Revised April 2025

FISD 2nd Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	**Priority Topic:** I can represent whole numbers to 1,200.
Extension			I can: ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding
3.0 ✯	1NW	2.2(A)	I can: ● 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		2.2(A) 2.2(B)	I can: ● 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: ● 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: ● 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: ● 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: ● 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 ● demonstrate partial understanding of the 1.0 content

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Extension			I can: ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding
3.0 ✯	1NW	2.2(D) 2.2(E) 2.2(F)	I can: ● 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		2.2(C) 2.2(F) 2.7(B)	I can: ● 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: ● 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: ● 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: ● 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: ● 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 ● demonstrate partial understanding of the 1.0 content.

Revised April 2025

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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: ● 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)	I can: ● generate and solve multi-step addition and subtraction situations with a given number sentence where the unknown is any of the terms
2.5	2NW	2.4(C) 2.4(D) 2.7(C) 2.4(B)	I can: ● generate and solve one-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
2.0		2.4(C) 2.4(D) 2.7(C)	I can: ● represent and solve for sums and differences of two 3-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: ● represent and solve for sums and differences 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: ● 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: ● 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 ● 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: ● 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: ● 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: ● 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: ● 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: ● 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: ● decompose two-dimensional shapes and identify the resulting geometric parts
0.5		1.6(G) 1.6(H)	Pre-Requisite Skills: I can: ● 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 ● demonstrate partial understanding of 1.0 content