



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"> ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.
3.0 ☆	4NW	K.3(B) K.3(C)	I can: <ul style="list-style-type: none"> ● solve word problems using objects and drawings to find sums up to 10 and differences within 10. ● read, write, and represent number sentences and their equivalent. ● read, write, orally explain, and represent number sentences with more than two addends, but only to sums of 10.
2.5		K.3(A) K.3(C)	I can: <ul style="list-style-type: none"> ● represent separating in word problems to 10. ● solve subtraction situations to 10. ● orally explain solutions for subtraction word problems to 10 using concrete or pictorial models.
2.0		K.3(A) K.3(C)	I can: <ul style="list-style-type: none"> ● represent joining in word problems to 10. ● solve addition situations to 10. ● orally explain solutions for addition word problems to 10 using concrete or pictorial models.
1.5		K.3(A) K.3(C)	I can: <ul style="list-style-type: none"> ● represent separating in word problems to 5. ● solve subtraction situations to 5. ● orally explain solutions for subtraction word problems to 5 using concrete or pictorial models.
1.0	3NW	K.3(A) K.3(C)	I can: <ul style="list-style-type: none"> ● represent joining in word problems to 5. ● solve addition situations to 5. ● orally explain solutions for addition word problems to 5 using concrete or pictorial models.
0.5			I can: <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 compare whole numbers up to 20.
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	K.2(H)	I can: <ul style="list-style-type: none"> use comparative language to describe two numbers up to 20 presented as written numerals.
2.5		K.2(A) K.2(E)	I can: <ul style="list-style-type: none"> count forward and backward to at least 20 without tools. 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.
2.0		K.2(A) K.2(G) K.2(E)	I can: <ul style="list-style-type: none"> count forward and backward to at least 20 with tools. compare sets of objects up to at least 20 in each set using comparative language. 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.
1.5	2NW	K.2(A) K.2(E)	I can: <ul style="list-style-type: none"> count forward and backward to at least 10 without tools. 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.
1.0		K.2(A) K.2(G) K.2(E)	I can: <ul style="list-style-type: none"> count forward and backward to at least 10 with tools. compare sets of objects up to at least 10 in each set using comparative language. 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.
0.5			I can: <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 numbers to at least 20.
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 ☆	2NW	K.2(I) K.2(D)	I can: <ul style="list-style-type: none"> demonstrate multiple ways to compose and decompose a number to 10 using objects and pictures. quickly identify a number to 10 represented in a random arrangement with more than one part without counting.
2.5		K.2(I) K.2(C)	I can: <ul style="list-style-type: none"> quickly identify a number to 10 represented in an organized arrangement with more than one part without counting. conserve a number of a set of objects without recounting to 20.
2.0		K.2(B) K.2(A, K.2(C)	I can: <ul style="list-style-type: none"> create a set of objects or pictures to represent a given number to 20. identify the numeral represented through a given amount of objects or a picture to 20. count objects or pictures with 1 to 1 correspondence without missing or double counting parts of the set to 20. recite, recognize, and write numbers 11-20.
1.5	1NW	K.2(D) K.2(I) K.2(C)	I can: <ul style="list-style-type: none"> quickly identify a number to 5 represented in an organized or random arrangement with one part without counting. demonstrate multiple ways to compose and decompose a number to 5 using objects and pictures with 2 parts. conserve a number of a set of objects without recounting to 10.
1.0		K.2(B) K.2(A, K.2(C)	I can: <ul style="list-style-type: none"> create a set using objects or a picture to represent a given number to 10. identify the numeral represented through a given amount of objects or pictures to 10. count objects or pictures with 1 to 1 correspondence without missing or double counting parts of the set to 10. recite, recognize, and write numbers to 10.
0.5			I can: <ul style="list-style-type: none"> demonstrate partial understanding of 1.0 content.