Kindergarten Communication Arts
Grade Level Expectations and Glossary
This document contains grade level expectations and glossary terms specific to Kindergarten. 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.

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

A. **Print Concepts**: demonstrate basic concepts of print
   - Directionality
   - Print tells story
   - Word-by-word matching

B. **Phonemic Awareness**: develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness)
   - Produce rhyming words
   - Isolate consonant sounds
   - Blend onset and rime
   - Blend spoken phonemes

C. **Phonics**: develop alphabet and phonics knowledge
   - By demonstrating an awareness that letters represent sounds (phonics) and a string of letters represent words
   - Name most letters
   - Say sounds associated with most letters
   - Write letter that goes with spoken sound

D. **Fluency**: read simple text
   - Containing a small bank of high frequency words
   - Consisting of environmental print

E. **Vocabulary**: develop vocabulary by listening to and discussing unknown words in stories

F. **Pre-Reading**: Develop and apply, with assistance, pre-reading strategies to aid comprehension
   - Access prior knowledge
   - Preview text and picture
   - Make general prediction

G. **During Reading**: during reading or read-alouds, 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 demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text
   - Question to clarify
   - Retell
   - Illustrate
   - Re-enact stories

I. **Making Connections**: identify connections, with assistance, between
   - Text ideas—similarities and differences in various real and make believe works (fiction and non-fiction works)
   - 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

A. **Text Features**: locate and apply information in title, pictures and names of author and illustrator, with assistance
B. **Literary Devices**: respond to rhythm, rhyme and alliteration in oral reading of poetry and prose
C. **Text Elements**: use details from text to identify **story elements** (main characters and problem)

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

A. **Text Features**: develop an awareness that text and pictures provide information
B. **Literary Devices**: respond to rhythm, rhyme and alliteration in oral reading of nonfiction text
C. **Text Elements**: in response to text
   - Develop questions to clarify meaning
   - Answer questions
   - Discuss text
   - Recognize important information
   - Identify supporting details
D. **Understanding Directions**: follow a simple pictorial/written direction, with assistance
Apply writing process in composing text

A. **Writing Process**: follow a writing process to
   - Generate a **draft** in through pictures and words
   - Revise text, with assistance, to make oral idea match written text and edit by crossing out letters or words and making substitutions
   - Publish or share stories with assistance

Compose well-developed text using standard English conventions

A. **Handwriting**: form letters correctly, using left-to-right directionality
B. **Capitalization**: capitalize first letters of own first and last names
C. **Punctuation**: in composing text, use period at end of sentence, with assistance
E. **Spelling**: in writing, use
   - Correct spelling of own first and last names
   - Semi-phonetic spelling
F. **Sentence Construction**: in composing text, write sentences with assistance

Write effectively in various forms and types of writing

A. **Narrative and Descriptive Writing**: plan and tell stories (through pictures and words) about familiar experiences and events, with teacher assistance
C. **Expository and Persuasive Writing**: plan and tell an idea through pictures and words using factual information, with teacher assistance
E. **Audience and Purpose**: develop an awareness of audience and purpose in composing text, with assistance
1. Develop and apply effective listening skills, strategies

A. **Purpose for Listening**: listen
   - For enjoyment
   - For information
   - For simple directions, with teacher assistance

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

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

A. **Discussion and Presentation**: when sharing ideas or experiences
   - Speak audibly
   - Use age-appropriate vocabulary

B. **Giving Directions**: give simple oral directions with teacher assistance

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**K - Communication Arts – Listening and Speaking**
1 Develop and apply effective research process skills to gather, analyze, evaluate information

A. **Research Plan**: develop awareness of resources on topics of interest

D. **Sources Consulted**: develop awareness, through discussion, that credit is to be given 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”

- **Audience**: the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind

- **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)

- **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

- **Environmental print**: print and other graphic symbols, in addition to books, that are found in the physical environment

- **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)

- **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

- **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)

- **Phoneme**: smallest part of spoken language that makes a difference in the meaning of words (English has approximately 41 phonemes. Some words, such as “a” or “oh” have only one phoneme. The word “if” has two phonemes: /i/ and /f/. “Check” has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)

- **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”.)
• **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

• **Read-alouds**: prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)

• **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

• **Semi-phonetic spelling**: a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: “ke” for the word “cookie”, or “bk” for the word “book”.)

• **Sentence (simple)**: one subject and one predicate, as in “The dog ate my homework.”

• **Story 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
Kindergarten
Math
Grade Level Expectations
This document contains the math grade level expectations specific to Kindergarten. 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.

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1. Understand numbers, ways of representing numbers, relationships among numbers and number systems
   A. **Read, write, and compare numbers**: rote counts to 100
   C. **Compose and decompose numbers**: connect number words (orally) and quantities they represent

2. Understand meanings of operations and how they relate to one another

3. Compute fluently and make reasonable estimates
   A. **Describe or represent mental strategies**: recognize numerals up to 31
1. Understand patterns, relations, and functions
   A. Recognize and extend patterns: recognize or repeat sequences of sounds or shapes
   B. Create and analyze patterns: create and continue patterns
   C. Classify objects and representations: sort objects by size

2. Represent and analyze mathematical situations and structures using algebraic symbols

3. Use mathematical models to represent and understand quantitative relationships
   A. Use mathematical models: model situations that involve whole numbers, using pictures, objects, or symbols

4. Analyze change in various contexts
1. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships

A. **Describe and use geometric relationships**: sort 2- and 3-dimensional shapes using physical models
   - Circle
   - Rectangle
   - Triangle
   - 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
   - Above
   - Below
   - Front
   - Behind

3. Apply transformations and use symmetry to analyze mathematical situations

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

A. **Recognize and draw three-dimensional representations**: recognize geometric shapes in the student’s environment (stop sign, number cube, ball)
1. Understand measurable attributes of objects and the units, systems, and processes of measurement
   
   A. **Determine unit of measurement**: compare and order objects according to their size or weight
   C. **Tell and use units of time**: describe passage of time using terms such as today, yesterday, tomorrow
   D. **Count and compute money**: identify and know the value of a penny, nickel, and dime

2. Apply appropriate techniques, tools, and formulas to determine measurements
   
   A. **Use standard or non-standard measurement**: measure with multiple copies of a unit of the same size (e.g., paper clips laid end to end)
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 items according to their attributes

C. **Represent and interpret data**: represent data using physical objects

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

K - Math – Data and Probability

**GLE M**
Possible Topic/Focus for the School Year:
Self in family, school, the school’s immediate environment, and the nation
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## Principles of Constitutional Democracy

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

| A. Knowledge of the Constitution as the fundamental law of our nation: | identify why laws and rules are made |
| Teaching strategy: Discuss why rules are needed in the classroom, and identify the importance of safety rules and signs. |
| D. Knowledge of the symbols of our nation: |
| - Identify the flag as a symbol of our nation |
| - Recite the Pledge of Allegiance |
| Teaching strategy: Find and cut out pictures representing ideas in the Pledge of Allegiance around a United States flag. |

## Missouri, United States, and World History

| 2a Knowledge of continuity and change in the history of Missouri, the United States, and the world |
| 2b Knowledge of continuity and change in the history of the world |


### Principles and Process of Governance Systems

#### Knowledge of principles and processes of governance systems

<table>
<thead>
<tr>
<th>A. Knowledge of democratic principles of governance, especially as applied to school, community and state:</th>
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<tbody>
<tr>
<td>• Participate in a democratic decision-making process</td>
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<tr>
<td>• Explain how to resolve disputes peacefully in the classroom and on the playground</td>
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<tr>
<td><strong>Teaching strategies:</strong> Nominate and select candidates for classroom offices. As problems arise in the classroom, make rules to address problems. Evaluate how well rules work</td>
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<thead>
<tr>
<th>B. A general knowledge of how and by whom authoritative decisions are made, enforced and interpreted within these governance systems:</th>
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<tbody>
<tr>
<td>• Describe how groups need to make decisions and how those decisions are made in families and classrooms</td>
</tr>
<tr>
<td><strong>Teaching strategies:</strong> Students will help construct rules for the classroom. Compare with rules at home. Compare the enforcement of these rules at home and at school.</td>
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<tr>
<th>C. Knowledge of the functions of the three branches of government:</th>
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<tr>
<td>• Explain what it means to make rules and how it is necessary to carry out or enforce rules</td>
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<tr>
<td><strong>Teaching strategies:</strong> Brainstorm a list of rules found in this school. Then have students explain in their own words why they are important.</td>
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### Economic Concepts and Principles

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

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<thead>
<tr>
<th>A. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events:</th>
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<tr>
<td>• Identify examples of <strong>scarcity</strong></td>
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<tr>
<td>• Identify examples of <strong>opportunity cost</strong></td>
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<tr>
<td><strong>Teaching strategies:</strong> Have the class color and cut out a picture using one small box of crayons and one pair of scissors. Discuss how this scenario illustrates scarcity. Have the students choose between candy and a small toy and discuss which represents the opportunity cost.</td>
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### 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

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<thead>
<tr>
<th>A. Reading and constructing maps:</th>
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<tr>
<td>• Identify maps and globes as geographic tools</td>
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### Tools of Social Science Inquiry

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

<table>
<thead>
<tr>
<th>A. Identify, select, use and create appropriate resources for social science inquiry</th>
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<tbody>
<tr>
<td>• Identify visual, graphic, and auditory aids (posters and recordings)</td>
</tr>
<tr>
<td>• Identify primary and secondary sources (diaries, letters, people, interviews, journals, and photos)</td>
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<td>• Identify library and media resources (videos, electronic resources, books, and periodicals)</td>
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<tr>
<td>• Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</td>
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### Relationships of Individual and Groups to Institutions and Traditions

6. **Knowledge of the individual and groups to institutions and cultural traditions**

| A. Cultures meeting the needs of people: name common physical, social and emotional needs |
• **Opportunity cost**: the most important alternative that is given up as a result of a specific economic decision. The opportunity cost of purchasing an automobile may be that an eighteen-year-old boy cannot afford to attend college. The opportunity cost of using all of one’s spare time to practice to become a tennis star may be that a teen-age girl will not have the time to obtain a general education.

• **Scarcity**: a term referring to the condition where there is an imbalance between the relatively unlimited wants and the relatively limited resources available for satisfying those wants. Scarcity is a condition found in all societies.