



Nevada Pre-Kindergarten Social Emotional Standards, Revised 2025

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



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Introduction to the Standards

The Nevada Social Emotional (SE) Standards, Revised 2025 comprise one domain of the Pre-Kindergarten Standards, Revised 2023 (henceforward referred to as the Standards). The Standards provide a framework for play-based classroom environments, curriculum, and instruction in all early childhood classrooms and programs serving pre-kindergarten children across the state, including child care centers, family child care homes, Head Start, preschools, school district pre-kindergarten programs, and more.

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

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

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

The Standards Domains

- | | | |
|---------------------------|---|------------------------|
| 1. Approaches to Learning | 4. Health, Safety, and Physical Development | 7. Technology |
| 2. Social Emotional | 5. Language and Early Literacy | 8. Creative Expression |
| 3. Social Studies | 6. Science | 9. Mathematics |

The Nevada Social Emotional Standards were developed by a statewide stakeholder workgroup facilitated by the Nevada Department of Education to align SEL competencies and indicators from the early years through grade 12, and added to the Pre-K Standards and glossary in 2025.

What Is High-Quality Early Childhood Education?

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

Guiding Principles

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

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

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

Developmentally Appropriate Practice

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

Early childhood educators implement DAP in preschool settings by:

- 1.) recognizing the multiple assets all young children bring to the early learning setting as unique individuals and as members of families and communities, and
- 2.) building on each child's strengths



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

Diversity and Culture

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

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

Home Language

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

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

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

Equity

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

Inclusion

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





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

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

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

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

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

Pre-Kindergarten Content Standards Format

Pre-Kindergarten Content Standards at a Glance

Approaches to Learning

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

Social Emotional

- Standard 1: Develop self-awareness
- Standard 2: Develop self-management
- Standard 3: Develop social awareness
- Standard 4: Develop relationship skills
- Standard 5: Practice responsible decision making

Social Studies

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

Health, Safety, and Physical Development

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

Language and Early Literacy

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

Science

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

Technology

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

Creative Expression

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

Mathematics

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

Key to the Standards

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

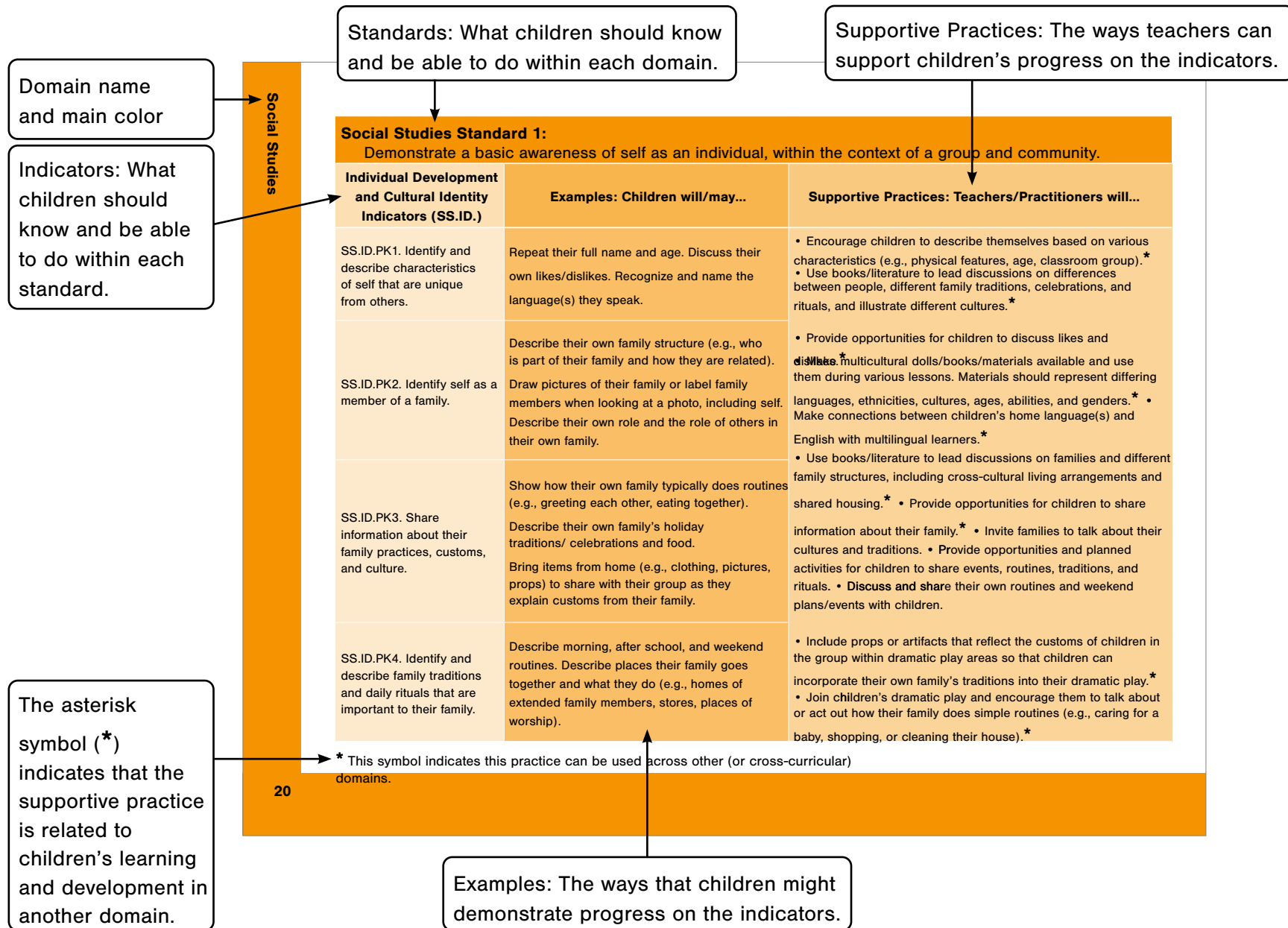
The domains are color-coded, and the color for each domain is included at the right-hand edge of the page for ease of navigating through the document. Science, Technology, Creative Expression, and Mathematics are in the same color family to underscore that the skills and knowledge children gain in these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

How to Use the Standards

The standards serve as the “big ideas,” and the indicators serve as the specific skills and knowledge to look for as children make progress in their learning and development. The standards are not a curriculum or a checklist used to assess children’s development and learning. Use the Indicators to think about a child’s strengths and the next steps in their development—the areas where the child can use additional learning experiences and support. Consider the opportunities throughout the day for children to work toward their individual developmental needs. What activities might you plan? What materials could you add to the environment?

Domain	Domain Color
Approaches to Learning	Red
Social Emotional	Pink
Social Studies	Orange
Health, Safety, and Physical Development	Light Blue
Language and Early Literacy	Purple
Science	Dark Green
Technology	Medium Green
Creative Expression	Light Green
Mathematics	Very Light Green

Pre-Kindergarten Content Standards Format



Social Emotional Learning (SEL) is the ongoing process of developing skills to understand and manage emotions, make thoughtful decisions, and sustain meaningful relationships. Throughout our lives we continually strengthen our social and emotional skills through interactions and relationships with others and by reflecting on our lived experiences. Families lay the foundation for their children's social and emotional development and educators complement this by teaching, modeling, and providing developmentally appropriate opportunities to practice these skills at school. Grounded in the widely recognized Collaborative for Academic, Social and Emotional Learning (CASEL) framework, the Nevada Pre-K Social Emotional Standards focus on the development and practice of five core competencies: 1) Self-Awareness; 2) Self-Management; 3) Social Awareness; 4) Relationship Skills; and 5) Responsible Decision Making. The CASEL Framework integrates SEL across classrooms, schools, families, and communities.

Social Emotional is the essential standard in Pre-K and should be integrated into all aspects of learning and development including daily routines and interactions. Young children develop foundational SE skills through play as they learn to express feelings and negotiate conflict. Early childhood practitioners support children's skill development through modeling and teaching emotional regulation strategies. To create a safe and supportive environment, teachers encourage children to explore their emotions, learn to recognize others' feelings, make independent choices and learn from mistakes.

Social emotional standards differ fundamentally from academic benchmarks, serving as a tool to raise awareness of lifelong social and emotional development. The SE standards should be used to inform instructional planning aligned with developmentally appropriate practices (DAP). The SE standards support DAP and are not intended as rigid achievement metrics, or a means to label or pathologize children. Remember, social and emotional skills develop uniquely for each individual.

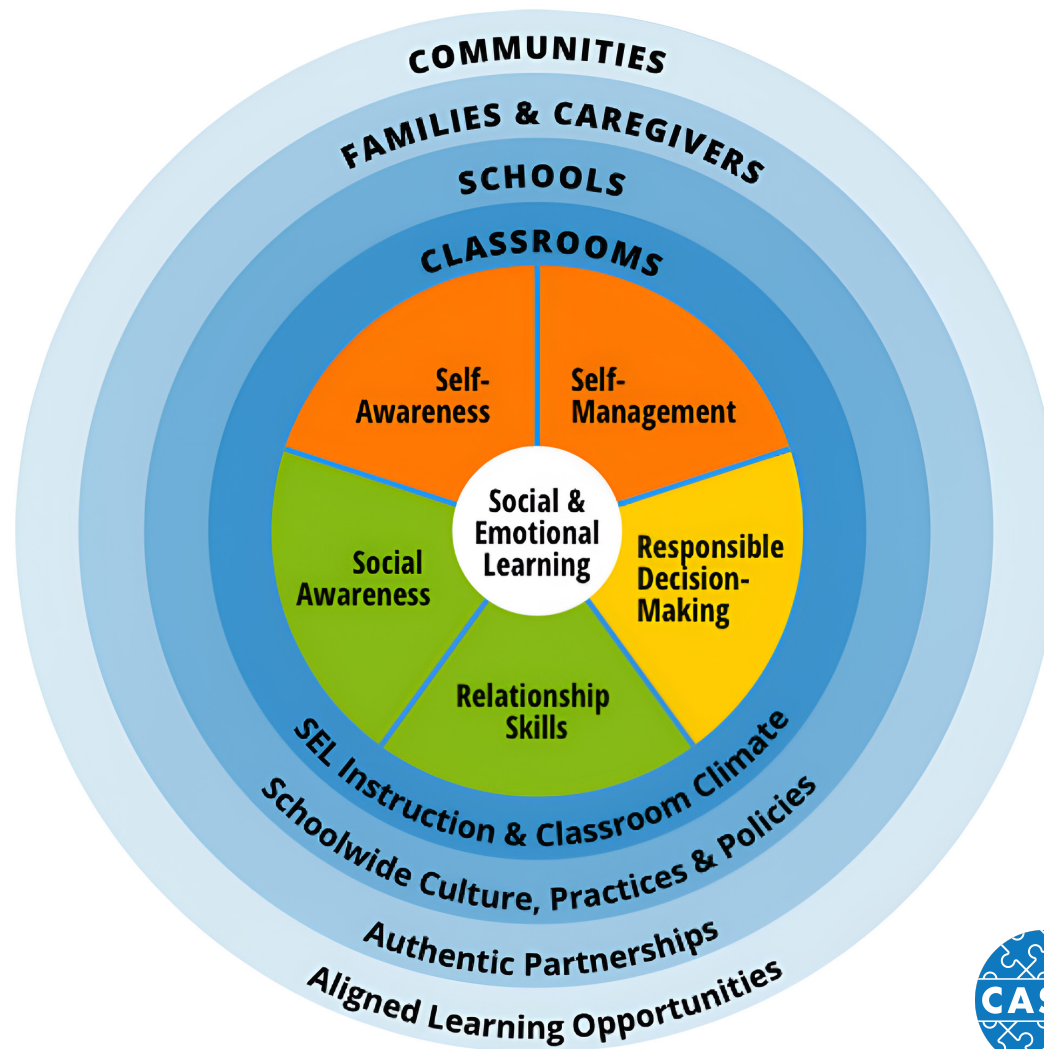
The Social Emotional Standards include:

- **Social Emotional Standard 1:**
Develop self-awareness
- **Social Emotional Standard 2:**
Develop self-management
- **Social Emotional Standard 3:**
Develop social awareness
- **Social Emotional Standard 4:**
Develop relationship skills
- **Social Emotional Standard 5:**
Practice responsible decision making



Social Emotional Learning

Collaborative for Academic, Social, and Emotional Learning Framework
Competencies & Key Settings



COLLABORATIVE FOR
ACADEMIC, SOCIAL, AND
EMOTIONAL LEARNING

Social Emotional Standards & Indicators PreK - Grade 12

Social Emotional Learning is the ongoing process of developing skills to understand and manage emotions, make thoughtful decisions, and sustain meaningful relationships.

Competencies

Indicators

Self-Awareness

The abilities to understand your own emotions, thoughts, and values, and how they influence your behavior across contexts. This includes the capacities to recognize your strengths and opportunities for growth.

- Develop personal interests and self-efficacy
- Identify emotions
- Cultivate a growth mindset

Self-Management

The abilities to understand and respond to your emotions and thoughts in different situations. This includes the capacities to delay gratification, manage stress, and practice self-determination to accomplish personal and collective goals.

- Regulate emotions
- Set and achieve goals
- Develop agency

Social Awareness

The abilities to understand the perspectives of and empathize with others, across backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others and understand social norms for behavior in different settings.

- Recognize the emotions and perspectives of others
- Demonstrate empathy and compassion
- Practice gratitude

Relationship Skills

The abilities to establish and maintain healthy, supportive relationships. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve, negotiate conflict constructively, provide leadership, and seek or offer help when needed.

- Communicate effectively
- Practice teamwork and collaborative problem-solving
- Seek and offer support when needed

Responsible Decision Making

The abilities to make caring and constructive choices about personal behavior and social interactions across a variety of situations. This includes the capacities to consider ethical standards, evaluate safety and weigh the consequences of your actions.

- Cultivate curiosity and open-mindedness
- Make reasoned decisions and judgments
- Understand the impact of your actions

Social Emotional Key Terms

Self-Awareness

Self-efficacy is confidence in your ability to reach your goals.

Emotions are physiological reactions to something real or imagined around you (a racing heart, knot in your stomach, or sudden burst of energy) that affect your thoughts and behavior.

Feelings are how you personally experience emotions.

Growth mindset is the belief that you can develop and improve your abilities by practicing, taking on challenges, and learning from mistakes.

Social Awareness

Perspective taking is the ability to consider and understand another person's point of view – their thoughts, feelings, and experiences - even if you don't share them.

Empathy is the capability to understand and share the feelings of others. **Compassion** is a caring response to another's suffering.

Gratitude is a sense of joy and thankfulness in recognition of something you see as good, which can be enhanced with awareness and practice.

Self-Management

Regulating emotions is the act of pausing, noticing, and paying attention to the feelings in your body, then deciding how you want to feel and using strategies to get there.

Goal setting involves setting clear, achievable goals, figuring out the steps to reach them, and tracking your progress.

Agency is the freedom to make choices, develop ownership and take intentional actions.

Relationship Skills

Communication is the exchange of information, ideas, and feelings between people.

Teamwork is the united effort of a group to achieve a common goal. **Collaborative problem solving** is the process of collaborating to explore and implement solutions, this includes listening to one another, assigning tasks, communicating, and implementing a plan.

Seeking support requires you to recognize and express a need or desire for help or emotional connection. **Offering support** requires you to recognize and respond to someone else's needs or wants.

Responsible Decision Making

Curiosity is a desire to know or learn something. **Open-mindedness** is a willingness to reserve judgment while considering new ideas.

Reasoning is a form of thinking that uses logic and existing knowledge to draw conclusions, solve problems or make decisions; it requires asking questions, thinking critically, and identifying patterns. **A reasoned decision or judgment** is a conclusion reached after gathering, analyzing, and evaluating information.

Understanding the impact of your actions means you consider how your choices and behavior might affect both you and others.

Social Emotional Standard 1:**Develop self-awareness**

Self-Awareness Indicators	Examples: Children will/may...	Supportive Practices: Teachers/Practitioners will...
SEL.SA.PK1 Develop personal interests and self-efficacy	<p>Share a dance, song, game, or other interest or talent with a friend or teacher.</p> <p>Point out/ask questions about something they find interesting (e.g., "what's that?").</p> <p>Spend more time in certain exploration centers based on interests.</p> <p>Indicate their preference by looking at, pointing to, or naming a play area when asked where they would like to play.</p> <p>Follow a daily routine (e.g., clean up, put blankets away) without being asked.</p> <p>Demonstrate self-help skills (e.g., put blocks away, pour juice).</p>	<ul style="list-style-type: none"> Engage children in conversation about their interests and experiences.* Provide children the choice to participate in a variety of centers or activities. Encourage children to practice self-help skills independently (e.g., put blocks away, pour juice). Incorporate tools for emotional awareness throughout the classroom (e.g., sensory items, mirrors, pictures of facial expressions, emotion balls, feelings dolls). Teach and model a range of vocabulary to help children label emotions.* Teach children that everyone feels emotions - and no emotions are bad - they simply give us information about how our bodies are responding to an experience.
SEL.SA.PK2 Identify emotions	<p>Communicate, with support, how an emotion feels in their bodies (e.g., a racing heart, change in breathing, knot in tummy).</p> <p>Identify a range of emotions (e.g., sadness, anger, fear, happiness, disgust).</p> <p>Use facial expressions, body language, or pretend play to act out emotions and feelings.</p> <p>Match pictures to emotions.</p> <p>Ask about and/or describe how a character feels in a story and why.</p> <p>Tell a peer or adult how they feel and why.</p>	<ul style="list-style-type: none"> Prompt students to reflect on and communicate how their bodies feel when they experience different emotions (e.g., "how does your body feel when you're angry?") Use check-ins and/or class meetings to provide opportunities for children to reflect on their feelings. Model and teach strategies for emotional awareness by openly narrating your own thoughts, feelings, and actions throughout the day.*

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

Social Emotional Standard 1:**Develop self-awareness**

Self-Awareness Indicators	Examples: Children will/may...	Supportive Practices: Teachers/Practitioners will...
SEL.SA.PK3 Cultivate a growth mindset	<p>Clap, celebrate, high five, and/or exclaim “hey you did it!” “I tried!” “I can’t do this yet,” to acknowledge their own effort and/or the effort of others.</p> <p>Re-engage in a task or activity after experiencing success or disappointment.</p> <p>Try new activities and experiences with support from an adult or peer.</p> <p>For a short time, keep trying to finish a task that they are having difficulty with (e.g., continue to build a block structure when the blocks keep falling off, carry or move something awkward).</p> <p>Ask peers or adults for help to complete a task they are having difficulty with.</p>	<ul style="list-style-type: none"> • Acknowledge effort and progress over outcomes.* • Encourage children to be creative in their own ways without providing “perfect” models. Focus on the process, not the product. • Support children’s confidence and bravery by allowing them to take risks and learn from mistakes.* • Help children reframe negative thoughts about themselves.* • Encourage students to try things on their own before providing help.* • Model a growth mindset by acknowledging your mistakes. • Create safe, predictable, supportive learning environments.* • Challenge students to try things that may be difficult at first and reflect on progress over time.

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

Social Emotional Standard 2:**Develop self-management**

Self-Management Indicators	Examples: Children will/may...	Supportive Practices: Teachers/Practitioners will...
SEL.SM.PK1 Regulate emotions	<p>Acknowledge and express emotions verbally and/or non-verbally (e.g., smile, stomp, say "I'm sad," and/or "I'm happy").</p> <p>Identify the cause(s) of a particular feeling, (e.g., point, gesture and/or say, "I'm excited it's my birthday!" "They won't let me play and I'm sad").</p> <p>Pause to breathe and/or engage in physical exercise when noticing a big feeling in the body, with support.</p> <p>Go to a specific area of the classroom (e.g., calm down area) to grab a sensory item, use a tool and/or practice a strategy they've been taught.</p> <p>Communicate with a peer or adult to express the cause of their emotions and ask for support.</p> <p>Choose a new activity, talk with a friend, or engage in physical play to redirect attention away from the cause of an unhelpful emotion, with support.</p> <p>Take a break from an activity when feeling frustrated or over-excited, with prompting from an adult or peer.</p>	<ul style="list-style-type: none"> • Approach children's emotions with curiosity rather than judgment - avoid making assumptions about how a child feels, why they feel that way, or what behavior may follow.* • Validate children's emotions and experiences (e.g., "that would make me upset too," "that IS really exciting!"*. • Support children in moving through unhelpful emotions by using strategies to reduce the intensity of a feeling, and/or redirect attention to something else. • Teach and practice breathing strategies (e.g., star breathing, balloon breathing, birthday candles, smell the flower). • Provide calming spaces, sensory bins, feelings wall, or other means to support regulation in response to children's emotional and/or physiological needs. • Teach students to use regulation/calming strategies and model these strategies for them throughout the day by narrating your own regulation actions. • Redirect a child's attention and/or thoughts away from the cause of an unhelpful emotion by offering a new activity or engaging them in conversation or physical play.* • Help children link thoughts and emotions through reflecting on prior experiences.

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

Social Emotional Standard 2:**Develop self-management**

Self-Management Indicators	Examples: Children will/may...	Supportive Practices: Teachers/Practitioners will...
SEL.SM.PK2 Set and achieve goals	<p>Express a desire to achieve something (e.g., say, "I want to write my name," or gesture to the height they want to build a structure).</p> <p>Explore a step-by-step process, with support, to achieve a goal (e.g., learn to write a word, put on and zip up a coat).</p> <p>Track their progress toward a group goal (e.g., check off an activity on a visual schedule).</p> <p>Try a new way to reach a goal after experiencing failure or success.</p> <p>Express satisfaction when accomplishing a task (e.g., say, "I/we did it!" clap, or high-five).</p>	<ul style="list-style-type: none"> • Break down tasks into achievable steps.* • Encourage children to review progress toward a goal and notice how much closer they are (e.g., "You started your zipper by yourself!). • Set and revisit intentions throughout the day. • Encourage children to work with peers to achieve goals. • Provide exploration centers and use choice boards/picture cards to allow children to select where they would like to play. • Establish predictable routines and adhere to a daily schedule that includes opportunities for children to make their own choices.*
SEL.SM.PK3 Develop agency	<p>Indicate their choice of play area by pointing to or naming it when asked where they want to play.</p> <p>Move through routines and activities with minimal adult direction (e.g., follow daily schedules and perform jobs).</p> <p>Initiate play with others or join in play with a group.</p> <p>Choose to engage in cooperative centers or work individually on a task.</p> <p>Communicate choices/preferences (e.g., request colors for painting, ask to open a center).</p>	<ul style="list-style-type: none"> • Use a visual schedule and encourage children to check off activities as they move through the day. • Encourage and support children to join in play with others. • Be responsive to requests from children (e.g., open centers and/or get out supplies for a particular activity when a child asks).*

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

Social Emotional Standard 3:

Develop social awareness

Social Awareness Indicators	Examples: Children will/may...	Supportive Practices: Teachers/Practitioners will...
SEL.SoA.PK1 Recognize the emotions and perspectives of others	<p>Respect the rights and belongings of others (e.g., “Can I use the bike when you're finished?”).</p> <p>Notice how friends or teachers are feeling.</p> <p>Use words or visuals to help a friend describe how they feel.</p> <p>Explain or show how a character feels in a story.</p> <p>Understand that rules and expectations change in different contexts (e.g., (classroom, playground, home, or library).</p> <p>Show awareness of expected behavior in different settings (e.g., using softer voices indoors).</p> <p>Understand that people like different things (e.g., “I like chocolate, but my friends like vanilla,” “I think basketball is the best sport, but my brother says it's football”).</p>	<ul style="list-style-type: none"> • Prompt children to notice non-verbal signals of how others might be feeling. • Ask children about the emotions, perspectives, and decisions of the characters in a story.* • Remind students, without judgment or shaming, that expectations and rules are different in different settings, (e.g., “We might take food from family members’ plates at home, but we only eat off our own plates at school”). • Remind children of expectations before transitioning from one activity to another. • Learn about your students’ and their families and provide ways for them to share their expertise and experiences (e.g., family wall with pictures, families bring in food, teach about cultural holidays).* • Prompt children to recognize things they have in common with their classmates, and what makes them each unique.*

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

Social Emotional Standard 3:**Develop social awareness**

Social Awareness Indicators	Examples: Children will/may...	Supportive Practices: Teachers/Practitioners will...
SEL.SoA.PK2 Demonstrate empathy and compassion	<p>Get a blanket or toy to comfort a classmate who seems upset.</p> <p>Include all classmates in a game, and/or recognize when a classmate is left out and ask them to join.</p> <p>Engage with a peer to see how they are feeling (e.g., say “Why are you sad?” “What happened?”).</p> <p>Celebrate with a classmate when they are excited about something.</p>	<ul style="list-style-type: none"> • Model empathy in all interactions with students. • Help children learn about each other.* • Design learning experiences that foster empathy, (e.g., class meetings, wish-wells, post office, friendship tree). • Display and highlight a wide range of student work that reflects the interests of all students.* • Learn from families about how they show gratitude.
SEL.SoA.PK3 Practice gratitude	<p>Acknowledge the help or effort of others by saying “please,” “thank you,” and/or using other phrases or gestures.</p> <p>Show or express gratitude for others (e.g., create artwork, give rocks, flowers, or other items as gifts).</p> <p>Participate in group activities (e.g., cheer, chant, clap) to highlight and celebrate positive moments.</p> <p>Act out different ways of helping or recognizing others while engaged in play.</p> <p>List or point to people or things that make them feel happy when prompted.</p>	<ul style="list-style-type: none"> • Model gratitude by recognizing and thanking children, families and colleagues for kind and/or helpful actions. • Incorporate moments for students to notice and appreciate each other.* • Plan time to do class shoutouts and encourage children to celebrate each other.

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

Social Emotional Standard 4:**Develop relationship skills**

Relationship Skills Indicators	Examples: Children will/may...	Supportive Practices: Teachers/Practitioners will...
SEL.RS.PK1 Communicate effectively	<p>Greet and say goodbye to others (e.g., wave, smile, hug, high-five, fistbump, or use another gesture, and/or say “hi,” “good morning,” “bye”).</p> <p>Listen and respond to communication from others using words or nonverbal gestures (e.g., nod, smile, wave, use sign language, or picture cards).</p> <p>Communicate with peers and adults verbally or nonverbally to share ideas, thoughts, wants, and/or needs.</p> <p>Initiate and contribute to multi-turn conversations and/or group discussion using various strategies to show engagement (e.g., interrupt to add or affirm, respond, ask a question, tap someone’s arm, and/or use other non-verbal actions).</p> <p>Use new vocabulary words learned from stories, books, and/or other early literacy activities in conversations, play, to talk about feelings, and/or tell their own stories.</p> <p>Answer questions about their own experiences, providing details and explanations.</p> <p>Use a different word or gesture to clarify when they feel like they were misunderstood.</p>	<ul style="list-style-type: none"> • Greet students by name when they arrive and encourage children to learn and use each others' names. • Model kind, supportive communication. • Strive for at least a 5:1 ratio of positive to corrective interactions with all children. • Ask open-ended follow-up questions to encourage children to extend conversations.* • Model and practice active listening. • Teach and practice strategies for turn-taking in conversation (e.g., waiting for another child to speak, asking questions to peers). • Ensure all students have opportunities to contribute to discussions/activities. • Learn some words and phrases from children and families’ home languages (when applicable). • Encourage children to communicate using multiple languages and/or gestures (e.g., flow between and thread together languages and/or gestures). • When teaching vocabulary, pair images with terms in English and students' home language(s) (if applicable).* • Practice patience, wait time, and emotional regulation when working through difficulty in understanding a child’s communication (e.g., paraphrase, ask for confirmation, try different methods of communicating).*

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

Social Emotional Standard 4:**Develop relationship skills**

Relationship Skills Indicators	Examples: Children will/may...	Supportive Practices: Teachers/Practitioners will...
SEL.RS.PK2 Practice teamwork and collaborative problem solving	<p>Collaborate with peers to complete a task or play a game (e.g., complete a puzzle, sort and organize blocks).</p> <p>Give and follow directions in group play, during classroom routines and/or activities.</p> <p>Negotiate roles to act out an imaginary situation.</p> <p>Recognize and work through conflicts by identifying needs, and generating solutions (e.g., taking turns, sharing, negotiating, and/or asking for help from an adult).</p>	<ul style="list-style-type: none"> • Collaboratively develop classroom rules for how to treat each other and work through challenges. • Plan art activities (e.g., class murals, collages) in which each child contributes to the whole project. • Plan some collaborative learning activities, and prompt children to reflect on how they worked together to achieve a goal or complete a task.* • Pre-teach strategies for cooperating with partners and groups.* • Plan organized games/sports for children to play together; preteach rules and expectations.
SEL.RS.PK3 Seek and offer support when needed	<p>Express a need or want (e.g., point to a desired object or center, say “I’m hungry,” “I need to go potty,” or “I’m feeling sad”).</p> <p>Ask for help after getting physically or emotionally hurt.</p> <p>Ask for or offer acknowledgement, comfort and/or connection (e.g., reach arms out for a hug, say “Will you play with me?” “Can I give you a hug?”).</p> <p>Offer to help and/or support others (e.g., help find a toy, clean up a mess, reach something, play a game, bring a blanket or toy to a friend who seems sad).</p>	<ul style="list-style-type: none"> • Implement strategies to help children resolve conflicts (e.g., provide solution cards, use a timer to encourage turn-taking). • Ask prompting questions to help students find solutions to conflicts with peers.* • Monitor your students' emotional states and step in when needed. • Prompt students to notice when peers may need help. • Encourage students to ask for help or support when needed.*

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

Social Emotional Standard 5:

Practice responsible decision making

Responsible Decision Making Indicators	Examples: Children will/may...	Supportive Practices: Teachers/Practitioners will...
SEL.RDM.PK1 Cultivate curiosity and open-mindedness	<p>Ask a peer or an adult to read a book about, or draw a topic they are interested in (e.g., dinosaurs, trucks, butterflies).</p> <p>Ask follow-up questions about something they've heard, seen, or experienced.</p> <p>Wonder why things are done a certain way (e.g., "Why do we have to clean up if we're going to keep playing later?").</p> <p>Question fairness (e.g., "Why do they go first?").</p> <p>Notice and explore similarities and differences with others (e.g., "We both like soccer! But my shirt is a different color").</p> <p>Express a desire to know more about their peers, teachers, and community.</p>	<ul style="list-style-type: none"> • Show excitement about childrens' questions and curiosity. Explore alongside students when you do not know the answer.* • Activate children's prior knowledge and curiosity, (e.g., "I wonder... I know...").* • When responding to children's questions, provide developmentally appropriate answers and practice patience and boundaries.* • Discuss the thought processes and decisions of characters from stories. • Pose questions that have many possible answers and show curiosity about children's thoughts as they respond. • Model the process of thinking through multiple solutions to a problem and weighing pros and cons of different solutions.
SEL.RDM.PK2 Make reasoned decisions & judgments	<p>Indicate and/or explain why they made a particular choice.</p> <p>Choose clothing that matches the weather and/or is appropriate for an activity (e.g., a coat to go outside when chilly, a smock for art).</p> <p>Notice that a center they want to play in is full and instead choose another one.</p> <p>Use visual supports to make a decision (e.g., reference a routine poster to see what is next).</p> <p>Use prior knowledge or sensory input to contradict a false statement.</p>	<ul style="list-style-type: none"> • Model selecting and/or using appropriate clothes/materials for a variety of activities. • Provide visual supports (e.g., routine posters) to help children select activities or centers. • Narrate the reasoning behind a decision or action. • Prompt students to activate prior knowledge as they reason. • Be willing to change your mind when presented with new information.

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

Social Emotional Standard 5:
Practice responsible decision making

Responsible Decision Making Indicators	Examples: Children will/may...	Supportive Practices: Teachers/Practitioners will...
SEL.RDM.PK3 Understand the impact of your actions	<p>Stand up for themselves or a peer when something seems unfair.</p> <p>Tell an adult if/when they witness something unsafe.</p> <p>Remind others of a rule and why it matters.</p> <p>Begin to link cause and effect in the context of stories.</p> <p>Discuss their intentions and/or actions with an adult (e.g., "I didn't mean to hurt them," "We were trying to share the paint and it fell").</p> <p>Decide whether to engage with peers who are breaking a rule (e.g., leave a group, tell the teacher, pause or hesitate while watching).</p> <p>Anticipate an outcome based on prior experiences (e.g., staying away from the fence while passing a ball with a peer).</p> <p>Recognize when they have helped or hurt someone.</p> <p>Reflect on a choice they made and express what they might do the same or differently next time, i.e., learn from mistakes.</p>	<ul style="list-style-type: none"> • Recognize that children often question fairness, and remember that anger and/or acting out can be rooted in perceptions of injustice. • Discuss what safe and unsafe behavior might look like in different settings, (e.g., classroom, bathroom, outside).* • Help children identify cause and effect in stories, (e.g., "What effect did this character's choice have?").* • Discuss possible impacts of different choices, (e.g., "What might happen if we don't put our toys away after we finish playing?" "Could they get lost or broken?"). • Prompt children to remember and consider consequences of past choices/actions.* • Model accountability for your actions, including apologizing after making a mistake.* • Support students in taking responsibility for mistakes or hurting others without mandating apologies or shaming them. • Ask students to reflect on how an action they took helped someone else. • Separate the choice/action/behavior from the child. Reassure children that they are not defined by their mistakes or successes.* • Encourage and support children to find ways to make up for mistakes or repair harm.

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

History of Nevada Pre-Kindergarten Standards

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

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

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

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

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

Glossary

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

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

***Agency:** the freedom to make choices, develop ownership and take intentional actions.

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

Appropriately: Relevant to topic of discussion.

Arts: Dance, drama, visual arts, music.

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

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

Choice: A selection from a set of options.

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

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

Compassion: A caring response to another's suffering.

***Collaborative problem solving:** The process of collaborating to explore and implement solutions, this includes listening to one another, assigning tasks, communicating, and implementing a plan.

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

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

Cost: Anything given up when a choice is made.

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

Creative: Expressing original and imaginative ideas or products.

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

* This symbol indicates this term has been added to the glossary in 2025 as part of the SE standards.

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

***Curiosity:** A desire to know or learn something.

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

Demonstrate: To show, to do by action.

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

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

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

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

***Empathy:** The capability to understand and share the feelings of others.

Engage: To be involved in or occupied.

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

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

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

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

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

Extend: To continue a pattern beyond what is shown.

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

***Emotions:** physiological reactions to something real or imagined around you (a racing heart, knot in your stomach, or sudden burst of energy) that affect your thoughts and behavior.

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

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

***Goal setting:** setting clear, achievable goals, figuring out the steps to reach them, and tracking your progress.

***Growth mindset:** the belief that you can develop and improve your abilities by practicing, taking on challenges, and learning from mistakes.

***Gratitude:** a sense of joy and thankfulness in recognition of something you see as good.

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

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

Location: Where an object is in space.

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

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

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

Improvise: To compose, recite, or perform spontaneously.

Investigate: To observe and ask questions about.

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

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

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

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

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

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

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

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

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

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

***Open-mindedness:** A willingness to reserve judgment while considering new ideas.

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

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

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

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

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

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

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

***Perspective taking:** The ability to consider and understand another person’s point of view – their thoughts, feelings, and experiences - even if you don’t share them.

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

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

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

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

Prose: Anything not written in poetry form.

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

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***Reasoning:** A form of thinking that uses logic and existing knowledge to draw conclusions, solve problems or make decisions; it requires asking questions, thinking critically, and identifying patterns.

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

***Regulating emotions:** The act of pausing, noticing, and paying attention to the feelings in your body, then deciding how you want to feel and using strategies to get there.

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

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

***Self-efficacy:** The confidence in your ability to reach your goals. Tempo: Speed (used in music).

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

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

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

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

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

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

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

Technology: Creation and use of a tool to meet a purpose, including digital tools (e.g., computers, tablets, smartphones), nondigital tools (e.g., books, pencils, crayons), and assistive tools (e.g., glasses, screen readers, wheelchairs). **Two-dimensional (2D):** Objects that have length and width but not depth; shapes such as squares, triangles, and circles. A figure that is two-dimensional is one that can be represented on a coordinate grid.

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

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

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