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 4 → Grade 5 |  | Fractions/decimals; Operations and problem solving; Data representations; Measurement; Input/output tables; Personal financial literacy |

**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 5 Units Reflected on Year at a Glance (YAG)** |
| --- | --- | --- |
| **Grade 4** **Last 9 Weeks Standards 2019-2020** | **Grade 5 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** |
| **4.4H** Solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders. *Readiness Standard* | **5.3B** Multiply with fluency a three-digit number by a two-digit number using the standard algorithm. *Supporting Standard***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. *Supporting Standard* | **X**[**G4U11**](https://www.teksresourcesystem.net/module/content/search/~/item/678231/viewdetail.ashx)**4.4H**[**G4U13**](https://www.teksresourcesystem.net/module/content/search/~/item/678229/viewdetail.ashx)**4.4H** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Considerations:**Although students may have been taught 4.4H, they may not have had the opportunity to solidify the foundational understandings to prepare them for 5.3B and 5.3C. Grade 5 teachers should be prepared to:* Pre-assess students’ understanding of multiplying two-digit numbers by two-digit numbers and up to four-digit numbers by one-digit numbers prior to introducing multiplying three-digit numbers by two-digit numbers.
* Pre-assess students’ understanding of dividing up to a four-digit dividend by a one-digit divisor prior to introducing dividing up to a four-digit dividend by a two-digit divisor.
 |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  | **X** |  |  |  |  |  |  |  |  |  |  |  |
| **District notes:**  |
| **4.10E** Describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending. *Supporting Standard* | **5.10C** Identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments.  |  |  | **X**[**G4U13**](https://www.teksresourcesystem.net/module/content/search/~/item/678229/viewdetail.ashx)**4.10E** |  |  |  |  |  |  |  |  |  |  |
| **Considerations:**Although students may have been taught 4.10E, they may not have had the opportunity to solidify the foundational understandings to prepare them for 5.10C. Grade 5 teachers should be prepared to:* Pre-assess students’ understanding of the basic purpose of financial institutions prior to introducing the advantages and disadvantages of different methods of payment.
 |
| **District notes:**  |
| **4.10A** Distinguish between fixed and variable expenses. *Supporting Standard* | **5.10E** Describe actions that might be taken to balance a budget when expenses exceed income. *Supporting Standard* |  |  | **X**[**G4U13**](https://www.teksresourcesystem.net/module/content/search/~/item/678229/viewdetail.ashx)**4.10A** |  |  |  |  |  |  |  |  |  |  |
| **Considerations:**Although students may have been taught 4.10A, they may not have had the opportunity to solidify the foundational understandings to prepare them for 5.10E. Grade 5 teachers should be prepared to:* Pre-assess students’ understanding of the difference between fixed and variable expenses prior to introducing actions that might be taken to balance a budget when expenses exceed income.
 |
| **District notes:**  |
| **4.2G** Relate decimals to fractions that name tenths and hundredths. *Readiness Standard* | **5.2A** Represent the value of the digit in decimals through the thousandths using expanded notation and numerals. *Supporting Standard* |  |  |  | **X**[**G4U12**](https://www.teksresourcesystem.net/module/content/search/~/item/678230/viewdetail.ashx)**4.2G** |  |  |  |  |  |  |  |  |  |
| **Considerations:**Although students may have been taught 4.2G, they may not have had the opportunity to solidify the foundational understandings to prepare them for 5.2A. Grade 5 teachers should be prepared to:* Pre-assess students’ understanding of the relationship between decimals to fractions that name tenths and hundredths prior to introducing decimal values to the thousandths.
 |
| **District notes:**  |
| **4.4A** Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm. *Readiness Standard* | **5.3K** Add and subtract positive rational numbers fluently. *Readiness Standard* | **X** |  |  | **X**[**G4U11**](https://www.teksresourcesystem.net/module/content/search/~/item/678231/viewdetail.ashx)**4.4A**[[**G4U13**](https://www.teksresourcesystem.net/module/content/search/~/item/678229/viewdetail.ashx)](https://www.teksresourcesystem.net/module/content/search/~/item/678254/viewdetail.ashx)**4.4A** |  | **X** |  |  |  |  | **X** | **X** | **X** |
| **Considerations:**Although students may have been taught 4.4A, they may not have had the opportunity to solidify the foundational understandings to prepare them for 5.3K. Grade 5 teachers should be prepared to:* Pre-assess students’ understanding of adding and subtracting decimals to the hundredths place using the standard algorithm prior to introducing adding and subtracting decimals to the thousandths place.
 |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  |  |  |  | **X** |  |  |  |  |  |  |  |  |
| **District notes:**  |
| **4.3F** Evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole. *Supporting Standard* | **5.3A** Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, ~~multiplication, or division~~. *Supporting Standard* | **X** |  |  | **X** | **X** | **X**[**G4U12**](https://www.teksresourcesystem.net/module/content/search/~/item/678230/viewdetail.ashx)**4.3F** | **X** |  |  |  |  | **X** | **X** |
| **Considerations:**Although students may have been taught 4.3F, they may not have had the opportunity to solidify the foundational understandings to prepare them for 5.3A. Grade 5 teachers should be prepared to:* Pre-assess students’ understanding of evaluating the reasonableness of sums and differences of fractions using benchmark fractions prior to introducing estimating solutions to problems involving fractions.
 |
| **District notes:**  |
| **4.3E** Represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations. *Readiness Standard* | **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. *Supporting Standard* |  |  |  |  |  | **X**[**G4U12**](https://www.teksresourcesystem.net/module/content/search/~/item/678230/viewdetail.ashx)**4.3E** |  |  |  |  |  |  | **X** |
| **Considerations:**Although students may have been taught 4.3E, they may not have had the opportunity to solidify the foundational understandings to prepare them for 5.3H. Grade 5 teachers should be prepared to:* Pre-assess students’ understanding of representing and solving addition and subtraction of fractions with equal denominators prior to introducing representing and solving addition and subtraction of fractions with unequal denominators.
 |
| **District notes:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  |  |  |  |  |  | **X** |  |  |  |  |  |  |
| **District notes:**  |
| **4.5D** Solve problems related to perimeter and area of rectangles where dimensions are whole numbers. *Readiness Standard* | **5.4H** Represent and solve problems related to perimeter and/or area and related to volume. *Readiness Standard* |  |  |  |  |  |  |  | **X**[**G4U11**](https://www.teksresourcesystem.net/module/content/search/~/item/678231/viewdetail.ashx)**4.5D** |  |  |  |  |  |
| **Considerations:**Although students may have been taught 4.5D, they may not have had the opportunity to solidify the foundational understandings to prepare them for 5.4H. Grade 5 teachers should be prepared to:* Pre-assess students’ understanding of solving problems related to perimeter and area of rectangles where dimensions are whole numbers prior to introducing dimensions that may include fractions or decimals.
 |
| **District notes:**  |
| **4.5B** Represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence. *Readiness Standard* | **5.4C** Generate a numerical pattern when given a rule in the form *y* = *ax* or *y* = *x* + *a* and graph. *Readiness Standard***5.4D** Recognize the difference between additive and multiplicative numerical patterns given in a table or graph. *Supporting Standard* |  |  |  |  |  |  |  |  | **X**[**G4U11**](https://www.teksresourcesystem.net/module/content/search/~/item/678231/viewdetail.ashx)**4.5B** |  |  |  |  |
| **Considerations:**Although students may have been taught 4.5B, they may not have had the opportunity to solidify the foundational understandings to prepare them for 5.4C and 5.4D. Grade 5 teachers should be prepared to:* Pre-assess students’ understanding of recognizing the relationship between the input and output values in a table and the position and value of numbers in a sequence prior to introducing the relationships of *x* representing the input value and *y* representing the output value when given a rule in the form *y* = *ax* or *y* = *x* + *a*.
* Pre-assess students’ understanding of representing problems using an input-output table and numerical expressions prior to introducing recognition of the difference between additive and multiplicative numerical patterns given in a table or graph.
 |
| **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:**  |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. |  |  |  |  |  |  |  |  |  |  |  |  | **X** |
| **District notes:**  |