

# **Alignment of the 2003 Connecticut Guidelines for the Development of Infant & Toddler Early Learning With HighScope’s 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2003 **Connecticut Guidelines for the Development of Infant & Toddler Early Learning** 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.



**Connecticut Early Learning Standards**

**COR Advantage Items**

<p><b>Personal &amp; Social Development: Birth to 3 Months</b></p>	
<p><b>Social</b></p> <p>May smile (reflexive at first).</p> <p>Will smile at people who smile at her by the age of 3 months.</p> <p>Begins to make eye contact.</p> <p>Watches and listens to people and things around him.</p> <p>Watches people (the first sign of socialization).</p> <p>Uses crying as a way to tell you what she needs.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>AA. Pretend play</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p> <p>K. Personal care and healthy behavior</p>
<p><b>Feelings and Self-Awareness</b></p> <p>Shows if they are happy or unhappy.</p> <p>May cry, turn away, or tense her body when tired.</p> <p>May be startled by bright lights or loud noises.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>N. Phonological awareness</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b>Physical Development: Birth to 3 Months</b>	
<b>Large Muscle Development</b>	
<p>Will lift her head for a short time. Continue to support her head. A baby's most important physical task is head control.</p> <p>Can turn his head to clear his nose for breathing and turning toward sounds.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<b>Small Muscle Development</b>	
<p>Often clenches his hands, making a fist.</p> <p>Looks at things, especially faces and begins to follow them with his eyes.</p> <p>Brings things to her mouth.</p> <p>Follows moving things with his eyes by 3 months and likes watching his own hands as he moves them through the air.</p> <p>Responds to sound (see The Progression of Early Language Development page 10) and touch. A newborn's sensitivity to touch is well developed.</p>	<p>J. Fine-motor skills</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>BB. Observing and classifying</p> <p>FF. Knowledge of self and others</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p>

## Connecticut Early Learning Standards

## COR Advantage Items

<b><i>Cognitive Development: Birth to 3 Months</i></b>	
Begins to follow things or faces with her eyes as they move.	T. Geometry: Shapes and spatial awareness
Responds to faces or things he sees and looks at faces.	D. Emotions E. Building relationships with adults F. Building relationships with other children
Sucks and gums things that come near his mouth.	BB. Observing and classifying FF. Knowledge of self and others
Begins to bring her fist to her mouth, a first sign of coordination of movements.	FF. Knowledge of self and others

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b><i>Language Development &amp; Communication: Birth to 3 Months</i></b>	
<p>Can hear a variety of sounds and is amazed by the sounds of language.</p>	<p>N. Phonological awareness</p>
<p>Will turn her head in the general direction of sounds heard.</p>	<p>M. Listening and comprehension N. Phonological awareness</p>
<p>Communicates through crying to let you know what he needs. A baby cries to let you know he is hungry, upset, cold, bored, tired, uncomfortable, or over stimulated.</p>	<p>K. Personal care and healthy behavior</p>
<p>Responds to voices. Newborns not only hear your voice, but show they like listening to it by turning their heads toward your voice.</p>	<p>M. Listening and comprehension</p>
<p>Begins cooing toward the end of this period.</p>	<p>L. Speaking</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<p><b>Personal &amp; Social Development: 3 to 6 Months</b></p>	<p>E. Building relationships with adults                  E. Building relationships with adults                  M. Listening and comprehension                    D. Emotions                  L. Speaking                    K. Personal care and healthy behavior</p>
<p><b>Social</b></p> <p>Begins to recognize you!</p> <p>Identifies and responds to your voice. She may smile, make sounds and/or move her arms and legs, and wiggle her body.</p> <p>Laughs and giggles.</p> <p>Is becoming very interactive. He may babble, then wait for a response from you.</p> <p>Wants to explore food and begins feeding herself f</p>	
<p><b>Feelings and Self-Awareness</b></p> <p>Displays a wider variety of feelings and uses his voice to express them.</p> <p>Coos and babbles in response to interaction and to express feelings.</p> <p>Begins to realize her hands and feet belong to her and begins to explore them, as well as exploring her face, eyes, and mouth.</p> <p>Reacts when she hears her own name.</p>	<p>D. Emotions                    D. Emotions                  L. Speaking                    FF. Knowledge of self and others                    M. Listening and comprehension</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b>Physical Development: 3 to 6 Months</b>	
<p><b>Large Muscle Development</b></p> <p>Begins to gain voluntary control of his arms and legs and is beginning to lose reflexive behaviors.</p> <p>Is gaining control of her head, beginning to control and lift it when held in a standing position.</p> <p>Will slowly push up and arch his back while on his stomach by using arm muscles and moving his legs. He is strengthening the arm, leg, head, neck, and body muscles that will someday help him roll over, sit, and stand in a position for walking.</p> <p>Reaches, grasps, and bats objects.</p> <p>Lifts her head and chest using her arms for support. She enjoys kicking and stretching her arms and legs.</p> <p>May be able to roll over in both directions and begins to sit with help by 4 to 6 months.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>Small Muscle Development</b></p> <p>Is reaching out for things with his arms. He is more actively touching and exploring things. The grasp reflex no longer takes over his hands all the time.</p> <p>Is getting better at scanning, following and focusing on things around her. She can see in color, see more clearly, understand depth and adjust to different distances.</p>	<p>A. Initiative and planning</p> <p>J. Fine-motor skills</p> <p>T. Geometry: Shapes and spatial awareness</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b><i>Cognitive Development: 3 to 6 Months</i></b>	
<p>Explores everything with his mouth. Be sure toys are clean and that items that he can choke on are out of reach. Avoid things that are less than two inches around (or fit inside a toilet paper tube), have small removable parts, or sharp edges.</p>	<p>BB. Observing and classifying FF. Knowledge of self and others</p>
<p>Responds to what she sees and pays attention to what she is viewing for longer periods of time. She is alert for more of her awake time.</p>	<p>No match found</p>
<p>Looks from one thing to another.</p>	<p>V. Patterns</p>
<p>Is beginning to hold things on his own and play with them a little. He grasps items of interest and looks closely at them. It is through touch that he begins to know the limits of his body.</p>	<p>J. Fine-motor skills</p>
<p>Shows signs of remembering.</p>	<p>C. Reflection</p>
<p>Looks for the source when she hears a noise.</p>	<p>N. Phonological awareness</p>
<p>Looks and sucks at the same time but needs to stop sucking to listen.</p>	<p>No match found</p>
<p>Shows interest in back and forth pretend games.</p>	<p>No match found</p>
<p>Brings things to his mouth to explore.</p>	<p>FF. Knowledge of self and others</p>
<p>Stops crying when you approach.</p>	<p>No match found</p>
<p>Uses her whole body and senses to play with toys and other safe things. She plays by herself, with a primary caregiver, and at times with or near other babies.</p>	<p>E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying EE. Tools and technology</p>



**Connecticut Early Learning Standards**

**COR Advantage Items**

<b>Language Development &amp; Communication: 3 to 6 Months</b>	
<p>Is beginning to listen carefully.</p>	<p>M. Listening and comprehension</p>
<p>Coos, whimpers, gurgles and makes many other sounds. Vowel and consonant sounds will be held longer and increase in quantity, slowly changing to true babbling at around 5 months.</p>	<p>L. Speaking</p>
<p>Cries less often and vocalizes to initiate social contact.</p>	<p>L. Speaking</p>
<p>“Talks” to himself and others through various sounds. You may begin to notice him making sounds or bubbles with his mouth. These are ways in which a baby experiments with new sounds and are important motor practice for later speech. Making these sounds is enjoyable for a baby. Go ahead and make them back to him.</p>	<p>L. Speaking</p>
<p>Uses vocal and non-vocal communication to let you know her interests and to help you understand what she wants.</p>	<p>L. Speaking</p>
<p>Repeatedly produces strings of one syllable at a time, such as “ba”, “ma” by the age of 6 months. Babies babbling will also mimic the tone of conversational speech, rising and falling in rhythm with their vocal expressions. They are becoming true conversational partners. For babbling to develop further, she must be able to hear the language that surrounds her. If a baby’s hearing is impaired (e.g., by ear infections) or if she is deaf, her vocalizations will be delayed or even absent.</p>	<p>L. Speaking</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b>Personal &amp; Social Development: 6 to 9 Months</b>	
<p><b>Social</b></p> <p>Interacts with familiar people.</p> <p>May respond with fear or anxiety to strangers or unfamiliar people, and even relatives whom she has not spent much time with (often called stranger anxiety).</p> <p>Calls to you for help if stuck in a position he does not want to be in, or if something he wants is out of reach.</p> <p>Delights in copying you and having you copy her.</p> <p>Enjoys games like peek-a-boo with others.</p>	<p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>B. Problem solving with materials</p> <p>AA. Pretend play</p> <p>E. Building relationships with adults</p>
<p><b>Feelings and Self-Awareness</b></p> <p>Now shows an even wider variety of feelings.</p> <p>Responds to his name.</p> <p>May show signs of wanting to feed herself.</p>	<p>D. Emotions</p> <p>M. Listening and comprehension</p> <p>K. Personal care and healthy behavior</p>

## Connecticut Early Learning Standards

## COR Advantage Items

<b>Physical Development: 6 to 9 Months</b>	
<p><b>Large Muscle Development</b></p> <p>Has full control of her head.</p> <p>Will move in whatever way he can (rolling, scooting, dragging his body across the floor) to get where he wants.</p> <p>Rolls from back to stomach and stomach to back and may use rolling as a way to get from one place to another. She may almost curl her body to a sitting position while rolling.</p> <p>May creep or inch forward or backward.</p> <p>Appears focused on moving his body in relation to his environment.</p> <p>Begins to sit alone.</p> <p>May begin to pull herself up on things in order to stand.</p> <p>Delights in throwing, banging, or dropping objects over and over again.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Small Muscle Development</b></p> <p>Reaches with one arm and successfully grasps things of interest.</p> <p>Holds things and plays with them using his hands.</p> <p>Moves things between hands.</p> <p>Investigates things.</p>	<p>A. Initiative and planning</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>V. Patterns</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b><i>Cognitive Development: 6 to 9 Months</i></b>	
<p>Sees, reaches for and plays with things.</p> <p>Looks for dropped things, which develops object permanence (the understanding that something is there even when out of sight).</p> <p>Uses several senses at once.</p> <p>Waits for the effects of her actions.</p> <p>Has a stronger memory.</p> <p>Experiments with trial and error.</p> <p>Is very curious and explores the world around him. As a baby’s mobility increases, he begins to look for and explore what he can see, hear, and feel. He will repeat actions over and over.</p> <p>Understands a few words that are repeated often.</p> <p>Begins to see that certain behaviors bring the same response (cause and effect).</p> <p>Uses toys in more difficult ways, moves from mouthing a small container to scooping and pouring.</p> <p>Explores and plays with a variety of things at once.</p>	<p>A. Initiative and planning</p> <p>GG. Geography</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>M. Listening and comprehension</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>U. Measurement</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b><i>Language Development &amp; Communication: 6 to 9 Months</i></b>	
Responds to different voice tones and inflections.	M. Listening and comprehension
Copies tones and inflections.	N. Phonological awareness
Enjoys short songs and games with words that repeat such as peek-a-boo and pat-a-cake.	Y. Music
Has more control over sounds she makes.	L. Speaking
Can now make many sounds to let you know how he feels.	L. Speaking
Is learning what words mean.	M. Listening and comprehension
Continues to communicate through her actions.	L. Speaking
Begins to look for things you name.	M. Listening and comprehension
Listens closely to the sounds in his environment.	M. Listening and comprehension N. Phonological awareness
Understands a few words that he hears often, such as mommy, daddy, baby, bye-bye.	M. Listening and comprehension
Can vocalize simple syllables “ba”, “pa”, “da”, “ma.”	L. Speaking
Begins to babble “ma-ma”, “ba-ba”.	L. Speaking

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b>Personal &amp; Social Development: 9 to 12 Months</b>	
<p><b>Social</b></p> <p>Shows interest in interactive games (peek-a-boo, pat-a-cake).</p> <p>Starts and enjoys interactions with other children and adults.</p> <p>Is becoming sensitive and interested in the moods and activities of others.</p> <p>Plays next to other children (parallel play).</p> <p>Can guess what will happen next.</p> <p>Closely watches the actions of adults and other children.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>HH. History</p> <p>AA. Pretend play</p>
<p><b>Feelings and Self-Awareness</b></p> <p>Is attached to his primary caregiver and shows signs of preference for this person over others.</p> <p>May fear separation and strongly protest your leaving.</p> <p>Shows love and anger to you and other special people in her life.</p> <p>Rejects things he does not want by pushing them away, throwing them, or swatting them out of the way.</p> <p>Interacts with herself in the mirror.</p> <p>May become frustrated or angry with toys that are not doing what he wants them to do.</p> <p>Is developing self-help skills. She feeds herself finger foods and drinks from a cup while holding the handle.</p>	<p>E. Building relationships with adults</p> <p>No match found</p> <p>No match found</p> <p>No match found</p> <p>FF. Knowledge of self and others</p> <p>No match found</p> <p>K. Personal care and healthy behavior</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b>Physical Development: 9 to 12 Months</b>	
<b>Large Muscle Development</b>	
Crawls on her hands and knees.	I. Gross-motor skills
Crawls carrying something in his hand or mouth.	I. Gross-motor skills
Pulls herself up to stand. Soon she will be able to lower herself to a sitting position.	I. Gross-motor skills
Stands alone. He may not be able to get down easily from a standing position. Can get into a sitting position on.	I. Gross-motor skills
Can get into a sitting position on her own.	I. Gross-motor skills
May move along holding on to furniture (side stepping).	I. Gross-motor skills
Moves about freely in his environment by crawling, cruising (side-stepping around furniture), or walking with help or alone.	I. Gross-motor skills
Continues to experiment and discover effects she can have on toys: shaking, pushing, dropping, throwing, or banging.	CC. Experimenting, predicting, and drawing conclusions
<b>Small Muscle Development</b>	
Can pick up small things easily with his thumb and forefinger (pincer grasp).	J. Fine-motor skills
Explores and plays with things using her forefinger.	J. Fine-motor skills
Is strengthening eye-hand coordination.	J. Fine-motor skills
Uses his forefinger to point.	J. Fine-motor skills
Turns pages in a stiff cardboard book.	J. Fine-motor skills
Can make marks with jumbo crayons.	J. Fine-motor skills R. Writing

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b><i>Cognitive Development: 9 to 12 Months</i></b>	
<p>Now remembers games and toys from the past.</p> <p>Will uncover or look for a toy she has seen hidden. She remembers where she has hidden the toy.</p> <p>Enjoys dumping and filling things.</p> <p>Can solve simple manipulative challenges (e.g., shape sorters).</p> <p>Is becoming interested in seeing the results of his actions.</p> <p>Understands 10-15 often-used words.</p> <p>Practices actions over and over again. This is how she figures out how things work.</p> <p>Is beginning to use things symbolically.</p> <p>Understands the meaning of "No."</p>	<p>C. Reflection</p> <p>C. Reflection GG. Geography</p> <p>U. Measurement</p> <p>B. Problem solving with materials T. Geometry: Shapes and spatial awareness</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>M. Listening and comprehension</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>AA. Pretend play</p> <p>M. Listening and comprehension</p>



**Connecticut Early Learning Standards**

**COR Advantage Items**

<b>Language Development &amp; Communication: 9 to 12 Months</b>	
Shows interest in the conversations of others.	M. Listening and comprehension
Can carry out simple requests (things you ask her to do) so make simple requests of her such as, "Give me your book." Or "Wave bye-bye."	M. Listening and comprehension
Uses words such as "ma-ma" and "da-da" and talks to himself.	L. Speaking
Uses intonations in her vocalizations. She jabbbers expressively and enjoys "talking" to herself in the mirror.	L. Speaking
Enjoys repeating the same sounds over and over. He shouts and yells for pure delight.	L. Speaking N. Phonological awareness
Is starting to understand your words. For example, when asked, "Where's the ball?" she will look for it.	M. Listening and comprehension
Is starting to understand what others are saying (receptive language) before he can say the words.	M. Listening and comprehension
Uses gestures and/or sounds to affect the behavior of others and to join in social interaction.	L. Speaking

## Connecticut Early Learning Standards

## COR Advantage Items

<b>Personal &amp; Social Development: 12 to 18 Months</b>	
<p><b>Social</b></p> <p>Can follow one and two-step directions.</p> <p>Looks for your approval but is not always cooperative.</p> <p>Will show you when she needs your help.</p> <p>Will prefer you and rely on you to give comfort, reassurance, assistance and affection.</p> <p>Names his own feelings and the feelings of others.</p> <p>Would rather play alongside other children and will copy playmates.</p> <p>Uses the word "NO" to show independence.</p>	<p>M. Listening and comprehension</p> <p>E. Building relationships with adults</p> <p>B. Problem solving with materials</p> <p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p>
<p><b>Feelings and Self-awareness</b></p> <p>Shows many different feelings and responds to the feelings of others (e.g., may cry when others cry).</p> <p>Focuses on himself and says things are his.</p> <p>Continues to fear strangers and often, new and unfamiliar places.</p> <p>Shows affection to an increasing number of familiar people.</p> <p>Will make clear her likes and dislikes and moods, which are going to be her own and different from yours.</p> <p>Is beginning to know the difference between what is his and what belongs to others.</p> <p>May experience frustration as she has difficulty expressing her needs, desires and feelings in words.</p> <p>Expresses or shows a strong will and tests the limits to strive for independence.</p> <p>Shows interest in doing things for himself, including dressing and feeding.</p>	<p>D. Emotions</p> <p>FF. Knowledge of self and others</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>E. Building relationships with adults</p> <p>A. Initiative and planning</p> <p>D. Emotions</p> <p>FF. Knowledge of self and others</p> <p>D. Emotions</p> <p>A. Initiative and planning</p> <p>K. Personal care and healthy behavior</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b>Physical Development: 12 to 18 Months</b>	
<p><b>Large Muscle Development</b></p> <p>Stands without support. She may take steps by herself but stills prefers to crawl as a faster way to get around.</p> <p>Lifts his knees high and steps down with the front part of his foot hitting the ground first. At first, his walking appears clumsy. As he approaches his 2nd birthday, he begins to step more smoothly with a heel-to-toe movement.</p> <p>Is now able to move more easily around things in her environment. Walking becomes more coordinated.</p> <p>Can climb up and down stairs. This is also a time when he might try climbing out of his crib.</p> <p>Runs, propels herself on riding toys, throws objects, kicks, hops on two feet, expresses herself through dance.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>Small Muscle Development</b></p> <p>May use both hands at the same time for two different reasons and prefers one hand over the other.</p> <p>May undress himself or untie his shoes. This is a good time to encourage self-help skills.</p> <p>Shows interest in exploring sensory materials and uses art materials.</p> <p>Feeds herself finger foods, drinks from a covered then an uncovered cup, and washes her own hands.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b><i>Cognitive Development: 12 to 18 Months</i></b>	
<p>Can find hidden toys and will go looking for them if you ask him to.</p>	<p>C. Reflection GG. Geography</p>
<p>Has a better memory.</p>	<p>C. Reflection HH. History</p>
<p>Can solve a problem and tries new ways to solve problems.</p>	<p>B. Problem solving with materials</p>
<p>Often (not always) thinks about actions before acting.</p>	<p>A. Initiative and planning B. Problem solving with materials D. Emotions</p>
<p>Copies others who are not present. By 12 months, the brain has matured enough that it is possible for toddlers to remember things that happened a few hours or even a day earlier. Within the 12-18 month range, the toddler is able to remember what someone else did and repeat it some time later.</p>	<p>AA. Pretend play</p>
<p>Has the potential to learn from what she has seen others do. You may demonstrate the use of a particular toy such as banging on a musical instrument or placing a peg in a hole. While the toddler may not repeat the action immediately, she may display it in some form at a later time in the day or week.</p>	<p>F. Building relationships with other children AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>
<p>Becomes more and more familiar with stories and remembers sequence and details. He delights in his excitement over being able to guess what comes next. Do not be surprised if he becomes upset when you try to skip pages in his favorite book.</p>	<p>M. Listening and comprehension</p>
<p>Is starting to role play and use props in pretend play.</p>	<p>AA. Pretend play</p>

## Connecticut Early Learning Standards

## COR Advantage Items

<b>Language Development &amp; Communication: 12 to 18 Months</b>	
Knows that words stand for things.	L. Speaking
Recognizes named body parts.	M. Listening and comprehension
Makes sounds and says words very similar to those he has heard most even though you might not understand the words.	K. Personal care and healthy behavior
May say her first words which often are the name of a person, thing or action. Words may include "hi," "bye," or "no."	L. Speaking
May say two to eight words. Remember receptive language (the ability to understand what others are saying) develops before expressive language (the toddler's ability to speak words).	M. Listening and comprehension
Uses non-verbal signs that he understands what you are saying, such as pointing or moving toward something you have named.	L. Speaking
Begins to increase her vocabulary toward the end of this period. Vocabulary usually is not more than 10-20 single words.	L. Speaking
Uses gestures and sounds together to tell you what she wants you to know.	L. Speaking
Will repeat or try another ways of letting you know what he wants if his first try does not work.	K. Personal care and healthy behavior
	L. Speaking

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b>Personal &amp; Social: 18 to 24 Months</b>	
<p><b>Social</b></p> <p>Is becoming aware of other people’s points of view. He begins to understand that others have feelings and becomes very interested in them.</p> <p>Plays make believe (dramatic play) and pretends to be a character in a book or movie with you or others.</p> <p>Uses words or pictures to tell you what she is interested in... “Look, airplane!”</p> <p>Continues to enjoy copying adult behaviors and activities.</p> <p>Is interested in helping with day-to-day activities around the house.</p>	<p>D. Emotions</p> <p>AA. Pretend play</p> <p>L. Speaking P. Reading</p> <p>AA. Pretend play</p> <p>G. Community K. Personal care and healthy behavior</p>
<p><b>Feelings and Self-Awareness</b></p> <p>Shows increased interest in the dressing process. Taking off his clothes is becoming a big hit!</p> <p>Is becoming an independent person who wants to do things by herself. “NO” becomes one of her most powerful words; she enjoys saying it and trying it out in many contexts.</p> <p>Temper tantrums may be on the increase as he realizes he cannot do everything he wants when he wants, or tell you in words exactly what he is feeling.</p> <p>Is drinking from a cup without a lid, using a spoon to feed himself and performing many other simple tasks by himself.</p>	<p>K. Personal care and healthy behavior</p> <p>A. Initiative and planning K. Personal care and healthy behavior</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p>

## Connecticut Early Learning Standards

## COR Advantage Items

<b>Physical Development: 18 to 24 Months</b>	
<b>Large Muscle Development</b>	
Is beginning to walk faster and in a more coordinated manner.	I. Gross-motor skills
Runs, but awkwardly.	I. Gross-motor skills
Will walk up stairs holding a hand.	I. Gross-motor skills
Is learning to master body movements by stooping, walking, kicking, throwing, climbing and running.	I. Gross-motor skills
Can bend over to pick things up without falling.	I. Gross-motor skills
<b>Small Muscle Development</b>	
Can use a crayon to scribble, as well as copy marks.	J. Fine-motor skills R. Writing
Is gaining better control when feeding herself.	J. Fine-motor skills

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b>Cognitive Development: 18 to 24 Months</b>	
<p>Is beginning to solve problems in her head.</p> <p>Is quickly learning new words.</p> <p>Is beginning to enjoy imaginative play and role playing, such as being a “dog” - walking on 4 legs and barking (symbolic play).</p> <p>Knows some sounds that animals make and enjoys copying them.</p> <p>Takes things apart and tries to put them back together again.</p>	<p>B. Problem solving with materials</p> <p>L. Speaking</p> <p>AA. Pretend play</p>
<p>Will figure out how to move past things, such as climbing on a chair to reach something he wants that’s too high for him to reach from the ground.</p>	<p>N. Phonological awareness</p> <p>AA. Pretend play</p> <p>B. Problem solving with materials</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Is calling on past experiences to figure out new challenges.</p>	<p>B. Problem solving with materials</p> <p>I. Gross-motor skills</p>
<p>Continues to be very curious about her surroundings and new environments.</p>	<p>B. Problem solving with materials</p> <p>C. Reflection</p> <p>HH. History</p>
<p>Begins to notice tiny details.</p>	<p>A. Initiative and planning</p>
<p>Is experimenting with cause and effect. He is a little scientist, causing things to happen and then watching to see what happens next. For example, he may roll a ball into blocks and watch them fall. Then he may roll a ball into a chair and see that it doesn’t move.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Is using one object to represent another (using a block as a phone).</p>	<p>AA. Pretend play</p>
<p>Recognizes herself in the mirror.</p>	<p>FF. Knowledge of self and others</p>



**Connecticut Early Learning Standards**

**COR Advantage Items**

<b><i>Language Development &amp; Communication: 18 to 24 Months</i></b>	
Can respond to personal pronouns (me, her, him).	M. Listening and comprehension
Can follow 2-step commands (e.g., "Please pick up your shoes and put them in the closet").	M. Listening and comprehension
Listens to gain meaning from what is heard.	M. Listening and comprehension
Begins to use more words than gestures when speaking.	L. Speaking
Is using her words to gain attention and indicate her wants, sometimes very forcefully.	L. Speaking
Uses words to tell you about specific things, people, or actions.	L. Speaking
Uses words such as "I", "me" and "your."	L. Speaking
Has a vocabulary that is growing by leaps and bounds – around 9 new words a day. He understands simple questions, can speak about 50 words and understands about 300 words by age 2.	L. Speaking
Speaks in short, two-word phrases like, "Me up!" meaning "Please pick me up!"	L. Speaking

**Connecticut Early Learning Standards**

**COR Advantage Items**

<p><b>Personal &amp; Social Development: 24 to 36 Months</b></p>	
<p><b>Social</b></p> <p>May want to keep what belongs to him close by and often will not want to share.</p> <p>Will play for longer and longer periods of time.</p> <p>Is more involved and interacts more in play with other children.</p> <p>Begins to seek out play with other children on his own.</p> <p>Plays make believe with one or more children.</p>	
<p><b>Feelings and Self-Awareness</b></p> <p>Begins to understand the idea of personal property and may say, "That's mine."</p> <p>Begins to show independence and continues to show pride in his accomplishments.</p> <p>May say "no" at first, even to something she wants.</p> <p>Still finds it hard to describe how he feels even though his vocabulary is growing and he is able to put more words together. This can be frustrating for him.</p>	<p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>D. Emotions</p> <p>L. Speaking</p> <p>D. Emotions</p> <p>L. Speaking</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b>Physical Development: 24 to 36 Months</b>	
<p><b>Large Muscle Development</b></p> <p>Enjoys running but may have difficulty stopping and turning. He also likes hopping, skipping, jumping and climbing.</p> <p>Walks up and down stairs using one foot then the other.</p> <p>Throws a ball and kicks it with one foot.</p> <p>Begins to balance on one foot.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>Small Muscle Development</b></p> <p>Helps to dress herself with clothing that's easy to put on. She may still need your help with snaps, buttons and zippers.</p> <p>Begins to brush his own teeth with help.</p> <p>Can use a spoon, fork and cup but may still spill.</p> <p>Can turn pages of a book one by one.</p> <p>Enjoys messy, creative play such as painting with a paint brush, finger painting, scribbling, gluing and taping under your careful supervision.</p> <p>Begins to cut with safety scissors, draws straight lines, and can copy a circle.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>J. Fine-motor skills K. Personal care and healthy behavior</p> <p>Q. Book enjoyment and knowledge</p> <p>X. Art</p> <p>J. Fine-motor skills</p>

**Connecticut Early Learning Standards**

**COR Advantage Items**

<b><i>Cognitive Development: 24 to 36 Months</i></b>	
<p>Is beginning to solve many problems on his own and will try many ways to solve a problem that he is facing.</p> <p>Will stay focused on a task for longer periods of time.</p> <p>Enjoys simple puzzles (4-5 pieces), and simple jokes.</p> <p>Knows most of her body parts and can name them on dolls and people.</p> <p>May count two or three things.</p> <p>Enjoys comparing sizes – “big” and “small.”</p> <p>Notices differences in size, shape and color, and enjoys matching and grouping things that are alike.</p> <p>Remembers events and places he has been and enjoys telling others about his experiences.</p>	<p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>D. Emotions T. Geometry: Shapes and spatial awareness</p> <p>K. Personal care and healthy behavior</p> <p>S. Number and counting</p> <p>U. Measurement</p> <p>BB. Observing and classifying</p> <p>C. Reflection HH. History</p>

## Connecticut Early Learning Standards

## COR Advantage Items

<b><i>Language Development &amp; Communication: 24 to 36 Months</i></b>	
<p>Enjoys expressing himself through language. He talks about what he is doing while doing it, trying out what he has learned about communicating with others in new contexts. He expects even strangers to be language partners with him.</p> <p>Can talk about the past.</p>	<p>L. Speaking</p> <p>C. Reflection HH. History</p>
<p>Can say her own first and last name.</p>	<p>FF. Knowledge of self and others</p>
<p>Will use personal pronouns such as I, me and you, although not always correctly.</p>	<p>L. Speaking</p>
<p>Enjoys telling and retelling stories and short jokes (sometimes forgetting the punch line).</p>	<p>M. Listening and comprehension</p>
<p>Enjoys talking on the phone and pretending to talk on the phone.</p>	<p>AA. Pretend play</p>
<p>Enjoys “reading” familiar books to you and other playmates.</p>	<p>P. Reading</p>
<p>Has conversations with adults and peers that make sense, often with four or more back and forth comments on a variety of topics.</p>	<p>E. Building relationships with adults F. Building relationships with other children</p>