



## 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"> <li>● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.</li> </ul>
3.0 ☆	3NW	2.2(D) 2.7(B)	I can: <ul style="list-style-type: none"> <li>● order (least to greatest/greatest to least) and justify a set of numbers up to 1,200.</li> <li>● read and write comparative statements and their inverse using symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math> for numbers up to 1,200.</li> <li>● produce the number that is 10 or 100 more or less than a given number up to 1,200.</li> </ul>
2.5		2.2(E) 2.2(C) 2.2(F)	I can: <ul style="list-style-type: none"> <li>● justify the relative position of a given whole number up to 1,200 on an open number line.</li> <li>● generate a number that is greater than or less than a given whole number up to 1,200.</li> <li>● locate and compare numbers up to 1,200 on a given number line.</li> </ul>
2.0	2NW	2.2(D) 2.7(B) 2.2(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 999.</li> <li>● produce a number that is 10 or 100 more or less than a given number up to 999.</li> <li>● justify the relative position of a given whole number up to 999 on an open number line.</li> </ul>
1.5		2.2(D)	I can: <ul style="list-style-type: none"> <li>● read and write comparative statements and their inverse using symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math> for numbers up to 999.</li> </ul>
1.0		2.2(F) 2.2(D) 2.2(C)	I can: <ul style="list-style-type: none"> <li>● locate and compare numbers up to 999 on a given number line.</li> <li>● use base-10 blocks and symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math> to compare two numbers to 999.</li> <li>● generate a number that is greater than or less than a given whole number up to 999.</li> </ul>
0.5		1.2(F) 1.2(G) 1.5(C)	Pre-Requisite Skills: 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.</li> <li>● produce a number that is ten more or ten less than a given number to 120.</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> </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 represent and solve two-digit addition and subtraction situations.
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	2.4(C) 2.4(D) 2.7(C)	I can: <ul style="list-style-type: none"> <li>generate and solve multi-step addition and subtraction situations with a given number sentence where the unknown is any of the terms.</li> <li>represent and solve for sums with up to four 2-digit numbers.</li> </ul>
2.5		2.4(C) 2.4(D) 2.7(C)	I can: <ul style="list-style-type: none"> <li>generate and solve one-step addition and subtraction situations with a given number sentence where the unknown is any of the terms.</li> </ul>
2.0		2.4(C) 2.4(D) 2.7(C)	I can: <ul style="list-style-type: none"> <li>demonstrate partial knowledge of 2.5.</li> </ul>
1.5	2NW	2.4(B)	I can: <ul style="list-style-type: none"> <li>represent and solve for sums and differences of two 2-digit numbers <b>with regrouping</b> using a variety of strategies based on place value.</li> <li>explain and demonstrate the <b>regrouping</b> process in addition and subtraction problems as it relates to place value.</li> </ul>
1.0		2.4(B)	I can: <ul style="list-style-type: none"> <li>represent and solve for sums and differences of two 2-digit numbers <b>without regrouping</b> using a variety of strategies based on place value.</li> </ul>
0.5		1.5(F) 1.3(D) 1.3(B) 1.5(G)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> <li>solve where the unknown is any of the terms in an equation using a variety of strategies.</li> <li>apply appropriate fact strategies to solve addition and subtraction word problems.</li> </ul> OR <ul style="list-style-type: none"> <li>demonstrate partial understanding of the 1.0 content.</li> </ul>



## FISD 2nd Grade Learning Progression

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



## FISD 2nd Grade Learning Progression

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