




# Introduction to the **Revised Mathematics TEKS**

FOCAL POINTS AND  
TEKS COMPARISON JOURNAL  
KINDERGARTEN - GRADE 2



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## Texas Response to Curriculum Focal Points, Revised 2013

### Scavenger Hunt: Grades K – 3

Review the Texas Response to Curriculum Focal Points (TxRCFP) Highlights document. Use it and the TxRCFP Revised 2013 to answer the following questions.

1. How many focal points are in each grade level?

Kindergarten –

Grade 2 –

Grade 1 –

Grade 3 –

2. Choose a grade level to examine. I am examining grade \_\_\_\_\_.

3. For your identified grade level, which student expectations are found in more than one focal point? List them below.

4. How many grade level connections are there for each grade level?

Kindergarten –

Grade 2 –

Grade 1 –

Grade 3 –

5. Which College and Career Readiness Standards are addressed in the grade level you identified in question 2?



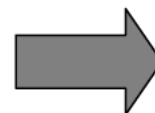
## A Vertical Look at the TxRCFP

Notes



Discussion Questions



Aha!

Oh-no!



## A Vertical Look at Key Concepts and Procedures

What does the document tell us?	What doesn't the document tell us?
	

Taking a Closer Look at Addition and Subtraction	
A Vertical Look at Key Concepts and Procedures	Texas Response to Curriculum Focal Points
	

## A Vertical Look – Potential Perks and Pitfalls

Role	Perks	Potential Pitfalls
Teacher	<ul style="list-style-type: none"> <li>Helps teachers to stay in their lane</li> <li>Helps buy back time by eliminating those ideas that do not belong in the current grade level</li> <li>Helps to identify expected prerequisite knowledge and skills</li> <li>Helps identify the key concepts and procedures within the strands</li> <li>Helps to identify and anticipate gaps in students' prerequisite knowledge to better target interventions</li> <li>Helps identify the length of time students have been working with a concept or procedure</li> </ul>	<ul style="list-style-type: none"> <li>This is <u>NOT</u> a curriculum guide</li> <li>This does not provide the specificity that the TEKS provide</li> <li>This does not provide the relative importance of each key concept or procedure that the focal points provide</li> <li>This does not tell how to teach the key concepts and procedures</li> </ul>
Evaluator	<ul style="list-style-type: none"> <li>Helps to clarify if the instruction is on grade level for classroom observations and documentation</li> </ul>	
Curriculum Leader	<ul style="list-style-type: none"> <li>Helps guide conversations within and between grade levels</li> <li>Helps facilitate movement and evaluation of curriculum materials</li> <li>Helps target future professional development needs for the district</li> </ul>	
Instructional Coach	<ul style="list-style-type: none"> <li>Helps guide conversations within and between grade levels</li> <li>Helps facilitate movement and evaluation of curriculum materials</li> <li>Helps target future professional development needs for each teacher</li> </ul>	
Team Leader/ Department Chair	<ul style="list-style-type: none"> <li>Helps guide conversations within and between grade levels</li> <li>Helps facilitate movement and evaluation of curriculum materials</li> </ul>	
Parent	<ul style="list-style-type: none"> <li>Helps to clarify if the instruction is on grade level</li> <li>Provides a concise look at what is to be covered in a grade level</li> </ul>	



## Amplifying Instructional Tasks – Grade 2 Example



		Considerations for Brainstorming			
		Consider the 2012 TEKS in the Original Task	Consider the Curriculum Focal Point	Consider the Context	Consider the Student
Guiding Questions	What main concepts and/or skills are involved in this task?	What else might be explored or applied? <ul style="list-style-type: none"> <li>Additional mathematical ideas from the related focal point</li> <li>Grade level connections</li> <li>Financial literacy standards</li> </ul>	What else could be explored within this context?  What related ideas could be added to this context?  What connections could be made to other content areas?	What Tier I differentiation may be needed to reach the student who is <ul style="list-style-type: none"> <li>struggling,</li> <li>learning English,</li> <li>and/or advanced?</li> </ul>	
	What are related concepts and/or skills?				
Brainstorming	<b>Main Concepts and/or Skills</b> <i>Solve one-step word problems with addition 2(4)(C)</i>	<b>Standards</b> <ul style="list-style-type: none"> <li>Process standards 2(1)(A)-(G)</li> <li>2(4)(B)-Add or subtract using mental strategies</li> <li>2(4)(C)-Solve one-step and <u>multi-step</u> word problems with addition and subtraction</li> <li>2(4)(D)-Generate and solve problem situations involving addition and subtraction</li> <li>2(7)(C)-Represent and solve word problems where unknowns may be any one of the terms</li> <li>2(10)(C)-Solve addition or subtraction problems from pictographs or bar graphs</li> <li>2(10)(D)-Draw conclusions and make predictions from a graph</li> </ul>	<ul style="list-style-type: none"> <li>How many students voted for their favorite flavor?</li> <li>Create a bar graph to represent the information.</li> <li>Compare quantities.</li> <li>Draw conclusions from the graph.</li> </ul>	<b>Struggling</b> <ul style="list-style-type: none"> <li>Provide scaffolding tools (graph).</li> <li>Provide check-points on multi-step problems.</li> </ul>	
	<b>Related Concepts and/or Skills</b> <i>Mathematics in everyday life 2(1)(A)</i>			<b>Learning English</b> <ul style="list-style-type: none"> <li>Provide sentence stems and frames.</li> <li>Provide opportunities to speak.</li> </ul>	
				<b>Advanced</b> <ul style="list-style-type: none"> <li>Extend problem to include more complex steps.</li> <li>Require students to analyze given information.</li> </ul>	

## Side-by-Side TEKS Comparison

Review the Side-by-Side TEKS Comparison Highlights page. Use it and the TxRCFP Revised 2013 document to answer the following questions.

1. How are the content changes indicated?

	Color	Symbol
a. Content that is deleted by the Revised TEKS (2012)		
b. Content that remains the same or is clarified by the Revised TEKS (2012)		
c. Content that is added by the Revised TEKS (2012)		

2. How are the differences in the content that remains indicated?

	Color(s)	Symbol
a. A student expectation is remaining in the grade level in its entirety.		
b. A student expectation is remaining in the grade level, but a small portion is being added by the Revised TEKS (2012).		
c. A student expectation is remaining in the grade level, but a small portion is being deleted by the Revised TEKS (2012).		

3. In which column can the following information be found?

- Clarification
  - Precision of mathematics vocabulary
  - Added specificity
  - Current TEKS may be joined, separated, or subsumed
  - Purpose of TEKS made explicit
- Movement to another grade
- Connections with the process standards

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4. How is the document organized?

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**Side-by-Side TEKS Comparison  
Individual Study Recording Sheet**

<b>Current Strand</b>	<b>Content that REMAINS or is CLARIFIED</b>	<b>Content that is NEW</b>	<b>Content that is DELETED</b>

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## Side-by-Side Snap Shot Summary



	Current Strand	Content that REMAINS or is CLARIFIED	Content that is NEW	Content that is DELETED
1	<b>Number, Operation, and Quantitative Reasoning</b>			
2	<b>Patterns, Relationships, and Algebraic Thinking</b>			
3	<b>Geometry and Spatial Reasoning</b>			

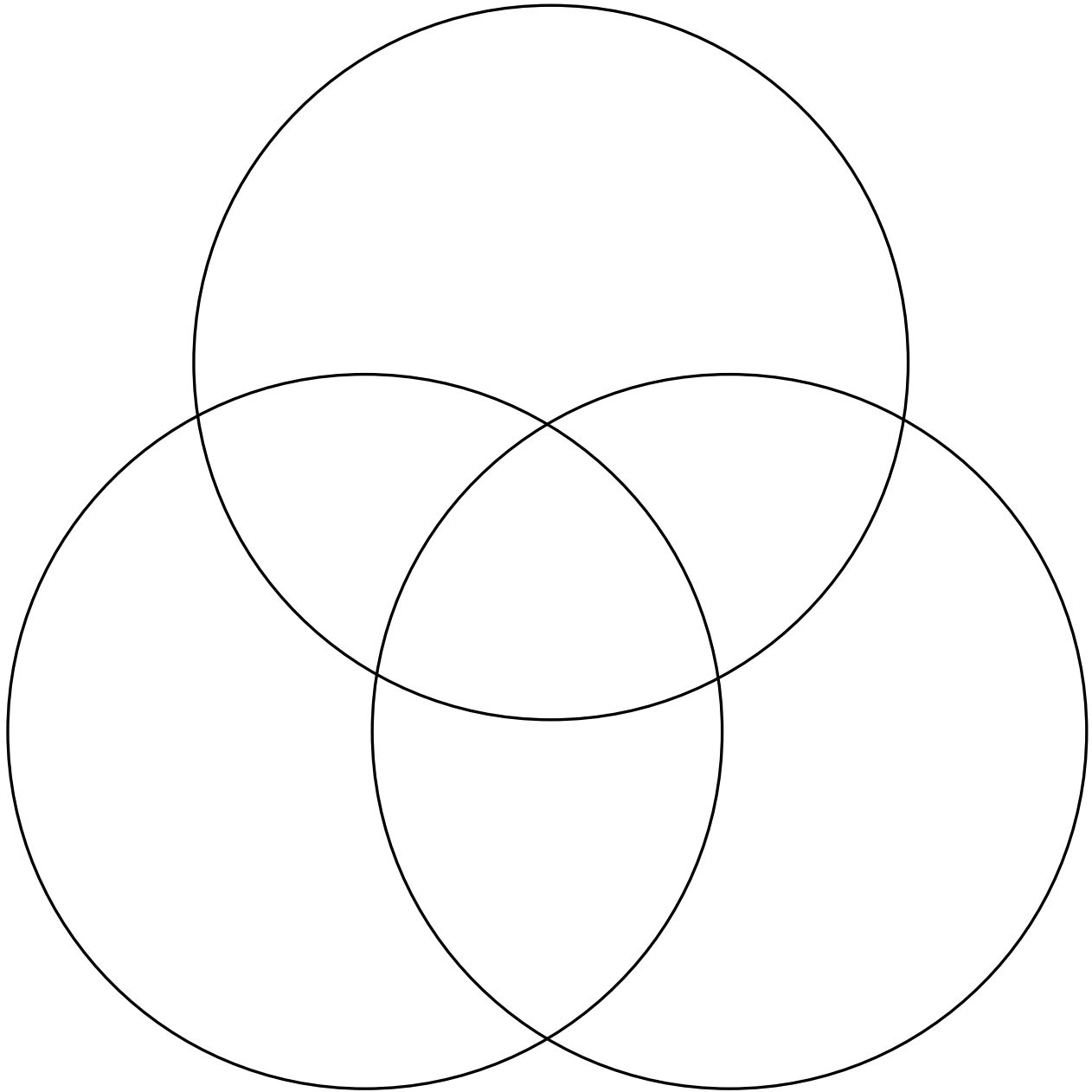
## Side-by-Side Snap Shot Summary (Cont.)



	Current Strand	Content that REMAINS or is CLARIFIED	Content that is NEW	Content that is DELETED
4	<b>Measurement</b>			
12 5	<b>Probability and Statistics</b>			
6	<b>Underlying Processes and Mathematical Tools</b>			

# Pulling It All Together

Texas Response to Curriculum Focal Points



Vertical Look at Key Concepts

Side-by-Side Comparison