FISD Kindergarten Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can compare whole numbers up to 20.
4.0			I can: ● 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: ● use comparative language to describe two numbers up to 20 presented as written numerals.
2.5		K.2(A) K.2(E)	I can: ● count forward and backward to at least 20 without objects. ● 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: ● count forward and backward to at least 20 with objects. ● 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: ● count forward and backward to at least 10 without objects. ● 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: ● count forward and backward to at least 10 with objects. ● 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: ● demonstrate partial understanding of 1.0 content.

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Priority Topic: I can represent numbers to at least 20.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can represent numbers to at least 20.
4.0			I can: ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.
3.0 ☆	2NW	K.2(D) K.2(I)	I can: ● demonstrate multiple ways to compose and decompose a number to 10 with 3 parts. ● quickly identify the number to 10 represented in an organized or unorganized structure with more than one part **without** counting.
2.5		K.2(I) K.2(C)	I can: ● demonstrate multiple ways to compose and decompose a number to 10 with 2 parts. ● 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: ● 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, read and write numbers 11-20.
1.5	1NW	K.2(D) K.2(I) K.2(C)	I can: ● quickly identify a number to 5 represented in an organized or unorganized structure with one part **without** counting. ● demonstrate multiple ways to compose and decompose a number to 5 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: ● 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: ● demonstrate partial understanding of 1.0 content.

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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve for sums up to 10 and differences within 10.
4.0			I can: ● 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: ● 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 (ex. 2+3=5 and 5=2+3). ● read, write, orally explain, and represent number sentences with more than two addends, but only to sums of 10 (ex. 5+1+3=9 or 3+3+2+2=10).
2.5	3NW	K.3(A) K.3(C)	I can: ● 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: ● 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: ● represent separating in word problems to 5. ● verbalize that difference means the answer to a subtraction problem. ● solve subtraction situations to 5. ● orally explain solutions for subtraction word problems to 5 using concrete or pictorial models.
1.0		K.3(A) K.3(C)	I can: ● represent joining in word problems to 5. ● verbalize that sum means the answer to an addition problem. ● solve addition situations to 5. ● orally explain solutions for addition word problems to 5 using concrete or pictorial models.
0.5			I can: ● demonstrate partial understanding of 1.0 content.