

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 educational approach). 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

<i>Mathematics</i>	
<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>

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<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>

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<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

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<i>Language & Early Literacy (ELA) English Language Arts</i>	
<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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<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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<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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<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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<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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<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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<i>Creative Expression</i>	
<p><i>Indicator CT=Creative Thinking</i></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><i>Indicator CT=Creative Thinking</i></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><i>Indicator CT=Creative Thinking</i></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><i>Indicator MM=Music and Movement</i></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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<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>