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

Revised TEKS (2012) Strands	Curriculum Gap Analysis *What new content moves into the grade 1 curriculum in 2014-2015?*	Instructional Gap Analysis *Considering previous years of instruction, what student expectations will a grade 1 student not have experienced by 2014-2015?*
Number and operations	• 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)	• 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)
Algebraic reasoning	• 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)	• 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 *What new content moves into the grade 1 curriculum in 2014-2015?*	Instructional Gap Analysis *Considering previous years of instruction, what student expectations will a grade 1 student not have experienced by 2014-2105?*
Geometry and measurement	• 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)	• 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		• Collect, sort, and organize data into two or three categories. K(8)(A)
Personal financial literacy	• 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)	• Reference the Vertically Aligned TEKS Charts.

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

Revised TEKS (2012) Strands	Curriculum Gap Analysis *What new content moves into the grade 2 curriculum in 2014-2015?*	Instructional Gap Analysis *Considering previous years of instruction, what student expectations will a grade 2 student not have experienced by 2014-2015?*
Number and operations	• 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 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)	• Recognize instantly the quantity of structured arrangements. 1(2)(A) • Compose and decompose numbers 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	• Determine whether a number up to 40 is even or odd using pairings of objects to represent the number. 2(7)(A) *Note: Students in grade 2 in 2014-2015 will have seen this skill in grade 1 during 2013-2014.* • 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)	• 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

What new content moves into the grade 2 curriculum in 2014-2015? | Instructional Gap Analysis

Considering previous years of instruction, what student expectations will a grade 2 student not have experienced by 2014-2105? |
|---|---|---|
| Geometry and Measurement | • 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 ruler, 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) | • 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 | • 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 | • 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) | • Reference the Vertically Aligned TEKS Charts. |