

## Nevada Standards Alignment

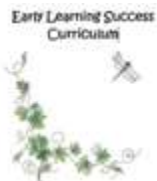
Nevada Birth to age 3 Early Learning Guidelines available online at

[http://www.nevadaregistry.org/fb\\_files/InfantToddlerGuidelines.pdf](http://www.nevadaregistry.org/fb_files/InfantToddlerGuidelines.pdf)

Guidelines for ages 3-5 available online at [http://www.nevadaregistry.org/fb\\_files/PreKStandards-FINAL.pdf](http://www.nevadaregistry.org/fb_files/PreKStandards-FINAL.pdf)

Each set of early learning standards or guidelines listed below include statements that detail particular benchmarks or indicators that educators and caregivers use to identify a child's growth and mastery in each domain. These benchmarks or indicators are used when observing and documenting a child's actions in order to develop appropriate goals.

<b>Nevada</b> Birth to age 3 Ages 3-5	<b>Early Learning Success Alignment</b> Birth to age 12	<b>Head Start</b> Nationally Recognized Standards
<p><b>Domain: Physical Development &amp; Health</b>  <u>Standards for ages 0-3:</u></p> <ul style="list-style-type: none"> <li>• Coordinate Movements</li> <li>• Gross Motor Coordination</li> <li>• Fine Motor Control</li> <li>• Health</li> </ul> <p><u>Standards for ages 3-5:</u></p> <ul style="list-style-type: none"> <li>• Physical Development               <ul style="list-style-type: none"> <li>- Development of Motor skills, Locomotor, Non-locomotor, Manipulative skills, Cardio-respiratory, Personal Responsibility, Positive Social Interaction, and Fine Motor</li> </ul> </li> <li>• Health Education               <ul style="list-style-type: none"> <li>- Health promotion/Disease Prevention</li> <li>- Health Enhancing Behaviors</li> <li>- Interpersonal Communication to Enhance Health</li> </ul> </li> </ul>	<p><b>Domain: Physical and Motor Development</b>  <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• Gross Motor – the development of large motor muscles; this includes muscle control and coordination, the development of body strength, balance, flexibility, and stamina; and the use of equipment for physical development</li> <li>• Fine Motor – the development of small motor muscles; this includes control and coordination, eye-hand coordination to perform a variety of tasks; exploring and experimenting with a variety of tools</li> <li>• Healthy Living Practices – understanding practices that are necessary for a healthy lifestyle including eating, physical fitness, hygiene and avoiding at-risk behaviors; these</li> </ul>	<p><b>Domain: Physical Development and Health</b>  <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Physical Health Status</li> <li>• Health Knowledge and Practice</li> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul>



	healthy living practices promote a healthy self-image	
<p><b>Domain: Cognition &amp; General Knowledge</b> <i>Standards for ages 0-3:</i></p> <ul style="list-style-type: none"> <li>• Discovering the World</li> <li>• Discover and Learn: Mathematical Exploration and Learning</li> <li>• Discover and Learn: Scientific Exploration and Learning</li> </ul> <p><b>Domains for Ages 3-5</b> <i>Standards for ages 3-5:</i></p> <ul style="list-style-type: none"> <li>• <b>Mathematics</b> <ul style="list-style-type: none"> <li>- Numbers, Number Sense &amp; Computation</li> <li>- Patterns, Functions, &amp; Algebra</li> <li>- Measurement</li> <li>- Spatial Relationships, Geometry &amp; Logic</li> <li>- Data Analysis</li> </ul> </li> <li>• <b>Science</b> <ul style="list-style-type: none"> <li>- Nature of Science</li> <li>- Earth &amp; Space Science</li> <li>- Physical Science</li> <li>- Life Science</li> </ul> </li> <li>• <b>Social Studies</b> Included in the Social Emotional Domain</li> </ul>	<p><b>Domain: General Cognition</b> <i>Components for ages 0-12:</i></p> <ul style="list-style-type: none"> <li>• Mathematical Knowledge and Reasoning – knowledge of number concepts and operations; patterns and relationships; spatial relationships; measurement; and mathematical reasoning</li> <li>• Scientific Observation and Problem Solving – knowledge of scientific observation, inquiry, and investigation; life science; physical, earth, and space science</li> <li>• Social Systems Understanding – knowledge of family and human relationships; understanding the world in which we live including our community and world; directional and map skills</li> </ul>	<p><b>General Cognition Domains</b> <b>Mathematics Knowledge and Skills</b> <i>Components:</i></p> <ul style="list-style-type: none"> <li>• Number Concepts and Quantities</li> <li>• Number Relationships and Operations</li> <li>• Geometry and Spatial Sense</li> <li>• Patterns</li> <li>• Measurement and Comparison</li> </ul> <p><b>Science Knowledge and Skills</b> <i>Components:</i></p> <ul style="list-style-type: none"> <li>• Scientific Skills and Method</li> <li>• Conceptual Knowledge of the Natural and Physical World</li> </ul> <p><b>Logic and Reasoning</b> <i>Components</i></p> <ul style="list-style-type: none"> <li>• Reasoning and Problem Solving</li> <li>• Symbolic Representation</li> </ul>



		<p><b>Social Studies Knowledge and Skills Components</b></p> <ul style="list-style-type: none"> <li>• Family and Community</li> <li>• History and Events</li> <li>• People and the Environment</li> </ul>
<p><b>Domain: Personal &amp; Social/Emotional Standards for ages 0-3:</b></p> <ul style="list-style-type: none"> <li>• Developing Sense of Self and Others</li> <li>• Emotional Expression</li> <li>• Pro-Social Behaviors</li> <li>• Self-Regulation &amp; Self Control Skills</li> </ul> <p><b>Domains for Ages 3-5: Social Emotional Standards for ages 3-5:</b></p> <ul style="list-style-type: none"> <li>• Self-Confidence</li> <li>• Self-Direction</li> <li>• Identification &amp; Expression of Feelings</li> <li>• Interaction with Other Children &amp; Adults</li> <li>• Pro-Social Behaviors</li> <li>• Attending &amp; Focusing Skills</li> </ul> <p><b>Social Studies Standards for ages 3-5:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Economy</li> <li>• Civics</li> </ul>	<p><b>Domain: Social and Emotional Components for ages 0-12:</b></p> <ul style="list-style-type: none"> <li>• Self-Concept Development – the development of positive self-confidence, self-esteem, and understanding of themselves</li> <li>• Emotional Development – the understanding of emotions of self and others, and developing strategies for self-regulation</li> <li>• Social Competence and Relationship Development – the ability to establish relationships with peers and adults, and the understanding of positive social behavior</li> </ul>	<p><b>Domain: Social and Emotional Components:</b></p> <ul style="list-style-type: none"> <li>• Social Relationships</li> <li>• Self-Concept and Self-Efficacy</li> <li>• Self-Regulation</li> <li>• Emotional and Behavioral Health</li> </ul>
<p><b>Domain: Approaches to Learning: Creative Expression/Experiences</b></p>	<p><b>Domain: Approaches to Learning Components for ages 0-12:</b></p>	<p><b>Domain: Approaches to Learning</b></p>



<p><u>Standards for ages 0-3:</u></p> <ul style="list-style-type: none"> <li>• Creativity, Curiosity &amp; Critical Thinking</li> <li>• Visual &amp; Sensory Arts</li> <li>• Music/Movement</li> <li>• Dramatic Play</li> </ul> <p><u>Standards for ages 3-5:</u></p> <ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Music/Movement: Singing, Playing instruments, Improvisation, Listening, Evaluation, Application to life, &amp; Cross-Curricular</li> <li>• Dramatic Play</li> <li>• Visual Arts: Knowledge, Application, Content, Context, Interpretation &amp; Cross-Curricular</li> </ul>	<ul style="list-style-type: none"> <li>• Interest in Learning – including curiosity and risk taking; how children approach new learning</li> <li>• Learning Strategies – such as imagination, invention, and persistence; how children apply new learning</li> <li>• Reflective Learning Practices – such as reflection and interpretation; how children assimilate new learning into already acquired learning</li> </ul>	<p><u>Components:</u></p> <ul style="list-style-type: none"> <li>• Initiative and Curiosity</li> <li>• Persistence and Attentiveness</li> <li>• Cooperation</li> </ul>
<p><b>Domain: Language Development &amp; Communication</b></p> <p><u>Standards for ages 0-3:</u></p> <ul style="list-style-type: none"> <li>• Communicating &amp; Understanding</li> <li>• Pre-Reading</li> <li>• Pre-Writing</li> </ul> <p><b>Domain for Ages 3-4: English Language Arts</b></p> <p><u>Standards for ages 3-5:</u></p> <ul style="list-style-type: none"> <li>• Word Analysis</li> <li>• Reading Strategies</li> <li>• Literary Text</li> <li>• Expository Text</li> <li>• Effective Writing</li> <li>• Types of Writing</li> <li>• Listening</li> <li>• Speaking</li> </ul>	<p><b>Domain: Language and Literacy</b></p> <p><u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• Reading – understands the concepts of print materials including comprehension, print/book orientation, vocabulary development and phonetics, as well as enjoyment of having books read to them or reading themselves</li> <li>• Writing – demonstrates the mechanics of writing including fine motor skill development, and understands that writing is a way of communication including vocabulary and idea development</li> <li>• Speaking – (expressive language) the ability to verbally express ideas, wants and thoughts, and development and use of vocabulary to communicate with others; for some this includes</li> </ul>	<p><b>Domain: Language Development</b></p> <p><u>Components:</u></p> <ul style="list-style-type: none"> <li>• Receptive Language</li> <li>• Expressive Language</li> </ul> <p><b>Domain: Literacy Knowledge and Skills</b></p> <p><u>Components:</u></p> <ul style="list-style-type: none"> <li>• Book Appreciation</li> <li>• Phonological Awareness</li> <li>• Alphabet Knowledge</li> <li>• Print Concepts and Conventions</li> <li>• Early Writing</li> </ul> <p><b>Domain: English Language Dev for</b></p>



	<p>being able to speak English as well as their home language</p> <ul style="list-style-type: none"> <li>• Listening – (receptive language) the ability to understand verbal and non-verbal cues, follow verbal direction, and increased vocabulary development for comprehending stories and conversation</li> </ul>	<p><b>children who are ESL learners</b>  <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Receptive English Language Skills</li> <li>• Expressive English Language Skills</li> <li>• Engagement in English Literacy Activities</li> </ul>
<p><b>Domain: Creative Expression Including under the Approaches to Learning Domain</b></p>	<p><b>Domain: Creativity and the Arts</b>  <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> <li>• Creating – the ability to use a variety of art mediums to create works of art including the visual arts (painting, sculpting, photography, film etc.), drama and theater, and music</li> <li>• Expressing – the ability to talk about the process of creating, and to discuss feelings related to creating</li> <li>• Evaluation – the ability to evaluate works of art based on feelings, cultural contributions, and preferences</li> </ul>	<p><b>Domain: Creative Arts Expression</b>  <u>Components:</u></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Creative Movement and Dance</li> <li>• Art</li> <li>• Drama</li> </ul>

