ashx)**2.11A** |  |  |  |  |  |  |  |
| **Considerations:**Although students may have been taught 2.11A, they may not have had the opportunity to solidify the foundational understandings to prepare them for 3.9E. Grade 3 teachers should be prepared to:* Pre-assess students’ understanding of how money saved can accumulate into a larger amount overtime in conjunction with listing reasons to save and explaining the benefit of a savings plan.
 |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |
| **District notes:**  |
| **2.9A** Find the length of objects using concrete models for standard units of length.**2.9B** Describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object.**2.9D** Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes.**2.9E** Determine a solution to a problem involving length, including estimating lengths. | **3.7B** Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems. *Readiness Standard* |  | **X** |  |  |  |  |  |  |  |  |  | **X**[**G2U09**](https://www.teksresourcesystem.net/module/content/search/item/678205/viewdetail.ashx)**2.9A****2.9B****2.9D****2.9E** |  |  | **X** |
| **Considerations:**Students may not have been taught 2.9A, 2.9B, 2.9D, and 2.9E and may not have had the opportunity to solidify the foundational understandings to prepare them for 3.7B. Grade 3 teachers should be prepared to:* Introduce finding the length of objects using concrete models for standard units of length.
* Introduce describing the inverse relationship between the size of the unit and the number of units needed to equal the length of an object.
* Introduce determining the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes.
* Introduce solving problems involving length other than perimeter, including estimating length, in conjunction with solving problems involving perimeter of a polygon or a missing length when given perimeter and remaining side lengths.
 |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** |
| **District notes:**  |