


Introduction to the **Revised Mathematics TEKS**

NEW CONTENT, NEW OPPORTUNITIES
TO LEARN: GAP ANALYSIS JOURNAL
KINDERGARTEN - GRADE 2



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Gap Analysis Notes Page

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Kindergarten Curriculum and Instructional Gap Analysis Implementation Year 2014-2015

Revised TEKS (2012) Strands	Curriculum Gap Analysis <i>What new content moves into the kindergarten curriculum in 2014-2015?</i>	Instructional Gap Analysis <i>Considering previous years of instruction, what student expectations will a kindergarten student not have experienced by 2014-2015?</i>
Number and operations	<ul style="list-style-type: none"> • Count forward and backward to at least 20 with and without objects. K(2)(A) • Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. K(2)(B) • Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. K(2)(C) • Recognize instantly the quantity of a small group of objects in organized and random arrangements. K(2)(D) • Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20. K(2)(E) • Generate a number that is one more than or one less than another number up to at least 20. K(2)(F) • Use comparative language to describe two numbers up to 20 presented as written numerals. K(2)(H) • Compose and decompose numbers in more than one way up to 10 with objects and pictures. K(2)(I) • Solve word problems using objects and drawings to find sums up to 10 and differences within 10. K(3)(B) • Identify U.S. coins by name, including pennies, nickels, dimes, and quarters. K(4) 	
Algebraic reasoning	<ul style="list-style-type: none"> • Recite numbers up to at least 100 by ones and tens beginning with any given number. K(5) 	
Geometry and measurement	<ul style="list-style-type: none"> • Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world. K(6)(B) • Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably. K(6)(D) • Create two-dimensional shapes using a variety of materials and drawings. K(6)(F) • Give an example of a measurable attribute of a given object, including length, capacity, and weight. K(7)(A) 	
Data analysis	<ul style="list-style-type: none"> • Collect, sort, and organize data into two or three categories. K(8)(A) 	
Personal financial literacy	<ul style="list-style-type: none"> • Identify ways to earn income. K(9)(A) • Differentiate between money received as income and money received as gifts. K(9)(B) • List simple skills required for jobs. K(9)(C) • Distinguish between wants and needs and identify income as a source to meet one's wants and needs. K(9)(D) 	

**Grade 1 Curriculum and Instructional Gap Analysis
Implementation Year 2014-2015**

Revised TEKS (2012) Strands	Curriculum Gap Analysis <i>What new content moves into the grade 1 curriculum in 2014-2015?</i>	Instructional Gap Analysis <i>Considering previous years of instruction, what student expectations will a grade 1 student not have experienced by 2014-2015?</i>
Number and operations	<ul style="list-style-type: none"> • Recognize instantly the quantity of structured arrangements. 1(2)(A) • Compose and decompose numbers in more than one way to 120 as a sum of so many hundreds, so many tens, and so many ones using concrete and pictorial models. 1(2)(B) • Use objects, pictures, and expanded and standard forms to represent numbers up to 120. 1(2)(C) • Generate a number that is greater than or less than a given whole number up to 120. 1(2)(D) • Order whole numbers up to 120 using place value and open number lines. 1(2)(F) • Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$. 1(2)(G) • Use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99. 1(3)(A) • Compose 10 with two or more addends with and without concrete objects. 1(3)(C) • Apply basic fact strategies to add and subtract within 20 using strategies, including making 10 and decomposing a number leading to a 10. 1(3)(D) • Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. 1(3)(F) • Write a number with the cent symbol to describe the value of a coin. 1(4)(B) • Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes. 1(4)(C) 	<ul style="list-style-type: none"> • Count forward and backward to at least 20 with and without objects. K(2)(A) • Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. K(2)(B) • Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. K(2)(C) • Recognize instantly the quantity of a small group of objects in organized and random arrangements. K(2)(D) • Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20. K(2)(E) • Generate a number that is one more than or one less than another number up to at least 20. K(2)(F) • Use comparative language to describe two numbers up to 20 presented as written numerals. K(2)(H) • Compose and decompose numbers in more than one way up to 10 with objects and pictures. K(2)(I) • Solve word problems using objects and drawings to find sums up to 10 and differences within 10. K(3)(B) • Identify U.S. coins by name, including pennies, nickels, dimes, and quarters. K(4)
Algebraic reasoning	<ul style="list-style-type: none"> • Recite numbers forward and backward from any given number between 1 and 120. 1(5)(A) • Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set. 1(5)(B) • Use relationships to determine the number that is 10 more and 10 less than a given number up to 120. 1(5)(C) • Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s). 1(5)(E) • 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. 1(5)(F) • Apply properties of operations to add and subtract two or three numbers. 1(5)(G) 	<ul style="list-style-type: none"> • Recite numbers up to at least 100 by ones and tens beginning with any given number. K(5)

Revised TEKS (2012) Strands	Curriculum Gap Analysis <i>What new content moves into the grade 1 curriculum in 2014-2015?</i>	Instructional Gap Analysis <i>Considering previous years of instruction, what student expectations will a grade 1 student not have experienced by 2014-2015?</i>
Geometry and measurement	<ul style="list-style-type: none"> • Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language. 1(6)(A) • Distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape. 1(6)(B) • Create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons. 1(6)(C) • Identify two dimensional shapes including circles, triangles, rectangles, squares as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language. 1(6)(D) • Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal language. 1(6)(E) • Compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible. 1(6)(F) 	<ul style="list-style-type: none"> • Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world. K(6)(B) • Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably. K(6)(D) • Create two-dimensional shapes using a variety of materials and drawings. K(6)(F) • Give an example of a measurable attribute of a given object, including length, capacity, and weight. K(7)(A)
Data analysis		<ul style="list-style-type: none"> • Collect, sort, and organize data into two or three categories. K(8)(A)
Personal financial literacy	<ul style="list-style-type: none"> • Define money earned as income. 1(9)(A) • Identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs. 1(9)(B) • Distinguish between spending and saving. 1(9)(C) • Consider charitable giving. 1(9)(D) 	<ul style="list-style-type: none"> • Reference the Vertically Aligned TEKS Charts.

Grade 2 Curriculum and Instructional Gap Analysis Implementation Year 2014-2015

Revised TEKS (2012) Strands	Curriculum Gap Analysis	Instructional Gap Analysis
Number and operations	<p><i>What new content moves into the grade 2 curriculum in 2014-2015?</i></p> <ul style="list-style-type: none"> Compose and decompose numbers in more than one way to 1,200 as a sum of so many thousands, so many hundreds, so many tens, and so many ones using concrete and pictorial models. 2(2)(A) Use standard, word, and expanded form to represent number up to 1,200. 2(2)(B) Generate a number that is greater than or less than a given whole number up to 1,200. 2(2)(C) Use place value to compare and order whole numbers to 1,200 using comparative language, numbers, and symbols. 2(2)(D) 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. 2(3)(B) Use concrete models to count fractional parts beyond on whole using words, and recognize how many parts it takes to equal one whole. 2(3)(C) Identify examples and non-examples of halves, fourths, and eighths. 2(3)(D) Recall basic facts to add and subtract within 20 with automaticity. 2(4)(A) Solve one-step and multistep word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. 2(4)(C) Generate and solve problem situations for a given number sentence involving addition and subtraction of whole numbers within 1,000. 2(4)(D) 	<p><i>Considering previous years of instruction, what student expectations will a grade 2 student not have experienced by 2014-2015?</i></p> <ul style="list-style-type: none"> Recognize instantly the quantity of structured arrangements. 1(2)(A) Compose and decompose numbers in more than one way to 120 as a sum of so many hundreds, so many tens, and so many ones using concrete and pictorial models. 1(2)(B) Use objects, pictures, and expanded and standard forms to represent numbers up to 120. 1(2)(C) Generate a number that is greater than or less than a given whole number up to 120. 1(2)(D) Order whole numbers up to 120 using place value and open number lines. 1(2)(F) Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$. 1(2)(G) Use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99. 1(3)(A) Compose 10 with two or more addends with and without concrete objects. 1(3)(C) Apply basic fact strategies to add and subtract within 20 using strategies, including making 10 and decomposing a number leading to a 10. 1(3)(D) Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. 1(3)(F) Write a number with the cent symbol to describe the value of a coin. 1(4)(B) Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes. 1(4)(C)
Algebraic Reasoning	<ul style="list-style-type: none"> Determine whether a number up to 40 is even or odd using pairings of objects to represent the number. 2(7)(A) <i>Note: Students in grade 2 in 2014-2015 will have seen this skill in grade 1 during 2013-2014.</i> Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200. 2(7)(B) 	<ul style="list-style-type: none"> Recite numbers forward and backward from any given number between 1 and 120. 1(5)(A) Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set. 1(5)(B) Use relationships to determine the number that is 10 more and 10 less than a given number up to 120. 1(5)(C) Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s). 1(5)(E) 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. 1(5)(F) Apply properties of operations to add and subtract two or three numbers. 1(5)(G)



Revised TEKS (2012) Strands	Curriculum Gap Analysis <i>What new content moves into the grade 2 curriculum in 2014-2015?</i>	Instructional Gap Analysis <i>Considering previous years of instruction, what student expectations will a grade 2 student not have experienced by 2014-2015?</i>
Geometry and Measurement	<ul style="list-style-type: none"> • Create two-dimensional shapes based on given attributes including the number of sides and vertices. 2(8)(A) • Classify and sort three-dimensional solids based on attributes using formal geometric language. 2(8)(B) • Classify polygons according to attributes including the number of sides and vertices. 2(8)(C) • Compose two-dimensional shapes and three-dimensional solids with given properties or attributes. 2(8)(D) • Describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object. 2(9)(B) • Represent whole numbers as distances from any given location on a number line. 2(9)(C) • Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks or measuring tapes. 2(9)(D) • Read and write time to the nearest one-minute increment and distinguish between a.m. and p.m. 2(9)(G) 	<ul style="list-style-type: none"> • Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language. 1(6)(A) • Distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape. 1(6)(B) • Create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons. 1(6)(C) • Identify two dimensional shapes including circles, triangles, rectangles, squares as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language. 1(6)(D) • Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal language. 1(6)(E) • Compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible. 1(6)(F)
Data Analysis	<ul style="list-style-type: none"> • Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs. 2(10)(C) 	
Personal financial literacy	<ul style="list-style-type: none"> • Calculate how money saved can accumulate into a larger amount over time. 2(11)(A) • Explain that saving is an alternative to spending. 2(11)(B) • Distinguish between a deposit and a withdrawal. 2(11)(C) • Identify examples of borrowing and distinguish between responsible and irresponsible borrowing. 2(11)(D) • Identify examples of lending and use concepts of benefits and costs to evaluate lending decisions. 2(11)(E) • Differentiate between producers and consumers and calculate the cost to produce a simple item. 2(11)(F) 	<ul style="list-style-type: none"> • Reference the Vertically Aligned TEKS Charts.

Stations Reflection Sheet

	Grade _____	Grade _____	Grade _____
	Rephrase the TEKS in your own words: What vocabulary is new?	Rephrase the TEKS in your own words: What vocabulary is new?	Rephrase the TEKS in your own words: What vocabulary is new?
K What do you know about this concept?			
W What do you want to learn about this concept?			
L What did you learn about this concept?			
Additional Investigations or Questions			

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Vertical Cohort Group Gap Analysis Matrices

Vertical Cohort Group Gap Analysis Matrix
Kindergarten: Number and Operations

	2013-2014 TEKS	2014-2015 Revised TEKS (2012) in effect
Prior Knowledge (Wish List)		
Kindergarten		<ul style="list-style-type: none"> • Count forward and backward to at least 20 with and without objects. K(2)(A) • Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. K(2)(B) • Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. K(2)(C) • Recognize instantly the quantity of a small group of objects in organized and random arrangements. K(2)(D) • Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20. K(2)(E) • Generate a number that is one more than or one less than another number up to at least 20. K(2)(F) • Use comparative language to describe two numbers up to 20 presented as written numerals. K(2)(H) • Compose and decompose numbers up to 10 with objects and pictures. K(2)(I) • Solve word problems using objects and drawings to find sums up to 10 and differences within 10. K(3)(B) • Identify U.S. coins by name, including pennies, nickels, dimes, and quarters. K(4)
Grade 1		<ul style="list-style-type: none"> • Recognize instantly the quantity of structured arrangements. 1(2)(A) • Compose and decompose numbers in more than one way to 120 as a sum of so many hundreds, so many tens, and so many ones using concrete and pictorial models. 1(2)(B) • Use objects, pictures, and expanded and standard forms to represent numbers up to 120. 1(2)(C) • Generate a number that is greater than or less than a given whole number up to 120. 1(2)(D) • Order whole numbers up to 120 using place value and open number lines. 1(2)(F) • Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$. 1(2)(G) • Use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99. 1(3)(A) • Compose 10 with two or more addends with and without concrete objects. 1(3)(C) • Apply basic fact strategies to add and subtract within 20 using strategies, including making 10 and decomposing a number leading to a 10. 1(3)(D) • Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. 1(3)(F) • Write a number with the cent symbol to describe the value of a coin. 1(4)(B) • Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes. 1(4)(C)

Vertical Cohort Group Gap Analysis Matrix
Grade 1: Number and Operations

	2013-2014 TEKS	2014-2015 Revised TEKS (2012) in effect
Prior to Grade 1	<ul style="list-style-type: none"> • Count forward and backward to at least 20 with and without objects. K(2)(A) • Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. K(2)(B) • Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. K(2)(C) • Recognize instantly the quantity of a small group of objects in organized and random arrangements. K(2)(D) • Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20. K(2)(E) • Generate a number that is one more than or one less than another number up to at least 20. K(2)(F) • Use comparative language to describe two numbers up to 20 presented as written numerals. K(2)(H) • Compose and decompose numbers up to 10 with objects and pictures. K(2)(I) • Solve word problems using objects and drawings to find sums up to 10 and differences within 10. K(3)(B) • Identify U.S. coins by name, including pennies, nickels, dimes, and quarters. K(4) 	
Grade 1		<ul style="list-style-type: none"> • Recognize instantly the quantity of structured arrangements. 1(2)(A) • Compose and decompose numbers in more than one way to 120 as a sum of so many hundreds, so many tens, and so many ones using concrete and pictorial models. 1(2)(B) • Use objects, pictures, and expanded and standard forms to represent numbers up to 120. 1(2)(C) • Generate a number that is greater than or less than a given whole number up to 120. 1(2)(D) • Order whole numbers up to 120 using place value and open number lines. 1(2)(F) • Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$. 1(2)(G) • Use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99. 1(3)(A) • Compose 10 with two or more addends with and without concrete objects. 1(3)(C) • Apply basic fact strategies to add and subtract within 20 using strategies, including making 10 and decomposing a number leading to a 10. 1(3)(D) • Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. 1(3)(F) • Write a number with the cent symbol to describe the value of a coin. 1(4)(B) • Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes. 1(4)(C)



Grade 2		<ul style="list-style-type: none">• Compose and decompose numbers to 1,200 as a sum of so many thousands, so many hundreds, so many tens, and so many ones using concrete and pictorial models. 2(2)(A)• Use standard, word, and expanded form to represent number up to 1,200. 2(2)(B)• Generate a number that is greater than or less than a given whole number up to 1,200. 2(2)(C)• Use place value to compare and order whole numbers to 1,200 using comparative language, numbers, and symbols. 2(2)(D)• 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. 2(3)(B)• Use concrete models to count fractional parts beyond one whole using words, and recognize how many parts it takes to equal one whole. 2(3)(C)• Identify examples and non-examples of halves, fourths, and eighths. 2(3)(D)• Recall basic facts to add and subtract within 20 with automaticity. 2(4)(A)• Solve one-step and multistep word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. 2(4)(C)• Generate and solve problem situations for a given number sentence involving addition and subtraction of whole number within 1,000. 2(4)(D)
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Vertical Cohort Group Gap Analysis Matrix
Grade 2: Number and Operations

	2013-2014 TEKS	2014-2015 Revised TEKS (2012) in effect
Prior to Grade 2	<ul style="list-style-type: none"> • Recognize instantly the quantity of structured arrangements. 1(2)(A) • Compose and decompose numbers in more than one way to 120 as a sum of so many hundreds, so many tens, and so many ones using concrete and pictorial models. 1(2)(B) • Use objects, pictures, and expanded and standard forms to represent numbers up to 120. 1(2)(C) • Generate a number that is greater than or less than a given whole number up to 120. 1(2)(D) • Order whole numbers up to 120 using place value and open number lines. 1(2)(F) • Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$. 1(2)(G) • Use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99. 1(3)(A) • Compose 10 with two or more addends with and without concrete objects. 1(3)(C) • Apply basic fact strategies to add and subtract within 20 using strategies, including making 10 and decomposing a number leading to a 10. 1(3)(D) • Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. 1(3)(F) • Write a number with the cent symbol to describe the value of a coin. 1(4)(B) • Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes. 1(4)(C) 	
Grade 2		<ul style="list-style-type: none"> • Compose and decompose numbers in more than one way to 1,200 as a sum of so many thousands, so many hundreds, so many tens, and so many ones using concrete and pictorial models. 2(2)(A) • Use standard, word, and expanded form to represent number up to 1,200. 2(2)(B) • Generate a number that is greater than or less than a given whole number up to 1,200. 2(2)(C) • Use place value to compare and order whole numbers to 1,200 using comparative language, numbers, and symbols. 2(2)(D) • 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. 2(3)(B) • Use concrete models to count fractional parts beyond on whole using words, and recognize how many parts it takes to equal one whole. 2(3)(C) • Identify examples and non-examples of halves, fourths, and eighths. 2(3)(D) • Recall basic facts to add and subtract within 20 with automaticity. 2(4)(A) • Solve one-step and multistep word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. 2(4)(C) • Generate and solve problem situations for a given number sentence involving addition and subtraction of whole numbers within 1,000. 2(4)(D)

Grade 3

- Compose and decompose numbers in more than one way 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. 3(2)(A)
- Describe the relationship in the base-10 place value system through the hundred thousands place. 3(2)(B)
- Represent a number on a number line between consecutive multiples of ten and use words to describe relative size of numbers in order to round whole numbers. 3(2)(C)
- Compare and order whole numbers to **100,000** and represent the comparison using symbols. 3(2)(D)
- Represent fractions with denominators of 2, 3, 4, 6, or 8 using concrete objects, **pictorial models, including strip diagrams and number lines**. 3(3)(A)
- 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 $1/b$. 3(3)(D)
- Solve problems involving partitioning an object or set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8. 3(3)(E)
- Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using objects and **pictorial models, including number lines**. 3(3)(F)
- 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(3)(G)
- Compare two fractions having the same numerator or denominator by reasoning about their sizes and **justifying using symbols, words, objects and pictorial models**. 3(3)(H)
- Solve **with fluency one-step and two-step problems** involving addition and subtraction within **1,000** using **place value, properties of operations, and the relationship between addition and subtraction**. 3(4)(A)
- Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts. 3(4)(F)
- Determine if a number is even or odd using divisibility rules. 3(4)(I)
- **Determine a quotient** using the relationship between multiplication and division. 3(4)(J)
- Solve problems involving multiplication and division **less than 100** using strategies based on objects; **pictorial model, including arrays, area models, and equal groups: properties of operations; or recall of facts**. 3(4)(K)

Vertical Cohort Group Gap Analysis Matrix

Grade: _____ Strand: _____

	2013-2014 TEKS	2014-2015 Revised TEKS (2012) in effect
Prior to Grade _____		
Grade _____		
Grade _____		

Action Plan

Action Needed	Who is responsible for this action?	Possible Questions	Target Date	Needed Resources
	<input type="checkbox"/> Me			
	<input type="checkbox"/> Campus			
	<input type="checkbox"/> District			
	<input type="checkbox"/> Me			
	<input type="checkbox"/> Campus			
	<input type="checkbox"/> District			
	<input type="checkbox"/> Me			
	<input type="checkbox"/> Campus			
	<input type="checkbox"/> District			
	<input type="checkbox"/> Me			
	<input type="checkbox"/> Campus			
	<input type="checkbox"/> District			
Notes: 				