In March 2020, school districts across the state experienced school closure due to COVID-19. Although schools were closed, districts transitioned to online instruction. The design and content of the at-home instruction model for districts varied across the state. Some taught review units of instruction, while others continued to teach the next units of instruction within their scope and sequence. Although some districts continued to teach the next units of instruction, the depth of concept expectations within the units may not have been met by all students. In order to support foundational understandings of concepts within the last nine weeks of 2019-2020, the mathematics team of TEKS Resource System has designed the Mathematics COVID-19 Gap Implementation Tool for district considerations during the 2020-2021 school year.

For non-STAAR tested grade levels, some units in the last nine weeks may have included concepts that had not been introduced earlier in the school year. For STAAR-tested grade levels, most school districts were completing the teaching of all standards in preparation of the upcoming STAAR. TEKS Resource System was diligent when creating each grade level scope and sequence to ensure the 4th nine weeks units were designed to solidify foundational understandings for students to be prepared for the next grade level. Therefore, the TEKS Resource System Mathematics COVID-19 Gap Implementation Tool reminds teachers to consider all previous grade level(s) standards of the last nine weeks that are aligned to the current grade level standards of the 2020-2021 school year.   
Note: Since these tools highlight the standards of the previous grade level(s), there is not a Kindergarten Mathematics COVID-19 Gap Implementation Tool.

Our goal is to encourage the inclusion of previous foundational understandings when appropriate throughout the year rather than beginning the 2020-2021 school year reviewing the last nine weeks of the previous year. We are not asking teachers to teach an additional nine weeks of school, but to use instructional techniques such as pre-assessing and wrapping of standards to connect vertically aligned grade level understandings seamlessly. Or, districts may choose to spiral previous foundational understandings prior to the current grade level unit of instruction.

**Gap Considerations at a Glance**

|  |  |  |
| --- | --- | --- |
| **Previous Grade Level → Current Grade Level** | **Previous Grade Level Concepts**  **NOT Taught or NOT COMPLETELY Taught**  **Prior to Last Nine Weeks of 2019-2020**  **That Impact the Current Grade Level** | **Previous Grade Level Concepts**  **Being Reviewed or Extended**  **in the Last Nine Weeks of 2019-2020**  **That May Impact the Current Grade Level** |
| Kindergarten → Grade 1 | Coins; Three-dimensional solids; Measurement; Personal financial literacy | Generating, comparing, and ordering numbers; Composing and decomposing numbers |

**Quick Key to Reading the Mathematics COVID-19 Gap Implementation Tool**

|  |  |
| --- | --- |
| **Strikethrough(s)** | Strikethrough(s) in the previous grade level **Last 9 Weeks Standards** column reflect the strikethrough(s) that appear in the previous grade level Unit IFDduring the last 9 weeks. This strikethrough(s) indicates the part of the SE that was not included in the hyperlinked previous grade level unit.  Strikethrough(s) in the current grade level **Aligned Standards** column reflect the strikethrough(s) that appear in the current grade level Unit IFD. This strikethrough(s) indicates the part of the SE that is not included in the current grade level unit where the gap is being considered.  While the standards in each row of the table are vertically aligned, any strikethroughs are not necessarily vertically aligned. |
| **Underlines** | **No underline** indicates the standard was completely taught prior to the 4th nine weeks.  **Underline** indicates the standard or part of the standard was not taught prior to the 4th nine weeks. |
| **Xs** | An X in a column **with** a previous grade level hyperlink indicates the current grade level unit in which all of the current grade level standards in the row occur and where the gap considerations from the previous grade level impact the current unit.  An X in a column **without** a previous grade level hyperlink indicates where all or some of the current grade level standards in the row occur in the scope and sequence. |
| **Hyperlinks** | A hyperlink to the previous grade level Unit IFD along with the previous grade level standards allows for quick access to view the specificity of the previous grade level standard(s) that includes a potential gap. |
| **Alternating Shading** | Alternating white and gray shading allows for easy visualization of a change in unit number. |

For complete instruction on how to read this tool, see the [Mathematics COVID-19 Gap Implementation Tool Instructions](https://www.teksresourcesystem.net/module/portfolio/filehandler.ashx?ID=934322).

|  |  | **2020–2021 School Year Grade 1 Units Reflected on Year at a Glance (YAG)** | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Kindergarten**  **Last 9 Weeks Standards  2019-2020** | **Grade 1  Aligned Standards**  **2020-2021** | **Unit**  **01** | **Unit 02** | **Unit 03** | **Unit 04** | **Unit 05** | **Unit 06** | **Unit 07** | **Unit 08** | **Unit 09** | **Unit 10** | **Unit 11** | **Unit 12** | **Unit 13** | **Unit 14** | **Unit 15** | **Unit 16** |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit.  Note: Grade 1 Unit 01 is designed to pre-assess Kindergarten number understandings while instructing Grade 1 Data Analysis standards. | | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit.  Note: Grade 1 Unit 01 is designed to pre-assess Kindergarten number understandings while instructing Grade 1 Addition and Subtraction standards. | |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | | | | |
| **K.2I** Compose and decompose numbers up to 10 with objects and pictures. | **1.2B** 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. |  |  |  | **X**  [**KU15**](https://www.teksresourcesystem.net/module/content/search/item/678185/viewdetail.ashx)  **K.2I** |  | **X** |  | **X** |  |  |  |  |  |  |  |  |
| **Considerations:**  Although students may have been taught K.2I, they may not have had the opportunity to solidify the foundational understandings to prepare them for 1.2B. Grade 1 teachers should be prepared to:   * Pre-assess students’ understanding of composing and decomposing numbers up to 10 with objects and pictures prior to introducing the use of place value to compose and decompose numbers up to 20 as a sum of so many tens and so many ones. | | | | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | | | | |
| **K.2F** Generate a number that is one more than or one less than another number up to at least 20. | **1.2D** Generate a number that is greater than or less than a given whole number up to ~~120~~. |  |  |  | **X**  [**KU15**](https://www.teksresourcesystem.net/module/content/search/item/678185/viewdetail.ashx)  **K.2F** |  | **X** |  | **X** |  |  |  |  |  |  |  |  |
| **Considerations:**  Although students may have been taught K.2F, they may not have had the opportunity to solidify the foundational understandings to prepare them for 1.2D. Grade 1 teachers should be prepared to:   * Pre-assess students’ understanding of generating a number that is one more than or one less than another number up to 20 prior to generating a number that is any amount greater than or less than a given whole number up to 20. | | | | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | | | | |
| **K.2H** Use comparative language to describe two numbers up to 20 presented as written numerals. | **1.2E** Use place value to compare whole numbers up to ~~120~~ using comparative language. |  |  |  | **X**  [**KU15**](https://www.teksresourcesystem.net/module/content/search/item/678185/viewdetail.ashx)  **K.2H** |  | **X** |  | **X** |  |  |  |  |  |  |  |  |
| **Considerations:**  Although students may have been taught K.2H, they may not have had the opportunity to solidify the foundational understandings to prepare them for 1.2E. Grade 1 teachers should be prepared to:   * Pre-assess students’ understanding of using comparative language to describe the values of two numbers up to 20 prior to introducing the use of place value to compare two numbers up to 20. | | | | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | | | | |
| **K.4A** Identify U.S. coins by name, including pennies, nickels, dimes, and quarters. | **1.4A** Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them. |  |  |  |  |  |  |  |  | **X**  [**KU13**](https://www.teksresourcesystem.net/module/content/search/item/678183/viewdetail.ashx)  **K.4A** |  |  |  |  |  |  |  |
| **Considerations:**  Students may not have been taught K.4A and may not have had the opportunity to solidify the foundational understandings to prepare them for 1.4A. Grade 1 teachers should be prepared to:   * Introduce identifying U.S. coins by name prior to introducing the identification of U.S. coins by value and describing the relationships among them. | | | | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | | | | | |
| **K.6C** Identify two-dimensional components of three-dimensional objects.  **K.6E** Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size. | **1.6B** Distinguish between attributes that define a ~~two-dimensional or~~ three-dimensional figure and attributes that do not define the shape.  **1.6E** Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language. |  |  |  |  |  |  |  |  |  |  | **X** |  | **X**  [**KU12**](https://www.teksresourcesystem.net/module/content/search/item/678182/viewdetail.ashx)  **K.6C**  **K.6E** |  |  |  |
| **Considerations:**  Students may not have been taught K.6C and may not have had the opportunity to solidify the foundational understandings to prepare them for 1.6B. Grade 1 teachers should be prepared to:   * Introduce identifying two-dimensional components of three-dimensional objects prior to introducing the distinction between attributes that define a three-dimensional figure and attributes that do not define the shape.   Although students may have been taught K.6E (classifying and sorting two-dimensional figures), they may not have been taught K.6E (classifying and sorting three-dimensional figures). So, students may not have had the opportunity to solidify the foundational understandings to prepare them for 1.6E. Grade 1 teachers should be prepared to:   * Introduce classifying and sorting a variety of three-dimensional figures regardless or orientation or size in conjunction with distinguishing between attributes that define a three-dimensional figure and attributes that do not define the shape. * Introduce classifying and sorting a variety of three-dimensional figures regardless or orientation or size in conjunction with identifying three-dimensional solids and describing their attributes using formal geometric language.   Note: Kindergarten identified two-dimensional figures, including circles, triangles, rectangles, and squares as special rectangles and classified and sorted a variety of regular and irregular two-dimensional figures regardless of orientation or size prior to the last 9 weeks of 2019-2020. TEKS Resource System includes introducing distinguishing between prisms and pyramids beginning in Kindergarten and introduces the attributes of pyramids in Grade 1. | | | | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | | | | |
| **K.6B** Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world. | **1.6E** Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language. |  |  |  |  |  |  |  |  |  |  |  |  | **X**  [**KU12**](https://www.teksresourcesystem.net/module/content/search/item/678182/viewdetail.ashx)  **K.6B** |  |  |  |
| **Considerations:**  Students may not have been taught K.6B and may not have had the opportunity to solidify the foundational understandings to prepare them for 1.6E. Grade 1 teachers should be prepared to:   * Introduce identifying three-dimensional solids (cylinders, cones, spheres, cubes, prisms, pyramids) in the real world prior to introducing the attributes of three-dimensional figures using formal geometric language.   Note: TEKS Resource System includes introducing distinguishing between prisms and pyramids beginning in Kindergarten and introduces the attributes of pyramids in Grade 1. | | | | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | | | | |
| **K.7A** Give an example of a measurable attribute of a given object, including length, capacity, and weight.  **K.7B** Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference. | **1.7A** Use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement. |  |  |  |  |  |  |  |  |  |  |  |  |  | **X**  [**KU14**](https://www.teksresourcesystem.net/module/content/search/item/678184/viewdetail.ashx)  **K.7A**  **K.7B** |  |  |
| **Considerations:**  Students may not have been taught K.7A and K.7B and may not have had the opportunity to solidify the foundational understandings to prepare them for 1.7A. Grade 1 teachers should be prepared to:   * Introduce examples of the measureable attributes of an object, including length, capacity, and weight, in order to establish the understanding of the measureable attributes of length. * Introduce directly comparing the length of two objects to see which is longer/shorter and describing the difference prior to introducing the use of non-standard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement. | | | | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |
| **District notes:** | | | | | | | | | | | | | | | | | |
| **K.9A** Identify ways to earn income.  **K.9B** Differentiate between money received as income and money received as gifts. | **1.9A** Define money earned as income. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X**  [**KU16**](https://www.teksresourcesystem.net/module/content/search/~/item/678165/viewdetail.ashx)  **K.9A**  **K.9B**  **K.9C** |
| **Considerations:**  Students may not have been taught K.9A and K.9B and may not have had the opportunity to solidify the foundational understandings to prepare them for 1.9A. Grade 1 teachers should be prepared to:   * Introduce identifying ways to earn income. * Introduce differentiating between money received as income and money received as gifts prior to introducing the definition of money earned as income. | | | | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | | | | |
| **K.9C** List simple skills required for jobs.  **K.9D** Distinguish between wants and needs and identify income as a source to meet one's wants and needs. | **1.9B I**dentify income as a means of obtaining goods and services, oftentimes making choices between wants and needs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X**  [**KU16**](https://www.teksresourcesystem.net/module/content/search/~/item/678165/viewdetail.ashx)  **K.9D** |
| **Considerations:**  Students may not have been taught K.9C and K.9D and may not have had the opportunity to solidify the foundational understandings to prepare them for 1.9B. Grade 1 teachers should be prepared to:   * Introduce listing simple skills required for jobs. * Introduce distinguishing between wants and needs. | | | | | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | | | | | |