

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Nevada Pre-Kindergarten Standards
(2010)*

Nevada Pre-Kindergarten Standards

COR Advantage Items

Mathematics	
Indicator M=Math	
Content Standard 1.0: Numbers, Number Sense & Computation	
1.PK.3a Recognize and read numerals 0-5.	S. Number and counting
1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.	S. Number and counting
1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.	S. Number and counting
1.PK.4a Count to 10.	S. Number and counting
1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.	S. Number and counting
1.PK.5 Use concrete objects to combine and separate groups up to 5.	S. Number and counting
Content Standard 2.0: Patterns, Functions & Algebra	
2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color).	BB. Observing and classifying
2.PK.2 Recognize and replicate simple patterns (e.g., ABAB).	V. Patterns
2.PK.3 Compare sets of objects. Determine which set has more or less.	S. Number and counting
Content Standard 3.0: Measurement	
3.PK.1 Compare objects by size to determine smaller and larger.	U. Measurement
3.PK.4 Sort pennies and nickels.	BB. Observing and classifying

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COR Advantage Items

Content Standard 4.0: Spatial Relationships, Geometry and Logic	
4.PK.1a Identify circles, triangles, and squares.	T. Geometry: Shapes and spatial awareness
4.PK.1b Begin to recognize two and three dimensional shapes in the environment.	T. Geometry: Shapes and spatial awareness
4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).	T. Geometry: Shapes and spatial awareness
Content Standard 5.0: Data Analysis	
5.PK.1 Identify and sort information (e.g., interpret quantity in pictures).	W. Data analysis
Science	
Indicator N=Nature Of Science	
Content Standard: Nature of Science- Scientific Inquiry and Science, Technology, & Society	
N.PK1.a Observe their world.	BB. Observing and classifying
N.PK1.b Ask questions about their world.	CC. Experimenting, predicting, and drawing conclusions
N.PK.2 Share ideas with others.	CC. Experimenting, predicting, and drawing conclusions
N.PK.3 Use tools safely to observe and explore different objects/environments.	EE. Tools and technology
N.PK.4 Use patterns to predict or sort items.	V. Patterns
Indicator E=Earth	
Content Standard: Earth & Space Science- Atmospheric Processes and the Water Cycle; Solar System & Universe; Earth's Composition & Structure	
E.PK.1 Observe and identify weather from day to day.	DD. Natural and physical world
E.PK.2 Observe and identify water in different states.	DD. Natural and physical world
E.PK.4 Identify and sort different natural objects (e.g., rocks, soils, etc.).	BB. Observing and classifying DD. Natural and physical world

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COR Advantage Items

<i>Indicator P=Physical</i>	
Content Standard: Physical Science- Matter and Forces & Motion and Energy	
P.PK.1 Sort objects according to observable properties (e.g., by shape and color).	BB. Observing and classifying
P.PK.2 Explore and demonstrate how objects move.	CC. Experimenting, predicting, and drawing conclusions
P.PK.3 Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).	CC. Experimenting, predicting, and drawing conclusions
P.PK.4 Investigate how objects react when placed in water.	CC. Experimenting, predicting, and drawing conclusions
Indicator L=Life	
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

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COR Advantage Items

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

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COR Advantage Items

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

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COR Advantage Items

<i>Indicator TW=Types of Writing</i>	
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.)	
6.PK.1 Experiment with writing tools and materials to communicate.	R. Writing
6.PK.2 Experiment with writing tools and materials in response to a familiar experience.	R. Writing X. Art
6.PK.4 Experiment with writing tools and materials in response to literature.	R. Writing X. Art
6.PK.9b Identify and explore an area of interest.	A. Initiative and planning
<i>Indicator LS=Listening</i>	
Content Standard 7.0: Listening	
7.PK.1a Listen for a variety of purposes with increasing attention span.	M. Listening and comprehension
7.PK.2 Listen and respond appropriately to stories and group discussions.	M. Listening and comprehension
7.PK.3 Listen with increasing attention span to gain new vocabulary.	M. Listening and comprehension
7.PK.5 Engage in conversation and sometimes follow conversational rules.	M. Listening and comprehension

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COR Advantage Items

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

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COR Advantage Items

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

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COR Advantage Items

Indicator Ec=Economics	
Content Standard Ec11: The Dynamic Economy	
Ec11.PK.1 Decided between two choices involving classroom resources.	A. Initiative and planning
Indicator C=Civics	
Content Standard C16: Global Relations	
C16.PK.1 Identify their teacher and peers by name.	E. Building relationships with adults F. Building relationships with other children

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COR Advantage Items

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

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COR Advantage Items

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

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

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

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

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COR Advantage Items

Indicator VA=Visual Arts	
Content Standard 2.0: Visual Arts - Content	
2.PK.4 Identify color, shape, and texture through art experiences.	X. Art
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.	X. Art

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COR Advantage Items

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

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COR Advantage Items

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

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