This document contains grade level expectations and **glossary terms** specific to first grade. It is simply a reorganized version of Missouri Department of Elementary and Secondary Education’s documents, which were developed by the Department’s curriculum consultants, in collaboration with educators from across the state. These GLEs were meant to help clarify the Show-Me Standards and comply with the No Child Left Behind Act of 2001.

For GLEs in all grades and a comprehensive glossary, see [http://www.dese.state.mo.us/divimprove/curriculum/GLEDocuments.html](http://www.dese.state.mo.us/divimprove/curriculum/GLEDocuments.html).

For more information on curriculum matters in the state of Missouri, including the Grade Level Expectations, see [http://www.dese.state.mo.us/divimprove/curriculum/index.html](http://www.dese.state.mo.us/divimprove/curriculum/index.html).

For questions or comments on this document, please email Abby Swearingen at aswearingen@rolla.k12.mo.us.
Develop and apply skills and strategies to the reading process

A. **Print Concepts**: demonstrate concepts of print
   - Upper and lower case letters
   - First and last letters in words
   - Spaces between words
   - Letter and word order
   - Punctuation has meaning

B. **Phonemic Awareness**: demonstrate ability to hear and say separate sounds in words
   - Separate and say sounds in words
   - Blend sounds to form words
   - Replace beginning and ending sounds to form new words

C. **Phonics**: develop and apply *decoding strategies* to “problem solve” regularly spelled one or two syllable words when reading

D. **Fluency**: read *grade-level instructional text*
   - By developing *automaticity* of an increasing core of *high-frequency words*
   - With appropriate phrasing and expression

E. **Vocabulary**: develop vocabulary through text, using
   - Base words
   - Classroom resources

F. **Pre-Reading**: Develop and apply, with assistance, *pre-reading strategies* to aid comprehension
   - Access prior knowledge
   - Preview
   - Predict with evidence
   - Set a purpose for reading, with assistance

G. **During Reading**: develop and utilize, with assistance, strategies to
   - Self-question and correct
   - Infer
   - Predict and check using *cueing systems* (meaning, structure, visual)

H. **Post-Reading**: develop and apply *post reading skills* to respond to text
   - Question to clarify
   - Retell
   - Reflect
   - Analyze
   - Draw conclusions

I. **Making Connections**: identify connections between
   - Text ideas—similarities and differences in various *fiction* and non-fiction works, with assistance
   - Text ideas and own experiences
### 2 Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times

<table>
<thead>
<tr>
<th>A. <strong>Text Features:</strong></th>
<th>locate and apply information in title, pictures and names of author and illustrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. <strong>Literary Devices:</strong></td>
<td>Read and respond to rhythm, rhyme and alliteration in poetry and prose</td>
</tr>
</tbody>
</table>
| C. **Text elements:** | use details from text to identify  
  - characters  
  - problem  
  - solutions  
  - events in logical sequence |

### 3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

<table>
<thead>
<tr>
<th>A. <strong>Text Features:</strong></th>
<th>Identify and explain information in text, pictures, title and charts</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. <strong>Literary Devices:</strong></td>
<td>Read and respond to rhythm, rhyme and alliteration in nonfiction text</td>
</tr>
</tbody>
</table>
| C. **Text Elements:** | Use details from text to  
  - Ask questions to clarify understanding  
  - Recognize important information in text  
  - Identify main issues  
  - Identify supporting details |
<p>| D. <strong>Understanding Directions:</strong> | Read and follow a simple direction to perform a task |</p>
<table>
<thead>
<tr>
<th>1. Apply writing process in composing text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Writing Process:</strong> follow a writing process to</td>
</tr>
<tr>
<td>• Brainstorm and record ideas in written form</td>
</tr>
<tr>
<td>• Generate a draft in written form</td>
</tr>
<tr>
<td>• Revise by adding detail and deleting unnecessary information, with assistance</td>
</tr>
<tr>
<td>• Edit and proofread for capitalization and punctuation in sentences, with assistance</td>
</tr>
<tr>
<td>• Publish writing with assistance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Compose well-developed text using standard English conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Handwriting:</strong> print upper and lower case letters legibly, using left-to-right, top-to-bottom directionality and correct spacing between letters and words</td>
</tr>
<tr>
<td><strong>B. Capitalization:</strong> names of people and beginning words of sentences</td>
</tr>
<tr>
<td><strong>C. Punctuation:</strong> use a period at end of sentence</td>
</tr>
<tr>
<td><strong>D. Parts of Speech:</strong> use correctly in written text</td>
</tr>
<tr>
<td>• Naming words (nouns)</td>
</tr>
<tr>
<td>• Action words (verbs)</td>
</tr>
<tr>
<td><strong>E. Spelling:</strong> in writing, use</td>
</tr>
<tr>
<td>• Correct spelling of CVC, high-frequency words</td>
</tr>
<tr>
<td>• Phonetic spelling</td>
</tr>
<tr>
<td>• Classroom resources to verify correct spelling</td>
</tr>
<tr>
<td><strong>F. Sentence Construction:</strong> in composing text, identify and write declarative and interrogative sentences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Write effectively in various forms and types of writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Narrative and Descriptive Writing:</strong> write narrative text that includes related sentences</td>
</tr>
<tr>
<td><strong>C. Expository and Persuasive Writing:</strong> write expository text with related sentences</td>
</tr>
<tr>
<td><strong>E. Audience and Purpose:</strong> identify</td>
</tr>
<tr>
<td>• Different forms of written communication (e.g., thank you notes, friendly letters, lists, poems, invitations)</td>
</tr>
<tr>
<td>• Audience and compose text, with assistance</td>
</tr>
</tbody>
</table>
### 1. Develop and apply effective listening skills, strategies

**A. Purpose for listening:**
- For enjoyment
- For information
- For simple directions to follow

**B. Listening Behavior:**
Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance

### 2. Develop and apply effective speaking skills and strategies for various audiences and purposes

**A. Discussion and Presentation:**
Speak clearly when sharing ideas and asking questions in small and large groups

**B. Giving Directions:**
Give simple oral directions
1. Develop and apply effective research process skills to gather, analyze, evaluate information
   A. **Research Plan**: find resources on topics of interest, with assistance
   D. **Sources Consulted**: give credit, through discussion, for others' ideas, images and information, with assistance

2. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media
   A. **Media Messages**: identify, with assistance, simple messages conveyed through oral and visual media
- **Active listening behaviors**: actions that let the speaker know the audience is listening (Examples: non-verbal body language cues such as making eye contact and nodding in agreement, verbal cues such as questioning and summarizing main points, etc.)
- **Alliteration**: repetition of the initial consonant sounds in stressed syllables or words in sequence; a "sound device"
- **Analyze**: to examine by parsing or breaking down into smaller parts or elements
- **Audience**: the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind
- **Automaticity**: automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression
- **Base word**: a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., "teach" in "reteach" or "teaching")
- **Classroom resources**: reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool.
- **Concept of print**: conventions of print; the understanding an individual has about the accepted practices that govern the use of print and the written language (e.g., reading left to right and top to bottom, words are made of letters, use of spaces between words, use of upper and lower case letters, spelling patterns, punctuation, etc.)
- **Conventions**: capitalization, punctuation, spelling, grammar (http://leo.stcloudstate.edu)
- **Cueing system**: any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)
- **Declarative sentence**: informs the reader, punctuated with a period
- **Decode**: to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning (To learn to read, one must learn the conventional code in which text is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification.)
- **Decoding strategies**: methods of translating symbols into words
- **Descriptive writing**: portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell)
- **Directionality**: the ability to accurately perceive spatial orientation of print (e.g., the print concept of reading from left to right and top to bottom)
- **Draft**: writing ideas in a rough, unpolished form; the preliminary version of a piece of writing
- **Draw conclusions**: use of facts and inferences to make a judgment or decision
- **Expository text**: presents facts, opinions, definitions of terms and examples to inform the reader about a specific topic
- **Fiction**: imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely; describe (as a genre, fiction may include short stories, novella, novels, drama, and narrative poetry)
- **Fluency**: the ability to read a text accurately, quickly, and with proper expression and comprehen-
Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.

- **Friendly letter**: informal or personal letter; has five parts—heading, greeting, body, closing, and signature (http://englishplus.com/grammar/00000143.htm)

- **Grade-level instructional text**:
  - Instructional reading level: the text level at which a student reads 90%-95% of the words accurately with 75%-89% comprehension; the level at which a student needs support from the teacher
  - Independent reading level: the text level at which a student reads 96%-100% of the words accurately and comprehends 90%-100% of the content without help

- **High frequency word**: common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)

- **Infer**: to draw meaning from a combination of clues in the text without explicit reference to the text

- **Information literacy**: the ability to evaluate sources, and information in those sources, for accuracy and validity

- **Interrogative sentence**: asks a question; punctuated with a question mark

- **Literary devices**: literary elements; figures of speech (http://www.uvsc.edu/owl/handouts/literacy%20terms.pdf)

- **Media**: means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium

- **Narrative**: relates a story or personal essay (e.g., anecdote, autobiography, memoir)

- **Nonfiction**: writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g., autobiography, biography, memoir, essay, workplace communications)

- **Persuasive writing**: seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers)

- **Phonemic awareness**: an awareness of the sounds that make up words (For example, beginning readers demonstrate phonemic awareness by combining or blending the separate sounds in a word to say the word: /c/ /a/ /t/ is spoken as “cat”.)

- **Phonetic spelling**: spelling a word as it sounds

- **Phonics**: phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in a spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words

- **Post-reading skills**: strategies used to reflect on reading and integrate new information and concepts with previously learned understandings

- **Predict**: to use context and content clues to anticipate what might happen next

- **Pre-reading strategies**: activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text’s topic or main idea and set a purpose for reading

- **Reflect**: to think about and write or speak one’s views in response to a text or presentation

- **Research plan**: a multi-step sequential plan for research which includes surveying the available source material, recording bibliographic information, taking notes, and synthesizing the research material into a paper or presentation

- **Retell**: to give an oral or written description of a story after reading or hearing a text read aloud; a more detailed account than a summary

- **Rhyme**: sound device marked by the repetition of identical or similar stressed sounds
Perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in “bee” and “see”

Approximate rhyme: the final consonant sounds are identical, as in “trip” and “slap”

End rhyme: the rhyming words occur at the end of the lines of poetry

Internal rhyme: rhyming words occur within the lines of poetry

- **Rhythm**: a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables
- **Sentence (simple)**: one subject and one predicate, as in “The dog ate my homework.”
- **Text elements**: basic parts of a story: setting, characters, plot, conflict, point of view, and theme
- **Text features**: parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)
- **Vocabulary**: the words one can understand and use correctly
First Grade
Math
Grade Level Expectations
This document contains the math grade level expectations specific to first trade. It is simply a reorganized version of Missouri Department of Elementary and Secondary Education’s document, which was developed by the Department’s curriculum consultants, in collaboration with educators from across the state. These GLEs were meant to help clarify the Show-Me Standards and comply with the No Child Left Behind Act of 2001.

As of February 2005, the math glossary had not been released, and the terms are not part of this document.

For GLEs in all grades and a comprehensive glossary, see http://www.dese.state.mo.us/divimprove/curriculum/GLEDocuments.html.

For more information on curriculum matters in the state of Missouri, including the Grade Level Expectations, see http://www.dese.state.mo.us/divimprove/curriculum/index.html.

For questions or comments on this document, please email Abby Swearingen at aswearingen@rolla.k12.mo.us.
1. Understand numbers, ways of representing numbers, relationships among numbers and number systems
   
   A. **Read, write, and compare numbers**: recognizes “how many” in a set of objects
   
   C. **Compose and decompose numbers**: compose or decompose numbers using known facts, doubles and close to doubles

2. Understand meanings of operations and how they relate to one another
   
   A. **Represent operations**: represent a given situation involving addition

3. Compute fluently and make reasonable estimates
   
   A. **Describe or represent mental strategies**: describe or represent the mental strategy used to compute an addition problem
   
   B. **Develop and demonstrate fluency**: develop fluency with basic number relationships of addition and subtraction for sums up to 20
<table>
<thead>
<tr>
<th>1</th>
<th>Understand patterns, relations, and functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>Recognize and extend patterns:</strong> extend patterns of sound, shape, motion or a simple numeric pattern</td>
<td></td>
</tr>
<tr>
<td>B. <strong>Create and analyze patterns:</strong> describe how simple repeating patterns are generated</td>
<td></td>
</tr>
<tr>
<td>C. <strong>Classify objects and representations:</strong> classify objects by size or number</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Represent and analyze mathematical situations and structures using algebraic symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>Represent mathematical situations:</strong> represent a mathematical situation as an expression or number sentence</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Use mathematical models to represent and understand quantitative relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>Use mathematical models:</strong> model situations that involve addition of whole numbers, using pictures, objects, or symbols</td>
<td></td>
</tr>
</tbody>
</table>

| 4 | Analyze change in various contexts |
### 1. Describe and use geometric relationships

Recognize and name 2- and 3-dimensional shapes using physical models:

- Circle
- Triangle
- Trapezoid
- Rectangle
- Rhombus
- Sphere
- Rectangular prism
- Cylinder
- Pyramid

### 2. Specify locations and describe spatial relationships using coordinate geometry and other representational systems

**A. Use coordinate systems:** describe, name, and interpret relative positions in space
- Left
- Right

### 3. Apply transformations and use symmetry to analyze mathematical situations

**A. Use transformations on objects:** use manipulatives to model slides and turns

### 4. Use visualization, spatial reasoning, and geometric modeling to solve problems

**A. Recognize and draw three-dimensional representations:** recognize geometric shapes and structures in the student’s environment and specify the shape’s location
A. **Determine unit of measurement**: select the appropriate tool for the attribute being measured.

C. **Tell and use units of time**: tell time to the nearest hour.

D. **Count and compute money**: count money to fifty cents, including quarters and half dollars.

---

A. **Use standard or non-standard measurement**: use repetition of a single unit to measure something larger than the unit, (e.g., measuring the length of the room with a single meter stick).

---

**1 - Math - Measurement**

**Grade level expectations at a glance**
1. **Formulate questions** that can be addressed with data and collect, organize, and display relevant data to answer them

   A. **Formulate questions**: pose questions and gather data about themselves and their surroundings
   B. **Classify and organize data**: sort and classify items according to their attributes
   C. **Represent and interpret data**: represent data using pictures and bar graphs

2. **Select and use appropriate statistical methods to analyze data**

3. **Develop and evaluate inferences and predictions that are based on data**

4. **Understand and apply basic concepts of probability**
Possible Topic/Focus for the School Year:
Families—Here and in Other Settings of the Past and Present
This document contains grade level expectations and _glossary terms_ specific to first grade. It is simply a reorganized version of Missouri Department of Elementary and Secondary Education’s document, which was developed by the Department’s curriculum consultants, in collaboration with educators from across the state. These GLEs were meant to help clarify the Show-Me Standards, comply with the No Child Left Behind Act of 2001, and suggest learner outcomes for each grade level. Unlike the Communication Arts and Math GLEs, teaching strategies are suggested for each expectation.

For GLEs in all grades and a comprehensive glossary, see [http://www.dese.state.mo.us/divimprove/curriculum/GLEDocuments.html](http://www.dese.state.mo.us/divimprove/curriculum/GLEDocuments.html).

For more information on curriculum matters in the state of Missouri, including the Grade Level Expectations, see [http://www.dese.state.mo.us/divimprove/curriculum/index.html](http://www.dese.state.mo.us/divimprove/curriculum/index.html).

For questions or comments on this document, please email Abby Swearingen at aswearingen@rolla.k12.mo.us.
## Principles of Constitutional Democracy

### 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

<table>
<thead>
<tr>
<th>A. Knowledge of the Constitution as the fundamental law of our nation:</th>
<th>Explain how laws and rules are made and changed to promote the common good. Teaching strategy: Create classroom rules, and explain how school rules help make the school a place where everyone can learn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Citizens have both rights and responsibilities:</td>
<td>list the rights and responsibilities of citizens. Teaching strategy: Brainstorm a list of rights and responsibilities of students in the classroom.</td>
</tr>
</tbody>
</table>
| D. Knowledge of the symbols of our nation: | recognize and explain the significance of the following national symbols:
- Statue of Liberty
- Nation’s capitol
  Teaching strategy: Read the last verse of *The New Colossus*, and discuss and interpret it in groups. Find pictures of the White House, Capitol, and Supreme Court. Then draw a tree, and place each picture on a different branch, labeling a function of each. |

## Missouri, United States, and World History

### 2a. Knowledge of continuity and change in the history of Missouri, the United States, and the world

| B. Knowledge of the contributions of non-Missourians: | describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln.
  Teaching strategy: Read, listen to, and view biographies that illustrate values and accomplishments of Presidents Washington and Lincoln. |

### 2b. Knowledge of continuity and change in the history of the world
### Economic Concepts and Principles

#### Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

**A. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events:**
- **Identify private goods** and services
  - **Teaching strategies:** Discuss private goods and private services. Have students make concept maps of private goods and services they receive.
- **Describe the relationships among consumers, consumption, producers, and production**
  - **Teaching strategies:** Help students develop a circular flow chart that illustrates the relationship between consumers and producers and production and consumption. Illustrate and label chart with pictures or drawings.
Elements of Geographical Study and Analysis

Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment

A. **Reading and constructing maps:**
   - Read maps
   - Use a compass rose to identify cardinal directions

B. **Geography of Missouri and the United States - Location:** Locate a place by pointing it out on a map and describing its relative location

Relationships of Individual and Groups to Institutions and Traditions

Knowledge of the individual and groups to institutions and cultural traditions

A. **Cultures meeting the needs of people:** explain how people have common physical, social, and emotional needs

Tools of Social Science Inquiry

Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

A. **Identify, select, use and create appropriate resources for social science inquiry**
   - Identify visual, graphic, and auditory aids (globes, maps)
   - Identify primary and secondary sources (diaries, letters, people, interviews, journals, and photos)
   - Identify library and media resources (videos, electronic resources, books, and periodicals)
   - Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)
• **Common good**: addressing the needs of the other people and the community, state, nation, or world at large, as opposed to addressing directly one’s own personal needs. The common good may be supported in many ways: through programs of government (public highways, public education, parks, libraries, etc.), through volunteer service and the support of charitable causes, or through making personal decisions that reflect consideration for the needs of others.

• **Consumption**: the use of goods and services by consumers, businesses, or governments.

• **Location**: the descriptions of the positions of people and places on the Earth’s surface. One way of describing the location of a place is by “absolute location”, in which we can precisely locate any place on the Earth’s surface by using the arbitrary grid system of latitude and longitude. Another way of describing the location of a place is by “relative location”, in which we locate the place by explaining where the place is in relation to one or more other familiar places. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book Guidelines for Geographic Education.

• **Place**: as the term is used by geographers, pertains to those physical characteristics and human characteristics used to describe an area. Two individuals may have different conceptions of the same place, because they perceive things based on their points of view and experiences. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book Guidelines for Geographic Education.

• **Private goods**: those goods that producers can withhold from customers who refuse to pay for them, where the consumption of the product or service by one person reduces its usefulness to others. One example is a hamburger.

• **Relative location**: description of a location by explaining where the place is in relation to one or more other places.