



★Mother Goose Time★

Alignment of the

Experience Early Learning Skills

with

The Nevada Pre-Kindergarten Standards (2013)

# The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 36 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs.

The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems which are imprints of the Experience Early Learning Company:

- Mother Goose Time
- Experience Baby
- Experience Pre-K
- Experience Play

The Developmental Continuum of the Experience Early Learning Skills is included in the appendix.

Visit [http://mothergoosetime.com/all\\_about/research.php](http://mothergoosetime.com/all_about/research.php) to learn how each Mother Goose Time tool supports developmentally-appropriate practice and child skill development.

## Alignment

This document details the alignment of the Nevada Pre-Kindergarten Standards with the Developmental Continuum of the Experience Early Learning Skills.

In addition to the pre-kindergarten standards for Nevada, Mother Goose Time also reinforces **Second Language Acquisition** skills.

# Mathematics

## Nevada Pre-Kindergarten Standards

## Developmental Continuum of the Experience Early Learning Skills

<b>Mathematics</b>	
<b>M. Math</b>	
<b>1.0: Numbers and Number Sense</b>	
1.PK.3a. Recognize and read numerals 0-5.	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.1.D Identifies numerals.</b> Identifies numerals to five.</p>
1.PK.3b. Estimate the number of objects in a set of 5 and verify by counting.	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.3.D Understands operations.</b> Creates and counts groups of up to five objects.</p> <p><b>19 Measurement</b>  <b>19.1 Estimates and measures.</b></p>
1.PK.3c. Match the number of objects in a set to the correct numeral 0 to 5.	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.1.D Identifies numerals.</b> Identifies numerals to five.  <b>15.3.D Understands operations.</b> Creates and counts groups of up to five objects.</p>

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<p>1.PK.4a. Count to 10.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.2.D Counts to determine quantity.</b> Counts up to ten objects.</p>
<p>1.PK.4b. Count to 10 by demonstrating one to one correspondence using objects.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.2.C,D Counts to determine quantity.</b> Points to one object at a time while counting. Counts up to ten objects.</p>
<p>1.PK.5. Use concrete objects to combine and separate groups up to 5.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.3.D Understands operations.</b> Creates and counts groups of up to five objects.</p>
<p>2.0: Patterns, Functions &amp; Algebra</p>	
<p>2.PK.1. Sort objects by similar attributes (e.g., size, shape, and color).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.C,D Matches, sorts and charts.</b> Sort objects by one feature, such as size or color. After sorting objects by one feature, sorts again by a different feature.</p>
<p>2.PK.2. Recognize and replicate simple patterns (e.g., ABAB).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.1.C,D Creates and extends patterns.</b> Copies patterns with two steps, such as red-blue, red-blue. Creates and extends two-step patterns.</p>

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<p>2.PK.3. Compare sets of objects. Determine which set has more or less.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>19 Measurement</b>  <b>19.2.B,C Compares and seriates.</b> Demonstrates an understanding of more, none and one. Compares and orders two to three objects according to size, length, hue or weight.</p>
<p>3.0: Measurement</p>	
<p>3.PK.1. Compare objects by size to determine smaller and larger.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>19 Measurement</b>  <b>19.2.C Compares and seriates.</b> Compares and orders two to three objects according to size, length, hue or weight.</p>
<p>3.PK.6. Identify day and night.</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.1.G Identifies weather and climates.</b> Describes the role of the sun on weather and day/night patterns.</p>
<p>4.0: Spatial Relationships, Geometry and Logic</p>	
<p>4.PK.1a. Identify circles, triangles, and squares.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.C Identifies shapes.</b> Identifies a few basic shapes.</p>
<p>4.PK.1b. Begin to recognize two and three dimensional shapes in the environment.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.F Identifies shapes.</b> Describes objects in the environment as two- and three-dimensional shapes.</p>

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<p>4.PK.2. Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>17 Spatial Awareness</b>  <b>17.2.C,D Determines object location.</b> When prompted, finds or places objects next to, in front of, or behind self or objects not related to self.</p>
<p>5.0: Data Analysis</p>	
<p>5.PK.1. Identify and sort information (e.g., interpret quantity in pictures).</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C,D,F Observes and experiments.</b> Investigates an object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people. Gathers information or experiments.</p>

## Science

### Nevada Pre-Kindergarten Standards

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<b>Science</b>	
N. Nature Of Science	
Nature of Science - Scientific Inquiry and Science, Technology, & Society	
N.PK1.a. Observe their world.	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.B,C,D,F Observes and experiments.</b> Uses senses to explore the environment. Investigates an object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people. Gathers information or experiments.</p>
N.PK1.b. Ask questions about their world.	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires and predicts.</b> Identifies personal interests and seeks more information. Asks questions and shows curiosity.</p>

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<p>N.PK.2. Share ideas with others.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.3.C Evaluates and infers.</b> Shares discoveries with others.</p> <p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.C Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences.</p>
<p>N.PK.3. Use tools safely to observe and explore different objects/environments.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C Observes and experiments.</b> Investigates an object or group of objects in multiple ways.</p> <p><b>29 Technology</b>  <b>29.1.C,D,E Explores technology.</b> Explores movable parts on toys and tools. Uses on and off switches. Explores simple machines and interacts with simple electronic and screen toys. Experiments with simple technology to solve problems or accomplish tasks.</p> <p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.3.C Demonstrates safe practices.</b> Follows simple safety rules.</p>

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N.PK.4. Use patterns to predict or sort items.

### **Science**

#### **25 Scientific Reasoning**

**25.1.D,E Inquires and predicts.** When given a question, guesses a possible answer or outcome. Predicts a few outcomes.

#### **27 Physical Science**

**27.1.F Identifies properties of matter.** Classifies and sorts materials by a variety of physical properties.

#### **26 Life Science**

**26.2.F Classifies organisms.** Describes the features of living things and groups them by similar features.

### **Mathematics and Reasoning**

#### **18 Patterns and Sorting**

**18.1.D Creates and extends patterns.** Creates and extends two-step patterns. Recognizes simple patterns in the environment.

**18.2.C,D Matches, sorts and charts.** Sort objects by one feature, such as size or color. After sorting objects by one feature, sorts again by a different feature.

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<p>N.PK.5. Students work in small groups and share ideas with others regarding to science related activities.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.3.C Evaluates and infers.</b> Shares discoveries with others.</p> <p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.D Builds positive relationships.</b> Joins a group and participates in group play.</p> <p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.C,G Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Discusses ideas and feelings about a wide range of age-appropriate topics.</p>
<p>E. Earth</p>	
<p>Earth &amp; Space Science - Atmospheric Processes and the Water Cycle; Solar System &amp; Universe; Earth’s Composition &amp; Structure</p>	
<p>E.PK.1. Observe and identify weather from day to day.</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.1.C,D Identifies weather and climates.</b> Notices changes in temperature or weather in the immediate environment. Identifies the climate and weather in the immediate environment.</p>

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<p>E.PK.2. Observe and identify water in different states.</p>	<p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.1.D,E,G Identifies properties of matter.</b> Describes basic physical properties of objects and materials in immediate environment. Manipulates matter and observes any physical changes that may occur. Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states.</p>
<p>E.PK.3. Students understand that the sun, moon, and stars can be seen in the sky.</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.1.G,H Identifies weather and climates.</b> Explains the basic properties of the sun, moon and Earth. Describes the role of the sun on weather and day/night patterns. Describes how the sun and movements of the Earth affect climate.</p>
<p>E.PK.4. Identify and sort different natural objects (e.g., rocks, soils, etc.).</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.2.B,C Explores ecosystems.</b> Plays with rocks, sand, dirt or water. Identifies familiar animals, plants or rocks in immediate environment.</p> <p><b>27 Physical Science</b>  <b>27.1.C Identifies properties of matter.</b> With support, sorts objects by physical characteristics.</p>
<p>P. Physical</p>	
<p>Physical Science - Matter and Forces &amp; Motion and Energy</p>	

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<p>P.PK.1. Sort objects according to observable properties (e.g., by shape and color).</p>	<p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.1.C Identifies properties of matter.</b> With support, sorts objects by physical characteristics.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.C,D Matches, sorts and charts.</b> Sort objects by one feature, such as size or color. After sorting objects by one feature, sorts again by a different feature.</p>
<p>P.PK.2. Explore and demonstrate how objects move.</p>	<p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.2.C,D Explores forces and motions.</b> Explores motion by moving, rolling, blowing on or dropping a toy. Explains how common vehicles, animals and people move.</p>
<p>P.PK.3. Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).</p>	<p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.2.C-F Explores forces and motions.</b> Explores motion by moving, rolling, blowing on or dropping a toy. Explains how common vehicles, animals and people move. Explores with and explains invisible forces (ramps, magnets, etc.). Experiments and compares the movement of various objects on a variety of surfaces.</p>

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<p>P.PK.4. Investigate how objects react when placed in water.</p>	<p><b>Science</b>  <b>27 Physical Science</b>  <b>27.2.C-F Explores forces and motions.</b> Explores motion by moving, rolling, blowing on or dropping a toy. Explains how common vehicles, animals and people move. Explores with and explains invisible forces (ramps, magnets, etc.). Experiments and compares the movement of various objects on a variety of surfaces.</p> <p><b>28 Earth Science</b>  <b>28.2.B Explores ecosystems.</b> Plays with rocks, sand, dirt or water.</p>
<p>P.PK.5. Identify hot and cold.</p>	<p><b>Science</b>  <b>28 Earth Science</b>  <b>28.1.B Identifies weather and climates.</b> Understands hot and cold.</p>
<p>L. Life</p>	
<p>Life Science - Heredity; Structure of Life; Organisms and their Environment; Diversity of Life</p>	

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<p>L.PK.1. Investigate animals and their offspring.</p>	<p><b>Science</b>  <b>26 Life Science</b>  <b>26.2.B,F Classifies organisms.</b> Identifies and names familiar people, characters and animals. Describes the features of living things and groups them by similar features.</p> <p><b>28 Earth Science</b>  <b>28.2.C Explores ecosystems.</b> Identifies familiar animals, plants or rocks in immediate environment.</p>
<p>L.PK.2. Explore and identify a variety of animals and plants.</p>	<p><b>Science</b>  <b>26 Life Science</b>  <b>26.2.B,F Classifies organisms.</b> Identifies and names familiar people, characters and animals. Describes the features of living things and groups them by similar features.</p> <p><b>28 Earth Science</b>  <b>28.2.C Explores ecosystems.</b> Identifies familiar animals, plants or rocks in immediate environment.</p>
<p>L.PK.3. Identify humans, animals, and plants.</p>	<p><b>Science</b>  <b>26 Life Science</b>  <b>26.2.B,F Classifies organisms.</b> Identifies and names familiar people, characters and animals. Describes the features of living things and groups them by similar features.</p>

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<p>L.PK.4. Use the five senses to explore and investigate the natural world.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.B Observes and experiments.</b> Uses senses to explore environment.</p>
<p>L.PK.5. Identify the basic need for air, water and food.</p>	<p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.1.C,E Identifies basic needs.</b> Describes basic personal needs. Recognize that all living things have similar basic needs.</p>
<p>L.PK.6. Identify animals and their homes.</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.2D,E Explores ecosystems.</b> Describes what familiar animals eat and where they live. Describes a habitat and its characteristics.</p>
<p>L.PK.7. Identify and/or sort plants and animals by observable characteristics.</p>	<p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.2.B,C Classifies organisms.</b> Identifies and names familiar people, characters and animals. Groups living things by common characteristics.</p>
<p>L.PK.8. Observe living and non-living things on Earth.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.B Observes and experiments.</b> Uses senses to explore environment.</p>

## Language and Early Literacy

### Nevada Pre-Kindergarten Standards

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Language and Early Literacy	
WA. Word Analysis	
1.0: Word Analysis	
1.PK.1. Identify words that rhyme.	<p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.2.D Identifies rhyme and alliteration.</b> Identifies words that rhyme or don't rhyme.</p>
1.PK.2. Identify the beginning sound of own name.	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.2.C Makes letter-sound connections.</b> Recognizes the sound of the first letter in his/her name.</p>
1.PK.3. Identify letters in own name.	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.1.D Identifies letters and words.</b> Recognizes some common words in print such as his/her name, mom, dad or stop.  <b>12.2.D Makes letter-sound connections.</b> Identifies six to seven letters and their sounds.</p>

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<p>1.PK.4. Recognize environmental print and symbols.</p>	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.1.C,D Identifies letters and words.</b> Recognizes the difference between pictures, letters and numbers in print. Recognizes some common words in print such as his/her name, mom, dad or stop.</p>
<p>1.PK.5. Demonstrate awareness that print carries a message.</p>	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.2.B Makes letter-sound connections.</b> Points at words printed on a page and pretends to read aloud.</p> <p><b>11 Concepts of Print</b>  <b>11.1.E Demonstrates print knowledge.</b> Touches a written word on the page for each spoken word.</p>
<p>RS. Reading Strategies</p>	
<p>2.0: Reading Strategies</p>	
<p>2.PK.1. Identify the front cover of the book and know how to turn the pages when reading.</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.C Demonstrates print knowledge.</b> Identifies the front/back and top/bottom of a book</p>

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<p>2.PK.2. Ask questions or make comments pertinent to the story being read.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.  <b>13.2.E Retells, asks and answers questions.</b> As the story is being read, asks and answers simple questions about character, setting and events.</p> <p><b>7 Listening Comprehension</b>  <b>7.1.F Comprehends spoken language.</b> Asks and answers general questions about information or stories heard orally.</p>
<p>2.PK.3. Identify pictures to aid in comprehension.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Points to pictures and repeats words from familiar stories. Talks about pictures and ideas in familiar stories.</p> <p><b>12 Letter/Word Recognition</b>  <b>12.1 Identifies letters and words.</b> Recognizes the difference between pictures, letters and numbers in print.</p>
<p>LT. Literary Text</p>	
<p>3.0: Literary Text</p>	

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<p>3.PK.1. Retell a story with the aid of pictures, props, or a book.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.2.D Retells, asks and answers questions.</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
<p>3.PK.5. Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).</p>	<p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.2.A,B Identifies rhyme and alliteration.</b> Hears rhyming songs and games. Repeats the last word in familiar rhymes when prompted.</p> <p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.C,D,E Develops rhythm and tone.</b> Claps to beat. Claps along to simple rhythm patterns. Repeats simple rhythm patterns.</p>

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<p>3.PK.6. With assistance, listen and respond to words with tone (e.g., poems and finger plays).</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.B-E Develops rhythm and tone.</b> Responds to changes in sound, rhythm, volume or melody. Recognizes the difference between a singing and speaking voice. Controls voice to mimic the melodic direction. Sings along to familiar songs.</p> <p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.2.A,B Identifies rhyme and alliteration.</b> Hears rhyming songs and games. Repeats the last word in familiar rhymes when prompted.</p>
<p>3.PK.7. With assistance, listen and discuss stories from different cultures and eras.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D,E Comprehends spoken language.</b> Listens to a story or request and then responds appropriately. Expands on stories and information shared orally.</p> <p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.2.E Explores cultures and traditions.</b> Begins to learn about other cultures.  <b>21.3.E Respects diversity.</b> Asks questions about how others live, eat, play and believe. Explains how individuals, families and cultures differ.</p>

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<p>3.PK.8. Predict what will happen next in a story.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.D Responds to text.</b> Anticipates what comes next in familiar stories.</p> <p><b>7 Listening Comprehension</b>  <b>7.1.D,E Comprehends spoken language.</b> Listens to a story or request and then responds appropriately.</p>
<p>3.PK.9. Listen to age-appropriate material that makes connections to self and the world around them.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.E,G Responds to text.</b> Relates to characters or events of the story and shares a similar experience or object from own life. Makes many text-to-text, -self, and -world connections.</p>
<p>ET. Expository Text</p>	
<p>4.0: Expository Text</p>	

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<p>4.PK.1. Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).</p>	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.1.C Identifies letters and words.</b> Recognizes the difference between pictures, letters and numbers in print.  <b>12.2.B Makes letter-sound connections.</b> Points at words printed on a page and pretends to read aloud.</p> <p><b>11 Concepts of Print</b>  <b>11.1.E Demonstrates print knowledge.</b> Touches a written word on the page for each spoken word.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.H Matches, sorts and charts.</b> Uses graphs and charts to represent data.</p>
<p>4.PK.5a. Recall information from an event, text, or picture related to self and the world around them.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.E,G Responds to text.</b> Relates to characters or events of the story and shares a similar experience or object from own life. Makes many text-to-text, -self, and -world connections.</p>

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<p>4.PK.5b. Respond to or ask a question about an event, text, or picture.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.  <b>13.2.E Retells, asks and answers questions.</b> As the story is being read, asks and answers simple questions about character, setting and events.</p> <p><b>7 Listening Comprehension</b>  <b>7.1.F Comprehends spoken language.</b> Asks and answers general questions about information or stories heard orally.</p>
<p>4.PK.7. With teacher assistance, follow, a simple pictorial direction.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1 Responds to text.</b></p> <p><b>7 Listening Comprehension</b>  <b>7.2.C Follows verbal directions.</b> Follows related two-step directions given verbally.</p> <p><b>11 Concepts of Print</b>  <b>11.1 Demonstrates print knowledge.</b></p>
<p>EW. Effective Writing</p>	
<p>5.0: Effective Writing</p>	

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<p>5.PK.2a. Experiment with beginning techniques for using various writing materials.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.1.A,B Writes name, words and sentences.</b> Grips a writing utensil and uses it with help. Makes continuous marks with writing tools.  <b>14.2.A Expresses through writing.</b> Explores writing materials.</p> <p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.2.B,C Uses drawing/writing tools.</b> Purposefully grasps and releases objects. Makes random marks with writing tools. Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.</p>
<p>5.PK.2b. Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.1.C,D Writes name, words and sentences.</b> Writes letter-like forms and creates his/her own symbols. Attempts to print or copy familiar symbols and letters, especially those in own name.  <b>14.2.C,D Expresses through writing.</b> Scribble or draws marks as a representation of an object or person. Draws lines, circles or shapes and explains who or what they represent.</p>

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<p>5.PK.4a. Use letter-like approximation to write name and/or other words or ideas.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.1.C,D,E Writes name, words and sentences.</b> Writes letter-like forms and creates his/her own symbols. Attempts to print or copy familiar symbols and letters, especially those in own name. Attempts to print or copy familiar symbols and letters, especially those in own name. Prints first name. Copies print. Uses inventive spelling.</p>
<p>5.PK.4b. Attempt, with a model, to spell own first name.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.1.D,E Writes name, words and sentences.</b> Attempts to print or copy familiar symbols and letters, especially those in own name. Prints first name. Copies print.</p>
<p>5.PK.4c. Attempt, with a model, to write the first letter of first name using the capital letter.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.1.D,E,F Writes name, words and sentences.</b> Attempts to print or copy familiar symbols and letters, especially those in own name. Prints first name. Copies print. Prints upper and lowercase letters.</p>
<p>TW. Types of Writing</p>	
<p>6.0: Types of Writing</p>	

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<p>6.PK.1. Experiment with writing tools and materials to communicate.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.1.A,B Writes name, words and sentences.</b> Grips a writing utensil and uses it with help. Makes continuous marks with writing tools.  <b>14.2.A Expresses through writing.</b> Explores writing materials.</p> <p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.2.B,C Uses drawing/writing tools.</b> Purposefully grasps and releases objects. Makes random marks with writing tools. Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.</p>
<p>6.PK.2. Experiment with writing tools and materials in response to a familiar experience.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.1.A,B Writes name, words and sentences.</b> Grips a writing utensil and uses it with help. Makes continuous marks with writing tools.  <b>14.2.A,E Expresses through writing.</b> Explores writing materials. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>

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<p>6.PK.4. Experiment with writing tools and materials in response to literature.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.1.A,B Writes name, words and sentences.</b> Grips a writing utensil and uses it with help. Makes continuous marks with writing tools.  <b>14.2.A,E Expresses through writing.</b> Explores writing materials. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p>6.PK.5. Share drawings with others as a response to an expository text.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E,F Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record an event or idea. Draws pictures to support writing.</p>
<p>6.PK.6. Share ideas and opinions for class writing.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E,F Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record an event or idea. Draws pictures to support writing.</p> <p><b>8 Communication</b>  <b>8.1.F,G Communicates ideas.</b> Explains thoughts about familiar people, places and events. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.</p>

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<p>6.PK.7. Dictate words, phrases, or sentences to an adult recording on paper.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p>6.PK.9a. Organize ideas, through group discussion, with teacher assistance for the purpose of group research.</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.F,G Communicates ideas.</b> Explains thoughts about familiar people, places and events. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.</p> <p><b>14 Emergent Writing</b>  <b>14.2.H Expresses through writing.</b> Writes ideas or groups information in logical order.</p>
<p>6.PK.9b. Identify and explore an area of interest.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires and predicts.</b> Identifies personal interests and seeks more information. Asks questions and shows curiosity.</p> <p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C Expresses preference.</b> Expresses likes and dislikes.</p>

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<p>6.PK.9c. Use, with teacher assistance, a variety of sources to obtain information.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C,G Observes and experiments.</b> Investigates an object or group of objects in multiple ways. Experiments or gathers information.</p>
<p>LS. Listening</p>	
<p>7.0: Listening</p>	
<p>7.PK.1a. Listen for a variety of purposes with increasing attention span.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D,H Comprehends spoken language.</b> Listens to a story or request and then responds appropriately. Listens to gather information.</p> <p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.E,F Maintains attention.</b> Sustains focus for five to ten minutes, persisting even if there are distractions.</p>
<p>7.PK.1b. Listen to and follow a two-step oral direction with the use of formal and informal language.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.2.C,D Follows verbal directions.</b> Follows related two-step directions given verbally. Follows unrelated two-step directions given verbally.</p>

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<p>7.PK.2. Listen and respond appropriately to stories and group discussions.</p>	<p><b><u>Language and Literacy</u></b> <b>7 Listening Comprehension</b> <b>7.1.D Comprehends spoken language.</b> Listens to a story or request and then responds appropriately.</p> <p><b>8 Communication</b> <b>8.1.D-G Communicates ideas.</b> Asks simple questions and stays on topic for two to three exchanges. Tells stories and engages in conversations through multiple exchanges. Explains thoughts about familiar people, places and events. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.</p>
<p>7.PK.3. Listen with increasing attention span to gain new vocabulary.</p>	<p><b><u>Language and Literacy</u></b> <b>9 Vocabulary</b> <b>9.1.B-E Builds vocabulary.</b> Repeats words heard frequently in environment. Asks what a specific person or object is called. Seeks additional words for new ways to describe. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>

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<p>7.PK.5. Engage in conversation and sometimes follow conversational rules.</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.D-G Communicates ideas.</b> Asks simple questions and stays on topic for two to three exchanges. Tells stories and engages in conversations through multiple exchanges. Explains thoughts about familiar people, places and events. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.</p>
<p>S. Speaking</p>	
<p>8.0: Speaking</p>	
<p>8.PK.1. Speak with increasing clarity, ease and accuracy, and give clear directions.</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.2.E,F,H Speaks in sentences.</b> Speaks in simple complete sentences. Speaks audibly. Clarifies meaning during a discussion.</p>
<p>8.PK.2. Use and expand vocabulary to describe feelings, experiences, observations and ideas.</p>	<p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1.D,E Builds vocabulary.</b> Seeks additional words for new ways to describe. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3 Identifies and manages feelings.</b> Identifies and explains personal feelings. Describes appropriate responses.</p>

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<p>8.PK.3a. Engage in dramatic play to convey experiences, feelings, ideas, or stories.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.C Participates in dramatic play.</b> Uses words, actions and props to pretend.</p>
<p>8.PK.3b. Speak in complete sentences using at least three words.</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.2.C,E Speaks in sentences.</b> Says two- to four-word sentences and repeats short phrases. Speaks in simple complete sentences.</p>
<p>8.PK.4a. Initiate conversation and respond to others.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.E Builds positive relationships.</b> Initiates play and conversations and interactions with one or more persons.</p>

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<p>8.PK.4b. Share ideas and information from personal and shared group experiences.</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.F,G Communicates ideas.</b> Explains thoughts about familiar people, places and events. Discusses ideas and feelings about a wide range of age-appropriate topics.</p> <p><b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.</p> <p><b>7 Listening Comprehension</b>  <b>7.1.E,F Comprehends spoken language.</b> Expands on stories and information shared orally. Asks and answers general questions about information or stories shared orally.</p> <p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.3.C Evaluates and infers.</b> Shares discoveries with others.</p>
<p>8.PK.4c. Ask and answer simple questions.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.F Comprehends spoken language.</b> Asks and answers general questions about information or stories shared orally.</p> <p><b>8 Communication</b>  <b>8.1.D Communicates ideas.</b> Asks simple questions and stays on topic for two to three exchanges.  <b>8.2.E Speaks in sentences.</b> Uses question words in speech.</p>

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8.PK.5. Use language to repeat simple stories, songs and rhymes, or to relate experiences.

### **Language and Literacy**

#### **7 Listening Comprehension**

**7.1.E Comprehends spoken language.** Expands on stories and information shared orally.

#### **8 Communication**

**8.1.C Communicates ideas.** Communicates needs, desires and ideas using simple sentences.

#### **13 Reading Comprehension**

**13.1.E Responds to text.** Relates to the characters or events of the story and shares a similar experience or object from own life.

### **Creative Development**

#### **30 Music**

**30.1.E Develops rhythm and tone.** Sings along to familiar songs.

**30.2.D,E Expresses through music.** Uses voice, common objects or instruments to create music. Uses voice or instruments to express feelings or to mimic sound effects.

## Social Studies

### Nevada Pre-Kindergarten Standards

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Social Studies	
H. History	
H1: People, Cultures, and Civilizations	
H1.PK.1. Children begin to complete simple tasks together.	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.C,D,E,H Cooperates.</b> Helps or participates in an activity when asked. Plays cooperatively with others and begins to share. Seeks out opportunities to help others. Works collaboratively and flexibly within a group.</p>
H1.PK.2. Be exposed to stories of family members, local residents, and prominent figures.	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.C,D,E Identifies community and family roles.</b> Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. Identifies roles of self and others and describes the job each may do.  <b>21.2.C,D Explores cultures and traditions.</b> Recognizes familiar symbols or artifacts of family traditions or customs. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>

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<p>H1.PK.3. Share information about their family practices, customs, and culture.</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.C,D,E Identifies community and family roles.</b> Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. Identifies roles of self and others and describes the job each may do.  <b>21.2.C,D,E Explores cultures and traditions.</b> Recognizes familiar symbols or artifacts of family traditions or customs. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Explains the meaning and importance of their own traditions and customs.</p>
<p>H2: Nation Building &amp; Development</p>	
<p>H2.PK.1. Begin to recognize that problems can occur in groups.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.G Follows rules and regulations.</b> Explains why rules and regulations are important and what might happen if they are not followed.   <b>3 Social Relationships</b>  <b>3.2.D,E,F Cooperates.</b> Asks adult to help solve social problems. Tries to solve own social problems. Suggests solutions to group problems or challenges.</p>
<p>H3: Social Responsibility &amp; Change</p>	

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<p>H3.PK.1. Begin to understand that differences exist between home and school.</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.F Identifies community and family roles.</b> Compares roles, rules and responsibilities between different groups.</p> <p><b>23 Geography</b>  <b>23.1.C Identifies types of places.</b> Identifies a variety of familiar places, such as the store, car, home or Grandma’s</p>
<p>G. Geography</p>	
<p>G5: The World in Spatial Terms</p>	
<p>G5.PK.1. Identify direction and location (e.g., up/down and above/below).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>17 Spatial Awareness</b>  <b>17.2.C,D,G Determines object location.</b> When prompted, finds or places objects next to, in front of, or behind self or objects not related to self. Gives and follows positional instructions to find objects or places.</p>
<p>G6: Places &amp; Regions</p>	
<p>G6.PK.1. Identify different areas of the classroom and home.</p>	<p><b><u>Social Studies</u></b>  <b>23 Geography</b>  <b>23.1.B,C Identifies types of places.</b> Recognizes familiar places. Identifies a variety of familiar places, such as the store, car, home or Grandma’s</p>

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<p>G6.PK.2. Begin to recognize characteristics that make them unique.</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.3.B,C Respects diversity.</b> Explores people and their features side by side in a book or a mirror. Identifies physical similarities or differences between self and others.</p>
<p>G6.PK.3. Identify numbers and letters related to his/her address.</p>	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.1.D Identifies letters and words.</b> Recognizes some common words in print such as his/her name, mom, dad or stop.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>15 Numerals</b>  <b>15.1.E Identifies numerals.</b> Identifies numerals to ten.</p>
<p>G7: Human Systems</p>	
<p>G7.PK.1. Begin to understand that people move to other places.</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.G.H Identifies community and family roles.</b> Describes how roles and responsibilities of families and groups change over time. Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.</p> <p><b>23 Geography</b>  <b>23.2.E Uses maps.</b> Identifies what is represented on a map.</p>

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G8: Environment & Society	
G8.PK.1. Identify weather conditions (e.g. rain, sunshine, snow, fog).	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.1.C,D Identifies weather and climates.</b> Notices changes in temperature or weather in the immediate environment. Identifies the climate and weather in the immediate environment.</p>
Ec. Economics	
Ec9: The Market Economy	
Ec9.PK.1. Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).	<p><b><u>Social Studies</u></b>  <b>23 Geography</b>  <b>23.1.G Identifies types of places.</b> Identifies and describes various types of landforms and natural resources.</p> <p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.2.F,G Explores ecosystems.</b> Describes personal role in taking care of the environment. Explains how people benefit from or endanger their surrounding ecosystem.</p>
Ec9.PK.2. Demonstrate the role of different jobs in the community.	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D,E Identifies community and family roles.</b> Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. Identifies roles of self and others and describes the job each may do.</p>

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Ec10: The US Economy as a Whole	
Ec10.PK.1. Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.	<p><b><u>Social Studies</u></b>  <b>22 Civics and Economics</b>  <b>22.2.E,F,G Understands concepts of trade.</b> Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods or services. Describes ways one might use money, goods or services.</p>
Ec11: The Dynamic Economy	
Ec10.PK.1. Decide between two choices involving classroom resources.	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C,D Expresses preference.</b> Expresses likes and dislikes. When given two to three options, chooses his/her most desired option.</p>
C. Civics	
C13: Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)	

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<p>C13.PK.1. Follow classroom and school rules.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1 Follows rules and routines.</b></p> <p><b><u>Social Studies</u></b>  <b>22 Civics and Economics</b>  <b>22.1.C,D Understands citizenship.</b> Recognizes and attends to authority figures. Follows familiar rules and helps make group decisions.</p>
<p>C13.PK.2. Participate in group decision making.</p>	<p><b><u>Social Studies</u></b>  <b>22 Civics and Economics</b>  <b>22.1.D,E Understands citizenship.</b> Follows familiar rules and helps make group decisions. Applies familiar rules and suggests new rules in a variety of situations.</p> <p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.F Follows rules and routines.</b> Participates in setting, defining and following rules.</p>
<p>C16: Global Relations</p>	
<p>C16.PK.1. Identify their teacher and peers by name.</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.C Identifies community and family roles.</b> Identifies familiar people and pets.</p>

## Social Emotional

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<b>Social Emotional</b>	
SE. Social Emotional	
1.0: Self-Confidence	
1.PK.1a. Make independent choices from diverse interest centers or activities.	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C,D Expresses preference.</b> Expresses likes and dislikes. When given two to three options, chooses his/her most desired option.</p>
1.PK.1b. Select materials to use for individual expression.	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C,D Expresses preference.</b> Expresses likes and dislikes. When given two to three options, chooses his/her most desired option.</p> <p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.2.D,E Expresses through visual arts.</b> Makes choices throughout the artistic process. Plans and seeks out materials to make a creation.</p>

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<p>1.PK.2a. Express ideas for activities; initiate and participate in discussions with teachers or peers.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C,D Expresses preference.</b> Expresses likes and dislikes. When given two to three options, chooses his/her most desired option.</p> <p><b>3 Social Relationships</b>  <b>3.1.E Builds positive relationships.</b> Initiates play and conversations and interactions with one or more persons.</p> <p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.C,F Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Explains thoughts about familiar people, places and events.</p>
<p>1.PK.2b. Acknowledge actions and accomplishments verbally and nonverbally.</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.A,C,F Communicates ideas.</b> Uses vocal sounds and gestures to communicate. Communicates needs, desires and ideas using simple sentences. Explains thoughts about familiar people, places and events.</p> <p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.B Identifies and manages feelings.</b> Shows a range of emotions with facial expressions and gestures.</p>

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<p>1.PK.3. Reengage in a task or activity after experiencing disappointment, frustration, or failure.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.D,E,F Maintains attention.</b> Practices or repeats an activity many times until successful. Sustains focus for five to ten minutes, persisting even if there are distractions.</p>
<p>2.0: Self-Direction</p>	
<p>2.PK.1a. Separate easily from parents(s)/caregivers(s)/significant adult(s).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.B Follows rules and routines.</b> Cooperates during familiar routines and redirection.  <b>2.3.C Transitions and adapts.</b> Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.</p> <p><b>3 Social Relationships</b>  <b>3.1.D Builds positive relationships.</b> Plays side-by-side with a new or familiar person. Joins a group and participates in group play.</p>

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<p>2.PK.1b. Move through routines and activities with minimal adult/teacher direction.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.E Takes responsibility.</b> Independently completes a familiar activity.</p> <p><b>2 Self Direction</b>  <b>2.1.C Follows rules and routines.</b> With prompting, follows rules and routines.  <b>2.3.F Transitions and adapts.</b> Transitions from one activity to the next and helps others through the transition.</p>
<p>2.PK.2. Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.E,F Takes responsibility.</b> Independently completes a familiar activity. Takes care of own needs and personal belongings.</p> <p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.1.D Identifies basic needs.</b> Meets most personal needs independently.</p> <p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.2.C Practices good hygiene.</b> With help, participates in healthy habits and healthcare routines.</p>

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<p>2.PK.3a. Use toys and materials with care.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.F,G Takes responsibility.</b> Takes care of own needs and personal belongings. Shows respect for others’ personal space and belongings.</p> <p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.3.F Demonstrates safe practices.</b> Applies general safety rules to a variety of everyday situations with little prompting.</p>
<p>2.PK.3b. Clean up or put away toys and materials when finished.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.F Takes responsibility.</b> Takes care of own needs and personal belongings. Shows respect for others’ personal space and belongings.</p> <p><b>2 Self Direction</b>  <b>2.1.C Follows rules and routines.</b> With prompting, follows rules and routines.  <b>2.3.F Transitions and adapts.</b> Transitions from one activity to the next and helps others through the transition.</p>
<p>3.0: Identification and Expression of Feelings</p>	

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<p>3.PK.1. Identify a range of feelings (e.g., sadness, anger, fear, and happiness).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.F Identifies and manages feelings.</b> Identifies and explains personal feelings.</p>
<p>3.PK.2a. Express feelings, needs or wants in appropriate ways.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.D,E,F Identifies and manages feelings.</b> Recognizes personal feelings. Controls impulses about fairness. Names some personal feelings and uses strategies to manage behavior. Identifies and explains personal feelings. Describes personal feelings.</p>
<p>3.PK.2b. Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.3.C-F Cares for and responds to others.</b> Demonstrates concern for someone who is sad or upset. Explains a reason why someone may be happy or sad. Tries to comfort and assure familiar children or adults. Identifies feelings of others and responds accordingly.</p>
<p>4.0: Interactions with other children and adults</p>	

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<p>4.PK.1b. Express common courtesy to others (e.g., saying “thank you,” “please” and “excuse me,” or passing a plate of cookies).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.G Takes responsibility.</b> Shows respect for others’ personal space and belongings.</p> <p><b>3 Social Relationships</b>  <b>3.3.F Cares for and responds to others.</b> Identifies feelings of others and responds accordingly.</p>
<p>4.PK.1c. Respect rights and belongings of others (e.g., “It is my turn to use the bike, but you can have the bike when I am finished”).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.G Takes responsibility.</b> Shows respect for others’ personal space and belongings.</p> <p><b>3 Social Relationships</b>  <b>3.2.D Cooperates.</b> Plays cooperatively with others and begins to share.</p> <p><b><u>Social Studies</u></b>  <b>22 Civics and Economics</b>  <b>22.1.G Understands citizenship.</b> Identifies individual rights.</p>

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<p>4.PK.1d. Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.D,E,F Cooperates.</b> Plays cooperatively with others and begins to share. Asks an adult to help solve social problems. Seeks out opportunities to help others. Tries to solve own social problems. Suggests solutions to group problems or challenges.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.C,D,E Solves problems.</b> Recognizes a problem and asks for help. Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>4.PK.1e. Be able to say and respond to first and last name.</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.2.B Speaks in sentences.</b> Says one- to two-word sentences.</p> <p><b>7 Listening Comprehension</b>  <b>7.1.B,C Comprehends spoken language.</b> When prompted, identifies familiar people or objects. Responds to simple statements and questions.</p>

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<p>4.PK.1f. Be able to say parent’s or caregiver’s name.</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.2.B Speaks in sentences.</b> Says one- to two-word sentences.</p> <p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.C Identifies community and family roles.</b> Identifies familiar people and pets.</p>
<p>5.0: Pro-Social Behaviors</p>	
<p>5.PK.1a. Play independently.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.E Takes responsibility.</b> Independently completes a familiar activity.</p> <p><b>2 Self Direction</b>  <b>2.2.C Maintains attention.</b> Focuses on an engaging activity for a short period of time independently or with an adult.</p>
<p>5.PK.1b. Play in pairs and small groups.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.C,D Builds positive relationships.</b> Plays side-by-side with a new or familiar person. Joins a group and participates in group play.</p>

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<p>5.PK.1c. Engage in dramatic play.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.C,D Participates in dramatic play.</b> Uses words, actions and props to pretend. Plays a role in group dramatic play.</p>
<p>5.PK.1d. Initiate play, or enter into play with a group of children already playing.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.D,E Builds positive relationships.</b> Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.</p>
<p>5.PK.2a. Participate in cooperative groups to complete a task.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.D Builds positive relationships.</b> Joins a group and participates in group play.  <b>3.2.D,E,F Cooperates.</b> Plays cooperatively with others and begins to share. Asks an adult to help solve social problems. Seeks out opportunities to help others. Tries to solve own social problems. Suggests solutions to group problems or challenges.</p>
<p>5.PK.2b. Take turns with teacher support.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.A,D Cooperates.</b> Enjoys turn-taking activities. Plays cooperatively with others and begins to share.</p>
<p>5.PK.2c. Share some of the time.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.D Cooperates.</b> Plays cooperatively with others and begins to share.</p>

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6.0: Attending and Focusing Skills	
6.PK.1a. Attend to a task for at least 10 minutes.	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.F Maintains attention.</b> Sustains focus for at least ten minutes even if there are distractions.</p>
6.PK.1b. Move on to next activity without exhibiting signs of stress.	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.3F,G Transitions and adapts.</b> Transitions from one activity to the next and helps others through the transition. Describes strategies to adjust and calm one-self in new or stressful situations.</p>

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<p>6.PK.1c. Use verbal and nonverbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.C,D,E,G Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Asks simple questions and stays on topic for two to three exchanges. Tells stories and engages in conversations through multiple exchanges. Stays on topic throughout discussion.  <b>8.2.C,D Speaks in sentences.</b> Says two- to four-word sentences and repeats short phrases. Speaks in sentences but does not always follow grammatical rules.</p> <p><b>7 Listening Comprehension</b>  <b>7.1.C,D Comprehends spoken language.</b> Responds to simple statements and questions. Listens to a story or request and then responds appropriately.</p>
<p>6.PK.1d. Demonstrate ability to delay gratification to complete a larger task.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.D,E,F Maintains attention.</b> Practices or repeats an activity many times until successful. Sustains focus for at least five to ten minutes even if there are distractions.</p>

## Approaches to Learning

### Nevada Pre-Kindergarten Standards

### Developmental Continuum of the Experience Early Learning Skills

<b>Approaches to Learning</b>	
CT. Creative Thinking	
1.0: Creative Thinking- Approaches to Learning through Creativity	
1.PK.1. Use a variety of approaches to solving problems.	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.C,D,E Solves problems.</b> Recognizes a problem and asks for help. Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.</p>

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<p>1.PK.2. Use a variety of approaches to solving interpersonal problems in the classroom.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.C,D,E Solves problems.</b> Recognizes a problem and asks for help. Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.D,E,F Cooperates.</b> Plays cooperatively with others and begins to share. Asks an adult to help solve social problems. Seeks out opportunities to help others. Tries to solve own social problems. Suggests solutions to group problems or challenges.</p>
<p>1.PK.3. Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.C,D,E Solves problems.</b> Recognizes a problem and asks for help. Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1 Builds strength and balance.</b>  <b>4.2 Coordinates large movements.</b></p>
<p>2.0: Creative Thinking - Approaches to Learning through Motivation and Persistence</p>	<p></p>

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<p>2.PK.1. Select progressively more challenging tasks.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.D Expresses preference.</b> When given two to three options, chooses his/her most desired option.  <b>1.2.D Takes responsibility.</b> Initiates an activity and seeks help to complete it.</p>
<p>2.PK.2a. Demonstrate ability to delay gratification to complete a larger task.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.D,E,F Maintains attention.</b> Practices or repeats an activity many times until successful. Sustains focus for at least five to ten minutes even if there are distractions.</p>
<p>2.PK.2b. Express satisfaction when accomplishing a task and achieving a goal.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.B,D Identifies and manages feelings.</b> Shows a range of emotions with facial expressions and gestures. Recognizes personal feelings.</p>
<p>2.PK.3. Demonstrate persistence by trying again when faced with challenges.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.B Expresses preference.</b> Repeats actions to obtain similar preferred results.   <b>2 Self Direction</b>  <b>2.2.D,E,F Maintains attention.</b> Practices or repeats an activity many times until successful. Sustains focus for at least five to ten minutes even if there are distractions.</p>

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3.0: Creative Thinking- Making Connections	
<p>3.PK.1. Combine objects in a variety of ways.</p>	<p><b><u>Creative Development</u></b></p> <p><b>32 Visual Arts</b></p> <p><b>32.1.C Develops artistic techniques.</b> Explores a variety of artistic tools and media.</p> <p><b>33 Drama</b></p> <p><b>33.2.E Uses and creates props.</b> Uses a combination of real and imaginary props or characters to play out a scene.</p> <p><b><u>Mathematics and Reasoning</u></b></p> <p><b>20 Logic</b></p> <p><b>20.1.D,E Solves problems.</b> Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b><u>Science</u></b></p> <p><b>29 Technology</b></p> <p><b>29.1.F Explores technology.</b> Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>

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Experience Early Learning Skills

3.PK.2. Categorize experiences, people and ideas in a variety of ways.

**Mathematics and Reasoning**

**18 Patterns and sorting**

**18.2.E,F Matches, sorts and charts.** Sorts objects by more than one feature and explains why. Identifies, sorts and classifies objects by at least two features.

**Science**

**26 Life Science**

**26.2.C Classifies organisms.** Groups living things by common characteristics.

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<p>3.PK.3. Create stories and scenarios by combining experiences and ideas.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.E Comprehends spoken language.</b> Expands on stories and information shared orally.</p> <p><b>8 Communication</b>  <b>8.1.E Communicates ideas.</b> Tell stories and engages in conversations through multiple exchanges.</p> <p><b>13 Reading Comprehension</b>  <b>13.2.D Retells, asks and answers questions.</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.2.F Uses and creates props.</b> Creates a setting, characters and events to tell a story.</p>
<p>MM. Music and Movement</p>	
<p>1.0: Music and Movement - Singing</p>	

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<p>1.PK.1. Make a variety of sounds with their voices.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.2.D Expresses through music.</b> Uses voice, common objects or instruments to create music.</p> <p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.1.B Hears small units of sound.</b> Imitates sounds and tones.</p>
<p>1.PK.2. Create and sing chants.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.E Develops rhythm and tone.</b> Sings along to familiar songs.  <b>30.2.B,D Expresses through music.</b> Repeats words in familiar songs and attempts to sing. Uses voice, common objects or instruments to create music.</p>

## Nevada Pre-Kindergarten Standards

## Developmental Continuum of the Experience Early Learning Skills

1.PK.3a. Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.

### **Creative Development**

#### **30 Music**

**30.1.C,E Develops rhythm and tone.** Recognize the difference between a signing and speaking voice. Sings along to familiar songs.

**30.2.C,D Expresses through music.** Expresses likes and dislikes of familiar songs. Uses voice, common objects or instruments to create music.

### **Social and Emotional Development**

#### **1 Self Concept**

**1.1.D Expresses preference.** When given two to three options, chooses his/her most desired option.

#### **3 Social Relationships**

**3.2.D Cooperates.** Plays cooperatively with others and begins to share.

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<p>1.PK.3b. Select and recognize a variety of songs from diverse cultures.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.2.C,G Expresses through music.</b> Expresses likes and dislikes of familiar songs. Interprets and compares many types of music.</p> <p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.2.E Explores cultures and traditions.</b> Begins to learn about other cultures.</p> <p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.D Expresses preference.</b> When given two to three options, chooses his/her most desired option.</p>
<p>2.0: Music and Movement - Playing Instruments</p>	
<p>2.PK.1. Play and identify a variety of musical instruments.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.2.C,D Expresses through music.</b> Explores sound by shaking, pounding and tapping various instruments and objects. Uses voice, common objects or instruments to create music.</p>

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<p>2.PK.2. Participate in a rhythm instrument band.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.C-H Develops rhythm and tone.</b> Claps to beat. Claps along to simple rhythm patterns. Repeats simple rhythm patterns. Creates simple rhythm patterns. Maintains a steady beat, Participates in call and response and two part rounds.  <b>30.2.D Expresses through music.</b> Uses voice, common objects or instruments to create music.</p>
<p>2.PK.4. Accompany simple music with rhythm instruments or clapping.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.C-H Develops rhythm and tone.</b> Claps to beat. Claps along to simple rhythm patterns. Repeats simple rhythm patterns. Creates simple rhythm patterns. Maintains a steady beat, Participates in call and response and two part rounds.  <b>30.2.D Expresses through music.</b> Uses voice, common objects or instruments to create music.</p>
<p>3.0: Music and Movement - Improvisation</p>	
<p>2.PK.1. Play and identify a variety of musical instruments.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.2.C-F Expresses through music.</b> Explores sound by shaking, pounding and tapping various instruments and objects. Uses voice, common objects or instruments to create music. Uses voice or instruments to express feelings or to mimic sound effects. Communicates ideas by creating rhythm and/or melody.</p>

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<p>2.PK.2. Participate in a rhythm instrument band.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.C-H Develops rhythm and tone.</b> Claps to beat. Claps along to simple rhythm patterns. Repeats simple rhythm patterns. Creates simple rhythm patterns. Maintains a steady beat, Participates in call and response and two part rounds.  <b>30.2.D Expresses through music.</b> Uses voice, common objects or instruments to create music.</p>
<p>2.PK.4. Accompany simple music with rhythm instruments or clapping.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.C-H Develops rhythm and tone.</b> Claps to beat. Claps along to simple rhythm patterns. Repeats simple rhythm patterns. Creates simple rhythm patterns. Maintains a steady beat, Participates in call and response and two part rounds.  <b>30.2.D Expresses through music.</b> Uses voice, common objects or instruments to create music.</p>
<p>3.0: Music and Movement - Improvisation</p>	

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<p>3.PK.1. Improvise simple songs and rhythmic patterns using voice, body or instrument.</p>	<p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.2.C,E Expresses through dance and movement.</b> Moves in own way to music and rhythm. Creates movement based on own ideas.</p> <p><b>30 Music</b>  <b>30.2.D,E,F Expresses through music.</b> Uses voice, common objects or instruments to create music. Uses voice or instruments to express feelings or to mimic sound effects. Communicates ideas by creating rhythm and/or melody.</p>
<p>3.PK.3. Take familiar songs and change the words, feelings, sound of voice or dynamics.</p>	<p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.1.H Hears small units of sound.</b> Manipulates, substitutes and deletes sounds in words.  <b>10.2.E,H Identifies rhyme and alliteration.</b> Suggests a series of rhyming words when given a word. Manipulates syllables in words, including prefixes and suffixes.</p> <p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.2.F Expresses through music.</b> Communicates ideas by creating rhythm and/or melody.</p>
<p>6.0: Music and Movement - Listening</p>	

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<p>6.PK.1. Identify simple elements of music such as loud/soft and fast/slow.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.B,E,G Develops rhythm and tone.</b> Responds to changes in sound, rhythm, volume or melody. Hears the change of musical phrases in a song. Recognizes strong/weak beats.</p>
<p>7.0: Music and Movement - Evaluation</p>	
<p>7.PK.2. Demonstrate a preference in music.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.2.C,D Expresses through music.</b> Expresses likes and dislikes of familiar songs.</p>
<p>8.0: Music and Movement - Application to Life</p>	
<p>8.PK.2. Demonstrate math and language skills while participating in music.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.C-H Develops rhythm and tone.</b> Claps to beat. Claps along to simple rhythm patterns. Repeats simple rhythm patterns. Creates simple rhythm patterns. Maintains a steady beat, Participates in call and response and two part rounds.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.1.C,D Identifies and creates patterns.</b> Copies patterns with two steps. Creates and extends two-step patterns. Creates and extends three- and four-step patterns.</p>
<p>9.0: Music and Movement - Cultural and Historical Connections</p>	

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<p>9.PK.1. Experience music from different cultures.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.2.G Expresses through music.</b> Interprets and compares many types of music.</p> <p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.2.E Explores cultures and traditions.</b> Begins to learn about other cultures.</p>
<p>10.0: Music and Movement - Cross-curricular</p>	
<p>10.PK.1a. Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).</p>	<p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.1.C,D Develops dance and movement techniques.</b> Follows the movements of others. Explores personal space and direction. Describes and demonstrates multiple ways to move body parts.</p> <p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1 Builds strength and balance.</b> Walks, climbs, runs, balances, hops, skips, gallops, slides, leaps, etc.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>17 Spatial Awareness</b>  <b>17.2 Determines object location.</b> Follows simple positional directions such as on/off, over/under and up/down.</p>

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<p>10.PK.1b. Move with and without music using a variety of props such as scarves, balloons, hoops, etc.</p>	<p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.2.C,E Expresses through dance and movement.</b> Moves in own way to music and rhythm. Creates movement based on own ideas.</p> <p><b>33 Drama</b>  <b>33.1.C Participates in dramatic play.</b> Uses words, actions and props to pretend.  <b>33.2.C,D Uses and creates props.</b> Uses realistic toys as replacements for real objects. Uses any object as a replacement for a realistic prop or real object.</p>
<p>10.PK.1c. Respond to changes in tempo.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.B,E,G Develops rhythm and tone.</b> Responds to changes in sound, rhythm, volume or melody. Hears the change of musical phrases in a song.</p> <p><b>31 Dance and Movement</b>  <b>31.1.D Develops dance and movement techniques.</b> Moves to the beat of a song.</p>
<p>D. Dramatic Play</p>	
<p>1.0: Dramatic Play</p>	

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## Developmental Continuum of the Experience Early Learning Skills

1.PK.1. Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.

### **Social Studies**

#### **21 Families and Communities**

**21.1.C,D,E Identifies community and family roles.** Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. Identifies roles of self and others and describes the job each may do.

### **Creative Development**

#### **33 Drama**

**33.1.C Participates in dramatic play.** Uses words, actions and props to pretend.

Nevada Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

<p>1.PK.2a. Make up new roles from experiences and familiar stories.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.D Participates in dramatic play.</b> Plays a role in group dramatic play.  <b>33.2.F Uses and creates props.</b> Creates a setting, characters and events to tell a story.</p> <p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.E Comprehends spoken language.</b> Expands on stories and information shared orally.</p> <p><b>8 Communication</b>  <b>8.1.E Communicates ideas.</b> Tell stories and engages in conversations through multiple exchanges.</p> <p><b>13 Reading Comprehension</b>  <b>13.2.D Retells, asks and answers questions.</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
<p>1.PK.2b. Direct peers and/or follow directions from peers in creating dramatic play scenarios.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.D,E,F Participates in dramatic play.</b> Plays a role in group dramatic play. Assign roles and plays out unscripted scenes in dramatic play. With cues, performs simple pre-planned drama.  <b>33.2.F Uses and creates props.</b> Creates a setting, characters and events to tell a story.</p>

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Developmental Continuum of the Experience Early Learning Skills

<p>1.PK.3. Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.D,E Participates in dramatic play.</b> Plays a role in group dramatic play. Assign roles and plays out unscripted scenes in dramatic play.</p> <p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D Identifies community and family roles.</b> Identifies and role-plays familiar community helpers.</p>
<p>1.PK.6. Use available materials as either realistic or symbolic props as part of dramatic play.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.C Participates in dramatic play.</b> Uses words, actions and props to pretend.  <b>33.2.C,D Uses and creates props.</b> Uses realistic toys as replacements for real objects. Uses any object as a replacement for a realistic prop or real object.</p>
<p>1.PK.7. Use dress-up clothes or costumes and other props in dramatic play.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.C Participates in dramatic play.</b> Uses words, actions and props to pretend.  <b>33.2.C,D Uses and creates props.</b> Uses realistic toys as replacements for real objects. Uses any object as a replacement for a realistic prop or real object.</p>
<p>2.0: Dramatic Play</p>	

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Developmental Continuum of the Experience Early Learning Skills

<p>2.PK.1. Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.3.B Evaluates and infers.</b> Recognizes objects, actions, sounds or people associated with common use or routine.</p> <p><b>26 Life Science</b>  <b>26.2.B,F Classifies organisms.</b> Identifies and names familiar people, characters and organisms. Describes the features of living things and groups them by similar features.</p> <p><b>27 Physical Science</b>  <b>27.1.C Identifies properties of matter.</b> With support, sorts objects by physical characteristics.</p>
<p>2.PK.2. Imitate roles observed in child’s life experiences.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.B,C Participates in dramatic play.</b> Mimics observed behaviors and words. Uses words, actions and props to pretend.</p> <p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.C,D,E Identifies community and family roles.</b> Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. Identifies roles of self and others and describes the job each may do.</p>

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Developmental Continuum of the Experience Early Learning Skills

<p>2.PK.3. Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.B,C,D,G Participates in dramatic play.</b> Mimics observed behaviors and words. Uses words, actions and props to pretend. Plays a role in group dramatic play. Describes how a character might feel in a given situation, then integrates that emotion into performance.</p>
<p>3.0: Dramatic Play</p>	
<p>3.PK.3. Differentiate between pretend and real.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.2.C Uses and creates props.</b> Distinguishes between real and pretend.</p>
<p>4.0: Dramatic Play</p>	

Nevada Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

<p>4.PK.1. Begin to understand and identify similarities and differences between dramatic characters and real people.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.2.C Uses and creates props.</b> Distinguishes between real and pretend.</p> <p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.E Responds to text.</b> Relates to characters or events of the story.</p> <p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.3 Respects diversity.</b> Explains how individuals, families and cultures differ.</p>
<p>5.0: Dramatic Play</p>	

Nevada Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

5.PK.1. Use music, movement, and visual arts in dramatic play.

**Creative Development**

**30 Music**

**30.2.E,F Expresses through music.** Uses voice or instruments to express feelings or to mimic sound effects. Communicates ideas by creating rhythm and/or melody.

**31 Dance and Movement**

**31.2.F Expresses through dance and movement.** Expresses ideas, feelings and stories through creative movement.

**32 Visual Arts**

**32.2.F,G Expresses through visual arts.** Creates art to represent an idea or object. Creates art to express ideas, thoughts and feelings.

**33 Drama**

**33.2.H Uses and creates props.** Plans a story and creates costumes, setting or props to create mood or environment.

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Developmental Continuum of the Experience Early Learning Skills

<p>5.PK.3. Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.B,C Participates in dramatic play.</b> Mimics observed behaviors and words. Uses words, actions and props to pretend.  <b>33.2.B,C Uses and creates props.</b> Mimics the use of familiar objects. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.2.D Retells, asks and answers questions.</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D Identifies community and family roles.</b> Identifies and role-plays familiar community helpers.</p>
<p>VA. Visual Arts</p>	
<p>1.0: Visual Arts: Knowledge</p>	

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Developmental Continuum of the Experience Early Learning Skills

<p>1.PK.3. Use a variety of media, techniques, and processes in art activities that are of the child’s creation without a model.</p>	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.D-G Develops artistic techniques.</b> Chooses an object or art tool to use with a given medium for a desired effect. Uses artistic tools and media to create intentional designs or images. Demonstrates a variety of techniques using a given tool or medium.</p>
<p>2.0: Visual Arts - Content</p>	
<p>2.PK.4. Identify color, shape, and texture through art experiences.</p>	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.2.C Expresses through visual arts.</b> Uses materials to create shapes and symbols.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.D,G Identifies shapes.</b> Identifies four to six basic geometric shapes. Describes and draws defining features of shapes.</p> <p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.1.A-D Identifies properties of matter.</b> Uses senses to explore objects in immediate environment. Reacts to change in texture, smell, sound, or sight. With support, sorts objects by physical characteristics. Describes basic physical properties of objects and materials in immediate environment.</p>

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3.0: Visual Arts - Content	
3.PK.1. Recognize various art forms (e.g., photographs, statues, paintings, and drawings).	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.H Develops artistic techniques.</b> Compares artistic techniques and creations of many artists.</p>
3.PK.2. Create works that express or represent experiences, ideas, feelings, and fantasy using various media.	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.2.D-G Expresses through visual arts.</b> Makes choices through the artistic process. Plans and seeks out materials to make a creation. Creates art to represent an idea or object. Creates art to express ideas, thoughts and feelings.</p>
4.0: Visual Arts - Context	
4.PK.3. Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.2.F,G Expresses through visual arts.</b> Creates art to represent an idea or object. Creates art to express ideas, thoughts and feelings.</p> <p><b><u>Social Studies</u></b>  <b>24 History</b>  <b>24.1.D Describes past events.</b> Recalls information and events from the past.</p>
5.0: Visual Arts - Interpretation	

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Developmental Continuum of the Experience Early Learning Skills

<p>5.PK.1. Recognize their own and others' artwork.</p>	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.H Develops artistic techniques.</b> Compares artistic techniques and creations of many artists.  <b>32.2.F,H Expresses through visual arts.</b> Creates art to represent an idea or object. Explains how it was made. Creates art and explains why and how s/he chose specific materials and techniques.</p>
<p>5.PK.2. Demonstrate respect for the artwork of others.</p>	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.H Develops artistic techniques.</b> Compares artistic techniques and creations of many artists.</p> <p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.G Takes responsibility.</b> Shows respect for others' personal space and belongings.</p>

Nevada Pre–Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

<p>5.PK.3. Describe or respond to their own creative work or the creative work of others.</p>	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.H Develops artistic techniques.</b> Compares artistic techniques and creations of many artists.  <b>32.2.F,H Expresses through visual arts.</b> Creates art to represent an idea or object. Explains how it was made. Creates art and explains why and how s/he chose specific materials and techniques.</p> <p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.G Communicates ideas.</b> Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout the discussion.</p>
<p>6.0: Visual Arts - Cross-Curricular</p>	
<p>6.PK.1. Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.</p>	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.2.F,G Expresses through visual arts.</b> Creates art to represent an idea or object. Creates art to express ideas, thoughts and feelings.</p>

## Nevada Pre-Kindergarten Standards

## Developmental Continuum of the Experience Early Learning Skills

6.PK.2. Use visual arts in dramatic play, music, and movement activities.

### **Creative Development**

#### **30 Music**

**30.2.E,F Expresses through music.** Uses voice or instruments to express feelings or to mimic sound effects. Communicates ideas by creating rhythm and/or melody.

#### **31 Dance and Movement**

**31.2.F Expresses through dance and movement.** Expresses ideas, feelings and stories through creative movement.

#### **32 Visual Arts**

**32.2.F,G Expresses through visual arts.** Creates art to represent an idea or object. Creates art to express ideas, thoughts and feelings.

#### **33 Drama**

**33.2.H Uses and creates props.** Plans a story and creates costumes, setting or props to create mood or environment.

## Physical Development and Health

### Nevada Pre-Kindergarten Standards

### Developmental Continuum of the Experience Early Learning Skills

Physical Development and Health	
PD. Physical Development	
1.0: Development of Motor Skills	
1.PK.1. Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).	<p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1 Builds vocabulary.</b> Includes new and technical words in everyday conversations.</p>
2.0: Movement Forms	
2.PK.1. Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1 Builds strength and balance.</b> Walks, climbs, runs, balances, hops, skips, gallops, slides, leaps, etc.</p>
2.PK.2. Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1 Builds strength and balance.</b> Walks, climbs, runs, balances, hops, skips, gallops, slides, leaps, etc.  <b>4.2 Coordinates large movements.</b> Carries, drags, kicks, tosses, throws, changes direction, strikes, stops at a boundary, etc.</p>

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Developmental Continuum of the Experience Early Learning Skills

<p>2.PK.3. Balance on one foot for at least five seconds.</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1.D Builds strength and balance.</b> Balances and hops on one foot.</p>
<p>3.0: Dance</p>	
<p>3.PK.1. Demonstrate locomotor movements such as up, down, forward, and backward.</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1 Builds strength and balance.</b> Walks, climbs, runs, balances, hops, skips, gallops, slides, leaps, etc.  <b>4.2 Coordinates large movements.</b> Carries, drags, kicks, tosses, throws, changes direction, strikes, stops at a boundary, etc.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>17 Spatial Awareness</b>  <b>17.2 Determines object location.</b> Follows simple positional directions such as on/off, over/under and up/down.</p>

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<p>3.PK.2. Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1 Builds strength and balance.</b> Walks, climbs, runs, balances, hops, skips, gallops, slides, leaps, etc.  <b>4.2 Coordinates large movements.</b> Carries, drags, kicks, tosses, throws, changes direction, strikes, stops at a boundary, etc.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>17 Spatial Awareness</b>  <b>17.2 Determines object location.</b> Follows simple positional directions such as on/off, over/under and up/down.</p>
<p>5.0: Personal Responsibility</p>	
<p>5.PK.1. Participate appropriately during physical activities.</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.1.D,E,F Makes healthy food and exercise choices.</b> Follows a routine of rest and active play. Chooses between two appropriate food options or rest options. Regulates personal needs for nutrition, activity and rest with few reminders.  <b>6.3.C Demonstrates safe practices.</b> Follows simple safety rules.</p> <p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.D,E Follows rules and routines.</b> Follows rules and routines. Explores personal limits.</p>

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Developmental Continuum of the Experience Early Learning Skills

<p>5.PK.2. Demonstrate turn taking and cooperation during physical activities.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.D Cooperates.</b> Plays cooperatively with others and begins to share.</p>
<p>6.0: Fine Motor Skills</p>	
<p>6.PK.1. Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.1 Controls small movements.</b> Opens, closes, twists, pulls, snips, strings, cuts, buttons, zips, buckles, laces, ties, threads, stacks, beads, etc.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.2.E,F Manipulates parts and wholes.</b> Creates a whole object from many pieces. Takes apart complex shapes into simpler shape pieces.</p> <p><b>17 Spatial Awareness</b>  <b>17.1.B Flips and rotates objects.</b> Purposely turns or spins objects.</p>
<p>6.PK.2. Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.1 Controls small movements.</b> Opens, closes, twists, pulls, snips, strings, cuts, buttons, zips, buckles, laces, ties, threads, stacks, beads, etc.</p>

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<p>6.PK.3. Use fingered or tripod grasp with drawing, painting or writing instruments.</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.2.E Uses drawing/writing tools.</b> Uses mature tripod grip with drawing/writing tools.</p>
<p>HE. Health</p>	
<p>1.0: Core Concepts-Health Promotion/Disease Prevention</p>	
<p>1.PK.1. Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.2.C,D Practices good hygiene.</b> With help, participates in healthy habits and healthcare routines. Regulates toileting and hand-washing needs.</p>
<p>1.PK.2. Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.2.C,D Practices good hygiene.</b> Names body parts. Describes the function of basic body parts.</p>
<p>1.PK.3. Identify healthy foods.</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.1.E,F Makes healthy food and exercise choices.</b> Identifies food groups and sorts food. Chooses between two appropriate food options or rest options. Identifies food that is nutritious.</p>

Nevada Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

<p>1.PK.5. Identify some safety rules (e.g., fire safety, traffic/ pedestrian safety, dangerous objects/substances/activities, etc.).</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.3.C,D,E Demonstrates safe practices.</b> Follows simple safety rules. Identifies dangerous situations and seeks out help. Describes reasons for safety rules and reminds others to follow them.</p>
<p>1.PK.6. Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.2.C,D,E Practices good hygiene.</b> With help, participates in healthy habits and healthcare routines. Regulates toileting and hand-washing needs. Explains how germs spread and simple strategies for preventing the spread.</p>
<p>1.PK.7. Recognize community health and safety helpers (e.g., police, firefighters, doctors).</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D Identifies community and family roles.</b> Identifies and role-plays familiar community helpers.</p>
<p>1.PK.8. Identify the basic need for air, water, and food.</p>	<p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.1.C Identifies basic needs.</b> Describes basic personal needs.</p> <p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.1.C Makes healthy food and exercise choices.</b> Anticipates the need to eat, rest and drink.</p>
<p>3.0: Self-management</p>	

Nevada Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

<p>3.PK.1. Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.B,C,F Identifies and manages feelings.</b> Shows a range of emotions with facial expressions and gestures. Recognizes personal feelings. Identifies and explains personal feelings.</p>
<p>3.PK.3. Identify potential hazards at home, school, and community, etc.</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.3.D,G Demonstrates safe practices.</b> Identifies dangerous situations and seeks out help. Describes reasons for safety rules and reminds others to follow them. Identifies emergency situations.</p>



# Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.											
		Infant	Toddler	Preschool	Pre-Primary	Primary					
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H		
Social and Emotional Development	1 Self Concept	1.1 Expresses preference	Responds to name and explores self in mirror.	Repeats actions to obtain similar preferred results.	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Describes preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.	
		1.2 Takes responsibility	Responds as caregiver takes care of his/her needs.	Participates in daily routines or familiar activities.	Asserts a desire to start or end an activity. Asks for help.	Initiates an activity and seeks help to complete it.	Independently completes a familiar activity and offers to help others with a similar activity.	Takes care of own needs and personal belongings.	Shows respect for others' personal space and belongings.	Takes care of self or another while considering the needs of the greater group.	
		1.3 Identifies and manages feelings	Calms with support from caretaker.	Shows a range of emotions with facial expressions and gestures. Soothes self.	Experiments and role-plays with a range of emotions.	Recognizes personal feelings. Controls impulses with reminders.	Recognizes personal feelings. Controls impulses with reminders.	Names some personal feelings and uses strategies to manage behavior.	Identifies and explains personal responses.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
	2 Self Direction	2.1 Follows rules and routines	Reacts to tone of voice and expression.	Cooperates during familiar routines and redirection.	With prompting, follows rules and routines.	Follows rules and routines. Expresses feelings about fairness.	Follows rules and routines. Expresses feelings about fairness.	Participates in setting, defining and following rules.	Explains why rules and regulations are important and what might happen if they are not followed.	Follows explicit and implied rules in various situations with few reminders.	
		2.2 Maintains attention	Focuses for a short time when others interact with him/her.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult.	Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least ten minutes even if there are distractions.	Explains why rules and regulations are important and what might happen if they are not followed.	Sustains focus for at least thirty minutes even if there are distractions.	Sustains focus for forty-five minutes even if there are distractions.
		2.3 Transitions and adapts	Reacts to changes in routine.	Responds to cues that signal a change in the daily routine.	Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.	Recognizes when the typical routine is not followed and identifies the change.	With support, negotiates ways to handle non-routine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm one-self in new or stressful situations.	Adapts to new situations quickly and with minimal stress.	
	3 Social Relationships	3.1 Builds positive relationships	Connects with caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Plays side-by-side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Begins to describe friendships and other meaningful relationships.	Describes qualities of positive relationships and ways to build them.	Describes different types of relationships such as those with family, with friends and with teachers.	
		3.2 Cooperates	Enjoys turn-taking games, such as peek-a-boo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Seeks out opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfills personal roles and responsibilities when working in a group.	Works collaboratively and flexibly within a group.	
		3.3 Cares for and responds to others	Reacts to others' behaviors and expressions.	Mimics facial expressions of others.	Demonstrates concern for someone who is sad or upset.	Explains a reason why someone may be happy or sad.	Tries to comfort and assure familiar children or adults.	Identifies feelings of others and responds accordingly.	Shows empathy.	Encourages others to care for, include or help another person.	
Physical Development	4 Gross Motor	4.1 Builds strength and balance	Sits independently and pulls self into a standing position.	Walks and climbs.	Runs and balances on a wide beam.	Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side to side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strengthen muscles and increase endurance.	
		4.2 Coordinates large movements	Kicks or grabs from a seated or laying position.	Carries, drags, kicks and tosses objects.	Throws objects in an intended direction. Catches objects against body.	Throws both overhand and underhand. Catches or kicks moving objects.	Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.	Coordinates multiple complex movements in continuous play.	
	5 Fine Motor	5.1 Controls small movements	Reaches for objects in sight.	Manipulates objects with purpose, such as feeding self with a spoon.	Opens, closes, twists and pulls objects.	Snips with scissors. Strings large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stocks small objects.	Beads, grasps and stacks objects of all sizes with speed and accuracy.	
		5.2 Uses drawing/writing tools	Picks up small objects with thumb and pointer finger (pincher grasp).	Purposefully grasps and releases objects. Makes random marks with writing tools.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control.	Uses a mature tripod grip with drawing/writing tools.	Consistently uses mature tripod grip with drawing/writing tools.	Legibly prints letters, numbers, and symbols.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings.	
	6 Health and Safety	6.1 Makes healthy food and exercise choices	Cries when hungry or tired.	Communicates when hungry, thirsty, or tired.	Anticipates the need to eat, rest and drink.	Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.	Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.	Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.	Explains the importance of nutrition, exercise and rest in maintaining wellness.	Explains how feeling well is related to proper nutrition, exercise and rest.	
		6.2 Practices good hygiene	Receives appropriate healthcare from caregivers.	Recognizes the difference between dirty and clean. Points to body parts when prompted.	With help, participates in healthy habits and healthcare routines. Names body parts.	Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain.	Explains how germs spread and simple strategies for preventing the spread.	When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or conditions.	Describes the functions of basic organs. Maintains personal hygiene with few reminders.	Describes how to deal with health concerns of self and others.	
	6.3 Demonstrates safe practices	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.	Identifies dangerous situations and seeks out help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations. Describes how to get help and behave during them.	Takes appropriate initiative in dangerous and emergency situations.			

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		Infant	Toddler	Preschool	Pre-Primary	Primary			
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
7 Listening Comprehension	7.1 Comprehends spoken language	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	When prompted, identifies familiar people or objects.	Responds to simple statements and questions.	Listens to a story or request and then responds appropriately.	Expands on stories and information shared orally.	Asks and answers general questions about information or stories shared orally.	Asks or answers specific questions about key details from information or stories shared orally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally.
	7.2 Follows verbal directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.
8 Communication	8.1 Communicates ideas	Uses vocal sounds and gestures to communicate.	Uses a few words and word-like sounds to communicate.	Communicates needs, desires and ideas using simple sentences.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.
	8.2 Speaks in sentences	Duplicates single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases.	Speaks in sentences but does not always follow grammatical rules.	Speaks in simple complete sentences. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
9 Vocabulary	9.1 Builds vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places, and objects. Asks what a specific person or object are called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
10 Phonological Awareness	10.1 Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words, isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.
	10.2 Identifies rhyme and alliteration	Hears rhyming songs and games.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme or don't rhyme.	Suggests a series of rhyming words when given a word.	Explains which sound of given word is the rime and which sound is the onset.	Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates syllables in words, including prefixes and suffixes.
11 Concepts of Print	11.1 Demonstrates print knowledge	Looks or points to pictures and opens/closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.
12 Letter/Word Recognition	12.1 Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.	Recognizes some common words in print; such as their his/her name, mom, dad or stop.	Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print.	Reads high frequency sight words.	Reads and decodes root words with inflectional endings (e.g. ed, ing, s).	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
	12.2 Makes letter-sound connections	Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/her name.	Identifies six to seven letters and their sounds.	Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word analysis skills to decode unfamiliar words.
13 Reading Comprehension	13.1 Responds to text	Interacts by reaching or patting when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.	Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, -self and world connections. Compares similarities and differences between two texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
	13.2 Retells, asks and answers questions	Holds book and looks intently at each page.	Answers "Where is...?" questions by pointing.	Answers "What...?" questions about stories and books. Recalls the name of the main character.	Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.	Summarizes texts and their messages. Describes the points of view of various characters and how they each respond to challenges or events in the story.
14 Emergent Writing	14.1 Writes name, words and sentences	Grips a writing utensil and uses it with help.	Makes continuous marks with writing tools.	Writes letter-like forms and creates his/her own symbols.	Attempts to print or copy familiar symbols and letters, especially those that are in own name.	Prints first name. Copies print. Uses inventive spelling.	Prints first and last name. Prints upper and lower case letters appropriately.	Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling.
	14.2 Expresses through writing	Explores writing materials.	Makes marks or handprints on paper.	Scribbles or draws marks as a representation of an object or person.	Draws lines, circles or shapes and explains who or what they represent.	Uses a combination of drawing, dictating and writing to express and record an event or idea.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

Skill	Goal	Pre-production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
34 Approach to Second Language Acquisition	34.1 Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
	34.2 Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meanings of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
35 Comprehension of Second Language	35.1 Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words and phrases in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, jokes and lengthy discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
36 Communication in Second Language	36.1 Uses target language to communicate	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.

Individual children develop at a unique pace.

Infant      Toddler      Preschool      Pre-Primary      Primary

Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
123 Mathematics and Reasoning	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one thousand, understands place value and identifies if a number is even or odd.	
		15.2 Counts to determine quantity	Hears rote counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty.
		15.3 Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., $7=3+4$ , $7=5+2$ ).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.
	16 Shapes	16.1 Identifies shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
		16.2 Manipulates parts and wholes	Tries to put one object inside of another.	Fills container and then dumps out the contents.	Puts together two to three pieces to create a whole object.	Uses a guide to put together six to twelve pieces to make a whole object.	Creates a whole object from many pieces without using a guide.	Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	Separates a shape into halves, thirds and fourths.
	17 Spatial Awareness	17.1 Flips and rotates objects	Plays with objects and toys that are a variety of shapes.	Purposely turns or spins objects.	Recognizes familiar objects that are upside down and turns them right-side up.	Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	Identifies two- and three-dimensional shapes and symbols regardless of orientation.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.	Determines when shapes have been slid, turned or flipped and describes the translation.
		17.2 Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	When prompted, finds or places objects next to, between, in front of or behind self.	When prompted, finds or places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
		18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
19.2 Compares and seriates		Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.	
20 Logic	20.1 Solves problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.	
Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
		21.2 Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
		21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.
	22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.
		22.2 Understands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.	Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Explores the use of trade to receive objects or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people or work together in trade to get what they need and want.
	23 Geography	23.1 Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.	Identifies different types of water bodies, streets, buildings and landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of own community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		23.2 Uses maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols and landmarks.	Identifies what is represented on a map. Draws pictures of current location.	Recreates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
	24 History	24.1 Describes past events	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

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		Infant	Toddler	Preschool	Pre-Primary	Primary					
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H		
Science	25 Scientific Reasoning	25.1 Inquires and predicts	Looks for a person or toy that has moved out of sight.	Asks one- to two-word questions.	Identifies personal interests and seeks more information.	When given a question, guesses a possible answer or outcome.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Inquires about a scientific phenomenon and explains which prediction seems most probable.	Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge.	
		25.2 Observes and experiments	Explores cause and effect.	Uses senses to explore environment.	Investigates an object or group of objects in multiple ways.	Observes and describes actions or changes that occur to familiar objects and people.	Explores scientific phenomenon and records observations by drawing.	Gathers information or experiments to prove/disprove a hypothesis.	Experiments or gathers information. Records findings in tables, charts or diagrams.	Conducts an experiment multiple times. Records observations and makes personal notes.	
		25.3 Evaluates and infers	Reacts to changes.	Recognizes objects, actions, sounds or people associated with a common use or routine.	Shares discoveries with others.	Uses past knowledge to explain observed changes.	Describes and compares observations of scientific phenomenon.	Uses information and observations to verify a prediction.	Uses prior knowledge and gathered information to make simple inferences.	Evaluates gathered information to explain a scientific phenomenon.	
	26 Life Science	26.1 Identifies basic needs	Responds when physical needs are not met.	Participates in taking care of some personal needs, such as feeding self.	Describes basic personal needs.	Meets most personal needs independently. Demonstrates an understanding that all people have needs.	Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	Describes how living things attain what they need to survive.	Describes how an organism's features and surroundings help it survive.	Describes threats and challenges that living things must overcome to survive.	
		26.2 Classifies organisms	Recognizes self as being separate from others.	Identifies and names familiar people, characters and animals.	Groups living things by common characteristics.	Identifies if an object can grow, eat or move.	Sorts organisms as living or non-living and explains why.	Describes the features of living things and groups them by similar features.	Explains the purpose of specific features for various groups of organisms.	Explains the relationships between a variety of species and how they fit within a larger group of animals or plants.	
	27 Physical Science	27.1 Identifies properties of matter	Uses senses to explore objects in immediate environment.	Reacts to changes in texture, smell, sound or sight.	With support, sorts objects by physical characteristics.	Describes basic physical properties of objects and materials in immediate environment.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gaseous. Identifies how matter changes states.	Describes characteristics of solids, liquids and gases. Explains how matter changes states.	
		27.2 Explores forces and motions	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement.	Experiments with and explains invisible forces (ramps, magnets, etc.).	Experiments and compares the movement of various objects on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.	
	28 Earth Science	28.1 Identifies weather and climates	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather in the immediate environment.	Identifies the climate and weather in the immediate environment.	Explains how weather and climate changes may affect personal life. Identifies the current season.	Explains that different places have different kinds of weather and climates.	Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.	Describes how the Sun and movements of the Earth affect climate.	
		28.2 Explores ecosystems	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment.	Describes what familiar animals eat and where they live.	Describes a habitat and its characteristics.	Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.	Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.	Explores a variety of ecosystems and identifies their organisms and characteristics. Defines strategies for preserving a variety of ecosystems.	
	29 Technology	29.1 Explores technology	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.	
	Creative Development	30 Music	30.1 Develops rhythm and tone	Responds to sounds.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call and response and two part rounds.
			30.2 Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
31 Dance and Movement		31.1 Develops dance and movement techniques	Moves body in a variety of ways.	Moves body purposefully. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.	Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.	
		31.2 Expresses through dance and movement	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements).	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.	
32 Visual Arts		32.1 Develops artistic techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Explores a variety of artistic tools and media.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.	
		32.2 Expresses through visual arts	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Uses materials to create shapes and symbols.	Makes choices throughout the artistic process.	Plans and seeks out materials to make a creation.	Creates arts to represent an idea or object. Explains how it was made.	Creates art to express ideas, thoughts and feelings.	Creates art and explains why and how s/he chose specific materials and techniques.	
33 Drama	33.1 Participates in dramatic play	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.		
	33.2 Uses and creates props	Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses any object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details.	Plans a story and creates costumes, settings or props to create a mood or environment.		