

# Crosswalk

Between the *Nevada Pre-Kindergarten Standards* and Nevada Academic Content Standards for Kindergarten

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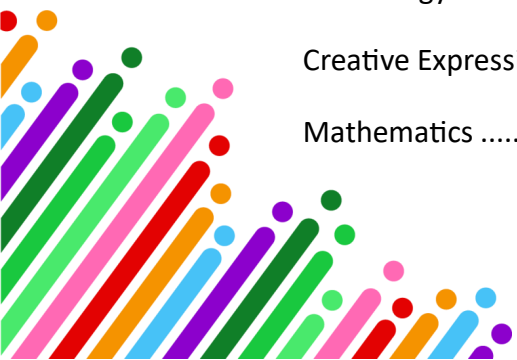
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# Introduction

This document provides a crosswalk between all of the domains of the [Nevada Pre-Kindergarten Standards](#) and the [Nevada Academic Content Standards](#) (NVACS) for kindergarten. The *Nevada Pre-Kindergarten Standards*, revised in 2023, focus on the knowledge and skills that young children develop during the pre-kindergarten years. The Nevada K-12 Academic Content Standards describe what students in kindergarten through grade 12 should know and be able to do by the end of each grade. This crosswalk demonstrates how the knowledge and skills acquired in pre-kindergarten lay the foundation for children’s learning and development in kindergarten.

## Children’s Development in Pre-Kindergarten and Beyond

By mapping the knowledge and skills children develop in pre-kindergarten with the knowledge and skills children develop in kindergarten, this crosswalk allows educators and leaders to see how children’s development occurs on a continuum. As children develop, their skills become increasingly differentiated, allowing for more complex and specialized learning. They begin to apply these skills in broader contexts, integrating what they have learned to solve problems, communicate with others, and engage with their environment in new ways. As expected, the standards in the different age groups reflect these developmental

differences. The standards for kindergarten reflect more complex and differentiated skills than the pre-kindergarten standards. For instance, within the Nevada Pre-Kindergarten Science Standards, children use their senses—smell, touch, sight, sound, and taste—to make observations about their environment. This foundational skill supports their growing ability to plan and carry out investigations, as described in Nevada’s academic content standards for science.

Additionally, children in kindergarten further develop their ability to reflect on their own learning, understand their own progress, and make intentional choices about how to approach tasks. For example, the Nevada Pre-Kindergarten Approaches to Learning Standards describe essential skills such as curiosity and the ability to focus. These skills continue to shape how children approach tasks and engage in learning in kindergarten and beyond. The Nevada Pre-Kindergarten Health, Safety, and Physical Development Standards focus on children demonstrating physical abilities through basic motor skills. By the end of kindergarten, children begin to understand how and when to use these motor skills in different situations, as described in Nevada’s academic content standards for physical education. This interconnected and evolving development underscores the importance of rich pre-kindergarten experiences in setting a strong foundation for success in kindergarten and beyond.

## Developmentally Appropriate Practice

In addition to showing a continuum in children’s development from pre-kindergarten and kindergarten, the purpose of this crosswalk is to support educators and leaders in planning and implementing learning experiences that are aligned in instructional content and practices across grades. Educators can promote continuity from pre-kindergarten to kindergarten by implementing developmentally appropriate practices that are grounded in science of child development.

Developmentally appropriate practices (DAP), as defined by the National Association for the Education of Young Children (NAEYC), “promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning” ([NAEYC DAP Position Statement, 2020, p. 5](#)). DAP is grounded in science of child development, individual differences, and social and cultural contexts. Educators using DAP value the unique strengths and backgrounds that each child brings to the classroom and implement learning experiences that help children achieve their full potential. By honoring the whole child and adapting teaching to meet each child’s needs, DAP lays the foundation for lifelong learning, confidence, and well-being.

The importance of DAP is further emphasized in NDE’s policy statement, [Nevada Developmentally Appropriate Practice Kindergarten Policy Statement \(2023\)](#), which states that “Kindergarten is a pivotal year that bridges the gap between changing pedagogies of 0-5 years and K-3rd classroom environments, both of which must be grounded in child development” (p.3). Essential elements of DAP in early learning settings and kindergarten classrooms include providing children with opportunities for play and child-initiated learning activities that integrate different domains of learning. This policy statement is endorsed by the State Board of Education and the Nevada Early Childhood Advisory Council.

## Alignment across Pre-Kindergarten and Kindergarten Domains

The following table illustrates how the domains in the *Nevada Pre-Kindergarten Standards* are aligned with content areas in the NVACS for kindergarten. For some domains, the alignment includes examples of how the same skills are applied in other academic content areas. Note that although there are no specific Nevada Kindergarten Standards in Approaches to Learning, approaches to learning skills are most closely aligned to Nevada’s Social Emotional Standards.

Domains in the Nevada Pre-Kindergarten Standards	Alignment with Domains of the Nevada Academic Content Standards for Kindergarten
<b>Approaches to Learning</b>	<p><a href="#">Nevada Social Emotional Standards</a></p> <p>Additional academic content areas with standards related to Approaches to Learning:</p> <ul style="list-style-type: none"> <li>• <a href="#">Nevada Academic Content Standards for Social Studies</a></li> <li>• <a href="#">Nevada Academic Content Standards for English Language Arts</a></li> <li>• <a href="#">Nevada Academic Content Standards for Science</a></li> <li>• <a href="#">Nevada Academic Content Standards for Fine Arts</a></li> </ul>
<b>Social Emotional</b>	<p><a href="#">Nevada Social Emotional Standards</a></p> <p>Additional academic content areas with standards related to Social Emotional:</p> <ul style="list-style-type: none"> <li>• <a href="#">Nevada Academic Content Standards for Social Studies</a></li> <li>• <a href="#">Nevada Academic Content Standards for English Language Arts</a></li> <li>• <a href="#">Nevada Academic Content Standards for Science</a></li> <li>• <a href="#">Nevada Academic Content Standards for Fine Arts</a></li> </ul>
<b>Social Studies</b>	<p><a href="#">Nevada Academic Content Standards for Social Studies</a></p>
<b>Health, Safety, and Physical Development</b>	<p><a href="#">Nevada Academic Content Standards for Health</a>  <a href="#">Nevada Academic Content Standards for Physical Education</a></p> <p>Additional academic content area with standards related to Health, Safety, and Physical Development:</p> <ul style="list-style-type: none"> <li>• <a href="#">Nevada Academic Content Standards for Fine Arts</a></li> </ul>
<b>Language and Early Literacy</b>	<p><a href="#">Nevada Academic Content Standards for English Language Arts</a></p>
<b>Science</b>	<p><a href="#">Nevada Academic Content Standards for Science</a></p>
<b>Technology</b>	<p><a href="#">Nevada Academic Content Standards for Computer Science and Integrated Technology</a></p>
<b>Creative Expression</b>	<p><a href="#">Nevada Academic Content Standards for Fine Arts</a></p> <p>Additional academic content areas with standards related to Creative Expression:</p> <ul style="list-style-type: none"> <li>• <a href="#">Nevada Academic Content Standards for English Language Arts</a></li> <li>• <a href="#">Nevada Academic Content Standards for Science</a></li> <li>• <a href="#">Nevada Academic Content Standards in Mathematics</a></li> </ul>
<b>Mathematics</b>	<p><a href="#">Nevada Academic Content Standards in Mathematics</a></p>



As this table indicates, the crosswalk aligns standards that are conceptually related and that focus on similar skills and abilities across age levels. Standards that are only partially aligned are not included in this crosswalk. For example, in mathematics, the ability to recite numbers from 1 to 20 in pre-kindergarten aligns with the more advanced skill of counting to 100 by ones or tens in kindergarten.

It is important to remember that children’s learning and development are integrated across domains. Learning in one domain supports the learning and development of skills in other domains. For example, the development of language and literacy skills helps them learn new skills in mathematics, science, and social studies. While this crosswalk draws the connections between pre-K and kindergarten standards that are most closely related to the same core concept or skill, other standards within or outside the domain may also be related to the skill or concept in the pre-K standards.

For some domains such as Approaches to Learning and Social Emotional, the crosswalk additionally highlights how skills in the pre-K standards are foundational to learning in other kindergarten academic content areas. For example, curiosity—the ability to ask questions and seek information—in the *Nevada Pre-Kindergarten Approaches to Learning Standards* is an essential part of learning across all domains. Similarly, cultivating a growth mindset and regulating emotions in the *Nevada Pre-Kindergarten Social Emotional Standards* are foundational for learning across domains.



## Organization of the Crosswalk

The crosswalk shows how standards within the nine domains of the *Nevada Pre-Kindergarten Standards* map onto the standards in the NVACS for kindergarten. In the left column are the pre-kindergarten standards organized by domain, and in the right column are the NVACS for kindergarten that align with those pre-kindergarten standards.

**DOMAIN:** Highest level of alignment, showing correspondence between the pre-kindergarten domain and kindergarten content areas.

**STANDARD:** Next level of alignment showing correspondence between a standard in the pre-kindergarten domain and the aligned elements in the kindergarten content standards. These aligned standards are named *standard, content standard, or strand*, depending on the kindergarten content area.

**INDICATOR:** Aligns specific concepts and skills within a standard across pre-kindergarten and kindergarten. This level is named indicator for pre-kindergarten but in the kindergarten standards it is named *indicator, standard, or performance expectation*, depending on the domain. The corresponding numbering systems are also included.

Often, one indicator in the pre-kindergarten standards aligns with two or more indicators in the kindergarten standards (as shown in this example).

### HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT

#### STANDARD 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.

HSP.HE.PK6. Identify and/or describe a variety of foods.



### NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

#### CONTENT STANDARD 1: Core Concepts

STRAND: Nutrition and Physical Activity

1.NP.K.1. Explain why the body needs food and water.

#### CONTENT STANDARD 2: Analyze Influences

2.AF.K.1. Identify various sources that influence health behaviors.

**ICONS:** Visually show the domains of the Nevada Content Standards (NVACS) for kindergarten. These icons align with the icons used on the [website for the Office of Teaching and Learning](#).



# Approaches to Learning

## Nevada Pre-Kindergarten Standards, Revised 2023

### APPROACHES TO LEARNING

#### STANDARD 1: Demonstrate curiosity and initiative.

**A.CI.PK1.** Ask questions and seek new information related to a variety of topics, ideas, and activities.

### Alignment with Standards for Children in Kindergarten



#### NEVADA SOCIAL EMOTIONAL STANDARDS

##### Responsible Decision Making

13. Cultivate curiosity and open-mindedness

#### Examples of applying skill in academic content areas



#### NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

##### DISCIPLINARY SKILL: Constructing compelling questions

**SS.K.1.** With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community.

##### DISCIPLINARY SKILL: Developing claims and using evidence

**SS.K.4.** With prompting and support, construct responses to compelling questions using examples.



#### NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

##### Reading Literature

**RL.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RL.K.4.** Ask and answer questions about unknown words in a text.

*(continued next page)*

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

APPROACHES TO LEARNING

**STANDARD 1: Demonstrate curiosity and initiative.**

**A.CI.PK1.** Ask questions and seek new information related to a variety of topics, ideas, and activities.

*(continued)*

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Asking questions and defining problems**

Asking questions and defining problems in grades K-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.

**Earth and Human Activity**

**K-ESS3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

**Engineering Design**

**K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.



**Nevada Pre-Kindergarten Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

APPROACHES TO LEARNING

**STANDARD 1: Demonstrate curiosity and initiative.**

A.CI.PK2. Seek out and explore unfamiliar objects and activities.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Responsible Decision Making**

13. Cultivate curiosity and open-mindedness

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Asking questions and defining problems**

Asking questions and defining problems in grades K-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.

**Engineering Design**

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

APPROACHES TO LEARNING

**STANDARD 1: Demonstrate curiosity and initiative.**

A.CI.PK3. Initiate activities or tasks.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Management**

- 5. Set and achieve goals
- 6. Develop agency



**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

APPROACHES TO LEARNING

**STANDARD 1: Demonstrate curiosity and initiative.**

A.CI.PK4. Make choices and communicate their choice to adults and other children.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Relationship Skills**

10. Communicate effectively

**Responsible Decision Making**

14. Make reasoned decisions and judgements

APPROACHES TO LEARNING

**STANDARD 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.**

A.RC.PK1. Try or join in new activities and experiences, even if they are perceived as challenging.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Management**

5. Set and achieve goals

6. Develop agency



**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

APPROACHES TO LEARNING

**STANDARD 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.**

**A.RC.PK2.** Use a variety of approaches and strategies to complete tasks and solve problems.

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR COMPUTER SCIENCE AND INTEGRATED TECHNOLOGY

**FOCUS AREA: Innovative Designer**

**K.ID.A.1** With teacher guidance, ask questions, suggest solutions, test ideas to solve problems, and share their learning.

**FOCUS AREA: Computational Thinker**

**K.CT.A.1** With teacher guidance, explore alternative solutions to and diverse perspectives on authentic problems using digital tools.



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Asking questions and defining problems**

Asking questions and defining problems in grades K-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.

**Engineering Design**

**K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**Nevada Pre-Kindergarten Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

APPROACHES TO LEARNING

**STANDARD 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.**

**A.RC.PK3.** Try different strategies to resolve conflict or other problems in working with other children.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Relationship Skills**

- 10. Communicate effectively
- 11. Practice teamwork and collaborative problem-solving
- 12. Seek and offer support when needed

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**DISCIPLINARY SKILL: Taking informed action**

**SS.K.7.** With prompting and supporting, list and discuss group or individual actions to help address local, regional, or global problems.

**CONTENT THEME: Social justice, consciousness, and action (MC)**

**SS.K.11.** Explore strategies to resolve conflicts in the classroom.

APPROACHES TO LEARNING

**STANDARD 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.**

**A.RC.PK4.** Recognize and attempt to correct mistakes.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Awareness**

- 3. Cultivate a growth mindset

**Self-Management**

- 5. Set and achieve goals
- 6. Develop agency



**Nevada Pre-Kindergarten Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

APPROACHES TO LEARNING

**STANDARD 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.**

**A.RC.PK5.** Use rules from one situation as a guide for behavior in a different situation.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Responsible Decision Making**

14. Make reasoned decisions and judgements

APPROACHES TO LEARNING

**STANDARD 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.**

**A.RC.PK6.** Delay gratification to complete a larger task.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Management**

- 4. Regulate emotions
- 5. Set and achieve goals
- 6. Develop agency

APPROACHES TO LEARNING

**STANDARD 2: Demonstrate willingness to take risks and use flexibility in thinking and actions.**

**A.RC.PK7.** Manage transition between activities without getting frustrated.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Management**

4. Regulate emotions



**Nevada Pre-Kindergarten Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

APPROACHES TO LEARNING

**STANDARD 3: Demonstrate the ability to focus attention and persist in an activity.**

**A.EL.PK1.** Maintain focus on activities for developmentally appropriate periods of time.

**A.EL.PK2.** Persist in tasks and re-engage in an activity after an interruption.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Awareness**

- 3. Cultivate a growth mindset

**Self-Management**

- 4. Regulate emotions
- 5. Set and achieve goals
- 6. Develop agency

APPROACHES TO LEARNING

**STANDARD 3: Demonstrate the ability to focus attention and persist in an activity.**

**A.EL.PK3.** Express satisfaction when accomplishing a task and achieving a goal.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Awareness**

- 2. Identify emotions

**Self-Management**

- 5. Set and achieve goals

APPROACHES TO LEARNING

**STANDARD 3: Demonstrate the ability to focus attention and persist in an activity.**

**A.EL.PK4.** Continue with a task or activity even when it is challenging or frustrating.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Management**

- 4. Regulate emotions
- 5. Set and achieve goals
- 6. Develop agency



### ***Nevada Pre-Kindergarten Standards, Revised 2023***

### **Alignment with Standards for Children in Kindergarten**

#### APPROACHES TO LEARNING

#### **STANDARD 4: Demonstrate imagination and engage in different types of play.**

**A.PL.PK1.** Use imagination in social and pretend play.



#### NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – THEATER

#### **STRAND: Responding: Understanding and evaluating how the arts convey meaning.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**TH:Cr1.K.1.** With prompting and support, invent and inhabit in dramatic play or a guided drama experience.

#### APPROACHES TO LEARNING

#### **STANDARD 4: Demonstrate imagination and engage in different types of play.**

**A.PL.PK2.** Give and follow directions from peers during social play.



#### NEVADA SOCIAL EMOTIONAL STANDARDS

#### **Relationship Skills**

- 10. Communicate effectively
- 12. Seek and offer support when needed

#### **Examples of applying skill in academic content areas**



#### NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

#### **Speaking and Listening**

**SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

## Nevada Pre-Kindergarten Standards, Revised 2023

## Alignment with Standards for Children in Kindergarten

### APPROACHES TO LEARNING

#### STANDARD 4: Demonstrate imagination and engage in different types of play.

A.PL.PK3. Communicate in a variety of ways when playing with others.



### NEVADA SOCIAL EMOTIONAL STANDARDS

#### Relationship Skills

10. Communicate effectively
11. Practice teamwork and collaborative problem-solving
12. Seek and offer support when needed

#### Examples of applying skill in academic content areas



### NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – DANCE

#### STRAND: Creating: Conceiving and developing new artistic ideas and work.

##### ANCHOR STANDARD 2: Organize and develop artistic ideas and work.

DA:Cr2.K.1. Express an idea, feeling, or image, through improvised movement alone or with a partner.



### NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

#### STRAND: Speaking and listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

APPROACHES TO LEARNING

**STANDARD 4: Demonstrate  
imagination and engage in  
different types of play.**

**A.PL.PK4.** Use what was learned in other disciplines in pretend play.



NEVADA SOCIAL EMOTIONAL STANDARDS

**Responsible Decision Making**

13. Cultivate curiosity and open-mindedness



**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

APPROACHES TO LEARNING

**STANDARD 4: Demonstrate imagination and engage in different types of play.**

**A.PL.PK5.** Act out or create a new role based on life experiences, including collaboration with peers in related roles.



**Examples of applying skill in academic content areas**

**NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – THEATER & DANCE**

**STRAND: Responding: Understanding and evaluating how the arts convey meaning.**

**ANCHOR standard 9: Apply criteria to evaluate artistic work.**

**TH:Re9.K.1.** With prompting and support, actively engage with others in dramatic play or a guided drama experience.

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 2: Organize and develop artistic ideas and work.**

**DA:Cr2.K.1.** Express an idea, feeling, or image, through improvised movement alone or with a partner.

**STRAND: Connecting: Relating artistic ideas and work with personal meaning and external context.**

**ANCHOR STANDARD 10: Apply and relate knowledge and personal experiences to make art.**

**DA:Cn10.K.1.** Name an emotion that was experienced when watching, improvising, or performing dance, and relate it to a personal experience.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

APPROACHES TO LEARNING

**STANDARD 4: Demonstrate imagination and engage in different types of play.**

**A.PL.PK6.** Use materials or objects to represent something else during play or when acting out stories.

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – VISUAL ARTS, THEATER, & DANCE

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**VA:Cr1.K.1.** Engage in exploration and imaginative play with materials.

**STRAND: Connecting: Relating artistic ideas and work with personal meaning and external context.**

**ANCHOR STANDARD 10: Apply and relate knowledge and personal experiences to make art.**

**VA:Cn10.K.1.** Create art that tells a story about a life experience.

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**TH:Cr1.K.2.** With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 6: Convey meaning through the presentation of artistic work.**

**DA:Pr6.K.2.** Select a prop to use as part of a dance.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

APPROACHES TO LEARNING

**STANDARD 4: Demonstrate imagination and engage in different types of play.**

**A.PL.PK7.** Differentiate between pretend and real.

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – THEATER

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**TH:Cr1.K.1.** With prompting and support, invent and inhabit in dramatic play or a guided drama experience.

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 4: Select, analyze, and interpret artistic work for presentation.**

**TH:Pr4.K.1.** With prompting and support, identify characters and setting in dramatic play or a guided drama experience.

# Social Emotional

*Nevada Pre-Kindergarten Standards,  
Revised 2023*

**Alignment with Standards for Children in Kindergarten**

SOCIAL EMOTIONAL

## STANDARD 1: Develop self-awareness

**SEL.SA.PK1.** Develop personal interests and self-efficacy



NEVADA SOCIAL EMOTIONAL STANDARDS

## Self-Awareness

1. Develop personal interests and self-efficacy

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

## Engineering Design

**K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – MEDIA ARTS



## STRAND: Creating: Conceiving and developing new artistic ideas and work.

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**MA:Cr1.K.1.** Discover and share ideas for media artworks through brainstorming, creative play and experimentation.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

SOCIAL EMOTIONAL

**STANDARD 1: Develop  
self-awareness**

SEL.SA.PK2. Identify emotions



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Awareness**

2. Identify emotions

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Mental and Emotional Health**

1.ME.K.1. Identify different emotions.

1.ME.K.2. List ways a person shows emotions.

SOCIAL EMOTIONAL

**STANDARD 1: Develop  
self-awareness**

SEL.SA.PK3. Cultivate a growth  
mindset



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Awareness**

3. Cultivate a growth mindset

SOCIAL EMOTIONAL

**STANDARD 2: Develop  
self-management**

SEL.SM.PK1. Regulate emotions



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Management**

4. Regulate emotions

**Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

SOCIAL EMOTIONAL

**STANDARD 2: Develop  
self-management**

**SEL.SM.PK2.** Set and achieve goals



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Management**

5. Set and achieve goals

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 6: Goal Setting**

6.GS.K.1. Define goal.



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Planning and Carrying Out Investigations**

Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

**Motion and Stability: Forces and Interactions**

**K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – MEDIA ARTS

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 2: Organize and develop artistic ideas and work.**

**MA:Cr2.K.1.** With guidance, use ideas to form plans or models for media arts productions.

**Nevada Pre-Kindergarten Standards,  
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SOCIAL EMOTIONAL

**STANDARD 2: Develop  
self-management**

SEL.SM.PK3. Develop agency



NEVADA SOCIAL EMOTIONAL STANDARDS

**Self-Management**

6. Develop agency

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Personal, Community, and Environmental Health**

1.PCE.K.1. Identify a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**DISCIPLINARY SKILLS: Taking informed action**

SS.K.7. With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems.

SS.K.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.

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*(continued)*

**Examples of applying skill in academic content areas**

SOCIAL EMOTIONAL

**STANDARD 2: Develop  
self-management**

SEL.SM.PK3. Develop agency



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – MEDIA ARTS

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 2: Organize and develop artistic ideas and work.**

**MA:Cr2.K.1.** With guidance, use ideas to form plans or models for media arts productions.

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**Nevada Pre-Kindergarten Standards,  
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SOCIAL EMOTIONAL

**STANDARD 3: Develop  
social awareness**

**SEL.SoA.PK1.** Recognize the emotions and perspectives of others



NEVADA SOCIAL EMOTIONAL STANDARDS

**Social Awareness**

7. Recognize the emotions and perspectives of others

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**CONTENT THEME: Diverse contributions made by men and women from various racial and ethnic backgrounds including, without limitation, information relating to contributions and impact (MC)**

**SS.K.13.** Describe ways in which students and families are alike and different across cultures.

**CONTENT THEME: Civic dispositions and democratic principles (C)**

**SS.K.14.** Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.

**CONTENT THEME: Processes, rules, and laws (C)**

**SS.K.15.** Compare and contrast rules from different places and cultures.

**Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

SOCIAL EMOTIONAL

**STANDARD 3: Develop  
social awareness**

SEL.SOA.PK2. Demonstrate empathy and compassion



NEVADA SOCIAL EMOTIONAL STANDARDS

**Social Awareness**

8. Demonstrate empathy and compassion

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**CONTENT THEME: Social justice, consciousness, and action (MC)**

SS.K.10. Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility.

SS.K.11. Explore strategies to resolve conflicts in the classroom.

**CONTENT THEME: Civic dispositions and democratic principles (C)**

SS.K.14. Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.

SOCIAL EMOTIONAL

**STANDARD 3: Develop  
social awareness**

SEL.SOA.PK3. Practice gratitude



NEVADA SOCIAL EMOTIONAL STANDARDS

**Social Awareness**

9. Practice gratitude

**Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

SOCIAL EMOTIONAL

**STANDARD 4: Develop  
relationship skills**

**SEL.RS.PK1.** Communicate effectively



NEVADA SOCIAL EMOTIONAL STANDARDS

**Relationship Skills**

10. Communicate effectively

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Speaking and Listening**

**SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

**SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

**Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

SOCIAL EMOTIONAL

**STANDARD 4: Develop  
relationship skills**

**SEL.RS.PK2.** Practice teamwork and collaborative problem solving



NEVADA SOCIAL EMOTIONAL STANDARDS

**Relationship Skills**

11. Practice teamwork and collaborative problem-solving

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**DISCIPLINARY SKILLS: Construct compelling questions**

**SS.K.1.** With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community.

**DISCIPLINARY SKILLS: Taking informed action**

**SS.K.7.** With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems.

**SS.K.8.** With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.

**CONTENT THEME: Social justice, consciousness, and action (MC)**

**SS.K.11.** Explore strategies to resolve conflicts in the classroom.

**Nevada Pre-Kindergarten Standards,  
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SOCIAL EMOTIONAL

**STANDARD 4: Develop  
relationship skills**

**SEL.RS.PK3.** Seek and offer support when needed



NEVADA SOCIAL EMOTIONAL STANDARDS

**Relationship skills**

12. Seek and offer support when needed

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Speaking and Listening**

**SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Personal Safety**

**1.PS.K.3.** Define safe/trusted adult.

**CONTENT STANDARD 5: Decision Making**

**5.DM.K.2.** Identify individuals that can aid in healthy decision making.

## SOCIAL EMOTIONAL

**STANDARD 5: Practice responsible decision making**

**SEL.RDM.PK1.** Cultivate curiosity and open-mindedness



## NEVADA SOCIAL EMOTIONAL STANDARDS

**Responsible Decision Making**

13. Cultivate curiosity and open-mindedness

**Examples of applying skill in academic content areas**

## NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Asking questions and defining problems**

Asking questions and defining problems in grades K-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.

**Engineering Design**

**K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.



## NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**DISCIPLINARY SKILLS: Constructing Compelling questions**

**SS.K.1.** With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community.

**DISCIPLINARY SKILLS: Creating supporting questions**

**SS.K.2.** With prompting and support, generate supporting questions related to compelling questions.

**DISCIPLINARY SKILLS: Developing claims and using evidence**

**SS.K.4.** With prompting and support, construct responses to compelling questions using examples.

**Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

SOCIAL EMOTIONAL

**STANDARD 5: Practice  
responsible decision  
making**

SEL.RDM.PK2. Make reasoned  
decisions & judgments



NEVADA SOCIAL EMOTIONAL STANDARDS

**Responsible Decision Making**

14. Make reasoned decisions and judgments



**Examples of applying skill in academic content areas**

NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**DISCIPLINARY SKILLS: Taking informed action**

**SS.K.7.** With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems.

**SS.K.8.** With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.



NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 5: Decision Making**

**5.DM.K.2.** Identify individuals that can aid in healthy decision making.

**Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

SOCIAL EMOTIONAL

**STANDARD 5: Practice  
responsible decision  
making**

**SEL.RDM.PK3.** Understand the impact of your actions



NEVADA SOCIAL EMOTIONAL STANDARDS

**Responsible Decision Making**

15. Understand the impact of one's actions

**Examples of applying skill in academic content areas**



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**DISCIPLINARY SKILLS: Taking informed action**

**SS.K.7.** With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems.

**SS.K.8.** With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.



NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 7: Self-Management**

**7.SM.K.2.** Identify behaviors to avoid or reduce health risks.

**CONTENT STANDARD 8: Advocacy**

**8.AV.K.1.** List ways to encourage peers to make positive health choices.

# Social Studies

## *Nevada Pre-Kindergarten Standards, Revised 2023*

### SOCIAL STUDIES

**STANDARD 1: Demonstrate a basic awareness of self as an individual, within the context of a group and community.**

**SS.ID.PK1.** Identify and describe characteristics of self that are unique from others.

### SOCIAL STUDIES

**STANDARD 1: Demonstrate a basic awareness of self as an individual, within the context of a group and community.**

**SS.ID.PK2.** Identify self as a member of a family.

**SS.ID.PK3.** Share information about their family practices, customs, and culture.

**SS.ID.PK4.** Identify and describe family traditions and daily rituals that are important to their family.

## Alignment with Standards for Children in Kindergarten



### NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**CONTENT THEME: Diverse contributions made by men and women from various racial and ethnic backgrounds including, without limitation, information relating to contributions and impact (MC)**

**SS.K.13.** Describe ways in which students and families are alike and different across cultures.



### NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**CONTENT THEME: Identity (H)**

**SS.K.9.** Compare life in the past to life today within the community.

**CONTENT THEME: Respectful engagement with diverse people (MC)**

**SS.K.12.** Identify diverse cultural events, holidays, and symbols and where appropriate, identify these celebrations on a calendar.

**CONTENT THEME: Diverse contributions made by men and women from various racial and ethnic backgrounds including, without limitation, information relating to contributions and impact (MC)**

**SS.K.13.** Describe ways in which students and families are alike and different across cultures.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

SOCIAL STUDIES

**STANDARD 2: Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.**

SS.CI.PK1. Identify self as member of a classroom or community.

SS.CI.PK2. Identify classroom teachers/practitioners and peers by name.



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**DISCIPLINARY SKILLS: Construct compelling questions**

SS.K.1. With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community.

**DISCIPLINARY SKILLS: Taking informed action**

SS.K.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.

SOCIAL STUDIES

**STANDARD 2: Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.**

SS.CI.PK3. Recognize and resolve conflicts with peers in an age-appropriate manner.



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**CONTENT THEME: Social justice, consciousness, and action (MC)**

SS.K.11. Explore strategies to resolve conflicts in the classroom.

**CONTENT THEME: Civic dispositions and democratic principles (C)**

SS.K.14. Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.

SOCIAL STUDIES

**STANDARD 2: Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.**

SS.CI.PK4. Show awareness of and follow group routines and rules.



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**DISCIPLINARY SKILLS: Taking informed action**

SS.K.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.

**CONTENT THEME: Processes, rules, and laws (C)**

SS.K.15. Compare and contrast rules from different places and cultures.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

SOCIAL STUDIES

**STANDARD 2: Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.**

SS.CI.PK5. Participate in group decision-making.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**DISCIPLINARY SKILLS: Construct compelling questions**

SS.K.1. With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community.

**DISCIPLINARY SKILLS: Taking informed action**

SS.K.7. With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems.

SS.K.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.

**CONTENT THEME: Social justice, consciousness, and action (MC)**

SS.K.11. Explore strategies to resolve conflicts in the classroom.

**CONTENT THEME: Civic dispositions and democratic principles (C)**

SS.K.14. Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

SOCIAL STUDIES

**STANDARD 2: Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.**

SS.CI.PK6. Work together to complete simple tasks with peers.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**DISCIPLINARY SKILLS: Taking informed action**

SS.K.7. With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems.

SS.K.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.

**CONTENT THEME: Social justice, consciousness, and action (MC)**

SS.K.10. Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility.

SS.K.11. Explore strategies to resolve conflicts in the classroom.

SOCIAL STUDIES

**STANDARD 2: Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.**

SS.CI.PK7. Identify and describe the roles of different community helpers.



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**CONTENT THEME: Processes, rules, and laws (C)**

SS.K.16. Describe how people work to improve their communities.

SOCIAL STUDIES

**STANDARD 3: Demonstrate knowledge of the relationship between people and places.**

SS.GH.PK1. Use spatial words to identify direction and location.



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**CONTENT THEME: Geographic representations (G)**

SS.K.17. Use simple geographic models to describe spaces at school and home.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

SOCIAL STUDIES

**STANDARD 3: Demonstrate knowledge of the relationship between people and places.**

SS.GH.PK2. Identify and describe their classroom, home, or community.



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**CONTENT THEME: Geographic representations (G)**

SS.K.17. Use simple geographic models to describe spaces at school and home.

SOCIAL STUDIES

**STANDARD 3: Demonstrate knowledge of the relationship between people and places.**

SS.GH.PK3. Identify differences and similarities between home and school.



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**CONTENT THEME: Processes, rules, and laws (C)**

SS.K.15. Compare and contrast rules from different places and cultures.

**CONTENT THEME: Human population, movement, and patterns (G)**

SS.K.18. Explain why and how people move from place to place within the community.

SOCIAL STUDIES

**STANDARD 3: Demonstrate knowledge of the relationship between people and places.**

SS.GH.PK4. Recognize that peers live in different places within the community.

SS.GH.PK5. Recognize and identify some tools and resources used to describe features of places.

SS.GH.PK6. Identify and describe environmental and geographical features of the area where they live.



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**CONTENT THEME: Geographic representations (G)**

SS.K.17. Use simple geographic models to describe spaces at school and home.

**CONTENT THEME: Human population, movement, and patterns (G)**

SS.K.18. Explain why and how people move from place to place within the community.

***Nevada Pre-Kindergarten Standards,  
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SOCIAL STUDIES

**STANDARD 3: Demonstrate knowledge of the relationship between people and places.**

SS.GH.PK7. Participate in taking care of the world around them.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**DISCIPLINARY SKILLS: Taking informed action**

SS.K.7. With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems.

SS.K.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.

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.**

SS.TC.PK1. Describe a sequence of events.

SS.TC.PK2. Recognize a change in a sequence of events.

SS.TC.PK3. Recognize changes that take place over time.

SS.TC.PK4. Describe events that happened in the immediate past or are planned for the near future.



NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**CONTENT THEME: Identity (H)**

SS.K.9. Compare life in the past to life today within the community.

***Nevada Pre-Kindergarten Standards,  
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## SOCIAL STUDIES



## NEVADA ACADEMIC CONTENT STANDARDS FOR SOCIAL STUDIES

**STANDARD 5: Demonstrate an awareness of basic economic concepts.****CONTENT THEME: National economy (E)****SS.K.19.** Give examples of choices that are made because of scarcity.

**SS.ES.PK1.** Recognize that resources can be limited.

**SS.ES.PK2.** Recognize that people may want something, which is different from something they need.

**SS.ES.PK3.** Decide between at least two choices involving resources in the classroom or at home.

**SS.ES.PK4.** Recognize that people use money to buy things they want and need.

# Health, Safety, and Physical Development

## *Nevada Pre-Kindergarten Standards, Revised 2023*

### HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT

#### **STANDARD 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.**

**HSP.HE.PK1.** Practice basic personal hygiene skills.

**HSP.HE.PK2.** Practice simple self-care.



## Alignment with Standards for Children in Kindergarten

### NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

#### **CONTENT STANDARD 1: Core Concepts**

##### **STRAND: Personal, Community, and Environmental Health**

**1.PCE.K.1.** Identify a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.

#### **CONTENT STANDARD 7: Self-Management**

**7.SM.K.1.** Identify personal health behaviors.

**7.SM.K.2.** Identify behaviors to avoid or reduce health risks.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 1: Demonstrate  
knowledge and skills that  
contribute to a healthy  
lifestyle.**

HSP.HE.PK3. Practice basic disease prevention skills.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Personal, Community, and Environmental Health**

- 1.PCE.K.1. Identify a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.
- 1.PCE.K.2. Define pathogens.

**CONTENT STANDARD 2: Analyze Influences**

- 2.AF.K.1. Identify various sources that influence health behaviors.

**CONTENT STANDARD 7: Self-Management**

- 7.SM.K.1. Identify personal health behaviors.
- 7.SM.K.2. Identify behaviors to avoid or reduce health risks.

***Nevada Pre-Kindergarten Standards,  
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HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 1: Demonstrate  
knowledge and skills that  
contribute to a healthy  
lifestyle.**

**HSP.HE.PK4.** Engage in moderate to vigorous physical activities and large motor play on a daily basis.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR PHYSICAL EDUCATION

**CONTENT STANDARD 1.0: Demonstrate competency in motor skills, movement patterns and safety needed to perform a variety of physical activities.**

**INDICATOR: Locomotor and Nonlocomotor Movement**

1.2.1. Demonstrate the basic elements of movement forms.

**INDICATOR: Motor Skills and Movement Patterns**

1.2.3. Perform simple motor skills and movement patterns.

**CONTENT STANDARD 3.0: Participate regularly in physical activity.**

**INDICATOR: Moderate to vigorous physical activity**

3.2.1. Demonstrate the differences between sedentary, light, moderate, and vigorous physical activity.

**INDICATOR: Establishing Healthy Activity Patterns and Values**

3.2.2. Demonstrate healthy activity patterns by participating in physical activity.

**INDICATOR: Self-Management Skills**

3.2.3. Demonstrate ways to be physically active during the day.



NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Nutrition and Physical Activity**

1.NP.K.2. Describe physical activity.

**Nevada Pre-Kindergarten Standards,  
Revised 2023****Alignment with Standards for Children in Kindergarten**HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.**

HSP.HE.PK5. Identify the basic need for air, water, and food.



## NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Nutrition and Physical Activity**

1.NP.K.1. Explain why the body needs food and water.

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.**

HSP.HE.PK6. Identify and/or describe a variety of foods.



## NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Nutrition and Physical Activity**

1.NP.K.1. Explain why the body needs food and water.

**CONTENT STANDARD 2: Analyze Influences**

2.AF.K.1. Identify various sources that influence health behaviors.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT

**STANDARD 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.**

HSP.HE.PK7. Communicate about the importance of eating a variety of foods and making healthy food choices.



NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Nutrition and Physical Activity**

1.NP.K.1. Explain why the body needs food and water.

**CONTENT STANDARD 2: Analyze Influences**

2.AF.K.1. Identify various sources that influence health behaviors.

**CONTENT STANDARD 7: Self-Management**

7.SM.K.1. Identify personal health behaviors.

7.SM.K.2. Identify behaviors to avoid or reduce health risks.

HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT

**STANDARD 1: Demonstrate knowledge and skills that contribute to a healthy lifestyle.**

HSP.HE.PK8. Communicate feelings of hunger and fullness.



NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Nutrition and Physical Activity**

1.NP.K.1. Explain why the body needs food and water.

**CONTENT STANDARD 2: Analyze Influences**

2.AF.K.1. Identify various sources that influence health behaviors.

**CONTENT STANDARD 4: Interpersonal Communication**

4.IC.K.1. Name healthy ways to express needs, wants, and feelings to enhance health and to avoid or reduce health risks.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 2: Demonstrate  
knowledge of personal  
safety practices.**

**HSP.SA.PK1.** Describe and follow  
basic safety rules.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Safety Practices, Injury Prevention, and CPR/AED**

**1.SIC.K.1.** List emergency contacts and safety rules for preventing injury at home, school, and community.

**STRAND: Personal Safety**

**1.PS.K.1.** Define personal space.

**1.PS.K.2.** Define abuse.

**1.PS.K.3.** Define safe/trusted adult.

**1.PS.K.4.** List ways to avoid becoming separated from parent, guardian, or caregiver.

**CONTENT STANDARD 2: Analyze Influences**

**2.AF.K.1.** Identify various sources that influence health behaviors.

**CONTENT STANDARD 4: Interpersonal Communication**

**4.IC.K.1.** Name healthy ways to express needs, wants, and feelings to enhance health and to avoid or reduce health risks.

**CONTENT STANDARD 5: Decision Making**

**5.DM.K.1.** Identify healthy and unhealthy situations.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 2: Demonstrate  
knowledge of personal  
safety practices.**

**HSP.SA.PK2.** Seek teacher assistance when injured or ill.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Safety Practices, Injury Prevention, and CPR/AED**

**1.SIC.K.1.** List emergency contacts and safety rules for preventing injury at home, school, and community.

**STRAND: Personal Safety**

**1.PS.K.4.** List ways to avoid becoming separated from parent, guardian, or caregiver.

**CONTENT STANDARD 3: Access Information**

**3.AI.K.1.** Identify safe/trusted adults and professionals who can help promote health.

**CONTENT STANDARD 4: Interpersonal Communication**

**4.IC.K.1.** Name healthy ways to express needs, wants, and feelings to enhance health and to avoid or reduce health risks.

**CONTENT STANDARD 5: Decision Making**

**5.DM.K.1.** Identify healthy and unhealthy situations.

**5.DM.K.2.** Identify individuals that can aid in healthy decision making.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 2: Demonstrate  
knowledge of personal  
safety practices.**

**HSP.SA.PK3.** Identify, avoid, and alert teachers of potential safety hazards or danger.



NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Substance Use and Abuse**

- 1.SUA.K.1. Define medication and ways they can be helpful or harmful.
- 1.SUA.K.2. Identify alcohol, tobacco, marijuana and other drugs and ways they can be harmful.

**STRAND: Safety Practices, Injury Prevention, and CPR/AED**

- 1.SIC.K.1. List emergency contacts and safety rules for preventing injury at home, school, and community.

**STRAND: Personal Safety**

- 1.PS.K.2. Define abuse.
- 1.PS.K.3. Define safe/trusted adult.
- 1.PS.K.4. List ways to avoid becoming separated from parent, guardian, or caregiver.

**CONTENT STANDARD 2: Analyze Influences**

- 2.AF.K.1. Identify various sources that influence health behaviors.

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**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 2: Demonstrate  
knowledge of personal  
safety practices.**

**HSP.SA.PK3.** Identify, avoid, and alert teachers of potential safety hazards or danger.



*(continued)*

NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 3: Access Information**

**3.AI.K.1.** Identify safe/trusted adults and professionals who can help promote health.

**CONTENT STANDARD 4: Interpersonal Communication**

**4.IC.K.1.** Name healthy ways to express needs, wants, and feelings to enhance health and to avoid or reduce health risks.

**CONTENT STANDARD 5: Decision Making**

**5.DM.K.1.** Identify healthy and unhealthy situations.

**5.DM.K.2.** Identify individuals that can aid in healthy decision making.

**CONTENT STANDARD 7: Self-Management**

**7.SM.K.1.** Identify personal health behaviors.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 2: Demonstrate  
knowledge of personal  
safety practices.**

**HSP.SA.PK4.** Recognize community health and safety helpers.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR HEALTH

**CONTENT STANDARD 1: Core Concepts**

**STRAND: Safety Practices, Injury Prevention, and CPR/AED**

**1.SIC.K.1.** List emergency contacts and safety rules for preventing injury at home, school, and community.

**STRAND: Personal Safety**

**1.PS.K.3.** Define safe/trusted adult.

**CONTENT STANDARD 3: Access Information**

**3.AI.K.1.** Identify safe/trusted adults and professionals who can help promote health.

**CONTENT STANDARD 5: Decision Making**

**5.DM.K.2.** Identify individuals that can aid in healthy decision making.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 3: Demonstrate  
large motor skills and  
different types of  
movement.**

HSP.LM.PK1. Use large muscles with control and strength.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR PHYSICAL EDUCATION

**CONTENT STANDARD 1.0: Demonstrate competency in motor skills, movement patterns and safety needed to perform a variety of physical activities.**

**INDICATOR: Locomotor and Nonlocomotor Movement**

1.2.1. Demonstrate the basic elements of movement forms.

**INDICATOR: Motor Skills and Movement Patterns**

1.2.3. Perform simple motor skills and movement patterns.

**CONTENT STANDARD 2.0: Apply knowledge of concepts, principles, and strategies related to movement, performance, and safety within physical activities.**

**INDICATOR: Concepts and Principles**

2.2.1. Recognize the basic elements of movement.

2.2.2. Demonstrate basic strategies in physical activities.

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**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 3: Demonstrate  
large motor skills and  
different types of  
movement.**

HSP.LM.PK1. Use large muscles with control and strength.

*(continued)*

**Examples of applying skill in academic content area**



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – DANCE

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 5: Develop and refine artistic techniques and work for presentation.**

DA:Pr5.K.2. While maintaining personal space, move safely in general space.

**ANCHOR STANDARD 6: Convey meaning through the presentation of artistic work.**

DA:Pr6.K.1. Dance for and with others in a designated space.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 3: Demonstrate  
large motor skills and  
different types of  
movement.**

**HSP.LM.PK2.** Perform activities that combine and coordinate large muscle movements.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR PHYSICAL EDUCATION

**CONTENT STANDARD 1.0: Demonstrate competency in motor skills, movement patterns, and safety needed to perform a variety of physical activities.**

**INDICATOR: Locomotor and Nonlocomotor Movement**

1.2.1. Demonstrate the basic elements of movement forms.

**INDICATOR: Motor Skills and Movement Patterns**

1.2.3. Perform simple motor skills and movement patterns.

**CONTENT STANDARD 2.0: Apply knowledge of concepts, principles, and strategies related to movement, performance, and safety within physical activities.**

**INDICATOR: Concepts and Principles**

2.2.1. Recognize the basic elements of movement.

**INDICATOR: Strategies**

2.2.2. Demonstrate basic strategies in physical activities.

**CONTENT STANDARD 3.0: Participate regularly in physical activity.**

**INDICATOR: Establishing Healthy Activity Patterns and Values**

3.2.2. Demonstrate healthy activity patterns by participating in physical activity.

**INDICATOR: Self-Management Skills**

3.2.3. Demonstrate ways to be physically active during the day.

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**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 3: Demonstrate  
large motor skills and  
different types of  
movement.**

HSP.LM.PK2. Perform activities that combine and coordinate large muscle movements.

(continued)

**Examples of applying skill in academic content area**



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – DANCE

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**DA:Cr1.K.1.** Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).

**DA:Cr1.K.2.** Find a different way to do several basic locomotor and non-locomotor movements.

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 4: Select, analyze, and interpret artistic work for presentation.**

**DA:Pr4.K.1.** Make still and moving body shapes that show lines and or circles (ex: straight, bent, curved). Change levels, and vary in size and dimensions.

**ANCHOR STANDARD 5: Develop and refine artistic techniques and work for presentation.**

**DA:Pr5.K.1.** Demonstrate same side and cross-body locomotor and non-locomotor.

**DA:Pr5.K.3.** Move body parts in relation to other body parts and repeat and recall movements upon request.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 3: Demonstrate  
large motor skills and  
different types of  
movement.**

HSP.LM.PK3. Maintain balance when sitting, standing, or moving.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR PHYSICAL EDUCATION

**CONTENT STANDARD 1.0: Demonstrate competency in motor skills, movement patterns, and safety needed to perform a variety of physical activities.**

**INDICATOR: Locomotor and Nonlocomotor Movement**

1.2.1. Demonstrate the basic elements of movement forms.

**INDICATOR: Motor Skills and Movement Patterns**

1.2.3. Perform simple motor skills and movement patterns.

**CONTENT STANDARD 2.0: Apply knowledge of concepts, principles, and strategies related to movement, performance, and safety within physical activities.**

**INDICATOR: Concepts and Principles**

2.2.1. Recognize the basic elements of movement.

**INDICATOR: Strategies**

2.2.2. Demonstrate basic strategies in physical activities.

**CONTENT STANDARD 3.0: Participate regularly in physical activity.**

**INDICATOR: Moderate to vigorous physical activity**

3.2.1. Demonstrate the differences between sedentary, light, moderate, and vigorous physical activity.

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**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 3: Demonstrate  
large motor skills and  
different types of  
movement.**

HSP.LM.PK3. Maintain balance when sitting, standing, or moving.

*(continued)*

**Examples of applying skill in academic content area**



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – DANCE

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**DA:Cr1.K.1.** Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).

**DA:Cr1.K.2.** Find a different way to do several basic locomotor and non-locomotor movements.

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 4: Select, analyze, and interpret artistic work for presentation.**

**DA:Pr4.K.1.** Make still and moving body shapes that show lines and or circles (ex: straight, bent, curved). Change levels and vary in size and dimensions.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 3: Demonstrate  
large motor skills and  
different types of  
movement.**

**HSP.LM.PK4.** Exhibit strength and stamina to participate in a variety of large motor activities.

**Alignment with Standards for Children in Kindergarten**



NEVADA ACADEMIC CONTENT STANDARDS FOR PHYSICAL EDUCATION

**CONTENT STANDARD 3.0: Participate regularly in physical activity.**

**INDICATOR: Moderate to vigorous physical activity**

3.2.1. Demonstrate the differences between sedentary, light, moderate, and vigorous physical activity.

**INDICATOR: Establishing Healthy Activity Patterns and Values**

3.2.2. Demonstrate healthy activity patterns by participating in physical activity.

**INDICATOR: Self-Management Skills**

3.2.3. Demonstrate ways to be physically active during the day.

**Examples of applying skill in academic content area**



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – DANCE

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**DA:Cr1.K.1.** Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).

**DA:Cr1.K.2.** Find a different way to do several basic locomotor and non-locomotor movements.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT

**STANDARD 3: Demonstrate large motor skills and different types of movement.**

**HSP.LM.PK5.** Use perceptual (e.g., visual-spatial) information to guide movements around objects and other people.

**Alignment with Standards for Children in Kindergarten**



NEVADA ACADEMIC CONTENT STANDARDS FOR PHYSICAL EDUCATION

**CONTENT STANDARD 2.0: Apply knowledge of concepts, principles, and strategies related to movement, performance, and safety within physical activities.**

**INDICATOR: Safety**

**2.2.3.** Identify appropriate safety practices in general space for self and others.

**Examples of applying skill in academic content area**



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – DANCE

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 5: Develop and refine artistic techniques and work for presentation.**

**DA:Pr5.K.2.** While maintaining personal space, move safely in general space.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT

**STANDARD 4: Demonstrate strength and coordination of small motor skills to use tools and complete tasks.**

**HSP.SM.PK1.** Use small motor hand muscles with strength and control to manipulate tools and other small items.



**Alignment with Standards for Children in Kindergarten**

NEVADA ACADEMIC CONTENT STANDARDS FOR PHYSICAL EDUCATION

**CONTENT STANDARD 1.0: Demonstrate competency in motor skills, movement patterns, and safety needed to perform a variety of physical activities.**

**INDICATOR: Locomotor and Nonlocomotor Movement**

1.2.1. Demonstrate the basic elements of movement forms.

**INDICATOR: Manipulative Skills**

1.2.2. Perform a variety of basic level manipulative skills in isolation.

**INDICATOR: Motor Skills and Movement Patterns**

1.2.3. Perform simple motor skills and movement patterns.

**CONTENT STANDARD 2.0: Apply knowledge of concepts, principles, and strategies related to movement, performance, and safety within physical activities.**

**INDICATOR: Concepts and Principles**

2.2.1. Recognize the basic elements of movement.

**Examples of applying skill in academic content area**



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – VISUAL ARTS

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**VA:Cr1.K.1.** Engage in exploration and imaginative play with materials.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 4: Demonstrate strength and coordination of small motor skills to use tools and complete tasks.**

**HSP.SM.PK2.** Use the thumb and first three fingers to hold and manipulate tools for activities such as writing, drawing, and painting.

**Alignment with Standards for Children in Kindergarten**



NEVADA ACADEMIC CONTENT STANDARDS FOR PHYSICAL EDUCATION

**CONTENT STANDARD 1.0: Demonstrate competency in motor skills, movement patterns, and safety needed to perform a variety of physical activities.**

**INDICATOR: Manipulative Skills**

1.2.2. Perform a variety of basic level manipulative skills in isolation.

**INDICATOR: Motor Skills and Movement Patterns**

1.2.3. Perform simple motor skills and movement patterns.

**CONTENT STANDARD 2.0: Apply knowledge of concepts, principles, and strategies related to movement, performance, and safety within physical activities.**

**INDICATOR: Concepts and Principles**

2.2.1. Recognize the basic elements of movement.

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**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

HEALTH, SAFETY, AND PHYSICAL  
DEVELOPMENT

**STANDARD 4: Demonstrate  
strength and coordination of  
small motor skills to use  
tools and complete tasks.**

**HSP.SM.PK2.** Use the thumb and first three fingers to hold and manipulate tools for activities such as writing, drawing, and painting.

*(continued)*

**Examples of applying skill in academic content area**



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – VISUAL ARTS

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**VA:Cr1.K.1.** Engage in exploration and imaginative play with materials.

**ANCHOR STANDARD 2: Organize and develop artistic ideas and work.**

**VA:Cr2.K.1.** Through experimentation, build skills in various media and approaches to art-making.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT

**STANDARD 4: Demonstrate strength and coordination of small motor skills to use tools and complete tasks.**

**HSP.SM.PK3.** Exhibit eye hand coordination when manipulating small objects.

**Alignment with Standards for Children in Kindergarten**



NEVADA ACADEMIC CONTENT STANDARDS FOR PHYSICAL EDUCATION

**CONTENT STANDARD 1.0: Demonstrate competency in motor skills, movement patterns, and safety needed to perform a variety of physical activities.**

**INDICATOR: Manipulative Skills**

1.2.2. Perform a variety of basic level manipulative skills in isolation.

**INDICATOR: Motor Skills and Movement Patterns**

1.2.3. Perform simple motor skills and movement patterns.

**CONTENT STANDARD 2.0: Apply knowledge of concepts, principles, and strategies related to movement, performance, and safety within physical activities.**

**INDICATOR: Concepts and Principles**

2.2.1. Recognize the basic elements of movement.

**Examples of applying skill in academic content area**



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – VISUAL ARTS

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

VA:Cr1.K.1. Engage in exploration and imaginative play with materials.

# Language and Early Literacy

Note: The *Nevada Pre-Kindergarten Standards* in Language and Early Literacy are aligned to the Nevada Academic Content Standards for English Language Arts. Additionally, educators should use the Nevada English Language Development Standards and Instructional Supports to support English Learners, and the World Languages Academic Content Standards for the study of world languages.

## *Nevada Pre-Kindergarten Standards, Revised 2023*

## Alignment with Standards for Children in Kindergarten

### LANGUAGE AND EARLY LITERACY

**STANDARD 1: Demonstrate the ability to attend to and understand communication from others.**

**L.RC.PK1.** Use verbal and nonverbal signals to acknowledge communication from others.

**L.RC.PK2.** Show ongoing connection to a conversation, group discussion, or presentation.



### NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Speaking and Listening**

**SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

### LANGUAGE AND EARLY LITERACY

**STANDARD 1: Demonstrate the ability to attend to and understand communication from others.**

**L.RC.PK3.** Recall and follow two- and three-step directions.



### NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Speaking and Listening**

**SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**Nevada Pre-Kindergarten  
Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 1: Demonstrate the ability to attend to and understand communication from others.**

**L.RC.PK4.** Show understanding of books read aloud, stories, or explanations on a topic.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Speaking and Listening**

**SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**STRAND: Reading Literature**

**RL.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

**STRAND: Reading Informational Text**

**RI.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Nevada Pre-Kindergarten  
Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 1: Demonstrate the ability to attend to and understand communication from others.**

L.RC.PK5. Listen with increasing attention span to gain new knowledge.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Speaking and Listening**

**SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

**SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LANGUAGE AND EARLY LITERACY

**STANDARD 2: Demonstrate the ability to express themselves verbally or nonverbally**

L.EC.PK1. Communicate to express self in detailed ways.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Speaking and Listening**

**SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

**Nevada Pre-Kindergarten  
Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 2: Demonstrate the ability to express themselves verbally or nonverbally**

L.EC.PK2. Communicate in complete sentences using at least three words.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Language**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.

**STRAND: Speaking and Listening**

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE AND EARLY LITERACY

**STANDARD 2: Demonstrate the ability to express themselves verbally or nonverbally**

L.EC.PK3. Follow conventions of conversation most of the time.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Speaking and Listening**

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

**Nevada Pre-Kindergarten  
Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 2: Demonstrate the ability to express themselves verbally or nonverbally**

L.EC.PK4. Share ideas and information from personal and group experiences.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Speaking and Listening**

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LANGUAGE AND EARLY LITERACY

**STANDARD 2: Demonstrate the ability to express themselves verbally or nonverbally**

L.EC.PK5. Communicate to express needs and clarify a word or statement when misunderstood.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Speaking and Listening**

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LANGUAGE AND EARLY LITERACY

**STANDARD 3: Use a variety of vocabulary words during play and other activities.**

L.V.PK1. Use vocabulary words with increasing specificity and variety to describe feelings, experiences, observations, and ideas.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Language**

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Nevada Pre-Kindergarten  
Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 3: Use a variety of vocabulary words during play and other activities.**

**L.V.PK2.** Use context to determine the meaning of unknown words.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Language**

**L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

**L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**STRAND: Reading Literature**

**RL.K.4.** Ask and answer questions about unknown words in a text.

**STRAND: Reading Informational Text**

**RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.

LANGUAGE AND EARLY LITERACY

**STANDARD 3: Use a variety of vocabulary words during play and other activities.**

**L.V.PK3.** Use a wide variety of words for many purposes.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Language**

**L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

**L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Nevada Pre-Kindergarten  
Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 3: Use a variety of vocabulary words during play and other activities.**

L.V.PK4. Use words that describe a category of objects that go together.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Language**

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

LANGUAGE AND EARLY LITERACY

**STANDARD 3: Use a variety of vocabulary words during play and other activities.**

L.V.PK5. Identify common opposite words.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Language**

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

LANGUAGE AND EARLY LITERACY

**STANDARD 3: Use a variety of vocabulary words during play and other activities.**

L.V.PK6. Use words with similar meaning to describe an object, emotion, or action.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Language**

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

**Nevada Pre-Kindergarten  
Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 3: Use a variety of vocabulary words during play and other activities.**

**L.V.PK7.** Discuss and use new vocabulary words learned from stories, books, and/or other early literacy activities.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Language**

**L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**STRAND: Reading Literature**

**RL.K.4.** Ask and answer questions about unknown words in a text.

**STRAND: Reading Informational Text**

**RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.

LANGUAGE AND EARLY LITERACY

**STANDARD 4: Demonstrate knowledge of the alphabet and how letters are used in the reading process.**

**L.AK.PK1.** Identify the names of letters in own name and produce the sound of the first letter in own name.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Foundational Skills**

**RF.K.1.** Demonstrate understanding of the organization and basic features of print.

b. Recognize that spoken words are represented in written language by specific sequences of letters.

d. Recognize and name all upper- and lowercase letters of the alphabet

**RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

***Nevada Pre-Kindergarten  
Standards, Revised 2023***

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 4: Demonstrate knowledge of the alphabet and how letters are used in the reading process.**

L.AK.PK2. Identify and name most letters in their uppercase form and some letters in their lowercase form.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Foundational Skills**

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - d. Recognize and name all upper- and lowercase letters of the alphabet

LANGUAGE AND EARLY LITERACY

**STANDARD 4: Demonstrate knowledge of the alphabet and how letters are used in the reading process.**

L.AK.PK3. Name and produce the letter sound for several letters.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Foundational Skills**

- RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

LANGUAGE AND EARLY LITERACY

**STANDARD 5: Demonstrate knowledge of how print and books are read.**

L.PB.PK1. Recognize that print carries a message and information.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Foundational Skills**

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.

**Nevada Pre-Kindergarten  
Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 5: Demonstrate  
knowledge of how print and  
books are read.**

L.PB.PK2. Recognize environmental  
print and symbols.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Foundational Skills**

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

LANGUAGE AND EARLY LITERACY

**STANDARD 5: Demonstrate  
knowledge of how print and  
books are read.**

L.PB.PK3. Indicate that groups of  
letters form a word.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Foundational Skills**

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

***Nevada Pre-Kindergarten  
Standards, Revised 2023***

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 5: Demonstrate knowledge of how print and books are read.**

**L.PB.PK4.** Identify book parts and features, such as the front, back, title, and/or author.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Literature**

**RL.K.6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**STRAND: Reading Informational Text**

**RI.K.5.** Identify the front cover, back cover, and title page of a book.

**RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**STRAND: Reading Foundational Skills**

**RF.K.1.** Demonstrate understanding of the organization and basic features of print.  
a. Follow words from left to right, top to bottom, and page by page.

LANGUAGE AND EARLY LITERACY

**STANDARD 6: Demonstrate knowledge gained from stories, books, and other early literacy activities.**

**L.C.PK1.** Ask questions or make comments related to the details of a story.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Literature**

**RL.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

***Nevada Pre-Kindergarten  
Standards, Revised 2023***

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 6: Demonstrate knowledge gained from stories, books, and other early literacy activities.**

L.C.PK2. Retell a story, putting at least two events in the appropriate sequence.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Literature**

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

LANGUAGE AND EARLY LITERACY

**STANDARD 6: Demonstrate knowledge gained from stories, books, and other early literacy activities.**

L.C.PK3. Predict what might happen next in a story.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Literature**

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

***Nevada Pre-Kindergarten  
Standards, Revised 2023***

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 6: Demonstrate knowledge gained from stories, books, and other early literacy activities.**

**L.C.PK4.** Recall information and answer questions related to an event, text, or pictures related to self and the world around them.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Literature**

**RL.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RL.K.2.** With prompting and support, retell familiar stories, including key details.

**RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

**RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**STRAND: Reading Informational Text**

**RI.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

***Nevada Pre-Kindergarten  
Standards, Revised 2023***

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 6: Demonstrate knowledge gained from stories, books, and other early literacy activities.**

L.C.PK5. Use pictures to gain meaning and follow a simple pictorial direction.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Literature**

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**STRAND: Reading Informational Text**

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**STRAND: Reading Foundational Skills**

RF.K.1. Demonstrate understanding of the organization and basic features of print.  
a. Follow words from left to right, top to bottom, and page by page.

**Nevada Pre-Kindergarten  
Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 7: Demonstrate the  
use of written letters and  
symbols to communicate.**

**L.W.PK1.** Draw to express ideas, thoughts, or interests.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Writing**

**W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

**W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**STRAND: Speaking and Listening**

**SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**Nevada Pre-Kindergarten  
Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 7: Demonstrate the  
use of written letters and  
symbols to communicate.**

**L.W.PK2.** Experiment with writing tools and materials for variety of purposes.

**L.W.PK3.** Recreate basic shapes that form letters or draw the shapes while looking at a model.

**L.W.PK4.** Write for a variety of purposes using increasingly sophisticated marks.

**L.W.PK5.** Use letter-like approximation to print name.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Language**

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

LANGUAGE AND EARLY LITERACY

**STANDARD 7: Demonstrate the  
use of written letters and  
symbols to communicate.**

**L.W.PK6.** Share ideas, information from experiences, and opinions for class writing.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Writing**

**W.K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Nevada Pre-Kindergarten  
Standards, Revised 2023**

**Alignment with Standards for Children in Kindergarten**

LANGUAGE AND EARLY LITERACY

**STANDARD 7: Demonstrate the use of written letters and symbols to communicate.**

**L.W.PK7.** Dictate words, phrases, or sentences to an adult who writes them down.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Writing**

**W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

**W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

LANGUAGE AND EARLY LITERACY

**STANDARD 8: Demonstrate knowledge of sounds within spoken language.**

**L.PA.PK1.** Repeat rhyming words.

**L.PA.PK2.** Identify beginning sounds of some spoken words with which they are familiar.

**L.PA.PK3.** Identify two or more spoken words that share the same initial sound.

**L.PA.PK4.** Identify multiple parts of short words and long words.



NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Reading Foundational Skills**

**RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.

# Science

## *Nevada Pre-Kindergarten Standards, Revised 2023*

## Alignment with Standards for Children in Kindergarten

### SCIENCE

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

**S.EO.PK1.** Use smell, touch, sight, sound, and taste to make observations.

**S.EO.PK2.** Use tools to observe and describe objects, the environment, and processes.



### NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

#### **SCIENCE AND ENGINEERING PRACTICE: Planning and Carrying Out Investigations**

Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

#### **Energy**

**K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface.

#### **From Molecules to Organisms: Structures and Processes**

**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

#### **Earth's Systems**

**K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time.

#### **Engineering Design**

**K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

SCIENCE

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

**S.EO.PK3.** Use observations and information to notice patterns, create groups based on similarities/differences observed, and/or make predictions.

**S.EO.PK4.** Make predictions using prior knowledge and experience.



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Analyzing and Interpreting Data**

Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

**Motion and Stability: Forces and Interactions**

**K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

**From Molecules to Organisms: Structures and Processes**

**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**Earth's Systems**

**K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

SCIENCE

**STANDARD 2: Demonstrate the ability to use information gathered in different ways to conduct investigations.**

**S.SI.PK1.** Show curiosity and ask questions about things they are interested in that can be answered through an investigation.



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Asking questions and defining problems**

Asking questions and defining problems in grades K-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.

**Earth and Human Activity**

**K-ESS3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

**Engineering Design**

**K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

SCIENCE

**STANDARD 2: Demonstrate the ability to use information gathered in different ways to conduct investigations.**

**S.SI.PK2.** Describe some of the steps and/or materials needed for an investigation or experiment.



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Planning and Carrying Out Investigations**

Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

**Motion and Stability: Forces and Interactions**

**K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

**Energy**

**K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

SCIENCE

**STANDARD 2: Demonstrate the ability to use information gathered in different ways to conduct investigations.**

**S.SI.PK3.** Conduct simple investigations and gather information through observations to see what happens.



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Planning and Carrying Out Investigations**

Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

**Motion and Stability: Forces and Interactions**

**K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

**Energy**

**K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

SCIENCE

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

S.AC.PK1. Analyze observations from an investigation to develop an explanation or conclusion.



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Analyzing and Interpreting Data**

Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

**SCIENCE AND ENGINEERING PRACTICE: Engaging in Argument from Evidence**

Engaging in argument from evidence in K-2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

**Motion and Stability: Forces and Interactions**

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

**Energy**

K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.

**From Molecules to Organisms: Structures and Processes**

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

**Earth's Systems**

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

SCIENCE

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

**S.AC.PK2.** Describe possible cause and effect relationships from observation or prior knowledge.



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**CROSCUTTING CONCEPT: Cause and Effect**

**Motion and Stability: Forces and Interactions**

**K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

**K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

**Energy**

**K-PS3-1.** Make observations to determine the effect of sunlight on Earth's surface.

**K-PS3-2.** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

**Earth and Human Activity**

**K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

SCIENCE

**STANDARD 4: Demonstrate the ability to communicate about observations, investigations, and outcomes.**

**S.SC.PK1.** Create pictures, diagrams, or 3D models to represent plans for an investigation.



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Developing and Using Models**

Modeling in K-2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions.

**Earth and Human Activity**

**K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

**Engineering Design**

**K-2-ETS1-2.** Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

SCIENCE

**STANDARD 4: Demonstrate the ability to communicate about observations, investigations, and outcomes.**

**S.SC.PK2.** Illustrate or describe observations, results, and conclusions or explanations from an investigation or science-related activities.



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Obtaining, Evaluating, and Communicating Information**

Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.

**Earth and Human Activity**

**K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

SCIENCE

**STANDARD 4: Demonstrate the ability to communicate about observations, investigations, and outcomes.**

**S.SC.PK3.** Use scientific content words during scientific inquiry and investigation.

**S.SC.PK4.** Use adjectives and scientific words to describe objects, materials, organisms, events, and processes.



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Obtaining, Evaluating, and Communicating Information**

Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.

**Earth and Human Activity**

**K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

# Technology

## Nevada Pre-Kindergarten Standards, Revised 2023

### TECHNOLOGY

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

T.TT.PK1. Identify a variety of digital technology tools and their uses.

### TECHNOLOGY

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

T.TT.PK2. Identify a variety of nondigital technology tools and their uses.

## Alignment with Standards for Children in Kindergarten



### NEVADA ACADEMIC CONTENT STANDARDS FOR COMPUTER SCIENCE AND INTEGRATED TECHNOLOGY

#### CONCEPT: Computing Systems

**K.CS.HS.1.** Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware). *For example: monitor, keyboard, mouse, earbuds, headphones, printer.*

**K.CS.HS.2.** Recognize some computing devices (e.g., computer, smartphone) can perform a variety of tasks and some computing devices are specialized (e.g., navigation system, game controller).

#### FOCUS AREA: Empowered Learner

**K.EL.A.1.** Participate as a collaborative group to utilize digital and non-digital planning tools.



### NEVADA ACADEMIC CONTENT STANDARDS FOR COMPUTER SCIENCE AND INTEGRATED TECHNOLOGY

#### FOCUS AREA: Empowered Learner

**K.EL.A.1.** Participate as a collaborative group to utilize digital and non-digital planning tools.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

TECHNOLOGY

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

**T.TT.PK3.** Identify a variety of assistive technology tools and their uses.



NEVADA ACADEMIC CONTENT STANDARDS FOR COMPUTER SCIENCE AND INTEGRATED TECHNOLOGY

**CONCEPT: Computing Systems**

**K.CS.HS.2.** Recognize some computing devices (e.g., computer, smartphone) can perform a variety of tasks and some computing devices are specialized (e.g., navigation system, game controller).

TECHNOLOGY

**STANDARD 2: Use technology for communication and to gather and share information.**

**T.CT.PK1.** Use technology to communicate information, with teacher assistance.



NEVADA ACADEMIC CONTENT STANDARDS FOR COMPUTER SCIENCE AND INTEGRATED TECHNOLOGY

**CONCEPT: Data and Analysis**

**K.DA.S.1.** Recognize that data can be collected and stored on different computing devices over time.

**FOCUS AREA: Innovative Designer**

**K.ID.A.1.** With teacher guidance, ask questions, suggest solutions, test ideas to solve problems, and share their learning.

**FOCUS AREA: Computational Thinker**

**K.CT.C.1.** With teacher guidance, work in a team to solve problems using digital tools.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

TECHNOLOGY

**STANDARD 2: Use technology for communication and to gather and share information.**

**T.CT.PK2.** Use technology to explore and answer questions about the world, with teacher assistance.



NEVADA ACADEMIC CONTENT STANDARDS FOR COMPUTER SCIENCE AND INTEGRATED TECHNOLOGY

**FOCUS AREA: Innovative Designer**

**K.ID.A.1.** With teacher guidance, ask questions, suggest solutions, test ideas to solve problems, and share their learning.

**FOCUS AREA: Computational Thinker**

**K.CT.A.1.** With teacher guidance, explore alternative solutions to and diverse perspectives on authentic problems using digital tools.

**K.CT.C.1.** With teacher guidance, work in a team to solve problems using digital tools.

TECHNOLOGY

**STANDARD 2: Use technology for communication and to gather and share information.**

**T.CT.PK3.** Use technology tools to share ideas.



NEVADA ACADEMIC CONTENT STANDARDS FOR COMPUTER SCIENCE AND INTEGRATED TECHNOLOGY

**FOCUS AREA: Innovative Designer**

**K.ID.A.1.** With teacher guidance, ask questions, suggest solutions, test ideas to solve problems, and share their learning.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

TECHNOLOGY

**STANDARD 3: Demonstrate safe and responsible use of technology and resources.**

**T.SU.PK1.** Practice safe behavior while using digital tools and accessing resources.



NEVADA ACADEMIC CONTENT STANDARDS FOR COMPUTER SCIENCE AND INTEGRATED TECHNOLOGY

**CONCEPT: Impacts of Computing**

**K.IC.SI.1.** Exhibit good digital citizenship using technology safely, responsibly, and ethically.

**FOCUS AREA: Digital Citizen**

**K.DC.B.1.** Describe potential dangers in digital environments and how to report potentially unsafe situations.

TECHNOLOGY

**STANDARD 3: Demonstrate safe and responsible use of technology and resources.**

**T.SU.PK2.** Handle digital technology with care and responsibility.



NEVADA ACADEMIC CONTENT STANDARDS FOR COMPUTER SCIENCE AND INTEGRATED TECHNOLOGY

**CONCEPT: Impacts of Computing**

**K.IC.SI.1.** Exhibit good digital citizenship using technology safely, responsibly, and ethically.

**FOCUS AREA: Computational Thinker**

**K.CT.C.2.** With teacher guidance, reboot a device correctly.

**FOCUS AREA: Empowered Learner**

**K.EL.D.2.** Demonstrate proper care and use of equipment.

**FOCUS AREA: Digital Citizen**

**K.DC.C.** Describe the meaning and responsibilities of digital citizenship.

***Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

TECHNOLOGY

**STANDARD 3: Demonstrate safe and responsible use of technology and resources.**

**T.SU.PK3.** Recognize that passwords (or codes) are used to access digital technology.



NEVADA ACADEMIC CONTENT STANDARDS FOR COMPUTER SCIENCE AND INTEGRATED TECHNOLOGY

**CONCEPT: Networks and the Internet**

**K.NI.C.1.** Explain that a password helps protect the privacy of information.

TECHNOLOGY

**STANDARD 3: Demonstrate safe and responsible use of technology and resources.**

**T.SU.PK4.** Recognize that digital devices influence our world and change over time.



NEVADA ACADEMIC CONTENT STANDARDS FOR COMPUTER SCIENCE AND INTEGRATED TECHNOLOGY

**CONCEPT: Impacts of Computing**

**K.IC.C.1.** Understand how computing devices have changed people's lives.

# Creative Expression

*Nevada Pre-Kindergarten Standards,  
Revised 2023*

## Alignment with Standards for Children in Kindergarten

### CREATIVE EXPRESSION

**STANDARD 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.**

**C.AP.PK1.** Indicate interest or preferences in creative art forms.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – VISUAL ARTS, MUSIC, THEATER, DANCE, & MEDIA ARTS

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**VA:Cr1.K.1.** Engage in exploration and imaginative play with materials.

**MU:Cr1.K.1.** With guidance, explore and experience music concepts (such as pulse and melodic contour).

**TH:Cr1.K.1.** With prompting and support, invent and inhabit in dramatic play or a guided drama experience.

**DA:Cr1.K.1.** Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).

**MA:Cr1.K.1.** Discover and share ideas for media artworks through brainstorming, creative play and experimentation.

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 4: Select, analyze, and interpret artistic work for presentation.**

**MU:Pr4.K.1.** With guidance, demonstrate and state personal interest in varied musical selections.

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**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.**

**C.AP.PK1.** Indicate interest or preferences in creative art forms.

*(continued)*



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – MUSIC & THEATER

**STRAND: Responding: Understanding and evaluating how the arts convey meaning.**

**ANCHOR STANDARD 8: Interpret intent and meaning in artistic work.**

**MU:Re8.K.1.** With guidance, interact with of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent.

**TH:Re8.K.1.** With prompting and support, identify preferences in dramatic play, a guided drama experience, or age-appropriate theatre performance.

**STRAND: Responding: Understanding and evaluating how the arts convey meaning.**

**ANCHOR STANDARD 7: Perceive and analyze work.**

**MU:Re7.K.1.** With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.**

**C.AP.PK2.** Creatively express themselves through different forms of art.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – VISUAL ARTS, MUSIC, THEATER, DANCE, & MEDIA ARTS

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**VA:Cr1.K.1.** Engage in exploration and imaginative play with materials.

**VA:Cr1.K.2.** Engage collaboratively in creative art-making in response to an artistic problem.

**MU:Cr1.K.2.** With guidance, generate musical ideas (such as movements or motives).

**TH:Cr1.K.1.** With prompting and support, invent and inhabit in dramatic play or a guided drama experience.

**DA:Cr1.K.1.** Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).

**MA:Cr1.K.1.** Discover and share ideas for media artworks through brainstorming, creative play and experimentation.

**ANCHOR STANDARD 2: Organize and develop artistic ideas and work.**

**VA:Cr2.K.3.** Create art that represents natural and constructed environments.

**MU:Cr2.K.1.** With guidance, choose and demonstrate and choose musical ideas.

**TH:Cr2.K.2.** With prompting and support, express original ideas in dramatic play or a guided drama experience.

**DA:Cr2.K.1.** Improvise dance that has a beginning, middle and end.

**DA:Cr2.K.2.** Express an idea, feeling, or image, through improvised movement alone or with a partner.

**MA:Cr2.K.1.** With guidance, use ideas to form plans or models for media arts productions.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

*This pre-K standard is not directly addressed in the standards in Kindergarten.*

**STANDARD 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.**

C.AP.PK3. Show respect for the creative work of others.



**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.**

**C.AP.PK4.** Use simple vocabulary words specific to the art form to express thoughts about artistic creations.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – VISUAL ARTS, MUSIC, THEATER, & MEDIA ARTS

**STRAND: Responding: Understanding and evaluating how the arts convey meaning.**

**ANCHOR STANDARD 7: Perceive and analyze work.**

**MU:Re7.K.1.** With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

**TH:Re7.K.1.** With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience.

**MA:Re7.K.2.** Recognize and share how a variety of media artworks create different experiences.

**ANCHOR STANDARD 8: Interpret intent and meaning in artistic work.**

**TH:Re8.K.1.** With prompting and support, identify preferences in dramatic play, a guided drama experience, or age-appropriate theatre performance.

**ANCHOR STANDARD 9: Apply criteria to evaluate artistic work.**

**MU:Re9.K.1.** With guidance, apply personal and expressive preferences in the evaluation of music.

**VA:Re9.K.1.** Explain reasons for selecting a preferred artwork.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.**

**C.AP.PK5.** Describe, comment on, and ask questions about visual art, music, dance, and drama.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – VISUAL ARTS, THEATER, DANCE, & MEDIA ARTS

**STRAND: Responding: Understanding and evaluating how the arts convey meaning.**

**ANCHOR STANDARD 7: Perceive and analyze work.**

**VA:Re7.K.2.** Describe what an image represents.

**DA:Re7.K.2.** Demonstrate or describe observed or performed dance movements.

**MA:Re7.K.1.** Recognize, and with guidance, share components and messages in media artworks.

**ANCHOR STANDARD 8: Interpret intent and meaning in artistic work.**

**VA:Re8.K.1.** Interpret art by identifying subject matter and describing relevant details.

**TH:Re8.K.2.** With prompting and support, name and describe settings in dramatic play or a guided drama experience.

**DA:Re8.K.1.** Observe movement and describe it using simple dance terminology.

**MA:Re8.K.1.** With guidance, share observations regarding a variety of media artworks.

**ANCHOR STANDARD 9: Apply criteria to evaluate artistic work.**

**DA:Re9.K.1.** Choose and demonstrate a movement that was noticed in a dance. Explain why it was chosen.

**MA:Re9.K.1.** Share appealing qualities and possible changes in media artworks by using guided questioning.

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***Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 1: Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.**

**C.AP.PK5.** Describe, comment on, and ask questions about visual art, music, dance, and drama.

*(continued)*



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – VISUAL ARTS, THEATER, DANCE, & MEDIA ARTS

**STRAND: Connecting: Relating artistic ideas and work with personal meaning and external context.**

**ANCHOR STANDARD 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**VA:Cn11.K.1.** Identify a purpose of an artwork.

**DA:Cn11.K.1.** Describe or demonstrate movement in a dance that was watched or performed.

**MA:Cn11.K.1.** With guidance, share ideas in relating media artworks and everyday life (for example, daily activities).

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 2: Choose to participate and express themselves through a variety of creative and artistic experiences.**

**C.SE.PK1.** Make different musical tones and rhythms using voice, body, or instrument.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – MUSIC

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 4: Select, analyze, and interpret artistic work for presentation.**

**MU:Pr4.K.4.** With guidance, sing and play instruments with age-appropriate literature.

**ANCHOR STANDARD 6: Convey meaning through the presentation of artistic work.**

**MU:Pr6.K.1.** With guidance, perform music with expression.

CREATIVE EXPRESSION

**STANDARD 2: Choose to participate and express themselves through a variety of creative and artistic experiences.**

**C.SE.PK2.** Recognize and select a variety of simple songs, fingerplays, musical games, and musical activities, alone and with others.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – MUSIC

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 4: Select, analyze, and interpret artistic work for presentation.**

**MU:Pr4.K.4.** With guidance, sing and play instruments with age-appropriate literature.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 2: Choose to participate and express themselves through a variety of creative and artistic experiences.**

**C.SE.PK3.** Select and listen to a variety of songs from diverse cultures.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – MUSIC

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 4: Select, analyze, and interpret artistic work for presentation.**

**MU:Pr4.K.1.** With guidance, demonstrate and state personal interest in varied musical selections.

**STRAND: Responding: Understanding and evaluating how the arts convey meaning.**

**ANCHOR STANDARD 7: Perceive and analyze work.**

**MU:Re7.K.1.** With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

**STRAND: Connecting: Relating artistic ideas and work with personal meaning and external context.**

**ANCHOR STANDARD 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**MU:Cn11.K.1.** Compare and contrast relationships between music and the other arts other disciplines, varied contexts, and daily life.

***Nevada Pre-Kindergarten Standards,  
Revised 2023***

**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 2: Choose to participate and express themselves through a variety of creative and artistic experiences.**

**C.SE.PK4.** Identify and play a variety of musical instruments.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – MUSIC

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 4: Select, analyze, and interpret artistic work for presentation.**

**MU:Pr4.K.4.** With guidance, sing and play instruments with age-appropriate literature.

CREATIVE EXPRESSION

**STANDARD 2: Choose to participate and express themselves through a variety of creative and artistic experiences.**

**C.SE.PK5.** Take familiar songs and improvise to change the words, feelings, sound of voice, or dynamics.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – MUSIC

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 2: Organize and develop artistic ideas and work.**

**MU:Cr2.K.1.** With guidance, choose and demonstrate and choose musical ideas.

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 4: Select, analyze, and interpret artistic work for presentation.**

**MU:Pr4.K.2.** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

**MU:Pr4.K.3.** With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo that support the creators' expressive intent).

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**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 2: Choose to participate and express themselves through a variety of creative and artistic experiences.**

C.SE.PK6. Move to the tempo and/or rhythm of music to create or participate in dance activities.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – DANCE

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

DA:Cr1.K.1. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 4: Select, analyze, and interpret artistic work for presentation.**

DA:Pr4.K.2. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.

DA:Pr4.K.3. Identify and apply different characteristics to movements (ex: slow, smooth, or wavy).

CREATIVE EXPRESSION

**STANDARD 2: Choose to participate and express themselves through a variety of creative and artistic experiences.**

C.SE.PK7. Express self creatively through movement.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – DANCE

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 2: Organize and develop artistic ideas and work.**

DA:Cr2.K.2. Express an idea, feeling, or image, through improvised movement alone or with a partner.

**Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 2: Choose to participate and express themselves through a variety of creative and artistic experiences.**

**C.SE.PK8.** Act out scenes based on books, stories, songs, everyday life, or imagination during play.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – THEATER

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**TH:Cr1.K.1.** With prompting and support, invent and inhabit in dramatic play or a guided drama experience.

**STRAND: Connecting: Relating artistic ideas and work with personal meaning and external context.**

**ANCHOR STANDARD 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**TH:Cn11.K.3.** With prompting and support, tell a short story in dramatic play or a guided drama experience.

CREATIVE EXPRESSION

**STANDARD 2: Choose to participate and express themselves through a variety of creative and artistic experiences.**

**C.SE.PK9.** Use dress-up clothes or costumes and other props in dramatic play.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – THEATER

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.**

**TH:Cr1.K.2.** With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 2: Choose to participate and express themselves through a variety of creative and artistic experiences.**

**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.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – THEATER

**STRAND: Performing: Realizing artistic work through interpretation and presentation.**

**ANCHOR STANDARD 5: Develop and refine artistic techniques and work for presentation.**

**TH:Pr5.K.1.** With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences.

**ANCHOR STANDARD 6: Convey meaning through the presentation of artistic work.**

**TH:Pr6.K.1.** With prompting and support, use voice and sound in dramatic play or a guided drama experience.

CREATIVE EXPRESSION

**STANDARD 2: Choose to participate and express themselves through a variety of creative and artistic experiences.**

**C.SE.PK11.** Select materials and create visual artwork that expresses or represents experiences, ideas, feelings, and fantasy using various media without a model.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – VISUAL ARTS & MEDIA ARTS

**STRAND: Creating: Conceiving and developing new artistic ideas and work.**

**ANCHOR STANDARD 3: Refine and complete artistic work.**

**MA:Cr3.K.1.** Form and capture media arts content for expression and meaning in media arts productions.

**STRAND: Connecting: Relating artistic ideas and work with personal meaning and external context.**

**ANCHOR STANDARD 10: Apply and relate knowledge and personal experiences to make art.**

**VA:Cn10.K.1.** Create art that tells a story about a life experience.

**Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

*This pre-K standard is not directly addressed in the standards in Kindergarten.*

**STANDARD 3: Use creative arts as part of other learning activities.**

**C.CD.PK.1.** Participate in music activities that include math, science, and/or early literacy knowledge.

CREATIVE EXPRESSION

**STANDARD 3: Use creative arts as part of other learning activities.**

**C.CD.PK.2.** Participate in creative arts activities from different cultures.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – MUSIC

**STRAND: Connecting: Relating artistic ideas and work with personal meaning and external context.**

**ANCHOR STANDARD 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**MU:Cn11.K.1.** Compare and contrast relationships between music and the other arts other disciplines, varied contexts, and daily life.

CREATIVE EXPRESSION

**STANDARD 3: Use creative arts as part of other learning activities.**

**C.CD.PK.3.** Combine aspects of music, movement, visual arts, and/or dramatic play together in creative expression activities.



NEVADA ACADEMIC CONTENT STANDARDS FOR FINE ARTS – MUSIC

**STRAND: Connecting: Relating artistic ideas and work with personal meaning and external context.**

**ANCHOR STANDARD 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**MU:Cn11.K.1.** Compare and contrast relationships between music and the other arts other disciplines, varied contexts, and daily life.

**Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 3: Use creative arts as part of other learning activities.**

**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.



**Examples of applying skill in academic content area:**

NEVADA ACADEMIC CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

**STRAND: Speaking and Listening**

**SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.



NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS

**DOMAIN: Geometry**

**B.** Analyze, compare, create, and compose shapes.

**5.** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

*(continued next page)*

**Nevada Pre-Kindergarten Standards,  
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**Alignment with Standards for Children in Kindergarten**

CREATIVE EXPRESSION

**STANDARD 3: Use creative arts as part of other learning activities.**

**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.

*(continued)*

**Examples of applying skill in academic content area:**



NEVADA ACADEMIC CONTENT STANDARDS FOR SCIENCE

**SCIENCE AND ENGINEERING PRACTICE: Developing and using models.**

Modeling in K-2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, story board) that represent concrete events or design solutions.

**Earth and Human Activity**

**K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

**Engineering Design**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

# Mathematics

## *Nevada Pre-Kindergarten Standards, Revised 2023*

## Alignment with Standards for Children in Kindergarten

### MATHEMATICS

#### STANDARD 1: Demonstrate knowledge of numbers, numerals, and quantity.

**M.NQ.PK1.** Recite numbers from 1 to 20.

**M.NQ.PK2.** Count backward from 5 to 1.

**M.NQ.PK3.** Give the next number name in the number series up to 10.

**M.NQ.PK4.** Recognize mistakes in others' counting and self-correct own counting.

**M.NQ.PK5.** Identify and use numbers related to order or position from first to fifth.

### ⊕ ⊖ NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS

#### ⊗ ⊘ DOMAIN: Counting and Cardinality

A. Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

MATHEMATICS

**STANDARD 1: Demonstrate knowledge of numbers, numerals, and quantity.**

**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.

**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.

**⊕ ⊖ NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS**

**⊗ ⊗ DOMAIN: Counting and Cardinality**

- B. Count to tell the number of objects.
- 4. Understand the relationship between numbers and quantities; connect counting to cardinality.
  - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand that each successive number name refers to a quantity that is one larger.
- 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

MATHEMATICS

**STANDARD 1: Demonstrate knowledge of numbers, numerals, and quantity.**

**M.NQ.PK8.** Instantly recognize and name the number of objects in a set up to five.

*This pre-K standard is not directly addressed in the standards in Kindergarten*



**Nevada Pre-Kindergarten Standards,  
Revised 2023**

**Alignment with Standards for Children in Kindergarten**

MATHEMATICS

**STANDARD 1: Demonstrate knowledge of numbers, numerals, and quantity.**

**M.NQ.PK9.** Manipulate a set of objects to count out a specified or target number of up to 10 objects.

**+** **-** NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS

**%** **x** **DOMAIN: Counting and Cardinality**

- B. Count to tell the number of objects.
- 4. Understand the relationship between numbers and quantities; connect counting to cardinality.
  - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand that each successive number name refers to a quantity that is one larger.
- 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

MATHEMATICS

**STANDARD 1: Demonstrate knowledge of numbers, numerals, and quantity.**

**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.

**+** **-** NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS

**%** **x** **DOMAIN: Operations and Algebraic Thinking**

- A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
  - 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
  - 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
  - 5. Fluently add and subtract within 5.



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MATHEMATICS

**STANDARD 1: Demonstrate knowledge of numbers, numerals, and quantity.**

**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.

**+** **−** NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS

**%** **×** **DOMAIN: Counting and Cardinality**

- C. Compare numbers.
  - 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
  - 7. Compare two numbers between 1 and 10 presented as written numerals.

MATHEMATICS

**STANDARD 1: Demonstrate knowledge of numbers, numerals, and quantity.**

**M.NQ.PK12.** Recognize and read some of the numerals between 0 and 10.

**M.NQ.PK13.** Match the number of objects in a set to the correct numeral between 1 and 5.

**M.NQ.PK14.** Write, draw, or create objects to represent the numerals between 0 and 5.

**+** **−** NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS

**%** **×** **DOMAIN: Counting and Cardinality**

- A. Know number names and the count sequence.
  - 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).



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MATHEMATICS

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

**M.PO.PK1.** Sort objects by attributes such as size and shape.

  NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS

  **DOMAIN: Measurement and Data**

- B. Classify objects and count the number of objects in each category.
- 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

MATHEMATICS

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

**M.PO.PK2.** Recognize, replicate, and extend simple repeating patterns.

**M.PO.PK3.** Create own simple pattern and identify the core unit of the repeating pattern.

*Patterns are foundational in various mathematical processes (for example, using patterns within the base-ten system when counting to 100: K.CC.1. Count to 100 by ones and by tens) but there is no direct alignment to standards in Kindergarten.*



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MATHEMATICS

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

**M.PO.PK4.** Solve simple addition and subtraction problems (where the answer is five or less), using objects to represent the problem.

**+** **-** NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS

**%** **x** **DOMAIN: Operations and Algebraic Thinking**

- A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
  - 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
  - 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
  - 5. Fluently add and subtract within 5.

MATHEMATICS

**STANDARD 3: Demonstrate the ability to measure and compare by size and volume.**

**M.ME.PK1.** Compare or order up to five objects based on their measurable attributes, such as height or weight.

**+** **-** NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS

**%** **x** **DOMAIN: Measurement and Data**

- A. Describe and compare measurable attributes.
  - 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*



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MATHEMATICS

**STANDARD 3: Demonstrate the ability to measure and compare by size and volume.**

**M.ME.PK2.** Use comparative language to describe the length, size, or weight of two or more objects (e.g., shortest, heavier, biggest).

**M.ME.PK3.** Measure the length of an object using another object or group of objects.

**⊕ ⊖ NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS**

**⊗ ⊗ DOMAIN: Measurement and Data**

- A. Describe and compare measurable attributes.
  - 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
  - 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

MATHEMATICS

**STANDARD 4: Analyze and compare common shapes and use knowledge of position in space.**

**M.GS.PK1.** Identify basic shapes such as circles, triangles, squares, and rectangles regardless of size or orientation.

**⊕ ⊖ NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS**

**⊗ ⊗ DOMAIN: Geometry**

- A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
  - 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to.*
  - 2. Correctly name shapes regardless of their orientations or overall size.



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MATHEMATICS

**STANDARD 4: Analyze and compare common shapes and use knowledge of position in space.**

**M.GS.PK2.** Name, describe, and compare shapes in terms of length of sides, number of sides, and number of angles.

**+** **−** NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS

**%** **×** **DOMAIN: Geometry**

- A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
  - 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
  - 2. Correctly name shapes regardless of their orientations or overall size.
- B. Analyze, compare, create, and compose shapes.
  - 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

MATHEMATICS

**STANDARD 4: Analyze and compare common shapes and use knowledge of position in space.**

**M.GS.PK3.** Identify basic 2D and 3D shapes in the environment.

**+** **−** NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS

**%** **×** **DOMAIN: Geometry**

- A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
  - 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
  - 2. Correctly name shapes regardless of their orientations or overall size.
  - 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).



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MATHEMATICS

**STANDARD 4: Analyze and compare common shapes and use knowledge of position in space.**

**M.GS.PK4.** Create and build shapes from components.

**NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS**

**DOMAIN: Geometry**

- B. Analyze, compare, create, and compose shapes.
  - 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
  - 6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

MATHEMATICS

**STANDARD 4: Analyze and compare common shapes and use knowledge of position in space.**

**M.GS.PK5.** Select, combine, rotate, and flip shapes to match an example.

**NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS**

**DOMAIN: Geometry**

- B. Analyze, compare, create, and compose shapes.
  - 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

MATHEMATICS

**STANDARD 4: Analyze and compare common shapes and use knowledge of position in space.**

**M.GS.PK6.** Understand and use language related to directionality and the position of objects.

**NEVADA ACADEMIC CONTENT STANDARDS IN MATHEMATICS**

**DOMAIN: Geometry**

- A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
  - 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to.*





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