



## FISD 1st Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can compare and order whole numbers to 120.
Extension			I can: <ul style="list-style-type: none"> <li>● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.</li> </ul>
3.0 ☆	4NW	1.2(F) 1.2(G) 1.5(C) 1.2(D) 1.2(E)	I can: <ul style="list-style-type: none"> <li>● order (least to greatest/greatest to least) and justify a set of numbers up to 120 on an open number line.</li> <li>● read and write comparative statements and their inverse using symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math> for numbers up to 120.</li> <li>● produce a number that is ten more or ten less than a given number to 120.</li> <li>● generate a number that is greater than or less than a given whole number up to 120.</li> <li>● articulate the comparison of numbers up to 120.</li> </ul>
2.5	2NW	1.2(F) 1.2(G) 1.5(C) 1.2(D) 1.2(E)	I can: <ul style="list-style-type: none"> <li>● order (least to greatest/greatest to least) and justify a set of numbers up to 99 using an open number line.</li> <li>● read and write comparative statements and their inverse using symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math> for numbers up to 99.</li> <li>● produce a number that is ten more or ten less than a given number to 99.</li> <li>● justify the relative position of a given whole number up to 99 on an open number line.</li> <li>● generate a number that is greater than or less than a given whole number up to 99.</li> <li>● articulate the comparison of numbers up to 99.</li> </ul>
2.0	1NW	1.2(F) 1.2(G) 1.5(C) 1.2(D) 1.2(E)	I can: <ul style="list-style-type: none"> <li>● order (least to greatest/greatest to least) and justify a set of numbers up to 50 using an open number line.</li> <li>● read and write comparative statements and their inverse using symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math> for numbers up to 50.</li> <li>● produce a number that is ten more or ten less than a given number to 50.</li> <li>● justify the relative position of a given whole number up to 50 on an open number line.</li> <li>● generate a number that is greater than or less than a given whole number up to 50.</li> <li>● articulate the comparison of numbers up to 50.</li> </ul>
1.5		1.2(F)	I can: <ul style="list-style-type: none"> <li>● use and demonstrate an understanding of an open number line including:               <ul style="list-style-type: none"> <li>○ does not have to begin at zero</li> <li>○ should include the use of arrows on both ends of the number line</li> <li>○ accurate placement of up to three numbers</li> </ul> </li> </ul>
1.0		1.2(F)	I can: <ul style="list-style-type: none"> <li>● identify landmark numbers (ex. decades 10, 20, etc.) on a pre marked number line.</li> <li>● write and articulate the halfway point between two decades (ex. 25 is halfway between 20 and 30).</li> <li>● justify the relative position of a given whole number up to 120 on a pre marked number line.</li> </ul>
0.5		K.2(H)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> <li>● use comparative language to describe two numbers up to 20 presented as written numerals.</li> </ul> OR <ul style="list-style-type: none"> <li>● demonstrate partial understanding of the 1.0 content.</li> </ul>



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Extension			I can: <ul style="list-style-type: none"> <li>use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.</li> </ul>
3.0 ★	3NW	1.2(B) 1.2(C)	I can: <ul style="list-style-type: none"> <li>compose and decompose numbers to 120 in more than one way.</li> <li>explain and justify multiple representations of a whole number up to at least 120.</li> </ul>
2.5		1.2(C)	I can: <ul style="list-style-type: none"> <li>interpret and draw a number using a pictorial model to 120 in multiple ways.</li> <li>read and write a number in expanded form to 120.</li> <li>explain the value of a digit to the hundreds place.</li> </ul>
2.0		1.2(C)	I can: <ul style="list-style-type: none"> <li>read and write a number in standard form to 120.</li> <li>read and recognize a number in word form to 120.</li> <li>read and build using concrete models to 120 in multiple ways.</li> <li>identify the hundreds place.</li> </ul>
1.5	2NW	1.2(C)	I can: <ul style="list-style-type: none"> <li>read and write a number in standard form to 99.</li> <li>read and recognize a number in word form to 99.</li> <li>read and build using concrete models to 99 in multiple ways.</li> <li>interpret and draw a number using a pictorial model to 99 in multiple ways.</li> <li>read and write a number in expanded form to 99.</li> <li>explain the value of a digit to the tens place.</li> </ul>
1.0	1NW	1.2(C)	I can: <ul style="list-style-type: none"> <li>read and write a number in standard form to 50.</li> <li>identify the ones and tens place.</li> <li>read and recognize a number in word form to 50.</li> <li>read and build using concrete models to 50 in multiple ways.</li> <li>interpret and draw a number using a pictorial model to 50 in multiple ways.</li> <li>read and write a number in expanded form to 50.</li> <li>explain the value of a digit to the tens place.</li> </ul>
0.5		K.2(A) K.2(D) K.2(C) K.2(B) K.2(I)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> <li>recognize all numbers up to 20.</li> <li>count forward and backwards to 20 with and without objects.</li> <li>write all numbers up to 20.</li> <li>quickly look at a set of objects up to 20 and know how many are in the set.</li> <li>understand the last number said is the number of objects in the group.</li> <li>represent the number 20 using objects and pictures.</li> <li>compose and decompose numbers up to 10 in more than one way.</li> </ul> OR <ul style="list-style-type: none"> <li>demonstrate partial understanding of the 1.0 content.</li> </ul>



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve for sums up to 20 and differences within 20.
4.0			I can: <ul style="list-style-type: none"> <li>use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.</li> </ul>
3.0 ☆	3NW	1.5(F) 1.3(D) 1.3(B) 1.5(G)	I can: <ul style="list-style-type: none"> <li>solve when the unknown may be any one of the three or four terms in the equation using a variety of strategies. (objects, pictorial models, etc.)</li> <li>apply appropriate fact strategies to solve addition and subtraction word problems.</li> </ul>
2.5		1.3(F) 1.3(B)	I can: <ul style="list-style-type: none"> <li>generate and solve word problems representing a comparing number sentence to 20.</li> <li>represent a comparing word problem using concrete and pictorial models and number sentence to 20.</li> </ul>
2.0		1.3(F) 1.5(D) 1.5(G) 1.3(D) 1.3(E)	I can: <ul style="list-style-type: none"> <li>generate and solve subtraction word problems using number sentences to 20.</li> <li>represent a subtraction word problem using concrete, pictorial models, and number sentences to 20.</li> <li>orally explain solutions and appropriate strategies used.</li> </ul>
1.5		1.3(F) 1.5(D) 1.5(G) 1.3(D) 1.3(E)	I can: <ul style="list-style-type: none"> <li>generate and solve addition word problems using number sentences to 20.</li> <li>represent an addition word problem using concrete and pictorial models and number sentences to 20.</li> <li>orally explain solutions and appropriate strategies used.</li> </ul>
1.0	2NW	1.3(D) 1.3(F) 1.5(E) 1.3(B) 1.3(C)	I can: <ul style="list-style-type: none"> <li>apply appropriate fact strategies to add and subtract within 10.</li> <li>generate and solve word problems representing addition, subtraction, and comparing number sentence to sums of 10 and differences within 10.</li> <li>explain that the equals sign represents a balanced equation.</li> <li>represent comparing word problems using concrete and pictorial models and number sentences to sums of 10 and differences within 10.</li> <li>compose 10 with two or more addends with and without concrete models.</li> </ul>
0.5		K.3(B) K.3(C)	I can: <ul style="list-style-type: none"> <li>solve word problems using objects and drawings to find sums up to 10 and differences within 10.</li> <li>read, write, and represent number sentences and their equivalent (ex. <math>2+3=5</math> and <math>5=2+3</math>).</li> <li>read, write, and represent number sentences with more than two addends, but only to sums of 10 (ex. <math>5+1+3=9</math> or <math>3+3+2+2=10</math>).</li> </ul> OR <ul style="list-style-type: none"> <li>demonstrate partial understanding of 1.0 content.</li> </ul>