



COR Advantage 1.5 — HighScope’s newest research-based assessment tool — is highly compatible with many national and state early learning standards, including those of the state of Nevada. This document shows you how COR Advantage aligns with Nevada’s standards and guidelines for both infant-toddler and preschool levels. Click on the category below to view the alignment you are looking for.

[Infant-Toddler Alignment](#)

[Preschool Alignment](#)



Alignment of the 2011 Nevada Infant and Toddler Early Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2011 **Nevada Infant and Toddler Early Learning Guidelines** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



Nevada Early Learning Standards

COR Advantage Items

<i>Birth to Four Months</i>	
<p>I: Social & Emotional Development</p> <p>Experiencing, expressing, & managing emotions; developing relationships</p> <p>Expresses feelings</p> <p>Interacts with adults and other children</p> <p>Begins to develop self-regulation</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p>
<p>II: Language Development</p> <p>Communicating & understanding spoken language</p> <p>Begins to develop skills involved in conversations with others</p> <p>Pre-Reading and Pre-Writing</p> <p>Begins to develop skills that will lead to reading readiness</p>	<p>K. Personal care and healthy behavior</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p>
<p>III. Cognitive Development</p> <p>Discovering the world</p> <p>Begins to explore her body and environment</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>R. Writing</p> <p>S. Number and counting</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>BB. Observing and classifying</p> <p>FF. Knowledge of self and others</p>
<p>IV: Physical Development</p> <p>Coordinate Movements</p> <p>Uses repetition to move various body parts</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>FF. Knowledge of self and others</p>

Nevada Early Learning Standards

COR Advantage Items

<i>Five to Eight Months</i>	
<p>I. Social and Emotional Development</p> <p>Developing a Sense of Self and Others</p> <p>Expresses feelings</p> <p>Interacts with adults and other children</p> <p>Begins to develop self-regulation</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p>
<p>II. Language Development</p> <p>Understand and Communicate</p> <p>Begins to develop skills involved in conversations with others</p> <p>Pre-Reading and Pre-Writing</p> <p>Begins to develop skills that will lead to reading readiness</p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
<p>III. Cognitive Development</p> <p>Discover and Learn</p> <p>Begin to develop skills that lead to Math concepts such as: Problem solving and Reasoning</p> <p>Begin to develop skills that lead to Science Concepts such as: Cause and effect and Daily routines</p>	<p>B. Problem solving with materials</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>V. Patterns</p> <p>GG. Geography</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>IV. Physical Development</p> <p>Coordinate Movements</p> <p>Physical and Large Motor Development</p> <p>Fine Motor Development</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>

Nevada Early Learning Standards

COR Advantage Items

<i>Nine to Twelve Months</i>	
<p>I. Social & Emotional Development</p> <p>Developing a Sense of Self and Others</p> <p>Expresses and identifies feelings</p> <p>Interacts with adults and other children</p> <p>Begins to develop self-regulation</p> <p>Begins to develop self-confidence and independence</p> <p>Begin to develop pro-social behaviors</p> <p>Develops attending and focusing skills</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p> <p>D. Emotions</p> <p>J. Fine motor skills</p> <p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>A. Initiative and planning</p> <p>E. Building relationships with adults</p>
<p>II. Language Development</p> <p>Understand and Communicate</p> <p>Begin to develop skills involved in communicating with others</p> <p>Pre-Reading and Pre-Writing</p> <p>Begins to develop skills that lead to reading readiness: Different sounds of language; Development of vocabulary and comprehension; Develops knowledge of book handling</p> <p>Begins to develop skills that lead to writing</p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>J. Fine-motor skills</p> <p>R. Writing</p> <p>X. Art</p>

Nevada Early Learning Standards

COR Advantage Items

<i>Nine to Twelve Months CONT</i>	
<p>III. Cognitive Development</p> <p>Discover and Learn</p> <p>Begin to develop skills that lead to math concepts such as: Problem solving; Communication; Reasoning; Memory</p> <p>Begin to develop skills that lead to science concepts such as: Cause and effect; Daily routines; Imitation of gestures and use of objects; Identify body parts</p>	<p>A. Initiative and planning B. Problem solving with materials T. Geometry: Shapes and spatial awareness U. Measurement GG. Geography</p> <p>I. Gross-motor skills K. Personal care and healthy behavior L. Speaking N. Phonological awareness AA. Pretend play BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions GG. Geography</p>
<p>IV. Physical Development</p> <p>Coordinate Movements</p> <p>Physical development: Large motor development</p> <p>Fine motor development</p> <p>Health</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills R. Writing</p> <p>D. Emotions K. Personal care and healthy behavior FF. Knowledge of self and others</p>
<p>V. Creative Expression</p> <p>Creativity & Critical Thinking</p> <p>Begins to develop creative thinking: Explore the arts; Appreciates music; Participates in creative movement; Begins to participate in dramatic play.</p>	<p>J. Fine-motor skills K. Personal care and healthy behavior T. Geometry: Shapes and spatial awareness Y. Music AA. Pretend play BB. Observing and classifying</p>

Nevada Early Learning Standards

COR Advantage Items

<i>Thirteen to Eighteen Months</i>	
<p>I. Social & Emotional Development</p> <p>Developing a Sense of Self and Others</p> <p>Expresses feelings and develops self-recognition</p> <p>Interacts with adults and other children</p> <p>Begins to develop self-regulation</p>	<p>D. Emotions</p> <p>D. Emotions E. Building relationships with adults F. Building relationships with other children</p> <p>D. Emotions H. Conflict resolution</p>
<p>II. Language Development</p> <p>Communicating and understanding</p> <p>Begins to develop listening and speaking skills: Understands the meaning of words and gestures; Uses conventions of speech; Listens to stories, directions and conversations; Communicates using sounds words and gestures.</p> <p>Pre-reading and Pre-writing</p> <p>Begins to develop skills that will lead to reading readiness: Recognizes and reacts to sounds; Increases vocabulary; Increases comprehension; Develops book handling skills</p> <p>Begins to develop skills that will lead to writing</p>	<p>L. Speaking M. Listening and comprehension N. Phonological awareness P. Reading Q. Book enjoyment and knowledge</p> <p>N. Phonological awareness P. Reading Q. Book enjoyment and knowledge Z. Movement</p> <p>R. Writing X. Art</p>
<p>III. Cognitive Development</p> <p>Discovering the world</p> <p>Explores and experiments with objects in the environment</p> <p>Begins to develop skills that lead to Math concepts such as: Problem solving; Communication; Reasoning; Memory</p>	<p>B. Problem solving with materials BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p> <p>A. Initiative and planning B. Problem solving with materials G. Community AA. Pretend play FF. Knowledge of self and others</p>

Nevada Early Learning Standards

COR Advantage Items

<p>Thirteen to Eighteen Months CONT</p>	<p>A. Initiative and planning G. Community K. Personal care and healthy behavior AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>
<p>IV. Physical Development</p> <p>Coordinate Movements</p> <p>Large Motor Development: Moves constantly, showing increasing large muscle control</p> <p>Continues to refine Fine Motor Development: Begins to develop manipulative skills</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills U. Measurement R. Writing</p>
<p>V. Creative Expression</p> <p>Creativity & Critical Thinking</p> <p>Begins to develop creative thinking: Explores the arts; Appreciates music; Participates in creative movement; Begins to participate in dramatic play</p>	<p>A. Initiative and planning B. Problem solving with materials T. Geometry: Shapes and spatial awareness Y. Music Z. Movement AA. Pretend play BB. Observing and classifying</p>

Nevada Early Learning Standards

COR Advantage Items

<i>Nineteen to Twenty Four Months</i>	
I. Social & Emotional Development	
Developing a sense of self and others	
Expresses feelings	D. Emotions
Continues to develop self-regulation	A. Initiative and planning D. Emotions G. Community H. Conflict resolution FF. Knowledge of self and others
Interacts with adults and other children	E. Building relationships with adults F. Building relationships with other children AA. Pretend play
Begins to develop a sense of self confidence	A. Initiative and planning B. Problem solving with materials D. Emotions
Begins to develop pro-social behaviors	A. Initiative and planning D. Emotions E. Building relationships with adults AA. Pretend play
Begin to develop attending & focusing skills	A. Initiative and planning
II. Language Development	
Understand and Communicate	
Continue to develop listening and speaking skills	L. Speaking M. Listening and comprehension
Pre-Reading and Pre-writing	
Begins to develop skills that will lead to reading readiness: Recognizes and reacts to sounds: Recognizes and reacts to sounds; Increases vocabulary; Increases comprehension; Shows interest in book reading	D. Emotions M. Listening and comprehension N. Phonological awareness P. Reading Q. Book enjoyment and knowledge Y. Music Z. Movement
Continue to develop pre-writing skills	R. Writing X. Art

Nevada Early Learning Standards

COR Advantage Items

<i>Nineteen to Twenty Four Months CONT</i>	
<p>III. Cognition Development</p> <p>Mathematical Exploration and Learning</p> <p>Begin to develop math skills such as: Identify body parts; Problem solving; Communication; Reasoning; Memory</p> <p>Scientific Exploration and Learning</p> <p>Begin to develop skills that lead to science concepts such as: Identify body part; Cause and effect; Daily routines; Imitation of gestures and use of objects; Identification of body parts.</p>	<p>C. Reflection</p> <p>J. Fine-motor skills</p> <p>S. Number and counting</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>U. Measurement</p> <p>V. Patterns</p> <p>Y. Music</p> <p>BB. Observing and classifying</p> <p>B. Problem solving with materials</p> <p>K. Personal care and healthy behavior</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p>
<p>IV. Physical Development</p> <p>Coordinate Movements</p> <p>Physical Development: Large motor development</p> <p>Fine Motor Development</p> <p>Develop skills that lead to good health practices</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>
<p>V. Creative Expression</p> <p>Creativity and critical thinking</p> <p>Begins to develop creative thinking: Explores the arts; Appreciates music; Participates in creative movement; Begins to participate in dramatic play</p>	<p>B. Problem solving with materials</p> <p>V. Patterns</p> <p>Y. Music</p> <p>AA. Pretend play</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

Nevada Early Learning Standards

COR Advantage Items

<i>Twenty Four to Thirty Months</i>	
<p>I. Social & Emotional Development</p> <p>Developing a sense of self and others</p> <p>Expresses feelings</p> <p>Continues to develop self-regulation</p> <p>Interacts with adults and other children</p> <p>Begins to develop a sense of self confidence</p> <p>Begins to develop pro-social behaviors: Have beginning understanding of consequences when following routines and recreating familiar events</p>	<p>D. Emotions</p> <p>D. Emotions G. Community H. Conflict resolution K. Personal care and healthy behavior</p> <p>D. Emotions E. Building relationships with adults F. Building relationships with other children H. Conflict resolution</p> <p>B. Problem solving with materials K. Personal care and healthy behavior</p> <p>A. Initiative and planning F. Building relationships with other children G. Community AA. Pretend play</p>
<p>II. Language Development</p> <p>Understand and Communicate</p> <p>Continue to develop listening and speaking skills</p> <p>Pre-Reading/Pre-Writing</p> <p>Begins to develop skills that will lead to reading readiness: Identify body parts; Recognizes and reacts to sounds; Increases vocabulary Increases comprehension; Show interest in book reading; Recognizes symbols have corresponding meaning</p> <p>Continue to develop pre-writing skills: Use writing utensils for scribbles and drawings</p>	<p>F. Building relationships with other children L. Speaking M. Listening and comprehension N. Phonological awareness Y. Music</p> <p>K. Personal care and healthy behavior M. Listening and comprehension N. Phonological awareness P. Reading Q. Book enjoyment and knowledge</p> <p>R. Writing X. Art AA. Pretend play</p>

Nevada Early Learning Standards

COR Advantage Items

<i>Twenty Four to Thirty Months CONT</i>	
<p>III. Cognitive Development</p> <p>Mathematical Exploration and Learning</p> <p>Begin to develop math skills such as: Problem solving; Communication; Reasoning; Memory; Quantity and number relationships</p> <p>Scientific Exploration and Learning</p> <p>Begin to develop skills that lead to science concepts such as: Cause and effect; Daily routines; Imitation of gestures and use of objects; Identification of body parts' Observation of the world and nature</p>	<p>B. Problem solving with materials C. Reflection M. Listening and comprehension U. Measurement BB. Observing and classifying HH. History</p> <p>B. Problem solving with materials K. Personal care and healthy behavior BB. Observing and classifying DD. Natural and physical world EE. Tools and technology</p>
<p>IV. Physical Development</p> <p>Coordinate Large and Small Muscles to Move and Play</p> <p>Large motor development: Perform more complex movements with his arms and legs</p> <p>Fine Motor Development: Use improved eye-hand coordination to explore and manipulate objects</p> <p>Develop skills that lead to good Health practices</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>
<p>V. Creative Expression</p> <p>Creativity & Critical Thinking</p> <p>Begins to develop creative thinking: Explore the arts; Appreciates music; Participates in creative movement; Begins to participate in dramatic plan</p>	<p>X. Art Y. Music AA. Pretend play BB. Observing and classifying</p>

Nevada Early Learning Standards

COR Advantage Items

<i>Thirty Months to Three Years</i>	
I. Social & Emotional Development	
Developing a Sense of Self and Others	
Identifies and expresses feelings	D. Emotions
Continues to develop self-regulation	B. Problem solving with materials D. Emotions G. Community H. Conflict resolution
Interacts with adults and other children	D. Emotions E. Building relationships with adults F. Building relationships with other children H. Conflict resolution AA. Pretend play
Continues to develop a sense of self confidence	A. Initiative and planning B. Problem solving with materials
Continues to develop pro-social behaviors	D. Emotions F. Building relationships with other children AA. Pretend play
Begins to develop attending and focusing skills	A. Initiative and planning G. Community
II. Language Development	
Communicating and Understanding	
Continue to develop skills in listening and speaking	L. Speaking M. Listening and comprehension
Pre-reading and Pre-writing	
Continues to develop skills that will lead to reading readiness: Increases vocabulary; Increases comprehension; Shows interest in book reading	M. Listening and comprehension N. Phonological awareness P. Reading Q. Book enjoyment and knowledge T. Geometry: Shapes and spatial awareness Y. Music Z. Movement GG. Geography
Continues to develop writing skills	R. Writing X. Art

Nevada Early Learning Standards

COR Advantage Items

<p>Thirty Months to Three Years CONT</p>	
<p>III. Cognitive Development</p> <p>Mathematical Exploration and Learning</p> <p>Continue to develop math skills such as: Problem solving; Communication; Reasoning; Memory</p>	
<p>Scientific Exploration and Learning</p> <p>Develop skills that lead to science concepts such as: Cause and effect; Daily routines; Imitation of gestures and use of objects; Identification of body parts</p>	<p>S. Number and counting U. Measurement T. Geometry: Shapes and spatial awareness BB. Observing and classifying HH. History</p> <p>B. Problem solving with materials BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology</p>
<p>IV. Physical Development</p> <p>Combine Several Large Muscle Skills When Playing</p> <p>Develop large motor skills Develop fine motor skills Develop skills that lead to good health practices</p>	<p>I. Gross-motor skills J. Fine-motor skills K. Personal care and healthy behavior</p>
<p>V. Creative Expression</p> <p>Creativity and creative expression</p> <p>Begins to develop creative thinking: Explore the arts; Appreciates music; Participates in creative movement; Begins to participate in dramatic explore art materials</p>	<p>L. Speaking M. Listening and comprehension X. Art Y. Music Z. Movement BB. Observing and classifying</p>

Nevada Early Learning Standards

COR Advantage Items

Three Years	
<p>I. Social & Emotional Development</p> <p>Developing a Sense of Self and Others</p> <p>Identifies and expresses feelings</p> <p>Continues to develop self-regulation</p> <p>Interacts with adults and other children</p> <p>Continues to develop pro-social behaviors</p> <p>Continue to develop a sense of self confidence</p> <p>Continue to develop attending and skills</p>	<p>D. Emotions</p> <p>D. Emotions G. Community H. Conflict resolution K. Personal care and healthy behavior</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>D. Emotions F. Building relationships with other children H. Conflict resolution AA. Pretend play FF. Knowledge of self and others</p> <p>A. Initiative and planning B. Problem solving with materials</p> <p>A. Initiative and planning</p>
<p>II. Language Development</p> <p>Communicating and Understanding</p> <p>Continue to develop skills in listening and speaking Use more conventions of speech: Have more meaningful conversations with peers and adults</p> <p>Pre-Reading and Pre-writing</p> <p>Continues to develop skills that will lead to reading readiness: Recognizes and reacts to sounds; Increases vocabulary; Increases comprehension; Shows interest in book reading; Recognizes that symbols have corresponding meaning</p> <p>Continues to develop writing skills</p>	<p>K. Personal care and healthy behavior L. Speaking M. Listening and comprehension N. Phonological awareness P. Reading HH. History</p> <p>L. Speaking M. Listening and comprehension N. Phonological awareness O. Alphabet knowledge P. Reading Q. Book enjoyment and knowledge Y. Music GG. Geography</p> <p>R. Writing X. Art AA. Pretend play</p>

Nevada Early Learning Standards

COR Advantage Items

<i>Three Years CONT</i>	
<p>III. Cognitive Development</p> <p>Mathematical Exploration and Learning</p> <p>Continue to develop math skills such as: Problem solving; Communication; Reasoning; Memory</p> <p>Scientific Exploration and Learning</p> <p>Develop skills that lead to science concepts such as: Cause and effect; Daily routines; Imitation of gestures and use of objects; Identification of parts of the body</p>	<p>S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns BB. Observing and classifying</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology</p>
<p>IV. Physical Development</p> <p>Coordinate Movements</p> <p>Develop large motor skills Develop fine motor skills Develop skills that lead to good health practices</p>	<p>I. Gross-motor skills J. Fine-motor skills K. Personal care and healthy behavior</p>
<p>V. Creative Expression</p> <p>Creativity & creative expression</p> <p>Continues to develop creative thinking: Visual arts</p> <p>Music and movement</p> <p>Participates in more complex scenarios in dramatic play</p>	<p>A. Initiative and planning B. Problem solving with materials H. Conflict resolution J. Fine-motor skills</p> <p>Y. Music Z. Movement</p> <p>AA. Pretend play</p>

Alignment of the 2010 Nevada Pre-Kindergarten Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2010 **Nevada Pre-Kindergarten Standards** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



Nevada Pre-Kindergarten Standards

COR Advantage Items

Mathematics	
<p>Indicator M=Math</p> <p>Content Standard 1.0: Numbers, Number Sense & Computation</p> <p>1.PK.3a Recognize and read numerals 0-5.</p> <p>1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.</p> <p>1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.</p> <p>1.PK.4a Count to 10.</p> <p>1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.</p> <p>1.PK.5 Use concrete objects to combine and separate groups up to 5.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p>Content Standard 2.0: Patterns, Functions & Algebra</p> <p>2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color).</p> <p>2.PK.2 Recognize and replicate simple patterns (e.g., ABAB).</p> <p>2.PK.3 Compare sets of objects. Determine which set has more or less.</p>	<p>BB. Observing and classifying</p> <p>V. Patterns</p> <p>S. Number and counting</p>
<p>Content Standard 3.0: Measurement</p> <p>3.PK.1 Compare objects by size to determine smaller and larger.</p> <p>3.PK.4 Sort pennies and nickels.</p>	<p>U. Measurement</p> <p>BB. Observing and classifying</p>
<p>Content Standard 4.0: Spatial Relationships, Geometry and Logic</p> <p>4.PK.1a Identify circles, triangles, and squares.</p> <p>4.PK.1b Begin to recognize two and three dimensional shapes in the environment.</p> <p>4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p>Content Standard 5.0: Data Analysis</p> <p>5.PK.1 Identify and sort information (e.g., interpret quantity in pictures).</p>	<p>W. Data analysis</p>

Nevada Pre-Kindergarten Standards

COR Advantage Items

<i>Science</i>	
<p>Indicator N=Nature Of Science</p> <p>Content Standard: Nature of Science- Scientific Inquiry and Science, Technology, & Society</p> <p>N.PK1.a Observe their world.</p> <p>N.PK1.b Ask questions about their world.</p> <p>N.PK.2 Share ideas with others.</p> <p>N.PK.3 Use tools safely to observe and explore different objects/environments.</p> <p>N.PK.4 Use patterns to predict or sort items.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>V. Patterns</p>
<p>Indicator E=Earth</p> <p>Content Standard: Earth & Space Science- Atmospheric Processes and the Water Cycle; Solar System & Universe; Earth's Composition & Structure</p> <p>E.PK.1 Observe and identify weather from day to day.</p> <p>E.PK.2 Observe and identify water in different states.</p> <p>E.PK.4 Identify and sort different natural objects (e.g., rocks, soils, etc.).</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>
<p>Indicator P=Physical</p> <p>Content Standard: Physical Science- Matter and Forces & Motion and Energy</p> <p>P.PK.1 Sort objects according to observable properties (e.g., by shape and color).</p> <p>P.PK.2 Explore and demonstrate how objects move.</p> <p>P.PK.3 Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).</p> <p>P.PK.4 Investigate how objects react when placed in water.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

Nevada Pre-Kindergarten Standards

COR Advantage Items

<i>Indicator L=Life</i>	
Content Standard: Life Science- Heredity; Structure of Life; Organisms and their Environment; Diversity of Life	
L.PK.2 Explore and identify a variety of animals and plants.	DD. Natural and physical world
L.PK.3 Identify humans, animals, and plants.	DD. Natural and physical world
L.PK.4 Use the five senses to explore and investigate the natural world.	BB. Observing and classifying DD. Natural and physical world
L.PK.6 Identify animals and their homes.	DD. Natural and physical world
L.PK.7 Identify and/or sort plants and animals by observable characteristics.	BB. Observing and classifying DD. Natural and physical world

Nevada Pre-Kindergarten Standards

COR Advantage Items

Language & Early Literacy (ELA) English Language Arts	
<p>Indicator WA=Word Analysis</p> <p>Content Standard 1.0: Word Analysis</p> <p>1.PK.1 Identify words that rhyme.</p> <p>1.PK.2 Identify the beginning sound of own name.</p> <p>1.PK.3 Identify letters in own name.</p> <p>1.PK.4 Recognize environmental print and symbols.</p> <p>1.PK.5 Demonstrate awareness that print carries a message.</p>	<p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
<p>Indicator RS=Reading Strategies</p> <p>Content Standard 2.0: Reading Strategies</p> <p>2.PK.1 Identify the front cover of the book and know how to turn the pages when reading.</p> <p>2.PK.2 Ask questions or make comments pertinent to the story being read.</p> <p>2.PK.3 Identify pictures to aid in comprehension.</p>	<p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>P. Reading</p>
<p>Indicator LT=Literary Text</p> <p>Content Standard 3.0: Literary Text</p> <p>3.PK.1 Retell a story with the aid of pictures, props, or a book.</p> <p>3.PK.5 Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).</p> <p>3.PK.6 With assistance, listen and respond to words with tone (e.g., poems and finger plays).</p> <p>3.PK.8 Predict what will happen next in a story.</p> <p>3.PK.9 Listen to age-appropriate material that makes connections to self and the world around them.</p>	<p>Q. Book enjoyment and knowledge</p> <p>AA. Pretend play</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>

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COR Advantage Items

<p>Indicator ET=Expository Text</p> <p>Content Standard 4.0: Expository Text</p> <p>4.PK.1 Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).</p> <p>4.PK.5a Recall information from an event, text, or picture related to self and the world around them.</p> <p>4.PK.5b Respond to or ask a question about an event, text, or picture.</p>	<p>P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>
<p>Indicator EW=Effective Writing</p> <p>Content Standard 5.0: Effective Writing (All levels of writing and spelling at this age are appropriate. Creative spelling and/or pretend writing should be expected and encouraged.)</p> <p>5.PK.1 Experiment with writing tools and materials in response to information.</p> <p>5.PK.2a Experiment with beginning techniques for using various writing materials.</p> <p>5.PK.2b Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).</p> <p>5.PK.4a Use letter-like approximation to write name and/or other words or ideas.</p> <p>5.PK.4b Attempt, with a model, to spell own first name.</p> <p>5.PK.4c Attempt, with a model, to write the first letter of first name using the capital letter.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>

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COR Advantage Items

<p>Indicator TW=Types of Writing</p> <p>Content Standard 6.0: Types of Writing (All levels of writing and spelling at this age are appropriate. Creative spelling and/or pretend writing should be expected and encouraged.)</p> <p>6.PK.1 Experiment with writing tools and materials to communicate.</p> <p>6.PK.2 Experiment with writing tools and materials in response to a familiar experience.</p> <p>6.PK.4 Experiment with writing tools and materials in response to literature.</p> <p>6.PK.9b Identify and explore an area of interest.</p>	<p>R. Writing</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p> <p>A. Initiative and planning</p>
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COR Advantage Items

<p>Indicator LS=Listening</p> <p>Content Standard 7.0: Listening</p> <p>7.PK.1a Listen for a variety of purposes with increasing attention span.</p> <p>7.PK.2 Listen and respond appropriately to stories and group discussions.</p> <p>7.PK.3 Listen with increasing attention span to gain new vocabulary.</p> <p>7.PK.5 Engage in conversation and sometimes follow conversational rules.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p>Indicator S=Speaking</p> <p>Content Standard 8.0: Speaking</p> <p>8.PK.1 Speak with increasing clarity, ease and accuracy, and give clear directions.</p> <p>8.PK.2 Use and expand vocabulary to describe feelings, experiences, observations and ideas.</p> <p>8.PK.3a Engage in dramatic play to convey experiences, feelings, ideas, or stories.</p> <p>8.PK.3b Speak in complete sentences using at least three words.</p> <p>8.PK.4a Initiate conversation and respond to others.</p> <p>8.PK.4b Share ideas and information from personal and share group experiences.</p> <p>8.PK.4c Ask and answer simple questions.</p> <p>8.PK.5 Use language to repeat simple stories, songs and rhymes, or to relate experiences.</p>	<p>L. Speaking</p> <p>D. Emotions L. Speaking</p> <p>AA. Pretend play</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking N. Phonological awareness</p>

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COR Advantage Items

<i>Social Studies/Social Emotional</i>	
<p><i>Indicator H=History</i></p> <p>Content Standard H1: People, Cultures, and Civilizations</p> <p>H1.PK.1 Children begin to complete simple tasks together.</p> <p>H1.PK.3 Share information about their family practices, customs, and culture.</p>	<p>F. Building relationships with other children</p> <p>FF. Knowledge of self and others</p>
<p><i>Indicator G=Geography</i></p> <p>Content Standard G5: The World in Spatial Terms</p> <p>G5.PK.1 Identify direction and location (e.g., up/down and above/below).</p>	<p>T. Geometry: Shapes and spatial awareness</p>
<p><i>Indicator G=Geography</i></p> <p>Content Standard G6: Places & Regions</p> <p>G6.PK.1 Identify different areas of the classroom and home.</p> <p>G6.PK.2 Begin to recognize characteristics that make them unique.</p> <p>G6.PK.3 Identify numbers and letters related to his/her address.</p>	<p>GG. Geography</p> <p>FF. Knowledge of self and others</p> <p>O. Alphabet knowledge</p> <p>S. Number and counting</p>
<p><i>Indicator Ec=Economics</i></p> <p>Content Standard Ec9: The Market Economy</p> <p>Ec9.PK.2 Demonstrate the role of different jobs in the community.</p>	<p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>
<p><i>Indicator Ec=Economics</i></p> <p>Content Standard Ec11: The Dynamic Economy</p> <p>Ec11.PK.1 Decided between two choices involving classroom resources.</p>	<p>A. Initiative and planning</p>
<p><i>Indicator C=Civics</i></p> <p>Content Standard C16: Global Relations</p> <p>C16.PK.1 Identify their teacher and peers by name.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>

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COR Advantage Items

<i>Social Emotional</i>	
<p>Indicator SE=Social Emotional</p> <p>Content Standard 1.0: Self-Confidence</p> <p>1.PK.1a Make independent choices from diverse interest centers or activities.</p> <p>1.PK.1b Select materials to use for individual expression.</p> <p>1.PK.2a Express ideas for activities; initiate and participate in discussions with teachers or peers.</p> <p>1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally.</p> <p>1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning E. Building relationships with adults F. Building relationships with other children</p> <p>D. Emotions G. Community</p> <p>A. Initiative and planning B. Problem solving with materials</p>
<p>Indicator SE=Social Emotional</p> <p>Content Standard 2.0: Self-Direction</p> <p>2.PK.1b Move through routines and activities with minimal adult/teacher direction.</p> <p>2.PK.2 Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).</p>	<p>G. Community</p> <p>K. Personal care and healthy behavior</p>
<p>Indicator SE=Social Emotional</p> <p>Content Standard 3.0: Identification and Expression of Feelings</p> <p>3.PK.1 Identify a range of feelings (e.g., sadness, anger, fear, happiness).</p> <p>3.PK.2a Express feelings, needs or wants in appropriate ways.</p> <p>3.PK.2b Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p>

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COR Advantage Items

<p>Indicator SE=Social Emotional</p> <p>Content Standard 4.0: Interactions with other children and adults</p> <p>4.PK.1a Demonstrate appropriate affection for teachers and friends.</p> <p>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”).</p> <p>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).</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>H. Conflict resolution</p>
<p>Indicator SE=Social Emotional</p> <p>Content Standard 5.0: Pro-Social Behaviors</p> <p>5.PK.1a Play independently.</p> <p>5.PK.1b Play in pairs and small groups.</p> <p>5.PK.1c Engage in dramatic play.</p> <p>5.PK.1d Initiate play, or enter into play with a group of children already playing.</p> <p>5.PK.2b Take turns with teacher support.</p> <p>5.PK.2c Share some of the time.</p>	<p>A. Initiative and planning</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>H. Conflict resolution</p>
<p>Indicator SE=Social Emotional</p> <p>Content Standard 6.0: Attending and Focusing Skills</p> <p>6.PK.1a Attend to a task for at least 10 minutes.</p> <p>6.PK.1b Move on to next activity without exhibiting signs of stress.</p> <p>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.).</p>	<p>A. Initiative and planning</p> <p>D. Emotions</p> <p>G. Community</p> <p>L. Speaking</p>

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COR Advantage Items

<i>Creative Expression</i>	
<p>Indicator CT=Creative Thinking</p> <p>Content Standard 1.0: Creative Thinking- Approaches to Learning through Creativity</p> <p>1.PK.1 Use a variety of approaches to solving problems.</p> <p>1.PK.2 Use a variety of approaches to solving interpersonal problems in the classroom.</p> <p>1.PK.3 Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.</p>	<p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>H. Conflict resolution</p> <p>B. Problem solving with materials</p>
<p>Indicator CT=Creative Thinking</p> <p>Content Standard 2.0: Creative Thinking- Approaches to Learning through Motivation and Persistence</p> <p>2.PK.2b Express satisfaction when accomplishing a task and achieving a goal.</p> <p>2.PK.3 Demonstrate persistence by trying again when faced with challenges.</p>	<p>D. Emotions</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p>
<p>Indicator CT=Creative Thinking</p> <p>Content Standard 3.0: Creative Thinking- Making Connections</p> <p>3.PK.2 Categorize experiences, people and ideas in a variety of ways.</p> <p>3.PK.3 Create stories and scenarios by combining experiences and ideas.</p>	<p>W. Data analysis</p> <p>BB. Observing and classifying</p> <p>FF. Knowledge of self and others</p> <p>AA. Pretend play</p>
<p>Indicator MM=Music and Movement</p> <p>Content Standard 1.0: Music and Movement- Singing</p> <p>1.PK.1 Make a variety of sounds with their voices.</p> <p>1.PK.2 Create and sing chants.</p> <p>1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.</p>	<p>Y. Music</p> <p>N. Phonological awareness</p> <p>Y. Music</p> <p>N. Phonological awareness</p> <p>Y. Music</p>

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<p>Indicator MM=Music and Movement</p> <p>Content Standard 2.0: Music and Movement-Playing Instruments</p> <p>2.PK.1 Play and identify a variety of musical instruments.</p> <p>2.PK.2 Participate in a rhythm instrument band.</p> <p>2.PK.4 Accompany simple music with rhythm instruments or clapping.</p>	<p>Y. Music</p> <p>Y. Music</p> <p>Z. Movement</p>
<p>Indicator MM=Music and Movement</p> <p>Content Standard 3.0: Music and Movement-Improvisation</p> <p>3.PK.1 Improvise simple songs and rhythmic patterns using voice, body or instrument.</p> <p>3.PK.3 Take familiar songs and change the words, feelings, sound of voice or dynamics.</p>	<p>Y. Music</p> <p>Z. Movement</p> <p>Y. Music</p>
<p>Indicator MM=Music and Movement</p> <p>Content Standard 10.0: Music and Movement-Cross curricular</p> <p>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).</p> <p>10.PK.1b Move with and without music using a variety of props such as scarves, balloons, hoops, etc.</p>	<p>Z. Movement</p> <p>Z. Movement</p>

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<p>Indicator D=Dramatic Play</p> <p>Content Standard 1.0: Dramatic Play</p> <p>1.PK.1 Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.</p> <p>1.PK.2a Make up new roles from experiences and familiar stories.</p> <p>1.PK.2b Direct peers and/or follow directions from peers in creating dramatic play scenarios.</p> <p>1.PK.3 Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.</p> <p>1.PK.6 Use available materials as either realistic or symbolic props as part of dramatic play.</p> <p>1.PK.7 Use dress-up clothes or costumes and other props in dramatic play.</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>
<p>Indicator D=Dramatic Play</p> <p>Content Standard 2.0: Dramatic Play</p> <p>2.PK.1 Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).</p> <p>2.PK.2 Imitate roles observed in child's life experiences.</p> <p>2.PK.3 Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.</p>	<p>N. Phonological awareness</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>
<p>Indicator D=Dramatic Play</p> <p>Content Standard 5.0: Dramatic Play</p> <p>5.PK.1 Use music, movement, and visual arts in dramatic play.</p>	<p>Z. Movement</p> <p>AA. Pretend play</p>
<p>Indicator VA=Visual Arts</p> <p>Content 1.0: Visual Arts: Knowledge</p> <p>1.PK.3 Use a variety of media, techniques, and processes in art activities that are of the child's creation without a model.</p>	<p>X. Art</p>

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<p>Indicator VA=Visual Arts Content Standard 2.0: Visual Arts - Content 2.PK.4 Identify color, shape, and texture through art experiences.</p>	<p>X. Art</p>
<p>Indicator VA=Visual Arts Content 3.0: Visual Arts- Content 3.PK.2 Create words that express or represent experiences, ideas, feelings, and fantasy using various media.</p>	<p>X. Art</p>

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COR Advantage Items

<p><i>Physical Development & Health Education</i></p> <p><i>Indicator PD=Physical Development</i></p> <p>Content Standard 1.0: Development of Motor Skills</p> <p>1.PK.1 Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).</p>	<p>Z. Movement</p>
<p><i>Indicator PD=Physical Development</i></p> <p>Content 2.0: Movement Forms</p> <p>2.PK.1 Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.</p> <p>2.PK.2 Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><i>Indicator PD=Physical Development</i></p> <p>Content 3.0: Dance</p> <p>3.PK.1 Demonstrate locomotor movements such as up, down, forward, and backward.</p> <p>3.PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).</p>	<p>I. Gross-motor skills</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>I. Gross-motor skills</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p><i>Indicator PD=Physical Development</i></p> <p>Content 4.0: Health Enhancing Lifestyle</p> <p>4.PK.1 Engage in daily moderate to vigorous physical activity.</p>	<p>I. Gross-motor skills</p>
<p><i>Indicator PD=Physical Development</i></p> <p>Content Standard 5.0: Personal Responsibility</p> <p>5.PK.3 Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).</p>	<p>FF. Knowledge of self and others</p>

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<p>Indicator PD=Physical Development</p> <p>Content 6.0: Fine Motor Skills</p> <p>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).</p> <p>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.).</p> <p>6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills R. Writing</p>
<p>Indicator HE=Health</p> <p>Content 1.0: Core Concepts- Health Promotion/Disease Prevention</p> <p>1.PK.1 Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).</p> <p>1.PK.2 Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).</p> <p>1.PK.3 Identify healthy foods.</p> <p>1.PK.6 Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).</p> <p>1.PK.7 Recognize community health and safety helpers (e.g., police, firefighters, doctors).</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>FF. Knowledge of self and others</p>
<p>Indicator HE=Health</p> <p>Content 3.0: Self-management</p> <p>3.PK.1 Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).</p>	<p>D. Emotions</p>
<p>Indicator HE=Health</p> <p>Content Standard 5.0: Interpersonal Communication</p> <p>5.PK.1 Seek adult assistance when injured and/or ill.</p>	<p>E. Building relationships with adults</p>