Nevada Pre-Kindergarten Standards, Revised 2023

Building a Foundation for School Readiness and Success in PreK-12 and Beyond

Nevada Pre-K Standards & Early Learning Guidelines

NEVADA Department of Education

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Introduction to the Standards

Welcome to the Nevada Pre-Kindergarten Standards, Revised 2023 (henceforward referred to as the Standards). The Standards provide a framework for play-based classroom environments, curriculum, and instruction in all early childhood classrooms and programs serving pre-kindergarten children across the state, including child care centers, family child care homes, Head Start, preschools, school district pre-kindergarten programs, and more. This document is supported by the Nevada Department of Education.

The Standards build on the 2010 and 2004 pre-kindergarten standards, which established that early learning and development are the foundation for kindergarten readiness and for success throughout school and life. This revision incorporates the latest evidence and professional knowledge on the critical concepts, skills, and abilities for children to master by the end of the pre-kindergarten year. In alignment with Nevada's Birth to 3rd Grade Approach (Severens et al., 2022), this revision also includes supportive practices to guide teachers and other adults in setting up environments, providing materials, and implementing practices to support children's progress in each domain.

The Standards are vertically aligned with Nevada's K-12 Academic Content Standards (Nevada Department of Education, n.d.) for kindergarten as well as with the Head Start Early Learning Outcomes Framework (Office of Head Start, n.d.). In anticipation of future updates and revisions to these standards, and with a commitment to consistently provide Nevada's early educators with the most up-to-date information, the alignment charts you may be familiar with have been moved out of this document. You can find Nevada early learning standards alignment charts online at https://doe.nv.gov/.

The Standards are organized in eight* domains and include indicators of children's early learning and development, examples of how children might demonstrate each indicator, and supportive practices for teachers and practitioners. The Standards incorporate two new domains: Approaches to Learning and Technology. These domains have been added to lay foundations for critical skills as young children develop their own approaches to learning, and in acknowledgement of the central role that technology plays in modern life, information-gathering, problem-solving, and communication skills.

The Standards Domains

1. Approaches to Learning
2. Social Studies
3. Health, Safety, and Physical Development
4. Language and Early Literacy
5. Science
6. Technology
7. Creative Expression
8. Mathematics

*The Nevada Social Emotional Learning Standards are currently being developed by a statewide stakeholder workgroup facilitated by the Nevada Department of Education to align this domain from the early years through grade 12. Visit https://doe.nv.gov for updates. Social emotional development is essential for children to become healthy, competent adults.

A Note on Early Childhood STEAM

Research has shown that providing meaningful hands-on exploration through the disciplines of science, technology, engineering, arts, and mathematics (STEAM) encourages creative thinking and engaged learning, especially when coupled with cross-curricular learning activities in other domains such as social studies or literacy. The Standards are organized to bring together the Science, Technology, Creative Expression, and Mathematics domains to provide a focus on STEAM learning. While early childhood engineering is not a separate pre-kindergarten domain at this time, many indicators, examples, and supportive practices across the STEAM disciplines include foundational concepts for engineering such as children's drawing or creating models for a planned investigation.

These STEAM practices and standards align with the National Research Council's (NRC's) seminal guidance, *A Framework for K–12 Science Education* (2012), which also informed Nevada's K–12 Academic Content Standards. Early childhood STEAM experiences emphasize children "doing," as they engage in inquiry while building oral language, communication, and critical-thinking skills. Purposefully integrating STEAM experiences across learning domains and disciplines is critical for preschoolers and includes many benefits such as executive-functioning skills.

What Is High-Quality Early Childhood Education?

A high-quality early childhood program is an inclusive environment that offers services at the highest possible levels for all children and families (Nevada Early Childhood Advisory Council, 2019). These programs provide a safe environment, while promoting the physical, social emotional, and cognitive development of all children. High-quality environments celebrate and explore the culture, backgrounds and individuality of their children and families. The indicators of quality include, but are not limited to policies, procedures, and administrative practices that are best practices for the workforce, families, and children. This would include ample age-appropriate materials, appropriate group size and ratios for each classroom, and use of appropriate assessments to assess children's learning and development. Teaching approaches are individualized for each child and are active, stimulating, and engaging. Thoughtful standards about health and safety are considered at the licensing level and beyond. Families and community partners are included as valued partners and are invited into all aspects of care and education. All the indicators of quality combine to create an environment that leads to the highest outcomes and lifelong success for the youngest learners in our state.

Guiding Principles

The revised Standards are built on the foundations laid by guiding principles of child development and learning, which are based on developmentally appropriate practices (National Association for the Education of Young Children [NAEYC], 2022). These guiding principles align with the Nevada's B–3rd Approach and inform educator instruction and classroom environments.

- Children's learning and development are interrelated and affected by their genetic characteristics and experiences. Development and learning are dynamic processes that reflect the complex interplay between a child's biological characteristics and the environment, each shaping the other as well as future patterns of growth.
- Each domain is important, and all are interrelated. All domains of child development—physical development, cognitive development, social emotional development, and linguistic development (including bilingual or multilingual development), as well as approaches to learning—are important; each domain both supports and is supported by the others.
- Play is essential for children's learning and development. Play-based learning is defined by hands-on, inquiry-driven exploration and choice that is child-centered. Play-based approaches promote joyful learning that foster self-regulation, language, cognitive, and social competencies as well as content knowledge across disciplines. Play is essential for all children, birth through age 8.
- Children's development progresses in generally predictable patterns. Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must also be considered.
- Children are active learners. Children are active learners from birth, constantly taking in and organizing information to create meaning through their relationships, their interactions with their environment, and their overall experiences.

- Children's home and community cultures greatly impact how they learn and develop. Partnering with families strengthens children's learning and development. Children's motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. Curricula and teaching methods build on each child's assets by connecting their experiences in the school or learning environment to their home and community settings.
- Children's learning and development can be clarified, enriched, and extended. Children learn in an integrated fashion that cuts across academic disciplines or subject areas. Because the foundations of subject area knowledge are established in early childhood, educators need subject-area knowledge, an understanding of the learning progressions within each subject area, and pedagogical knowledge about teaching each subject area content effectively.
- Each child is an individual learner. Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills.
- Technology can support high-quality learning experiences for preschool children. Used responsibly and intentionally, technology and interactive media can be valuable tools for supporting children's development and learning.

Developmentally Appropriate Practice

Developmentally appropriate practices, (DAP: NAEYC, 2022), promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.

Early childhood educators implement DAP in preschool settings by:

1) recognizing the multiple assets all young children bring to the early learning setting as unique individuals and as members of families and communities, and

2) building on each child's strengths

Educators design and implement equitable early learning environments to help all children achieve their full potential across all content areas and all domains of development, including physical, cognitive, health, social and emotional, and approaches to learning. To be developmentally appropriate, educator practices must also be culturally, linguistically, and ability appropriate for each child (Nevada Department of Education, 2022).

Diversity and Culture

Embracing diversity in early childhood is critical as we value the lived experiences of children and their families. Diversity in early childhood education includes children, parents, families, and colleagues exploring and learning about their backgrounds and backgrounds of people different from themselves, challenging and destroying stereotypes, seeing themselves reflected in the classroom, enjoying and appreciating differences as well as seeking them out, learning tolerance and empathy, and discovering the many ways a problem can be solved or a question can be answered (Wardle, 2011). Diversity includes but is not limited to language, culture, race, ability, religion, ethnicity, sexual orientation, class, and so on. Difference does not mean deficit; rather, difference is an asset to be celebrated.

Young children need safe spaces to explore their thoughts as they develop their individual identities and a sense of belonging. Furthermore, they need to see themselves reflected in the eyes of their teachers. Early childhood teachers can introduce diversity and challenge mainstream stereotypical thinking in the classroom or in the home through intentional and thoughtful inclusion of diverse materials, toys, and books. Diversity is not a curriculum or lesson plan, cannot be narrowed to entire history months, and is not temporarily adopting cultural symbols through custom or food. Modeling respect for each other, tolerance, and acceptance of different points of view helps young children to understand and promote a true anti-bias classroom. Understanding and respecting others will also help to develop a compassionate attitude.

Home Language

The Standards reflect an expansive view of language where multilingual children are able to demonstrate their capabilities, knowledge, and skills in their home language and/or in English. Multilingual skill-building is an essential component of preschoolers' learning and play. Whether early childhood teachers are proficient in children's home languages or not, every effort should be made to reflect children's languages and language varieties during both instruction and play. This facilitates connections between home and school languages and also lays the foundation for cross-linguistic awareness that supports children's multilingual development and language acquisition.

Multilingual children communicate across languages, otherwise known as translanguaging, as they access all of their linguistic resources to purposefully and authentically select features from their language identity for communication (National Council of Teachers of English, 2016). Furthermore, research suggests that teachers' translanguaging practices in early childhood classrooms foster both academic and social development in young children. Equitable learning contexts should reflect, honor, and leverage "the linguistic diversity in the classroom as a resource for simultaneously learning English and preserving students' language histories" (National Council of Teachers of English, 2016, p. 3). When children can demonstrate their knowledge in their home languages and/or in English, teachers can gain a more complete sense of children's full understanding. The Standards target specific ways to include multilingual approaches during these early years. No specific language is called out as mainstream within the standards and indicators themselves. Teachers should be aware that children may demonstrate mastery toward standards in any of their languages.

High-quality pre-kindergarten programs model acceptance and respect of a child's home language by supporting the use of that home language in the classroom. This approach sends the message that their culture is important while exposing them to an enriched multilingual environment (López & Páez, 2021). Providing a classroom rich in language and embracing the cultures of its children and families is key to helping children develop a positive cultural identity and to their success in school and in life (Derman-Sparks & Edwards, 2020). Young children begin to develop a greater understanding of themselves, their families, and their communities in classrooms that foster this approach. Providing children with opportunities to learn about other cultures gives them experiences where they can learn about the similarities and differences among them.

Equity

Early childhood educators understand the purpose and importance of teaching children about equity and that all children have the right to have access to learning opportunities to reach their full potential. Young children understand fairness; often, their concerns are related to everyone receiving equal parts or making sure that their peers have the same portion or object as the rest of the group. Teaching children about equity builds empathy and compassion for others. Teaching young children to embrace differences will help them withstand bias and become inclusive adults as they develop. Modeling equitable practices in the classroom helps children become less egocentric and more supportive of others. Encouraging children to be respectful and kind to their peers while supporting a community of learners requires teachers to be intentional in their approach to guidance and curricula. Teachers who establish a positive climate in the classroom and reflect and model fundamental principles of fairness and justice can accomplish the goals of anti-bias education (NAEYC, 2019).

Inclusion

Inclusive practices encourage pre-kindergarten teachers to integrate, adapt, and make accommodations in their daily routines to create a quality inclusive environment, which benefits both children with disabilities and typically developing children in their classroom. Children should be given the opportunity to attend school with their peers in general education classrooms. Inclusion teaches young children about differences and acceptance of others. Early childhood programs that include children identified with special needs are considered to be an example of best practice (Derman-Sparks & Edwards, 2020). Research has shown that young children with disabilities and their families gain substantial benefits from participating in general education early learning and development programs, as do their peers without disabilities (Division for Early Childhood & NAEYC, 2009).

The Child Find program provides assessment and evaluations for children who may have a disability. A team of professionally certified staff will conduct a comprehensive, multidisciplinary evaluation. The staff will review the results of the evaluation with parents and, as a team, determine if the child meets eligibility requirements for services. If eligibility is determined, an Individual Education Program (IEP) will be developed to determine the specific services the child will need. Parents engage in each step of the process, including placement. Early Childhood Special Education (ECSE) services are provided for all children ages 3 to 5 with disabilities. School districts are required by law to provide a free and appropriate education in the least restrictive environment for eligible students by their third birthday.

Teachers individualize their instruction for all young learners in their programs and incorporate adaptations into their classrooms. If a child has an IEP, teachers will consult with the parents and the ECSE teacher who is the designated Case Manager. The ECSE teacher will implement specially designed instruction to meet the child's IEP goals and provide the accommodations, adaptations, and modifications to meet the individual needs of the child.

Federal law, under the Individuals with Disabilities Education Act (IDEA), requires children with disabilities be educated with children who are not disabled:

> To the maximum extent appropriate, children with disabilities, including children in public and private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (20 USC, Section 612 (a) (5))

Inclusion provides children with the access and opportunity to thrive with their peers. When children are included in programs that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding of others increase when children of differing abilities and cultures play and learn together.

Pre-Kindergarten Content Standards Format

Pre-Kindergarten Content Standards at a Glance

Approaches to Learning
- Standard 1: Demonstrate curiosity and initiative.
- Standard 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.
- Standard 3: Demonstrate the ability to focus attention and persist in an activity.
- Standard 4: Demonstrate imagination and engage in different types of play.

Social Studies
- Standard 1: Demonstrate a basic awareness of self as an individual, within the context of a group and community.
- Standard 2: Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.
- Standard 3: Demonstrate knowledge of the relationship between people and places.
- Standard 4: Demonstrate the ability to differentiate between the concepts of past, present, and future, and recognize that people and things change over time.
- Standard 5: Demonstrate an awareness of basic economic concepts.

Health, Safety, and Physical Development
- Standard 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.
- Standard 2: Demonstrate knowledge of personal safety practices.
- Standard 3: Demonstrate large motor skills and different types of movement.
- Standard 4: Demonstrate strength and coordination of small motor skills to use tools and complete tasks.

Language and Early Literacy
- Standard 1: Demonstrate the ability to attend to and understand communication from others.
- Standard 2: Demonstrate the ability to express themselves verbally or nonverbally.
- Standard 3: Use a variety of vocabulary words during play and other activities.
- Standard 4: Demonstrate knowledge of the alphabet and how letters are used in the reading process.
- Standard 5: Demonstrate knowledge of how print and books are read.
- Standard 6: Demonstrate knowledge gained from stories, books, and other early literacy activities.
- Standard 7: Demonstrate the use of written letters and symbols to communicate.
- Standard 8: Demonstrate knowledge of sounds within spoken language.

Science
- Standard 1: Demonstrate the ability to use senses and tools to explore, make observations, and make predictions.
- Standard 2: Demonstrate the ability to use information gathered in different ways to conduct investigations.
- Standard 3: Demonstrate the ability to describe, analyze, and draw conclusions about the outcome of an investigation.
- Standard 4: Demonstrate the ability to communicate about observations, investigations, and outcomes.

Technology
- Standard 1: Demonstrate knowledge that different types of technology tools have different uses, including digital, nondigital, and assistive technology.
- Standard 2: Use technology for communication and to gather and share information.
- Standard 3: Demonstrate safe and responsible use of technology and resources.

Creative Expression
- Standard 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.
- Standard 2: Choose to participate and express themselves through a variety of creative and artistic experiences.
- Standard 3: Use creative arts as part of other learning activities.

Mathematics
- Standard 1: Demonstrate knowledge of numbers, numerals, and quantity.
- Standard 2: Demonstrate the ability to analyze and create patterns and early mathematical problem-solving skills.
- Standard 3: Demonstrate the ability to measure and compare by size and volume.
- Standard 4: Analyze and compare common shapes and use knowledge of position in space.

How to Use the Standards

The standards serve as the “big ideas,” and the indicators serve as the specific skills and knowledge to look for as children make progress in their learning and development. Combined, the standards and Indicators generally describe what children know and are able to do by the end of the pre-kindergarten year. The standards are not a curriculum or a checklist used to assess children’s development and learning. Children typically reach developmental milestones within a range of months, and some will exceed the Indicators by the end of the pre-kindergarten year. Use the Indicators to think about a child’s strengths and the next steps in their development—the areas where the child can use additional learning experiences and support. Consider the opportunities throughout the day for children to work toward their individual developmental needs. What activities might you plan? What materials could you add to the environment?

Key to the Standards

The Nevada Pre-Kindergarten Standards are formatted to make them user friendly. Each standard within a domain appears in a horizontal bar extending across three columns. The first column includes the indicators for that standard, which are the skills, behaviors, and characteristics you would expect to see children demonstrate as they make progress on the standard. The second or middle column provides examples of observable skills that children might demonstrate related to the indicator. The third column provides suggestions for strategies that teachers, practitioners, and families might use to support children's progress on the skills described in the indicators and toward mastery of the standard.

The domains are color-coded, and the color for each domain is included at the right-hand edge of the page for ease of navigating through the document. Science, Technology, Creative Expression, and Mathematics are in the same color family to underscore that the skills and knowledge children gain in these domains go together to support a STEAM approach. The key to the color coding is included below, followed by an example from one domain with each component labeled.

Domain	Domain Color
Approaches to Learning	
Social Studies	
Health, Safety, and Physical Development	
Language and Early Literacy	
Science	
Technology	
Creative Expression	
Mathematics	

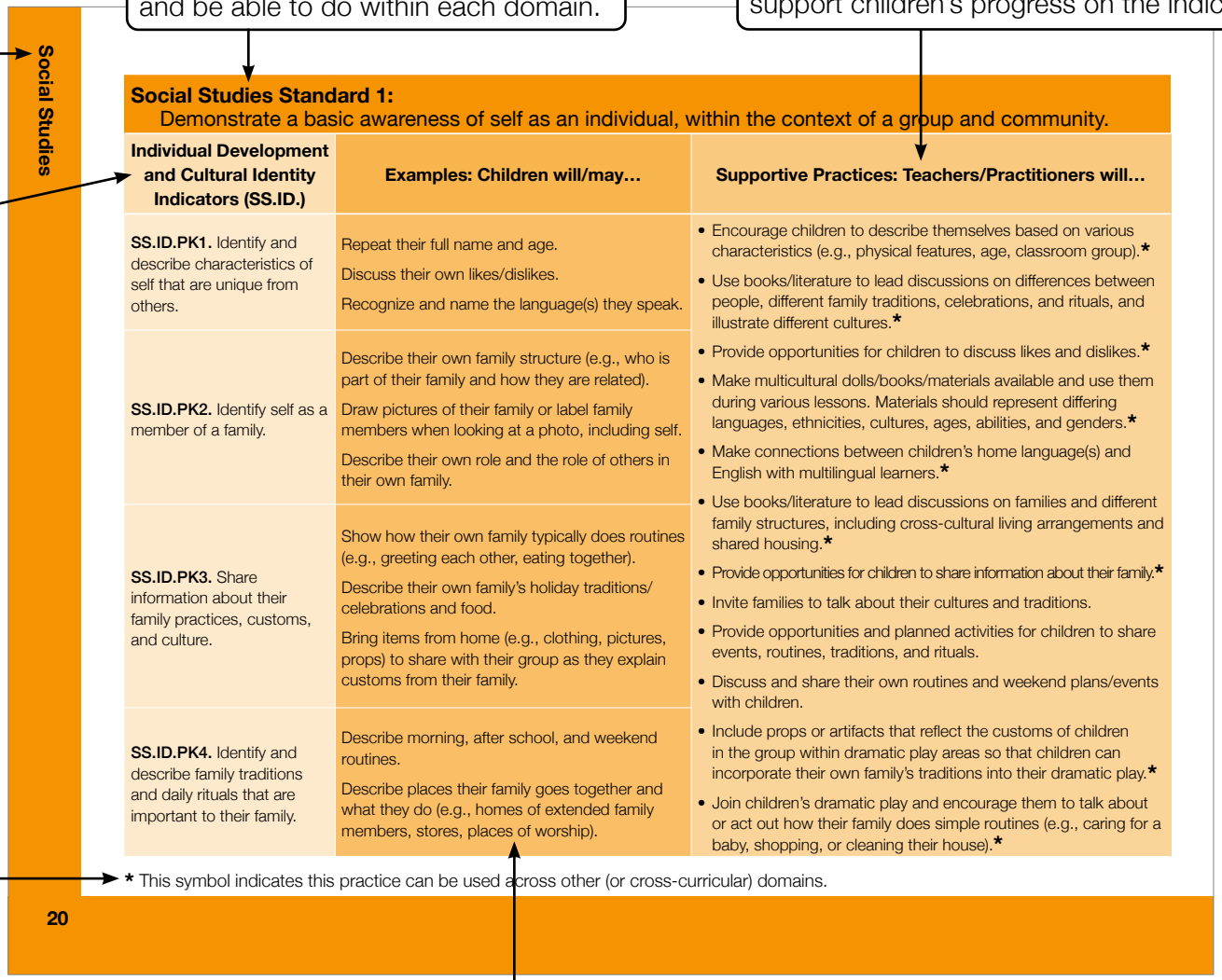
Pre-Kindergarten Content Standards Format

Standards: What children should know and be able to do within each domain.

Supportive Practices: The ways teachers can support children's progress on the indicators.

Domain name and main color

Indicators: What children should know and be able to do within each standard.



The **asterisk** symbol (*) indicates that the supportive practice is related to children's learning and development in another domain.

Examples: The ways that children might demonstrate progress on the indicators.

Approaches to Learning

The standards within the Approaches to Learning domain lay the foundation for early learning and development. They do not address specific content knowledge, but instead describe children's attitudes and dispositions toward learning as they interact with the world around them. Skills included in this domain help facilitate a child's knowledge acquisition in all other content areas. Gronlund and Rendon (2017) point out that child-directed and open-ended play have a critical role in children's development of executive functions as preschoolers develop their approaches to learning.

Children learn by exploring the environment and interacting with their peers and significant adults in the context of play. To support children's natural curiosity and other positive approaches to learning, they need a wide range of materials and time for exploration and play. The process of exploration rather than the end product is most important because children experience and learn new skills through play. Depending on their culture, previous experiences, individual dispositions, age or developmental level, and unique interests, children may approach new and familiar materials, activities, and tasks differently. Young children like to explore and create, and they have a natural sense of creativity, curiosity, and persistence.

The Approaches to Learning Standards encourage play and opportunities for children to express their natural curiosity. Teachers can facilitate children's positive approaches to learning by using their knowledge of individual child interests and dispositions to inform interactions and activities, and by providing a learning-rich environment with a variety of materials for child-directed exploration. Children gain positive approaches to learning when teachers provide opportunities and time for children to explore. Marilou Hyson's book *Enthusiastic and Engaged Learners* (2008) provides more information on how children develop positive approaches to learning and important classroom strategies to support young children's development and learning. Many of the practices that teachers use to support children in this domain also support children's progress in other domains. These cross-curricular supportive practices are indicated with an asterisk (*****) in the charts below.

The Approaches to Learning Standards include:

- **Approaches to Learning Standard 1:**
  Demonstrate curiosity and initiative.
- **Approaches to Learning Standards 2:**
  Demonstrate willingness to take risks and use flexibility in thinking and actions.
- **Approaches to Learning Standard 3:**
  Demonstrate the ability to focus attention and persist in an activity.
- **Approaches to Learning Standard 4:**
  Demonstrate imagination and engage in different types of play.

Approaches to Learning Standard 1: Demonstrate curiosity and initiative.		
Curiosity and Initiative Indicators (A.CI)	**Examples: Children will/may …**	**Supportive Practices: Teachers/Practitioners will…**
A.CI.PK1. Ask questions and seek new information related to a variety of topics, ideas, and activities.	Ask repetitive questions even when provided with the same response and ask "Why?" when given answers. Explore and consider the answers others give to their questions. Ask adults to read a book about a topic they are interested in (e.g., dinosaurs, trucks, butterflies).	• Provide honest, developmentally appropriate answers to questions and, as appropriate, encourage children to find their own answers. • Model aloud how to think about and find answers to questions (e.g., use books, ask different experts, use the computer). • Provide new activities and materials throughout all play areas in the classroom on a regular basis.
A.CI.PK2. Seek out and explore unfamiliar objects and activities.	Observe a peer play with something they have not seen before and then ask to play with it. Engage with new materials placed in learning centers. Become interested with a topic and incorporate things and ideas related to the topic into activities over the course of time (e.g., become fascinated with magnets and talk about them, carry them around, and try them out with different objects across the course of a day or two).	• Introduce unfamiliar objects and activities through books/ literature, songs, and pictures.* • Use books and literature to lead discussions on new and familiar topics, especially interests expressed by the children in the group.* • Use vocabulary words specifically to encourage initiative (e.g., suggest I statements, I see how you …, You decided to …, You chose …, You planned to play …).* • Provide opportunities and activities that encourage choice and decision-making. Support discussions about choices children make.
A.CI.PK3. Initiate activities or tasks.	Ask peers to play with them. Choose a center area to play in during free time. Start a daily routine (e.g., clean up, washing hands) without being asked.	
A.CI.PK4. Make choices and communicate their choice to adults and other children.	When asked where they would like to play, indicate their choice by looking at, pointing to, or naming the play area. Ask a classmate for materials or toys they decide that they would like to use.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Approaches to Learning Standard 2:
Demonstrate willingness to take risks and use flexibility in thinking and actions.

Responding to Challenges Indicators (A.RC)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
A.RC.PK1. Try or join in new activities and experiences, even if they are perceived as challenging.	Become interested in building, drawing, or creating an intricate structure with materials they have not used before. Be willing to try a new experience (e.g., taste a new food, try to walk across a low balance beam the teacher set up outside).	• Develop and introduce new projects or activities based on children's interests. Encourage children to try engaging in them. • Set up new activities with varying degrees of difficulty for children to explore. • Support and provide individualized accommodations so children can access the learning environment and engage with their peers. • Model how to explore new activities, talking about how it feels to try something new and demonstrating how to start with a small way of trying the activity and progress to more actively engaging in the new activity. • Talk through and model problem-solving activities. • Ask children how to solve problems and discuss recommended strategies. • Use books and literature to lead discussions in solving problems and conflict.* • Model mistakes and allow children to help resolve the mistakes. • Encourage children to recognize and correct their own mistakes. • Post rules in the classroom and review them with the class periodically.* • Discuss rules that may be different in different areas and explain why.* • Use books/literature and social stories to encourage delayed gratification.* • Model delayed gratification and support children's frustrations, verbally explaining when, why, and how to wait for something they want.
A.RC.PK2. Use a variety of approaches and strategies to complete tasks and solve problems.	Use tools to get something out of reach (e.g., using tongs to grasp something off of a tall shelf, a broom handle to remove something under a shelf, or a stool to reach an object). Try different ways to solve problems in a variety of learning centers. Ask adults or peers for help in solving problems.	
A.RC.PK3. Try different strategies to resolve conflict or other problems in working with other children.	Ask peers and adults for help solving disagreements between peers. Accept suggestions from peers and adults when trying to solve a conflict. Negotiate with peers to achieve their goal.	
A.RC.PK4. Recognize and attempt to correct mistakes.	Ask for a new piece pf paper because their writing or drawing does not look how they wanted it to look. Realize that an object is too large to be used the way they intend and find a smaller object to use.	
A.RC.PK5. Use rules from one situation as a guide for behavior in a different situation.	Explain a rule they have at home to peers. With guidance, take turns using materials in learning centers and then tell a peer their teacher says they need to take turns when they are playing on the playground.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Approaches to Learning Standard 2:
Demonstrate willingness to take risks and use flexibility in thinking and actions.

Responding to Challenges Indicators (A.RC)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
A.RC.PK6. Delay gratification to complete a larger task.	Help set the tables for meals or snack before sitting down to eat. When working on an art project, in block area, or in dramatic play, wait for a desired material rather than one that is readily available.	• Use books/literature and social stories to prepare children for transitions between activities.* • Develop and use a picture schedule for the daily classroom routine. Plan and review the classroom/school schedule.* • Give children advanced warning that it is almost time for a transition from one activity to another and use a consistent signal to encourage them to begin their transition to a different activity.
A.RC.PK7. Manage transition between activities without getting frustrated.	Willingly help clean up play areas when it is time to go home or at mealtime. On the playground, line up with classmates when it is time to go inside.	

Approaches to Learning Standard 3:
Demonstrate the ability to focus attention and persist in an activity.

Engagement in Learning Indicators (A.EL)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
A.EL.PK1. Maintain focus on activities for developmentally appropriate periods of time.	Continue with chosen activities for increasingly longer periods of time or until it is complete. Participate in brief whole-group activities.	• Provide opportunities for children to revisit and continue working with materials over time. • Model how and encourage children to return to tasks after interruptions. • Encourage children to express satisfaction in effort and accomplishments (e.g., make I statements “I see you working hard on building that tower” or “It took a long time to finish your sculpture”). • Provide space throughout the classroom to display children’s work.
A.EL.PK2. Persist in tasks and re-engage in an activity after an interruption.	Continue with chosen activities even when asked to postpone engagement. Pause work/play to talk to a peer and then go back to the activity. Rebuild a block structure after it was knocked down.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Approaches to Learning Standard 3:
Demonstrate the ability to focus attention and persist in an activity.

Engagement in Learning Indicators (A.EL)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
A.EL.PK3. Express satisfaction when accomplishing a task and achieving a goal.	Draw attention to themselves verbally or through actions (e.g., smile, clap, laugh, give a "high five") after finishing a task. Seek out friends and teachers to show the work that they have done.	• Encourage children to continue trying instead of solving the problem for them (e.g., say things like "How can you fix that?" or "That's a skill that takes practice"). • Label feelings and help child learn how to manage them (e.g., say "I see that you are frustrated," then model calming techniques and help the child use them).* • Support children completing a difficult task together and celebrate when it is completed.
A.EL.PK4. Continue with a task or activity even when it is challenging or frustrating.	For a short time, keep trying to finish a task that they are having difficulty with (e.g., building a block structure when the blocks keep falling off, carrying something heavy). Ask peers or adults for help to complete a task they are having difficulty with.	

Approaches to Learning Standard 4:
Demonstrate imagination and engage in different types of play.

Play and Imagination Indicators (A.PL)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
A.PL.PK1. Use imagination in social and pretend play.	Take on pretend roles when playing alone and with others. Add details when engaged in social or pretend play.	• Provide multiple types of props in all center areas. • Use books/literature (in all learning areas) to discuss and provide examples of using imagination.* • Participate in pretend play with children, allow them to lead the play.* • Encourage children to talk to and have conversations with peers while they are playing together.* • Discuss children's play and ask questions about the background knowledge they are using in their play.*
A.PL.PK2. Give and follow directions from peers during social play.	Negotiate roles (e.g., who each person will be) during pretend play with peers. Talk about how something will be done during pretend play (e.g., how the play space will be set up, who will use specific props). Wait for their turn while playing with others.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Approaches to Learning Standard 4:
Demonstrate imagination and engage in different types of play.

Play and Imagination Indicators (A.PL)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
A.PL.PK3. Communicate in a variety of ways when playing with others.	Play beside peers and ask to share their toys. Share ideas regarding the construct of play and use their imagination to enhance the game. Use different strategies to ask peers to play (e.g., verbally, using sign language, leading them to an area, or handing them a toy).	• Allow children to move materials so they can use them in different learning centers. • Read books about different subjects and then put objects related to the subjects in play centers (e.g., read a book about how to measure the length of objects and then put a measuring tape in the block center).* • Discuss children's life experiences and point out when they are actual experiences vs. something that is pretend.* • Help children write a story based on an experience they had.* • Discuss real and pretend using concrete examples. • Engage in dramatic play with children. Discuss topics that come up during conversations, including fears and concerns they have. Point out differences between reality and fantasy.
A.PL.PK4. Use what was learned in other disciplines in pretend play.	Pretend to be an author, scientist, artist, builder, etc. and use the tools and vocabulary associated with those careers. Read or write while playing in learning centers (e.g., pretending to read a menu or write down an order while playing restaurant, looking at a map during block play).	
A.PL.PK5. Act out or create a new role based on life experiences, including collaboration with peers in related roles.	Pretend to be the daddy and negotiate with peers to be other members of the family. Play store, restaurant, office, school, etc. and take on various roles related to each scenario/ workplace.	
A.PL.PK6. Use materials or objects to represent something else during play or when acting out stories.	Pretend that playground equipment are vehicles or familiar and unfamiliar places (e.g., sandbox is an archeological dig and they are digging for dinosaurs). Use props and costumes when acting out a familiar story.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Approaches to Learning Standard 4: Demonstrate imagination and engage in different types of play.		
Play and Imagination Indicators (A.PL)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will…**
A.PL.PK7. Differentiate between pretend and real.	Share details about an actual experience and then say, "That really happened!" When asked about an object being used during pretend play, indicate that they are using it to pretend but it is not really that object (e.g., when using a block as a telephone to call someone, say "It's not really a phone!"). Talk about a favorite TV program or movie and explain that it is pretend.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Social Studies

Social Studies highlights the knowledge children gain about the people and places in their world through their experiences. Young children begin learning about social studies content as they learn about their family and their community, and also as they learn about themselves and their roles within the community. As they gain knowledge of the people, places, and roles within their community, they develop awareness of similarities and differences between people they meet, laying the foundation for their understanding of and appreciation for cultural differences within their community. Children also have the opportunity to notice how persons from different groups speak different languages, a key feature of the cultures that they learn about through their direct experiences—through their interactions with their own family, classroom, and places they go regularly.

Children begin to learn about how their communities work through classroom experiences as they learn about roles, rights, and responsibilities. For example, they learn clean-up routines and their responsibility to put away their toys. Gradually they expand their knowledge of the world and come to understand important concepts included in the Social Studies Standards. The National Council for the Social Studies (2019) position statement *Early Childhood in the Social Studies Context* provides an overview of how teachers can create learning experiences and classroom environments to support the integration of social studies themes into play-based learning for children. The Social Studies Standards use play-based instruction to integrate all other content areas into how children learn about the people, places, and roles that are important in their world. Many of the practices that teachers use to support children in this domain also support children's progress in other domains. These cross-curricular supportive practices are indicated with an asterisk (*****) in the charts below.

The Social Studies Standards include:

- **Social Studies Standard 1:**
  Demonstrate a basic awareness of self as an individual, within the context of a group and community.
- **Social Studies Standard 2:**
  Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.
- **Social Studies Standard 3:**
  Demonstrate knowledge of the relationship between people and places.
- **Social Studies Standard 4:**
  Demonstrate the ability to differentiate between the concepts of past, present, and future, and recognize that people and things change over time.
- **Social Studies Standard 5:**
  Demonstrate an awareness of basic economic concepts.

Social Studies Standard 1:
Demonstrate a basic awareness of self as an individual, within the context of a group and community.

Individual Development and Cultural Identity Indicators (SS.ID)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
SS.ID.PK1. Identify and describe characteristics of self that are unique from others.	Repeat their full name and age. Discuss their own likes/dislikes. Recognize and name the language(s) they speak.	• Encourage children to describe themselves based on various characteristics (e.g., physical features, age, classroom group).* • Use books/literature to lead discussions on differences between people, different family traditions, celebrations, and rituals, and illustrate different cultures.* • Provide opportunities for children to discuss likes and dislikes.* • Make multicultural dolls/books/materials available and use them during various lessons. Materials should represent differing languages, ethnicities, cultures, ages, abilities, and genders.* • Make connections between children's home language(s) and English with multilingual learners.* • Use books/literature to lead discussions on families and different family structures, including cross-cultural living arrangements and shared housing.* • Provide opportunities for children to share information about their family.* • Invite families to talk about their cultures and traditions. • Provide opportunities and planned activities for children to share events, routines, traditions, and rituals. • Discuss and share their own routines and weekend plans/events with children. • Include props or artifacts that reflect the customs of children in the group within dramatic play areas so that children can incorporate their own family's traditions into their dramatic play.* • Join children's dramatic play and encourage them to talk about or act out how their family does simple routines (e.g., caring for a baby, shopping, or cleaning their house).*
SS.ID.PK2. Identify self as a member of a family.	Describe their own family structure (e.g., who is part of their family and how they are related). Draw pictures of their family or label family members when looking at a photo, including self. Describe their own role and the role of others in their own family.	
SS.ID.PK3. Share information about their family practices, customs, and culture.	Show how their own family typically does routines (e.g., greeting each other, eating together). Describe their own family's holiday traditions/ celebrations and food. Bring items from home (e.g., clothing, pictures, props) to share with their group as they explain customs from their family.	
SS.ID.PK4. Identify and describe family traditions and daily rituals that are important to their family.	Describe morning, after school, and weekend routines. Describe places their family goes together and what they do (e.g., homes of extended family members, stores, places of worship).	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Social Studies Standard 2:
Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.

Civic Ideas and Practices Indicators (SS.CI)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
SS.CI.PK1. Identify self as member of a classroom or community.	Help during classroom routines (e.g., clean-up time, water classroom plants, pass out utensils and napkins during meal/snack). Participate in community events (e.g., parades, festivals, fairs). Identify their classroom or school, when asked (e.g., say the name of their school, indicate who is their teacher).	• Provide opportunities for classroom jobs and rotate among all children. • Teach children responsibilities such as cleaning up their toys and throwing away their trash. • Discuss modifications and adaptations that children with disabilities may need to participate in classroom activities and teach children how to include peers with disabilities in classroom activities.* • Discuss community events and places children go with their families, helping children see connections between community events/places they and their peers describe.* • Provide multiple opportunities for children to write their name (e.g., sign in at beginning of the day, sign work that is completed, sign cards).* • Make connections to children's name writing as their signature.* • Sing songs and chants that include the names of children in the group.* • Teach and use strategies to resolve conflicts.* • Create and use classroom management skills to reduce conflicts.* • Use books/literature and social stories to lead discussions on conflict resolution.* • Lead class discussions about what routines and rules to have in the classroom, why they are important, and how they compare with those of our homes or communities.* • Post classroom and learning area rules and review them frequently. Remind children of the rules and why they exist.*
SS.CI.PK2. Identify classroom teachers/ practitioners and peers by name.	Identify children in their class. Recognize and associate a peer by the letters or symbols they use as their signature. Refer to peers and teachers/practitioners by the name they are called in their classroom.	
SS.CI.PK3. Recognize and resolve conflicts with peers in an age-appropriate manner.	Ask a teacher/practitioner for assistance during a conflict. Tell a peer that they will share a toy when they are finished with it.	
SS.CI.PK4. Show awareness of and follow group routines and rules.	Put away backpack and coat when first entering the classroom. Choose a place to sit at the table when the teacher reminds them that it is snack time. Show where group routines or rules are on display within the classroom.	
SS.CI.PK5. Participate in group decision-making.	Express preference between a choice of activities the group is considering. Raise hand or use tally marks to vote on a group decision.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Social Studies Standard 2:
Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.

Civic Ideas and Practices Indicators (SS.CI)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
SS.CI.PK6. Work together to complete simple tasks with peers.	Work with peers to clean up learning centers. Work with a peer to complete a puzzle.	• Use a picture schedule to show classroom routines. Review routines frequently; some children may need individual schedules and more frequent reminders.* • Provide frequent opportunities to allow for group decisions. • Provide frequent opportunities for children to work together collaboratively.* • Provide costumes and props to represent a variety of community helpers in dramatic play.* • Use books/literature to lead discussions on community helpers.*
SS.CI.PK7. Identify and describe the roles of different community helpers.	Pretend to be a community worker. Identify the role of community workers by the uniform worn or equipment used. Describe the various jobs or activities community workers perform.	

Social Studies Standard 3:
Demonstrate knowledge of the relationship between people and places.

Geography, Humans, and the Environment Indicators (SS.GH)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
SS.GH.PK1. Use spatial words to identify direction and location.	Accurately use words such as up/down, above/below, over/under, here/there, inside/outside, and left/right. Accurately follow directions that include spatial words.	• Use songs, fingerplays, and games that encourage following spatial directions.* • Play games, such as I Spy or I Am Thinking of a Place, to describe things or places in the classroom and community, including cultural variations of these games relevant to children's culture. • Provide opportunities and activities that encourage children to talk, draw, and write about their home or favorite places.* • Include props in the block area that encourage children to build and talk about models of their home and other landmarks in their community. Include toy vehicles and encourage children to use words to describe positions and directions as they move their vehicles.*
SS.GH.PK2. Identify and describe their classroom, home, or community.	Describe characteristics of familiar places. During play, demonstrate or talk about characteristics of their own home or community as they pretend and role play. Build a familiar street with blocks and describe points of interest they created.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Social Studies Standard 3:
Demonstrate knowledge of the relationship between people and places.

Geography, Humans, and the Environment Indicators (SS.GH)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
SS.GH.PK3. Identify differences and similarities between home and school.	Talk about rules and routines at home and at school. Describe how the physical features of the classroom (e.g., furniture, toys, rooms) compare with features of their home. During play, act out or describe something that can be done one way at home and a different way at school.	• Talk about positions and directions as children play and use wheel toys during outdoor time.* • Provide opportunities to discuss children's homes, classroom, school, and community, including similarities and differences across cultures. Use pictures, maps, and models.* • Use books/literature to lead discussions about different structures people may call home.* • Provide maps, globes, and digital/virtual geographic tools/ resources. Teach and model the use of these tools and encourage children to include them in their dramatic play.* • Use books/literature to lead discussions on how to use geographic tools and resources.* • Use books/literature to lead discussions on geographical features and the environment.* • Provide materials like play dough, sand, colored paper, or cardboard so children can create nonlinguistic representations of environmental and geographic features. • Provide pictures of familiar community and area landmarks. • Provide pictures of geographical and environmental areas (e.g., desert or mountains). • Use books/literature to lead discussions on recycling.* • Lead recycling projects. • Lead clean-up projects in/around the school and classroom. • Teach and model conservation.
SS.GH.PK4. Recognize that peers live in different places within the community.	Describe what they see near their home and on their way to school, comparing what they see with what peers see. Use materials and objects to represent familiar places (e.g., blue paper to represent water, buildings made from blocks to represent buildings in their community).	
SS.GH.PK5. Recognize and identify some tools and resources used to describe features of places.	When shown a map, describe what it is and how it is used. Use resources (e.g., maps, digital maps, area rugs with indicators) to describe or illustrate features of places.	
SS.GH.PK6. Identify and describe environmental and geographical features of the area where they live.	Provide examples of or describe physical features of their community (e.g., desert or mountains, city or town, country or mining area, rural or urban). Talk about or compare buildings in their environment. Show interest in learning about community and area landmarks (e.g., police stations, grocery stores, libraries, parks, museums).	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Social Studies Standard 3:
Demonstrate knowledge of the relationship between people and places.

Geography, Humans, and the Environment Indicators (SS.GH)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
SS.GH.PK7. Participate in taking care of the world around them.	Recycle as much trash as possible and properly dispose of trash that cannot be recycled. Only use an adequate amount of classroom resources (e.g., paint, paper, water). Pretend to take care of their environment during play.	• Provide props in the dramatic play area to encourage children to pretend to clean up and recycle.*

Social Studies Standard 4:
Demonstrate the ability to differentiate between the concepts of past, present, and future, and recognize that people and things change over time.

Time, Continuity, and Change Indicators (SS.TC)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
SS.TC.PK1. Describe a sequence of events.	Accurately sequence a series of events verbally or using picture cards. Accurately say what comes next in the classroom routine. Recognize the beginning and the end of an event.	• Use sequencing cards to illustrate the order of steps in an activity. Encourage children to follow along with the cards during the activity.* • Develop and use a picture schedule for the daily classroom routine. Plan and review the classroom/school schedule with the children.* • Review and discuss changes to the daily schedule. Allow children to help update the class's picture schedule as needed by adding, removing, or rearranging pictures.* • Provide individual picture schedules for children who need them. • Plan activities that use plants to show growth over time (e.g., planting different types of seeds) and track the development and growth over time.*
SS.TC.PK2. Recognize a change in a sequence of events.	Describe a disruption in the classroom routine (e.g., describe a switch in when the class has snack due to a special even such as picture day). Ask why the class is doing something different from what is typically part of their routine (e.g., why they are not going outside when that would typically be the next activity).	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Social Studies Standard 4:
Demonstrate the ability to differentiate between the concepts of past, present, and future, and recognize that people and things change over time.

Time, Continuity, and Change Indicators (SS.TC)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
SS.TC.PK3. Recognize changes that take place over time.	Describe and talk about changes in their own growth and changes they observe in plants and/or animals. Notice changes in the weather from one day to the next.	• Provide opportunities for children to share pictures of themselves from infancy to the present. • Repeat activities that measure or show children's growth and changes in their appearance throughout the year.* • Lead discussions about past and future events in children's lives.* • Model talking about a past experience with the children.* • Provide props in dramatic play areas that encourage children to act out events they have experienced or will experience in the near future.* • Encourage children to draw and write about events in their lives.*
SS.TC.PK4. Describe events that happened in the immediate past or are planned for the near future.	Use words and phrases related to chronology and time (e.g., past, present, future, before, now, later, yesterday, today, tomorrow). Describe events or traditions that will be happening in the near future (holiday, birthday, family gathering). Recall events or activities that happened during the day and in the past week.	

Social Studies Standard 5:
Demonstrate an awareness of basic economic concepts.

Economic Systems Indicators (SS.ES)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
SS.ES.PK1. Recognize that resources can be limited.	Recognize sometimes there are not enough of the same toys or materials for everyone. Choose to play in another area when a particular play area is full (e.g., play in dramatic play area until block area is available). Ask the teacher for more supplies (e.g., paint, napkins) when they run out.	• Create a system for children to choose learning centers/play areas and sign up for highly frequented areas.* • Use books/literature to lead discussions on wants and needs.* • Provide opportunities for and activities that encourage choice and decision-making. • Use books/literature and social stories to teach children how to cope with difficult decisions and disappointment.*

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Social Studies Standard 5:
Demonstrate an awareness of basic economic concepts.

Economic Systems Indicators (SS.ES)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
SS.ES.PK2. Recognize that people may want something, which is different from something they need.	Identify healthy "anytime" food (e.g., vegetables, fruit, whole grains, protein) and "sometime" foods (e.g., cookies; candy; potato chips; soda; other foods high in sugar, fat, and salt). Recognize the difference between something that is essential for an activity vs. something they prefer (e.g., accepting that a picture can be painted with the paint that is available rather than insisting on a specific color that is not available).	• Create opportunities in learning centers to encourage pretend play that includes exchanging money for goods.* • Use books/literature to lead discussions on how money is used, and make connections to children's real-life experiences.* • Provide opportunities and activities that force choice and decision-making. • Create opportunities in the classroom to encourage pretend play that includes exchanging money for goods.* • Use books/literature to lead discussions on how money is used.*
SS.ES.PK3. Decide between at least two choices involving resources in the classroom or at home.	Choose between options available at lunch or snack. Choose among available supplies (e.g., color of paint, paper, blocks) during activities. Choose between play areas during free choice play.	
SS.ES.PK4. Recognize that people use money to buy things they want and need.	Use pretend money (paper and coins) or a plastic card in the dramatic play area when pretending to be in a setting where money is used (e.g., playing store, restaurant, shopping). Describe how they see their family members using money or cards to purchase items in a store.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Health, Safety, and Physical Development

Healthy physical development in the early years provides the building blocks for children's later success in school as well as lifelong outcomes like good health and economic productivity (American Academy of Pediatrics, 2022). Healthy eating, self-care (including mental health and hygiene skills), and physical exercise are among the skills that help create those building blocks. These skills are important for young children to learn and practice so they become habits that continue through adulthood. Throughout the preschool years, children are developing large muscle strength that includes using muscles with control, stamina, balance, and coordination as they move through their environment. Children should gain experience using their hands for a variety of fine motor tasks, such as stringing beads and building with blocks, in order to develop their small motor and eye-hand coordination, which is essential for their ability to use writing tools and other tasks. They gain greater control of their small motor skills later in the early childhood period as they develop eye-hand coordination.

Given the freedom to walk, run, jump, climb, hop, and participate in physical activities indoors and outside, children discover and explore different ways they can move. The U.S. Department of Health and Human Services' *Physical Activity Guidelines for Americans* (2018) suggests that children should participate in a variety of physical activities, including active free play indoors and outside, moving to music, and participating in structured physical activities where they begin to learn a variety of movement skills. Children this age should be active throughout the day, both for motor development and for the brain development that physical activity supports (Institute of Medicine & National Research Council, 2015). The aim is for children to participate in a combination of movement activities, including light as well as vigorous exercise, for about 3 hours per day.

Environments designed for big body play, which include thoughtful and well-planned activities as well as caring and supportive teachers, provide the opportunity for children to acquire and practice these

essential skills. Big body play helps children to develop body awareness, like how strong they are or how fast they can run. Children quickly recognize if they are bigger or stronger and adapt their play to avoid hurting others. It is this type of play that fosters social-emotional competence. Children also learn to take turns and compromise with peers engaged in play.

With teachers' attention to the adaptive materials, modifications, and supports needed, children with disabilities or delays in their motor development can participate fully in activities that build their motor skills. For each of the skills described, teachers can seek advice from parents or therapists to determine how best to provide opportunities for the child to develop the skills that are indicated. Many of the practices that teachers use to support children in this domain also support children's progress in other domains. These cross-curricular supportive practices are indicated with an asterisk (*****) in the charts below.

The Health, Safety, and Physical Development Standards include:

- **Health, Safety, and Physical Development Standard 1:**
  Demonstrate knowledge and skills that contribute to a healthy lifestyle.
- **Health, Safety, and Physical Development Standard 2:**
  Demonstrate knowledge of personal safety practices.
- **Health, Safety, and Physical Development Standard 3:**
  Demonstrate large motor skills and different types of movement.
- **Health, Safety, and Physical Development Standard 4:**
  Demonstrate strength and coordination of small motor skills to use tools and complete tasks.

Health, Safety, and Physical Development Standard 1:
Demonstrate knowledge and skills that contribute to a healthy lifestyle.

Health Indicators (HSP.HE)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will …
HSP.HE.PK1. Practice basic personal hygiene skills.	Independently or with reminders, wash hands before meals/snacks, after toileting, and after other messy activities (e.g., playing in the water table, working with playdough/clay or painting, playing outside). Describe how they wash their body at home. Pretend to brush their teeth during dramatic play.	• Allow ample time for children to independently complete tasks. • Teach and model handwashing techniques and when hands should be washed. Post illustrated steps for handwashing above sinks. • Demonstrate the individual skills needed to dress and undress (e.g., zipping, buttoning) with appropriate adaptations for children with disabilities, and give each child opportunities to practice.
HSP.HE.PK2. Practice simple self-care.	Recognize and communicate hunger, the need to use the restroom, fatigue, and/or illness. Practice skills needed to dress and undress independently or with guidance/assistance (e.g., zipping a zipper, buttoning a button, putting on shoes, putting on and taking off a coat). Conduct toileting routines with minimal assistance. Recognize when feeling strong emotions and, with assistance, attempt to identify the emotion and use strategies to manage that emotion (e.g., take three deep breaths, find a favorite toy, engage in vigorous physical activity).	• Provide props related to self-care and hygiene in dramatic play.* • Use books/literature and social stories to start discussions about disease prevention.* • Provide tissues in multiple areas of the classroom. Encourage children to use them and then to wash their hands after throwing the tissue away. • Help children manage emotional outbursts by labeling the feelings and helping them problem-solve. Consider factors that might contribute to children exhibiting strong emotions (e.g., the time of day, the types of activities going on, disruption to home routines, or if basic needs such as hunger or thirst have been met).*

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Health, Safety, and Physical Development Standard 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.		
Health Indicators (HSP.HE)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will …**
HSP.HE.PK3. Practice basic disease prevention skills.	Demonstrate how to wash hands thoroughly (e.g., use adequate amount of soap, scrub vigorously, and set a voice-activated timer, sing a song, or recite the ABCs while scrubbing and rinsing to be sure to wash for the appropriate length of time). Independently or with reminders, sneeze or cough into their elbow or tissue. Apply or remind the teacher to help apply sunscreen before going outside. Blow their nose into a tissue, throw it away, and then wash their hands.	• Take photos of children in the classroom making different emotion faces and print them to make an emotions chart. Teach children to point to the picture that represents the feeling they are experiencing. • Teach and support children to use steps they can take to practice self-regulation skills. (e.g., self-calming/soothing techniques).* • Create a calming corner or quiet area in the classroom for children to use and teach them how/when to use it.* • Intentionally schedule activities that encourage moderate to vigorous physical exercise multiple times per day. Provide modifications and adaptations so that all children, including children with disabilities, can participate. • Provide opportunities for and encourage times of rest. • Provide drinking water and encourage children to rehydrate often. • Offer nutritious food regularly and introduce new foods several times, as multiple exposures to new foods are often needed for children to accept them. Discuss characteristics of foods offered to children in the classroom. • Include children in food preparation experiences, including basic cooking tasks and setting the table.* • Create a data chart to represent favorite foods of the class or similarities and differences between packed lunches.* • Provide opportunities for children to pretend to cook and serve food during dramatic play. Include props that encourage exploration of a variety of foods in the dramatic play area.*
HSP.HE.PK4. Engage in moderate to vigorous physical activities and large motor play on a daily basis.	Play a variety of games that require physical exertion like running and rough and tumble play. Play on large outdoor play equipment. Pedal or push wheel toys around the playground. Roll their wheelchair with some speed across an accessible surface on the playground.	
HSP.HE.PK5. Identify the basic need for air, water, and food.	Describe how our bodies need food and water. Notice that they are out of breath after running and describe how their bodies need air. Drink water on a regular basis and describe how water is good for their body. Provide play food to peers who say they are hungry in dramatic play.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Health, Safety, and Physical Development Standard 1:
Demonstrate knowledge and skills that contribute to a healthy lifestyle.

Health Indicators (HSP.HE)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will …
HSP.HE.PK6. Identify and/or describe a variety of foods.	Describe the five food groups and identify foods that fit in each group. Name favorite foods and give a simple explanation about why they like those foods. Describe different types of foods and which ones best help their body grow.	• Create opportunities to model and discuss feeling hungry before meals and snacks and feeling full after eating. • Provide activities introducing the food groups. • Invite families to come to the classroom to talk about their culture and the types of food that they prepare at home.* • Use natural opportunities during mealtimes to discuss food allergies and the energy we get from various foods.
HSP.HE.PK7. Communicate about the importance of eating a variety of foods and making healthy food choices.	Discuss the importance of eating different vegetables and fruits. Discuss how food with protein makes them strong and show their muscles or stand tall to show growth. With reminders, communicate the importance of limiting the number of sugary foods that they eat.	
HSP.HE.PK8. Communicate feelings of hunger and fullness	Tell an adult they are hungry. Tell adults they are finished during meals and snack, even if all food is not consumed.	

Health, Safety, and Physical Development Standard 2:
Demonstrate knowledge of personal safety practices.

Safety Indicators (HSP.SA)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
HSP.SA.PK1. Describe and follow basic safety rules.	Follow safety rules on the playground (e.g., stay a safe distance from the swings, take turns on wheel toys rather than riding with a friend). Stay with the group when transitioning from one place to another. Follow routines during safety drills with guidance (e.g., fire evacuation).	• Use books, literature, and social stories to lead discussions about safety rules and why they should be followed. Include stories about community helpers.* • Plan and implement emergency and safety procedures, such as fire, disaster, and transportation drills. Discus when and how to call 911.

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Health, Safety, and Physical Development Standard 2:
Demonstrate knowledge of personal safety practices.

Safety Indicators (HSP.SA)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
HSP.SA.PK2. Seek teacher assistance when injured or ill.	Ask a teacher for assistance when injured (e.g., to cover scratches with a bandage, ask for help to wash off a cut). Cling to a teacher when feeling ill, but not express that they feel bad.	• Encourage children to report accidents, injuries, and unsafe behavior to trusted adults, regardless of how minor. • Model and encourage safety through picking up toys and wiping up spills.* • Provide props related to community and safety helpers in learning centers (e.g., costumes in dramatic play, toy ambulances in the block area).* • Invite community helpers to visit the class and talk about what they do.* • Provide picture books and posters that represent what community safety helpers may wear and explain why they need to wear their uniforms.*
HSP.SA.PK3. Identify, avoid, and alert teachers of potential safety hazards or danger.	Tell a teacher when a toy or other classroom material is broken and has a sharp edge or could be dangerous in another way. Assist in the clean-up of spills. Identify a symbol used to warn about a potential danger (e.g., poison symbol, stop sign).	
HSP.SA.PK4. Recognize community health and safety helpers.	Recognize fire, police, and doctor/nurse uniforms used in their own community. Use costumes related to community health and safety helpers when available in dramatic play. Talk about the responsibilities of the community helpers.	

Health, Safety, and Physical Development Standard 3:
Demonstrate large motor skills and different types of movement.

Large Motor Indicators (HSP.LM)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
HSP.LM.PK1. Use large muscles with control and strength.	Move in different ways (e.g., dance, gallop, hop) when singing songs or listening to music, with adaptations and modifications as needed. Participate in games that require movement (e.g., tag, chase), with adaptations and modifications as needed.	• Provide indoor and outside activities that encourage movement multiple times a day. • Use songs and stories to encourage all types of movement.* • Participate in physical movement games and activities with children.

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Health, Safety, and Physical Development Standard 3:
Demonstrate large motor skills and different types of movement.

Large Motor Indicators (HSP.LM)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
HSP.LM.PK2. Perform activities that combine and coordinate large muscle movements.	Throw balls or pass bean bags or other objects to peers using hands or feet, with adaptations and modifications as needed. Climb on outdoor equipment, with adaptations and modifications as needed. Propel self/peers using wheeled toys on the playground, with adaptations and modifications as needed.	• Provide activities that require balance and encourage children to practice. • Introduce and encourage various types of exercise (e.g., yoga, calisthenics, aerobics). • Create and use obstacle courses to develop multiple types of motor skills and the use of perceptual skills as children move around obstacles. Talk about how they are coordinating their movements as they maneuver through the course. • Make adaptations and modifications to include children with motor disabilities in activities that require large motor skills (e.g., adapted obstacle course, movement with arms rather than legs, movements with assistance or support). • Read picture books and do physical re-enactments of the story.*
HSP.LM.PK3. Maintain balance when sitting, standing, or moving.	Balance on one foot for a short period of time. Run without falling. Walk on a straight line but may have difficulty walking on a balance beam. Sit up with balance.	
HSP.LM.PK4. Exhibit strength and stamina to participate in a variety of large motor activities.	Play outside for long periods of time, with periodic opportunities for rest and hydration. Play games that require exertion and strength. Move wheelchair or other adaptive equipment with individually appropriate strength and stamina.	
HSP.LM.PK5. Use perceptual (e.g., visual-spatial) information to guide movements around objects and other people.	Turn sideways when walking between objects. Say “Excuse me” when walking past someone and the space is not large enough for both of their bodies.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Health, Safety, and Physical Development Standard 4: Demonstrate strength and coordination of small motor skills to use tools and complete tasks.		
Small Motor Indicators (HSP.SM)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will…**
HSP.SM.PK1. Use small motor hand muscles with strength and control to manipulate tools and other small items.	Use utensils to eat and open containers with minimal assistance and adaptive utensils or tools as needed. Button, zip, and tie clothing, with and without assistance or accommodations. Use scissors (regular or adaptive) to cut but may not always cut on the line.	• Provide multiple types of scissors and eating utensils (including adaptive tools and utensils) and allow children to practice using them. • Encourage activities that build hand strength (e.g., working with clay and playdough, pouring water or sand from one container to another, opening and closing lids, separating strong Velcro, sorting and stacking, painting, playing with puppets, working pegboards and puzzles). Provide adaptive materials as needed.* • Model and assist children in learning how to grasp writing tools such as pencils and crayons (including adaptive tools) with their thumb and first three fingers. • Provide various types of writing and painting tools, including adaptive tools.* • Provide materials and activities that encourage eye-hand coordination in all learning centers and encourage and model using them (e.g., sand table, water table, small table blocks, beads and string/cord, puzzles, pegboards).
HSP.SM.PK2. Use the thumb and first three fingers to hold and manipulate tools for activities such as writing, drawing, and painting.	Hold writing tools in various grasps but change to use the thumb and first three fingers (a quadruped grasp) when directed. Use pencils, crayons, paint brushes, and other writing tools (including adaptive writing tools) to make large strokes and smaller marks.	
HSP.SM.PK3. Exhibit eye-hand coordination when manipulating small objects.	Stack blocks and build elaborate structures. Thread beads of differing sizes. Pour water or other substances from one container into another with minimal spilling.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy

The preschool years are essential for laying the foundation for children's early literacy and language development. Children require intentional and frequent interactions with language and early literacy activities to build the skills necessary for later learning to read and write. Through receptive input and expressive output, young children develop verbal and nonverbal communication skills to express themselves. As children gain vocabulary and essential communication skills, they grow in their ability to gain knowledge about other subjects and to interact with other people. Utilizing foundational concepts from the science of reading, early literacy instruction during the preschool years is a critical preventative approach to reduce reading difficulties later in life. The early literacy strands of speaking and listening, reading and writing, and phonological awareness are strengthened during the preschool years as children develop alphabet knowledge, print and book awareness, comprehension skills, and more. Teachers can embed playful and explicit early literacy activities into integrated learning environments that leverage environmental print and offer opportunities for children to play and experiment with language and communication. At first, emergent literacy practices may be demonstrated by scribbling, drawing, and imitative writing as children develop their abilities to communicate through language, reading, and writing. Phonological awareness follows this stage as young children develop a sense of words as a unit of sound, rhyming, onset and rhyme, syllables, and phonemes as individual sounds that make up words.

Teachers should intentionally support children's home language(s), especially when working with multilingual learners who may demonstrate early literacy and language skills by translanguaging as they select linguistic features from multiple languages to communicate or express themselves (Sánchez et al., 2018). The language and communication skills young children develop in their home language(s) establish the foundation to learn additional languages, including English. Children need a strong foundation in their first language as those skills transfer to the learning of subsequent language development. Sometimes young children may demonstrate their knowledge nonverbally and sometimes by using two languages at once. These characteristics are not considered developmental language delays during the preschool years unless diagnosed by a certified and experienced multilingual professional. With

continued multilingual practice and support, young children can master early literacy skills in any of their languages. For multilingual families and children, it is critical to encourage the continued use of home language(s) at home and within the community and to also incorporate authentic multilingual approaches into the preschool setting. Teachers should apply this lens throughout this domain whenever early literacy, language, or communication are considered. For example, children may access any linguistic feature of their full linguistic system to demonstrate the mastery toward a standard or indicator (they can use English or any other language they speak). Many of the practices that teachers use to support children in this domain also support children's progress in other domains. These cross-curricular supportive practices are indicated with an asterisk (*****) in the charts below.

The Language and Early Literacy Standards include:

- **Language and Early Literacy Standard 1:**
  Demonstrate the ability to attend to and understand communication from others.
- **Language and Early Literacy Standard 2:**
  Demonstrate the ability to express themselves verbally or nonverbally.
- **Language and Early Literacy Standard 3:**
  Use a variety of vocabulary words during play and other activities.
- **Language and Early Literacy Standard 4:**
  Demonstrate knowledge of the alphabet and how letters are used in the reading process.
- **Language and Early Literacy Standard 5:**
  Demonstrate knowledge of how print and books are read.
- **Language and Early Literacy Standard 6:**
  Demonstrate knowledge gained from stories, books, and other early literacy activities.
- **Language and Early Literacy Standard 7:**
  Demonstrate the use of written letters and symbols to communicate.
- **Language and Early Literacy Standard 8:**
  Demonstrate knowledge of sounds within spoken language.

Language and Early Literacy Standard 1:
Demonstrate the ability to attend to and understand communication from others.

Receptive Communication Indicators (L.RC)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
L.RC.PK1. Use verbal and nonverbal signals to acknowledge communication from others.	Use body language to show understanding of communication from others, such as waving goodbye after someone else tells them goodbye. During group time after a teacher invites children to comment on a topic, raise their hand to indicate they have a question or something to say, and then ask a question when called on.	• Model "good listening" by encouraging developmentally appropriate listening behavior when peers are talking together.* • Offer opportunities for children to show they are listening during group discussions, stories, or book readings (e.g., make motions to go with the story, raise their hand when they hear a specified word or character as a book is read). • Read authentic multicultural books and stories that represent classroom diversity, reading or playing stories in children's home language(s). • Engage children in conversation about their background experiences and make connections to their lived experiences. • Guide children to make comments and ask questions that are relevant to the conversation. • Encourage multilingual learners to respond in their home language(s) or nonverbally. • Ask children to repeat instructions or directions to encourage understanding. • For tasks that occur every day, learn and use words in children's home language(s) and use pictures that show what to do (e.g., for clean-up, use words in the child's language and use pictures of children cleaning up in different classroom areas to illustrate that it is time to clean up and what to do). • Engage children in a discussion on a topic they are interested in (e.g., pay attention to children's interests, bring books or items into the classroom setting to provoke explorations).
L.RC.PK2. Show ongoing connection to a conversation, group discussion, or presentation.	Display nonverbal gestures (e.g., nodding head) and expressions while others are speaking (e.g., smiling, looking at the speaker). Offer relevant comments and questions during a conversation (e.g., show that they are listening by expanding on or adding to points previous speakers made).	
L.RC.PK3. Recall and follow two- and three-step directions.	After receiving instructions for cleaning up after art, pick up their crayons and place them in the appropriate bin, and then put their picture in their cubby. During a small-group cooking activity, follow the teacher's instructions to add all the ingredients into the bowl and then stir them together.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 1: Demonstrate the ability to attend to and understand communication from others.		
Receptive Communication Indicators (L.RC)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will…**
L.RC.PK4. Show understanding of books read aloud, stories, or explanations on a topic.	Retell the story in sequence (e.g., beginning, middle, end) with their own words after hearing the teacher read a book. Act out a scene or event from a story or book during dramatic play.	• Give children picture sequencing cards or lists to help them conduct tasks that involve multiple steps. • Use props when reading a book or discussing a topic and stop and ask questions to see if the children are listening and understanding. Include ways for children to respond verbally and/or nonverbally to the questions (e.g., point to an object or picture that is related to the correct answer, or verbally answer the question). • Give children opportunities to act out stories and books by putting relevant props in the dramatic play area.* • Ask different types of open-ended questions frequently (e.g., "Why do you think …?" "How could we …?" "What might happen …?"). Use authentic words from children's home language(s) whenever possible. • Discuss topics that are relevant and interesting to children. • After reading a book or discussing a topic in group time, lead conversations about the book or topic during daily routines to provide children the opportunity to recall what they heard and learned (e.g., discuss a book or story they heard earlier in the day during meals, look for insects on the playground after talking about different types of insects during group time).
L.RC.PK5. Listen with increasing attention span to gain new knowledge.	Use new vocabulary words in daily conversations in the classroom. Focus on a topic they are interested in (e.g., an explication of how a tadpole becomes a frog, dinosaurs, a field trip the group is taking).	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 2: Demonstrate the ability to express themselves verbally or nonverbally.		
Expressive Communication Indicators (L.EC)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will…**
L.EC.PK1. Communicate to express self in detailed ways.	Communicate either through verbal or nonverbal expression to share ideas, thoughts, wants, or needs. Communicate in their home language(s) or in English with others. Answer questions about their own experiences, providing details and explanations. Respond to a peer's question appropriately (e.g., when asked to pass the red crayon, passes the red crayon to their peer). Use gestures, objects, and/or words to make a point or explain their thoughts and opinions.	• Engage children in conversations on a wide array of topics and experiences. Allow children to guide the subject of conversations when appropriate. • Encourage children to persist in trying to communicate, even if their idea is not understood right away. When communicating, children can generally be understood in their home language(s) by familiar and unfamiliar adults. • Expand on children's conversations by reframing what they said and repeating it back to them with more detail. • Encourage children to expand their sentences by expressing their ideas in a different way or adding details.
L.EC.PK2. Communicate in complete sentences using at least three words.	Talk or sign in their home language(s) with their peers during dramatic play, using sentences that are at least three words. Use complete sentences in their home language(s) when talking or signing at meals or during other daily routines.	• Engage children in conversations and model appropriate conversation skills such as turn-taking. Provide reminders to help them understand the expectations for conversations when children interrupt or add "off topic" comments. • Speak clearly and repeat words and phrases that are hard for children to understand Use words from multilingual learners' home language(s) whenever possible.

***** This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 2: Demonstrate the ability to express themselves verbally or nonverbally.		
Expressive Communication Indicators (L.EC)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will…**
L.EC.PK3. Follow conventions of conversation most of the time.	Initiate and maintain multi-turn conversations with others, using different strategies to keep the conversation going. Pause after asking a question to let the other person answer. Wait their turn to speak when engaged in conversation with more than one person. Initiate a conversation with another child. With reminders, adapt their communication to fit the situation (e.g., speak quietly in library, whisper to tell a secret, speak loudly to be heard outdoors).	• Structure activities to engage children in telling stories or recounting events by expressing themselves through various means such as speech, pantomime, pointing, or role-playing. • Embed authentic conversation into classroom activities, conversing with children regularly to engage them in oral language. Recognize that cultural conventions of conversation vary for all children. • Vary "wait time," or the amount of time before children respond, in conversations with teachers (and encourage same in peer-to-peer conversations), to allow for cultural and linguistic differences in conversation norms. • Make use of assistive technology (e.g., communication boards, pictures) when children have challenges responding orally. • Write a group story with the class about an experience or activity the class did together. Ask children to add details to the story.
L.EC.PK4. Share ideas and information from personal and group experiences.	Tell a story about going to the park or playing outside over the weekend during Monday morning circle time. Tell their parent about an activity they did with their peers earlier in the day during pick-up time.	
L.EC.PK5. Communicate to express needs and clarify a word or statement when misunderstood.	Ask to use the bathroom. Use a different word to explain what they need when they feel like they were misunderstood.	

***** This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 3:
Use a variety of vocabulary words during play and other activities.

Vocabulary Indicators (L.V)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
L.V.PK1. Use vocabulary words with increasing specificity and variety to describe feelings, experiences, observations, and ideas.	Use a new word that was discussed during book reading. Use a new word learned in English in a sentence that includes other words from their home language(s).	• Create a learning environment that reflects children's cultures and languages in each learning center, in items displayed around the room, and in other materials. • Introduce new vocabulary by naming what children are doing (e.g., "You are galloping across the playground" or "You drew an enormous creature"). • Read aloud books with new vocabulary words every day. Create a word wall, picture wall, 3D collection, or action cards to support vocabulary words and encourage children to use them. • Offer explicit opportunities to talk about new words during group time and other activities. Provide the word in English and home language(s) whenever possible. Involve parents and families to share words they use at home.* • Model the use of new words during play and other interactions. Use English and home language(s) whenever possible. • Encourage children to use new words they are learning by including props/objects related to the new words in multiple areas of the room.* • Model using new words during routine activities. • Make a list of all the new words children have learned during a day or week. Look at the list together with the children and give them opportunities to say what they remember about the new words. • Expand on what children say by adding an adjective or verb. • Play games where children think of words with similar meanings and words with opposite meanings.
L.V.PK2. Use context to determine the meaning of unknown words.	Look at a picture and talk about the information they see that is related to the new word (e.g., when learning the word "magnifying glass," look at a picture of someone looking through the magnifying glass at small objects and a picture of the small objects being magnified and say, "It makes things bigger").	
L.V.PK3. Use a wide variety of words for many purposes.	Say "hello," "hi," "hola," or "good morning" when greeting the teacher at the beginning of the day. Describe what they observe with details. Incorporate new words into their dramatic play, as they converse with peers, or engage in pretend play.	
L.V.PK4. Use words that describe a category of objects that go together.	Sort pictures of food into one pile and pictures of animals into another pile when given a stack of pictures and asked to sort them into "food" and "animals." Sort the toy cars from the toy trucks when playing in the block area, and tell the teacher, "I put all the cars over here and the trucks are over here."	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 3: Use a variety of vocabulary words during play and other activities.		
Vocabulary Indicators (L.V)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will…**
L.V.PK5. Identify common opposite words.	Say "cold" when asked what the opposite of "hot" is. Play running game outside and talk about how fast or slow they can run. During dramatic play, when a peer hands them a hard block to lay their doll on, say, "That is too hard. She needs a soft bed."	• Ask children to sort items into categories and use the word that describes the category during routine activities (e.g., sort blocks and toys during clean-up time and have the children say the name of each group of items). • Play games where children sort items into categories and have the children name the categories used for sorting. • Include new vocabulary words in descriptions, instructions, and in daily routines in the classroom.
L.V.PK6. Use words with similar meaning to describe an object, emotion, or action.	Use more than one word to describe the same characteristic of an object (e.g., "My block tower is really big! It is huge!" "That ice cream is delicious! It is really good!"). Use more than one word to describe the same action (e.g., "She pushed the chair. She knocked it over").	
L.V.PK7. Discuss and use new vocabulary words learned from stories, books, and/or other early literacy activities.	Incorporate a word heard during story time into dramatic play. After learning a new word, look for additional ways to explore the concept (e.g., learn about "caterpillars" and "cocoons" in a small-group science activity and then look for caterpillars and cocoons on the playground).	

***** This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 4:
Demonstrate knowledge of the alphabet and how letters are used in the reading process.

Alphabet Knowledge Indicators (L.AK)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
L.AK.PK1. Identify the names of letters in own name and produce the sound of the first letter in own name.	Point to each letter of their name and say the correct letter name. Say the letter sound of the first letter in their name. Point to the letter and say the letter sound.	• Give children opportunities to see their name in print, taking care to pronounce their names how their families do (e.g., label child's cubby with their name; make placemats with children's name and let them select their own placement and choose where to sit at meals). Talk about the letters that they see on the labels, naming them and calling attention to features of the letters. • Discuss letter names in the context of daily activities and provide opportunities for children to hear specific letter sounds, particularly beginning sounds, during daily routines (e.g., "Find the first letter of your name and line up next to it"). Be sure to include letters from multilingual learners' home language(s) whenever possible. • Create letter identification activities like matching and sorting games using lowercase and uppercase letters or name puzzles. • Call attention to letter sounds in words when reading a book. • Display the alphabet at children's eye level. Point out and name specific letters when children seem interested or help them when attempting to find certain letters. • Sing songs, fingerplays, and chants that repeat the names of letters and/or letter sounds.* • Give children opportunities to make the shape of common letters with their bodies and with art materials, blocks, and other materials. Talk about the shape of the letter (e.g., "Can you make an O? It is round like this plate," running finger around the outside of a nearby plate.).* • Encourage children to notice that words are made of letters. • Point out the individual shapes that make up a letter and encourage children to mimic those shapes during play, by drawing them in the air with their arm or combining shapes to make letters out of everyday materials.
L.AK.PK2. Identify and name most letters in their uppercase form and some letters in their lowercase form.	Manipulate three-dimensional letters and identify them correctly during play (e.g., magnetic letters, fabric letters, "food" letters). Identify letters observed in their everyday environment or environmental print (e.g., on classroom posters, in grocery ads, at home on the refrigerator, on road signs or advertisements). When shown the uppercase form of a letter they know, say the name of the letter (e.g., during art, the teacher writes their name on a canvas, and they paint each letter saying the corresponding letter name).	
L.AK.PK3. Name and produce the letter sound for several letters.	Say the correct letter name and sound when shown a small group of letters with which they are familiar. When playing with alphabet blocks, say the names of many of the letters and the name of the object on the block as they stack them (e.g., "A, airplane; B, baby; …" or "A, avión; B, bebé; …"). Identify the sound associated with letters from a picture (e.g., when shown a picture of a dog, make a /d/ sound and exclaim that it is the letter "D").	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 5: Demonstrate knowledge of how print and books are read.		
Print and Book Awareness Indicators (L.PB)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will…**
L.PB.PK1. Recognize that print carries a message and information.	Pretend to read by pointing to words in a book and reciting the story from memory. Write notes to friends, teachers, and other support staff in the classroom. Recognize print and symbols used to organize classroom activities and show understanding of their meaning (e.g., put toys in box with correct symbol, check picture schedule to learn next activity).	• Create a learning setting rich in environmental print and symbols that includes a diverse variety of books, labels, signs, and charts. Post words in multiple languages and talk about the differences and similarities between the way the letters appear. • When reading, point out how English print works (e.g., moving from left to right, that the groups of letters are called "words"). Invite discussion about how this is similar or different from the diverse home languages of the classroom. • Provide different types of books and encourage children to explore the pictures, look at the print, and talk about what is in the books. • Label common objects and places in the classroom in English and other languages and use the labels in daily activities so that children have the opportunity to understand the link between printed words and objects. • Encourage children to recognize and use familiar logos and signs by putting common objects in play areas (e.g., food boxes in dramatic play, small stop signs and other traffic symbols along with toy vehicles in the block area).* • Encourage children to pretend "reading" to each other. • Point out signs in and around the building (e.g., exit, bathroom) and talk about what they mean.
L.PB.PK2. Recognize environmental print and symbols.	Recognize common product logos. Use classroom symbols in daily activities (e.g., place their coat on the rack with a picture of a coat, get paint and brushes off of a shelf with pictures of a paint jar and brushes).	
L.PB.PK3. Indicate that groups of letters form a word.	Ask an adult what letter a word starts with. Point to a word under a picture when asked to identify the "word" (e.g., in a book with pictures of animals and a word label under the picture, point to the word when asked "Where is the word for …?"). Caption a drawing they have created by using letter combinations with spacing, whether real or nonsense words.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 5:
Demonstrate knowledge of how print and books are read.

Print and Book Awareness Indicators (L.PB)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
L.PB.PK4. Identify book parts and features, such as the front, back, title, and/or author.	Hold a book upright while turning pages one by one from front to back. Point to the front and back of the book. Talk about what an author does. Share about a class book they co-authored or co-illustrated (e.g., show another child a self-created text and point to parts of the story they were responsible for).	• Have children dictate captions for a teacher to write on their art projects. • Model the appropriate way to handle books, explaining the front and back of the book, how to turn the book right-side up, and how to turn pages. • Talk about the role of the author as the person who writes the words in the book.

Language and Early Literacy Standard 6:
Demonstrate knowledge gained from stories, books, and other early literacy activities.

Comprehension Indicators (L.C)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
L.C.PK1. Ask questions or make comments related to the details of a story.	Ask questions about something that happened in a story they are listening to. Point out when a teacher leaves out or changes a detail of a story that they have heard multiple times.	• Frequently read fiction and nonfiction books to groups or individual children and allow them to respond to questions or expand on themes within the books. • Engage children in reading environmental print. Model and encourage questions about the purpose of the message. • When reading a story, pause and ask questions about what is happening in the story. Use props or pictures to illustrate the characters or concepts that are included in the story to help children understand and communicate about what is happening in the story.
L.C.PK2. Retell a story, putting at least two events in the appropriate sequence.	Say, "First they went to the park, then they had a picnic" when asked what happened in a story. Use props to re-enact a story with a peer in a dramatic play area.	

***** This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 6:
Demonstrate knowledge gained from stories, books, and other early literacy activities.

Comprehension Indicators (L.C)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
L.C.PK3. Predict what might happen next in a story.	Provide an answer when a teacher stops telling a story that they have not heard before and asks, "What do you think happens next?" Offer ideas about what they think a character might do next.	• Discuss details about the beginning, middle, and end of a story while reading a book. • Have children make books using pictures of family members and other familiar objects found in magazines, catalogs, and environmental print (e.g., pictures from catalog cutouts and labels from favorite foods). • Create books detailing trips and events shared with the class. Include children's writings, drawings, and artwork. Include simple one- or two-word explanations of the pictures in English and home language(s). • Use picture schedules throughout the classroom for daily routines. • Encourage children to retell stories from their own or other illustrations. • Place props related to familiar stories in the dramatic play area so children can act out the story.* • Have books that reflect children's sociocultural experiences at home and their communities readily available throughout the classroom. • Encourage children to explain books someone read to them in their own words. Ask them what they like/dislike about stories and characters. • Create comfortable and inviting spaces in different parts of the classroom for children to read; stock these areas with a variety of reading materials. Provide time when children are encouraged to look at books on their own.
L.C.PK4. Recall information and answer questions related to an event, text, or pictures related to self and the world around them.	Recite predictable phrases in a book (e.g., "Brown Bear, Brown Bear, what do you see?"). Correctly recall the main character of story read to them. Tell the class where they went on vacation when showing a picture during share and tell.	
L.C.PK5. Use pictures to gain meaning and follow a simple pictorial direction.	Look at the pictures in a book and tell the story based on what they see in the pictures. Follow the picture directions next to the sink when washing hands before lunch. Illustrate a representation of a sequence of events they remember from a story and retell the story to a peer or teacher. Arrange picture cards that show events from a story to generally show how the story events unfold.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 7:
Demonstrate the use of written letters and symbols to communicate.

Writing Indicators (L.W)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
L.W.PK1. Draw to express ideas, thoughts, or interests.	Draw a picture of their family. Draw a picture of a scene from their favorite part of a familiar story.	• Provide access to and opportunities to use a variety of writing tools and materials (e.g., stick in the dirt, scratcher cards with a stick, paint and paper, finger in a sand tray, markers and paper). • Provide writing opportunities within daily routines (e.g., daily sign-in sheet to practice printing names). Give suggestions to children on how to print their names or other letters when they are writing. • Foster writing practice in play activities (e.g., put notepads and pencils in the dramatic play area, help children write by putting a label on their block structure to explain what it is).* • Create opportunities to use writing tools in outdoor activities (e.g., water and paint brushes or chalk for sidewalks, paper for drawing observations). • Encourage children to record stories or life experiences through drawing or scribbling/writing. • Provide alphabet guides, stencils, or word cards for children to select when they want to trace or copy letters. Include letters from home language(s). • Model how to write (e.g., left to right, top to bottom). • Provide journals as a choice and time for creative writing. Ask children what they would like to record in their journal and help them decide how to write or draw what they want to communicate.
L.W.PK2. Experiment with writing tools and materials for variety of purposes.	Use crayons, markers, colored pencils, paint brushes, or chalk. Create a play menu for the kitchen area.	
L.W.PK3. Recreate basic shapes that form letters or draw the shapes while looking at a model.	Create circles, squares, and triangles, following the lines they see from a pattern/example. Look at a model of a circle or square and draw a shape that looks somewhat like the model. Draw shapes in the air and talk about the letter they attempted to form.	
L.W.PK4. Write for a variety of purposes using increasingly sophisticated marks.	Scribble to write a story near an illustration they have done. Pretend to write in dramatic play (e.g., "write" down an order when pretending to be in a restaurant, make marks under options for lunch to record what they would like to eat). Imitate adult's writing they have observed (e.g., write groups of letter-like forms separated by spaces, try to write on a line).	
L.W.PK5. Use letter-like approximation to print name.	Write the first letter of their name followed by scribbles for the rest of their name in different places (e.g., on their artwork or on a sign-in sheet).	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 7: Demonstrate the use of written letters and symbols to communicate.		
Writing Indicators (L.W)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will…**
L.W.PK6. Share ideas, information from experiences, and opinions for class writing.	Suggest the title for a story a small group is dictating to the teacher. Contribute details and opinions as the teacher is leading a shared writing activity (e.g., add information about what the group did on a field trip as the group writes about the experience).	
L.W.PK7. Dictate words, phrases, or sentences to an adult who writes them down.	Ask an adult to write the caption for a picture they drew. Ask a teacher to write a note for their mother or father.	

Language and Early Literacy Standard 8: Demonstrate knowledge of sounds within spoken language.		
Phonological Awareness Indicators (L.PA)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will…**
L.PA.PK1. Repeat rhyming words.	Sing a song that includes rhyming words. Repeat a series of nonsense words that rhyme with their name or another word.	• Read books and sing songs with rhyming words and point out the words that rhyme. • Encourage children to join in when reading predictable rhyming books.
L.PA.PK2. Identify beginning sounds of some spoken words with which they are familiar.	When given a familiar word, identify the first sound in the word (e.g., say "t" when asked "What sound does the word 'table' start with?"). Identify the first sound in their own name.	• Play games that ask children to say as many words as they can that start with a certain letter (e.g., "I spy with my little eye something that begins with …"). • Encourage children to practice rhyming with made-up or nonsense word play.

***** This symbol indicates this practice can be used across other (or cross-curricular) domains.

Language and Early Literacy Standard 8: Demonstrate knowledge of sounds within spoken language.		
Phonological Awareness Indicators (L.PA)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will…**
L.PA.PK3. Identify two or more spoken words that share the same initial sound.	When someone says three words, two of which start with the same sound, identify the two that begin with the same initial sound (e.g., when asked which words start with the same sound, say "bat" and "bottle" but not "rain"). Correctly indicate that "sun" and "snake" are words that start with the same sound.	• Play games to help children develop awareness of longer words and shorter words, breaking them apart into syllables. • Use physical activity, like clapping or jumping, to encourage children to identify the parts or syllables of children's own names or other objects in the classroom. • Identify compound words in children's home language(s) and encourage children to play around with familiar, new, and nonsense words.
L.PA.PK4. Identify multiple parts of short words and long words.	Say their name aloud and recognize that it sounds longer or shorter than a peer's name (e.g., Zacharias and Ann compare their names). Clap out syllables of words that vary in length. Put together two words to make one word (e.g., "pop" and "corn" to make "popcorn"). Identify a peer's name that has the same length as their own. Recognize that "dog" and "cat" are both short and one-syllable words.	

***** This symbol indicates this practice can be used across other (or cross-curricular) domains.

Science

The Science domain is the “S” in STEAM (Science, Technology, Engineering, the Arts, and Mathematics) and the starting point for the STEAM section of the standards. Developmentally appropriate early childhood STEAM experiences guide and engage young children in their natural curiosity to critically explore and ask questions about the world around them. Teachers/practitioners can intentionally build on children’s interests in teaching the STEAM concepts of reasoning and inquiry (National Science Teachers Association [NSTA], 2014). Children’s STEAM proficiency is developed over time as they engage in STEAM explorations that meet multiple learning standards, through a combination of their own investigations and teacher/practitioner guidance along the way. Teachers can set the stage for STEAM by setting up the environment with a wide array of open-ended materials that can be used for construction; by providing creative engineering problems for children to solve; and by asking open-ended questions as children hypothesize, design, experiment, analyze, report, and try again (Linder & Eckhoff, 2020).

Preschool children are natural scientists, filled with curiosity about the world and how it works (Larimore, 2020). They learn science concepts and refine their skills in observation and inquiry by doing science through active play and exploration of their environment. Teachers can deepen children’s interest and build children’s skills and knowledge in this area by supporting, extending, and providing vocabulary for the cycle of inquiry. Practicing the scientific process in prekindergarten by asking questions, making predictions, gathering data, analyzing outcomes, and drawing conclusions capitalizes and builds on children’s natural curiosity and gives them the vocabulary and experiences that will prepare them for success in kindergarten and beyond (NSTA, 2014). Teachers can model the scientific questions and observations by wondering or noticing things aloud as they pose questions or state observations to embed language into explorations. This practice builds children’s oral language and encourages them to also wonder aloud as they formulate their own thoughts and begin wondering or noticing. Teachers can use multilingual approaches to bring science to life in children’s home languages and support cross-linguistic connections that facilitate meaning-making for all young children.

NAEYC's *10 Tips to Support Children's Science Learning* (Lan, n.d.) offers guidance on how teachers can create learning experiences and classroom environments to support science exploration by giving children time and space to explore, find answers to questions together, learn from mistakes, and even make a little mess sometimes. Teachers can also apply the Science Standards in other content areas and domains, giving children the opportunity to observe and discover as they learn other skills. Science concepts can be taught and integrated within other learning and developmental domains. For example, an integrated literacy activity can include reading a fictional book together, then identifying a challenge or problem the characters experienced in the story and challenging children to creatively solve the problem from the story by applying STEAM concepts. Many of the practices that teachers use to support children in this domain also support children's progress in other domains. These cross-curricular supportive practices are indicated with an asterisk (*****) in the charts below.

The Science Standards include:

- **Science Standard 1:**
  Demonstrate the ability to use senses and tools to explore, make observations, and make predictions.
- **Science Standard 2:**
  Demonstrate the ability to use information gathered in different ways to conduct investigations.
- **Science Standard 3:**
  Demonstrate the ability to describe, analyze, and draw conclusions about the outcome of an investigation.
- **Science Standard 4:**
  Demonstrate the ability to communicate about observations, investigations, and outcomes.

Science Standard 1:
Demonstrate the ability to use senses and tools to explore, make observations, and make predictions.

Exploration, Observation, and Hypotheses Indicators (S.EO)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
S.EO.PK1. Use smell, touch, sight, sound, and taste to make observations.	Explore characteristics of nature using the five senses. Hold new or unfamiliar objects to learn more about them. Listen for sounds that give clues about the characteristics of objects, living creatures, and processes (e.g., listen to air being let out of a balloon, listen to paper being crumpled up).	• Provide opportunities for children to explore the natural world using all five senses.* • Provide a variety of tools (e.g., magnifying glasses, rulers, scales, tweezers, cameras, tape recorders) to support investigation and observation. Provide adaptive tools for children with disabilities. • Teach children how to use tools and how to record observations.* • Encourage children to share their thoughts and ideas about their observations.* • Provide children with opportunities to sort based on observations they make during classroom experiences. Talk about the categories used to sort objects and how to decide what goes into each of the respective groups.* • Point out and talk about processes that happen in the classroom (e.g., plants growing, bread left out getting hard, ice melting).* • Ask children questions to help them make predictions based on their observations (e.g., "What do you think will happen if …?" "How do you think these will go together?" "Which do you think will be fastest/loudest/heaviest?").* • Encourage children to record observations of the weather, trees, and other plants on the playground over an extended period of time and talk about the changes that happen.* • Read books about topics related to science (e.g., nature, weather, tools) and talk about related objects and processes they observe in the classroom (e.g., read a book about fish and provide a goldfish in a fishbowl for the children to observe).*
S.EO.PK2. Use tools to observe and describe objects, the environment, and processes.	Use magnifying glasses, rulers, scales, binoculars, telescopes, or tweezers to observe objects. Take pictures of the classroom environment with a digital camera and describe features of the room they see in the pictures. With teacher support, use tools to record and describe processes (e.g., a thermometer to measure the temperature of cold or warm water and ice that is melting, a ruler to measure plants growing).	
S.EO.PK3. Use observations and information to notice patterns, create groups based on similarities/ differences observed, and/ or make predictions.	Use magnets to group together objects that are attracted to the magnets. Put objects in water and see which ones float and which ones sink. Sort the objects that float together into a group. Drop objects of varying weights from varying heights to see what is different about how they fall.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Science Standard 1:
Demonstrate the ability to use senses and tools to explore, make observations, and make predictions.

Exploration, Observation, and Hypotheses Indicators (S.EO)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
S.EO.PK4. Make predictions using prior knowledge and experience.	Make predictions about weather. Decide if the class can go outside, making a prediction based on knowledge of the weather from the day before. Refer to something they heard read in a book to make predictions about what will happen (e.g., predict that bread they are baking will rise based on having heard a teacher read a book about how a bakery makes bread).	• Read fiction and nonfiction books to inspire investigation and problem-solving (e.g., read a book about insects and make observations of insects on the playground, read a book that shows children using magnets with different objects and then give children magnets to try with different objects in the classroom, read a book that includes animals sounds and invite children to produce these sounds with their own voices or other classroom objects).* • Encourage vocabulary to describe how fast or slow objects fall and discuss why.* • Encourage children to make predictions about their environment, weather, seasons, or temperature.

Science Standard 2:
Demonstrate the ability to use information gathered in different ways to conduct investigations.

Scientific Investigation Indicators (S.SI)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
S.SI.PK1. Show curiosity and ask questions about things they are interested in that can be answered through an investigation.	Ask questions about why things happen. Call attention to something they have observed and point out what they find interesting.	• Provide opportunities for children to experiment with different materials. Talk about what happens when they make changes or act on the materials in different ways (e.g., what happens when they roll balls down slopes of different heights/angles, what happens when they use different objects in front of a light to make shadows).* • Provide opportunities for children to experiment with water in different forms. • Use picture charts to illustrate the steps in an investigation. Refer to the picture chart when conducting an investigation so children can follow along.*
S.SI.PK2. Describe some of the steps and/or materials needed for an investigation or experiment.	Gather materials that are needed to investigate something in which they are interested. Make binoculars with their fists and hold up to their eyes to explain they need to get a closer look at birds during a nature walk.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Science Standard 2:
Demonstrate the ability to use information gathered in different ways to conduct investigations.

Scientific Investigation Indicators (S.SI)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
S.SI.PK3. Conduct simple investigations and gather information through observations to see what happens.	Try out different actions to see what happens during play and other regular activities to informally investigate how things work or are related to each other. Participate in hands-on investigations with guidance from the teacher.	• Incorporate children's home languages to introduce scientific materials in multilingual ways. • Listen to children's open-ended conversations to learn what they are interested in and plan an investigation to help them explore their interests (e.g., when children notice ants on the playground, help them set up an investigation to see if ants are more attracted to food or to an inedible object by leaving both near the ant hill and observing what the ants do).*

Science Standard 3:
Demonstrate the ability to describe, analyze, and draw conclusions about the outcome of an investigation.

Analyses and Conclusions Indicators (S.AC)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
S.AC.PK1. Analyze observations from an investigation to develop an explanation or conclusion.	Ask questions about how something works during an observation or investigation. Compare the results of an investigation that had more than one outcome (e.g., compare observations about plants grown in sunlight with observations about plants grown in the dark). Offer their own thoughts on what they observe at the end of an investigation.	• Model aloud how to think about observations, analyze information, and draw conclusions during an investigation (e.g., "I see that … I wonder why we see that. Maybe it is because …"). • Ask children questions about what they are observing during the investigation and encourage them to remember their earlier observations when they see the end of the activity/results.

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Science Standard 3:
Demonstrate the ability to describe, analyze, and draw conclusions about the outcome of an investigation.

Analyses and Conclusions Indicators (S.AC)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
S.AC.PK2. Describe possible cause and effect relationships from observation or prior knowledge.	Use words like "because," "before," "after," and "during" while making an observation in an investigation. Explain why they think something changed or happened during an investigation. Use prior knowledge to develop ideas about what might have happened in an observation (e.g., after hearing a book read about how the sun helps plants grow, point out that plants grown in the dark did not grow because they did not have sunlight).	• Use props from the investigation when talking about the investigation and ask children to share their ideas about what might have caused the results that they observed (e.g., after doing an investigation to combine different colors of paint, show the children containers with the original colors and the color that was created when they combined paints, and ask what they think happened).* • Analyze visual and three-dimensional data such as items that have been collected in a jar over time during a study and invite children to discuss the final conclusions about the outcome and what the data shows or means.

Science Standard 4:
Demonstrate the ability to communicate about observations, investigations, and outcomes.

Scientific Communication Indicators (S.SC)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
S.SC.PK1. Create pictures, diagrams, or 3D models to represent plans for an investigation.	Draw a picture to show how they will carry out an investigation (e.g., tools they will use, what they will do). Create a 3D model out of available materials to represent a process they are interested in or plan to investigate (e.g., use materials from their classroom to set up a model of an investigation).	• Assist children in developing a model or drawing of what they plan to do in order to conduct an investigation, and compare the final result to the model they had planned. Take notes as children dictate what components of the model represent. • Provide a sink and float chart for children to graph items after they sort them.*

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Science Standard 4:
Demonstrate the ability to communicate about observations, investigations, and outcomes.

Scientific Communication Indicators (S.SC)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
S.SC.PK2. Illustrate or describe observations, results, and conclusions or explanations from an investigation or science-related activities.	Sort separate piles of similar items based on what they observed during an investigation (e.g., put all of the items that floated in water together, separate from items that sank). Draw a picture or create a model to record the results of their investigation. Create a graph to illustrate results from an investigation (e.g., the number of items that sink or float when dropped into the water). Share if their prediction was correct or incorrect and why.	• When discussing an investigation, model how to communicate the plans for the investigation (e.g., draw, make charts, or create a 3D model that the children can see to illustrate the process). Incorporate children in the process of illustrating the investigation process.* • Model the use of scientific content vocabulary words when discussing observations, planning investigations, and analyzing results. Emphasize and/or explain the specific vocabulary words so children notice them. Encourage children to use the words during the activity.* • Use children's home languages to support cross-linguistic connections between vocabulary words in their home language and English during an investigation. Seek parent input when needed to help build multilingual vocabulary development.* • Model the use of descriptive adjectives and scientific vocabulary when discussing objects, materials, organisms, events, and processes. Encourage children to use the same descriptive words when they share their observations and ideas.* • Provide materials for children to create their scientific journal to draw, write, or dictate their findings from their scientific experiments and investigations.* • Model how to communicate results from investigations through group dictation, collaborative work on a chart, graph, or drawing of results.*
S.SC.PK3. Use scientific content words during scientific inquiry and investigation.	Use words like "investigate," "discover," "observe," "experiment," "cause," "effect," or "prediction." Follow a picture chart that illustrates the steps of an investigation, using scientific vocabulary words to describe the process.	
S.SC.PK4. Use adjectives and scientific words to describe objects, materials, organisms, events, and processes.	Use words like "heavy," "light," "fast," "far," "close," "many," "few," "big," "small," "living," or "nonliving" to describe what they have observed. Gather objects and describe them using adjectives that organize them by their similar features (e.g., items by texture that are rough, soft, or smooth).	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Technology

Technology represents the "T" in STEAM and is the second domain of the STEAM section of the prekindergarten standards. Although children engage in STEAM disciplines through their everyday play, the foundational principles of STEAM cannot be met without knowledgeable teachers and practitioners explicitly engaging children in technology exploration during the preschool years. Preschoolers with a developing understanding of technology benefit from enhanced cognitive and social skills as they explore, play make-believe, create their own technology tools, actively engage in challenging activities, and more (U.S. Department of Education [ED] & U.S. Department of Health and Human Services [HHS], 2016). Teachers should use developmentally appropriate practices and principles to intentionally integrate technology and content domains into daily activities for young children.

This new Technology domain was added to the Nevada Pre-Kindergarten Standards in 2023. Digital literacy and citizenship are necessary skills for prekindergarten children to learn in today's increasingly technology-centered world. When using technology, children develop a variety of skills including creative thinking, problem-solving, fine motor, literacy, and number sense. They also learn to use technology safely and responsibly by engaging in appropriate activities with guidance. Teachers are not presumed to be experts to implement technology activities right away in their classrooms. The National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College (2012) published a position statement endorsing the use of digital technology for young children, stating:

> Technology and interactive media are tools that can promote effective learning and development when they are used intentionally by early childhood educators, within the framework of developmentally appropriate practice, to support learning goals established for individual children. (p. 5)

Interactive media and digital technology can have many benefits when used as age-appropriate learning tools that are intentionally integrated into playful activities to increase access to information (ED & HHS, 2016). Utilizing simple applications can help children develop the necessary digital literacy skills to help them to become digital citizens.

NAEYC and the Fred Rogers Center (2012) also offer several guidelines for successfully using digital tools with preschoolers:

- Teachers should be intentional about incorporating technology into any lesson plan.
- Electronic devices must be used in a way that promotes active, hands-on learning experiences.
- Lesson plans should emphasize co-viewing or co-usage alongside teachers and peers.
- Teachers must take the time to observe children's use of technology to identify potential problems, evaluate learning outcomes, and adapt accordingly.

These standards define technology broadly as the creation and use of tools to meet a purpose, and not simply limited to digital, screen-based devices. Furthermore, this domain does not require children's individual use of digital devices, and standards can be met without using screen time at all. When screen-based devices are used in the classroom, teachers need to carefully consider current research and recommendations for children's active versus passive digital use, screen-time limits for young children, and other guidance as technology evolves. Technology tools, like all other classroom materials, must support learning and not be used as an isolated activity. Thus, many of the practices that teachers use to support children in this domain also support children's progress in other domains. These cross-curricular supportive practices are indicated with an asterisk (*) in the charts below.

In this context, the new Technology Standards explore digital technology, nondigital technology, and assistive technology. Unless otherwise specified in the standard or indicator, the term "technology" can be adapted to fit any of these three types of technology:

1. Digital technology includes but is not limited to cameras, speakers, computers, tablets, keyboard and mouse, projector screens, smartboards, smartphones, etc.

2. Nondigital technology includes but is not limited to make-believe or symbolic representations of a digital device, writing tools, books, other objects created by adults or children to help solve a problem, etc.

3. Assistive technology includes but is not limited to glasses, hearing aids, prosthetic limbs, screen readers, voice recognition, walking canes, wheelchairs, etc.

The Technology Standards include:

- **Technology Standard 1:**
  Demonstrate knowledge that different types of technology tools have different uses, including digital, nondigital, and assistive technology.
- **Technology Standard 2:**
  Use technology for communication and to gather and share information.
- **Technology Standard 3:**
  Demonstrate safe and responsible use of technology and resources.

Technology Standard 1:
Demonstrate knowledge that different types of technology tools have different uses, including digital, nondigital, and assistive technology.

Technology as a Tool Indicators (T.TT)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
T.TT.PK1. Identify a variety of digital technology tools and their uses.	Name digital technology tools used in the classroom and/or at home (e.g., smartphones, tablets, computers). Pretend to type on a keyboard to send a message during dramatic play. Select a digital story book to read or to be read. Dictate a story to be typed into a computer or tablet.	• Identify the names of digital technology tools as they are used in the classroom (by a teacher and/or other children). • Invite families to explore digital technology tools with children on special family technology evenings. • Discuss with children the symbols used in different digital technology platforms and what they mean. • Ask children to locate the headphones so they can listen to a story online.* • Notice and comment on children's discussions about experiences with digital technology tools at home. • Notice and comment on children's use of pretend digital technology tools throughout the day. • Use e-books or other digital technology tools with children during story time.* • Point out nondigital technology tools throughout the classroom and outdoor environment and note the purpose or use of each. • Provide access to devices and applications that encourage creativity and allow children to express themselves. • Provide a variety of tools for writing, drawing, and painting.* • Provide materials (e.g., books, illustrations, figures) depicting a range of physical abilities and assistive technologies in use. • Ask questions to extend children's engagement with materials depicting varying physical abilities.
T.TT.PK2. Identify a variety of nondigital technology tools and their uses.	Combine a row of blocks to serve as a ramp for cars and trucks in the block area. Invent and construct simple objects into more complex structures. Measure objects with rulers and write down the length or height. Engage in hands-on creative activities and other analog activities that are nondigital. Draw a picture using a stick in the dirt.	
T.TT.PK3. Identify a variety of assistive technology tools and their uses.	Identify self, peers, family members, and/or teachers who use glasses to help them see. Notice the illustration of a child using a wheelchair during story time. Describe assistive technology they have noticed in the community (e.g., a person walking with a cane or wearing hearing aids).	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Technology Standard 1:
Demonstrate knowledge that different types of technology tools have different uses, including digital, nondigital, and assistive technology.

Technology as a Tool Indicators (T.TT)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
		• Read stories featuring characters with a range of physical abilities and using a variety of assistive devices. Ask children questions to connect the stories to their own experiences.* • Discuss and demonstrate the use of braille type and a screen reader. • Discuss and demonstrate screen settings that can be altered to accommodate visual impairments. • Include interactive picture visuals to support nonverbal communication between children and adults or peers.* • Use nondigital teaching-learning resources like books, whiteboards charts, maps, models, etc. while teaching concepts to children.* • Introduce vocabulary words that include “digital” and “analog”.* • Provide opportunities for children to use different forms of assistive technology. • Lead discussions that encourage children to solve real-life challenges and identify assistive tools that could help.*

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Technology Standard 2:
Use technology for communication and to gather and share information.

Communicating Through Technology Indicators (T.CT)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
T.CT.PK1. Use technology to communicate information, with teacher assistance.	Record a voice message or memo for a family member or loved one. Create a digital drawing. Help select letters on the keyboard to send a message. Dictate a message for a teacher to write to a family member or peer. Type a text message for a peer on a pretend smartphone. Draw a picture to communicate a message or idea.	• Show pictures and video of environments, spaces, and places that children would not be able to physically visit in order to broaden knowledge and connections to a concept or unit theme. • Provide interactive and open-ended computer programs for children to use. • Document children's drawings and create digital books with photos to explore digital storytelling. • Use apps and games that focus on specific standards-based skills. • Use apps and computer programs that promote curiosity and wonder and do not emphasize repetitive drills or practices. • Provide access to digital tools with audio, video, and graphics to create or communicate ideas with their peers. • Encourage children to explore other cultures by using digital tools or by bringing artifacts in for children to make connections to their own culture or one they have learned about.* • Discuss and model for children when and how to obtain information through technology. • Provide a variety of age-appropriate programs to support children learning how to manipulate the mouse and keyboard to access information.
T.CT.PK2. Use technology to explore and answer questions about the world, with teacher assistance.	Use a real or pretend camera to document and gather information during a photo hunt. Use voice technology to conduct an internet search. Use images online to learn about a new animal/habitat. Visit a virtual zoo, museum, aquarium, or other location.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Technology Standard 2:
Use technology for communication and to gather and share information.

Communicating Through Technology Indicators (T.CT)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
T.CT.PK3. Use technology tools to share ideas.	Select favorite pictures they have taken and show a peer. Ask the teacher to help them share an idea (e.g., send a picture of a structure they have built to a caregiver). Create a book with drawings and stories to document an experience.	• Encourage multilingual students to create stories in their home language that they can share with their peers in the classroom and their family at home.* • Engage children with other early childhood programs through the use of a video platform. Children can visit each other's classrooms through a virtual platform and learn about the city that they live in. * • Provide games or programs that are aligned to the theme or concepts that children are learning in the classroom.

Technology Standard 3:
Demonstrate safe and responsible use of technology and resources.

Safe Use of Technology Indicators (T.SU)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
T.SU.PK1. Practice safe behavior while using digital tools and accessing resources.	Use headphones or speakers at appropriate volume not to damage hearing. Follow basic verbal or visual prompts while learning new programs. Gently use a mouse or keyboard when using a real or pretend computer. Open and navigate familiar digital learning programs. Operate different technology tools (e.g., keyboard, touch screen, mouse, voice activated).	• Help children understand the importance of using technology responsibly. Establish rules and time limits in the classroom. • Model and follow the established rules in the classroom. • Provide activities to help children learn how to use technology. • Introduce vocabulary words that are used when coding.* • Model techniques for using technology. • Provide safe applications or programs that children can access or use in the classroom.

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Technology Standard 3:
Demonstrate safe and responsible use of technology and resources.

Safe Use of Technology Indicators (T.SU)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
T.SU.PK2. Handle digital technology with care and responsibility.	Turn the power on/off for a familiar technology device in the classroom. Understand that an adult may need to plug something in to charge the device. Adjust the volume, or wear headphones without assistance. Use a timer to limit screen time. Handle technology with care and with basic routines established by the teacher. Demonstrate fine motor dexterity when manipulating the keyboard or mouse. Develop hand-eye coordination.	• Provide children time to learn how to navigate the technology they are using. • Display visual supports to help children access the screen. • Encourage children to play a program together to support and foster cooperative play.* • Provide easy pictorial instructions for children to use. Assist them with accessing the programs on the computer. • Encourage children if they become frustrated when having issues using technology. • Provide children with clear expectations on how to handle devices gently with both hands. • Introduce passwords to children and discuss their meaning and how they are used. • Help children create their own password to use in the classroom. • Provide activities to support coding skills for children to engage in during center time.
T.SU.PK3. Recognize that passwords (or codes) are used to access digital technology.	Respect limits placed by the teacher to safely engage with technology.	
T.SU.PK4. Recognize that digital devices influence our world and change over time.	Recognize the impact of digital access and how that provides more information and opportunities for them.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Creative Expression

The Creative Expression domain represents the "A" for the arts in STEAM and is the third domain in this section. The arts fit right into the inquiry and problem-solving naturally embedded in science, technology, engineering, and math (STEM). The benefits of adopting a STEAM approach include children actively connecting their learning in STEM areas through the arts, which increases understanding, cognitive processing, and critical-thinking skills (Institute for Arts Education and STEAM, n.d.). Incorporating opportunities for creative expression through the arts supports creative problem-solving and design-thinking skills (Robelen, 2011). Through intentional provision of materials and opportunities to explore and incorporate creative expression throughout the day, teachers in the prekindergarten classroom can foster children's STEAM skills in preparation for kindergarten and beyond.

The Creative Expression Standards support young children's natural inclination to express their interpretation and understanding of their world through movement, music, dramatic play, painting, drawing, and the like. Nurturing children's creative expression supports their development across domains. Researchers agree that children's participation in the arts has positive effects on their social-emotional and cognitive development, physical development, and positive approaches to learning, and these effects persist beyond the preschool years (e.g., Brown et al., 2017; Greene & Sawilowsky, 2018; Phillips et al., 2010). The creative process is more important than the product as children learn to express themselves through artistic experiences. Teachers can incorporate creative expression throughout the preschool day and across domains of learning and development by providing opportunities for children's self-directed exploration coupled with intentional teaching. Many of the practices that teachers use to support children in this domain also support children's progress in other domains. These cross-curricular supportive practices are indicated with an asterisk (*) in the charts below.

The Creative Expression Standards include:

- **Creative Expression Standard 1:**
  Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.
- **Creative Expression Standard 2:**
  Choose to participate and express themselves through a variety of creative and artistic experiences.
- **Creative Expression Standard 3:**
  Use creative arts as part of other learning activities.

Creative Expression Standard 1:
Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.

Appreciation for Artistic Expression Indicators (C.AP)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
C.AP.PK1. Indicate interest or preferences in creative art forms.	Choose to draw or paint during free choice activities. Engage in role play with friends in the dramatic play center. Request a favorite song at circle time. Repeat a dance movement they saw or participated in earlier.	• Provide ample time, space, and materials, both indoors and outdoors, for children to explore dramatic play, music, dance/ movement, and visual arts in their own way. • Ask children to select their favorite song or dance during group activities. • Observe, comment on, and join children's planned and spontaneous singing, dancing, dramatic play, and other creative expression activities. • Use simple vocabulary that is specific to the art form when referring to dance or creative movement, visual art, dramatic play, or music.* • Model asking a question or sharing a thought about a work of creative expression.* • Model and talk about appropriate ways to show appreciation for works of creative expression.* • Discuss with children the steps and choices involved in creating a work of visual or performance art.* • Identify and model the names and uses of the tools used to create various art forms (e.g., paint brushes, musical instruments).* • Ask children to describe their artistic creation, including the choices they made and the steps they took during the creative process.*
C.AP.PK2. Creatively express themselves through different forms of art.	Make different types of movement to illustrate different emotions as the teacher plays music. Draw or paint a picture to illustrate an idea or emotion. Express new ideas or emotions when pretending during dramatic play.	
C.AP.PK3. Show respect for the creative work of others.	Point out their favorite painting on display in the classroom. Clap for friends' puppet show performance. Express interest in and ask questions about peers' artwork. Describe or point out features they may dislike about someone's art while using polite words.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Creative Expression Standard 1:
Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.

Appreciation for Artistic Expression Indicators (C.AP)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
C.AP.PK4. Use simple vocabulary words specific to the art form to express thoughts about artistic creations.	Describe the colors, patterns, textures, and materials used to create a visual work of art (e.g., "It has bright colors and big lines," "This is made of smooth clay"). Name musical instruments available in the classroom. Identify the costumes and props needed to act out a favorite story.	• Provide examples and discuss how features of visual arts, music, dance/movement, and dramatic play can express feelings and ideas (e.g., soft music with a slow tempo can be calming, bright colors might be associated with happiness).* • Provide children with visual representations of various art forms (e.g., paintings, photographs, statues) from different cultural traditions.* • Provide a variety of musical instruments in the classroom music area and invite children and families to share instruments from their diverse cultures.* • Include music and dance in group time and outdoor play. • Provide examples and discuss music and dance/movement from diverse cultural traditions.*
C.AP.PK5. Describe, comment on, and ask questions about visual art, music, dance, and drama.	Recognize various art forms (e.g., photographs, statues, paintings, drawings). Describe a type of dance or movement that they enjoyed. Show or tell the steps used in making their own works of art.	

Creative Expression Standard 2:
Choose to participate and express themselves through a variety of creative and artistic experiences.

Self-Expression Through Art Indicators (C.SE)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
C.SE.PK1. Make different musical tones and rhythms using voice, body, or instrument.	Clap hands to create a beat during a rhyming activity. Play singing games with peers or as part of a group activity. Describe the tempo of a favorite song by saying that it is "fast" or "slow." Experiment with vocalizing in response to a story or song.	• Provide a variety of instruments (e.g., maracas, rhythm sticks, bells, tambourines, drums) for children to use for musical experimentation.* • Introduce musical instruments from diverse cultures, allowing children to hear how they are used in a musical piece and also to experiment with them to make music. • Sing a tone or make a sound and invite children to repeat or echo it.

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Creative Expression Standard 2:
Choose to participate and express themselves through a variety of creative and artistic experiences.

Self-Expression Through Art Indicators (C.SE)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
C.SE.PK2. Recognize and select a variety of simple songs, fingerplays, musical games, and musical activities, alone and with others.	Request favorite songs or fingerplays at group time. Engage peers in musical games and activities throughout the day. Sing songs or hum tunes to self during free choice activities.	• Incorporate simple songs or singing games into group time, free choice time, classroom routines, and transitions.* • Ask families to bring in music they enjoy, including music representing their cultures and traditions.* • Play and discuss music from different cultures and traditions.* • Model different ways of singing/signing and accompanying songs (e.g., do motions or clap the beat when singing or listening to songs). • Sing or play simple songs in the home language of multilingual learners.* • Introduce a variety of musical experiences for children to listen to in the classroom, including classical, instrumental, and children's music. • Allow children with sensory differences to experience music in different ways (e.g., to place their hand on an instrument to feel the vibrations, to see others mirroring the volume and tempo of music with their movements). • Model and discuss a variety of dance and movement styles.* • Ask children to use dance or creative movement to represent a recent idea or emotion. • Model and discuss matching the speed of dance steps or movements to the tempo of the music. • Encourage children with differing motor abilities to participate in creative movement with modified movements that fit their motor skills (e.g., tapping their hand on their leg rather than stomping). • Observe children's incorporation of creative movement in pretend play activities.*
C.SE.PK3. Select and listen to a variety of songs from diverse cultures.	Request to sing songs representing diverse cultures during circle time. Share a song that they sing with their family at home. Clap, move, and/or sing along with songs from diverse cultures played throughout the day.	
C.SE.PK4. Identify and play a variety of musical instruments.	Participate in a rhythm instrument band. Accompany simple music with instruments or clapping. Name the musical instruments available in the classroom.	
C.SE.PK5. Take familiar songs and improvise to change the words, feelings, sound of voice, or dynamics.	Experiment with changing pitch and volume on a song learned in class. Substitute new words when singing a familiar song.	
C.SE.PK6. Move to the tempo and/or rhythm of music to create or participate in dance activities.	Move to music in individual and group dance/movement activities. Respond to changes in music tempo by changing how they are moving (e.g., speed up when the music gets faster). Dance and clap to a drumbeat or a rhythm band.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Creative Expression Standard 2:
Choose to participate and express themselves through a variety of creative and artistic experiences.

Self-Expression Through Art Indicators (C.SE)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
C.SE.PK7. Express self creatively through movement.	Move or dance to act out a specific idea or emotion. Demonstrate imagination through creative movement in pretend play (e.g., cat pouncing on ball, frog hopping to lily pad, rocket launching into space).	• Ask children to draw a picture or tell stories of their own experiences as a prompt for dramatic play.* • Help children dramatize stories from children's cultural and personal experiences by asking families to share stories.* • Tell or read a story as a starting point for dramatic play by including props related to the story in the dramatic play area and/or encouraging children to take on roles from the story.* • Read stories and include props from diverse cultural traditions to promote opportunities for children to include diverse characters and themes in their dramatic play.* • Discuss and create experiences showing how technical elements (e.g., props, costumes) help to set the stage to act out roles, define characters, and tell stories.* • Provide a range of costumes and props for children to explore and use in developing dramatic play stories.* • Discuss children's personal or shared class experiences as a starting point for a work of art that expands on that experience.* • Discuss children's favorite storybook characters and have them create a visual arts representation of the characters.* • Provide adaptive art supplies for all children to use (e.g., easy grip paintbrushes, table easels to hold paper for drawing, adaptive scissors). • Invite children to draw or paint to represent their current or favorite mood(s) or emotions.*
C.SE.PK8. Act out scenes based on books, stories, songs, everyday life, or imagination during play.	Listen to stories and use them as a jumping-off point for dramatic play. During activity time, make up new roles from experiences and familiar stories. Direct peers and/or follow directions from peers in creating dramatic play scenarios. Pretend to be their favorite character from a familiar story or show.	
C.SE.PK9. Use dress-up clothes or costumes and other props in dramatic play.	Select a costume that portrays a role or character that they are acting out. Use props during dramatic play to act out a role or character.	
C.SE.PK10. Assume the role of a familiar person, animal, or thing and talk in the language/tone appropriate for that person, animal, or thing.	Pretend to be a favorite animal by moving and making sounds like the animal (e.g., meowing like a cat, stomping like an elephant). Experiment with changing vocal pitch to pretend to be the teacher or another familiar adult.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Creative Expression Standard 2:
Choose to participate and express themselves through a variety of creative and artistic experiences.

Self-Expression Through Art Indicators (C.SE)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
C.SE.PK11. Select materials and create visual artwork that expresses or represents experiences, ideas, feelings, and fantasy using various media without a model.	Create a work of art that expands on an experience (e.g., draw animals after a field trip to the zoo, draw a picture of what they did with their family for a cultural holiday). Paint, draw, sculpt, or create a collage to depict a favorite character from a familiar story. Select specific colors and create drawings or paintings to portray current mood or a range of moods or emotions.	• Encourage children with sensory issues to try different forms of art materials (e.g., clay, finger paint, stickers). • Provide a variety of open-ended materials that include colors and textures common in diverse cultures. Encourage children to use them creatively in dramatic play, music, dance/movement, and visual arts.*

Creative Expression Standard 3:
Use creative arts as part of other learning activities.

Cross-Disciplinary Artistic Expression Indicators (C.CD)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
C.CD.PK.1. Participate in music activities that include math, science, and/or early literacy knowledge.	Clap or play an instrument to count up to 20. Sing or gesture along with a song about the seasons. Participate in musical games that explore vocabulary and word knowledge.	• Incorporate music in counting and other math-related activities.* • Introduce children to songs about the seasons and other aspects of the natural world.* • Engage children in musical games where children can demonstrate their word knowledge and vocabulary (e.g., a song about colors where children wearing the named color either stand or sit).* • Invite families, community members, and professionals to share creative works of art from their culture or community.* • Provide children with visual depictions of creative arts representing a range of different countries and cultures.* • Invite children to contribute visual artwork, songs, and/or dances to dramatic play experiences.*
C.CD.PK.2. Participate in creative arts activities from different cultures.	Participate in dances from different countries and cultures. Explore musical instruments and songs from different countries. Create visual artwork inspired by creative arts from a particular culture or country.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Creative Expression Standard 3: Use creative arts as part of other learning activities.		
Cross-Disciplinary Artistic Expression Indicators (C.CD)	**Examples: Children will/may…**	**Supportive Practices: Teachers/Practitioners will…**
C.CD.PK.3. Combine aspects of music, movement, visual arts, and/or dramatic play together in creative expression activities.	Paint or draw a picture to illustrate a theme from dramatic play. Dance or move to the beat as they play rhythm instruments.	• Invite children to draw or paint to illustrate a favorite song. • Model describing the color, shape texture, and other characteristics of a painting or other work of visual art.* • Provide children with drawing and painting tools to use in representing a specified quantity.*
C.CD.PK.4. Use visual arts activities as a means to express feelings, thoughts, knowledge, and skills in content areas such as language arts, science, and math.	Communicate a song's meaning and intent through drawing or painting. Identify color, shape, and texture through art experiences. Draw or paint to represent a specified number (quantity), a plant or animal, or a process from the natural world.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Mathematics

The Mathematics domain is the “M” in STEAM and the final domain in the standards. Similar to the other STEAM domains, young children develop critical-thinking and problem-solving skills, symbolic thought, visualization and spatial skills, and concrete relationships with numbers through mathematics. Children ages 3 to 5 are establishing concrete relationships with numbers and counting in their daily lives and building initial mathematical literacy through engaged conversations with adults who scaffold their learning experiences with physical materials. Preschoolers, for example, engage in problem-solving, reasoning, and communication as they compare their favorite toys to what other children have or count their snacks out of the bowl at snack time. Preschoolers also demonstrate developmentally appropriate math literacy when they notice that a center area may be full because four friends are already there, so they make a different choice of where to go next. Developmentally appropriate practice is a critical consideration for teachers when planning for mathematical experiences that build on integrated STEAM experiences.

Young children reflect and build their natural curiosity and informal mathematical knowledge as they explore the world around them. Clements and Sarama (2020) show how children come to understand mathematical concepts and the learning trajectories that describe how these skills progress. The standards and indicators in this domain include various number targets based on the skill or behavior being demonstrated, ranging from 1 to 5, 10, and up to 20. Research in early childhood mathematical concepts supports the varying targets as developmentally appropriate. Children develop their understanding of concepts such as spatial relations, size, quantity, and counting through interactions with materials; their environment; and friends, family, and teachers. Teachers can clarify and extend children’s mathematical understanding and abilities in multiple ways over the course of the day,

such as by setting up the learning environment to provide opportunities for children to explore concepts of quantity, shape, size, etc. across multiple activity centers. Teachers can incorporate mathematical concepts into early literacy activities, music activities, and exploration centers across other domains. Teachers can also weave mathematical dialogue and vocabulary words into conversations and classroom routines such as preparing for snack or counting children for attendance. The Mathematics Standards provide guidance to teachers and equip them with tools to support children's understanding of these concepts. The practices that teachers use to support children in this domain also support children's progress in other domains. These cross-curricular supportive practices are indicated with an asterisk (*****) in the charts below.

The Mathematics Standards Include:

- **Mathematics Standard 1:**
  Demonstrate knowledge of numbers, numerals, and quantity.
- **Mathematics Standard 2:**
  Demonstrate the ability to analyze and create patterns and early mathematical problem-solving skills.
- **Mathematics Standard 3:**
  Demonstrate the ability to measure and compare by size and volume.
- **Mathematics Standard 4:**
  Analyze and compare common shapes and use knowledge of position in space.

Mathematics Standard 1:
Demonstrate knowledge of numbers, numerals, and quantity.

Number and Quantity Indicators (M.NQ)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
M.NQ.PK1. Recite numbers from 1 to 20.	Sing songs and participate in chants that include saying the number sequence between 1 and 10. Rote count up to 20. Say or sign the numbers from 1 to 20 in the correct order.	• Provide children with a wide variety of materials (blocks, manipulatives, and collections) to support exploration and development of mathematical concepts.* • Ask children to answer the question "How many?" in relation to various concrete objects. • Play number recognition games. • Incorporate counting activities into classroom routines and activities.* • Ask children how high they can count. • Include fingerplays such as "Five Little Monkeys" in group time and throughout the day.* • Count backward with children as objects are taken away from a set. • Lead small- and large-group activities related to counting objects, creating sets, and answering questions such as "How many?" • Encourage children to work together to count objects.* • Ask children the "how many" question about the number of materials they are working with throughout the day, such as "How many blocks are in your tower?" • Count with intentional errors and ask children to identify and correct the errors. • Encourage children's independent and collaborative counting activities throughout the day. • Build math-related questions and activities into book reading and other early literacy activities.*
M.NQ.PK2. Count backward from 5 to 1.	Participate in fingerplays, such as "Five Little Monkeys," that require counting backward. Count backward from 5 to 1 during play to launch a pretend rocket ship. Count backward from 5 to 1 as the teacher holds up all of their own fingers on one hand and takes away one at a time.	
M.NQ.PK3. Give the next number name in the number series up to 10.	Provide the correct answer to the question "What comes next?" during a classroom counting activity. Offer the next number in the series as a peer is counting out napkins for snack. Identify the next number in a series of numbers up to 10.	
M.NQ.PK4. Recognize mistakes in others' counting and self-correct own counting.	Re-label as "five" a set of blocks incorrectly counted as four. Self-correct counting when playing. Provide the correct number order for a peer who has skipped numbers in their rote or object counting.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Mathematics Standard 1:
Demonstrate knowledge of numbers, numerals, and quantity.

Number and Quantity Indicators (M.NQ)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
M.NQ.PK5. Identify and use numbers related to order or position from first to fifth.	Correctly select the fourth bear from a row of counting bears. Correctly respond to the question "Who is the third child in line?" as the class prepares to go outside.	• Ask children to count out the materials that are needed for a group activity (e.g., "How many plates will we need for snack?"). • Provide children with materials such as small collections of objects or photos of objects in differing arrangements. Ask children to identify the quantity, then ask how they got to that number. • Create games that ask children to match sets that have the same number of objects. • Provide cards displaying numerals and the number of objects for children to explore.* • Display numerals that represent the number of objects in a set of objects throughout the classroom (e.g., the numeral 2 beside an aquarium that has two fish).* • Provide dice or dominos and encourage use during individual or group play. • Provide paper and markers, pencils, crayons, etc. for children to use in exploring mathematical concepts.* • Model the connection between a counting word/number and an object. • Ask "more than, less than" questions throughout the day (e.g., during snack time ask, "Who has more? Does anybody have less? How do you know?"). • Model subitizing activities during small-group time. • Identify and name set of numbers in signs or books.
M.NQ.PK6. Count up to 10 objects saying the number name in the correct order and pairing each object with one and only one number name.	Use counting and numbers as part of play as a means for determining quantity. Count a group of six dolls by moving each one as they are counted to keep track of those counted and those remaining. Touch each block and say the number name as they count a set of four blocks.	
M.NQ.PK7. Count using one-to-one correspondence and answer "How many?" questions for a group of up to 10 objects arranged in a straight line.	Correctly count a set of seven blocks arranged in a line to provide the answer to the teacher's "how many" question. Count out three cars by giving one to each child to answer a peer who asked how many cars they will need for everyone in the group to have one. Count each object once.	
M.NQ.PK8. Instantly recognize and name the number of objects in a set up to five.	Correctly answer the "how many" question when briefly shown a group of four objects, and correctly answer again when the objects are in different configuration. Subitize the number of objects without actually counting them.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Mathematics Standard 1:
Demonstrate knowledge of numbers, numerals, and quantity.

Number and Quantity Indicators (M.NQ)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
M.NQ.PK8., continued	Play a dice game with peers and quickly determine how many spaces to move after rolling the die. Correctly answer the "how many" question when briefly shown a card with up to five dots and count to check accuracy.	• Point out numerals between 0 and 10 that are visible throughout their daily routine in home and school and encourage children to notice numbers in the world around them. • Provide children with opportunities to match objects with numbers.
M.NQ.PK9. Manipulate a set of objects to count out a specified or target number of up to 10 objects.	Correctly count out a set of objects based on questions such as, "Can you give me five blocks?" Create a set of objects that has the same number of objects in a set that is provided as an example.	
M.NQ.PK10. Correctly identify the remaining number of objects in a set of up to four objects after one object is added or taken away.	Have four objects and give one to a peer, and then correctly answer a teacher who asks, "How many do you have now?" Have one object and get an additional object from a basket, and then say, "I have two now!"	
M.NQ.PK11. Compare two or more sets of up to 10 objects and accurately identify which sets are equal and which have more or fewer objects.	Correctly select the set that has more objects when shown two sets, one with five and the other with eight objects. Identify the concepts of "more than, less than" when comparing two groups of objects. Correctly select two equal sets when shown two sets with the same number of objects and one set with more/fewer objects.	
M.NQ.PK12. Recognize and read some of the numerals between 0 and 10.	Point to the correct numeral in response to teacher questions in group and individual reading activities. Recognize and say or sign the number word for numerals in the environment.	

***** This symbol indicates this practice can be used across other (or cross-curricular) domains.

Mathematics Standard 1:
Demonstrate knowledge of numbers, numerals, and quantity.

Number and Quantity Indicators (M.NQ)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
M.NQ.PK13. Match the number of objects in a set to the correct numeral between 1 and 5.	Match five blocks to the numeral 5 in a small-group or individual activity. Count the number of friends in an activity center and match it to the numeral posted for that center.	
M.NQ.PK14. Write, draw, or create objects to represent the numerals between 0 and 5.	Draw objects to match the numeral presented in a small-group activity. Dictate the number of lines for a teacher to make on the paper to represent a numeral.	

Mathematics Standard 2:
Demonstrate the ability to analyze and create patterns and early mathematical problem-solving skills.

Patterns and Operations Indicators (M.PO)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
M.PO.PK1. Sort objects by attributes such as size and shape.	Separate the square blocks from the triangular blocks during play. Sort a group of objects more than one way. Sort toys from smallest to largest. When gathering up balls on the playground, sort the big balls into one box and the small balls into another box.	• Provide a wide variety of manipulatives and materials for children to explore in terms of shape, color, and other attributes. • Offer opportunities for children to sort objects during everyday routines such as cleaning up.* • Provide opportunities for children to observe naturally occurring patterns in the indoor and outdoor environments. • Use art materials and manipulatives with children to create patterns and invite children to extend the patterns or create new patterns. Ask them to explain the pattern.* • Read stories, sing songs, and act out poems and fingerplays that involve counting and patterns.* • Use charts or other posters with recognizable patterns to display around the room.
M.PO.PK2. Recognize, replicate, and extend simple repeating patterns.	Identify patterns that repeat themselves (e.g., red, orange, red, orange). Line up tiles, markers, or other objects to match an example that has a color pattern (e.g., blue, red, green), and then add additional colored objects to repeat the same pattern (e.g., blue, red, green, blue, red, green).	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Mathematics Standard 2:
Demonstrate the ability to analyze and create patterns and early mathematical problem-solving skills.

Patterns and Operations Indicators (M.PO)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
M.PO.PK2., continued	Repeat a pattern according to color, size, or shape while using manipulatives or stringing beads. Predict what comes next when shown a simple AB pattern.	• Say aloud what you are thinking as you solve a mathematical problem throughout regular classroom routines. • Highlight naturally occurring mathematical problems during children's free play, such as asking children to count the blocks they have in their building after they added two more to their stack. • Prompt thinking and analysis by asking open-ended questions such as "How do you know how many children can sit at the art table?" • Sing counting songs that include subtracting an object throughout each verse, such as "Five Little Ducks." • Read books that incorporate addition and subtraction concepts throughout the storyline.*
M.PO.PK3. Create own simple pattern and identify the core unit of the repeating pattern.	Line up blocks, cars, and balls in a row and identify the repeating pattern for a peer (e.g., block, block, ball, car, block, block …). Make marks in a row using different colored markers or crayons to create a repeated color pattern and say or sign the order of the repeating color pattern.	
M.PO.PK4. Solve simple addition and subtraction problems (where the answer is five or less), using objects to represent the problem.	Participate in group fingerplays or rhymes that illustrate simple addition and subtraction with fingers or objects. Identify the number of blocks in a stack or row as they add or take away one. Correctly answer "how many" questions when a teacher asks about adding an object to or taking an object away from the group/set of objects that children are playing with. Count a group of three objects and a group of two objects and determine they have five objects.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Mathematics Standard 3:
Demonstrate the ability to measure and compare by size and volume.

Measurement Indicators (M.ME)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
M.ME.PK1. Compare or order up to five objects based on their measurable attributes, such as height or weight.	Arrange blocks by height and describe the differences. Compare the weight of two dolls and comment on which is heavier.	• Incorporate opportunities to measure or compare the physical characteristics of objects during science, cooking, and art activities.* • Ask children during free play time in centers to describe the measurable attributes of the materials they are using.* • Create games where children order manipulatives by a measurable attribute. • Provide opportunities for children to weigh and compare the weight of common classroom objects. • Notice and comment when children compare objects during their play. • Talk about measurement concepts during everyday experiences (e.g., "This table is full of children," "Will this box hold all of these cars").
M.ME.PK2. Use comparative language to describe the length, size, or weight of two or more objects (e.g., shortest, heavier, biggest).	Arrange a group of blocks from shortest to longest. Measure water, sand, or other materials in a sensory bin with different containers or measuring cups. Determine which peers are shorter or taller than each other.	
M.ME.PK3. Measure the length of an object using another object or group of objects.	Measure objects in the classroom or during outside time. Create a line of blocks to measure a doll, box, or other classroom object. Decide how many blocks it will take to measure the length of the classroom.	

Mathematics Standard 4:
Analyze and compare common shapes and use knowledge of position in space.

Geometry and Spatial Sense Indicators (M.GS)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
M.GS.PK1. Identify basic shapes such as circles, triangles, squares, and rectangles regardless of size or orientation.	Identify circles, squares, rectangles, and triangles in signs or pictures around the classroom. Use basic shapes when drawing pictures. Find examples of different sizes of circles or other shapes in the environmental print or materials in the classroom.	• Post in the classroom signs and pictures that show basic shapes in different sizes and orientations. • Provide materials in a wide variety of 2D and 3D shapes in different sizes to support exploration of geometry and geometric principles.

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Mathematics Standard 4:
Analyze and compare common shapes and use knowledge of position in space.

Geometry and Spatial Sense Indicators (M.GS)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
M.GS.PK2. Name, describe, and compare shapes in terms of length of sides, number of sides, and number of angles.	Describe squares by the number of sides and angles when identifying blocks or shapes in books or in the environment. Select the triangle-shaped block when asked to pick a block with three sides and explain why the specific block was selected.	• Give children opportunities to create pictures and other forms of art that incorporate different shapes.* • Identify shapes in the classroom and outdoor environments and talk about them using vocabulary associated with geometry.* • Provide pictures representing various combinations of shapes and have children select, manipulate, and combine shapes to match the pictures. • Ask children to identify the position of objects in books, the classroom environment, the natural environment, and pictures. • Have children create three-dimensional shapes using a variety of materials. • Play games that ask children to move in different directions and change their position relative to objects in the classroom.* • Use positional words with an object, such as “outside,” “inside,” “in front,” “behind,” “under,” “above,” “beside,” and “on top,” to play games with children in the classroom.
M.GS.PK3. Identify basic 2D and 3D shapes in the environment.	Name basic shapes embedded in more complex figures in the classroom environment (e.g., signs, pictures). Use playdough, clay, and other loose parts materials to create 2D or 3D structures. Identify cones, cylinders, and spheres in the classroom and playground environments.	
M.GS.PK4. Create and build shapes from components.	Combine triangular blocks to form squares or rectangles. Select different shapes of tiles to form the representation of an object such as a house or snowman.	
M.GS.PK5. Select, combine, rotate, and flip shapes to match an example.	Match an example that shows different shapes by selecting and arranging tiles or cutouts of varying shapes in the same positions as the example. Create a tower of different shapes of blocks to match an example tower built by the teacher.	

* This symbol indicates this practice can be used across other (or cross-curricular) domains.

Mathematics Standard 4:
Analyze and compare common shapes and use knowledge of position in space.

Geometry and Spatial Sense Indicators (M.GS)	Examples: Children will/may…	Supportive Practices: Teachers/Practitioners will…
M.GS.PK6. Understand and use language related to directionality and the position of objects.	Correctly identify the position of objects or shapes that are above or below other objects or shapes in the classroom environment, books, and pictures. Use objects in the class to show positions (e.g., cars on top of, off, inside, below, beside the blocks). Follow directions for how to move in a direction or change their position relative to an object (e.g., “Put your hand on top of the book,” “Stand beside the chair”).	

History of Nevada Pre-Kindergarten Standards

The Nevada Pre-Kindergarten Standards were established when a group of early childhood professionals representing Nevada from the Nevada Department of Education (NDE) and local school districts, Head Start, and child care attended the U.S. Department of Education Early Childhood Educator Academy in Los Angeles in November 2002. This core group of professionals became the nucleus for the Steering Committee for the development of the Nevada Pre-Kindergarten Standards. The Steering Committee met in December 2002 to design a framework and timeline for the development of Nevada's standards. The NDE and the Office of Early Care and Education (OECE) provided leadership and funding for this development process through Child Care Development Fund (CCDF) quality funding. The committee collected and reviewed standards from other states, as well as Head Start standards and standards developed by CTB/McGraw-Hill.

The Steering Committee developed a list of stakeholders across the state to be invited to participate in the development and implementation of the Pre-Kindergarten Standards. Invitations to attend the first meeting were sent out to over 150 early childhood educators representing agencies and statewide programs.

The participants were given copies of standards from other states to review as well as a copy of the Nevada Academic Standards and Indicators of Progress for Kindergarten. The following content areas/domains were identified: Language/Literacy; Physical Development/Health; Creative Arts; Science; Math; and Social Emotional/Social Studies.

Writing teams were divided into the content areas/domains and draft standards were developed, refined, and reviewed. Diverse input from Nevada early childhood educators was collected through focus groups, written responses, and e-mail. Focus groups were held in Las Vegas, Carson City, Elko, Ely, and Reno. The Steering Committee reviewed input. The Pre-Kindergarten Standards were then finalized by the Steering Committee in December 2003.

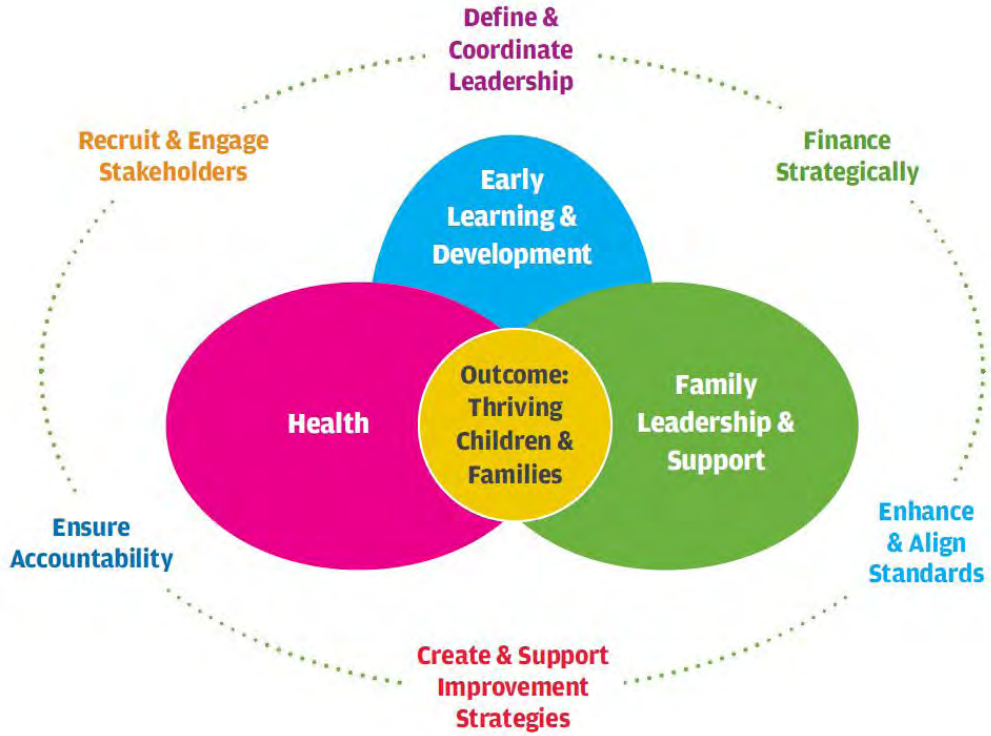
Members of the original Steering Committee met in the fall 2009 to discuss the Nevada Pre-Kindergarten Standards revision process. A workgroup, facilitated by the NDE Early Childhood Education Consultant and the State Pre-Kindergarten Standards Coordinator, was assigned to come up with a draft with the following goals: (1) design a user-friendly document that combines the valuable information and resources provided in the previous teacher and family guidebooks and standards in one comprehensive document; (2) re-align the Pre-Kindergarten Standards with appropriate K–12 revisions by working with NDE K–12 curriculum specialists to maintain linkages to kindergarten and the primary grades; and (3) review documents from other states to create an appropriate format that will easily integrate and connect state infant-toddler early learning guidelines currently being developed. After completion, the draft was reviewed by the original Steering Committee and sent out to other early childhood professionals across the state for input and feedback via written responses and e-mail. The revised Nevada Pre-Kindergarten Standards were finalized by the Steering Committee in February 2010 and were adopted by the Department of Education in June 2010.

Nevada Early Childhood Education System

The Early Childhood System in Nevada is led by four state-level departments that administer services through approximately 10 different state divisions or offices, in addition to nongovernmental entities that support the work. In addition, there are over 20 state-level coalitions, initiatives, and/or commissions that oversee, advise, and/or support these entities and programs.

In 2009, the Early Childhood Advisory Council (ECAC) was established by an executive order signed by Governor Gibbons. In 2011, Governor Sandoval signed Assembly Bill 79 establishing the Council in state statute. Membership of the Council includes a diverse group of business, community, education, government, nonprofit, parent, and provider representatives appointed by the Governor, and which follow the Head Start Act requirements for State Advisory Councils.

The Nevada ECAC vision is Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential. The Council's Strategic Plan provides guidance and implementation strategies to realize this vision. In cooperation with the State Board of Education, the Council is responsible for establishing guidelines to measure the school readiness of children.



Nevada Professional Development System

Serving early childhood educators throughout Nevada, the Nevada Registry is a workforce data system capturing important information about the early care and education (ECE) workforce in Nevada through Career Ladder placement, workforce support, training approval, and data collection. In addition to being a workforce data system for the state of Nevada, the Nevada Registry is a recognition and professional development system helping to support the careers of ECE educators. As the host of Nevada's Early Care and Education Professional Career Ladder, the Nevada Registry collects, validates, and warehouses the professional and educational achievements of ECE educators throughout the state and highlights those accomplishments through Career Ladder placement. Providing a single point of access, the Nevada Registry serves as a clearinghouse of information for the ECE workforce by providing professional development planning tools, including an online Professional Development Plan, and hosts a comprehensive website containing an online calendar of approved training, an industry-related news page, a statewide job board, and community resources/information. The Nevada Registry also operates the statewide training approval system for all informal, community-based training (not-for-college-credit) in Nevada.

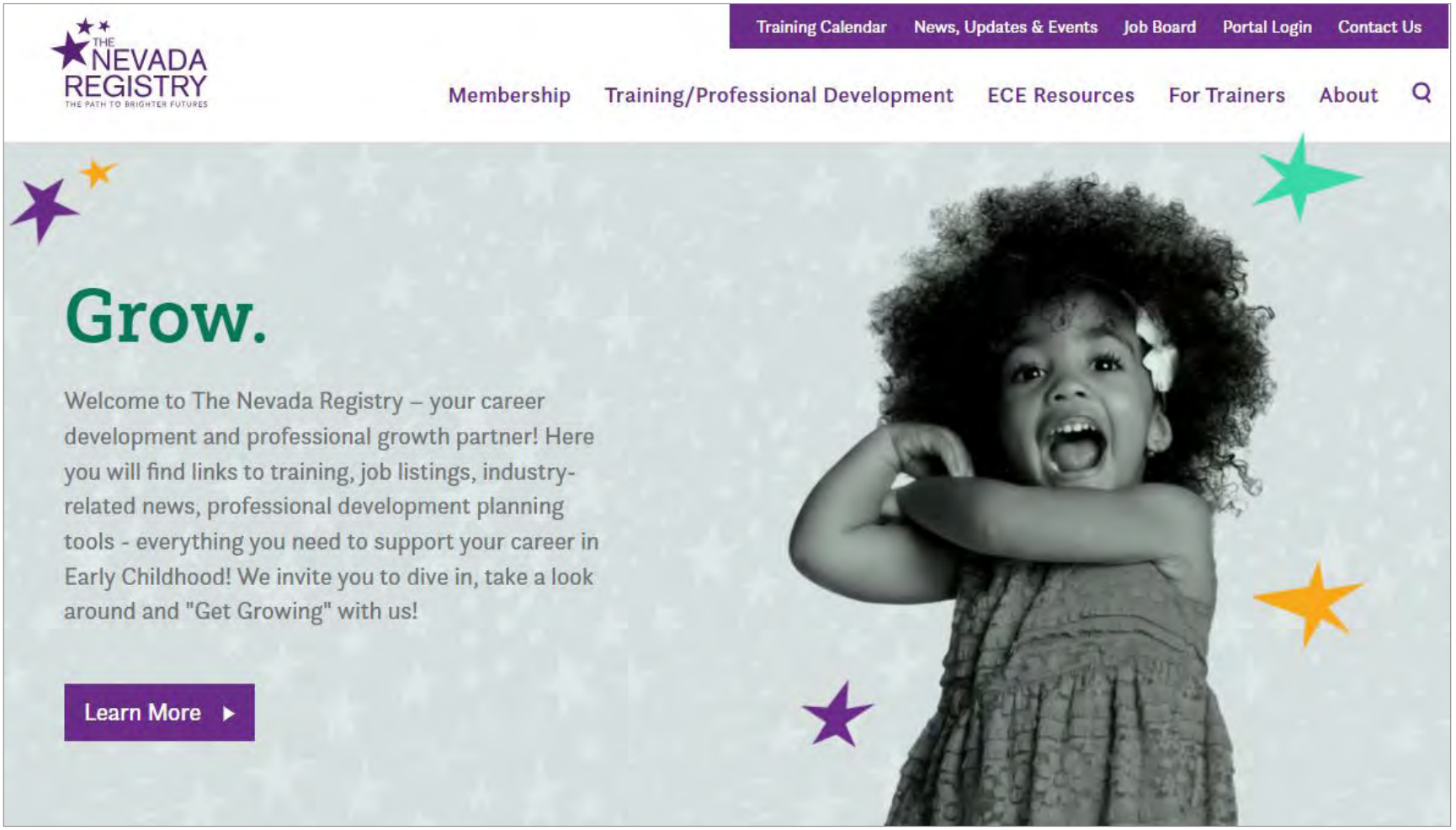
Embedded within the professional development system are Nevada's Core Knowledge Areas (CKAs) and Competencies, both of which align with the National Association for the Education of Young Children's (NAEYC's) Professional Standards and Competencies for Early Childhood Educators (2020). The CKAs and competency levels support the framework of the Career Ladder and provide the foundation for the professional development system. They provide a road map for individual professional growth that becomes increasingly more specialized as higher levels of formal education are achieved. Completion of formal education in ECE results in advancement along the Career Ladder.

The CKAs established a set of standards for ECE that support the professionalism of the early childhood workforce. They form the knowledge base that every early childhood educator working with young children and their families should build from to provide equitable access to high-quality learning and care environments for all young children, birth through age 8. CKAs also provide a foundation for self-assessment and reflection that helps practitioners determine areas of professional competence and areas for further growth. The CKAs provide the foundation for Nevada's Core Competencies.

While CKAs are a set of content areas that define what ECE educators should know and understand to provide quality experiences for children, Core Competencies are a set of observable skills that reflect an educator's knowledge and understanding of the CKAs. The competencies identify skills at the beginning, intermediate, and advanced levels of professionalism related to providing high-quality ECE and help to standardize the expectations for ECE educators. Competencies are based on nationally accepted standards and best practice in the field of ECE.

The CKAs are also an important part of Nevada's training approval system and are reflected in all training that is approved by the Nevada Registry; this also includes Pre-Kindergarten Standards trainings. Knowledge of the Pre-Kindergarten Standards is embedded

within the Core Competencies. While the Pre-Kindergarten Standards function as a guide for child outcomes, the Core Competencies focus on the preferred outcomes for the adults who care for and educate young children. Research has long established that early childhood teachers who have more formal education will provide higher quality learning environments (Whitebook, 2003). Early childhood classrooms supporting best practices will provide experiences for young children that will help them meet the goals set forth in the Nevada Pre-Kindergarten Standards.



Glossary

Acting: The process by which an individual uses the entire self—body, mind, voice, and emotions—to interpret and perform the role of an imagined or assumed character.

Act out: The process by which an individual uses the entire self—body, mind, voice, and emotions—to interpret and perform the role of an imagined or assumed character.

Alliteration: Repetition of the same letter or sound at the beginning of two or more consecutive words near one another, as in silly Sally simply sang.

Appropriately: Relevant to topic of discussion.

Arts: Dance, drama, visual arts, music.

Attribute: Characteristic of an object, such as color, shape, size, etc.

Cardiorespiratory: Involves the ability of the heart and lungs to supply oxygen to the working muscles for an extended period of time.

Choice: A selection from a set of options.

Classify: To sort or form groups by similar characteristics/attributes.

Compare: To think about same and different; to describe the relationship between two or more objects.

Consumer: A person who buys and uses goods and services.

Conversational rules: Take turns, stay on topic, and refrain from interrupting.

Cost: Anything given up when a choice is made.

Costumes: An actor's clothing that denotes or suggests a character.

Creative: Expressing original and imaginative ideas or products.

Creative thinking: Looking for solutions to problems in a variety of ways.

Criteria: A physical characteristic or standard on which a judgment is based.

Data: Information represented in the form of symbols, objects, sounds, or information gathered to answer a question.

Demonstrate: To show, to do by action.

Dictate: To record spoken word in some way, such as by a child telling their story to a teacher and the teacher writing it on paper or keying it into a computer.

Direct: To control or guide such as in dramatic or other types of play.

Diversity: Variety in the attributes of individuals in a group, such as a classroom composed of children with varying abilities and backgrounds.

Ecosystem: A system of relationships among organisms in an environment, and between organisms and the environment.

Engage: To be involved in or occupied.

Environmental print and symbols: Print and other symbols, other than books, found in the physical environment, such as street signs, billboards, cereal boxes, beverages, commercial logos, etc.

Experiment: To use a variety of tools in an exploratory manner. For example, children need to become familiar and comfortable with a variety of writing tools in literacy.

Explore: To investigate a topic, object, or feature in the environment that is of interest.

Exploring data: Informal experience with data by collecting, organizing, representing, and comparing the information.

Expository text: Text or speech that is meant to set forth or explain a concept or procedure.

Extend: To continue a pattern beyond what is shown.

Genres: Types of literature (e.g., poetry, fiction, nonfiction).

Geometry: The area of mathematics that involves shape, size, position, and direction and describes and classifies the physical world we live in.

Identify: To distinguish by pointing, gesturing, vocalizing, or verbalizing.

Improvise: To compose, recite, or perform spontaneously.

Investigate: To observe and ask questions about.

Label: To name, express, and/or verbalize.

Large motor: Movements of the large muscle groups that are responsible for movements such as running, jumping, and throwing.

Letter-like approximation: Symbols (squiggles) that resemble letters.

Location: Where an object is in space.

Manipulative skills: Movement that occurs in conjunction with an object (e.g., stacking blocks, working with clay).

Match: To find two objects that have at least one characteristic in common.

Measurable attributes: Characteristics that can be quantified (represented with a number), such as size, shape, weight, or number of sides of an object.

Measurement: Quantification of the volume, area, length, height, weight, and other measurable attributes of an object.

Media: Categories for grouping artwork according to the materials used (e.g., drawing, painting, sculpture).

Money: Anything widely accepted as a final payment for goods and services, including currency, coins, or checks.

Motor skills: Utilization of the body's muscles to enact a movement form.

Musical instruments: Any instruments used in an orchestra or band, and simple instruments used in the classroom, including rhythm instruments such as drums, rhythm sticks, tambourines, and simple melodic instruments such as a xylophone.

Number: A unit belonging to a mathematical system used for counting, measuring, ordering, and labeling; the meaning of a number word or numeral.

Number sense: The ability to understand numbers, ways of representing numbers, and relationships among numbers. Number sense is much more than counting; it involves the ability to think and work with numbers easily and to understand their uses (counting, measuring, ordering, and labeling) and relationships.

Numerals: Conventional symbols that represent numbers (e.g., "1" is the numeral for "one").

One-to-one correspondence: Linking a single number name with one and only one object at a time.

Operations (mathematical): Basic number combinations and strategies for computing such as addition and subtraction.

Order: To arrange objects or numbers to show a progressive increase or decrease of a specific characteristic.

Ordinal numbers: Numbers that indicate the position of an object in a sequence (first, second, third, etc.).

Organize: To arrange information in order to see relationships, often using graphs and charts.

Orientation (geometry): The position or arrangement of an object in space or relative to other objects.

Participate: To join in, share with, and engage in.

Pattern: A sequence of colors, shapes, objects, sounds, or movements that repeats in a regular arrangement; patterns are a way for young children to recognize order and to organize their world.

Phonics: The system by which symbols represent sounds in an alphabetic writing system.

Position: The place where an object, person, or thing is in relation to others.

Processes: A progression of activities using a variety of techniques (e.g., taking pictures, developing the film, and then printing the photographs).

Props: Any object used in dramatic play, such as furniture, utensils, ornaments, and personal possessions.

Prose: Anything not written in poetry form.

Quantity: The number of units that are in a set (i.e., an amount or the result of counting).

Recognize: To identify receptively; to distinguish by pointing, gesturing, or vocalizing or verbalizing.

Respond: To exhibit an action (e.g., verbally, pictorially).

Rote count: To recite the names of the numerals in order or sequence (e.g., singing a counting song).

Sequence: An arrangement of events or actions in a progressive order over time.

Small motor: Movements using the small muscles in the hands and wrists.

Sort: To place or assign objects in two or more groups on a basis of at least one characteristic.

Spatial sense: Children's awareness of themselves and objects (such as geometric shapes) in relation to their environment. It includes understanding arrangements and positions of shapes and people.

Techniques: Methods used in creating works of art (e.g., applying thick, opaque paint vs. thinning paint for transparency).

Technology: Creation and use of a tool to meet a purpose, including digital tools (e.g., computers, tablets, smartphones), nondigital tools (e.g., books, pencils, crayons), and assistive tools (e.g., glasses, screen readers, wheelchairs).

Tempo: Speed (used in music).

Three-dimensional (3D): Objects that have length, width, and depth; solid figures such as cubes, spheres, and cylinders.

Translanguaging: Refers to "doing" language by accessing the whole linguistic system (whether multilingual or monolingual) to select specific features of languages to communicate. Accessing this single incorporated unitary linguistic repertoire enables young children to use any of their languages within various communicative contexts as they make meaning. This view expresses that young children do not have separate language identities, even if components of their linguistic system include multiple languages (MuDiLe, 2017).

Two-dimensional (2D): Objects that have length and width but not depth; shapes such as squares, triangles, and circles. A figure that is two-dimensional is one that can be represented on a coordinate grid.

Verify: The process of demonstrating or proving that a response is correct.

Visual arts: Include a variety of media such as painting, drawing, sculpting with clay, and building with papier-mâché or other materials.

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