Math and ELA Topics to be covered in Fall 2020 Semester

As per Texas Department of Education
(Individual and Virtual Learning Pods)

Contents

GRADE 1: MATH (TEKS – Texas Essential Knowledge and Skills)

September – December 2020 – Approx 80 sessions (hours) @ 20 sessions/month

Reference: http://tea.texas.gov/

Topic Name	Objective (TEKS)	Sub Topic Name	# of hours/sessions (Approx.)
Number and operations (Number System)	recognize instantly the quantity of structured arrangements	Recognize numbers (up to 120)	2
	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;	Numbers in hundreds, tens and ones (up to 120)	3
	use objects, pictures, and expanded and standard forms to represent numbers up to 120;	Represent Numbers (up to 120)	3
	order whole numbers up to 120 using place value and open number lines;	order whole numbers (up to 120)	3
	represent the comparison of two numbers to 100 using the symbols >, <, or =	Compare Numbers (up to 100)	3
Number and operations (Addition and Subtraction)	use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99	Addition of multiples of 10 and a single digit number	3
	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one	Addition and subtraction (within 20) using pictorial models	4

TOP

	of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3		
	compose 10 with two or more addends with and without concrete objects	Friends of 10	4
	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10	Use Friends of 10 to add and subtract - Basic	3
	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences	Use Friends of 10 to add and subtract - Advanced	3
	generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20	Use Friends of 10 to add and subtract in word problems	3
Number and operations (US Currency)	identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them	Identifying US coins	5
	write a number with the cent symbol to describe the value of a coin	Write currency notations ($,¢)	3
	use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes	Pennies, Nickels and Dimes	3
Algebraic Reasoning	recite numbers forward and	Counting backward (120-1)	2

TOP

	backward from any given number between 1 and 120		
	skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set	Skip counting by 2's, 5's and 10's	5
	use relationships to determine the number that is 10 more and 10 less than a given number up to 120	Forward and backward skip counting by 10's	2
	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences	Addition and Subtraction word problems	3
	understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)	Addition and Subtraction vocabulary and notations (+, - , =)	2
	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation	Solve addition and subtraction equations	4
	apply properties of operations to add and subtract two or three numbers	Commutative and Associative Properties of Addition and Subtraction (as applicable)	5
Geometry and measurement	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language	2-Dimensional Shapes	3

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	distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape	Difference between 2-Dimensional and 3-Dimensional Solids	3
	create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons	Draw 2-Dimensional Shapes	3
	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language	Types of 2-Dimensional Shapes as special rectangles etc	3

GRADE 1: ELA (TEKS – Texas Essential Knowledge and Skills)

September – December 2020 – Approx 80 sessions (hours) @ 20 sessions/month

Reference: http://tea.texas.gov/ , https://www.texasgateway.org/

TEKS Code #	ELA Strand	Objective (TEKS)	Lesson	# of hours/sessions (Approx.)
ELA 1.1	Developing and sustaining foundational language skills: Oral language.	The student develops oral language through listening, speaking, and discussion.	Listening and Speaking skills	10
ELA 1.2		The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to	Sound of letters, combination of letters and print writing.	12

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		communicate, decode, and spell.		
ELA 1.3		The student uses newly acquired vocabulary expressively.	Writing sentences with capital letters and periods, (Full stop)	10
ELA 1.4		The student reads grade-level text with fluency and comprehension.	Reading and answering short questions	12
ELA 1.5		The student reads grade-appropriate texts independently.	Reading and comprehension	10
ELA 1.6	Comprehension skills	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	Write sentences related to the topic of the passage	10
ELA 1.7	Response skills	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	Retelling story or passage in their own words.	8
ELA 1.8	Multiple genres	The student recognizes and analyses literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	Recognition of different genres. Picking up rhyming words, main characters of a story or subject of an article or paragraph.	8

GRADE 2: MATH (TEKS–Texas Essential Knowledge and Skills)

September – December 2020 – Approx 80 sessions (hours) @ 20 sessions/month

Reference: http://tea.texas.gov/

Topic Name	Objective (TEKS)	Sub Topic Name	# of hours/sessions (Approx.)
Number and operations (Number System)	use concrete and pictorial models to compose and decompose numbers up to 1200 in more than one way as so	Numbers in thousands, hundreds, tens and ones (up to 1200)	3

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	many thousands, hundreds, so many tens, and so many ones;		
	use expanded, word, and standard forms to represent numbers up to 1200;	Represent Numbers (up to 1200)	4
	generate a number that is greater than or less than a given whole number up to 1,200	Generate Numbers (up to 1200)	3
	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)	Order and compare whole numbers (up to 1200)	4
	Locate a given whole number on an open number line; and name the whole number that corresponds to a specific point on a number line	Numbers on a number line	2
Number and operations (Fractions)	partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words	Introducing halves, fourths, and eighths	2
	More fractional parts in a whole, means smaller is each part; and fewer fractional parts, means larger is each part	Smaller and Larger Fractional Parts	3
	use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.	Fractional parts in a whole	2
	identify examples and non-examples of	Identify halves, fourths, and eighths	1

TOP

	halves, fourths, and eighths		
Number and operations (Addition and Subtraction)	recall basic facts to add and subtract within 20 with automaticity	Mentally add and subtract within 20	2
	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations	Addition and subtraction of two-digit numbers	5
	solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms	Addition and Subtraction word problems (one-step and multi-step) within 1000	4
	generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000	Word problems for addition and subtraction	3
Number and operations (US Currency)	determine the value of a collection of coins up to one dollar	Value of coins upto one dollar	3
	use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins	Write currency notations in the decimal form ($,¢)	2
Number and operations (Multiplication and Division)	model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined	Introduction to Multiplication	4

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	model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets	Introduction to Division	4
Algebraic Reasoning	determine whether a number up to 40 is even or odd using pairings of objects to represent the number	Even and Odd Numbers using pairing (Up to 40)	3
	understanding place value to determine the number that is 10 or 100 more or less than a given number up to 1,200	Skip counting by 10's and 100's (Up to 1200)	4
	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem	Determine unknowns in Addition and Subtraction problems	5
Geometry and measurement (Two-dimensional shapes and Three-dimensional solids)	create two-dimensional shapes based on given attributes, including number of sides and vertices	2-Dimensional Shapes	3
	classify 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	Three-Dimensional Solids	3
	classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides	Types of Polygons (with less than 12 sides)	3

TOP

	and number of vertices		
	compose two-dimensional shapes and three-dimensional solids with given properties or attributes	Properties of 2-Dimensional Shapes and 3-Dimensional Solids	4
	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	Decomposing 2-dimensional shapes to create new ones	4

GRADE 2: ELA (TEKS – Texas Essential Knowledge and Skills)

September – December 2020 – Approx. 80 sessions (hours) @ 20 sessions/month

Reference: http://tea.texas.gov/ , https://www.texasgateway.org/

TEKS Code #	ELA Strand	Objective (TEKS)	Lesson	# of hours/sessions (Approx.)
ELA 1.1	Developing and sustaining foundational language skills: Oral language.	The student develops oral language through listening, speaking, discussion, and thinking.	Listening and Speaking skills	9
ELA 1.2		The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	Sound of letters, combination of letters and print writing.	9
ELA 1.3		The student uses newly acquired vocabulary expressively.	Writing sentences with capital letters	9

TOP

			and periods, (Full stop)	
ELA 1.4		The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Reading and answering short questions	10
ELA 1.5		The student is expected to self-select text and read independently for a sustained period of time.	Reading a short story or factual article.	7
ELA 1.6	Comprehension skills	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	Write sentences related to the topic of the passage	8
ELA 1.7	Response skills	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	Retelling story or passage in their own words.	8
ELA 1.8	Multiple genres	The student recognizes and analyses **literary elements** within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	Recognition of different genres. Picking up rhyming words, main characters of a story or subject of an article or paragraph.	9
ELA 1.9	Multiple genres	The student recognizes and analyzes **genre-specific characteristics, structures, and purposes** within and across increasingly complex traditional, contemporary, classical, and diverse texts	The student is able to identify the genre, main characters of the story, plot, settings. If it's a factual, student should be able to identify the fact. differentiate between fact and opinion.	11

TOP

GRADE 3: MATH (TEKS–Texas Essential Knowledge & Skills):

September – December 2020 – Approx 80 sessions (hours) @ 20 sessions/month

Reference: http://tea.texas.gov/

Topic Name	Objective (TEKS)	Sub Topic Name	# of hours/sessions (Approx.)
Number and operations (Number System)	compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate	Numbers in ten thousands, thousands, hundreds, tens and ones (up to 100,000)	3
	describe the mathematical relationships found in the base-10 place value system through the hundred thousands place	The base-10 place value system	2
	represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000	Values on the Number Line	2
	compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, < or =	Comparing whole numbers (Up to 100,000)	3
Number and operations (Fractions)	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	Fractions between 0 and 1	3
	determine the corresponding fraction greater than zero and less than or equal to one	Fractions between 0 and 1 on a Number Line	3

TOP

	with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line		
	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	Fractions parts of a whole with numerator as 1	3
	compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts 1/b	Fractional parts in a whole with numerator as > 1	3
	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	Distribution of partition(s) using pictorial representations	3
	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines	Represent equivalent fractions	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	What are equivalent fractions?	3
	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using	Compare fractions	3

TOP

	symbols, words, objects, and pictorial models		
Number and operations (Addition, Subtraction, Multiplication, Division)	solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction	Mentally add and subtract within 1,000	2
	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems	Estimate sums and differences	2
	determine the value of a collection of coins and bills.	Adding coins and bills	2
	determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10	Arrays up to 10 by 10	2
	represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting	Represent multiplication using various models	4
	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts	Multiplication tables up to 10 X 10	5
	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties	Multiply a two-digit number by a one-digit number	4

TOP

	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	Determining objects in a group	3
	determine if a number is even or odd using divisibility rules	Even or odd using divisibility rules	2
	determine a quotient using the relationship between multiplication and division	Relationship between multiplication and division	3
	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations	One-step and two-step multiplication and division problems (within 100)	3
Algebraic Reasoning (Patterns and relationships)	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	Representing addition and subtraction problems (Up to 1000)	3
	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations	Representing multiplication and division problems (within 100)	3
	describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24	Representing multiplication expressions	3
	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product	Determine the missing factor or product	3

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	represent real-world relationships using number pairs in a table and verbal descriptions	Representing real-world relationships	2

GRADE 3: ELA (TEKS – Texas Essential Knowledge and Skills):
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TEKS Code #	ELA Strand	Objective (TEKS)	Lesson	# of hours/sessions (Approx.)
ELA 1.1	Developing and sustaining foundational language skills: Oral language.	The student develops oral language through listening, speaking, and discussion.	Listening and Speaking skills	9
ELA 1.2		The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	Sound of letters, combination of letters and print writing.	9
ELA 1.3		The student uses newly acquired vocabulary expressively.	Writing sentences with capital letters and periods, (Full stop)	9
ELA 1.4		The student reads grade-level text with fluency and comprehension.	Reading and answering short questions	10
ELA 1.5		The student reads grade-appropriate texts independently.	Reading a short story or factual article.	7
ELA 1.6	Comprehension skills	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	Write sentences related to the topic of the passage	8

TOP

ELA 1.7	Response skills	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	Retelling story or passage in their own words.	8
ELA 1.8	Multiple genres	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	Recognition of different genres. Picking up rhyming words, main characters of a story or subject of an article or paragraph.	9
ELA 1.9	Multiple genres	The student recognizes and analyzes **genre-specific characteristics, structures, and purposes** within and across increasingly complex traditional, contemporary, classical, and diverse texts	The student is able to identify the genre, main characters of the story, plot, settings. If it's a factual, student should be able to identify the fact. differentiate between fact and opinion.	11

GRADE 4 MATH (TEKS–Texas Essential Knowledge and Skills):

September – December 2020 – About 80 sessions (hours) @ 20 sessions/month

Reference: http://tea.texas.gov/

Topic Name	Objective (TEKS)	Sub Topic Name	# of hours/sessions (About)
Number and operations (Number System)	interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left	Place value positions	3

TOP

	represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	Expanded Notation of whole numbers and decimals	3
	represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000	Values on the Number Line	2
	compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, < or =	Compare and order whole numbers (Up to 100,000)	2
	round whole numbers to a given place value through the hundred thousands place	Rounding-off whole numbers	2
	represent decimals, including tenths and hundredths, using concrete and visual models and money	Representing decimals	2
	compare and order decimals using concrete and visual models to the hundredths	Compare and order decimals	2
	relate decimals to fractions that name tenths and hundredths	Relationship between decimals and fractions	3
	determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line	Decimals on a number line	2
Number and operations (Fractions)	represent a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b > 0, including when a > b	Represent a fraction as a sum of fractions	1
	decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial	Symbolic Representation of a fraction as a sum of fractions	1

TOP

	models and recording results with symbolic representations		
	determine if two given fractions are equivalent using a variety of methods	Equivalent Fractions	3
	compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <	Comparing Fractions	3
	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	Addition and subtraction of fractions (with equal denominators)	2
	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	Comparing fractions to benchmark fractions	3
	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line	Fractions and decimals on a number line	2
Number and operations (Whole number and decimal computations)	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	Addition and subtraction of whole numbers and decimals	3
	determine products of a number and 10 or 100 using properties of operations and place value understandings	Multiplication of numbers with 10 and 100	3
	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect	Representing a product of two-digit numbers	2

TOP

	squares through 15 by 15.		
	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties	Multi-digit Multiplication	5
	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations	Representing Division of whole numbers by a one-digit whole number	2
	use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor	Dividing a whole number by a one-digit whole number	4
	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers	Rounding off whole numbers to the nearest 10, 100, or 1,000	2
	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	Multiplication and Division	4
Algebraic Reasoning (Patterns and relationships)	represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity	Introducing variables	2
	represent problems using an input-output table and numerical expressions to generate	Relationship of values in patterns and sequences	2

TOP

	a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence		
	use models to determine the formulas for the perimeter of a rectangle (l + w + l + w or 2l + 2w), including the special form for perimeter of a square (4s) and the area of a rectangle (l x w)	Formulas of perimeter and area of rectangles and squares	3
	solve problems related to perimeter and area of rectangles where dimensions are whole numbers	Finding perimeter and area of rectangles and squares	3
Geometry and measurement (Geometric attributes and their properties)	identify points, lines, line segments, rays, angles, and perpendicular and parallel lines	Basic geometrical concepts	2
	identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure	Lines of symmetry	2
	apply knowledge of right angles to identify acute, right, and obtuse triangles	Types of triangles (based on angle measures)	2
	classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.	Geometrical attributes of two-dimensional figures	2

GRADE 4 ELA (TEKS – Texas Essential Knowledge and Skills):

September – December 2020 – About 80 sessions (hours) @ 20 sessions/month

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TOP

TEKS Code #	ELA Strand	Objective (TEKS)	Lesson	# of hours/sessions (About)
ELA 1.1	Developing and sustaining foundational language skills: Oral language.	The student develops oral language through listening, speaking, and discussion.	Listening and Speaking skills	9
ELA 1.2		The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	Sound of letters, combination of letters and print writing.	9
ELA 1.3		The student uses newly acquired vocabulary expressively.	Writing sentences with capital letters and periods, (Full stop)	9
ELA 1.4		The student reads grade-level text with fluency and comprehension.	Reading and answering short questions	10
ELA 1.5		The student is expected to self-select text and read independently for a sustained period of time	Reading a short story or factual article.	7
ELA 1.6	Comprehension skills	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	Write sentences related to the topic of the passage	8
ELA 1.7	Response skills	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	Retelling story or passage in their own words.	8
ELA 1.8	Multiple genres	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	Recognition of different genres. Picking up rhyming words, main characters of a story or subject of an article or paragraph.	9
ELA 1.9	Multiple genres	The student recognizes and analyzes **genre-specific characteristics,**	The student is able to identify the genre, main	11

TOP

	structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts	characters of the story, plot, settings. If it's a factual, student should be able to identify the fact. differentiate between fact and opinion.	

GRADE 5 MATH (TEKS–Texas Essential Knowledge and Skills):

September – December 2020 – About 80 sessions (hours) @ 20 sessions/month

Reference: http://tea.texas.gov/

Topic Name	Objective (TEKS)	Sub Topic Name	# of hours/sessions (About)
Number and operations (Positive Rational Numbers)	represent the value of the digit in decimals through the thousandths using expanded notation and numerals	Place value in decimals	4
	compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =	Comparing decimals	4
	round decimals to tenths or hundredths	Rounding decimals	2
	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	Number operations and estimation	4
	multiply with fluency a three-digit number by a two-digit number using the standard algorithm	Multi-digit multiplication	4
	solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm	Multi-digit division	4

TOP

	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models	Representing multiplication of decimals	3
	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	Multiplication of decimals	5
	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	Representing division of decimals	3
	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	Dividing decimals	5
	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	Adding and subtracting fractions (with unequal denominators)	4
	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	Multiplying a whole number and a fraction	2

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	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 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models	Representing a division of a unit fraction by a whole number and vice versa	3
	add and subtract positive rational numbers fluently	Addition and subtraction of positive rational numbers	3
	divide whole numbers by unit fractions and unit fractions by whole numbers	Dividing a unit fraction by a whole number and vice versa	2
Algebraic Reasoning (Expressions and Equations)	identify prime and composite numbers	Prime and composite numbers	4
	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity	Single Variable in equations (with whole numbers)	3
	generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph	Numerical patterns	3
	recognize the difference between additive and multiplicative numerical patterns given in a table or graph	Difference in additive and multiplicative numerical patterns	3
	describe the meaning of parentheses and brackets in a numeric expression	Parentheses and brackets	3
	simplify numerical expressions that do not involve exponents, including up to two levels of grouping	Simplification of numerical expressions (without exponents)	5
	use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism,	Formula of the Volume of a rectangular prism	3

TOP

	including the special form for a cube (V = l x w x h, V = s x s x s, and V = Bh)		
	represent and solve problems related to perimeter and/or area and related to volume	Perimeter, area and volume	4

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ELA 1.1	Developing and sustaining foundational language skills.	The student develops oral language through listening, speaking, and discussion.	Listening and Speaking skills	9
ELA 1.2		The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	Sound of letters, combination of letters and print writing.	9
ELA 1.3		The student uses newly acquired vocabulary expressively.	Writing sentences with capital letters and periods, (Full stop)	9
ELA 1.4		The student reads grade-level text with fluency and comprehension.	Reading and answering short questions	10
ELA 1.5		The student is expected to self-select text and read independently for a sustained period of time.	Reading a short story or factual article.	7
ELA 1.6	Comprehension skills	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	Write sentences related to the topic of the passage	8

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ELA 1.7	Response skills	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	Retelling story or passage in their own words.	8
ELA 1.8	Multiple genres	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	Recognition of different genres. Picking up rhyming words, main characters of a story or subject of an article or paragraph.	9
ELA 1.9	Multiple genres	The student recognizes and analyzes **genre-specific characteristics, structures, and purposes** within and across increasingly complex traditional, contemporary, classical, and diverse texts	The student is able to identify the genre, main characters of the story, plot, settings. If it's a factual, student should be able to identify the fact. differentiate between fact and opinion.	11

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