



FISD Kindergarten Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can represent and compare numbers to 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 ☆	2NW	K.2(B) K.2(H) K.2(F)	I can: <ul style="list-style-type: none"> ● represent numbers to 20 using written numerals ● use comparative language to describe two numbers up to 20 presented as written numerals ● generate a set that is one more than or one less than another number up to at least 20
2.5		K.2(G) K.2(E)	I can: <ul style="list-style-type: none"> ● compare sets of objects up to at least 20 in each set using comparative language ● 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(B) K.2(F)	I can: <ul style="list-style-type: none"> ● create a set using objects or a picture to represent a given number to 20 ● identify the numeral represented through a given amount of objects or pictures to 20 ● generate a set that is one more than or one less than another number up to at least 10
1.5	1NW	K.2(B) K.2(G) K.2(E)	I can: <ul style="list-style-type: none"> ● represent numbers to 10 using written numerals ● compare sets of objects up to at least 10 in each set using comparative language ● generate a set using pictorial models that represents a number that is more than, less the, and equal to a given number up to 10
1.0		K.2(B)	I can: <ul style="list-style-type: none"> ● 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
0.5		PK4.V.A.8	I can: <ul style="list-style-type: none"> ● look at sets of objects and recognize which has more and which has less



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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	K.5(A) K.2(C) K.2(D)	I can: <ul style="list-style-type: none"> ● recite numbers to at least 100 by ones and tens beginning with any given number ● count a set of objects to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (cardinality) ● recognize instantly the quantity of a small group of objects up to 10 in random arrangements on the following using ten frames, fingers, dot cards, or a rekenrek
2.5		K.5(A) K.2(A) K.2(D)	I can: <ul style="list-style-type: none"> ● recite numbers to 50 by ones starting with any number ● recite numbers up to 100 by tens starting with 10 ● count backwards from at least 20 with and without objects ● recognize instantly the quantity of a small group of objects up to 10 in organized arrangements on the following using ten frames, fingers, dot cards, or a rekenrek
2.0	2NW	K.5(A) K.2(A) K.2(C)	I can: <ul style="list-style-type: none"> ● recite numbers to 50 by ones starting with 1 ● recite numbers to 50 by tens starting at 10 ● count forwards to 20 with objects ● count a set of objects to at least 20 and demonstrate that the last number said tells the number of objects in the set
1.5	1NW	K.5(A) K.2(A) K.2(D)	I can: <ul style="list-style-type: none"> ● recite numbers to 20 by ones starting with any number ● count backwards from at least 10 with and without objects ● recognize instantly the quantity of a small group of objects up to 5 in random arrangements on the following using five or ten frames, fingers, dot cards, or a rekenrek
1.0		K.5(A) K.2(A) K.2(D)	I can: <ul style="list-style-type: none"> ● recite numbers to 20 by ones starting with 1 ● count forwards to at least 10 with objects ● recognize instantly the quantity of a small group of objects up to 5 in organized arrangements using five or ten frames, fingers, dot cards, or a rekenrek
0.5		PK4.V.A.1 PK4.V.A.4	I can: <ul style="list-style-type: none"> ● recite numbers up to at least 10 by ones starting with 1 ● recognize instantly the quantity of a small group of objects up to 3 in organized and random arrangements



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve for sums up to 10 and differences within 10.
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	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
2.5		K.3(A) K.3(C) K.2(I)	I can: <ul style="list-style-type: none"> 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 compose and decompose numbers up to 10 with objects and pictures
2.0		K.3(A) K.3(C)	I can: <ul style="list-style-type: none"> 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) K.2(I)	I can: <ul style="list-style-type: none"> represent separating in word problems to 5 solve subtraction situations to 5 orally explain solutions for subtraction word problems to 5 using concrete or pictorial models compose and decompose numbers up to 5 with objects and pictures
1.0		K.3(A) K.3(C)	I can: <ul style="list-style-type: none"> represent joining in word problems to 5 solve addition situations to 5 orally explain solutions for addition word problems to 5 using concrete or pictorial models
0.5		PK4.V.B.1 PK4.V.B.2	I can: <ul style="list-style-type: none"> demonstrate partial understanding of 1.0 content