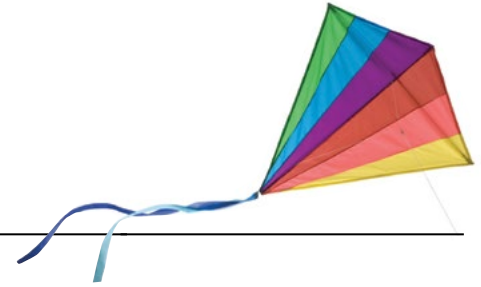




Alignment of



GOLD®

Objectives for Development & Learning:
Birth *Through* Third Grade



WITH

GOLD® Objectives for Development and Learning, Birth Through Third Grade

aligned to

Nebraska’s College and Career Ready Standards for English Language Arts

Grade: Kindergarten – Adopted 2014

CONTENT STANDARD	NE.LA 0.1.	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 0.1.1.	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
INDICATOR	LA 0.1.1.a.	Identify variations in text (e.g., font, size, bold, italic, upper/lower case). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
INDICATOR	LA 0.1.1.b.	Identify punctuation (e.g., period, exclamation mark, question mark). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
INDICATOR	LA 0.1.1.c.	Identify parts of a book (e.g., cover, pages, title, author, illustrator). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
INDICATOR	LA 0.1.1.d.	Demonstrate knowledge that print reads from left to right and top to bottom. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow

INDICATOR	LA 0.1.1.e.	<p>Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
INDICATOR	LA 0.1.1.f.	<p>Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.8 Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.8 Tries to match oral language to words on page; points to words as he reads</p>
INDICATOR	LA 0.1.1.g.	<p>Demonstrate understanding that words are made up of letters and sentences are made up of words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
CONTENT STANDARD	NE.LA 0.1.	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 0.1.2.	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
INDICATOR	LA 0.1.2.a.	<p>Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>
INDICATOR	LA 0.1.2.b.	<p>Segment spoken sentences into words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>

INDICATOR	LA 0.1.2.c.	Identify and produce oral rhymes. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.8 Generates a group of rhyming words when given a word
INDICATOR	LA 0.1.2.d.	Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday). <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.7 Emerging to 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
INDICATOR	LA 0.1.2.e.	Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab). <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
CONTENT STANDARD	NE.LA 0.1.	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 0.1.3.	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.
INDICATOR	LA 0.1.3.a.	Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
INDICATOR	LA 0.1.3.b.	Identify similarities and differences in written words (e.g., word endings, onsets, rimes). <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words

INDICATOR	LA 0.1.3.c.	Recognize and read grade-level (phonetic and non-phonetic) words in text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials
CONTENT STANDARD	NE.LA 0.1.	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 0.1.4.	Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.
INDICATOR	LA 0.1.4.a.	Listen to text of increasing length and/or complexity to develop stamina. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.1 Emerging to 18e.2 Reads and comprehends emergent reader texts and other print materials
INDICATOR	LA 0.1.4.b.	Use appropriate expression to reflect meaning while reading emergent-reader text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials
CONTENT STANDARD	NE.LA 0.1.	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 0.1.5.	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
INDICATOR	LA 0.1.5.a.	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
INDICATOR	LA 0.1.5.b.	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words. 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)

INDICATOR	LA 0.1.5.c.	<p>Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
INDICATOR	LA 0.1.5.d.	<p>Identify semantic relationships (e.g., conceptual categories) to determine word relationships.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
INDICATOR	LA 0.1.5.e.	<p>With adult guidance, determine word meaning using reference materials and classroom resources.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
CONTENT STANDARD	NE.LA 0.1.	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 0.1.6.	Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.
INDICATOR	LA 0.1.6.a.	<p>With adult guidance, identify author’s purpose (e.g., explain, entertain, inform).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>

INDICATOR	LA 0.1.6.b.	<p>Identify elements of literary text (e.g., characters, setting, events).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
INDICATOR	LA 0.1.6.c.	<p>With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
INDICATOR	LA 0.1.6.d.	<p>With adult guidance, retell major events and key details from a literary text and/or media.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
INDICATOR	LA 0.1.6.e.	<p>With adult guidance, retell main ideas from informational text and/or media.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
INDICATOR	LA 0.1.6.f.	<p>Identify text features in print and digital informational text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>

INDICATOR	LA 0.1.6.g.	<p>Identify the basic characteristics of literary and informational text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
INDICATOR	LA 0.1.6.h.	<p>Make connections between own life and/or other cultures in literary and informational text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
INDICATOR	LA 0.1.6.i.	<p>Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
INDICATOR	LA 0.1.6.j.	<p>Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
INDICATOR	LA 0.1.6.k.	<p>Identify different purposes for reading (e.g., inform, enjoy).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.8 Uses various types of books for their intended purposes</p>

INDICATOR	LA 0.1.6.l.	<p>Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
INDICATOR	LA 0.1.6.m.	<p>With adult guidance, monitor comprehension by recognizing when meaning is disrupted.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
INDICATOR	LA 0.1.6.n.	<p>Make predictions about a text using prior knowledge, pictures, illustrations, and titles.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
INDICATOR	LA 0.1.6.o.	<p>Respond to text (e.g., verbally, in writing, or artistically).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>

INDICATOR	LA 0.1.6.p.	<p>Make connections between a print text and an audio, video, or live version of the text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
CONTENT STANDARD	NE.LA 0.2.	Writing: Students will learn and apply writing skills and strategies to communicate.
STRAND	LA 0.2.1.	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
INDICATOR	LA 0.2.1.a.	<p>Use prewriting activities and inquiry tools to generate ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
INDICATOR	LA 0.2.1.b.	<p>Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols</p>
INDICATOR	LA 0.2.1.c.	<p>With adult guidance, use relevant information and evidence to support ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
INDICATOR	LA 0.2.1.d.	<p>Compose simple, grammatically correct sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of letter-sound relationships</p>

INDICATOR	LA 0.2.1.e.	<p>With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
INDICATOR	LA 0.2.1.f.	<p>Provide oral descriptive feedback to other writers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
INDICATOR	LA 0.2.1.g.	<p>With adult guidance, persevere in writing tasks.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
INDICATOR	LA 0.2.1.h.	<p>With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.3 Emerging to 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p>
INDICATOR	LA 0.2.1.i.	<p>Use own words to relate information.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>

INDICATOR	LA 0.2.1.j.	<p>With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p>
CONTENT STANDARD	NE.LA 0.2.	Writing: Students will learn and apply writing skills and strategies to communicate.
STRAND	LA 0.2.2.	Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.
INDICATOR	LA 0.2.2.a.	<p>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
INDICATOR	LA 0.2.2.b.	<p>With adult guidance, provide evidence from literary or informational text to support ideas or opinions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
INDICATOR	LA 0.2.2.c.	<p>With adult guidance, conduct and publish research to answer questions or solve problems.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>

INDICATOR	LA 0.2.2.d.	Use precise word choice and domain-specific vocabulary to write in a variety of modes. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
INDICATOR	LA 0.2.2.e.	With adult guidance, compare mentor texts and examples to create similar pieces. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
CONTENT STANDARD	NE.LA 0.3.	Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.
STRAND	LA 0.3.1.	Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.
INDICATOR	LA 0.3.1.a.	Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	LA 0.3.1.b.	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others
INDICATOR	LA 0.3.1.c.	Utilize appropriate visual and/or digital tools to support verbal communication. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks

INDICATOR	LA 0.3.1.d.	<p>Convey a personal perspective with clear reasons.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.9 Emerging to 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</p>
INDICATOR	LA 0.3.1.e.	<p>Ask pertinent questions to acquire or confirm information.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
CONTENT STANDARD	NE.LA 0.3.	<p>Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</p>
STRAND	LA 0.3.2.	<p>Listening: Students will develop and demonstrate active listening skills across a variety of situations.</p>
INDICATOR	LA 0.3.2.a.	<p>Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others</p>
INDICATOR	LA 0.3.2.b.	<p>With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>

INDICATOR	LA 0.3.2.c.	<p>Complete a task following one/two-step directions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
CONTENT STANDARD	NE.LA 0.3.	Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.
STRAND	LA 0.3.3.	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
INDICATOR	LA 0.3.3.a.	<p>Practice appropriate classroom etiquette and recognize social cues when communicating.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others</p>
INDICATOR	LA 0.3.3.b.	<p>Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others</p>
INDICATOR	LA 0.3.3.c.	<p>Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>

INDICATOR	LA 0.3.3.d.	<p>Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
INDICATOR	LA 0.3.3.e.	<p>Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
CONTENT STANDARD	NE.LA 0.4.	Multiple Literacies: Students will apply information fluency and practice digital citizenship.
STRAND	LA 0.4.1.	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
INDICATOR	LA 0.4.1.a.	<p>With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks</p>
INDICATOR	LA 0.4.1.b.	<p>With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks</p>
INDICATOR	LA 0.4.1.c.	<p>Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks</p>

CONTENT STANDARD	NE.LA 0.4.	Multiple Literacies: Students will apply information fluency and practice digital citizenship.
STRAND	LA 0.4.2.	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
INDICATOR	LA 0.4.2.a.	Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials). <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	LA 0.4.2.b.	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks

Nebraska’s College and Career Ready Standards for Mathematics

Grade: Kindergarten – Adopted 2015

CONTENT STANDARD	NE.MA.MP.	NEBRASKA MATHEMATICAL PROCESSES
STRAND	MP.1.	Solves mathematical problems. Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STRAND	MP.2.	Models and represents mathematical problems. Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

STRAND	MP.3.	<p>Communicates mathematical ideas effectively. Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility</p>
STRAND	MP.4.	<p>Makes mathematical connections. Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.8 Thinks through possible long-term solutions and takes on more abstract challenges</p>
CONTENT STANDARD	NE.MA.0.1.	<p>NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</p>
STRAND	MA.0.1.1.	<p>Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.</p>
INDICATOR	MA.0.1.1.a.	<p>Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p>
INDICATOR	MA.0.1.1.b.	<p>Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>

INDICATOR	MA.0.1.1.c.	<p>Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals
INDICATOR	MA.0.1.1.d.	<p>Demonstrate the relationship between whole numbers, knowing each sequential number name refers to a quantity that is one larger.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 • Objective 23 Demonstrates knowledge of patterns Objective 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns
INDICATOR	MA.0.1.1.e.	<p>Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts
INDICATOR	MA.0.1.1.f.	<p>Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

INDICATOR	MA.0.1.1.g.	<p>Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., $14 = 10 + 4$) to record each composition and decomposition.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.2 Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations</p>
INDICATOR	MA.0.1.1.h.	<p>Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
INDICATOR	MA.0.1.1.i.	<p>Compare the value of two written numerals between 1 and 10.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.7 Emerging to 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</p>
CONTENT STANDARD	NE.MA.0.1.	NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
STRAND	MA.0.1.2.	Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.
INDICATOR	MA.0.1.2.a.	<p>Fluently (i.e. automatic recall based on understanding) add and subtract within 5.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five</p>
CONTENT STANDARD	NE.MA.0.2.	ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
STRAND	MA.0.2.1.	Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

INDICATOR	MA.0.2.1.a.	Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
INDICATOR	MA.0.2.1.b.	For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
CONTENT STANDARD	NE.MA.0.2.	ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
STRAND	MA.0.2.2.	Algebraic Processes: Students will apply the operational properties when adding and subtracting.
INDICATOR		No additional indicator(s) at this level. No Correlations
CONTENT STANDARD	NE.MA.0.2.	ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
STRAND	MA.0.2.3.	Applications: Students will solve real-world problems involving addition and subtraction.
INDICATOR	MA.0.2.3.a.	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
CONTENT STANDARD	NE.MA.0.3.	GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
STRAND	MA.0.3.1.	Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.

INDICATOR	MA.0.3.1.a.	<p>Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
INDICATOR	MA.0.3.1.b.	<p>Identify shapes as two-dimensional (“flat”) or three-dimensional (“solid”).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.7 Emerging to 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
INDICATOR	MA.0.3.1.c.	<p>Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number “corners”/vertices), and other attributes (e.g., sides of equal length).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
INDICATOR	MA.0.3.1.d.	<p>Model shapes found in the real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
INDICATOR	MA.0.3.1.e.	<p>Combine simple shapes to compose larger shapes (e.g., use triangle pattern blocks to build a hexagon).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>

CONTENT STANDARD	NE.MA.0.3.	GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
STRAND	MA.0.3.2.	Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.
INDICATOR	MA.0.3.2.a.	Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance
CONTENT STANDARD	NE.MA.0.3.	GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
STRAND	MA.0.3.3.	Measurement: Students will perform and compare measurements and apply formulas.
INDICATOR	MA.0.3.3.a.	Describe measurable attributes of real-world objects (e.g., length or weight). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
INDICATOR	MA.0.3.3.b.	Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
CONTENT STANDARD	NE.MA.0.4.	DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
STRAND	MA.0.4.1.	Representations: Students will create displays that represent data.
INDICATOR		No additional indicator(s) at this level. <u>No Correlations</u>
CONTENT STANDARD	NE.MA.0.4.	DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
STRAND	MA.0.4.2.	Analysis & Applications: Students will analyze data to address the situation.

INDICATOR	MA.0.4.2.a.	Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
CONTENT STANDARD	NE.MA.0.4.	DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
STRAND	MA.0.4.3.	Probability: Students will interpret and apply concepts of probability.
INDICATOR		No additional indicator(s) at this level. No Correlations

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