



FISD 2nd Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can compare whole numbers to 1,200.
Extension			I can: <ul style="list-style-type: none"> ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.
3.0 ★	3NW	2.2(D) 2.7(B)	I can: <ul style="list-style-type: none"> ● order (least to greatest/greatest to least) and justify a set of numbers up to 1,200. ● read and write comparative statements and their inverse using symbols $>$, $<$, $=$ for numbers up to 1,200. ● produce the number that is 10 or 100 more or less than a given number up to 1,200.
2.5		2.2(E) 2.2(F) 2.2(C)	I can: <ul style="list-style-type: none"> ● justify the relative position of a given whole number up to 1,200 on an open number line. ● generate a number that is greater than or less than a given whole number up to 1,200. ● demonstrate an understanding of directionality and value of numbers up to 1,200 on a given number line. ● locate numbers up to 1,200 on a given number line. ● articulate the comparison of numbers up to 1,200 using a given number line.
2.0	2NW	2.2(D) 2.7(B)	I can: <ul style="list-style-type: none"> ● order (least to greatest/greatest to least) and justify a set of numbers up to 999. ● read and write comparative statements and their inverse using symbols for numbers up to 999. ● produce the number that is 10 or 100 more or less than a given number up to 999.
1.5		2.2(E) 2.2(C)	I can: <ul style="list-style-type: none"> ● justify the relative position of a given whole number up to 999 on an open number line. ● generate a number that is greater than or less than a given whole number up to 999.
1.0		2.2(F) 2.2(D)	I can: <ul style="list-style-type: none"> ● locate numbers up to 999 on a given number line. ● demonstrate an understanding of directionality and value of numbers up to 999 on a given number line. ● articulate the comparison of numbers up to 999 using a given number line.
0.5			Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● compose and decompose numbers to 120 in more than one way. ● explain and justify multiple representations of a whole number up to at least 120. OR <ul style="list-style-type: none"> ● demonstrate partial understanding of the 1.0 content.



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can recognize and represent fractional units.
4.0			I can: <ul style="list-style-type: none"> ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.
3.0 ☆	3NW	2.3(C)	I can: <ul style="list-style-type: none"> ● recognize how many parts it takes to equal one whole. ● use concrete models to count fractional parts for one whole and beyond. ● use words to name fractional parts beyond one whole (such as seven-fourths or one and three-fourths).
2.5		2.3(B)	I can: <ul style="list-style-type: none"> ● explain that the more parts an object is divided into, the smaller the parts become. ● explain that the fewer the parts an object is divided into, the larger the parts become.
2.0		2.3(A)	I can: <ul style="list-style-type: none"> ● partition objects (e.g., strips, lines, regular polygons, and circles) into equal parts of halves, fourths, and eighths. ● find more than one way to divide a given shape (regular and irregular) into equal parts.
1.5		2.3(A) 2.3(D)	I can: <ul style="list-style-type: none"> ● look at a fraction model and name the equal partitioned parts as the number of halves, fourths, and eighths using words. ● identify examples and nonexamples of halves, fourths, and eighths.
1.0	1NW	2.8(A) 2.8(E)	I can: <ul style="list-style-type: none"> ● draw two-dimensional shapes accurately. ● decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.
0.5		1.6(G) 1.6(H)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words. ● identify examples and non-examples of halves and fourths. OR <ul style="list-style-type: none"> ● demonstrate partial understanding of 1.0 content.



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can represent whole numbers to 1,200.
Extension			I can: <ul style="list-style-type: none"> ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.
3.0 ★	3NW	2.2(A)	I can: <ul style="list-style-type: none"> ● compose and decompose numbers to 1,200 through representation in multiple ways. ● explain and justify multiple representations of a whole number up to at least 1,200. ● describe relationships in the place value system.
2.5		2.2(A) 2.2(B)	I can: <ul style="list-style-type: none"> ● interpret and draw a number using a pictorial model to 1,200. ● read and write a number in expanded form to 1,200. ● explain the value of a digit to the thousands place.
2.0		2.2(B) 2.2(A)	I can: <ul style="list-style-type: none"> ● read and write a number in standard form to 1,200. ● read and recognize a number in word form to 1,200. ● read and build using concrete models to 1,200.
1.5	1NW	2.2(A) 2.2(B)	I can: <ul style="list-style-type: none"> ● interpret and draw a number using a pictorial model to 999 in multiple ways. ● read and write a number in expanded form to 999. ● explain the value of a digit to the hundreds place.
1.0		2.2(A) 2.2(B)	I can: <ul style="list-style-type: none"> ● read and write a number in standard form to 999. ● read and recognize a number in word form to 999. ● read and build using concrete models to 999 in multiple ways.
0.5		1.2(B) 1.2(C)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● use knowledge of number relationships to compose and decompose numbers to 120 in more than one way. ● explain and justify multiple representations of a whole number up to at least 120. OR <ul style="list-style-type: none"> ● demonstrate partial understanding of the 1.0 content.



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve for sums and differences within 1,000.
Extension			I can: <ul style="list-style-type: none"> use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.
3.0 ★	4NW	2.4(C) 2.4(D)	I can: <ul style="list-style-type: none"> solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including non standard algorithms. generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.
2.5	2NW	2.4(C) 2.7(C)	I can: <ul style="list-style-type: none"> subtract with regrouping numbers up to 1,000 using a variety of strategies based on place value, including non standard algorithms. represent and solve subtraction word problems where unknowns may be any one of the terms in the problem. explain and demonstrate the regrouping process in subtraction problems as it relates to place value.
2.0		2.4(C) 2.7(C)	I can: <ul style="list-style-type: none"> subtract without regrouping numbers up to 1,000 using a variety of strategies based on place value, including non standard algorithms. represent and solve subtraction word problems where unknowns may be any one of the terms in the problem. explain and demonstrate the regrouping process in subtraction problems as it relates to place value.
1.5		2.4(C) 2.7(C)	I can: <ul style="list-style-type: none"> add numbers to find sums up to 1,000 with regrouping using a variety of strategies based on place value, including algorithms. represent and solve addition word problems where unknowns may be any one of the terms in the problem. explain and demonstrate the regrouping process in addition problems as it relates to place value.
1.0		2.4(C)	I can: <ul style="list-style-type: none"> show how to line up numbers correctly to add and subtract based on place value knowledge. explain if an answer should be greater or less than the numbers started with based on the operation (+/-). add numbers to find sums up to 1,000 without regrouping using a variety of strategies based on place value, including algorithms.
0.5		1.3(F) 1.5(D)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences. OR <ul style="list-style-type: none"> demonstrate partial understanding of the 1.0 content.