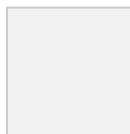




## FISD 1st Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can represent whole numbers to 120.
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	1.2(B) 1.2(C)	I can: <ul style="list-style-type: none"> <li>read and write a number in standard and expanded form to 120</li> <li>explain the value of a digit in the hundreds place</li> <li>read and build numbers using concrete and pictorial models to 120 in multiple ways</li> </ul>
2.5	2NW	1.2(B) 1.2(C)	I can: <ul style="list-style-type: none"> <li>read and build numbers using concrete and pictorial models to 99 in multiple ways</li> <li>read and write a number in expanded form to 99</li> <li>explain the value of a digit to the tens place to 99</li> </ul>
2.0		1.2(C)	I can: <ul style="list-style-type: none"> <li>read and build numbers using concrete models to 99</li> <li>read and write a number in standard form to 99</li> </ul>
1.5	1NW	1.2(B) 1.2(C)	I can: <ul style="list-style-type: none"> <li>read and build numbers using concrete and pictorial models to 50 in multiple ways</li> <li>read and write a number in expanded form to 50</li> <li>explain the value of a digit to the tens place to 50</li> </ul>
1.0		1.2(C)	I can: <ul style="list-style-type: none"> <li>read and build numbers using concrete models to 50</li> <li>read and write a number in standard form to 50</li> <li>identify the ones and tens place</li> </ul>
0.5		K.2(B) K.2(I) K.2(D)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> <li>demonstrate multiple ways to compose and decompose a number to 10 using objects and pictures</li> <li>quickly identify a number to 10 represented in a random arrangement with more than one part <b>without</b> counting</li> <li>read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures</li> </ul>



### FISD 1st Grade Learning Progression

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"> <li>use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding</li> </ul>
3.0 ★	4NW	1.2(G) 1.2(F) 1.5(C)	I can: <ul style="list-style-type: none"> <li>use base-10 blocks to compare two numbers 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> <li>order (least to greatest/greatest to least) and justify a set of numbers up to 120 on an open number line</li> <li>produce a number that is ten more or ten less than a given number to 120</li> </ul>
2.5	2NW	1.2(G) 1.2(F) 1.5(C)	I can: <ul style="list-style-type: none"> <li>read and write comparative statements and their inverse using symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math> for numbers up to 99</li> <li>order (least to greatest/greatest to least) and justify a set of numbers up to 99 on an open number line</li> <li>produce a number that is ten more or ten less than a given number to 99</li> </ul>
2.0		1.2(E) 1.2(D)	I can: <ul style="list-style-type: none"> <li>use base-10 blocks to compare two numbers to 99</li> <li>verbally compare numbers using academic vocabulary (greater than, less than, or equal to)</li> <li>generate a number that is greater than or less than a given whole number up to 99</li> </ul>
1.5	1NW	1.2(G) 1.2(F) 1.5(C)	I can: <ul style="list-style-type: none"> <li>read and write comparative statements and their inverse using symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math> for numbers up to 50</li> <li>order (least to greatest/greatest to least) and justify a set of numbers up to 50 on an open number line</li> <li>produce a number that is ten more or ten less than a given number to 50</li> </ul>
1.0		1.2(E) 1.2(D)	I can: <ul style="list-style-type: none"> <li>use base-10 blocks to compare two numbers to 50</li> <li>verbally compare numbers using academic vocabulary (greater than, less than, or equal to)</li> <li>generate a number that is greater than or less than a given whole number up to 50</li> </ul>
0.5		K.2(H)	Pre-Requisite Skills: 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>



## FISD 1st Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve for sums and differences of whole numbers within 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 ★	4NW	1.5(F) 1.3(E) 1.3(F)	I can: <ul style="list-style-type: none"> <li>solve where the unknown is any of the terms in an addition or subtraction equation using a variety of strategies</li> <li>explain strategies used to solve addition and subtractions problems up to 20 using spoken words, objects, pictorial models, and number sentences</li> <li>generate and solve word problems representing joining, separating, or comparing number sentence to 20</li> </ul>
2.5	3NW	1.5(D) 1.3(B)	I can: <ul style="list-style-type: none"> <li>represent and solve word problems involving comparing within 20 using concrete, pictorial models, and number sentences</li> </ul>
2.0		1.3(D) 1.5(D) 1.3(B)	I can: <ul style="list-style-type: none"> <li>apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10</li> <li>represent and solve word problems involving joining and separating within 20 using concrete, pictorial models, and number sentences</li> </ul>
1.5	2NW	1.3(C) 1.3(D) 1.3(B) 1.5(D)	I can: <ul style="list-style-type: none"> <li>compose 10 with two or more addends without concrete models</li> <li>apply basic fact strategies to add and subtract within 10</li> <li>represent and solve word problems involving joining and separating within 10 using concrete, pictorial models, and number sentences</li> </ul>
1.0		1.3(C) 1.5(E)	I can: <ul style="list-style-type: none"> <li>compose 10 with two or more addends with concrete models</li> <li>understand that the equal sign represents a relationship where expressions on each side represent the same value</li> </ul>
0.5		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</li> <li>read, write, orally explain, and represent number sentences with more than two addends, but only to sums of 10</li> </ul>