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| AL COS Standards  [www.alsde.edu](http://www.alsde.edu) | Month skills will be introduced | Dates Taught | Date Tested | Resources | Vocabulary | % of Students who mastered standards | Names of Students with Non-Mastery |
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| 1. Demonstrate whole number relationships, including counting forward from a given number to 100 by ones, twos, fives, and tens; counting backwards from a given number; identifying position using ordinal numbers through 10th; and differentiating between odd and even numbers.   * Using vocabulary, including *equal*, *not equal, all*, and *none*, to identify the quantity of sets of objects | August |  | Oct.  (all except even or odd)  Dec. | 2.5  10.1  10.2  10.3  10.4  11.4  11.5  12.1  12.2  12.4  12.5  12.6  Math Boards | Equal  Not equal  All  None  Counting forward  Counting backward  Odd  Even  Ordinal  Numeral |  |  |

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| 2. Demonstrate concepts of number sense of two-digit numbers by composing and decomposing numbers in multiple ways, identifying the value of each digit, determining a number when given the quantity of tens and ones, and determining a number that is 10 more or 10 less than a given number.  Examples:  composing—recognizing that 3 and 5 and 7 is equal to 15, recognizing that 3 tens and 5 ones equals 35  decomposing—recognizing 17 as being  represented by 8 and 5 and 4, recognizing 42 as  being represented by 4 tens and 2 ones numbers  10 more or 10 less—recognizing 53 as 10 more  than 43, recognizing 7 as 10 less than 17   * Representing numbers with multiple models   Example: models—base ten blocks,  Number lines, linking cubes, straw bundles   * Estimating the number of objects in sets that contain up to 100 objects | October |  | March  May | 10.1  10.2  10.3  10.4  10.5  10.6  11.1  11.2  11.3  11.4  12.3  18.2  18.3  18.4  29.1  Math  Boards | Difference  Digit  More  Less  Value  Quantity  Estimating  (about how many) |  |  |

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| 3. Demonstrate addition and subtraction of one- and two-digit numbers by joining, separating, and comparing sets of objects in authentic situations.   * Applying signs +, -, and = to actions of joining and separating sets * Using three or more addends * Using multiple strategies to add and subtract, including counting on, counting back, and using doubles * Demonstrating the relationship between the operations of addition and subtraction   Example: addition and subtraction facts family   * Demonstrating computational fluency of addition problems with sums to 10 and subtraction problems with differences and minuends of 10 or less | August |  | Oct.  (1st bullet-sums no greater than 10)  Dec.  (all except 2nd bullet)  March  May | Chapters  1, 2.1, 3, 4.4, 5, 6, 7, 8.4, 8.5, 13.1, 13.3, 13.5, 13.6, 14.5, 18, 19, 20  Math Board | Plus  Minus  Addition  Subtraction  Addends  Counting on  Counting back  Fact family |  |  |
| 4. Determine the monetary value of individual coins and sets of like coins up to $1.00. | August |  | Dec.  March  May | 22.1  22,2  Math Board | Money  Coins  Penny  Nickel, Dime  Quarter  Dollar  Symbols ₵ $  Decimal . |  |  |

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| 5. Identify parts of a whole with two, three, or four equal parts. | August |  | March  May | Chapter 21  Math  Board | Whole, Half  Third, Fourth  Divide |  |  |
| 6. Construct the same pattern with a variety of representations.  Examples: rhythmic—clap, snap, stomp; clap, snap, stomp; clap, snap, stomp  pictorial—, , ; , , ; , ,    * Identifying patterns in the environment   Example: stripes on a shirt | August |  | Oct.  Dec. | 12.5  Chapter 17  Math  Board | Pattern  Same  Different  Repeating  pattern |  |  |

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| 7. Recognize the identity and commutative properties of addition.  Examples: identity—7 + 0 = 7, 0 + 7 = 7  commutative—3 + 4 = 4 + 3 | August |  | Dec.  March | 1.3  14.2  Teacher Created  Math Board | Identity property  of addition  Commutative property of addition |  |  |
| 8. Describe attributes of two-dimensional (plane) geometric shapes, including quadrilaterals, pentagons, hexagons, heptagons, and octagons.  Examples: identifying a pentagon as having five sides and five angles, identifying a trapezoid as a quadrilateral   * Explaining how shapes are alike and different * Recognizing shapes from different perspectives and orientations | March |  | May | 15.3  15.4  Teacher Created  Math Board | Plane, Attributes  Geometric shapes  Describe  Quadrilateral  Pentagon  Hexagon  Heptagon  Octagon  Sides, angles  Trapezoid, square  Triangle, circle  Rhombus  Rectangle  parallelogram |  |  |

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| 9. Identify three-dimensional (solid) geometric figures, including cubes, spheres, cones, cylinders, and rectangular prisms.   * Identifying two-dimensional shapes as faces of three-dimensional figures * Locating three-dimensional figures in the environment * Recognizing real-life examples of line symmetry   Example: recognizing a line of symmetry in a piece of folded paper | March |  | May | 5.1  15.2  15.3  16.4  Teacher Created  Math Board | Geometric figures  Cube, sphere  Solids, cone  Cylinder, faces  Rectangular prism  Symmetry  Vertices  2 dimensional  3 dimensional |  |  |
| 10. Compare objects according to length, weight, or volume using a variety of nonstandard units.  Examples:  length—using pencils or paper clips of equal length to measure the top of a desk  weight—determining which of two identical containers weighs more if one container is filled with water and one is filled with cotton balls  volume—using spoonfuls of sand to determine which container holds  more sand   * Ordering objects according to length | August |  | Oct.  (length)  March | 26.1  26.2  26.4  26.6  28.1  Teacher Created  Math Board | Length, weight  Volume, compare  Ordering  Weigh, long  Heavy  How much will it contain or hold?  capacity |  |  |

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| 11. Identify time to the hour and half hour using analog and digital clocks.  . | August |  | Oct.  (hour)  March | Chapter 24  Math Board | Clock, Hour  Half hour  Analog, Digital  Hour hand  Minute hand  Thirty  o’clock  half past  AM, PM | |  |  |
| 12. Locate days, dates, and months on a calendar.  Examples: locating the third Thursday of the month on a calendar; recognizing that today is Tuesday, January 24th | August |  | Oct. | 25.1  Math Board | Days, dates  Month, calendar  24 hour day | |  |  |
| 13. Summarize information from graphs, including pictographs, tally charts, bar graphs, or Venn diagrams. | August |  | Oct. | Chapter 9  18.6  25.3  30.4 | Graph, pictograph  Tally chart, data  Bar graph, bottom  Venn Diagram  Diagram, tally mark | |  |  |