



## FISD Kindergarten Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can represent numbers to at least 20.
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 ☆	2NW	K.2(D) K.2(I)	I can: <ul style="list-style-type: none"> <li>demonstrate multiple ways to compose and decompose a number to 10 with 3 parts.</li> <li>quickly identify the number to 10 represented in an organized or unorganized structure with more than one part <b>without</b> counting.</li> </ul>
2.5		K.2(I) K.2(C)	I can: <ul style="list-style-type: none"> <li>demonstrate multiple ways to compose and decompose a number to 10 with 2 parts.</li> <li>conserve a number of a set of objects without recounting to 20.</li> </ul>
2.0		K.2(B) K.2(A, K.2(C)	I can: <ul style="list-style-type: none"> <li>create a set of objects or pictures to represent a given number to 20.</li> <li>identify the numeral represented through a given amount of objects or a picture to 20.</li> <li>count objects or pictures with 1 to 1 correspondence without missing or double counting parts of the set to 20.</li> <li>recite, read and write numbers 11-20.</li> </ul>
1.5	1NW	K.2(D) K.2(I) K.2(C)	I can: <ul style="list-style-type: none"> <li>quickly identify a number to 5 represented in an organized or unorganized structure with one part <b>without</b> counting.</li> <li>demonstrate multiple ways to compose and decompose a number to 5 with 2 parts.</li> <li>conserve a number of a set of objects without recounting to 10.</li> </ul>
1.0		K.2(B) K.2(A, K.2(C)	I can: <ul style="list-style-type: none"> <li>create a set using objects or a picture to represent a given number to 10.</li> <li>identify the numeral represented through a given amount of objects or pictures to 10.</li> <li>count objects or pictures with 1 to 1 correspondence without missing or double counting parts of the set to 10.</li> <li>recite, recognize, and write numbers to 10.</li> </ul>
0.5			I can: <ul style="list-style-type: none"> <li>demonstrate partial understanding of 1.0 content.</li> </ul>



## FISD Kindergarten Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve for sums up to 10 and differences within 10.
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	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, orally explain, 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>
2.5		K.3(A) K.3(C)	I can: <ul style="list-style-type: none"> <li>● represent separating in word problems to 10.</li> <li>● solve subtraction situations to 10.</li> <li>● orally explain solutions for subtraction word problems to 10 using concrete or pictorial models.</li> </ul>
2.0		K.3(A) K.3(C)	I can: <ul style="list-style-type: none"> <li>● represent joining in word problems to 10.</li> <li>● solve addition situations to 10.</li> <li>● orally explain solutions for addition word problems to 10 using concrete or pictorial models.</li> </ul>
1.5		K.3(A) K.3(C)	I can: <ul style="list-style-type: none"> <li>● represent separating in word problems to 5.</li> <li>● verbalize that difference means the answer to a subtraction problem.</li> <li>● solve subtraction situations to 5.</li> <li>● orally explain solutions for subtraction word problems to 5 using concrete or pictorial models.</li> </ul>
1.0	3NW	K.3(A) K.3(C)	I can: <ul style="list-style-type: none"> <li>● represent joining in word problems to 5.</li> <li>● verbalize that sum means the answer to an addition problem.</li> <li>● solve addition situations to 5.</li> <li>● orally explain solutions for addition word problems to 5 using concrete or pictorial models.</li> </ul>
0.5			I can: <ul style="list-style-type: none"> <li>● demonstrate partial understanding of 1.0 content.</li> </ul>



## FISD Kindergarten Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can compare whole numbers up to 20.
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	K.2(H)	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>
2.5		K.2(A) K.2(E)	I can: <ul style="list-style-type: none"> <li>count forward and backward to at least 20 without objects.</li> <li>generate a set using pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.</li> </ul>
2.0		K.2(A) K.2(G) K.2(E)	I can: <ul style="list-style-type: none"> <li>count forward and backward to at least 20 with objects.</li> <li>compare sets of objects up to at least 20 in each set using comparative language.</li> <li>generate a set using concrete models that represents a number that is more than, less than, and equal to a given number up to 20.</li> </ul>
1.5	2NW	K.2(A) K.2(E)	I can: <ul style="list-style-type: none"> <li>count forward and backward to at least 10 without objects.</li> <li>generate a set using pictorial models that represents a number that is more than, less than, and equal to a given number up to 10.</li> </ul>
1.0		K.2(A) K.2(G) K.2(E)	I can: <ul style="list-style-type: none"> <li>count forward and backward to at least 10 with objects.</li> <li>compare sets of objects up to at least 10 in each set using comparative language.</li> <li>generate a set using concrete models that represents a number that is more than, less than, and equal to a given number up to 10.</li> </ul>
0.5			I can: <ul style="list-style-type: none"> <li>demonstrate partial understanding of 1.0 content.</li> </ul>