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** |
| Grade 1 → Grade 2 | Three-dimensional solids; Fractions; Time; Measurement; Personal financial literacy | Basic facts; Addition/subtraction |

**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 2 Units Reflected on Year at a Glance (YAG)** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 1**  **Last 9 Weeks Standards  2019-2020** | **Grade 2  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** |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | | **X** |  |  |  |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | |
| **1.3D** Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10. | **2.4A** Recall basic facts to add and subtract within 20 with automaticity. |  | **X**  [**G1U15**](https://www.teksresourcesystem.net/module/content/search/item/678187/viewdetail.ashx)  **1.3D** | **X** |  |  | **X** |  |  |  |  |  |  |
| **Considerations:**  Although students may have been taught 1.3D, they may not have had the opportunity to solidify the foundational understandings to prepare them for 2.4A. Grade 2 teachers should be prepared to:   * Pre-assess students’ understanding of applying basic addition and subtraction fact strategies prior to introducing recalling basic addition and subtraction facts with automaticity. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **1.3B** Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] – 3.  **1.5D** Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.  **1.5E** Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).  **1.5F** 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. | **2.7C** Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem. |  | **X**  [**G1U15**](https://www.teksresourcesystem.net/module/content/search/item/678187/viewdetail.ashx)  **1.3B**  **1.5D**  **1.5E**  **1.5F** | **X** |  |  | **X** |  |  |  |  |  |  |
| **Considerations:**  Although students may have been taught 1.3B, 1.5D, 1.5E, and 1.5F, they may not have had the opportunity to solidify the foundational understandings to prepare them for 2.7C. Grade 2 teachers should be prepared to:   * Pre-assess students’ understanding of using objects, pictorial models, and number sentences to represent and solve addition and subtraction problems within 20 with an unknown in any position prior to introducing representing and solving addition and subtraction problems beyond 20 with an unknown in any position. * Pre-assess students’ understanding of different problem types (joining action, separating action, part-part-whole, comparing) with the unknown in any position prior to introducing representing and solving addition and subtraction problems beyond 20 with an unknown in any position. * Pre-assess students’ understanding that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s). | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **1.3E** Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.  **1.5G** Apply properties of operations to add and subtract two or three numbers. | **2.4B** Add up to four two-digit numbers and subtract two-digit numbers using mental strategies ~~and algorithms~~ based on knowledge of place value and properties of operations. |  |  | **X**  [**G1U15**](https://www.teksresourcesystem.net/module/content/search/item/678187/viewdetail.ashx)  **1.3E**  **1.5G** |  |  | **X** |  |  |  |  |  |  |
| **Considerations:**  Although students may have been taught 1.3E, they may not have had the opportunity to solidify the foundational understandings to prepare them for 2.4B. Grade 2 teachers should be prepared to:   * Pre-assess students’ understanding of explaining strategies used to solve addition and subtraction problems within 20 using words, objects, pictorial models, and number sentences prior to introducing addition and subtraction beyond 20 using mental strategies based on knowledge of place value and properties of operations. * Pre-assess students’ understanding of applying properties of operations to add and subtract two or three numbers within 20 prior to introducing adding up to four two-digit numbers and subtracting two-digit numbers using mental strategies based on knowledge of place value and properties of operations. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **1.3F** Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. | **2.4D** Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000. |  |  | **X**  [**G1U15**](https://www.teksresourcesystem.net/module/content/search/item/678187/viewdetail.ashx)  **1.3F** |  |  | **X** |  |  |  |  |  |  |
| **Considerations:**  Although students may have been taught 1.3F, they may not have had the opportunity to solidify the foundational understandings to prepare them for 2.4D. Grade 2 teachers should be prepared to:   * Pre-assess students’ understanding of generating and solving problem situations for a given number sentence involving addition or subtraction within 20 prior to introducing generating and solving problem situations for a given number sentence involving addition or subtraction within 1,000. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **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. | **2.8B** Classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language. |  |  |  | **X**  [**G1U13**](https://www.teksresourcesystem.net/module/content/search/item/678189/viewdetail.ashx)  **1.6B**  **1.6E** |  |  |  |  |  |  |  |  |
| **Considerations:**  Although students may have been taught 1.6B (attributes that define and do not define two-dimensional figures), they may not have been taught 1.6B (attributes that define and do not define three-dimensional figures). Also, students may not have been taught 1.6E. So, students may not have had the opportunity to solidify the foundational understandings to prepare them for 2.8B. Grade 2 teachers should be prepared to:   * Introduce attributes that define three-dimensional figures (faces [flat surfaces], curved surfaces, edges, vertices). * Introduce attributes that do not define three-dimensional figures (orientation, size, color, texture). * Introduce describing the attributes and properties of three-dimensional figures (spheres, cones, cylinders, rectangular prisms (including cubes), triangular prisms, rectangular (square) pyramids, and triangular pyramids) using formal geometric language prior to classifying and sorting three-dimensional solids based on attributes.   Note: Kindergarten students identified three-dimensional figures (cylinders, cones, spheres, cubes) in the real world; identified two-dimensional components of three-dimensional objects; and classified and sorted a variety of three-dimensional figures regardless of orientation or size. TEKS Resource System includes introducing distinguishing between prisms and pyramids beginning in Kindergarten. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **1.6G** Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words. | **2.3A** Partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words. |  |  |  |  | **X**  [**G1U12**](https://www.teksresourcesystem.net/module/content/search/item/678190/viewdetail.ashx)  **1.6G** |  |  |  |  |  | **X** |  |
| **Considerations:**  Students may not have been taught 1.6G and may not have had the opportunity to solidify the foundational understandings to prepare them for 2.3A. Grade 2 teachers should be prepared to:   * Introduce the understanding of partitioning, fair shares, and equal parts. * Introduce partitioning of two-dimensional figures prior to partitioning other objects or sets of objects. * Introduce the language of naming equal parts (halves, half of, one of two equal parts, fourths, quarters, fourth of, quarter of, one of four equal parts). * Introduce two and four equal parts prior to eight equal parts. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **1.6H** Identify examples and non-examples of halves and fourths. | **2.3D** Identify examples and non-examples of halves, fourths, and eighths. |  |  |  |  | **X**  [**G1U12**](https://www.teksresourcesystem.net/module/content/search/item/678190/viewdetail.ashx)  **1.6H** |  |  |  |  |  |  |  |
| **Considerations:**  Students may not have been taught 1.6H and may not have had the opportunity to solidify the foundational understandings to prepare them for 2.3D. Grade 2 teachers should be prepared to:   * Introduce examples and non-examples of halves and fourths prior to examples and non-examples of eighths. | | | | | | | | | | | | | |
| **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:** | | | | | | | | | | | | | |
| **1.7E** Tell time to the hour and half hour using analog and digital clocks. | **2.9G** Read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m. |  |  |  |  |  |  |  | **X**  [**G1U12**](https://www.teksresourcesystem.net/module/content/search/item/678190/viewdetail.ashx)  **1.7E** |  |  |  |  |
| **Considerations:**  Although students may have been taught 1.7E (time to the hour using analog and digital clocks), they may not have been taught 1.7E (time to the half hour using analog and digital clocks). So, students may not have had the opportunity to solidify the foundational understandings to prepare them for 2.9G. Grade 2 teachers should be prepared to:   * Introduce telling time to the half hour on analog and digital clocks prior to reading and writing time to the minute. * Introduce the relationship between half of a circle and half of an hour on an analog clock. * Introduce the relationship between half of 60 in a number line and half of an hour on a digital clock. * Introduce the understanding that skip counting by 5 from the 12 to the 6 equals 30 minutes and from the 6 to the 12 equals 30 minutes. * Introduce approximating time to the hour or half hour when the minute hand does not fall on the 12 or 6 prior to time to the minute. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **1.7B** Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.  **1.7D** Describe a length to the nearest whole unit using a number and a unit. | **2.9A** Find the length of objects using concrete models for standard units of length. |  |  |  |  |  |  |  |  | **X**  [**G1U14**](https://www.teksresourcesystem.net/module/content/search/item/678188/viewdetail.ashx)  **1.7B**  **1.7D** |  |  |  |
| **Considerations:**  Students may not have been taught 1.7B and 1.7D and may not have had the opportunity to solidify the foundational understandings to prepare them for 2.9A. Grade 2 teachers should be prepared to:   * Introduce the understanding that length is a measurement attribute that describes a continuous distance from end-to-end. * Introduce the understanding that linear measurement is the measurement of length along a continuous line or curve from a defined starting point to a defined ending point. * Introduce using non-standard units (color tiles, linking cubes, paper clips, toothpicks, craft sticks, etc.) to measure length by laying equal-sized units end-to-end with no gaps or overlaps from the starting point to the ending point of the object prior to using concrete models for standard units of length. * Introduce describing the length of an object to the nearest whole unit using a number and a non-standard unit prior to using concrete models for standard units of length. * Introduce determining the length of an object to the nearest whole unit when the end point of the object does not align to the end point of the unit (last unit is not counted if the end point falls less than half-way along the unit; last unit is counted if the end point falls half-way, or more than half-way, along the unit) using a non-standard unit prior to using concrete models for standard units of length. * Introduce selecting a non-standard unit of length based on efficiency (smaller unit of length used to measure shorter items; larger unit of length used to measure longer items) using a non-standard unit prior to using concrete models for standard units of length. * Introduce selecting a non-standard unit of length based on precision (smaller unit of length results in a more precise measurement when measuring to the whole unit; larger unit of length results in a less precise measurement when measuring to the whole unit) using a non-standard unit prior to using concrete models for standard units of length.   Note: Kindergarten students gave an example of length as a measurable attribute describing how long something is from the starting point to the ending point and compared the lengths of two objects to determine which object was longer/shorter using direct comparison. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **1.7C** Measure the same object/distance with units of two different lengths and describe how and why the measurements differ. | **2.9B** Describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object. |  |  |  |  |  |  |  |  | **X**  [**G1U14**](https://www.teksresourcesystem.net/module/content/search/item/678188/viewdetail.ashx)  **1.7C** |  |  |  |
| **Considerations:**  Students may not have been taught 1.7C and may not have had the opportunity to solidify the foundational understandings to prepare them for 2.9B. Grade 2 teachers should be prepared to:   * Introduce the understanding that length is a measurement attribute that describes a continuous distance from end-to-end. * Introduce the understanding that linear measurement is the measurement of length along a continuous line or curve from a defined starting point to a defined ending point. * Introduce measuring the same object/distance using two different non-standard units of length prior to using two different concrete models for standard units of length and/or two different standard units of length. * Introduce comparing and describing how and why the measurements of the same object/distance differ (the shorter the unit of length, the more units counted; the longer the unit of length, the fewer units counted) using two different non-standard units of length prior to using two different concrete models for standard units of length and/or two different standard units of length.   Note: Kindergarten students gave an example of length as a measurable attribute describing how long something is from the starting point to the ending point and compared the lengths of two objects to determine which object was longer/shorter using direct comparison. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **1.7A** Use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement. | **2.9D** Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes. |  |  |  |  |  |  |  |  | **X**  [**G1U14**](https://www.teksresourcesystem.net/module/content/search/item/678188/viewdetail.ashx)  **1.7A** |  |  |  |
| **Considerations:**  Students may not have been taught 1.7A and may not have had the opportunity to solidify the foundational understandings to prepare them for 2.9D. Grade 2 teachers should be prepared to:   * Introduce the understanding that length is a measurement attribute that describes a continuous distance from end-to-end. * Introduce the understanding that linear measurement is the measurement of length along a continuous line or curve from a defined starting point to a defined ending point. * Introduce using non-standard measuring tools (ribbon, yarn, string, adding machine tape, etc.) to measure the length of objects prior to using standard measuring tools (rulers, yardsticks, meter sticks, measuring tapes).   Note: Kindergarten students gave an example of length as a measurable attribute describing how long something is from the starting point to the ending point and compared the lengths of two objects to determine which object was longer/shorter using direct comparison. | | | | | | | | | | | | | |
| **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:** | | | | | | | | | | | | | |
| **1.9A** Define money earned as income.  **1.9C** Distinguish between spending and saving.  **1.9D** Consider charitable giving. | **2.11B** Explain that saving is an alternative to spending. |  |  |  |  |  |  |  |  |  |  |  | **X**  [**G1U16**](https://www.teksresourcesystem.net/module/content/search/item/678186/viewdetail.ashx)  **1.9A**  **1.9C**  **1.9D** |
| **Considerations:**  Students may not have been taught 1.9A, 1.9C, and 1.9D and may not have had the opportunity to solidify the foundational understandings to prepare them for 2.11B. Grade 2 teachers should be prepared to:   * Pre-assess students’ understanding that money earned may be defined as income prior to introducing options for using money earned. * Introduce the difference between spending and saving (spending results in a decreased amount of money; saving results in an increased amount of money) prior to calculating how money saved can accumulate into a larger amount over time. * Introduce charitable giving in addition to spending or saving as options for using money earned or received. * Introduce reasons for charitable giving in addition to reasons for spending or saving.   Note: Kindergarten identified ways to earn income and differentiated between money earned as income and money received as gifts. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **1.9B** Identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs. | **2.11F** Differentiate between producers and consumers and calculate the cost to produce a simple item. |  |  |  |  |  |  |  |  |  |  |  | **X**  [**G1U16**](https://www.teksresourcesystem.net/module/content/search/item/678186/viewdetail.ashx)  **1.9B** |
| **Considerations:**  Students may not have been taught 1.9B and may not have had the opportunity to solidify the foundational understandings to prepare them for 2.11F. Grade 2 teachers should be prepared to:   * Introduce the difference between goods and services in relation to both producers and consumers.   Note: Kindergarten distinguished between wants and needs and identified income as a source to meet one’s wants and needs. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |