



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"> use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding
3.0 ★	2NW	2.2(A)	I can: <ul style="list-style-type: none"> compose and decompose numbers to 1,200 through representation in multiple ways explain and justify multiple representations of a whole number up to at least 1,200
2.5	1NW	2.2(A) 2.2(B)	I can: <ul style="list-style-type: none"> interpret and draw a number using a pictorial model to 1,200 read and write a number in expanded form to 1,200 explain the value of a digit in the thousands place
2.0		2.2(B) 2.2(A)	I can: <ul style="list-style-type: none"> read and write a number in standard form to 1,200 read and build using concrete models to 1,200
1.5		2.2(A) 2.2(B)	I can: <ul style="list-style-type: none"> interpret and draw a number using a pictorial model to 999 read and write a number in expanded form to 999 explain the value of a digit to the hundreds place
1.0		2.2(A) 2.2(B)	I can: <ul style="list-style-type: none"> read and write a number in standard form to 999 read and build using concrete models to 999
0.5		1.2(B) 1.2(C)	Pre-Requisite Skills: 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 OR <ul style="list-style-type: none"> demonstrate partial understanding of the 1.0 content



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3.0 ★	3NW	2.2(D) 2.2(E) 2.2(F)	I can: <ul style="list-style-type: none"> ● order (least to greatest/greatest to least) and justify a set of numbers up to 1,200 ● read and write comparative statements and their inverse using symbols $>$, $<$, $=$ for numbers up to 1,200 ● name and justify the relative position of a given whole number up to 1,200 on an open number line
2.5	2NW	2.2(C) 2.2(F) 2.7(B)	I can: <ul style="list-style-type: none"> ● generate a number that is greater than or less than a given whole number up to 1,200 ● locate and compare numbers up to 1,200 on a given number line ● produce the number that is 10 or 100 more or less than a given number up to 1,200
2.0		2.2(D) 2.7(B) 2.2(E) 2.2(F)	I can: <ul style="list-style-type: none"> ● order (least to greatest/greatest to least) and justify a set of numbers up to 999 ● produce a number that is 10 or 100 more or less than a given number up to 999 ● name and justify the relative position of a given whole number up to 999 on an open number line
1.5		2.2(F) 2.2(D)	I can: <ul style="list-style-type: none"> ● locate and compare numbers up to 999 on a given number line ● read and write comparative statements and their inverse using symbols $>$, $<$, $=$ for numbers up to 999
1.0		2.2(D) 2.2(C)	I can: <ul style="list-style-type: none"> ● use base-10 blocks and symbols $>$, $<$, $=$ to compare two numbers to 999 ● generate a number that is greater than or less than a given whole number up to 999
0.5		1.2(F) 1.2(G) 1.5(C)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● order (least to greatest/greatest to least) and justify a set of numbers up to 120 ● read and write comparative statements and their inverse using symbols $<$, $>$, $=$ for numbers up to 120 ● produce a number that is ten more or ten less than a given number to 120 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 recognize and represent fractional units.
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	2.3(C)	I can: <ul style="list-style-type: none"> use concrete models to count fractional parts for one whole and beyond use words to name fractional parts beyond one whole (such as seven-fourths or one and three-fourths)
2.5		2.3(B)	I can: <ul style="list-style-type: none"> explain that the more parts an object is divided into, the smaller the parts become explain that the fewer the parts an object is divided into, the larger the parts become
2.0		2.3(A)	I can: <ul style="list-style-type: none"> partition objects (e.g., strips, lines, regular polygons, and circles) into equal parts of halves, fourths, and eighths find more than one way to divide a given shape (regular and irregular) into equal parts
1.5		2.3(A) 2.3(D)	I can: <ul style="list-style-type: none"> recognize how many parts it takes to equal one whole look at a fraction model and name the equal partitioned parts as the number of halves, fourths, and eighths using words identify examples and nonexamples of halves, fourths, and eighths
1.0		2.8(E)	I can: <ul style="list-style-type: none"> decompose two-dimensional shapes and identify the resulting geometric parts
0.5		1.6(G) 1.6(H)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words identify examples and non-examples of halves and fourths 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 and solve for sums and differences of whole numbers within 1,000.
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	2.4(C) 2.4(D) 2.7(C) 2.4(B)	I can: <ul style="list-style-type: none"> generate and solve multi-step addition and subtraction situations with a given number sentence where the unknown is any of the terms represent and solve for sums with up to four 2-digit numbers
2.5	2NW	2.4(C) 2.4(D) 2.7(C)	I can: <ul style="list-style-type: none"> generate and solve one-step addition and subtraction situations with a given number sentence where the unknown is any of the terms
2.0		2.4(C) 2.4(D) 2.7(C)	I can: <ul style="list-style-type: none"> represent and solve for differences of two 2-digit numbers with regrouping using a variety of strategies based on place value explain and demonstrate the regrouping process in subtraction problems as it relates to place value
1.5		2.4(B)	I can: <ul style="list-style-type: none"> represent and solve for sums of two 2-digit numbers with regrouping using a variety of strategies based on place value explain and demonstrate the regrouping process in addition problems as it relates to place value
1.0		2.4(B)	I can: <ul style="list-style-type: none"> represent and solve for sums and differences of two 2-digit numbers without regrouping using a variety of strategies based on place value
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"> 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 OR <ul style="list-style-type: none"> demonstrate partial understanding of the 1.0 content