

## Transcript – Explore the Gaps (Leaf View)

We will now move to a “leaf view” for the next portion of this training.

In the following grade-band-specific videos, we will consider possible gaps for a cohort group of students over the next two years. We will consider the gaps for one strand at this time to develop an understanding of the vertical cohort matrix tool. You have been provided with a blank vertical cohort matrix template to use when examining other strands.

## Transcript – Grade K-2 Instructions

Let's start with exploring the first grade document. This document summarizes gaps for the Number and Operations strand only.

Let's look at the yellow cell in the second column first. The information contained in this cell should align with the curriculum gaps noted earlier on your Gap Analysis document. Remember that these are the new concepts that will enter your grade level curriculum beginning in 2014-2015 when the revised TEKS (2012) are implemented.

What we're going to think about is that if a student is sitting in my first grade class in 2014-2015, and I am the first grade teacher responsible for fully implementing the revised TEKS (2012), what student expectations from the previous year will these students not have experienced?

This information summarizes the student expectations related to Number and Operations that will be gaps for this group of students. These are some key ideas in the Number and Operations strand that this group of students will not have experienced in 2013-2014. It may be difficult to fully implement some of the “new” ideas without these key ideas to build upon. These are instructional decisions every district/campus/teacher will need to consider.

One thing to note is the kindergarten matrix does not include content prior to kindergarten. You should use this space to brainstorm a wish list of prior knowledge and skills. You should consider how to build the knowledge and skills during kindergarten.

Please consider that many of your district curriculum teams may have already begun working on a transition plan. You may have resources and support already in place. Step one should be contacting your district or campus mathematics curriculum leader.

Now let's consider the orange cohort group on your matrix. If I am a first grade teacher, these are the students that are currently in my class right now in 2013-2014. They will be in second grade next year when the revised TEKS (2012) take effect. I can look at the matrix to see the concepts related to Number and Operations that their second grade teacher will teach them. I want to think: “What concepts can I

embed **now** in this current school year to better prepare my students for the new ideas they'll learn next year?"

Remember that for now, we are focused only on the Number and Operations strand. Take a few minutes to explore your documents, and fill in the blank cell on your matrix. The documents you may find most helpful might be the Side-by-Side and the Key Concepts and Procedures for your grade level.

When exploring the Side-by-Side, focus especially on the green ideas, and think about some of the little changes that might be easy to embed in the current curriculum.

For example, as a first grade teacher, I currently teach my students to model and create addition and subtraction problems with concrete objects and write corresponding number sentences. Under the revised TEKS (2012), students will be expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.

Think:

- Is this something I could teach my students in 2013-2014 to ease their transition to 2nd grade?
- If so, when during the year would be the best time to do so?

Make your notes in the blank cell of your matrix.

## Transcript – Grade 3-5 Instructions

Let's start with exploring the fourth grade document. This document summarizes gaps for the Number and Operations strand only.

Let's first look at the yellow cell in the second column. The information contained in this cell should align with the curriculum gaps noted earlier on your Gap Analysis document. Remember that these are the new concepts that will enter your grade level curriculum beginning in 2014-2015 when the revised TEKS (2012) are implemented.

What we're going to think about is that if a student is sitting in my fourth grade class in 2014-2015, and I am the fourth grade teacher responsible for fully implementing the revised TEKS (2012), what student expectations from the previous year will these students not have experienced?

This information summarizes the student expectations related to Number and Operations that will be gaps for this group of students. These are some key ideas in the Number and Operations strand that this group of students will not have experienced in 2013-2014. It may be difficult to fully implement some of the "new" ideas without these key ideas to build upon. These are instructional decisions every district/campus/teacher will need to consider. Please consider that many of your district curriculum teams may have already begun working on a transition plan. You may have resources and support already in place. Step one should be contacting your district or campus mathematics curriculum leader.

Now let's consider the orange cohort group on your matrix. If I am a fourth grade teacher, these are the students that are currently in my class right now in 2013-2014. They will be in fifth grade next year when

the revised TEKS (2012) take effect. I can look at the matrix to see the concepts related to Number and Operations that their fifth grade teacher will teach them. I want to think: “What concepts can I embed **now** in this current school year to better prepare my students for the new ideas they’ll learn next year?”

Remember that for now, we are focused only on the Number and Operations strand. Take a few minutes to explore your documents, and fill in the blank cell on your matrix. The documents you may find most helpful might be the Side-by-Side and Key Concepts and Procedures for your grade level.

When exploring the Side-by-Side, focus especially on the green ideas, and think about some of the little changes that might be easy to embed in the current curriculum.

For example, as a fourth grade teacher, I currently teach my students to relate fractions to decimals that name tenths and hundredths. Under the current TEKS, we use concrete and pictorial models to relate decimals to fractions in fourth grade. Under the revised TEKS (2012), students will be expected to relate decimals to fractions named tenths and hundredths without the use of models.

Think:

- Is this something I could teach my students in 2013-2014 to ease their transition to fifth grade?
- If so, when during the year would be the best time to do so?

Make your notes in the blank cell of your matrix.

## Transcript – Grade 6-8 Instructions

Let's start with exploring the seventh grade document. This document summarizes gaps for the Expressions, Equations, and Relationships strand only. All of the TEKS listed in this document are the revised 2012 TEKS. Think of the headings as a timeline as we process through this document.

Look at the yellow cell in the second column first. The information contained in this cell should align with the curriculum gaps noted earlier on your Gap Analysis document. Remember that these are the new concepts that will enter your grade level curriculum beginning in 2014-2015 when the revised TEKS (2012) are implemented. Notice that some of the text has been bolded. When this happens it indicates that the bold text is a new concept within the student expectation.

What we’re going to think about is that if a student is sitting in my seventh grade class in 2014-2015, and I am the seventh grade teacher responsible for fully implementing the revised TEKS (2012), what student expectations from the previous year will these students not have experienced?

The information in the first row, first column summarizes the student expectations related to Expressions, Equations, and Relationships that will be gaps for this group of students. Notice that in this case the gaps indicate gaps from grade six. This is because these are some key ideas in the Expressions, Equations, and Relationships strand that this group of students will not have experienced in 2013-2014. It may be difficult to fully implement some of the “new” ideas without these key ideas to build upon. These are instructional decisions every district/campus/teacher will need to consider. Please consider that many of your district curriculum teams may have already begun working on a transition plan. This

means you may have resources and support already in place. Step one should be contacting your district or campus mathematics curriculum leaders.

Now let's consider the orange cohort group on your matrix. If I am a seventh grade teacher, these are the students that are currently in my class right now in 2013-2014. They will be in eighth grade next year when the revised TEKS (2012) take effect. I can look at the matrix to see the concepts related to Expressions, Equations, and Relationships that their eighth grade teacher will teach them. I want to think: "What concepts can I embed **now** in this current school year to better prepare my students for the new ideas they'll learn next year?"

Remember that for now we are focused only on the Expressions, Equations, and Relationships. Take a few minutes to explore your documents, and fill in the blank cells on your matrix. The documents you may find most helpful might be the Side-by-Side and Key Concepts and Procedures for your grade level.

When exploring the Side-by-Side, focus especially on the green ideas, and think about some of the little changes that might be easy to embed in the current curriculum.

For example, as a seventh grade teacher, I currently teach students to write expressions when given a problem situation and vice versa. Under the current TEKS, we have not included inequalities in seventh grade, nor have we had specificity regarding the types of equations we should write. Under the revised TEKS (2012), students will be expected to work with one variable, two-step equations, and inequalities.

Think:

- Is this something I could teach my students in 2013-2014 to ease their transition to eighth grade?
- If so, when during the year would be the best time to do so?

Make your notes in the blank cells of your matrix.