



Nevada Ready! B-5 Alignment: Learning Standards Report

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Importance of Learning Standards Alignment

Early learning standards define expectations for what children should be able to do before they enter Kindergarten (Scott-Little, 2010). Nevada's early learning standards for children ages birth to five years have been in place since 2010. The goal of learning standards in Nevada is to ensure that all Nevadans are ready for success in the 21st Century. The National Association for the Education of Young Children (NAEYC) states that the purpose of early learning standards is to promote positive educational and developmental outcomes for young children (NAEYC & NAECS/SDE, 2002). As of 2018, almost all state-funded pre-K initiatives in the United States had early learning and development standards (National Institute for Early Education Research [NIEER], 2019).

The Charge

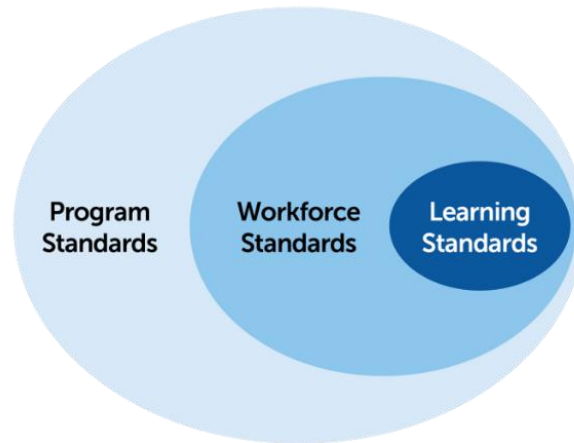
SRI partnered with the Nevada Department of Education to strengthen and align standards related to learning and development for young children, early childhood program quality, and workforce standards for professionals working with young children through Nevada's Preschool Development Grant Birth-5. This document summarizes work and recommendations related to the learning standards. SRI International was tasked with convening a work group to review and assess the status of alignment of the Nevada Infant and Toddler Early Learning Guidelines (ELGs) and the Nevada Pre-Kindergarten Standards Revised and Approved: 2010.

We convened two hybrid in-person and online work group meetings and one online work group jointly with the Workforce Standards and Program Standards groups to discuss the alignment and provide input on revisions to and recommendations regarding the workforce documents. See Appendix A for a list of work group members and their attendance at each meeting. We collaborated with the Nevada Department of Education (NDE) and a steering committee throughout the stakeholder engagement and planning process to seek guidance and inform planning efforts. See Appendix B for a list of steering committee members and their attendance at each meeting. Additionally, SRI's Cornelia Taylor worked with Tina Springmeyer, Child and Family Services Director at Washoe County School District to gather historical documents and understand the purpose and uses of the learning standards.

A total of 46 people participated in the work group across three locations, including staff from higher education, early childhood program administration, early childhood service providers, Local Education Agencies, and special education. The group convened in person twice in Reno and Las Vegas with synchronous virtual participation. The focus of the face-to-face convenings was to participate in activities contributing to the alignment analysis. The group convened a third time with all virtual participation as part of the cross-standards work group focused on alignment across the three standards areas (workforce, program, learning).

In addition to assessing alignment within the learning standards, the work groups considered alignment of the learning standards to the workforce and program standards. As displayed in Exhibit 1, the three standards areas are related in that program standards include references to both the workforce and learning standards and the workforce standards reference the learning standards.

Exhibit 1. Relationships among Nevada early childhood standards



After reviewing the literature, Nevada’s standards, and selected state reports, SRI developed the Nevada Ready! B-3 Alignment Framework to guide work group planning, facilitation, and decision making as teams pursue alignment and revision goals. It was used to determine the appropriateness, rigor, alignment, and consistency of each standards area. Each work group reviewed their portion of the framework at first work group meeting in October 2019. Additionally, SRI reported updates to the work group on status of alignment in December 2019. The Nevada Ready! Standards Alignment Framework for Learning Standards (Exhibit 2) is below.

Exhibit 2. Nevada Ready! Standards Alignment Framework: Learning Standards

Component of Alignment:	Learning Standards
Appropriate Standards	1. Early learning standards emphasize significant developmentally appropriate content and outcomes (NAEYC, 2012).
Rigorous Standards	2. Standards reflect an application of knowledge through higher-order skills.
Aligned Standards	3. The descriptor statement for a 3-year-old’s skill is conceptually related to and less complex developmentally than the companion skill for a 4-year-old. 4. The breadth and depth of the standards is consistent across the early learning guidelines (ELG) and the pre-K standards. 5. Sequences are smooth, with the progression showing reasonable expectations for growth from one level/age to the next.
Consistent Standards	6. Learning standards are consistent with national standards such as Head Start Early Learning Outcomes Framework: Ages Birth to Five

In the process of looking at alignment of the early learning standards, SRI collected information on implementation of the standards. Information about implementation of the standards was collected through facilitated discussions with the learning standards work group. Work group members shared that there are state structures in place to provide professional development on the learning standards including guidance on how to embed the learning standards into lesson

planning. The state does not provide a list of recommended curricula and assessments aligned to the early learning standards.

Overview of NV Early Learning Standards

Early learning standards alignment work began in fall 2009 with the alignment of the pre-K standards and K-12 content standards (NDE, 2010). During this same time, a separate work group was developing the Infant and Toddler ELGs (NDE, 2011). The Pre-K Standards were published in 2010 and the NV Infant and Toddler ELGs were published in 2011. In fall 2019, Nevada initiated a process to align the Infant and Toddler ELGs and the Pre-K Standards and produce a description of a birth to five continuum of developmental and behavioral expectations. The past alignment efforts supported connections between pre-K and Kindergarten expectations and programming. Nevada would like to continue this successful work with tighter alignment between the Infant Toddler ELGs and the pre-K standards.

The current project focused on two standards documents in the Nevada pre-K standards and the Infant and Toddler ELGs covering the age span of birth through 60 months. The pre-K standards describe the behaviors expected of children by 60 months of age. The pre-K standards are grouped by Domains (e.g. Cognitive Development: Math and Science). Below this level are the pre-K content standards (e.g. Number, Number Sense & Computation). Below this level are the pre-K indicators (e.g. 1.PK.3a Recognize and read numerals 0-5). Examples and supportive practices are also included at the content standard level (e.g. Number, Number Sense & Computation). The previous alignment between the pre-K standards and the Kindergarten standards was conducted at the indicator level. The previous alignment between the pre-K standards and the Infant Toddler ELGs was conducted at the domain level. Exhibit 3

Exhibit 3. Pre-K Content Standards Format: Copied from Nevada Pre-Kindergarten Standards Revised and Approved: 2010

	Content Standard 1.0: Numbers, Number Sense & Computation		
	Indicator M= Math	Examples: Children will/may...	Supportive Practice: Practitioner/Adult will...
PreKindergarten indicator aligned with appropriate K-12 content standard	1.PK.3a Recognize and read numerals 0-5.	Identify numbers and match number symbols 0 to 5.	Consistently provide materials to promote counting.
Kindergarten indicator aligned with appropriate K-12 content standard	1.K.3 Recognize, read, and write numbers from 0-10.	Compare snack with a friend and recognize that they have the same amount. Identify and match the number to a group of objects.	Provide children with opportunities to match object with numbers.
	1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.	Identify the next number in a series of numbers up to 5.	Encourage children to experiment with counting.
	1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.	Identify the concepts of "more than, less than" when comparing two groups of objects.	Sing songs that encourage counting.
	1.K.3 Match the number of objects in a set to the correct numeral 0 to 10. Recognize relationships of more than, less than, and equal to.	Count familiar objects or manipulatives in the classroom.	Model counting of objects.
	1.PK.4a Count to 10.	Count each object once (e.g., one-to-one correspondence).	Provide many opportunities throughout the day for counting concrete objects.
	1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.	Identify and name numbers in signs or books.	Ask children to answer the question, "how many?" in relation to various concrete objects.
	1.K.4 Count to 20 by demonstrating one-to-one correspondence using objects.	Put red, yellow, and blue objects together and count them.	Play counting games.
	1.PK.5 Use concrete objects to combine and separate groups up to 5.	Participate in finger plays, such as "Five Little Monkeys," that require counting backwards.	Read books that feature counting or numbers.
	1.K.5 Use concrete objects to model simple addition and subtraction.		Model the connection between a counting word/number and an object.

was copied from the Nevada Pre-Kindergarten Standard Revised and Approved: 2010 document. The graphic shows the different levels of the pre-k standards.

The Infant Toddler ELGs and the pre-K standards have been aligned at the domain level and are similar in that both include domains and content standards, both include examples, and both include supportive practices. However, the format of the Infant Toddler Early Learning Guidelines differs from the format of the pre-K standards in three important ways: (a) the Infant Toddler ELGs are divided into eight age groups (birth to four months, five to eight months, nine to twelve months, thirteen to eighteen months, nineteen to twenty four months, twenty four to thirty months, thirty months to three years, three years) whereas the pre-K standards only cover one age group (sixty months); (b) the most discrete level of the pre-K standards is the indicator, which is a behavioral descriptor of the expected behavior for 60 months of age, whereas the finest level of the Infant Toddler Guidelines is the guideline, which includes very little specificity about the expected behavior and is not anchored to a specific age within the birth to 3 age range; and (c) there are many more indicators for four-year-old children in the pre-K standards than there are guidelines for three-year-old children in the Infant and Toddler ELGs (206 pre-K indicators versus 29 Infant and Toddler ELGs). Exhibit 4 shows the format alignment between the two documents.

Exhibit 4. Format of the Infant and Toddler ELGs compared to the Pre-K Content Standards

	Infant Toddler ELGs	Pre-K Content Standards
(i) a general statement of an expectation	Content Standard	Content Standard
(ii) more precise statements that indicate various areas or developmental accomplishments related to the general statement that are observable and specific to the age being addressed (sometimes called indicators)	Guideline	Indicator
(iii) even more precise statements that describe specifically what a child can be observed doing that's related to the middle-level statement (sometimes called benchmarks or examples)	Example	Example

Because the Infant and Toddler ELGs included very little of the detail needed to age anchor behaviors, we were unable to include them in some of the alignment review. This review process identified the need to revise the Infant and Toddler ELGs to include behavioral descriptions that can be age anchored.

The purpose statement for each standard document includes a stated goal to promote positive outcomes in young children through the intentional use of these standards by caregivers and teachers.

“The Nevada Infant and Toddler Early Learning Guidelines (ELGs) have been developed for early childhood professionals as well as parents. This document was developed so that the adults who are caring for infants and toddlers can have a set of appropriate developmental guidelines that they can refer to for information and resources... The use of these guidelines will support the use of best practice approaches in infant and toddler programs.” (NDE, 2011, p. 4)

“The 2010 revised edition of the NV Pre-K Content Standards...provides the framework for curriculum and instruction in all of Nevada’s Pre-K classrooms. The content standards are used for planning curriculum, assessing growth and development, and for sharing important information with families.” (NDE, 2010, p. 6)

These written purpose statements need to better define and support how the standards can be used by families, kindergarten transition teams, and other community organizations. By design, early learning standards are intended to be the foundation of the system of early care and education and can only be effective if they are translated into effective curricula, classroom practices, and teaching strategies (Scott-Little 2006). To accomplish these purposes, the Nevada system of early care and education must support programs, the workforce, and families to implement the early learning standards. Exhibit 1 shows how the workforce and program standards wrap around the learning standards to support the achievement of the intended purposes including planning curriculum. Alignment of the early care and education system with the learning standards is a key strategy for building these implementation supports.

The goal of the 2019-2020 early learning standards work is to complete a thorough alignment process to improve teaching, program quality, and workforce expectations. This goal was accomplished through review of the existing early learning standards documents to ensure the standards were appropriate, rigorous, aligned, and consistent.

Approach to Assessing Alignment and Revisions

The current effort used a combination of document review and work group engagement to assess the alignment of the early learning standards. The effort was defined by guiding principles as articulated in NAEYC’s and the National Association of Early Childhood Specialists in State Departments of Education’s (NAECS/SDE) position statement (2002) which describes effective early learning standards as those that:

- emphasize significant, developmentally appropriate content and outcomes;
- are developed and reviewed through informed, inclusive processes;
- gain their effectiveness through implementation and assessment practices that support all children’s development in ethical, appropriate ways; and
- require a foundation of support for early childhood programs, professionals, and families.

We used these principles to guide our engagement approaches, infrastructure review, and content review.

The current alignment work focused on reviewing the existing early learning standards documents to ensure the standards were appropriate, rigorous, aligned, and consistent. We used the Learning Standards Alignment Framework (see Exhibit 2) to guide our methods. The framework includes four components of quality used across each standards area (learning, workforce and program): appropriate, rigorous, aligned, and consistent. Exhibit 2 describes how each component applies to learning standards. These components of alignment were identified by NDE and included as a requirement in the request for proposals.

Components of Alignment

Appropriate Standards

Appropriate standards are those that emphasize significant developmentally appropriate content and outcomes and are inclusive of the diverse functional expressions of skills across ability and culture. We assessed appropriateness by looking at the comprehensiveness of the current standards in relationship to lists of important developmental content like the five dimensions of school readiness defined by the National Education Goals Panel and reviewed appropriateness of the early learning standards for young children with disabilities and culturally diverse children.

To determine if the current standards emphasized significant developmentally appropriate content SRI conducted a high level comparison with the five dimensions of school readiness defined by the National Education Goals Panel: (a) physical well-being and motor development; (b) social and emotional development; (c) approaches to learning; (d) language development (including early literacy); and (e) cognition and general knowledge (National Education Goals Panel, 1995). Both the Infant Toddler and pre-K documents map to these dimensions.

Work group members reviewed the standards for the appropriateness for young children with disabilities and appropriateness for young children who are culturally and linguistically diverse. The group marked indicators that they did not think were appropriate. They determined that some indicators in the physical domain were not appropriate for children with motor impairments and could be rewritten to focus on the function of locomotion as opposed to the means of locomotion. For example, standard 2.PK.3 reads “Balance on one foot for at least 5 seconds.”

This item would exclude children with certain physical disabilities. A general finding of the activity was that there were some indicators included in the early learning standards that were developmental milestones. SRI recommends removing developmental milestones from the standards and instead creating items focused on the functional use of skills.

The group struggled to comprehensively review for appropriateness for children with disabilities and children who are culturally diverse because the appropriateness review activity facilitated in the work group did not include enough detail about how work group members could identify standards that were not appropriate. In addition, the needed expertise in disability and cultural diversity was not sufficiently represented in the work group. In the future, Nevada should engage disability and cultural diversity experts to review and revise indicators to improve appropriateness.

In addition to review of the indicators, the work group identified other supports that would make the early learning standards more useful for children with disabilities and culturally diverse children, including providing guidance that clearly articulates how the early learning standards should be used with children with disabilities and instructional supports for teachers working with children with disabilities.

Appropriateness of Standards: Mixed Alignment

- The Infant Toddler ELGs and pre-K standards map to the five dimensions of school readiness defined by the National Education Goals Panel. (+)
- The Infant Toddler ELGs and pre-K standards included some indicators that were not appropriate for children with disabilities, mostly in the physical domain. (-)

Rigorous Standards

The rigor of early learning standards is the degree to which the behavior described in the standard would be expected to lead to the next age or grade level standard. In this project we also examined the degree to which the areas included in the kindergarten standards were also included in the pre-K standards. The previous alignment between the pre-K and Kindergarten standards only included some sets of Kindergarten standards and the full set of Kindergarten standards has changed in the years since that alignment was conducted.

The work group reviewed the relative difficulty between the pre-K and Kindergarten standards for some domains but did not have sufficient time to complete the activity. Ideally, the difference between the level of skill and ability described in a pre-K standard and a sequential Kindergarten standard should be achievable within one year of Kindergarten instruction. For example, a pre-K standard that is not rigorous is one where regular Kindergarten instruction would not bridge the gap between the skills and abilities defined by the pre-K standard and those of the Kindergarten standard. In addition to identifying gaps that were too “wide,” the work group looked for Kindergarten standards that were identical to pre-K standards and Kindergarten standards that were easier than pre-K standards. They identified examples of

misalignment and lack of rigor amongst the standards. Further work needs to be completed looking at the rigor of the current set of pre-K standards in comparison to the full set of Kindergarten standards.

During the first convening of the work group we identified several areas of K-12 standards documents that were *not* included in the initial alignment to the pre-K standards. As a result, Kindergarten standards are implemented that are not currently linked to the pre-K standards. Standard sets reviewed included:

- Nevada Academic Content Standards for Social Studies,
- Next Generation Science Standards,
- Nevada Computer and Technology Standards: Classroom Technology Integration for the 21st Century, and
- Social Emotional Competencies.

The work group broke into small groups to review and provide feedback on the following questions about Kindergarten standards documents not currently linked to the pre-k standards:

- What major domains of development (social-emotional, physical, cognitive, and language) and/or foundational skill areas are represented in this document (literacy, math, science, social studies, and the arts)?
- Is there content in the document that can be easily adapted for 0-5?
- Is there content in the document that has no developmentally appropriate application in early childhood?

The content in the Next Generation Science Standards and the Computer and Technology standards is not well represented in the current pre-K standards. Significant effort would be needed to align and revise the pre-K standards to include that content. The group agreed that the vision for Nevada is a birth to third grade system and strengthening the alignment between pre-K and early elementary school standards supports sustained impact of pre-K. The group thought full alignment would be an important step.

Rigor of Standards: Mixed Alignment

- The pre-K standards had some standards that were not rigorous enough to lead to the Kindergarten standard. (+/-)
- The current set of pre-K standards does not represent the full set of K-12 standards. (-)

Aligned Standards

Alignment of learning standards across the age span is a critical piece of aligned standards. Defining a continuum of experiences across ages and grades supports families, care providers,

and teachers in understanding appropriate developmental and learning expectations. Nevada is committed to providing children and families with high quality early care and education that is consistent across ages and settings. The level of behavioral detail in the Infant Toddler ELGs prohibited linkage to the pre-K standards at the indicator level. The content linkage between these two documents was done at the example level.

This analysis focused on evaluating the alignment between the indicators for three-year-old children in the ELGs and the indicators for four-year-old children from the pre-K standards. The analysis focused on only the three-year-old examples from the Infant and toddler ELGs because that was the age group adjacent to the pre-k standards. The learning standards work group evaluated the alignment between the content of the Infant and Toddler ELGs examples for three-year-old children and the pre-K indicators. To evaluate this, the work group divided into small groups based on content expertise. Each small group reviewed the pre-K standards within their assigned domains. Groups selected the Infant Toddler ELG example that most closely corresponded to each pre-K indicator and recorded the matching examples and indicators. If there were no examples that corresponded to the pre-K indicators, they wrote "none." If there was more than one, they recorded all of the infant toddler examples that corresponded. If an Infant Toddler example was related to multiple indicators, it was recorded with the indicator that it was most closely associated with.

Exhibit 5 shows the results of the content matching activity completed by the work group. Appendix C includes a table with results of the alignment by pre-K Indicator. Results show that all pre-K domains had some corresponding Infant Toddler examples, but there was variance in the completeness of the correspondence. Degree of correspondence was defined as the percentage of Pre-K Standards with a Similar Infant Toddler example. Domains with the highest percentage of Pre-K Standards with a Similar Infant Toddler example included Social Emotional and Physical Development. The Social Studies domain had the lowest correspondence. This analysis can help to provide a big picture of how the content in the two documents align, and it can support revision of the infant and toddler ELGs by identifying content areas that need additional standards. In addition, the linked examples provide a starting place for the development of standards statements that are better aligned to the pre-k standards.

Exhibit 5. Results of the content matching activity completed by the work group

Pre-K Domain	Number of Pre-K Standards	Number of Similar Infant Toddler ELG Examples	% of Pre-K Standards with a Similar Infant Toddler Example
Cognitive: Mathematics	16	11	69%
Cognitive: Science	23	11	48%
Creative Expression	49	30	61%
English Language Arts	46	35	76%
Health Education	10	5	50%
Physical Development	14	12	86%
Social Emotional	30	29	97%
Social Studies	18	2	11%

Alignment of Standards: Mixed Alignment

- Sixty-six percent (66%) of the 206 pre-K indicators had a conceptually related example for three-year-old children. The domain with the highest alignment was Social Emotional (97%), and the area with the lowest alignment was Social Studies (11%). (+/-)
- Given that the ELG examples do not consistently include enough information to age anchor behaviors, SRI is unable to assess the breadth and depth, consistency, or the smoothness of sequences across the ELGs and the pre-K standards. (-)

Consistent Standards

Consistent standards are those that are consistent with other national standards documents. For this activity, we compared the Nevada pre-K standards and Infant Toddler Guidelines to the Head Start Early Learning Outcomes Framework. The Head Start Early Learning Outcomes Framework was identified for comparison because it is a nationally accepted framework of standards birth to five. The documents were compared at the domain level. We assessed concordance between domains included.

Comparison between the documents at the domain level shows complete concordance. All documents were framed using the five domains identified by the National Education Goals Panel.

Consistency of Standards: Aligned

- The Nevada Infant Toddler ELGs and pre-K standards have 100% concordance with the Head Start Early Learning Outcomes Framework at the domain level. (+)

Status of Learning Standards Alignment

Throughout the process, SRI staff updated the status of alignment based on review of the literature, best practices, work group discussions, and results of data analysis. Exhibit 6 lists each component of alignment and overall alignment designation (positive alignment, mixed alignment, and not aligned). Additionally, Exhibit 6 lists each of the criteria reviewed and includes examples that inform the overall designation. Each example is coded for positive alignment (+), not aligned (-), or mixed alignment (+/-).

Exhibit 6. Summary status of alignment: Learning Standards

Component of Quality	Status	Notes
Appropriate Standards	Mixed Alignment	<ol style="list-style-type: none"> 1. The Infant Toddler early learning guidelines (ELGs) and pre-K standards map to the five dimensions of school readiness defined by the National Education Goals Panel. (+) 2. The Infant Toddler ELGs and pre-K standards included some indicators that were not appropriate for children with disabilities, mostly in the physical domain. (-)
Rigorous Standards	Mixed Alignment	<ol style="list-style-type: none"> 1. The pre-K standards had some standards that were not rigorous enough to lead to the Kindergarten standard (+/-). 2. The current set of pre-K standards does not represent the full set of K-12 standards (-).
Aligned Standards	Mixed Alignment	<ol style="list-style-type: none"> 1. Sixty-six percent (66%) of the 206 pre-K indicators had a conceptually related example for three-year-old children. The domain with the highest alignment was Social Emotional (97%), and the area with the lowest alignment was Social Studies (11%). (+/-) 2. Given that the ELG examples do not consistently include enough information to age anchor behaviors, SRI is unable to assess the breadth and depth, consistency, or the smoothness of sequences across the ELGs and the pre-K standards. (-)
Consistent Standards	Aligned	<ol style="list-style-type: none"> 1. The Nevada Infant Toddler ELGs and pre-K standards have 100% concordance with the Head Start Early Learning Outcomes Framework at the domain level (+).

The strengths of the current early learning standards are the alignment to the domains defined by the National Education Goals Panel, focus on developmentally important content, the strong alignment across the infant toddler and pre-K in social emotional and physical development, and the alignment with some kindergarten indicators. The areas of improvement identified in this alignment review include the lack of clear age anchoring information in the infant toddler ELGs, the need to make the current standards documents more inclusive of children with disabilities and culturally diverse children, and the need to increase the comprehensiveness of the content covered to better match the full set of K-12 standards.

Recommendations

Based on the work of the work group and analysis of national documents we recommend that Nevada:

- Revise the Infant Toddler ELGS to have wider age bands, improve description of age-expected behavior, revise descriptors to be appropriate for special populations, and closely align to the pre-K standards.
- Revise the pre-K standards to improve appropriateness for children with disabilities and English Language Learners, and increase the breadth to better align to the K-12 standards.

Next Steps for Alignment

We propose that Nevada take the following steps to align and enhance their current early learning standards:

1. Review the K-12 standards and assess the alignment of the pre-K standards to the K-12 standards.
2. Revise the pre-K standards to better match the scope and sequence of the K-12 standards.
3. Revise the Infant Toddler ELGs to better match the scope and sequence of the revised pre-K standards, reduce the number of age bands, and add age anchoring specificity to the behavioral descriptions.
4. Develop a database with the aligned standards from birth to Kindergarten.
5. Design print and web dissemination formats for the aligned standards tailored to audiences and intended uses (e.g., parent guidebooks with age expectations and intervention strategies, web-based lesson planning forms that can be populated with standards and supportive practices, tablet friendly app that displays a continuum of standards and supportive practices).
6. Disseminate standards products and monitor their use.

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Appendix A: Learning Standards Work Group Roster and Meeting Attendance

Name	Role	Attended 10/15/19 Meeting	Attended 12/03/19 Meeting	Attended 1/15/20 Meeting
Ali Cooper	Small Blessings Christian Preschool, Director	X	X	X
Allison Eadie	Nye County Pre-K	X	X	
Amanda Haboush Deloye	Nevada Institute for Children's Research and Policy, Associate Director			
Anna Acosta	WNC Child Development Center			
Anna Severens	Nevada Department of Education, State PreK Administrator	X	X	X
Ashlee Naehu	KIDS FIRST, Director			
Brooke Dutton	Nevada Pre-K Standards, Program Specialist	X	X	X
Candice McDaniel	DHHS/DPBH/Bureau of Child, Family and Community Wellness, Health Bureau Chief	X		
Chelli Smith	SNRPDP, Director	X		
Cherish Morgan	Community Church Preschool, Director	X	X	
Cheryl Westfall	College of Southern Nevada, Professor	X		
Cindi Supko	St. Teresa Child Development Center, Director	X		
Crystal Baumbach	Next Generation Kids Language Academy, Director			
Daina Loeffler	NDE ECSE; Part B-619,		X	X
Delilah Krasch	CCSD, Early Childhood Coordinator		X	
Donya Franklin	Las Vegas Urban League Early Childhood Connection, Child Care Resource and Referral Supervisor	X	X	X
Elvira Weintraub	24 Yessi's Pre-k/ Little Genius Tots, Owner	X		
Evangelyn Visser	Nye County School District, Associate Superintendent			
Heidi Hoshibata	Clark County School District, Literacy Coordinator			
Jane Wirth	Early Childhood Educator/Trainer	X	X	X
Jeff Gelfer	University of Nevada, Las Vegas, Professor			
Jennifer Haynal	CCSD (Snyder #205), Principal			
Julie Houchins	United Way of Southern Nevada, Director of Early Education	X	X	
Julie Kasper	Clark County School District, Director, Early Childhood Programs	X		X

Julie Mathews	Creative Kids Learning Center, Preschool Director			
Kacey Edgington	Washoe County School District, Kindergarten Facilitator	X	X	X
Kaitlin Lewallen	Nevada Department of Education, Education Programs Professional	X	X	X
Karen Mack	Jennifer Kalas Consulting, QRIS assessor, trainer			
Karyn Murray	Brookfield School, Director			
Kate McNabney	Children's Advocacy Alliance, School Readiness Policy Manager		X	X
Kimberly Jones	A Place to Grow Home Childcare and Preschool, Owner			
Linda Granger	The Children's Cabinet, ECE Coordinator		X	X
Linda Pheasant	ECTA , ECE Program Teacher	X	X	
Lisa Calder	ECSD, K teacher	X		X
Lorrie Casalta	Little Bear, University Preschools, Exec Director			
Maggie Koelbl	TNTP, Senior Manager	X		
Mariama Grimes	The Public Education Foundation, Vice-President, Family and Community Engagement			
Mia Pace	NDE, EPP	X	X	X
Nicole Sailers	CCSD, Coordinator			X
Phyllis Miranda-Castillo	Family Sunshine Learning Center, possible Future Founder	X		
Randi Glunt	Mission Possible Montessori School, Owner			
Robyn Markovic	SNRPDP, Early Literacy Trainer	X		
Stephanie Vincent	Lincoln County School District, principal		X	
Tina Springmeyer	Child and Family Services Director, Washoe County School District	X	X	X
Traci Carbon	Humboldt County School District, Educator Effectiveness and Family Engagement Coordinator	X	X	
Vickie Ives	DPBH, MCAH Section Manager	X		
Yolaidis Martinez Sanjurjo	The Happy Babies Day Care, Owner			
Yvonne Jacob	Acelero Learning Clark County, Director of Education, Disabilities and Mental Health	X		X

Appendix B: Steering Committee Roster and Meeting Attendance

Name	Role	Attended 10/08/19 Meeting	Attended 11/18/19 Meeting	Attended 12/16/20 Meeting	Attended 1/30/20 Meeting
Ali Cooper	Small Blessings Preschool	X	X	X	X
Anna Severens	NDE	X		X	X
Connie Flores	Child Care Licensing	X		X	X
Daina Loeffler	Early Childhood Special Education Programs Professional, 619 Coordinator	X	X	X	X
Emily Champlin	Education Programs Professional, QRIS Administration	X	X	X	
John Cregg	Program Director, T.E.A.C.H. Early Childhood NEVADA	X	X	X	X
Julie Houchins	ECE Director, United Way of Southern NV		X	X	
Kaitlin Lewallen	Education Programs Professional, Nevada Ready! State Pre-K	X	X	X	
Latisha Brown	Program Manager, DHHS, Childcare Licensing	X			
Marty Elquist	Children's Cabinet & ECAC Chair			X	X
Mychelle Weart	Office of Early Learning				X
Nicole Sailers	EC Coordinator	X		X	X
Patrice Gardner	Nevada Department of Education, Head Start State Collaborative Director / QRIS Supervisor			X	X
Shelly Nye	Program Director, Nevada Registry	X	X	X	X
Sherry Waugh	UNR, Director Early Head Start Provider	X	X	X	X
Teresa Byington	Associate Professor at UNR	X	X	X	X
Tiffany Olivas	Education Information Office, NDE	X	X		X
Tina Springmeyer	Child and Family Services Director, Washoe County School District		X	X	

Appendix C: Indicator Level Linkage Between the Pre-K Standards and the Infant Toddler Early Learning Guidelines

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Math	Cognitive: Mathematics	Numbers, Number Sense, Computation	Standard: Mathematical Exploration and Learning ELG: Problem Solving	CD.MEL.PS.8: Recognize and read numerals 0-5.	1.PK.3a: Recognize and read numerals 0-5.
Math	Cognitive: Mathematics	Numbers, Number Sense, Computation	Standard: Mathematical Exploration and Learning ELG: Problem Solving	CD.MEL.PS.9: Estimate the number of objects in a set of 5 and verify by counting.	1.PK.3b: Estimate the number of objects in a set of 5 and verify by counting.
Math	Cognitive: Mathematics	Numbers, Number Sense, Computation	Standard: Mathematical Exploration and Learning ELG: Problem Solving	CD.MEL.PS.10: Count to 10.	1.PK.3c: Count to 10 and beyond.
Math	Cognitive: Mathematics	Numbers, Number Sense, Computation	Standard: Mathematical Exploration and Learning ELG: Problem Solving	CD.MEL.PS.7: Use concrete objects to combine and separate groups up to 5.	1.PK.4a: Use concrete objects to combine and separate groups up to 5.
Math	Cognitive: Mathematics	Numbers, Number Sense, Computation	x	x	1.PK.4b: Count to 10 by demonstrating one to one correspondence using objects.
Math	Cognitive: Mathematics	Numbers, Number Sense, Computation	Standard: Mathematical Exploration and Learning ELG: Problem Solving	CD.MEL.PS.6: Use concrete objects to combine and separate groups up to 5.	1.PK.5: Use concrete objects to combine and separate groups up to 5.
Math	Cognitive: Mathematics	Patterns, Functions, & Algebra	Standard: Mathematical Exploration and Learning ELG: Problem Solving	CD.MEL.PS.1: Sort objects by color or shape. CD.MEL.PS.4: Sort objects by similar attributes.	2.PK.1: Sort objects by similar attributes (e.g., size, shape, and color).
Math	Cognitive: Mathematics	Patterns, Functions, & Algebra	Standard: Mathematical Exploration and Learning ELG: Problem Solving	CD.MEL.PS.5	2.PK.2: Recognize and replicate simple patterns (e.g., ABAB).
Math	Cognitive: Mathematics	Patterns, Functions, & Algebra	Standard: Mathematical Exploration and Learning ELG: Problem Solving	CD.MEL.PS.11	2.PK.3: Compare sets of objects. Determine which set has more or less.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Math	Cognitive: Mathematics	Measurement	Standard: Mathematical Exploration and Learning ELG: Problem Solving	CD.MEL.PS.12	3.PK.1: Compare objects by size to determine smaller and larger.
Math	Cognitive: Mathematics	Measurement	x	x	3.PK.4: Sort pennies and nickels.
Math	Cognitive: Mathematics	Measurement	x	x	3.PK.6: Identify day and night.
Math	Cognitive: Mathematics	Spatial Relationships, Geometry & Logic	Standard: Mathematical Exploration and Learning ELG: Problem Solving	CD.MEL.PS.13: Correctly identify circles and triangles	4.PK.1a: Identify circles, triangles, and squares.
Math	Cognitive: Mathematics	Spatial Relationships, Geometry & Logic	Standard: Mathematical Exploration and Learning ELG: Problem Solving	CD.MEL.PS.14: Find examples of shapes in the environment	4.PK.1b: Begin to recognize two- and three-dimensional shapes in the environment.
Math	Cognitive: Mathematics	Spatial Relationships, Geometry & Logic	x	x	4.PK.2: Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).
Math	Cognitive: Mathematics	Data Analysis	x	x	5.PK.1: Identify and sort information (e.g., interpret quantity in pictures).
Science	Cognitive: Science	Nature of Science	Standard: Scientific Exploration and Learning ELG: Cause and Effect	CD.SEL.CE.8: Be a careful observer, asking questions about everything he sees. CD.SEL.CE.10: Make and check predictions before and after an investigation.	N.PK1.a: Observe their world.
Science	Cognitive: Science	Nature of Science	Standard: Scientific Exploration and Learning ELG: Cause and Effect	CD.SEL.CE.10: Make and check predictions before and after an investigation	N.PK1.b: Ask questions about their world.
Science	Cognitive: Science	Nature of Science	Standard: Scientific Exploration and Learning ELG: Cause and Effect	CD.SEL.CE.10: Make and check predictions before and after an investigation	N.PK.2: Share ideas with others.
Science	Cognitive: Science	Nature of Science		x	N.PK.3: Use tools safely to observe and explore different objects/environments.
Science	Cognitive: Science	Nature of Science		x	N.PK.4: Use patterns to predict or sort items.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Science	Cognitive: Science	Nature of Science	Standard: Scientific Exploration and Learning ELG: Cause and Effect	CD.SEL.CE.9: Have an improved memory for details.	N.PK.5: Students work in small groups and share ideas with others regarding to science related activities
Science	Cognitive: Science	Earth & Space Science	Standard: Scientific Exploration and Learning ELG: Cause and Effect	CD.SEL.CE.6: Identify different types of weather.	E.PK.1: Observe and identify weather from day to day
Science	Cognitive: Science	Earth & Space Science	x	x	E.PK.2: Observe and identify water in different states.
Science	Cognitive: Science	Earth & Space Science	x	x	E.PK.3: Students understand that the sun, moon, and stars can be seen in the sky.
Science	Cognitive: Science	Earth & Space Science	x	x	E.PK.4: Identify and sort different natural objects (e.g., rocks, soils, etc.).
Science	Cognitive: Science	Physical Science	x	x	P.PK.1: Sort objects according to observable properties (e.g., by shape and color).
Science	Cognitive: Science	Physical Science	x	x	P.PK.2: Explore and demonstrate how objects move.
Science	Cognitive: Science	Physical Science	x	x	P.PK.3: Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).
Science	Cognitive: Science	Physical Science	x	x	P.PK.4: Investigate how objects react when placed in water
Science	Cognitive: Science	Physical Science	Standard: Scientific Exploration and Learning ELG: Cause and Effect	CD.SEL.CE.1: Appropriately respond to caregiver's description of hot/cold items	P.PK.5: Identify hot and cold.
Science	Cognitive: Science	Life Science	x	x	L.PK.1: Investigate animals and their offspring.
Science	Cognitive: Science	Life Science	Standard: Scientific Exploration and Learning ELG: Cause and Effect	CD.SEL.CE.5: Explore and identify a variety of animals and plants.	L.PK.2: Explore and identify a variety of animals and plants.
Science	Cognitive: Science	Life Science	Standard: Scientific Exploration and Learning ELG: Cause and Effect	CD.SEL.CE.2: Identify differences between humans and animals.	L.PK.3: Identify humans, animals, and plants.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Science	Cognitive: Science	Life Science	Standard: Scientific Exploration and Learning ELG: Cause and Effect	CD.SEL.CE.3: Use 5 senses to explore the natural world.	L.PK.4: Use the five senses to explore and investigate the natural world.
Science	Cognitive: Science	Life Science	Standard: Scientific Exploration and Learning ELG: Cause and Effect	CD.SEL.CE.4: Demonstrate the need for food/water/air	L.PK.5: Identify the basic need for air, water and food.
Science	Cognitive: Science	Life Science	Standard: Scientific Exploration and Learning ELG: Cause and Effect	CD.SEL.CE.7: Identify animals and their homes.	L.PK.6: Identify animals and their homes.
Science	Cognitive: Science	Life Science	x	x	L.PK.7: Identify and/or sort plants and animals by observable characteristics.
Science	Cognitive: Science	Life Science	x	x	L.PK.8: Observe living and non-living things on Earth.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Word Analysis	Standard: Pre-Reading and Pre-Writing ELG: Recognizes and Reacts to Sounds	LD.PRPW.S.1: Identify words that rhyme. LD.PRPW.S.10: Say a simple rhyme that they have heard many times, with a group or alone. LD.PRPW.S.11: Begin to identify rhyming words when they hear them. LD.PRPW.S.12: Begin to supply the rhyming words in a familiar poem or song	1.PK.1: Identify words that rhyme.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Word Analysis	Standard: Pre-Reading and Pre-Writing ELG: Recognizes and Reacts to Sounds	LD.CU.LS.7: Recognize their name in print and the first letter of their name out of context	1.PK.2: Identify the beginning sound of own name.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Word Analysis	Standard: Pre-Reading and Pre-Writing ELG: Recognizes and Reacts to Sounds	LD.PRPW.S.14: See a letter from their name on a sign and point it out to a familiar caregiver	1.PK.3: Identify letters in own name.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Word Analysis	Standard: Pre-Reading and Pre-Writing ELG: Recognizes and Reacts to Sounds	LD.PRPW.S.16: Ask for the same favorite book over and over again. LD.PRPW.S.2: Identify what is happening in a picture. Begin to supply the rhyming words in a familiar poem or song.	1.PK.4: Recognize environmental print and symbols.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Word Analysis	Standard: Pre-Reading and Pre-Writing ELG: Continues to Develop Writing Skills	LD.PRPW.S.18: Ask to re-read a favorite story, remembering the funny ending and telling it as you start to read.	1.PK.5: Demonstrate awareness that print carries a message.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Reading Strategies	Standard: Pre-Reading and Pre-Writing ELG: Recognizes and Reacts to Sounds	LD.PRPW.S.4: Know the front of a book and how to turn the pages in correct order.	2.PK.1: Identify the front cover of the book and know how to turn the pages when reading.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Reading Strategies	Standard: Pre-Reading and Pre-Writing ELG: Recognizes and Reacts to Sounds	LD.PRPW.S.6: Respond to questions about a story.	2.PK.2: Ask questions or make comments pertinent to the story being read.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Reading Strategies	Standard: Pre-Reading and Pre-Writing ELG: Recognizes and Reacts to Sounds	LD.PRPW.S.23: Discover the meaning of new words from the context or the pictures.	2.PK.3: Identify pictures to aid in comprehension.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Literary Text	Standard: Pre-Reading and Pre-Writing ELG: Recognizes and Reacts to Sounds	LD.PRPW.S.22: Use words learned through books in their own conversation. LD.PRPW.S.5: Retell some elements of a story with the aid of pictures. LD.PRPW.S.19: Retell a story they have heard a few times recently using some of the actual phrases such as "I'll huff and I'll puff and blow your house down!"	3.PK.1: Retell a story with the aid of pictures, props, or a book
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Literary Text	Standard: Pre-Reading and Pre-Writing ELG: Recognizes and Reacts to Sounds	LD.PRPW.S.13: Draw attention to parts of words such as syllables by moving or clapping to the beat. LD.PRPW.S.7: Listen and respond to rhythm and rhyme.	3.PK.5: Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Literary Text	Standard: Pre-Reading and Pre-Writing + ELG: Recognizes and Reacts to Sounds ... Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking	LD.PRPW.S.17: Recite a familiar nursery rhyme, poem or finger play with expression. LD.CU.LS.17: Change tone of voice and sentence structure depending on the listener.	3.PK.6: With assistance, listen and respond to words with tone (e.g., poems and finger plays).
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Literary Text	x	x	3.PK.7: With assistance, listen and discuss stories from different cultures and eras.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Literary Text	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking	LD.CU.LS.13: Use words that tell about time such as after and before.	3.PK.8: Predict what will happen next in a story.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Literary Text	x	x	3.PK.9: Listen to age-appropriate material that makes connections to self and the world around them.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Expository Text	x	x	4.PK.1: Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Expository Text	x	x	4.PK.5a: Recall information from an event, text, or picture related to self and the world around them.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Expository Text	Standard: Creativity & Creative Expression ELG: Visual Arts ... Standard: Pre-Reading and Pre-Writing ELG: Recognizes and Reacts to Sounds	CE.CCE.VA.2: Asks questions, mainly those that begin with "why." LD.PRPW.S.6: Respond to questions about a story.	4.PK.5b: Respond to or ask a question about an event, text, or picture.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Expository Text	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking ... Standard: Pre-Reading and Pre-Writing + ELG: Recognizes and Reacts to Sounds	LD.CU.LS.13: Use words that tell about time such as after and before. LD.PRPW.S.8: Follow with teacher assistance a simple pictorial direction.	4.PK.7: With teacher assistance, follow, a simple pictorial direction.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Effective Writing	Standard: Pre-Reading and Pre-Writing + ELG: Continues to Develop Writing Skills	LD.PRPW.WS.1: Hold a crayon with a pincer grasp, although perhaps resting on the ring finger, or start to hold it correctly, and draw with increasing control. LD.PRPW.WS.2: Begin to draw representations of people and objects.	5.PK.1: Experiment with writing tools and materials in response to information.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Effective Writing	x	x	5.PK.2a: Experiment with beginning techniques for using various writing materials.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Effective Writing	Standard: Pre-Reading and Pre-Writing + ELG: Continues to Develop Writing Skills	LD.PRPW.WS.7: Trace simple letters and shapes.	5.PK.2b: Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Effective Writing	Standard: Pre-Reading and Pre-Writing + ELG: Recognizes and Reacts to Sounds	LD.PRPW.S.14: See a letter from their name on a sign and point it out to a familiar caregiver.	5.PK.4a: Use letter-like approximation to write name and/or other words or ideas.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Effective Writing	Standard: Pre-Reading and Pre-Writing + ELG: Recognizes and Reacts to Sounds	LD.PRPW.S.14: See a letter from their name on a sign and point it out to a familiar caregiver.	5.PK.4b: Attempt, with a model, to spell own first name.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Effective Writing	x	x	5.PK.4c: Attempt, with a model, to write the first letter of first name using the capital letter.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Types of Writing	Standard: Pre-Reading and Pre-Writing + ELG: Continues to Develop Writing Skills	LD.PRPW.WS.3: Experiment with writing tools and materials to communicate in pretend play.	6.PK.1: Experiment with writing tools and materials to communicate.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Types of Writing	Standard: Pre-Reading and Pre-Writing + ELG: Continues to Develop Writing Skills	LD.PRPW.WS.4: Draw simple pictures representing an experience.	6.PK.2: Experiment with writing tools and materials in response to a familiar experience.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Types of Writing	x	x	6.PK.4: Experiment with writing tools and materials in response to literature.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Types of Writing	Standard: Pre-Reading and Pre-Writing + ELG: Continues to Develop Writing Skills	LD.PRPW.WS.6: Share drawings with others.	6.PK.5: Share drawings with others as a response to an expository text.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Types of Writing	x	x	6.PK.6: Share ideas and opinions for class writing.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Types of Writing	Standard: Pre-Reading and Pre-Writing + ELG: Continues to Develop Writing Skills	LD.PRPW.WS.5: Dictate words or simple phrases to an adult recording on paper with adult prompting.	6.PK.7: Dictate words, phrases, or sentences to an adult recording on paper.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Types of Writing	x	x	6.PK.9a: Organize ideas, through group discussion, with teacher assistance for the purpose of group research.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Types of Writing	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking	LD.CU.LS.5: Name or point to many body parts.	6.PK.9b: Identify and explore an area of interest.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Types of Writing	x	x	6.PK.9c: Use, with teacher assistance, a variety of sources to obtain information.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Listening	x	x	7.PK.1a: Listen for a variety of purposes with increasing attention span.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Listening	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking	LD.CU.LS.1: Follow two-step directions, especially if they are part of a familiar routine or have been demonstrated.	7.PK.1b: Listen to and follow a two-step oral direction with the use of formal and informal language
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Listening	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking ... Standard: Pre-Reading and Pre-Writing + ELG: Recognizes and Reacts to Sounds	LD.CU.LS.21: Answer questions about stories. LD.PRPW.S.3: Answer inferential questions about a story.	7.PK.2: Listen and respond appropriately to stories and group discussions.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Listening	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking ... Standard: Pre-Reading and Pre-Writing + ELG: Recognizes and Reacts to Sounds	LD.CU.LS.15: Produce complete sentences using an expanded vocabulary. LD.PRPW.S.21: Learn the names of objects new to them.	7.PK.3: Listen with increasing attention span to gain new vocabulary.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Listening	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking	LD.CU.LS.14: Take their turn in a group discussion. LD.CU.LS.8: Not pronounce all of their words correctly, but, be easily understood most of the time.	7.PK.5: Engage in conversation and sometimes follow conversational rules.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Speaking	Standard: Pre-Reading and Pre-Writing + ELG: Recognizes and Reacts to Sounds	LD.PRPW.S.3: Answer inferential questions about a story. LD.PRPW.S.4: Know the front of a book and how to turn the pages in correct order. LD.PRPW.S.22: Use words learned through books in their own conversation. LD.PRPW.S.23: Discover the meaning of new words from the context or pictures.	8.PK.1: Speak with increasing clarity, ease and accuracy, and give clear directions.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Speaking	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking ... Standard: Pre-Reading and Pre-Writing + ELG: Recognizes and Reacts to Sounds	LD.CU.LS.12: Use words that describe the size and function of objects. LD.PRPW.S.20: Use words to describe the purpose and function of objects.	8.PK.2: Use and expand vocabulary to describe feelings, experiences, observations and ideas.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Speaking	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking	LD.CU.LS.16: Initiate and maintain conversations.	8.PK.3a: Engage in dramatic play to convey experiences, feelings, ideas, or stories.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Speaking	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking	LD.CU.LS.9: Use longer sentences and more grown up words.	8.PK.3b: Speak in complete sentences using at least three words.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Speaking	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking	LD.CU.LS.16: Initiate and maintain conversations.	8.PK.4a: Initiate conversation and respond to others.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Speaking	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking	LD.CU.LS.19: Answer questions about hypothetical events (What do you do when you are tired).	8.PK.4b: Share ideas and information from personal and share group experiences.
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Speaking	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking	LD.CU.LS.6: Tell their name when asked. LD.CU.LS.21: Answer questions about stories.	8.PK.4c: Ask and answer simple questions
Language & Early Literacy (ELA) English Language Arts	English Language Arts	Speaking	Standard: Communicating and Understanding ELG: Continue to Develop Skills in Listening and Speaking ... Standard: Pre-Reading and Pre-Writing + ELG: Recognizes and Reacts to Sounds	LD.CU.LS.2: Remember events from the past, as well as where objects have been put. LD.PRPW.S.9: Sing simple songs that they have heard many times with a group or on their own. LD.PRPW.S.15: Sing the alphabet song.	8.PK.5: Use language to repeat simple stories, songs and rhymes, or to relate experiences.
Social Studies/Social Emotional	Social Studies	People, Cultures, and Civilizations	x	x	H1.PK.1: Children begin to complete simple tasks together
Social Studies/Social Emotional	Social Studies	People, Cultures, and Civilizations	x	x	H1.PK.2: Be exposed to stories of family members, local residents, and prominent figures.
Social Studies/Social Emotional	Social Studies	People, Cultures, and Civilizations	x	x	H1.PK.3: Share information about their family practices, customs, and culture.
Social Studies/Social Emotional	Social Studies	Nation Building & Development	x	x	H2.PK.1: Begin to recognize that problems can occur in groups
Social Studies/Social Emotional	Social Studies	Social Responsibility & Change	x	x	H3.PK.1: Begin to understand that differences exist between home and school.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Social Studies/Social Emotional	Social Studies	The World in Spatial Terms	x	x	G5.PK.1: Identify direction and location (e.g., up/down and above/below).
Social Studies/Social Emotional	Social Studies	Places & Regions	x	x	G6.PK.1:
Social Studies/Social Emotional	Social Studies	Places & Regions	x	X	G6.PK.2:
Social Studies/Social Emotional	Social Studies	Places & Regions	X	x	G6.PK.3:
Social Studies/Social Emotional	Social Studies	Human Systems	x	X	G7.PK.1:
Social Studies/Social Emotional	Social Studies	Environment & Society	X	X	G8.PK.1:
Social Studies/Social Emotional	Social Studies	The Market Economy	X	x	Ec9.PK.1:
Social Studies/Social Emotional	Social Studies	The Market Economy	x	x	Ec9.PK.2:
Social Studies/Social Emotional	Social Studies	The US Economy as a Whole	x	x	Ec10.PK.1: Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.
Social Studies/Social Emotional	Social Studies	The US Economy as a Whole	x	x	Ec10.PK.1: Decide between two choices involving classroom resources.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Social Studies/Social Emotional	Social Studies	Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation ... Standard: Developing a Sense of Self and Others ELG: Continues to Develop Pro-Social Behaviors	SED.DSSO.SR.1: Remind other children of the rules (For example, "We go down the slide only"). SED.DSSO.SR.10: Follow classroom rules with minimal teacher assistance. SED.DSSO.PSB.5: Participate in creating rules for the class.	C13.PK.1: Follow classroom and school rules.
Social Studies/Social Emotional	Social Studies	Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Pro-Social Behaviors	SED.DSSO.PSB.5: Participate in creating rules for the class.	C13.PK.2: Participate in group decision making.
Social Studies/Social Emotional	Social Studies	Global Relations	x	x	C16.PK.1: Identify their teacher and peers by name.
Social Studies/Social Emotional	Social Studies	Self-Confidence	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation ELG: Continue to develop attending and skills	SED.DSSO.SR.5: Demonstrate self-help skills with some demonstration and direction. SED.DSSO.AS.2: Move on to a new activity with occasional or minimal distress.	1.PK.1a: Make independent choices from diverse interest centers or activities.
Social Studies/Social Emotional	Social Emotional	Self-Confidence	Standard: Developing a Sense of Self and Others ELG: Identifies and expresses feelings ELG: Continues to Develop Self-Regulation	SED.DSSO.F.1: Tell their caregiver what they like and don't like SED.DSSO.SR.2: Use classroom materials respectfully	1.PK.1b: Select materials to use for individual expression.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Social Studies/Social Emotional	Social Emotional	Self-Confidence	Standard: Developing a Sense of Self and Others ELG: Identifies and Expresses Feelings ELG: Continues to Develop Sense of Self-Confidence ELG: Continues to Develop Pro-social Behaviors	SED.DSSO.F.1: Tell their caregiver what they like and don't like. SED.DSSO.F.2: Express feelings, needs, or wants appropriately with adult guidance. SED.DSSO.SSC.5: Laugh easily at any silly words or ideas. SED.DSSO.PSB.1: Decide with other children to play something specific and then execute this play.	1.PK.2a: Express ideas for activities; initiate and participate in discussions with teachers or peers.
Social Studies/Social Emotional	Social Emotional	Self-Confidence	Standard: Developing a Sense of Self and Others ELG: Continues to Develop a Sense of Self-Confidence	SED.DSSO.SSC.1: Acknowledge own actions and accomplishments verbally	1.PK.2b: Acknowledge actions and accomplishments verbally and nonverbally.
Social Studies/Social Emotional	Social Emotional	Self-Confidence	Standard: Developing a Sense of Self and Others ELG: Continues to Develop a Sense of Self-Confidence	SED.DSSO.SSC.2: Re-engage in a task or activity after experiencing disappointment, frustration, or failure.	1.PK.3: Re-engage in a task or activity after experiencing disappointment, frustration, or failure.
Social Studies/Social Emotional	Social Emotional	Self-Direction	Standard: Developing a Sense of Self and Others ELG: Interacts with Adults and Other Children ELG: Continues to Develop Self-Regulation	SED.DSSO.IAOC.1: Have an easier time separating from their parents. SED.DSSO.SR.3: Separate easily from parents/caregivers/significant adults.	2.PK.1a: Separate easily from parents(s)/caregivers(s)/significant adult(s).
Social Studies/Social Emotional	Social Emotional	Self-Direction	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation	SED.DSSO.SR.4: Move through routines and activities with some adult teacher direction.	2.PK.1b: Move through routines and activities with minimal adult/teacher direction.
Social Studies/Social Emotional	Social Emotional	Self-Direction	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation	SED.DSSO.SR.5: Demonstrate self-help skills with some demonstration and direction.	2.PK.2: Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).

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Social Studies/Social Emotional	Social Emotional	Self-Direction	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation	SED.DSSO.SR.2: Use classroom materials respectfully.	2.PK.3a: Use toys and materials with care.
Social Studies/Social Emotional	Social Emotional	Self-Direction	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation	SED.DSSO.SR.2: Use classroom materials respectfully. SED.DSSO.SR.5: Demonstrate self-help skills with some demonstration and direction.	2.PK.3b: Clean up or put away toys and materials when finished.
Social Studies/Social Emotional	Social Emotional	Identification and Expression of Feelings	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Pro-social Behaviors	SED.DSSO.PSB.2: Begin to understand that their actions can cause feelings in other children.	3.PK.1: Identify a range of feelings (e.g., sadness, anger, fear, and happiness).
Social Studies/Social Emotional	Social Emotional	Identification and Expression of Feelings	Standard: Developing a Sense of Self and Others ELG: Identifies and Expresses Feelings ELG: Continues to Develop Sense of Self-Confidence	SED.DSSO.F.1: Tell their caregiver what they like and don't like. SED.DSSO.F.2: Express feelings, needs, or wants appropriately with adult guidance. SED.DSSO.SSC.5: Laugh easily at any silly words or ideas.	3.PK.2a: Express feelings, needs, or wants in appropriate ways.
Social Studies/Social Emotional	Social Emotional	Identification and Expression of Feelings	Standard: Developing a Sense of Self and Others ELG: Identifies and Expresses Feelings	SED.DSSO.F.3: Demonstrate awareness of the feelings of others	3.PK.2b: Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).
Social Studies/Social Emotional	Social Emotional	Interactions with other children and adults	Standard: Developing a Sense of Self and Others ELG: Interacts with Adults and Other Children	SED.DSSO.IAOC.2: Demonstrate appropriate affection/interaction for teachers and friends.	4.PK.1a: Demonstrate appropriate affection for teachers and friends.
Social Studies/Social Emotional	Social Emotional	Interactions with other children and adults	Standard: Developing a Sense of Self and Others ELG: Interacts with Adults and Other Children	SED.DSSO.IAOC.3: Say please, thank you, and excuse me where appropriate and with reminders.	4.PK.1b: Express common courtesy to others (e.g., saying "thank you", "please" and "excuse me", or passing a plate of cookies).

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Social Studies/Social Emotional	Social Emotional	Interactions with other children and adults	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Sense of Self-Confidence	SED.DSSO.SSC.4: Wait patiently for a short time, knowing that they will get a turn.	4.PK.1c: Respect rights and belongings of others (e.g., "It is my turn to use the bike, but you can have the bike when I am finished").
Social Studies/Social Emotional	Social Emotional	Interactions with other children and adults	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation ELG: Continues to Develop Pro-social Behaviors ELG: Interacts with Adults and Other Children	SED.DSSO.SR.9: Jointly participate in goal setting and problem solving. SED.DSSO.PSB.3: Begin to use some simple techniques for preventing or resolving their own conflicts. SED.DSSO.IAOC.4: Seek input/help from others in problem solving.	4.PK.1d: Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).
Social Studies/Social Emotional	Social Emotional	Interactions with other children and adults	Standard: Developing a Sense of Self and Others ELG: Interacts with Adults and Other Children	SED.DSSO.IAOC.5: Respond to first name and say both first and last name.	4.PK.1e: Be able to say and respond to first and last name.
Social Studies/Social Emotional	Social Emotional	Interactions with other children and adults	x	x	4.PK.1f: Be able to say parent's or caregiver's name.
Social Studies/Social Emotional	Social Emotional	Pro-Social Behaviors	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation	SED.DSSO.SR.6: Play independently for longer periods of time.	5.PK.1a: Play independently.

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Social Studies/Social Emotional	Social Emotional	Pro-Social Behaviors	Standard: Developing a Sense of Self and Others ELG: Interacts with Adults and Other Children ELG: Continues to Develop Pro-social Behaviors ELG: Continues to Develop Self-Regulation	SED.DSSO.IAOC.6: Play for longer periods of time with other children, instead of mostly beside them. SED.DSSO.PSB.1: Decide with other children to play something specific and then execute this play. SED.DSSO.SR.7: Join in play with other children, interacting and beginning to share and take turns. SED.DSSO.PSB.4: Try to follow the rules of a simple board game.	5.PK.1b: Play in pairs and small groups.
Social Studies/Social Emotional	Social Emotional	Pro-Social Behaviors	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation	SED.DSSO.SR.8: Begin dramatic play by acting out whole scenes (playing house, pretending to be animals, etc.).	5.PK.1c: Engage in dramatic play.
Social Studies/Social Emotional	Social Emotional	Pro-Social Behaviors	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation ELG: Continues to Develop Pro-social Behaviors ELG: Interacts with Adults and Other Children	SED.DSSO.SR.7: Join in play with other children, interacting and beginning to share and take turns. SED.DSSO.PSB.4: Try to follow the rules of a simple board game. SED.DSSO.IAOC.6: Play for longer periods of time with other children, instead of mostly beside them.	5.PK.1d: Initiate play or enter into play with a group of children already playing.
Social Studies/Social Emotional	Social Emotional	Pro-Social Behaviors	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation ELG: Continues to Develop Pro-social Behaviors	SED.DSSO.PSB.1: Decide with other children to play something specific and then execute this play. SED.DSSO.SR.9: Jointly participate in goal setting and problem solving.	5.PK.2a: Participate in cooperative groups to complete a task.

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Social Studies/Social Emotional	Social Emotional	Pro-Social Behaviors	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Self-Regulation ELG: Continues to Develop Sense of Self-Confidence	SED.DSSO.SR.7: Join in play with other children, interacting and beginning to share and take turns. SED.DSSO.SSC.4: Wait patiently for a short time, knowing that they will get a turn.	5.PK.2b: Take turns with teacher support.
Social Studies/Social Emotional	Social Emotional	Pro-Social Behaviors	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Sense of Self-Confidence	SED.DSSO.SSC.4: Wait patiently for a short time, knowing that they will get a turn.	5.PK.2c: Share some of the time.
Social Studies/Social Emotional	Social Emotional	Attending and Focusing Skills	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Attending and Skills	SED.DSSO.AS.1: Attend to a task for longer periods of time.	6.PK.1a: Attend to a task for at least 10 minutes.
Social Studies/Social Emotional	Social Emotional	Attending and Focusing Skills	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Attending and Skills	SED.DSSO.AS.2: Move on to a new activity with occasional or minimal distress.	6.PK.1b: Move on to next activity without exhibiting signs of stress.
Social Studies/Social Emotional	Social Emotional	Attending and Focusing Skills	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Attending and Skills	SED.DSSO.AS.3: Use verbal and non-verbal conversational skills with modeling and prompting.	6.PK.1c: Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).
Social Studies/Social Emotional	Social Emotional	Attending and Focusing Skills	Standard: Developing a Sense of Self and Others ELG: Continues to Develop Attending and Skills	SED.DSSO.AS.4: Demonstrate ability to delay gratification to complete a larger task with adult guidance.	6.Pk.1d: Demonstrate ability to delay gratification to complete a larger task.
Creative Expression	Creative Expression	Creative Thinking - Approaches to Learning through Creativity	x	x	1.PK.1: Use a variety of approaches to solving problems.
Creative Expression	Creative Expression	Creative Thinking - Approaches to Learning through Creativity	Standard: Creativity & Creative Expression ELG: Visual Arts	CE.CCE.VA.1: Cooperates with others in implementing a plan to solve interpersonal problems.	1.PK.2: Use a variety of approaches to solving interpersonal problems in the classroom.

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Creative Expression	Creative Expression	Creative Thinking - Approaches to Learning through Creativity	Standard: Creativity & Creative Expression ELG: Visual Arts	CE.CCE.VA.3: Coordinates eye and hand movements to reach a motor challenge.	1.PK.3: Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.
Creative Expression	Creative Expression	Creative Thinking - Approaches to Learning through Motivation and Persistence	Standard: Creativity & Creative Expression ELG: Visual Arts	CE.CCE.VA.4: Select progressively more challenging tasks.	2.PK.1: Select progressively more challenging tasks.
Creative Expression	Creative Expression	Creative Thinking - Approaches to Learning through Motivation and Persistence	Standard: Creativity & Creative Expression ELG: Visual Arts	CE.CCE.VA.5: Demonstrate an increasing ability to delay gratification.	2.PK.2a: Demonstrate ability to delay gratification to complete a larger task.
Creative Expression	Creative Expression	Creative Thinking - Approaches to Learning through Motivation and Persistence	x	x	2.PK.2b: Express satisfaction when accomplishing a task and achieving a goal.
Creative Expression	Creative Expression	Creative Thinking - Approaches to Learning through Motivation and Persistence	Standard: Creativity & Creative Expression ELG: Visual Arts	CE.CCE.VA.4: Select progressively more challenging tasks. CE.CCE.VA.6: Persist in difficult tasks or new situations.	2.PK.3: Demonstrate persistence by trying again when faced with challenges.
Creative Expression	Creative Expression	Creative Thinking - Making Connections	Standard: Creativity & Creative Expression ELG: Visual Arts	CE.CCE.VA.7: Combine play objects in a variety of ways.	3.PK.1: Combine objects in a variety of ways.
Creative Expression	Creative Expression	Creative Thinking - Making Connections	Standard: Creativity & Creative Expression ELG: Visual Arts	CE.CCE.VA.6: Persist in difficult tasks or new situations.	3.PK.2: Categorize experiences, people, and ideas in a variety of ways.
Creative Expression	Creative Expression	Creative Thinking - Making Connections	x	x	3.PK.3: Create stories and scenarios by combining experiences and ideas.
Creative Expression	Creative Expression	Music and Movement - Singing	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.1: Make a variety of sounds with their voices.	1.PK.1: Make a variety of sounds with their voices.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Creative Expression	Creative Expression	Music and Movement - Singing	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.9: Enjoy silly songs.	1.PK.2: Create and sing chants.
Creative Expression	Creative Expression	Music and Movement - Singing	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.2: Sing a variety of songs.	1.PK.3a: Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.
Creative Expression	Creative Expression	Music and Movement - Singing	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.4: Listen and move to music from a variety of cultures.	1.PK.3b: Select and recognize a variety of songs from diverse cultures.
Creative Expression	Creative Expression	Music and Movement - Playing Instruments	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.5: Experiment with a variety of instruments.	2.PK.1: Play and identify a variety of musical instruments.
Creative Expression	Creative Expression	Music and Movement - Playing Instruments	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.5: Experiment with a variety of instruments.	2.PK.2: Participate in a rhythm instrument band.
Creative Expression	Creative Expression	Music and Movement - Playing Instruments	Standard: Creativity & Creative Expression ELG: Visual Arts	CE.CCE.VA.3: Coordinates eye and hand movements to reach a motor challenge.	2.PK.4: Accompany simple music with rhythm instruments or clapping.
Creative Expression	Creative Expression	Music and Movement - Improvisation	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.2: Sing a variety of songs.	3.PK.1: Improvise simple songs and rhythmic patterns using voice, body or instrument.
Creative Expression	Creative Expression	Music and Movement - Improvisation	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.9: Enjoy silly songs.	3.PK.3: Take familiar songs and change the words, feelings, sound of voice or dynamics.
Creative Expression	Creative Expression	Music and Movement - Listening	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.6: Demonstrate understanding of basic elements of music such as loud and soft, fast, slow.	6.PK.1: Identify simple elements of music such as loud/soft and fast/slow.
Creative Expression	Creative Expression	Music and Movement - Evaluation	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.5: Experiment with a variety of instruments.	7.PK.2: Demonstrate a preference in music.

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Creative Expression	Creative Expression	Music and Movement - Application to Life	x	x	8.PK.2: Demonstrate math and language skills while participating in music.
Creative Expression	Creative Expression	Music and Movement - Cultural and Historical Connections	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.4: Listen and move to music from a variety of cultures.	9.PK.1: Experience music from different cultures.
Creative Expression	Creative Expression	Music and Movement - Cross-curricular	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.3: Participate in musical games.	10.PK.1a: Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).
Creative Expression	Creative Expression	Music and Movement - Cross-curricular	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.7: Move with music using a variety of props (hoops, scarves, ribbons, etc.).	10.PK.1b: Move with and without music using a variety of props such as scarves, balloons, hoops, etc.
Creative Expression	Creative Expression	Music and Movement - Cross-curricular	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.8: Respond to changes in tempo (for example, by moving faster when the music speeds up and slower when it slows down).	10.PK.1c: Respond to changes in tempo.
Creative Expression	Creative Expression	Dramatic Play	Standard: Creativity & Creative Expression ELG: Participates in More Complex Scenarios in Dramatic Play	CE.CCE.CSDP.1: Cooperate with a small group of friends in pretend play.	1.PK.1: Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.
Creative Expression	Creative Expression	Dramatic Play	x	x	1.PK.2a: Make up new roles from experiences and familiar stories.
Creative Expression	Creative Expression	Dramatic Play	Standard: Creativity & Creative Expression ELG: Participates in More Complex Scenarios in Dramatic Play	CE.CCE.CSDP.7: Cooperate with friends.	1.PK.2b: Direct peers and/or follow directions from peers in creating dramatic play scenarios.

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Creative Expression	Creative Expression	Dramatic Play	Standard: Creativity & Creative Expression ELG: Participates in More Complex Scenarios in Dramatic Play	CE.CCE.CSDP.1: Cooperate with a small group of friends in pretend play.	1.PK.3: Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.
Creative Expression	Creative Expression	Dramatic Play	Standard: Creativity & Creative Expression ELG: Participates in More Complex Scenarios in Dramatic Play	CE.CCE.CSDP.3: Use realistic props in pretend play. CE.CCE.CSDP.7: Cooperate with friends.	1.PK.6: Use available materials as either realistic or symbolic props as part of dramatic play.
Creative Expression	Creative Expression	Dramatic Play	Standard: Creativity & Creative Expression ELG: Participates in More Complex Scenarios in Dramatic Play	CE.CCE.CSDP.2: Enjoy playing dress up. CE.CCE.CSDP.7: Cooperate with friends.	1.PK.7: Use dress-up clothes or costumes and other props in dramatic play.
Creative Expression	Creative Expression	Dramatic Play	x	x	2.PK.1: Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).
Creative Expression	Creative Expression	Dramatic Play	Standard: Creativity & Creative Expression ELG: Participates in More Complex Scenarios in Dramatic Play	CE.CCE.CSDP.6: Pretend about familiar experiences. CE.CCE.CSDP.7: Cooperate with friends.	2.PK.2: Imitate roles observed in child's life experiences.
Creative Expression	Creative Expression	Dramatic Play	x	x	2.PK.3: Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.
Creative Expression	Creative Expression	Dramatic Play	x	x	3.PK.3: Differentiate between pretend and real.
Creative Expression	Creative Expression	Dramatic Play	x	x	4.PK.1: Begin to understand and identify similarities and differences between dramatic characters and real people.
Creative Expression	Creative Expression	Dramatic Play	Standard: Creativity & Creative Expression ELG: Music and Movement	CE.CCE.MM.7: Move with music using a variety of props (hoops, scarves, ribbons, etc.).	5.PK.1: Use music, movement, and visual arts in dramatic play.

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Creative Expression	Creative Expression	Dramatic Play	Standard: Creativity & Creative Expression ELG: Participates in More Complex Scenarios in Dramatic Play	CE.CCE.CSDP.4: Copy adult work.	5.PK.3: Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).
Creative Expression	Creative Expression	Visual Arts: Knowledge	x	x	1.PK.3: Use a variety of media, techniques, and processes in art activities that are of the child's creation without a model.
Creative Expression	Creative Expression	Visual Arts: Content	x	x	2.PK.4: Identify color, shape, and texture through art experiences.
Creative Expression	Creative Expression	Visual Arts: Content	x	x	3.PK.1: Recognize various art forms (e.g., photographs, statues, paintings, and drawings).
Creative Expression	Creative Expression	Visual Arts: Content	x	x	3.PK.2: Create works that express or represent experiences, ideas, feelings, and fantasy using various media.
Creative Expression	Creative Expression	Visual Arts: Context	x	x	4.PK.3: Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.
Creative Expression	Creative Expression	Visual Arts: Interpretation	x	x	5.PK.1: Recognize their own and others' artwork.
Creative Expression	Creative Expression	Visual Arts: Interpretation	x	x	5.PK.2: Demonstrate respect for the artwork of others.
Creative Expression	Creative Expression	Visual Arts: Interpretation	x	x	5.PK.3: Describe or respond to their own creative work or the creative work of others.
Creative Expression	Creative Expression	Visual Arts: Cross-curricular	x	x	6.PK.1: Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.
Creative Expression	Creative Expression	Visual Arts: Cross-curricular	x	x	6.PK.2: Use visual arts in dramatic play, music, and movement activities.
Physical Development & Health	Physical Development	Development of Motor Skills	Standard: Coordinate Movements ELG: Develop Large Motor Skills	PD.CM.LMS.9: Begin to gallop (combining a walk with a leap, with the same foot leading each time).	1.PK.1: Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Physical Development & Health	Physical Development	Movement Forms	Standard: Coordinate Movements ELG: Develop Large Motor Skills	PD.CM.LMS.5: Climb the stairs on the climber with alternating feet, without holding on. PD.CM.LMS.7: Stand and hop on their preferred foot at least 3 times.	2.PK.1: Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.
Physical Development & Health	Physical Development	Movement Forms	Standard: Coordinate Movements ELG: Develop Large Motor Skills	PD.CM.LMS.10: Begin to rotate body when throwing an object. PD.CM.LMS.1: Catch a large ball that is thrown directly to them (but may turn head away). PD.CM.LMS.11: Begin to flex their lower leg when kicking a ball.	2.PK.2: PD.CM.LMS.5: Climb the stairs on the climber with alternating feet, without holding on. PD.CM.LMS.7: Stand and hop on their preferred foot at least 3 times.
Physical Development & Health	Physical Development	Movement Forms	Standard: Coordinate Movements ELG: Develop Large Motor Skills	PD.CM.LMS.6: Walk forward on a wide balance beam.	2.PK.3: Balance on one foot for at least five seconds.
Physical Development & Health	Physical Development	Dance	Standard: Coordinate Movements ELG: Develop Large Motor Skills	PD.CM.LMS.4: Follow simple routine movements to music, such as Hokey Pokey, Head, Shoulders, Knees and Toes.	3.PK.1: Demonstrate locomotor movements such as up, down, forward, and backward.
Physical Development & Health	Physical Development	Dance	Standard: Coordinate Movements ELG: Develop Large Motor Skills	PD.CM.LMS.4: Follow simple routine movements to music, such as Hokey Pokey, Head, Shoulders, Knees and Toes. PD.CM.LMS.2: Combine a sequence of several motor skills with control and balance.	3.PK.2: Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).
Physical Development & Health	Physical Development	Health Enhancing Lifestyle	x	x	4.PK.1e: Engage in daily moderate to vigorous physical activity.
Physical Development & Health	Physical Development	Personal Responsibility	Standard: Coordinate Movements ELG: Develop Large Motor Skills	PD.CM.LMS.8: Begin to play games involving physical activity such as "Duck, Duck, Goose" Participate in multi-cultural activities that enhance physical development (dance, games, activities, etc.).	5.PK.1: Participate appropriately during physical activities.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Physical Development & Health	Physical Development	Personal Responsibility	Standard: Coordinate Movements ELG: Develop Large Motor Skills	PD.CM.LMS.8: Begin to play games involving physical activity such as “Duck, Duck, Goose” Participate in multi-cultural activities that enhance physical development (dance, games, activities, etc.)	5.PK.2: Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg boards).
Physical Development & Health	Physical Development	Personal Responsibility	x	x	5.PK.3: Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).
Physical Development & Health	Physical Development	Personal Responsibility	Standard: Coordinate Movements ELG: Develop Large Motor Skills	PD.CM.LMS.8: Begin to play games involving physical activity such as “Duck, Duck, Goose” Participate in multi-cultural activities that enhance physical development (dance, games, activities etc.).	5.PK.4: Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities).
Physical Development & Health	Physical Development	Fine Motor Skills	Standard: Coordinate Movements ELG: Develop Fine Motor Skills	PD.CM.FMS.2: Performs fine motor tasks using eye-hand coordination: stacking, lacing, stringing beads, reproducing basic patterns, completing a 6-piece puzzle, building with small- sized Legos, and using peg boards.	6.PK.1: Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg boards).
Physical Development & Health	Physical Development	Fine Motor Skills	Standard: Coordinate Movements ELG: Develop Fine Motor Skills	PD.CM.FMS.3: Demonstrate more muscle strength, dexterity, and control when manipulating items: scissors, writing utensils, paint brushes, play dough, buttons/snaps	6.PK.2: Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).
Physical Development & Health	Physical Development	Fine Motor Skills	Standard: Coordinate Movements ELG: Develop Fine Motor Skills	PD.CM.FMS.1: Begin to grasp a writing implement using fingers or a tripod grasp but revert to a whole fist grasp at times.	6.PK.3: Use fingered or tripod grasp with drawing, painting or writing instruments.

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Physical Development & Health	Health Education	Core Concepts-Health Promotion/Disease Prevention	Standard: Coordinate Movements ELG: Develop Skills that Lead to Good Health Practices	PD.CM.GHP.7: Demonstrate personal hygiene skills (hand washing, independent toileting, with assistance for clothing). PD.CM.GHP.3: Brush their own teeth and hair but may need the help of an adult to make sure he has been thorough. PD.CM.GHP.1: Take care of their own toileting needs, but still need help sometimes with difficult clothing and/or wiping. PD.CM.GHP.5: Wash and dry their own hands.	1.PK.1: Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).
Physical Development & Health	Health Education	Core Concepts-Health Promotion/Disease Prevention	Standard: Coordinate Movements ELG: Develop Skills that Lead to Good Health Practices	PD.CM.GHP.8: Identify basic anatomy (eyes, nose, arms, legs).	1.PK.2: Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).
Physical Development & Health	Health Education	Core Concepts-Health Promotion/Disease Prevention	Standard: Coordinate Movements ELG: Develop Skills that Lead to Good Health Practices	PD.CM.GHP.9: Identify health foods versus junk foods.	1.PK.3: Identify healthy foods.
Physical Development & Health	Health Education	Core Concepts-Health Promotion/Disease Prevention	Standard: Coordinate Movements ELG: Develop Skills that Lead to Good Health Practices	PD.CM.GHP.10: Identify some safety rules (fire safety, traffic/pedestrian safety, dangerous objects, etc.).	1.PK.5: Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.).
Physical Development & Health	Health Education	Core Concepts-Health Promotion/Disease Prevention	Standard: Coordinate Movements ELG: Develop Skills that Lead to Good Health Practices	PD.CM.GHP.5: Wash and dry their own hands. PD.CM.GHP.11: Demonstrate basic disease prevention skills (cover mouth/nose, hand washing) Recognize community helpers.	1.PK.6: Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).
Physical Development & Health	Health Education	Core Concepts-Health Promotion/Disease Prevention	x	x	1.PK.7: Recognize community health and safety helpers (e.g., police, firefighters, doctors).

Indicator	Domain	Pre-K Content Standard	I/T Content Standard + Early Learning Guideline (ELG)	Matched Infant/Toddler ELG Code & Examples	Pre-K Indicator Text
Physical Development & Health	Health Education	Core Concepts-Health Promotion/Disease Prevention	x	x	1.PK.8: Identify the basic need for air, water, and food.
Physical Development & Health	Health Education	Self-Management	x	x	3.PK.1: Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).
Physical Development & Health	Health Education	Self-Management	x	x	3.PK.3: Identify potential hazards at home, school, and community, etc.).
Physical Development & Health	Health Education	Interpersonal Communication	x	x	5.PK.1: Seek adult assistance when injured and/or ill.