

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) Domain: Approaches to Learning				Every Child Ready Standards						
Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	
Standard 1: Demonstrate curiosity and initiative.	A.CI.PK1. Ask questions and seek new information related to a variety of topics, ideas, and activities.	• Ask repetitive questions even when provided with the same response and ask "Why?" when given answers. • Explore and consider the answers others give to their questions. • Ask adults to read a book about a topic they are interested in (e.g., dinosaurs, trucks, butterflies).	• Provide honest, developmentally appropriate answers to questions and, as appropriate, encourage children to find their own answers. • Model aloud how to think about and find answers to questions (e.g., use books, ask different experts, use the computer). • Provide new activities and materials throughout all play areas in the classroom on a regular basis. • Introduce unfamiliar objects and activities through books/ literature, songs, and pictures.* • Use books and literature to lead discussions on new and familiar topics, especially interests expressed by the children in the group.*	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-NC.5.B Recognizes that informational texts are a source of information.	
	A.CI.PK2. Seek out and explore unfamiliar objects and activities.	• Observe a peer play with something they have not seen before and then ask to play with it. • Engage with new materials placed in learning centers. • Become interested with a topic and incorporate things and ideas related to the topic into activities over the course of time (e.g., become fascinated with magnets and talk about them, carry them around, and try them out with different objects across the course of a day or two).	• Use vocabulary words specifically to encourage initiative (e.g., suggest I statements, I see how you ..., You decided to ..., You chose ..., You planned to play ...)* • Provide opportunities and activities that encourage choice and decision-making. Support discussions about choices children make.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	
	A.CI.PK3. Initiate activities or tasks.	• Ask peers to play with them. • Choose a center area to play in during free time. • Start a daily routine (e.g., clean up, washing hands) without being asked.	• Use vocabulary words specifically to encourage initiative (e.g., suggest I statements, I see how you ..., You decided to ..., You chose ..., You planned to play ...)* • Provide opportunities and activities that encourage choice and decision-making. Support discussions about choices children make.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.8.D Creates and follows through with simple plans independently.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	
	A.CI.PK4. Make choices and communicate their choice to adults and other children.	• When asked where they would like to play, indicate their choice by looking at, pointing to, or naming the play area. • Ask a classmate for materials or toys they decide that they would like to use.	• Encourage children to express their choice and communicate their choice to adults and other children.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	
Standard 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.	A.RC.PK1. Try or join in new activities and experiences, even if they are perceived as challenging.	• Become interested in building, drawing, or creating an intricate structure with materials they have not used before. • Be willing to try a new experience (e.g., taste a new food, try to walk across a low balance beam the teacher set up outside).	• Develop and introduce new projects or activities based on children's interests. Encourage children to try engaging in them. • Set up new activities with varying degrees of difficulty for children to explore. • Support and provide individualized accommodations so children can access the learning environment and engage with their peers. • Model how to explore new activities, talking about how it feels to try something new and demonstrating how to start with a small way of trying the activity and progress to more actively engaging in the new activity. • Talk through and model problem-solving activities. • Ask children how to solve problems and discuss recommended strategies. • Use books and literature to lead discussions in solving problems and conflict.* • Model mistakes and allow children to help resolve the mistakes.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).		
	A.RC.PK2. Use a variety of approaches and strategies to complete tasks and solve problems.	• Use tools to get something out of reach (e.g., using tongs to grasp something off of a tall shelf, a broom handle to remove something under a shelf, or a stool to reach an object). • Try different ways to solve problems in a variety of learning centers. • Ask adults or peers for help in solving problems.	• Support and provide individualized accommodations so children can access the learning environment and engage with their peers. • Model how to explore new activities, talking about how it feels to try something new and demonstrating how to start with a small way of trying the activity and progress to more actively engaging in the new activity. • Talk through and model problem-solving activities. • Ask children how to solve problems and discuss recommended strategies. • Use books and literature to lead discussions in solving problems and conflict.* • Model mistakes and allow children to help resolve the mistakes.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).		
	A.RC.PK3. Try different strategies to resolve conflict or other problems in working with other children.	• Ask peers and adults for help solving disagreements between peers. • Accept suggestions from peers and adults when trying to solve a conflict. • Negotiate with peers to achieve their goal.	• Ask children how to solve problems and discuss recommended strategies. • Use books and literature to lead discussions in solving problems and conflict.* • Model mistakes and allow children to help resolve the mistakes. • Encourage children to recognize and correct their own mistakes. • Post rules in the classroom and review them with the class periodically.* • Discuss rules that may be different in different areas and explain why.* • Use books/literature and social stories to encourage delayed gratification.* • Model delayed gratification and support children's frustrations, verbally explaining when, why, and how to wait for something they want. • Use books/literature and social stories to prepare children for transitions between activities.*	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).		
	A.RC.PK4. Recognize and attempt to correct mistakes.	• Ask for a new piece of paper because their writing or drawing does not look how they wanted it to look. • Realize that an object is too large to be used the way they intend and find a smaller object to use.	• Encourage children to recognize and correct their own mistakes. • Post rules in the classroom and review them with the class periodically.* • Discuss rules that may be different in different areas and explain why.* • Use books/literature and social stories to encourage delayed gratification.* • Model delayed gratification and support children's frustrations, verbally explaining when, why, and how to wait for something they want. • Use books/literature and social stories to prepare children for transitions between activities.*	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.4.E Assesses tasks and reflects upon activity or task outcome or product.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).			
	A.RC.PK5. Use rules from one situation as a guide for behavior in a different situation.	• Explain a rule they have at home to peers. • With guidance, take turns using materials in learning centers and then tell a peer their teacher says they need to take turns when they are playing on the playground.	• Encourage children to recognize and correct their own mistakes. • Post rules in the classroom and review them with the class periodically.* • Discuss rules that may be different in different areas and explain why.* • Use books/literature and social stories to encourage delayed gratification.* • Model delayed gratification and support children's frustrations, verbally explaining when, why, and how to wait for something they want. • Use books/literature and social stories to prepare children for transitions between activities.*	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.		
	A.RC.PK6. Delay gratification to complete a larger task.	• Help set the tables for meals or snack before sitting down to eat. • When working on an art project, in block area, or in dramatic play, wait for a desired material rather than one that is readily available.	• Develop and use a picture schedule for the daily classroom routine. Plan and review the classroom/school schedule.* • Give children advanced warning that it is almost time for a transition from one activity to another and use a consistent signal	ATL.7.A Participates in one-to-two-step inhibition games and activities.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.		
	A.RC.PK7. Manage transition between activities without getting frustrated.	• Willingly help clean up play areas when it is time to go home or at mealtime. • On the playground, line up with classmates when it is time to go inside.	• Develop and use a picture schedule for the daily classroom routine. Plan and review the classroom/school schedule.* • Give children advanced warning that it is almost time for a transition from one activity to another and use a consistent signal	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.		
	A.EL.PK1. Maintain focus on activities for developmentally appropriate periods of time.	• Continue with chosen activities for increasingly longer periods of time or until it is complete. • Participate in brief whole-group activities.	• Provide opportunities for children to revisit and continue working with materials over time. • Model how and encourage children to return to tasks after interruptions.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.
	A.EL.PK2. Persist in tasks and re-engage in an activity after an interruption.	• Continue with chosen activities even when asked to postpone engagement. • Pause work/play to talk to a peer and then go back to the activity. • Rebuild a block structure after it was knocked down.	• Encourage children to express satisfaction in effort and accomplishments (e.g., make I statements "I see you working hard on building that tower" or "It took a long time to finish your sculpture"). • Provide space throughout the classroom to	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.8.D Creates and follows through with simple plans independently.
Standard 3: Demonstrate the										

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Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Standard 3: Demonstrate the ability to focus attention and persist in an activity.	A.EL.PK3. Express satisfaction when accomplishing a task and achieving a goal.	• Draw attention to themselves verbally or through actions (e.g., smile, clap, laugh, give a "high five") after finishing a task. • Seek out friends and teachers to show the work that they have done.	• Provide space throughout the classroom to display children's work. • Encourage children to continue trying instead of solving the problem for them (e.g., say things like "How can you fix that?" or "That's a skill that takes practice"). • Label feelings and help child learn how to manage them (e.g., say "I see that you are frustrated," then model calming techniques and help the child use them).* • Support children completing a difficult task together and	ATL 4.D Assesses or reflects upon activity or task outcome or product.	ATL 4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL 4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.		
	A.EL.PK4. Continue with a celebrate when it is completed. task or activity even when it is challenging or frustrating.	• For a short time, keep trying to finish a task that they are having difficulty with (e.g., building a block structure when the blocks keep falling off, carrying something heavy). • Ask peers or adults for help to complete a task they are having difficulty with.		ATL 3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL 5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL 6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL 6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	IS 2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
Standard 4: Demonstrate imagination and engage in different types of play.	A.PL.PK1. Use imagination in social and pretend play.	• Take on pretend roles when playing alone and with others. • Add details when engaged in social or pretend play.		ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL 1.D Carries out familiar roles during individual or collaborative role-play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
	A.PL.PK2. Give and follow directions from peers during social play.	• Negotiate roles (e.g., who each person will be) during pretend play with peers. • Talk about how something will be done during pretend play (e.g., how the play space will be set up, who will use specific props). • Wait for their turn while playing with others.	• Provide multiple types of props in all center areas. • Use books/literature (in all learning areas) to discuss and provide examples of using imagination.*	ATL 2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL 2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL 2.E Establishes rules with peers during play or structured activities (cooperative play).	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
	A.PL.PK3. Communicate in a variety of ways when playing with others.	• Play beside peers and ask to share their toys. • Share ideas regarding the construct of play and use their imagination to enhance the game. • Use different strategies to ask peers to play (e.g., verbally, using sign language, leading them to an area, or handing them a toy).	• Participate in pretend play with children, allow them to lead the play.* • Encourage children to talk to and have conversations with peers while they are playing together.*	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL 2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).
	A.PL.PK4. Use what was learned in other disciplines in pretend play.	• Pretend to be an author, scientist, artist, builder, etc. and use the tools and vocabulary associated with those careers. • Read or write while playing in learning centers (e.g., pretending to read a menu or write down an order while playing restaurant, looking at a map during block play).	• Discuss children's play and ask questions about the background knowledge they are using in their play.* • Allow children to move materials so they can use them in different learning centers. • Read books about different subjects and then put objects related to the subjects in play centers (e.g., read a book about how to measure the length of objects and then put a measuring tape in the block center).* • Discuss children's life experiences and point out when they are actual experiences vs. something that is pretend.*	ATL 1.D Carries out familiar roles during individual or collaborative role-play.	ATL 1.E Coordinates roles and carries out more complex stories during role-play.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.
	A.PL.PK5. Act out or create a new role based on life experiences, including collaboration with peers in related roles.	• Pretend to be the daddy and negotiate with peers to be other members of the family. • Play store, restaurant, office, school, etc. and take on various roles related to each scenario/ workplace.	• Help children write a story based on an experience they had.* • Discuss real and pretend using concrete examples. • Engage in dramatic play with children. Discuss topics that come up during conversations, including fears and concerns they have. Point out differences between reality and fantasy.	ATL 1.D Carries out familiar roles during individual or collaborative role-play.	ATL 1.E Coordinates roles and carries out more complex stories during role-play.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
	A.PL.PK6. Use materials or objects to represent something else during play or when acting out stories.	• Pretend that playground equipment are vehicles or familiar and unfamiliar places (e.g., sandbox is an archeological dig and they are digging for dinosaurs). • Use props and costumes when acting out a familiar story.		ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	LL-NC.3.AA Joins in acting out a book as it's read aloud.	
	A.PL.PK7. Differentiate between pretend and real.	• Share details about an actual experience and then say, "That really happened!" • When asked about an object being used during pretend play, indicate that they are using it to pretend but it is not really that object (e.g., when using a block as a telephone to call someone, say "It's not really a phone!"). • Talk about a favorite TV program or movie and explain that it is pretend.		ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.
* This symbol indicates this practice can be used across other (or cross-curricular) domains.									

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Nevada Pre-Kindergarten Standards (2023) Domain: Social Studies				Every Child Ready Standards						
Standard	Indicators	Examples: Children will say...	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Standard 1: Demonstrate a basic awareness of self as an individual, within the context of a group and community.	SS.ID.PK1. Identify and describe characteristics of self that are unique from others.	- Repeat their full name and age. - Discuss their own likes/dislikes. - Recognize and name the language(s) they speak.	- Encourage children to describe themselves based on various characteristics (e.g., physical features, age, classroom group).* - Use books/literature to lead discussions on differences between people, different family traditions, celebrations, and rituals, and illustrate different cultures.* - Provide opportunities for children to discuss likes and dislikes.* - Make multicultural dolls/books/materials available and use them during various lessons. Materials should represent differing languages, ethnicities, cultures, ages, abilities, and genders.* - Make connections between children's home language(s) and English with multilingual learners.* - Use books/literature to lead discussions on families and different family structures, including cross-cultural living arrangements and shared housing.* - Provide opportunities for children to share information about their family.* - Invite families to talk about their cultures and traditions. - Provide opportunities and planned activities for children to share events, routines, traditions, and rituals. - Discuss and share their own routines and weekend plans/events with children.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or relationships in relation to self.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, or community.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	
	SS.ID.PK2. Identify self as a member of a family.	- Describe their own family structure (e.g., who is part of their family and how they are related). - Draw pictures of their family or label family members when looking at a photo, including self. - Describe their own role and the role of others in their own family.		SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	
	SS.ID.PK3. Share information about their family practices, customs, and culture.	- Show how their own family typically does routines (e.g., greeting each other, eating together). - Describe their own family's holiday traditions/celebrations and food. - Bring items from home (e.g., clothing, pictures, props) to share with their group as they explain customs from their family.		SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.		
	SS.ID.PK4. Identify and describe family traditions and daily rituals that are important to their family.	- Describe morning, after school, and weekend routines. - Describe places their family goes together and what they do (e.g., homes of extended family members, stores, places of worship).		SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.		
Standard 2: Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.	SS.CL.PK1. Identify self as member of a classroom or community.	- Help during classroom routines (e.g., clean-up time, water classroom plants, pass out utensils and napkins during meal/snack). - Participate in community events (e.g., parades, festivals, fairs). - Identify their classroom or school, when asked (e.g., say the name of their school, indicate who is their teacher).	- Include props or artifacts that reflect the customs of children in the group within dramatic play areas so that children can incorporate their own family's traditions into their dramatic play. - Join children's dramatic play and encourage them to talk about or act out how their family does simple routines (e.g., caring for a baby, shopping, or cleaning their house).*	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.		
	SS.CL.PK2. Identify classroom teachers/practitioners and peers by name.	- Identify children in their class. - Recognize and associate a peer by the letters or symbols they use as their signature. - Refer to peers and teachers/practitioners by the name they are called in their classroom.	- Provide opportunities for classroom jobs and rotate among all children. - Teach children responsibilities such as cleaning up their toys and throwing away their trash. - Discuss modifications and adaptations that children with disabilities may need to participate in classroom activities and teach children how to include peers with disabilities in classroom activities.* - Discuss community events and places children go with their families, helping children see connections between community events/places they and their peers describe.* - Provide multiple opportunities for children to write their name (e.g., sign in at beginning of the day, sign work that is completed, sign cards).* - Make connections to children's name writing as their signature.* - Sing songs and chants that include the names of children in the group.* - Teach and use strategies to resolve conflicts.* - Create and use classroom management skills to reduce conflicts. - Use books/literature and social stories to lead discussions on conflict resolution.* - Lead class discussions about what routines and rules to have in the classroom, why they are important, and how they compare with those of our homes or communities.* - Post classroom and learning area rules and review them frequently. Remind children of the rules and why they exist.* - Use a picture schedule to show classroom routines. Review routines frequently; some children may need individual schedules and more frequent reminders.* - Provide frequent opportunities to allow for group decisions. - Provide frequent opportunities for children to work together collaboratively.* - Provide costumes and props to represent a variety of community helpers in dramatic play.* - Use books/literature to lead discussions on community helpers.*	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.		
	SS.CL.PK3. Recognize and resolve conflicts with peers in an age-appropriate manner.	- Ask a teacher/practitioner for assistance during a conflict. - Tell a peer that they will share a toy when they are finished with it.	- Discuss community events and places children go with their families, helping children see connections between community events/places they and their peers describe.* - Provide multiple opportunities for children to write their name (e.g., sign in at beginning of the day, sign work that is completed, sign cards).* - Make connections to children's name writing as their signature.* - Sing songs and chants that include the names of children in the group.* - Teach and use strategies to resolve conflicts.* - Create and use classroom management skills to reduce conflicts. - Use books/literature and social stories to lead discussions on conflict resolution.* - Lead class discussions about what routines and rules to have in the classroom, why they are important, and how they compare with those of our homes or communities.* - Post classroom and learning area rules and review them frequently. Remind children of the rules and why they exist.* - Use a picture schedule to show classroom routines. Review routines frequently; some children may need individual schedules and more frequent reminders.* - Provide frequent opportunities to allow for group decisions. - Provide frequent opportunities for children to work together collaboratively.* - Provide costumes and props to represent a variety of community helpers in dramatic play.* - Use books/literature to lead discussions on community helpers.*	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).		
	SS.CL.PK4. Show awareness of and follow group routines and rules.	- Put away backpack and coat when first entering the classroom. - Choose a place to sit at the table when the teacher reminds them that it is snack time. - Show where group routines or rules are on display within the classroom.	- Express preference between a choice of activities the group is considering. - Raise hand or use tally marks to vote on a group decision.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	M-M.2.AA Demonstrates understanding of familiar daily routines.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.		
	SS.CL.PK5. Participate in group decision-making.	- Express preference between a choice of activities the group is considering. - Raise hand or use tally marks to vote on a group decision.		SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).		
	SS.CL.PK6. Work together to complete simple tasks with peers.	- Work with peers to clean up learning centers. - Work with a peer to complete a puzzle.		ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.		
	SS.CL.PK7. Identify and describe the roles of different community helpers.	- Pretend to be a community worker. - Identify the role of community workers by the uniform worn or equipment used. - Describe the various jobs or activities community workers perform.		SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").		
Standard 3: Demonstrate knowledge of the relationship between people and places.	SS.GH.PK1. Use spatial words to identify direction and location.	- Accurately use words such as up/down, above/below, over/under, here/there, inside/outside, and left/right. - Accurately follow directions that include spatial words.		M-GS.3.A Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.			
	SS.GH.PK2. Identify and describe their classroom, home, or community.	- Describe characteristics of familiar places. - During play, demonstrate or talk about characteristics of their own home or community as they pretend and role play. - Build a familiar street with blocks and describe points of interest they created.	- Talk about rules and routines at home and at school. - Describe how the physical features of the classroom (e.g., furniture, toys, rooms) compare with features of their home. - During play, act out or describe something that can be done one way at home and a different way at school.	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.4.B Recognizes and describes common geographical features within their region.	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.			
	SS.GH.PK3. Identify differences and similarities between home and school.	- Talk about rules and routines at home and at school. - Describe how the physical features of the classroom (e.g., furniture, toys, rooms) compare with features of their home. - During play, act out or describe something that can be done one way at home and a different way at school.	- Talk about positions and directions as children play and use school. - Provide opportunities to discuss children's homes, classroom, school, and community, including similarities and differences across cultures. Use pictures, maps, and models. - Use books/literature to lead discussions about different structures people may call home.* - Provide maps, globes, and digital/virtual geographic tools/resources. Teach and model the use of these tools and encourage children to include them in their dramatic play.* - Use books/literature to lead discussions on how to use geographic tools and resources.* - Use books/literature to lead discussions on geographical features and the environment.* - Provide materials like play dough, sand, colored paper, or cardboard so children can create nonlinguistic representations of	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.4.C Creates representations or maps of familiar places, such as classroom, community, or region.	SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.			
	SS.GH.PK4. Recognize that peers live in different places within the community.	- Describe what they see near their home and on their way to school, comparing what they see with what peers see. - Use materials and objects to represent familiar places (e.g., blue paper to represent water, buildings made from blocks to represent buildings in their community).		SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.4.B Recognizes and describes common geographical features within their region.	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.	SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) & Every Child Ready										
Nevada Pre-Kindergarten Standards (2023) Domain: Social Studies				Every Child Ready Standards						
Standard	Indicators	Examples: Children will may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Standard 4: Demonstrate the ability to differentiate between the concepts of past, present, and future, and recognize that people and things change over time.	SS.GH.PK5. Recognize and identify some tools and resources used to describe features of places.	- When shown a map, describe what it is and how it is used. - Use resources (e.g., maps, digital maps, area rugs with indicators) to describe or illustrate features of places.	- Provide pictures of familiar community and area landmarks. - Provide pictures of geographical and environmental areas (e.g., desert or mountains). - Use books/literature to lead discussions on recycling.* - Lead recycling projects.	SOC.4.C Uses geographic tools such as maps and globes, with support and guidance to find common geographical features.	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	SOC.4.B Recognizes and describes common geographical features within their region.		
	SS.GH.PK6. Identify and describe environmental and geographical features of the area where they live.	- Provide examples of or describe physical features of their community (e.g., desert or mountains, city or town, country or mining area, rural or urban). - Talk about or compare buildings in their environment. - Show interest in learning about community and area landmarks (e.g., police stations, grocery stores, libraries, parks, museums).	- Lead clean-up projects in/around the school and classroom. - Teach and model conservation. - Provide props in the dramatic play area to encourage children to pretend to clean up and recycle.*	SOC.4.B Recognizes and describes common geographical features within their region.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.		
	SS.GH.PK7. Participate in taking care of the world around them.	- Recycle as much trash as possible and properly dispose of trash that cannot be recycled. - Only use an adequate amount of classroom resources (e.g., paint, paper, water). - Pretend to take care of their environment during play.		SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	SC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.		
	SS.TC.PK1. Describe a sequence of events.	- Accurately sequence a series of events verbally or using picture cards. - Accurately say what comes next in the classroom routine. - Recognize the beginning and the end of an event.	- Use sequencing cards to illustrate the order of steps in an activity. Encourage children to follow along with the cards during the activity.* - Develop and use a picture schedule for the daily classroom routine. Plan and review the classroom/school schedule with the children.*	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	SOC.5.B Begins to sequence past and present experiences using visual supports.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.		
Standard 5: Demonstrate an awareness of basic economic concepts.	SS.TC.PK2. Recognize a change in a sequence of events.	- Describe a disruption in the classroom routine (e.g., describe a switch in when the class has snack due to a special even such as picture day). - Ask why the class is doing something different from what is typically part of their routine (e.g., why they are not going outside when that would typically be the next activity).	- Review and discuss changes to the daily schedule. Allow children to help update the class's picture schedule as needed by adding, removing, or rearranging pictures.* - Provide individual picture schedules for children who need them. - Plan activities that use plants to show growth over time (e.g., planting different types of seeds) and track the development and growth over time.*	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.		
	SS.TC.PK3. Recognize changes that take place over time.	- Describe and talk about changes in their own growth and changes they observe in plants and/or animals. - Notice changes in the weather from one day to the next.	- Provide opportunities for children to share pictures of themselves from infancy to the present. - Repeat activities that measure or show children's growth and changes in their appearance throughout the year.* - Lead discussions about past and future events in children's lives.*	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to sequence past and present experiences using visual supports.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.5.D Observes and describes plant habitats and life cycles.
	SS.TC.PK4. Describe events that happened in the immediate past or are planned for the near future.	- Use words and phrases related to chronology and time (e.g., past, present, future, before, now, later, yesterday, today, tomorrow). - Describe events or traditions that will be happening in the near future (holiday, birthday, family gathering). - Recall events or activities that happened during the day and in the past week.	- Model talking about a past experience with the children.* - Provide props in dramatic play areas that encourage children to act out events they have experienced or will experience in the near future.* - Encourage children to draw and write about events in their lives.*	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-M.2.D Demonstrates the understanding of passage of time within one day, such as days, school days).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play).		
	SS.ES.PK1. Recognize that resources can be limited.	- Recognize sometimes there are not enough of the same toys or materials for everyone. - Choose to play in another area when a particular play area is full (e.g., play in dramatic play area until block area is available). - Ask the teacher for more supplies (e.g., paint, napkins) when they run out.		SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.	SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.			
Standard 5: Demonstrate an awareness of basic economic concepts.	SS.ES.PK2. Recognize that people may want something, which is different from something they need.	- Identify "healthy" anytime food (e.g., vegetables, fruit, whole grains, protein) and "sometimes" foods (e.g., cookies, candy, potato chips, soda, other foods high in sugar, fat, and salt). - Recognize the difference between something that is essential for an activity vs. something they prefer (e.g., accepting that a picture can be painted with the paint that is available rather than insisting on a specific color that is not available).	- Create a system for children to choose learning centers/play areas and sign up for highly frequented areas.* - Use books/literature to lead discussions on wants and needs.* - Provide opportunities for and activities that encourage choice and decision-making. - Use books/literature and social stories to teach children how to cope with difficult decisions and disappointment.* - Create opportunities in learning centers to encourage pretend play that includes exchanging money for goods.* - Use books/literature to lead discussions on how money is used, and make connections to children's real-life experiences.*	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.		
	SS.ES.PK3. Decide between at least two choices involving resources in the classroom or at home.	- Choose between options available at lunch or snack. - Choose among available supplies (e.g., color of paint, paper, blocks) during activities. - Choose between play areas during free choice play.	- Provide opportunities and activities that force choice and decision-making. - Create opportunities in the classroom to encourage pretend play that includes exchanging money for goods.* - Use books/literature to lead discussions on how money is used.*	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.	SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.		
	SS.ES.PK4. Recognize that people use money to buy things they want and need.	- Use pretend money (paper and coins) or a plastic card in the dramatic play area when pretending to be in a setting where money is used (e.g., playing store, restaurant, shopping). - Describe how they see their family members using money or cards to purchase items in a store.		SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.	SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.	SOC.3.E Discusses the purpose of saving money for a future purchase.	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."		
	* This symbol indicates this practice can be used across other (or cross-curricular) domains.									

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) Domain: Health, Safety, and Physical Development				Nevada Pre-Kindergarten Standards (2023) & Every Child Ready								
Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Health, Safety, and Physical Development Standard 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.	HSPHEPK1. Practice basic personal hygiene skills.	- Independently or with reminders, wash hands before meals/snacks, after toileting, and after other messy activities (e.g., playing in the water table, working with playdough/clay or painting, playing outside). - Describe how they wash their body at home. Pretend to brush their teeth during dramatic play.		PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.	PD.4.E Understands and describes the importance of self-care and hygiene routines.				
	HSPHEPK2. Practice simple self-care.	- Recognize and communicate hunger, the need to use the restroom, fatigue, and/or illness. - Practice skills needed to dress and undress independently or with guidance/assistance (e.g., zipping a zipper, buttoning a button, putting on shoes, putting on and taking off a coat). - Conduct toileting routines with minimal assistance. - Recognize when feeling strong emotions and, with assistance, attempt to identify the emotion and use strategies to manage that emotion (e.g., take three deep breaths, find a favorite toy, engage in vigorous physical activity).	- Take photos of children in the classroom making different emotion faces and print them to make an emotions chart. Teach children to point to the picture that represents the feeling they are experiencing. - Teach and support children to use steps they can take to practice self-regulation skills (e.g., self-calming/soothing techniques). - Create a calming corner or quiet area in the classroom for children to use and teach them how/when to use it.* - Intentionally schedule activities that encourage moderate to vigorous physical exercise multiple times per day. Provide modifications and adaptations so that all children, including children with disabilities, can participate. - Provide opportunities for and encourage times of rest. - Provide drinking water and encourage children to rehydrate often.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.D Independently completes self-care and hygiene routines.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.			
	HSPHEPK3. Practice basic disease prevention skills.	- Demonstrate how to wash hands thoroughly (e.g., use adequate amount of soap, scrub vigorously, and set a voice-activated timer, sing a song, or recite the ABCs while scrubbing and rinsing to be sure to wash for the appropriate length of time). - Independently or with reminders, sneeze or cough into their elbow or tissue. - Apply or remind the teacher to help apply sunscreen before going outside. - Blow their nose into a tissue, throw it away, and then wash their hands.		PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.D Independently completes self-care and hygiene routines.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.			
	HSPHEPK4. Engage in moderate to vigorous physical activities and large motor play on a daily basis.	- Play a variety of games that require physical exertion like running and rough and tumble play. - Play on large outdoor play equipment. - Pedal or push wheel toys around the playground. - Roll their wheelerchair with some speed across an accessible surface on the playground.	- Offer nutritious food regularly and introduce new foods several times, as multiple exposures to new foods are often needed for children to accept them. Discuss characteristics of foods offered to children in the classroom. - Include children in food preparation experiences, including basic cooking tasks and setting the table.* - Create a data chart to represent favorite foods of the class or similarities and differences between packed lunches.* - Provide opportunities for children to pretend to cook and serve food during dramatic play. Include props that encourage exploration of a variety of foods in the dramatic play area.* - Create opportunities to model and discuss feeling hungry before meals and snacks and feeling full after eating. - Provide activities introducing the food groups. - Invite families to come to the classroom to talk about their culture and the types of food that they prepare at home.* - Use natural opportunities during mealtimes to discuss food allergies and the energy we get from various foods.	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward/based another person or target.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.				
	HSPHEPK5. Identify the basic need for air, water, and food.	- Describe how our bodies need food and water. - Notice that they are out of breath after running and describe how their bodies need air. - Drink water on a regular basis and describe how water is good for their body. - Provide play food to peers who say they are hungry in dramatic play.			SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.			
	HSPHEPK6. Identify and/or describe a variety of foods.	- Describe the five food groups and identify foods that fit in each group. - Name favorite foods and give a simple explanation about why they like those foods. - Describe different types of foods and which ones best help their body grow.			PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.A Recognizes and identifies a variety of different food.	PD.5.B Demonstrates understanding of types of food and preferences.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.			
	HSPHEPK7. Communicate about the importance of eating a variety of foods and making healthy food choices.	- Discuss the importance of eating different vegetables and fruits. - Discuss how food with protein makes them strong and show their muscles or stand tall to show growth. - With reminders, communicate the importance of limiting the number of sugary foods that they eat.			PD.5.B Demonstrates understanding of types of food and preferences.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	LL-CL.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.			
	HSPHEPK8. Communicate feelings of hunger and fullness	- Tell an adult they are hungry. - Tell adults they are finished during meals and snack, even if all food is not consumed.			SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	LL-CL.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	PD.5.B Demonstrates understanding of types of food and preferences.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.				
Health, Safety, and Physical Development Standard 2: Demonstrate knowledge of personal safety practices.	HSPSA PK1. Describe and follow basic safety rules.	- Follow safety rules on the playground (e.g., stay a safe distance from the swings, take turns on wheel toys rather than riding with a friend). - Stay with the group when transitioning from one place to another. - Follow routines during safety drills with guidance (e.g., fire evacuation).	- Encourage children to report accidents, injuries, and unsafe behavior to trusted adults, regardless of how minor. - Model and encourage safety through picking up toys and wiping up spills.* - Provide props related to community and safety helpers in learning centers (e.g., costumes in dramatic play, toy ambulances in the block area)* - Invite community helpers to visit the class and talk about what they do.* - Provide picture books and posters that represent what community safety helpers may wear and explain why they need to wear their uniforms.*	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).				
	HSPSA PK2. Seek teacher assistance when injured or ill.	- Ask a teacher for assistance when injured (e.g., to cover scratches with a bandage, ask for help to wash off a cut). - Cling to a teacher when feeling ill, but not express that they feel bad.			PD.6.AA Begins to recognize and accept help when following safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.			
	HSPSA PK3. Identify, avoid, and alert teachers of potential safety hazards or danger.	- Tell a teacher when a toy or other classroom material is broken and has a sharp edge or could be dangerous in another way. - Assist in the clean-up of spills. - Identify a symbol used to warn about a potential danger (e.g., poison symbol, stop sign).			PD.6.AA Begins to recognize and accept help when following safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.			
	HSPSA PK4. Recognize community health and safety helpers.	- Recognize fire, police, and doctor/nurse uniforms used in their own community. - Use costumes related to community health and safety helpers when available in dramatic play. - Talk about the responsibilities of the community helpers.			SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	PD.6.D Understands and describes the importance of safety procedures.				
HSPLM PK1. Use large muscles with control and strength.		- Move in different ways (e.g., dance, gallop, hop) when singing songs or listening to music, with adaptations and modifications as needed. - Participate in games that require movement (e.g., tag, chase), with adaptations and modifications as needed.		PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.		
	HSPLM PK2. Perform activities that combine and coordinate large muscle movements.	- Throw balls or pass bean bags or other objects to peers using hands or feet, with adaptations and modifications as needed. - Propel self/peers using wheeled toys on the playground, with adaptations and modifications as needed.	- Move in different ways (e.g., dance, gallop, hop) when singing songs or listening to music, with adaptations and modifications as needed. - Participate in games that require movement (e.g., tag, chase), with adaptations and modifications as needed.	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) Domain: Health, Safety, and Physical Development				Nevada Pre-Kindergarten Standards (2023) & Every Child Ready								
Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Health, Safety, and Physical Development Standard 3: Demonstrate large motor skills and different types of movement.	HSP.LM.PK3. Maintain balance when sitting, standing, or moving.	- Balance on one foot for a short period of time. - Run without falling. - Walk on a straight line but may have difficulty walking on a balance beam. - Sit up with balance.	- Provide activities that require balance and encourage children to practice. - Introduce and encourage various types of exercise (e.g., yoga, calisthenics, aerobics). - Create and use obstacle courses to develop multiple types of motor skills and the use of perceptual skills as children move around obstacles. Talk about how they are coordinating their movements as they maneuver through the course. - Make adaptations and modifications to include children with motor disabilities in activities that require large motor skills (e.g., adapted obstacle course, movement with arms rather than legs, movements with assistance or support). - Read picture books and do physical re-enactments of the story.*	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.				
	HSP.LM.PK4. Exhibit strength and stamina to participate in a variety of large motor activities.	- Play outside for long periods of time, with periodic opportunities for rest and hydration. - Play games that require exertion and strength. - Move wheelchair or other adaptive equipment with individually appropriate strength and stamina.		PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	C-ARTS.1.C Creates short dances or movement sequences.			
	HSP.LM.PK5. Use perceptual (e.g., visual-spatial) information to guide movements around objects and other people.	- Turn sideways when walking between objects. - Say "Excuse me" when walking past someone and the space is not large enough for both of their bodies.		C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	
Health, Safety, and Physical Development Standard 4: Demonstrate strength and coordination of small motor skills to use tools and complete tasks.	HSP.SM.PK1. Use small motor hand muscles with strength and control to manipulate tools and other small items.	- Use utensils to eat and open containers with minimal assistance and adaptive utensils or tools as needed. - Button, zip, and tie clothing, with and without assistance or accommodations. - Use scissors (regular or adaptive) to cut but not always cut on the line.	- Provide multiple types of scissors and eating utensils (including adaptive tools and utensils) and allow children to practice using them. - Encourage activities that build hand strength (e.g., working with clay and playdough, pouring water or sand from one container to another, opening and closing lids, separating string/Velcro, sorting and stacking, painting, playing with puppets, working pegboards and puzzles). Provide adaptive materials as needed.* - Model and assist children in learning how to grasp writing tools such as pencils and crayons (including adaptive tools) with their thumb and first three fingers. - Provide various types of writing and painting tools, including adaptive tools.*	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.				
	HSP.SM.PK2. Use the thumb and first three fingers to hold and manipulate tools for activities such as writing, drawing, and painting.	- Hold writing tools in various grasps but change to use the thumb and first three fingers (a quadruped grasp) when directed. - Use pencils, crayons, paint brushes, and other writing tools (including adaptive writing tools) to make large strokes and smaller marks.		PD.3.D Begins to use a tripod grasp when writing and copies complex designs.	PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.AA Uses crayons or markers with some coordination.					
	HSP.SM.PK3. Exhibit eye-hand coordination when manipulating small objects.	- Stack blocks and build elaborate structures. - Thread beads of differing sizes. - Pour water or other substances from one container into another with minimal spilling.	Provide materials and activities that encourage eye-hand coordination in all learning centers and encourage and model using them (e.g., sand table, water table, small table blocks, beads and string/cord, puzzles, pegboards).	PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.				
* This symbol indicates this practice can be used across other (or cross-curricular) domains.												

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Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) Domain: Language and Early Literacy				Nevada Pre-Kindergarten Standards (2023) & Every Child Ready								
Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	
Language and Early Literacy Standard 1: Demonstrate the ability to attend to and understand communication from others.	L.RC.PK1. Use verbal and nonverbal signals to acknowledge communication from others.	• Use body language to show understanding of communication from others, such as waving goodbye after someone else tells them goodbye. • During group time after a teacher invites children to comment on a topic, raise their hand to indicate they have a question or something to say, and then ask a question when called on.	• Model "good listening" by encouraging developmentally appropriate listening behavior when peers are talking together. • Offer opportunities for children to show they are listening during group discussions, stories, or book readings (e.g., make motions to go with the story, raise their hand when they hear a specified word or character as a book is read). • Read authentic multicultural books and stories that represent classroom diversity, reading or playing stories in children's home language(s). • Engage children in conversation about their background experiences and make connections to their lived experiences. • Guide children to make comments and ask questions that are relevant to the conversation. • Encourage multilingual learners to respond in their home language(s) or nonverbally. • Ask children to repeat instructions or directions to encourage understanding. • For tasks that occur every day, learn and use words in children's home language(s) and use pictures that show what to do (e.g., for clean-up, use words in the child's language and use pictures of children cleaning up in different classroom areas to illustrate that it is time to clean up and what to do).	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	LL-LC.4.AA Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.1.A Responds to simple requests, such as choosing between objects.					
	L.RC.PK2. Show ongoing connection to a conversation, group discussion, or presentation.	• Display nonverbal gestures (e.g., nodding head) and expressions while others are speaking (e.g., smiling, looking at the speaker). • Offer relevant comments and questions during a conversation (e.g., show that they are listening by expanding on or adding to points previous speakers made).	• After receiving instructions for cleaning up after art, pick up their crayons and place them in the appropriate bin, and then put their picture in their cubby. • During a small-group cooking activity, follow the teacher's instructions to add all the ingredients into the bowl and then stir them together.	• Encourage children in conversation about their background experiences and make connections to their lived experiences. • Guide children to make comments and ask questions that are relevant to the conversation. • Encourage multilingual learners to respond in their home language(s) or nonverbally. • Ask children to repeat instructions or directions to encourage understanding. • For tasks that occur every day, learn and use words in children's home language(s) and use pictures that show what to do (e.g., for clean-up, use words in the child's language and use pictures of children cleaning up in different classroom areas to illustrate that it is time to clean up and what to do). • Engage children in a discussion on a topic they are interested in (e.g., pay attention to children's interests, bring books or items into the classroom setting to provoke explorations).	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins conversations and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).				
	L.RC.PK3. Recall and follow two- and three-step directions.			• Give children picture sequencing cards or lists to help them conduct tasks that involve multiple steps. • Use props when reading a book or discussing a topic and stop and ask questions to see if the children are listening and understanding. Include ways for children to respond verbally and/or nonverbally to the questions (e.g., point to an object or picture that is related to the correct answer, or verbally answer the question). • Give children opportunities to act out stories and books by putting relevant props in the dramatic play area.	LL-LC.1.B Responds to multiple sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).			
	L.RC.PK4. Show understanding of books read aloud, stories, or explanations on a topic.	• Retell the story in sequence (e.g., beginning, middle, end) with their own words after hearing the teacher read a book. • Act out a scene or event from a story or book during dramatic play.		• Discuss topics that are relevant and interesting to children. • After reading a book or discussing a topic in group time, lead conversations about the book or topic during daily routines to provide children the opportunity to recall what they heard and learned (e.g., discuss a book or story they heard earlier in the day during meals, look for insects on the playground after talking about different types of insects during group time).	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.			
	L.RC.PK5. Listen with increasing attention span to gain new knowledge.	• Use new vocabulary words in daily conversations in the classroom. • Focus on a topic they are interested in (e.g., an explanation of how a tadpole becomes a frog, dinosaurs, a field trip the group is taking).			ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.5.AA Listens to a wide variety of informational texts read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.			
Language and Early Literacy Standard 2: Demonstrate the ability to express themselves verbally or nonverbally.	L.EC.PK1. Communicate to express self in detailed ways.	• Communicate either through verbal or nonverbal expression to share ideas, thoughts, wants, or needs. • Communicate in their home language(s) or in English with others. • Answer questions about their own experiences, providing details and explanations. • Respond to a peer's question appropriately (e.g., when asked to pass the red crayon, passes the red crayon to their peer). • Use gestures, objects, and/or words to make a point or explain their thoughts and opinions.	• Engage children in conversations on a wide array of topics and experiences. Allow children to guide the subject of conversations when appropriate. • Encourage children to persist in trying to communicate, even if their idea is not understood right away. When communicating, children can generally be understood in their home language(s) by familiar and unfamiliar adults. • Expand on children's conversations by reframing what they said and repeating it back to them with more detail. • Encourage children to expand their sentences by expressing their ideas in a different way or adding details.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Amel throws the ball").	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.				
	L.EC.PK2. Communicate in complete sentences using at least three words.	• Talk or sign in their home language(s) with their peers during dramatic play, using sentences that are at least three words. • Use complete sentences in their home language(s) when talking or signing at meals or during other daily routines.	• Engage children in conversations and model appropriate conversation skills such as turn-taking. Provide reminders to help them understand the expectations for conversations when children interrupt or add "off topic" comments. • Speak clearly and repeat words and phrases that are hard for children to understand. Use words from multilingual learners' home language(s) whenever possible.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Amel throws the ball").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Amel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Amel throws the round blue ball on the roof").	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Amel threw the blue ball, and it got stuck on the roof").	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-NC.4.E Constructs a personal narrative with three or more events in a coherent sequence, adding simple details.	
	L.EC.PK3. Follow conventions of conversation most of the time.	• Initiate and maintain multi-turn conversations with others, using different strategies to keep the conversation going. • Pause after asking a question to let the other person answer. • Wait their turn to speak when engaged in conversation with more than one person. • Initiate a conversation with another child. • With reminders, adapt their communication to fit the situation (e.g., speak quietly in library, whisper to tell a secret, speak loudly to be heard outdoors).	• Structure activities to engage children in telling stories or recounting events by expressing themselves through various means such as speech, pantomime, pointing, or role-playing. • Embed authentic conversation into classroom activities, conversing with children regularly to engage them in oral language. Recognize that cultural conventions of conversation vary for all children. • Vary "wait time," or the amount of time before children respond, in conversations with teachers (and encourage same in peer-to-peer conversations), to allow for cultural and linguistic differences in conversation norms. • Make use of assistive technology (e.g., communication boards, pictures) when children have challenges responding orally. • Write a group story with the class about an experience or activity the class did together. Ask children to add details to the story.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins conversations and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.E Modifies conversations based on the context or listener.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.				
	L.EC.PK4. Share ideas and information from personal and group experiences.	• Tell a story about going to the park or playing outside over the weekend during Monday morning circle time. • Tell their parent about an activity they did with their peers earlier in the day during pick-up time.			LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins conversations and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.		
	L.EC.PK5. Communicate to express needs and clarify a word or statement when misunderstood.	• Ask to use the bathroom. • Use a different word to explain what they need when they feel like they were misunderstood.			SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.1.E Confirms understanding of spoken language, requests, and/or complex sentences through verbal or nonverbal requests for clarification.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.			
Language and Early Literacy Standard 3: Demonstrate the ability to use language to describe feelings, experiences, observations, and ideas.	L.V.PK1. Use vocabulary words with increasing specificity and variety to describe feelings, experiences, observations, and ideas.	• Use a new word that was discussed during book reading. • Use a new word learned in English in a sentence that includes other words from their home language(s).	• Create a learning environment that reflects children's cultures and languages in each learning center, in items displayed around the room, and in other materials. • Introduce new vocabulary by naming what children are doing (e.g., "You are galloping across the playground" or "You drew an enormous creature"). • Read aloud books with new vocabulary words every day. Create a word wall, picture wall, 3D collection, or action cards to support vocabulary words and encourage children to use them. • Offer explicit opportunities to talk about new words during group time and other activities. Provide the word in English and home language(s) whenever possible.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	SC-P1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.				
	L.V.PK2. Use context to determine the meaning of unknown words.	• Look at a picture and talk about the information they see that is related to the new word (e.g., when learning the word "magnifying glass," look at a picture of someone looking through the magnifying glass at small objects and a picture of the small objects being magnified and say, "It makes things bigger").		• Show interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.					

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) Domain: Language and Early Literacy				Nevada Pre-Kindergarten Standards (2023) & Every Child Ready											
Examples: Children will/may				Supportive Practices: Teacher/practitioners will...				Every Child Ready Standards							
Standard	Indicators			Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8				
Language and Early Literacy Standard 3: Use a variety of vocabulary words during play and other activities.	L.V.PK3. Use a wide variety of words for many purposes.	• Say "hello," "hi," "hola," or "good morning" when greeting the teacher at the beginning of the day. • Describe what they observe with details. • Incorporate new words into their dramatic play, as they converse with peers, or engage in pretend play.	• Model the use of new words during play and other interactions. • Use English and home language(s) whenever possible. • Encourage children to use new words they are learning by including props/objects related to the new words in multiple areas of the room. • Model using new words during routine activities. • Make a list of all the new words children have learned during a day or week. Look at the list together with the children and give them opportunities to say what they remember about the new words. • Expand on what children say by adding an adjective or verb. • Play games where children think of words with similar meanings and words with opposite meanings.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.D Answers questions from adults and peers using multivord responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").							
	L.V.PK4. Use words that describe a category of objects that go together.	• Sort pictures of food into one pile and pictures of animals into another pile when given a stack of pictures and asked to sort them into "food" and "animals." • Sort the toy cars from the toy trucks when playing in the block area, and tell the teacher, "I put all the cars over here and the trucks are over here."		M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").							
	L.V.PK5. Identify common opposite words.	• Say "cold" when asked what the opposite of "hot" is. • Play running game outside and talk about how fast or slow they can run. • During dramatic play, when a peer hands them a hard block to lay their doll on, say, "That is too hard. She needs a soft bed."		M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.								
	L.V.PK6. Use words with similar meaning to describe an object, emotion, or action.	• Use more than one word to describe the same characteristic of an object (e.g., "My block tower is really big! It is huge!" "That ice cream is delicious! It is really good!"). • Use more than one word to describe the same action (e.g., "She pushed the chair. She knocked it over").	• Ask children to sort items into categories and use the word that describes the category during routine activities (e.g., sort blocks and toys during clean-up time and have the children say the name of each group of items). • Play games where children sort items into categories and have the children name the categories used for sorting. • Include new vocabulary words in descriptions, instructions, and in daily routines in the classroom.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.								
	L.V.PK7. Discuss and use new vocabulary words learned from stories, books, and/or other early literacy activities.	• Incorporate a word heard during story time into dramatic play. • After learning a new word, look for additional ways to explore the concept (e.g., learn about "caterpillars" and "cocoon" in a small-group science activity and then look for caterpillars and cocoons on the playground).		LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.							
	L.AK.PK1. Identify the names of letters in own name and produce the sound of the first letter in own name.	• Point to each letter of their name and say the correct letter name. • Say the letter sound of the first letter in their name. Point to the letter and say the letter sound. • Manipulate three-dimensional letters and identify them correctly during play (e.g., magnetic letters, fabric letters, "foof" letters).	• Give children opportunities to see their name in print, taking care to pronounce their names how their families do (e.g., label child's cubby with their name; make placemats with children's name and let them select their own placemats and choose where to sit at meals). • Talk about the letters that they see on the labels, naming them and calling attention to features of the letters. • Discuss letter names in the context of daily activities and provide opportunities for children to hear specific letter sounds, particularly beginning sounds, during daily routines (e.g., "Find the first letter of your name and line up next to it"). Be sure to include letters from multilingual learners' home language(s) whenever possible. • Create letter identification activities like matching and sorting games using lowercase and uppercase letters or name puzzles. • Call attention to letter sounds in words when reading a book. • Display the alphabet at children's eye level. Point out and name specific letters when children seem interested or help them when attempting to find certain letters.	LL-AK.1.AA Identifies the first letter in their name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.	LL-AK.2.AA Produces the first letter sound in their name with teacher support.	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.							
	L.AK.PK2. Identify and name most letters in their uppercase form and some letters in their lowercase form.	• Identify letters observed in their everyday environment or environmental print (e.g., on classroom posters, in grocery ads, at home on the refrigerator, on road signs or advertisements). • When shown the uppercase form of a letter they know, say the name of the letter (e.g., during art, the teacher writes their name on a canvas, and they paint each letter saying the corresponding letter name).	• Discuss letter names in the context of daily activities and provide opportunities for children to hear specific letter sounds, particularly beginning sounds, during daily routines (e.g., "Find the first letter of your name and line up next to it"). Be sure to include letters from multilingual learners' home language(s) whenever possible. • Create letter identification activities like matching and sorting games using lowercase and uppercase letters or name puzzles. • Call attention to letter sounds in words when reading a book. • Display the alphabet at children's eye level. Point out and name specific letters when children seem interested or help them when attempting to find certain letters.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.	LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.							
Language and Early Literacy Standard 4: Demonstrate knowledge of the alphabet and how letters are used in the reading process.	L.AK.PK3. Name and produce the letter sound for several letters.	• Say the correct letter name and sound when shown a small group of letters with which they are familiar. • When playing with alphabet blocks, say the names of many of the letters and the name of the object on the block as they stack them (e.g., "A, airplane; B, baby; ..." or "A, avión; B, bebe; ..."). • Identify the sound associated with letters from a picture (e.g., when shown a picture of a dog, make a /d/ sound and exclaim that it is the letter "D").	• Sing songs, fingerplays, and chants that repeat the names of letters and/or letter sounds. • Give children opportunities to make the shape of common letters with their bodies and with art materials, blocks, and other materials. Talk about the shape of the letter (e.g., "Can you make an O? It is round like this plate," running finger around the outside of a nearby plate). • Encourage children to notice that words are made of letters. • Point out the individual shapes that make up a letter and encourage children to mimic those shapes during play, by drawing them in the air with their arm or combining shapes to make letters out of everyday materials.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.	LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.	LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.							
	L.PB.PK1. Recognize that print carries a message and information.	• Pretend to read by pointing to words in a book and reciting the story from memory. • Write notes to friends, teachers, and other support staff in the classroom. • Recognize print and symbols used to organize classroom activities and show understanding of their meaning (e.g., put toys in box with correct symbol, check picture schedule to learn next activity).	• Create a learning setting rich in environmental print and symbols that includes a diverse variety of books, labels, signs, and charts. • Post words in multiple languages and talk about the differences and similarities between the way the letters appear. • When reading, point out how English print works (e.g., moving from left to right, that the groups of letters are called "words"). • Invite discussion about how this is similar or different from the diverse home languages of the classroom.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-NC.5.B Recognizes that informational texts are a source of information.							
	L.PB.PK2. Recognize environmental print and symbols.	• Recognize common product logos. • Use classroom symbols in daily activities (e.g., place their coat on the rack with a picture of a coat, get paint and brushes off of a shelf with pictures of a paint jar and brushes).	• Provide different types of books and encourage children to explore the pictures, look at the print, and talk about what is in the books. • Label common objects and places in the classroom in English and other languages and use the labels in daily activities so that children have the opportunity to understand the link between printed words and objects.	LL-BK.3.A Identifies familiar images or logos in environmental print.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).							
	L.PB.PK3. Indicate that groups of letters form a word.	• Ask an adult what letter a word starts with. • Point to a word under a picture when asked to identify the "word" (e.g., in a book with pictures of animals and a word label under the picture, point to the word when asked "Where is the word for...?"). • Caption a drawing they have created by using letter combinations with spacing, whether real or nonsense words.	• Encourage children to recognize and use familiar logos and signs by putting common objects in play areas (e.g., food boxes in dramatic play, small stop signs and other traffic symbols along with toy vehicles in the block area). • Encourage children to pretend "reading" to each other. • Point out signs in and around the building (e.g., exit, bathroom) and talk about what they mean. • Have children dictate captions for a teacher to write on their art projects.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.5.C Leaves spaces between words when writing.							
Language and Early Literacy Standard 5: Demonstrate knowledge of how print and books are read.	L.PB.PK4. Identify book parts and features, such as the front, back, title, and/or author.	• Hold a book upright while turning pages one by one from front to back. • Point to the front and back of the book. • Talk about what an author does. • Share about a class book they co-authored or co-illustrated (e.g., show another child a self-created text and point to parts of the story they were responsible for).	• Model the appropriate way to handle books, explaining the front and back of the book, how to turn the book right-side up, and how to turn pages. • Talk about the role of the author as the person who writes the words in the book.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.									
	L.C.PK1. Ask questions or make comments related to the details of a story.	• Ask questions about something that happened in a story they are listening to. • Point out when a teacher leaves out or changes a detail of a story that they have heard multiple times.	• Frequently read fiction and nonfiction books to groups or individual children and allow them to respond to questions or expand on themes within the books. • Engage children in reading environmental print. Model and encourage questions about the purpose of the message. • When reading a story, pause and ask questions about what is happening in the story. Use props or pictures to illustrate the characters or concepts that are included in the story to help children understand and communicate about what is happening in the story.	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.2.D Makes inferences by using background knowledge and events in a text.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.	LL-LC.2.D Answers questions from adults and peers using multivord responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.							
	L.C.PK2. Retell a story, putting at least two events in the appropriate sequence.	• Say, "First they went to the park, then they had a picnic" when asked what happened in a story. • Use props to re-enact a story with a peer in a dramatic play area.		LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	LL-BK.2.B Uses illustrations to tell a familiar story.							

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) Domain: Language and Early Literacy				Nevada Pre-Kindergarten Standards (2023) & Every Child Ready								
Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	
Language and Early Literacy Standard 6: Demonstrate knowledge gained from stories, books, and other early literacy activities.	L.C.PK3. Predict what might happen next in a story.	- Provide an answer when a teacher stops telling a story that they have not heard before and asks, "What do you think happens next?" - Offer ideas about what they think a character might do next.	- Discuss details about the beginning, middle, and end of a story while reading a book. - Have children make books using pictures of family members and other familiar objects found in magazines, catalogs, and environmental print (e.g., pictures from catalog cutouts and labels from favorite foods).	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.	LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.				
	L.C.PK4. Recall information and answer questions related to an event, text, or pictures related to self and the world around them.	- Recite predictable phrases in a book (e.g., Brown Bear, Brown Bear, what do you see?). - Correctly recall the main character of story read to them. - Tell the class where they went on vacation when showing a picture during share and tell.	- Create books detailing tips and events shared with the class. Include children's writings, drawings, and artwork. Include simple one- or two-word explanations of the pictures in English and home language(s). - Use picture schedules throughout the classroom for daily routines.	LL-NC.2.AA Responds to illustrations or photos by using at least one word.	LL-NC.2.AB Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.				
	L.C.PK5. Use pictures to gain meaning and follow a simple pictorial direction.	- Look at the pictures in a book and tell the story based on what they see in the pictures. - Follow the picture directions next to the sink when washing hands before lunch. - Illustrate a representation of a sequence of events they remember from a story and retell the story to a peer or teacher. - Arrange picture cards that show events from a story to generally show how the story events unfold.	- Encourage children to retell stories from their own or other illustrations. - Place props related to familiar stories in the dramatic play area so children can act out the story.* - Have books that reflect children's sociocultural experiences at home and their communities readily available throughout the classroom. - Encourage children to explain books someone read to them in their own words. Ask them what they like/dislike about stories and characters. - Create comfortable and inviting spaces in different parts of the classroom for children to read; stock these areas with a variety of reading materials. Provide time when children are encouraged to look at books on their own.	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-NC.2.AA Responds to illustrations or photos by using at least one word.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.				
	L.W.PK1. Draw to express ideas, thoughts, or interests.	- Draw a picture of their family. - Draw a picture of a scene from their favorite part of a familiar story.		LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.				
Language and Early Literacy Standard 7: Demonstrate the use of written letters and symbols to communicate.	L.W.PK2. Experiment with writing tools and materials for variety of purposes.	- Use crayons, markers, colored pencils, paint brushes, or chalk. - Create a play menu for the kitchen area.	- Provide access to and opportunities to use a variety of writing tools and materials (e.g., stick in the dirt, scratcher cards with a stick, paint and paper, finger in a sand tray, markers and paper). - Provide writing opportunities within daily routines (e.g., daily sign-in sheet to practice printing names). Give suggestions to children on how to print their names or other letters when they are writing.	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.			
	L.W.PK3. Recreate basic shapes that form letters or draw the shapes while looking at a model.	- Create circles, squares, and triangles, following the lines they see from a pattern/example. - Look at a model of a circle or square and draw a shape that looks somewhat like the model. - Draw shapes in the air and talk about the letter they attempted to form.	- Provide access to and opportunities to use a variety of writing tools and materials (e.g., stick in the dirt, scratcher cards with a stick, paint and paper, finger in a sand tray, markers and paper). - Provide writing opportunities within daily routines (e.g., daily sign-in sheet to practice printing names). Give suggestions to children on how to print their names or other letters when they are writing.	PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.				
	L.W.PK4. Write for a variety of purposes using increasingly sophisticated marks.	- Scribble to write a story near an illustration they have done. - Pretend to write in dramatic play (e.g., "write" down an order when pretending to be in a restaurant, make marks under options for lunch to record what they would like to eat). - Imitate adult's writing they have observed (e.g., write groups of letter-like forms separated by spaces, try to write on a line).	- Foster writing practice in play activities (e.g., put notepads and pencils in the dramatic play area, help children write by putting a label on their block structure to explain what it is). - Create opportunities to use writing tools in outdoor activities (e.g., water and paint brushes or chalk for sidewalks, paper for drawing observations). - Encourage children to record stories or life experiences through drawing or scribbling/writing. - Provide alphabet guides, stencils, or word cards for children to select when they want to trace or copy letters. Include letters from home language(s). - Model how to write (e.g., left to right, top to bottom). - Provide journals as a choice and time for creative writing. Ask children what they would like to record in their journal and help them decide how to write or draw what they want to communicate.	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.	
	L.W.PK5. Use letter-like approximation to print name.	Write the first letter of their name followed by scribbles for the rest of their name in different places (e.g., on their artwork or on a sign-in sheet).		LL-WR.3.A When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.				
	L.W.PK6. Share ideas, information from experiences, and opinions for class writing.	- Suggest the title for a story a small group is dictating to the teacher. - Contribute details and opinions as the teacher is leading a shared writing activity (e.g., add information about what the group did on a field trip as the group writes about the experience).		LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.	LL-WR.1.D Helps lead a shared writing experience with a teacher or peers.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.				
	L.W.PK7. Dictate words, phrases, or sentences to an adult who writes them down.	- Ask an adult to write the caption for a picture they drew. - Ask a teacher to write a note for their mother or father.		LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.	LL-WR.1.D Helps lead a shared writing experience with a teacher or peers.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.				
	L.PA.PK1. Repeat rhyming words.	- Sing a song that includes rhyming words. - Repeat a series of nonsense words that rhyme with their name or another word.		LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."						
	Language and Early Literacy Standard 8: Demonstrate knowledge of sounds within spoken language.	L.PA.PK2. Identify beginning sounds of some spoken words with which they are familiar.	- When given a familiar word, identify the first sound in the word (e.g., say "T" when asked "What sound does the word 'table' start with?"). - Identify the first sound in their own name.	- Read books and sing songs with rhyming words and point out the words that rhyme. - Encourage children to join in when reading predictable rhyming books. - Play games that ask children to say as many words as they can that start with a certain letter (e.g., "I spy with my little eye something that begins with..."). - Encourage children to practice rhyming with made-up or nonsense word play. - Play games to help children develop awareness of longer words and shorter words, breaking them apart into syllables. - Use physical activity, like clapping or jumping, to encourage children to identify the parts or syllables of children's own names or other objects in the classroom. - Identify compound words in children's home language(s) and encourage children to play around with familiar, new, and nonsense words.	LL-PA.4.AA Listens to and repeats the correct beginning sounds.	LL-PA.4.AB Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.AC Identifies the initial consonant sound with picture support (no blends or digraphs).	LL-PA.4.D Identifies a pair of given words have the same initial consonant sound when given a consonant sound.	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.	LL-4K.2.AA Produces the first letter sound in their name with teacher support.		
		L.PA.PK3. Identify two or more spoken words that share the same initial sound.	- When someone says three words, two of which start with the same sound, identify the two that begin with the same initial sound (e.g., when asked which words start with the same sound, say "bat" and "bottle" but not "rain"). - Correctly indicate that "sun" and "snake" are words that start with the same sound.		LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.					
		L.PA.PK4. Identify multiple parts of short words and long words.	- Say their name aloud and recognize that it sounds longer or shorter than a peer's name (e.g., Zacharias and Ann compare their names). - Clap out syllables of words that vary in length. - Put together two words to make one word (e.g., "pop" and "corn" to make "popcorn"). - Identify a peer's name that has the same length as their own. - Recognize that "dog" and "cat" are both short and one-syllable words.	LL-PA.1.AA Demonstrates understanding of a word by repeating a series two to three word sentence or phrase, or jumping and clapping to each word.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.	LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.	LL-PA.2.D Blends the syllables in two- to three-syllable words.				
* This symbol indicates this practice can be used across other (or cross-curricular) domains.												

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023)				Nevada Pre-Kindergarten Standards (2023) & Every Child Ready									
Domain: Science				Every Child Ready Standards									
Standard	Indicators	Examples: Children will/they...	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Science Standard 1: Demonstrate the ability to use senses and tools to explore, make observations, and make predictions.	S.EO.PK1. Use smell, touch, sight, sound, and taste to make observations.	- Explore characteristics of nature using the five senses. - Hold new or unfamiliar objects to learn more about them. - Listen for sounds that give clues about the characteristics of objects, living creatures, and processes (e.g., listen to air being let out of a balloon, listen to paper being crumpled up).	- Provide opportunities for children to explore the natural world around them. - Use all five senses. - Provide a variety of tools (e.g., magnifying glasses, rulers, scales, tweezers, cameras, tape recorders) to support investigation and observation. Provide adaptive tools for children with disabilities. - Teach children how to use tools and how to record observations. - Encourage children to share their thoughts and ideas about their observations. - Provide children with opportunities to sort based on observations they make during classroom experiences. Talk about the categories used to sort objects and how to decide what goes into each of the respective groups. - Point out and talk about processes that happen in the classroom (e.g., plants growing, bread left out getting hard, ice melting). - Ask children questions to help them make predictions based on their observations (e.g., "What do you think will happen if...?" "How do you think these will go together?" "Which do you think will be fastest/slowest/heaviest?").	SC-SP1.AA Uses senses to observe the environment.	SC-SP2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P1.B Uses senses to observe and describe some physical properties and characteristics of similar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P1.B Observes and describes cause and effect.	SC-LES2.AA Uses senses to observe and respond to changes in the weather.	SC-P1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the time the playground was soft, but became hard when exposed to air for a long time period.	SC-P2.AA Identifies light and dark and explores shadows and reflections.	SC-P4.D Describes and discusses the motion of objects and that motion can change based on different factors.	M-DAP2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.
	S.EO.PK2. Use tools to observe and describe objects, the environment, and processes.	- Use magnifying glasses, rulers, scales, binoculars, telescopes, or tweezers to observe objects. - Take pictures of the classroom environment with a digital camera and describe features of the room they see in the pictures. - With teacher support, use tools to record and describe processes (e.g., a thermometer to measure the temperature of cold or warm water and ice that is melting, a ruler to measure plants growing).	- Encourage children to record observations of the weather, trees, and other plants on the playground over an extended period of time and talk about the changes that happen. - Read books about topics related to science (e.g., nature, weather, tools) and talk about related objects and processes they observe in the classroom (e.g., read a book about fish and provide a goldfish in a fishbowl for the children to observe). - Read fiction and nonfiction books to inspire investigation and problem-solving (e.g., read a book about insects and make observations of insects on the playground, read a book that shows children using magnets with different objects and then give children magnets to try with different objects in the classroom, read a book that includes animals sounds and invite children to produce these sounds with their own voices or other classroom objects). - Encourage vocabulary to describe how fast or slow objects fall and discuss why. - Encourage children to make predictions about their environment, weather, seasons, or temperature.	SC-SP2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP3.C Draws conclusions on prior knowledge and recorded information.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	M-DAP2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.				
	S.EO.PK3. Use observations and information to notice patterns, create groups based on similarities/differences observed, and/or make predictions.	- Use magnets to group together objects that are attracted to the magnets. - Put objects in water and see which ones float and which ones sink. Sort the objects that float together into a group. - Drop objects of varying weights from varying heights to see what is different about how they fall.	- Make predictions about weather. - Decide if the class can go outside, making a prediction based on knowledge of the weather from the day before. - Refer to something they heard read in a book to make predictions about what will happen (e.g., predict that bread they are baking will rise based on having heard a teacher read a book about how a bakery makes bread).	SC-SP2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-SP2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.					
	S.EO.PK4. Make predictions using prior knowledge and experience.												
Science Standard 2: Demonstrate the ability to use information gathered in different ways to conduct investigations.	S.SI.PK1. Show curiosity and ask questions about things they are interested in that can be answered through an investigation.	- Ask questions about why things happen. - Call attention to something they have observed and point out what they find interesting.	- Provide opportunities for children to experiment with different materials. Talk about what happens when they make changes or act on the materials in different ways (e.g., what happens when they roll balls down slopes of different heights/slides, what happens when they use different objects in front of a light to make shadows). - Provide opportunities for children to experiment with water in different forms. - Use picture charts to illustrate the steps in an investigation. Refer to the picture chart when conducting an investigation so children can follow along.	SC-SP1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	SC-SP1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP1.D Formulates own science-oriented questions based on observations.	ATL3.B Demonstrates an interest in learning new information or starting a new activity on their own.	LL.C.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL.C.3.A Shows interest in new words or asks questions to acquire new vocabulary.				
	S.SI.PK2. Describe some of the steps and/or materials needed for an investigation or experiment.	- Other materials that are needed to investigate something in which they are interested in. - Make brochures with their facts and hold up to their eyes to explain they need to get a closer look at birds during a nature walk.	- Model about how to think about observations, analyze information, and draw conclusions during an investigation (e.g., "I see that... I wonder why we see that. Maybe it is because..."). - Ask children questions about what they are observing during the investigation and encourage them to remember their earlier observations when they see the end of the activity/results. - Use props from the investigation when talking about the investigation and ask children to share their ideas about what might have caused the results that they observed (e.g., after doing an investigation to combine different colors of paint, show the children containers with the original colors and the color that was created when they combined paints, and ask what they think happened). - Analyze visual and three-dimensional data such as items that have been collected in a jar over time during a study and invite children to discuss the final conclusions about the outcome and what the data shows or means.	SC-SP1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.	SC-SP2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	ATL8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL8.D Creates and follows through with simple plans independently.	ATL9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.					
	S.SI.PK3. Conduct simple investigations and gather information through observations to see what happens.	- Try out different actions to see what happens during play and other regular activities to informally investigate how things work or are related to each other. - Participate in hands-on investigations with guidance from the teacher.	- Model about how to think about observations, analyze information, and draw conclusions during an investigation (e.g., "I see that... I wonder why we see that. Maybe it is because..."). - Ask children questions about what they are observing during the investigation and encourage them to remember their earlier observations when they see the end of the activity/results. - Use props from the investigation when talking about the investigation and ask children to share their ideas about what might have caused the results that they observed (e.g., after doing an investigation to combine different colors of paint, show the children containers with the original colors and the color that was created when they combined paints, and ask what they think happened). - Analyze visual and three-dimensional data such as items that have been collected in a jar over time during a study and invite children to discuss the final conclusions about the outcome and what the data shows or means.	SC-SP2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP3.A With teacher guidance, participates in recording scientific observations and data.	SC-SP3.B Begins to identify relevant information and collects and records information in own journal or paper.	SC-SP1.B Observes and describes cause and effect.					
	S.SAC.PK1. Analyze observations from an investigation to develop an explanation or conclusion.	- Ask questions about how something works during an observation or investigation. - Compare the results of an investigation that had more than one outcome (e.g., compare observations about plants grown in sunlight with observations about plants grown in the dark). - Offer their own thoughts on what they observe at the end of an investigation.	- Model about how to think about observations, analyze information, and draw conclusions during an investigation (e.g., "I see that... I wonder why we see that. Maybe it is because..."). - Ask children questions about what they are observing during the investigation and encourage them to remember their earlier observations when they see the end of the activity/results. - Use props from the investigation when talking about the investigation and ask children to share their ideas about what might have caused the results that they observed (e.g., after doing an investigation to combine different colors of paint, show the children containers with the original colors and the color that was created when they combined paints, and ask what they think happened). - Analyze visual and three-dimensional data such as items that have been collected in a jar over time during a study and invite children to discuss the final conclusions about the outcome and what the data shows or means.	SC-SP3.C Draws conclusions on prior knowledge and recorded information.	SC-SP3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	SC-SP2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.	SC-SP3.E Makes recommendations based on observations and conclusions.						
Science Standard 3: Demonstrate the ability to describe, analyze, and draw conclusions about the outcome of an investigation.	S.SAC.PK2. Describe possible cause and effect relationships from observation or prior knowledge.	- Use words like "because," "before," "after," and "during" while making an observation in an investigation. - Explain why they think something changed or happened during an investigation. - Use prior knowledge to develop ideas about what might have happened in the investigation (e.g., after hearing a book read about how the sun helps plants grow, point out that plants grown in the dark did not grow because they did not have sunlight).	- Assist children in developing a model or drawing of what they plan to do in order to conduct an investigation, and compare the final result to the model they had planned. Take notes as children dictate what components of the model represent. - When discussing an investigation, model how to communicate the plans for the investigation (e.g., draw, make charts, or create a 3D model that the children can see to illustrate the process). Incorporate children in the process of illustrating the investigation process. - Model the use of scientific content vocabulary words when discussing observations, planning investigations, and analyzing results. Emphasize and/or explain the specific vocabulary words so children notice them. Encourage children to use the words during the activity. - Use children's home languages to support cross-linguistic connections between vocabulary words in their home language and English during an investigation. Seek parent input when needed to help build multilingual connections. - Model the use of descriptive adjectives and scientific vocabulary when discussing objects, materials, organisms, events, and processes. Encourage children to use the same descriptive words when they share their observations and ideas.	SC-SP1.B Observes and describes cause and effect.	SC-SP2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP3.C Draws conclusions on prior knowledge and recorded information.	SC-P1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the time the playground was soft, but became hard when exposed to air for a long time period.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SC-P1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.				
	S.SC.PK1. Create pictures, diagrams, or 3D models to represent plans for an investigation.	- Draw a picture to show how they will carry out an investigation (e.g., look they will use, what they will do). - Create a 3D model out of available materials to represent a process they are interested in or plan to investigate (e.g., use materials from their classroom to set up a model of an investigation). - Sort separate piles of similar items based on what they observed during an investigation (e.g., put all of the items that floated in water together, separate from items that sank). - Draw a picture or create a model to record the results of their investigation. - Create a graph to illustrate results from an investigation (e.g., the number of items that sink or float when dropped into the water). - Share if their prediction was correct or incorrect and why.	- Assist children in developing a model or drawing of what they plan to do in order to conduct an investigation, and compare the final result to the model they had planned. Take notes as children dictate what components of the model represent. - When discussing an investigation, model how to communicate the plans for the investigation (e.g., draw, make charts, or create a 3D model that the children can see to illustrate the process). Incorporate children in the process of illustrating the investigation process. - Model the use of scientific content vocabulary words when discussing observations, planning investigations, and analyzing results. Emphasize and/or explain the specific vocabulary words so children notice them. Encourage children to use the words during the activity. - Use children's home languages to support cross-linguistic connections between vocabulary words in their home language and English during an investigation. Seek parent input when needed to help build multilingual connections. - Model the use of descriptive adjectives and scientific vocabulary when discussing objects, materials, organisms, events, and processes. Encourage children to use the same descriptive words when they share their observations and ideas.	SC-SP1.E With teacher guidance, participates in recording scientific observations and data.	SC-SP3.A With teacher guidance, participates in recording scientific observations and data.	LL-WR2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.						
	S.SC.PK2. Illustrate or describe observations, results, and conclusions or explanations from an investigation or science-related activities.	- Use words like "investigate," "discover," "observe," "experiment," "cause," "effect," or "prediction." - Follow a picture chart that illustrates the steps of an investigation, using scientific vocabulary words to describe the process.	- Assist children in developing a model or drawing of what they plan to do in order to conduct an investigation, and compare the final result to the model they had planned. Take notes as children dictate what components of the model represent. - When discussing an investigation, model how to communicate the plans for the investigation (e.g., draw, make charts, or create a 3D model that the children can see to illustrate the process). Incorporate children in the process of illustrating the investigation process. - Model the use of scientific content vocabulary words when discussing observations, planning investigations, and analyzing results. Emphasize and/or explain the specific vocabulary words so children notice them. Encourage children to use the words during the activity. - Use children's home languages to support cross-linguistic connections between vocabulary words in their home language and English during an investigation. Seek parent input when needed to help build multilingual connections. - Model the use of descriptive adjectives and scientific vocabulary when discussing objects, materials, organisms, events, and processes. Encourage children to use the same descriptive words when they share their observations and ideas.	SC-SP3.A With teacher guidance, participates in recording scientific observations and data.	SC-SP3.B Begins to identify relevant information and collects and records information in own journal or paper.	SC-SP3.C Draws conclusions on prior knowledge and recorded information.	SC-SP3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	LL-WR2.B Draws and/or writes to represent and describe an object, event, or observation.					
	S.SC.PK3. Use scientific content words during scientific inquiry and investigation.	- Use words like "heavy," "light," "fast," "slow," "close," "many," "few," "big," "small," "living," or "nonliving" to describe what they have observed. - Other objects and describe them using adjectives that organize them by their similar features (e.g., items by texture that are rough, soft, or smooth).	- Assist children in developing a model or drawing of what they plan to do in order to conduct an investigation, and compare the final result to the model they had planned. Take notes as children dictate what components of the model represent. - When discussing an investigation, model how to communicate the plans for the investigation (e.g., draw, make charts, or create a 3D model that the children can see to illustrate the process). Incorporate children in the process of illustrating the investigation process. - Model the use of scientific content vocabulary words when discussing observations, planning investigations, and analyzing results. Emphasize and/or explain the specific vocabulary words so children notice them. Encourage children to use the words during the activity. - Use children's home languages to support cross-linguistic connections between vocabulary words in their home language and English during an investigation. Seek parent input when needed to help build multilingual connections. - Model the use of descriptive adjectives and scientific vocabulary when discussing objects, materials, organisms, events, and processes. Encourage children to use the same descriptive words when they share their observations and ideas.	SC-P1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P1.B Uses senses to observe and describe some physical properties and characteristics of similar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	LL-C.3.A Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-C.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-C.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").					
S.SC.PK4. Use adjectives and scientific words to describe objects, materials, organisms, events, and processes.	- Use words like "heavy," "light," "fast," "slow," "close," "many," "few," "big," "small," "living," or "nonliving" to describe what they have observed. - Other objects and describe them using adjectives that organize them by their similar features (e.g., items by texture that are rough, soft, or smooth).	- Assist children in developing a model or drawing of what they plan to do in order to conduct an investigation, and compare the final result to the model they had planned. Take notes as children dictate what components of the model represent. - When discussing an investigation, model how to communicate the plans for the investigation (e.g., draw, make charts, or create a 3D model that the children can see to illustrate the process). Incorporate children in the process of illustrating the investigation process. - Model the use of scientific content vocabulary words when discussing observations, planning investigations, and analyzing results. Emphasize and/or explain the specific vocabulary words so children notice them. Encourage children to use the words during the activity. - Use children's home languages to support cross-linguistic connections between vocabulary words in their home language and English during an investigation. Seek parent input when needed to help build multilingual connections. - Model the use of descriptive adjectives and scientific vocabulary when discussing objects, materials, organisms, events, and processes. Encourage children to use the same descriptive words when they share their observations and ideas.	SC-P1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P1.B Uses senses to observe and describe some physical properties and characteristics of similar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	LL-C.3.A Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-C.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-C.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").						
* This symbol indicates this practice can be used across other (or cross-curricular) domains.													

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) & Every Child Ready										
Nevada Pre-Kindergarten Standards (2023) Domain: Technology				Every Child Ready Standards						
Standard	Indicators	Examples: Children will may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Technology Standard 1: Demonstrate knowledge that different types of technology tools have different uses, including digital, nondigital, and assistive technology .	T.T.PK1. Identify a variety of digital technology tools and their uses.	- Name digital technology tools used in the classroom and/or at home (e.g., smartphones, tablets, computers). - Pretend to type on a keyboard to send a message during dramatic play. - Select a digital story book to read or to be read. - Dictate a story to be typed into a computer or tablet.	- Identify the names of digital technology tools as they are used in the classroom (by a teacher and/or other children). - Invite families to explore digital technology tools with children on special family technology evenings. - Discuss with children the symbols used in different digital technology platforms and what they mean. - Ask children to locate the headphones so they can listen to a story online. - Notice and comment on children's discussions about experiences with digital technology tools at home. - Notice and comment on children's use of pretend digital technology tools throughout the day. - Use e-books or other digital technology tools with children during story time.	Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.	Tech.1.B Participates in digital activities that use learning applications and programs with adult support.		
	T.T.PK2. Identify a variety of nondigital technology tools and their uses.	- Combine a row of blocks to serve as a ramp for cars and trucks in the block area. - Invent and construct simple objects into more complex structures. - Measure objects with rulers and write down the length or height. - Engage in hands-on creative activities and other analog activities that are nondigital. - Draw a picture using a stick in the dirt.	- Point out nondigital technology tools throughout the classroom and outdoor environment and note the purpose or use of each. - Provide access to devices and applications that encourage creativity and allow children to express themselves. - Provide a variety of tools for writing, drawing, and painting. - Provide materials (e.g., books, illustrations, figures) depicting a range of physical abilities and assistive technologies in use. - Ask questions to extend children's engagement with materials depicting varying physical abilities. - Read stories featuring characters with a range of physical abilities and using a variety of assistive devices. Ask children questions to connect the stories to their own experiences. - Discuss and demonstrate the use of braille type and a screen reader.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.	C-ARTS.3.AA. Freely explores a variety of art materials and tools for sensory exploration.
	T.T.PK3. Identify a variety of assistive technology tools and their uses.	- Identify self, peers, family members, and/or teachers who use glasses to help them see. - Notice the illustration of a child using a wheelchair during story time. - Describe assistive technology they have noticed in the community (e.g., a person walking with a cane or wearing hearing aids).	- Discuss and demonstrate screen settings that can be altered to accommodate visual impairments. - Include interactive picture visuals to support nonverbal communication between children and adults or peers. - Use nondigital teaching-learning resources like books, whiteboards charts, maps, models, etc. while teaching concepts to children. - Introduce vocabulary words that include "digital" and "analog." - Provide opportunities for children to use different forms of assistive technology. - Lead discussions that encourage children to solve real-life challenges and identify assistive tools that could help.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	LL-LC.4.E Modifies conversations based on the context or listener.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).		
Technology Standard 2: Use technology for communication and to gather and share information.	T.C.T.PK1. Use technology to communicate information, with teacher assistance.	- Record a voice message or memo for a family member or loved one. - Create a digital drawing. - Help select letters on the keyboard to send a message. - Dictate a message for a teacher to write to a family member or peer. - Type a text message for a peer on a pretend smartphone. - Draw a picture to communicate a message or idea.	- Show pictures and video of environments, spaces, and places that children would not be able to physically visit in order to broaden knowledge and connections to a concept or unit theme. - Provide interactive and open-ended computer programs for children to use. - Document children's drawings and create digital books with photos to explore digital storytelling. - Use apps and games that focus on specific standards-based skills. - Use apps and computer programs that promote curiosity and wonder and do not emphasize repetitive drills or practices. - Provide access to digital tools with audio, video, and graphics to create or communicate ideas with their peers. - Encourage children to explore other cultures by using digital tools or by bringing artifacts in for children to make connections to their own culture or one they have learned about. - Discuss and model for children when and how to obtain information through technology.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	Tech.1.B Participates in digital activities that use learning applications and programs with adult support.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.		
	T.C.T.PK2. Use technology to explore and answer questions about the world, with teacher assistance.	- Use a real or pretend camera to document and gather information during a photo hunt. - Use voice technology to conduct an internet search. - Use images online to learn about a new animal habitat. - Visit a virtual zoo, museum, aquarium, or other location.	- Provide a variety of age-appropriate programs to support children learning how to manipulate the mouse and keyboard to access information. - Encourage multilingual students to create stories in their home language that they can share with their peers in the classroom and their family at home.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	Tech.1.B Participates in digital activities that use learning applications and programs with adult support.	Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.		
	T.C.T.PK3. Use technology tools to share ideas.	- Select favorite pictures they have taken and show a peer. - Ask the teacher to help them share an idea (e.g., send a picture of a structure they have built to a caregiver). - Create a book with drawings and stories to document an experience.	- Engage children with other early childhood programs through the use of a video platform. Children can visit each other's classrooms through a virtual platform and learn about the city that they live in. - Provide games or programs that are aligned to the theme or concepts that children are learning in the classroom.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.			
Technology Standard 3: Demonstrate safe and responsible use of technology and resources.	T.SU.PK1. Practice safe behavior while using digital tools and accessing resources.	- Use headphones or speakers at appropriate volume not to damage hearing. - Follow basic verbal or visual prompts while learning new programs. - Gently use a mouse or keyboard when using a real or pretend computer. - Open and navigate familiar digital learning programs. - Operate different technology tools (e.g., keyboard, touch screen, mouse, voice activated). - Turn the power on/off for a familiar technology device in the classroom. - Understand that an adult may need to plug something in to charge the device. - Adjust the volume, or wear headphones without assistance. - Use a timer to limit screen time. - Handle technology with care and with basic routines established by the teacher. - Demonstrate fine motor dexterity when manipulating the keyboard or mouse. - Develop hand-eye coordination.	- Help children understand the importance of using technology responsibly. Establish rules and time limits in the classroom. - Model and follow the established rules in the classroom. - Provide activities to help children learn how to use technology. - Introduce vocabulary words that are used when coding. - Model techniques for using technology. - Provide a variety of age-appropriate programs that children can access or use in the classroom. - Provide children time to learn how to navigate the technology they are using. - Display visual supports to help children access the screen. - Encourage children to play a program together to support and foster cooperative play. - Provide easy pictorial instructions for children to use. Assist them with accessing the programs on the computer. - Encourage children if they become frustrated when having issues using technology.	Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.	Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.D Understands and describes the importance of safety procedures.		
	T.SU.PK2. Handle digital technology with care and responsibility.	Respect limits placed by the teacher to safely engage with technology.	- Provide children with clear expectations on how to handle devices gently with both hands. - Introduce passwords to children and discuss their meaning and how they are used. - Help children create their own password to use in the classroom. - Provide activities to support coding skills for children to engage	Tech.2.A Begins to hold and use technology devices appropriately with adult support.	Tech.2.B Independently holds and uses technology devices appropriately.	Tech.2.C Demonstrates simple ways to manage and maintain devices, such as altering the teacher when the batteries need charging.	Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.	Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.		
	T.SU.PK3. Recognize that passwords (or codes) are used to access digital technology.			Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.	Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.	PD.6.D Understands and describes the importance of safety procedures.				

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) & Every Child Ready										
Nevada Pre-Kindergarten Standards (2023) Domain: Technology				Every Child Ready Standards						
Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
	T.SU.PK.4. Recognize that digital devices influence our world and change over time.	* Recognize the impact of digital access and how that provides more information and opportunities for them.	in during center time.	Tech. 1.D With teacher guidance uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.				
* This symbol indicates this practice can be used across other (or cross-curricular) domains.										

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) & Every Child Ready									
Nevada Pre-Kindergarten Standards (2023) Domain: Creative Expression				Every Child Ready Standards					
Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Creative Expression Standard 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.	C.APPK1. Indicate interest or preferences in creative art forms.	- Choose to draw or paint during free choice activities. - Engage in role play with friends in the dramatic play center. - Request a favorite song at circle time. - Repeat a dance movement they saw or participated in earlier.	- Provide ample time, space, and materials, both indoors and outdoors, for children to explore dramatic play, music, dance/movement, and visual arts in their own way. - Ask children to select their favorite song or dance during group activities. - Observe, comment on, and join children's planned and spontaneous singing, dancing, dramatic play, and other creative expression activities. - Use simple vocabulary that is specific to the art form when referring to dance or creative movement, visual art, dramatic play, or music.*	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	
	C.APPK2. Creatively express themselves through different forms of art.	- Make different types of movement to illustrate different emotions as the teacher plays music. - Draw or paint a picture to illustrate an idea or emotion. - Express new ideas or emotions when pretending during dramatic play.	- Model asking a question or sharing a thought about a work of creative expression.* - Model and talk about appropriate ways to show appreciation for works of creative expression.* - Discuss with children the steps and choices involved in creating a work of visual or performance art.*	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.4.E Creates and performs original music or songs for others.	
	C.APPK3. Show respect for the creative work of others.	- Point out their favorite painting on display in the classroom. - Clap for friends' puppet show performance. - Express interest in and ask questions about peers' artwork. - Describe or point out features they may dislike about someone's art while using polite words.	- Identify and model the names and uses of the tools used to create various art forms (e.g., paint brushes, musical instruments).* - Ask children to describe their artistic creation, including the choices they made and the steps they took during the creative process.* - Provide examples and discuss how features of visual arts, music, dance/movement, and dramatic play can express feelings and ideas (e.g., soft music with a slow tempo can be calming, bright colors might be associated with happiness).*	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	
	C.APPK4. Use simple vocabulary words specific to the art form to express thoughts about artistic creations.	- Describe the colors, patterns, textures, and materials used to create a visual work of art (e.g., "It has bright colors and big lines." "This is made of smooth clay.") - Name musical instruments available in the classroom. - Identify the costumes and props needed to act out a favorite story.	- Provide a variety of musical instruments in the classroom music area and invite children and families to share instruments from their diverse cultures.* - Include music and dance in group time and outdoor play. - Provide examples and discuss music and dance/movement from diverse cultural traditions.*	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	
	C.APPK5. Describe, comment on, and ask questions about visual art, music, dance, and drama.	- Recognize various art forms (e.g., photographs, statues, paintings, drawings). - Describe a type of dance or movement that they enjoyed. - Show or tell the steps used in making their own works of art.		C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	
Creative Expression Standard 2: Choose to participate and express themselves through a variety of creative and artistic experiences.	C.SE.PK1. Make different musical tones and rhythms using voice, body, or instrument.	- Clap hands to create a beat during a rhyming activity. - Play singing games with peers or as part of a group activity. - Describe the tempo of a favorite song by saying that it is "fast" or "slow." - Experiment with vocalizing in response to a story or song.	- Provide a variety of instruments (e.g., maracas, rhythm sticks, bells, tambourines, drums) for children to use for musical experimentation.* - Introduce musical instruments from diverse cultures, allowing children to hear how they are used in a musical piece and also to experiment with them to make music.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	
	C.SE.PK2. Recognize and select a variety of simple songs, fingerplays, musical games, and musical activities, alone and with others.	- Request favorite songs or fingerplays at group time. - Engage peers in musical games and activities throughout the day. - Sing songs or hum tunes to self during free choice activities.	- Sing a tone or make a sound and invite children to repeat or echo it. - Incorporate simple songs or singing games into group time, free choice time, classroom routines, and transitions.* - Ask families to bring in music they enjoy, including music representing their cultures and traditions.*	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	
	C.SE.PK3. Select and listen to a variety of songs from diverse cultures.	- Request to sing songs representing diverse cultures during circle time. - Share a song that they sing with their family at home. - Clap, move, and/or sing along with songs from diverse cultures played throughout the day.	- Play and discuss music from different cultures and traditions.* - Model different ways of singing/singing and accompanying songs (e.g., do motions or clap the beat when singing or listening to songs). - Sing or play simple songs in the home language of multilingual learners.*	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	SOC.1.D Recognizes how families differ or are the same, such as their languages, music, food, or celebrations.	
	C.SE.PK4. Identify and play a variety of musical instruments.	- Participate in a rhythm instrument band. - Accompany simple music with instruments or clapping. - Name the musical instruments available in the classroom.	- Introduce a variety of musical experiences for children to listen to in the classroom, including classical, instrumental, and children's music. - Allow children with sensory differences to experience music in different ways (e.g., to place their hand on an instrument to feel the vibrations, to see others mirroring the volume and tempo of music with their movements). - Model and discuss a variety of dance and movement styles.* - Ask children to use dance or creative movement to represent a recent idea or emotion.*	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.4.E Creates and performs original music or songs for others.	
	C.SE.PK5. Take familiar songs and improvise to change the words, feelings, sound of voice, or dynamics.	- Experiment with changing pitch and volume on a song learned in class. - Substitute new words when singing a familiar song.	- Encourage children with differing motor abilities to participate in creative movement with modified movements that fit their motor skills (e.g., tapping their hand on their leg rather than stomping). - Observe children's incorporation of creative movement in pretend play activities.*	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.4.E Creates and performs original music or songs for others.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	
	C.SE.PK6. Move to the tempo and/or rhythm of music to create or participate in dance activities.	- Move to music in individual and group dance/movement activities. - Respond to changes in music tempo by changing how they are moving (e.g., speed up when the music gets faster). - Dance and clap to a drumbeat or a rhythm band.	- Model and discuss matching the speed of dance steps or movements to the tempo of the music. - Encourage children with differing motor abilities to participate in creative movement with modified movements that fit their motor skills (e.g., tapping their hand on their leg rather than stomping). - Observe children's incorporation of creative movement in pretend play activities.*	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	
	C.SE.PK7. Express self creatively through movement.	- Move or dance to act out a specific idea or emotion. - Demonstrate imagination through creative movement in pretend play (e.g., cat pouncing on ball, frog hopping to lily pad, rocket launching into space).	- Ask children to draw a picture or tell stories of their own experiences as a prompt for dramatic play.* - Help children dramatize stories from children's cultural and personal experiences by asking families to share stories.* - Tell or read a story as a starting point for dramatic play by including props related to the story in the dramatic play area and/or encouraging children to take on roles from the story.*	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	C-ARTS.1.E Creates and leads dances or movement sequences with movement.	
	C.SE.PK8. Act out scenes based on books, stories, songs, everyday life, or imagination during play.	- Listen to stories and use them as a jumping-off point for dramatic play. - During activity time, make up new roles from experiences and familiar stories. - Direct peers and/or follow directions from peers in creating dramatic play scenarios. - Pretend to be their favorite character from a familiar story or show.	- Help children dramatize stories from children's cultural and personal experiences by asking families to share stories.* - Tell or read a story as a starting point for dramatic play by including props related to the story in the dramatic play area and/or encouraging children to take on roles from the story.* - Discuss and create experiences showing how technical elements (e.g., props, costumes) help to set the stage to act out roles, define characters, and tell stories.* - Provide a range of costumes and props for children to explore and use in developing dramatic play stories.*	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.
	C.SE.PK9. Use dress-up clothes or costumes and other props in dramatic play.	- Select a costume that portrays a role or character that they are acting out. - Use props during dramatic play to act out a role or character.	- Discuss children's personal or shared class experiences as a starting point for a work of art that expands on that experience.* - Discuss children's favorite storybook characters and have them create a visual arts representation of the characters.* - Provide art supplies for all children to use (e.g., paper, glue, paint, markers, etc.).	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) & Every Child Ready									
Nevada Pre-Kindergarten Standards (2023) Domain: Creative Expression				Every Child Ready Standards					
Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
	C.SE.PK10. Assume the role of a familiar person, animal, or thing and talk in the language/tone appropriate for that person, animal, or thing.	- Pretend to be a favorite animal by moving and making sounds like the animal (e.g., meowing like a cat, stomping like an elephant). - Experiment with changing vocal pitch to pretend to be the teacher or another familiar adult.	- Provide adaptive art supplies for all children to use (e.g., easy grip paintbrushes, table easels to hold paper for drawing, adaptive scissors). - Invite children to draw or paint to represent their current or favorite mood(s) or emotions.* - Encourage children with sensory issues to try different forms of art materials (e.g., clay, finger paint, stickers).	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	
	C.SE.PK11. Select materials and create visual artwork that expresses or represents experiences, ideas, feelings, and fantasy using various media without a model.	- Create a work of art that expands on an experience (e.g., draw animals after a field trip to the zoo, draw a picture of what they did with their family for a cultural holiday). - Paint, draw, sculpt, or create a collage to depict a favorite character from a familiar story. - Select specific colors and create drawings or paintings to portray current mood or a range of moods or emotions.	Provide a variety of open-ended materials that include colors and textures common in diverse cultures. Encourage children to use them creatively in dramatic play, music, dance/movement, and visual arts.*	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	
Creative Expression Standard 3: Use creative arts as part of other learning activities.	C.CD.PK.3. Combine aspects of music, movement, visual arts, and/or dramatic play together in creative expression activities.	- Paint or draw a picture to illustrate a theme from dramatic play. - Dance or move to the beat as they play rhythm instruments.	- Invite children to draw or paint to illustrate a favorite song. - Model describing the color, shape texture, and other characteristics of a painting or other work of visual art.* - Provide children with drawing and painting tools to use in representing a specified quantity.*	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	
	C.CD.PK.4. Use visual arts activities as a means to express feelings, thoughts, knowledge, and skills in content areas such as language arts, science, and math.	- Communicate a song's meaning and intent through drawing or painting. - Identify color, shape, and texture through art experiences. - Draw or paint to represent a specified number (quantity), a plant or animal, or a process from the natural world.		LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	
* This symbol indicates this practice can be used across other (or cross-curricular) domains.									

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) & Every Child Ready								
Nevada Pre-Kindergarten Standards (2023) Domain: Mathematics				Every Child Ready Standards				
Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
Mathematics Standard 1: Demonstrate knowledge of numbers, numerals, and quantity.	M.NQ.PK1. Recite numbers from 1 to 20.	- Sing songs and participate in chants that include saying the number sequence between 1 and 10. - Role count up to 20. - Say or sign the numbers from 1 to 20 in the correct order.		M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.1.E Says number words in order from 1–20 from memory.
	M.NQ.PK2. Count backward from 5 to 1.	- Participate in fingerplays, such as “Five Little Monkeys,” that require counting backward. - Count backward from 5 to 1 during play to launch a pretend rocket ship. - Count backward from 5 to 1 as the teacher holds up all of their own fingers on one hand and takes away one at a time.		M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.	
	M.NQ.PK3. Give the next number name in the number series up to 10.	- Provide the correct answer to the question “What comes next?” during a classroom counting activity. - Offer the next number in the series as a peer is counting out napkins for snack. - Identify the next number in a series of numbers up to 10.		M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.
	M.NQ.PK4. Recognize mistakes in others’ counting and self-correct own counting.	- Re-label as “five” a set of blocks incorrectly counted as four. - Self-correct counting when playing. - Provide the correct number order for a peer who has skipped numbers in their role or object counting.	- Provide children with a wide variety of materials (blocks, manipulatives, and collections) to support exploration and development of mathematical concepts.* - Ask children to answer the question “How many?” in relation to various concrete objects. - Play number recognition games. - Incorporate counting activities into classroom routines and activities.*	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.
	M.NQ.PK5. Identify and use numbers related to order or position from first to fifth.	- Correctly select the fourth bear from a row of counting bears. - Correctly respond to the question “Who is the third child in line?” as the class prepares to go outside.	- Ask children how high they can count. - Include fingerplays such as “Five Little Monkeys” in group time and throughout the day.* - Count backward with children as objects are taken away from a set.	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-GS.3.B Demonstrates understanding of proximity terms (e.g., “beside,” “between,” “above,” “below”) by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects.
	M.NQ.PK6. Count up to 10 objects saying the number name in the correct order and pairing each object with one and only one number name.	- Use counting and numbers as part of play as a means for determining quantity. - Count a group of six dolls by moving each one as they are counted to keep track of those counted and those remaining. - Touch each block and say the number name as they count a set of four blocks.	- Lead small- and large-group activities related to counting objects, creating sets, and answering questions such as “How many?” - Encourage children to work together to count objects.* - Ask children the “how many” question about the number of materials they are working with throughout the day, such as “How many blocks are in your tower?” - Count with intentional errors and ask children to identify and correct the errors.	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.
	M.NQ.PK7. Count using one-to-one correspondence and answer “How many?” questions for a group of up to 10 objects arranged in a straight line.	- Correctly count a set of seven blocks arranged in a line to provide the answer to the teacher’s “how many” question. - Count out three cars by giving one to each child to answer a peer who asked how many cars they will need for everyone in the group to have one. - Count each object once.	- Encourage children’s independent and collaborative counting activities throughout the day. - Build math-related questions and activities into book reading and other early literacy activities.* - Ask children to count out the materials that are needed for a group activity (e.g., “How many plates will we need for snack?”). - Provide children with materials such as small collections of objects or photos of objects in differing arrangements. Ask children to identify the quantity, then ask how they got to that number.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.
	M.NQ.PK8. Instantly recognize and name the number of objects in a set up to five.	- Correctly answer the “how many” question when briefly shown a group of four objects, and correctly answer again when the objects are in different configuration. - Subitize the number of objects without actually counting them. - Play a dice game with peers and quickly determine How many spaces to move after rolling the die? - Correctly answer the “how many” question when briefly shown a card with up to five dots and count to check accuracy.	- Ask children to count out the materials that are needed for a group activity (e.g., “How many plates will we need for snack?”). - Provide children with materials such as small collections of objects or photos of objects in differing arrangements. Ask children to identify the quantity, then ask how they got to that number. - Create games that ask children to match sets that have the same number of objects. - Provide cards displaying numerals and the number of objects for children to explore.* - Display numerals that represent the number of objects in a set of objects throughout the classroom (e.g., the numeral 2 beside an aquarium that has two fish).* - Provide dice or dominoes and encourage use during individual or group play.	M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.			
	M.NQ.PK9. Manipulate a set of objects to count out a specified or target number of up to 10 objects.	- Correctly count out a set of objects based on questions such as, “Can you give me five blocks?” - Create a set of objects that has the same number of objects in a set that is provided as an example.	- Provide paper and markers, pencils, crayons, etc. for children to use in exploring mathematical concepts.* - Model the connection between a counting word/number and an object. - Ask “more than, less than” questions throughout the day (e.g., during snack time ask, “Who has more? Does anybody have less? How do you know?”).	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.	M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.
	M.NQ.PK10. Correctly identify the remaining number of objects in a set of up to four objects after one object is added or taken away.	- Have four objects and give one to a peer, and then correctly answer a teacher who asks, “How many do you have now?” - Have one object and get an additional object from a basket, and then say, “I have two now!”	- Model subitizing activities during small-group time. - Identify and name set of numbers in signs or books. - Point out numerals between 0 and 10 that are visible throughout their daily routine in home and school and encourage children to notice numbers in the world around them. - Provide children with opportunities to match objects with numbers.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
	M.NQ.PK11. Compare two or more sets of up to 10 objects and accurately identify which sets are equal and which have more or fewer objects.	- Correctly select the set that has more objects when shown two sets, one with five and the other with eight objects. - Identify the concepts of “more than, less than” when comparing two groups of objects. - Correctly select two equal sets when shown two sets with the same number of objects and one set with more/fewer objects.		M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.
	M.NQ.PK12. Recognize and read some of the numerals between 0 and 10.	- Point to the correct numeral in response to teacher questions in group and individual reading activities. - Recognize and say or sign the number word for numerals in the environment.		M-NC.5.A Says the names of numerals 0–3 shown in random order.	M-NC.5.B Says the names of numerals 0–5 shown in random order.	M-NC.5.C Says the names of numerals 0–7 shown in random order.	M-NC.5.D Says the names of numerals 0–10 shown in random order.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.
	M.NQ.PK13. Match the number of objects in a set to the correct numeral between 1 and 5.	- Match five blocks to the numeral 5 in a small-group or individual activity. - Count the number of friends in an activity center and match it to the numeral posted for that center.		M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.	M-NC.5.B Says the names of numerals 0–5 shown in random order.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) & Every Child Ready								
Nevada Pre-Kindergarten Standards (2023) Domain: Mathematics				Every Child Ready Standards				
Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
Mathematics Standard 2: Demonstrate the ability to analyze and create patterns and early mathematical problem-solving skills.	M.NQ.PK14. Write, draw, or create objects to represent the numerals between 0 and 5.	• Draw objects to match the numeral presented in a small-group activity. • Dictate the number of lines for a teacher to make on the paper to represent a numeral.		M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).		
	M.PO.PK1. Sort objects by attributes such as size and shape.	• Separate the square blocks from the triangular blocks during play. • Sort a group of objects more than one way. • Sort toys from smallest to largest. • When gathering up balls on the playground, sort the big balls into one box and the small balls into another box.	• Provide a wide variety of manipulatives and materials for children to explore in terms of shape, color, and other attributes. • Offer opportunities for children to sort objects during everyday routines such as cleaning up.* • Provide opportunities for children to observe naturally occurring patterns in the indoor and outdoor environments. • Use art materials and manipulatives with children to create patterns and invite children to extend the patterns or create new patterns. Ask them to explain the pattern.* • Read stories, sing songs, and act out poems and fingerplays that involve counting and patterns.* • Use charts or other posters with recognizable patterns to display around the room.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.
	M.PO.PK2. Recognize, replicate, and extend simple repeating patterns.	• Identify patterns that repeat themselves (e.g., red, orange, red, orange). • Line up tiles, markers, or other objects to match an example that has a color pattern (e.g., blue, red, green), and then add additional colored objects to repeat the same pattern (e.g., blue, red, green, blue, red, green). • Repeat a pattern according to color, size, or shape while using manipulatives or stringing beads. • Predict what comes next when shown a simple AB pattern.	• Say aloud what you are thinking as you solve a mathematical problem throughout regular classroom routines. • Highlight naturally occurring mathematical problems during children's free play, such as asking children to count the blocks they have in their building after they added two more to their stack. • Prompt thinking and analysis by asking open-ended questions such as "How do you know how many children can sit at the art table?" • Sing counting songs that include subtracting an object throughout each verse, such as "Five Little Ducks." • Read books that incorporate addition and subtraction concepts throughout the storyline.*	M-PFA.3.AA Copies simple AB patterns through rhythm and movement.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).
	M.PO.PK3. Create own simple pattern and identify the core unit of the repeating pattern.	• Line up blocks, cars, and balls in a row and identify the repeating pattern for a peer (e.g., block, block, ball, car, block, block...). • Make marks in a row using different colored markers or crayons to create a repeated color pattern and say or sign the order of the repeating color pattern.		M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).
Mathematics Standard 3: Demonstrate the ability to measure and compare by size and volume.	M.ME.PK1. Compare or order up to five objects based on their measurable attributes, such as height or weight.	• Arrange blocks by height and describe the differences. • Compare the weight of two dolls and comment on which is heavier. • Arrange a group of blocks from shortest to longest. • Measure water, sand, or other materials in a sensory bin with different containers or measuring cups. • Determine which peers are shorter or taller than each other.	• Incorporate opportunities to measure or compare the physical characteristics of objects during science, cooking, and art activities.* • Ask children during free play time in centers to describe the measurable attributes of the materials they are using.* • Create games where children order manipulatives by a measurable attribute. • Provide opportunities for children to weigh and compare the weight of common classroom objects. • Notice and comment when children compare objects during their play. • Talk about measurement concepts during everyday experiences (e.g., "This table is full of children," "Will this box hold all of these cars").	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"
	M.ME.PK2. Use comparative language to describe the length, size, or weight of two or more objects (e.g., shortest, heavier, biggest).			M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
	M.ME.PK3. Measure the length of an object using another object or group of objects.	• Measure objects in the classroom or during outside time. • Create a line of blocks to measure a doll, box, or other classroom object. • Decide how many blocks it will take to measure the length of the classroom.		M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.
	M.GS.PK1. Identify basic shapes such as circles, triangles, squares, and rectangles regardless of size or orientation.	• Identify circles, squares, rectangles, and triangles in signs or pictures around the classroom. • Use basic shapes when drawing pictures. • Find examples of different sizes of circles or other shapes in the environmental print or materials in the classroom.		M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.B Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.
Mathematics Standard 4:	M.GS.PK2. Name, describe, and compare shapes in terms of length of sides, number of sides, and number of angles.	• Describe squares by the number of sides and angles when identifying blocks or shapes in books or in the environment. • Select the triangle-shaped block when asked to pick a block with three sides and explain why the specific block was selected.	• Post in the classroom signs and pictures that show basic shapes in different sizes and orientations. • Provide materials in a wide variety of 2D and 3D shapes in different sizes to support exploration of geometry and geometric principles. • Give children opportunities to create pictures and other forms of art that incorporate different shapes.* • Identify shapes in the classroom and outdoor environments and talk about them using vocabulary associated with geometry.*	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
	M.GS.PK3. Identify basic 2D and 3D shapes in the environment.	• Name basic shapes embedded in more complex figures in the classroom environment (e.g., signs, pictures). • Use playdough, clay, and other loose parts materials to create 2D or 3D structures. • Identify cones, cylinders, and spheres in the classroom and playground environments.		M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.2.B Constructs common three-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.

Nevada Pre-Kindergarten Standards and Every Child Ready Standards Alignment

Nevada Pre-Kindergarten Standards (2023) & Every Child Ready								
Nevada Pre-Kindergarten Standards (2023) Domain: Mathematics				Every Child Ready Standards				
Standard	Indicators	Examples: Children will/may	Supportive Practices: Teachers/Practitioners will...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
Analyze and compare common shapes and use knowledge of position in space.	M.GS.PK4. Create and build shapes from components.	- Combine triangular blocks to form squares or rectangles. - Select different shapes of tiles to form the representation of an object such as a house or snowman.	- talk about them using vocabulary associated with geometry. - Provide pictures representing various combinations of shapes and have children select, manipulate, and combine shapes to match the pictures. - Ask children to identify the position of objects in books, the classroom environment, the natural environment, and pictures. - Have children create three-dimensional shapes using a variety of materials.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.
	M.GS.PK5. Select, combine, rotate, and flip shapes to match an example.	- Match an example that shows different shapes by selecting and arranging tiles or cutouts of varying shapes in the same positions as the example. - Create a tower of different shapes of blocks to match an example tower built by the teacher.	- Play games that ask children to move in different directions and change their position relative to objects in the classroom.* - Use positional words with an object, such as "outside," "inside," "in front," "behind," "under," "above," "beside," and "on top," to play games with children in the classroom.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	
	M.GS.PK6. Understand and use language related to directionality and the position of objects.	- Correctly identify the position of objects or shapes that are above or below other objects or shapes in the classroom environment, books, and pictures. - Use objects in the class to show positions (e.g., cars on top of, off, inside, below, beside the blocks). - Follow directions for how to move in a direction or change their position relative to an object (e.g., "Put your hand on top of the book," "Stand beside the chair").	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	
* This symbol indicates this practice can be used across other (or cross-curricular) domains.								