



FISD 1st Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve for sums up to 20 and differences within 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	1.5(F) 1.3(D) 1.3(B) 1.5(G)	I can: <ul style="list-style-type: none"> solve where the unknown is any of the terms in an equation using a variety of strategies. apply appropriate fact strategies to solve addition and subtraction word problems.
2.5		1.3(F) 1.3(B)	I can: <ul style="list-style-type: none"> generate and solve word problems representing a comparing number sentence to 20. represent a comparing word problem using concrete and pictorial models and a number sentence to 20.
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"> generate and solve addition and subtraction word problems using number sentences to 20. represent addition and subtraction word problems using concrete, pictorial models, and a number sentences to 20. orally explain solutions and appropriate strategies used.
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"> demonstrate partial knowledge of 2.0
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"> generate and solve word problems representing addition, subtraction, and comparing number sentences to sums of 10 and differences within 10. represent comparing word problems using concrete and pictorial models and number sentences to sums of 10 and differences within 10. compose 10 with two or more addends without concrete models.
0.5		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. 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 120.
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	1.2(B) 1.2(C)	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.
2.5		1.2(C)	I can: <ul style="list-style-type: none"> read and build using concrete models to 120 in multiple ways. read and write a number in standard form to 120. Interpret and draw a number using a pictorial model to 120 in multiple ways. explain the value of a digit in the hundreds place.
2.0		1.2(C)	I can: <ul style="list-style-type: none"> read and build using concrete models to 120. read and write a number in expanded form to 120. identify the hundreds place.
1.5	2NW	1.2(C)	I can: <ul style="list-style-type: none"> read and build using concrete models to 99 in multiple ways. read and write a number in standard form to 99. interpret and draw a number using a pictorial model to 99 in multiple ways. explain the value of a digit to the tens place.
1.0	1NW	1.2(C)	I can: <ul style="list-style-type: none"> read and build using concrete models to 99. read and write a number in expanded form to 99. identify the ones and tens place.
0.5		K.2(I) K.2(D)	Pre-Requisite Skills: 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. 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 compare and order whole numbers to 120.
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	1.2(F) 1.2(G) 1.5(C)	I can: <ul style="list-style-type: none"> order (least to greatest/greatest to least) and justify a set of numbers up to 120. produce a number that is ten more or ten less than a given number to 120. read and write comparative statements and their inverse using symbols $<$, $>$, $=$ for numbers up to 120.
2.5		1.2(D) 1.2(E)	I can: <ul style="list-style-type: none"> use base-10 blocks to compare two numbers to 120 generate a number that is greater than or less than a given whole number up to 120.
2.0	2NW	1.2(F) 1.5(C)	I can: <ul style="list-style-type: none"> order (least to greatest/greatest to least) and justify a set of numbers up to 99. produce a number that is ten more or ten less than a given number to 99.
1.5		1.2(G)	I can: <ul style="list-style-type: none"> read and write comparative statements and their inverse using symbols $<$, $>$, $=$ for numbers up to 99.
1.0		1.2(D) 1.2(E)	I can: <ul style="list-style-type: none"> use base-10 blocks to compare two numbers to 99 verbally compare numbers using academic vocabulary (greater than, less than, or equal to) generate a number that is greater than or less than a given whole number up to 99.
0.5		K.2(H)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> use comparative language to describe two numbers up to 20 presented as written numerals. OR <ul style="list-style-type: none"> demonstrate partial understanding of the 1.0 content.