

## **Alignment of the 2008 District of Columbia Early Learning Standards for Infants and Toddlers With HighScope’s 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2008 **District of Columbia Early Learning Standards for Infants and Toddlers** 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.



**District of Columbia Early Learning Standards**

**COR Advantage Items**

<i>Social and Emotional Domain</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 1: TRUSTS AND INTERACTS COMFORTABLY WITH FAMILIAR ADULTS.</b></p> <p><b>SED.1.1 Distinguishes familiar adult from a stranger and seeks to remain close to familiar adults.</b></p> <p>Respond in the same ways to familiar and unfamiliar adults.</p> <p>Show a preference for adults who are consistent caregivers.</p> <p>Smile, babble, or coo to get their trusted adults' attention.</p> <p>Reach out and attempt to move closer to their caregivers when approached by unfamiliar adults or in new situations.</p>	<p>D. Emotions E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>D. Emotions E. Building relationships with adults</p>
<b>12 - 24 months</b>	<p><b>SED.1.2 Seeks familiar adult as a secure base in new situations.</b></p> <p>Start to venture away when trusted caregivers are nearby.</p> <p>Look for reassurance in the form of a smile, word, or gesture.</p> <p>Stop playing and return to familiar adults when facing new situations.</p> <p>Spend more time engaging with activities away from their trusted adults.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>A. Initiative and planning E. Building relationships with adults</p>

**District of Columbia Early Learning Standards**

**COR Advantage Items**

<i>Social and Emotional Domain Cont.</i>		
<b>24 - 36 months</b>	<p><b>SED.1.3 Relies less on immediate connection with familiar adult and engages with a wider range of people and situations.</b></p> <p>Continue to spend more and more time away from their trusted adults.</p> <p>Use glances, gestures, and simple language to stay connected with trusted adults.</p> <p>Imitate trusted adults' language and behavior.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults AA. Pretend play</p>
<b>Birth to 12 months</b>	<p><b>STANDARD 2: SHOWS INCREASING ABILITY TO REGULATE OWN BEHAVIOR.</b></p> <p><b>SED.2.1 Develops own patterns for eating, sleeping, etc. with support from adults.</b></p> <p>Dependent on adults to meet their basic needs, for example, to feed them when they are hungry.</p> <p>Respond to others' facial expressions, gestures, and voices (e.g., a child may briefly stop climbing on a chair when she sees her caregiver shake his head and hears him say, "No.")</p> <p>Enjoy using their fingers to feed themselves and helping dress themselves by extending an arm or leg.</p>	<p>K. Personal care and healthy behavior</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p>

**District of Columbia Early Learning Standards**

**COR Advantage Items**

<i>Social and Emotional Domain Cont.</i>		
<b>12 - 24 months</b>	<p><b>SED.2.2 Responds to and begins to follow simple requests.</b></p> <p>Be comforted by consistency in routines, like finding their cots in the same area of the classroom each day.</p> <p>Follow simple directions, such as “Please get on your cot.”</p> <p>Respond to their names and are better able to stop behaviors when asked to do so, like not taking food from another child’s plate.</p>	<p>G. Community</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<b>24 - 36 months</b>	<p><b>SED.2.3 Understands what is expected of him or her but does not comply consistently.</b></p> <p>Become more aware of expectations at both child care and home (e.g., they become interested in toilet training).</p> <p>Have a strong interest in independence. As a result, they may resist support from caregivers when they are trying to complete tasks, such as unbuttoning their pants in order to use the toilet.</p> <p>Struggle with taking turns and sharing toys unless a teacher is available to help them.</p>	<p>G. Community</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>H. Conflict resolution</p>

**District of Columbia Early Learning Standards**

**COR Advantage Items**

<i>Social and Emotional Domain Cont.</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 3: EXHIBITS AN EMERGING SENSE OF COMPETENCE AND CONFIDENCE IN GROWING ABILITIES.</b></p> <p><b>SED.3.1 Shows beginning awareness of own abilities.</b></p> <p>Respond automatically to events in their world. Give way to intentional actions, such as reaching to retrieve a toy.</p> <p>Be dependent on adults to support many of their activities and to help them successfully complete tasks, such as getting a toy that has rolled away.</p> <p>Smile in response to completing an accomplishment, such as taking their first steps.</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>D. Emotions</p>
<b>12 - 24 months</b>	<p><b>SED.3.2 Demonstrates confidence in own abilities.</b></p> <p>Understand that they can make things happen (e.g., they become excited by accomplishments like walking all the way across the room by themselves).</p> <p>Try different strategies in order to complete a task, such as fitting a round shape into the circular hole of the shape sorter, and they clap when they succeed.</p> <p>Experiment with different ways of making things happen and take pride in their attempts.</p>	<p>D. Emotions</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>

**District of Columbia Early Learning Standards**

**COR Advantage Items**

<i>Social and Emotional Domain Cont.</i>		
<b>24 - 36 months</b>	<p><b>SED.3.3 Begins to use verbal communication to describe abilities.</b></p> <p>Attempt to complete more complex tasks.</p> <p>Begin to use language to describe themselves in terms of what they can do (e.g., a child might say, "Did it!" after putting a dirty napkin in the trash).</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>L. Speaking</p>
<b>Birth - 12 months</b>	<p><b>STANDARD 4: MANAGES A RANGE OF EMOTIONS.</b></p> <p><b>SED.4.1 Responds with basic emotions, such as distress and contentment.</b></p> <p>Respond automatically to both positive and negative experiences. Their responses often involve crying. Within the first 4 months, children begin to smile intentionally.</p> <p>Grimace, wiggle, gurgle, and grunt to show how they feel.</p> <p>Express a range of primary emotions that includes surprise, joy, and fear.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p>
<b>12 - 24 months</b>	<p><b>SED.4.2 Expresses a range of primary emotions, such as interest and disgust.</b></p> <p>Continue to expand the range of primary emotions they express.</p> <p>Respond to emotional cues and social situations, such as crying when another child cries.</p>	<p>D. Emotions</p> <p>D. Emotions</p>

**District of Columbia Early Learning Standards**

**COR Advantage Items**

<i>Social and Emotional Domain Cont.</i>		
<b>24 - 36 months</b>	<p><b>SED.4.3 Begins to use language to express more complex emotions, such as shame and guilt.</b></p> <p>Display more intention emotional expressions. Express more complex emotions, such as pride and embarrassment.</p> <p>Use language like “No, go away. Bad!” to express feelings such as anger.</p> <p>Become more aware of why they have particular feelings.</p>	<p>D. Emotions</p> <p>L. Speaking</p> <p>D. Emotions</p>
<b>Birth - 12 months</b>	<p><b>STANDARD 5: BEGINS TO ENGAGE WITH OTHERS BY USING MORE COMPLEX SOCIAL EXCHANGES.</b></p> <p><b>SED.5.1 Observes and responds to people.</b></p> <p>Become interested in human faces and voices. Show a preference for people who care for them regularly, through their facial expressions, vocalizations, and body movements.</p> <p>Often imitate peers and people’s sounds and gestures in order to engage them.</p> <p>Use a range of strategies to engage others (e.g., wave bye-bye, or reach out to touch people, or even pull their hair).</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>N. Phonological awareness</p> <p>AA. Pretend play</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 and Emotional Domain Cont.</i>		
<b>12 - 24 months</b>	<p><b>SED.5.2 Intentionally engages briefly with other people.</b></p> <p>Become more and more capable of involving both adults and children in their activity.</p> <p>Spend brief periods playing with peers and begin to exchange roles in action games, such as taking turns chasing and being chased.</p> <p>Show increased interest in, as well as frustration with, others (e.g., after observing for a few minutes, a child may push another child in order to get an opportunity to go down the slide).</p> <p>Become egocentric and tend to engage in activities that bring them immediate satisfaction, such as grabbing toys they want from other children.</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>D. Emotions H. Conflict resolution</p> <p>D. Emotions H. Conflict resolution</p>
<b>24 - 36 months</b>	<p><b>SED.5.3 Participates in longer, more complex engagements with others.</b></p> <p>Engage with peers in simple activities that have shared meaning (e.g., two toddlers may get the dishes out and place them around the table in the housekeeping area.</p> <p>Regularly need adults to help support their activity and to resolve conflicts.</p> <p>Engage each other during more activities where they share a goal, like making small balls at the play dough table.</p> <p>Begin to look for a particular friend and choose to participate in a simple group activity such as “Ring-Around-the- Rosie.” They are capable of forming friendships, especially with children they are with regularly.</p>	<p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p>

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**COR Advantage Items**

<i>Social and Emotional Domain Cont.</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 6: DEMONSTRATES AN AWARENESS OF SELF IN RELATIONSHIP TO OTHERS IN CARE, FAMILY, COMMUNITY, AND CULTURAL GROUPS.</b></p> <p><b>SED.6.1 Develops a sense of self as a person separate from others.</b></p> <p>Begin to distinguish their primary caregivers from other adults within the first 6 months. Enjoy exploring their bodies, such as by sucking their fingers and looking at their hands.</p> <p>Demonstrate a strong preference for particular people, like their family members.</p> <p>React strongly to unfamiliar people, which is a sign of their stranger anxiety. This ability to distinguish among others helps them to establish a solid foundation for sensing themselves as being separate from their most trusted caregivers.</p>	<p>E. Building relationships with adults AA. Pretend play</p> <p>E. Building relationships with adults</p> <p>D. Emotions E. Building relationships with adults</p>
<b>12 - 24 months</b>	<p><b>SED.6.2 Identifies other people in his or her immediate world and their roles.</b></p> <p>Engage in social interactions and activities that help them to further define themselves as individuals.</p> <p>Continue to prefer to be with people they know and trust, while their growing sense of independence underlies their frequently saying, "No!" and resisting help.</p> <p>At the same time, still seek their trusted adults and often imitate their behaviors, such as pretending to vacuum or to drive a car.</p> <p>Focus more and more attention on others. Continue to notice their physical characteristics, such as hair, and reach out to touch and engage others.</p>	<p>F. Building relationships with other children G. Community</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults AA. Pretend play</p> <p>FF. Knowledge of self and others</p>

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**COR Advantage Items**

<i>Social and Emotional Domain Cont.</i>		
<b>24 - 36 months</b>	<p><b>SED.6.3 Focuses more attention on people outside his or her immediate world and their roles.</b></p> <p>Demonstrate an understanding of basic practices or characteristics of groups of people, such as “small people.” For example, a child may sit next to the same child at snack or run up to a new child at a park and try to engage him.</p> <p>Identify themselves as belonging to one or more groups (e.g., a child may say, “I’m a big boy, not a baby.”)</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<b>Birth - 12 months</b>	<p><b>STANDARD 7: EXPRESSES NEEDS AND PARTICIPATES IN SELF-CARE ROUTINES.</b></p> <p><b>SED.7.1 Demonstrates discomfort and begins to participate as an adult attends to his or her needs.</b></p> <p>Regularly cry to express hunger, fatigue, or other distress.</p> <p>Use a range of behaviors, such as facial expressions, sounds, and gestures, to draw trusted adults into meeting their personal care needs (e.g., raise their arms to be lifted from the crib).</p> <p>Feed themselves finger foods.</p> <p>Climb steps up to the changing table.</p> <p>Develop more complex ways of communicating needs, such as wanting to be changed, by using simple gestures like pulling on their wet clothing.</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>I. Gross-motor skills</p> <p>K. Personal care and healthy behavior</p> <p>L. Speaking</p>

**District of Columbia Early Learning Standards**

**COR Advantage Items**

<i>Social and Emotional Domain Cont.</i>		
<b>12 - 24 months</b>	<p><b>SED.7.2 Expresses needs and engages in simple personal care tasks.</b></p> <p>Continue to develop the ability to communicate their needs to trusted adults through more complex actions and words. Be dependent on adults to help them with personal care tasks.</p> <p>With increased physical development, be able to feed themselves with spoons, drag their diaper bags to their cubbies, and pull off their socks.</p> <p>Display increased cognitive, language, and physical skills which allow children to participate more fully in their personal care. Begin to resist assistance from their trusted adults, an indication of their emerging sense of independence.</p>	<p>K. Personal care and healthy behavior L. Speaking</p> <p>J. Fine-motor skills K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<b>24 - 36 months</b>	<p><b>SED.7.3 Attempts to complete more complex personal care tasks without adult assistance.</b></p> <p>Become more interested in others and enjoy sitting in groups for meals.</p> <p>Display basic awareness of order which helps them follow routines with less adult intervention (e.g., they may take their plates to the sink and get ready to wash their hands without being reminded).</p> <p>Demonstrate a clearer understanding of personal care tasks and of what adults expect them to do.</p>	<p>F. Building relationships with other children</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p>

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COR Advantage Items

<i>Physical Domain</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 8: MOVES BODY WITH INCREASING PURPOSE, FOCUS, CONTROL, STRENGTH, COORDINATION, BALANCE, AND SKILL.</b></p> <p><b>PD.8.1 Begins to move purposefully and with control.</b></p> <p>Move their bodies without much intent or control.</p> <p>Begin to develop strength and coordination through unintentional movement, such as through the startle reflex. Repetitive movement helps children develop their muscles.</p> <p>Display involuntary movement which gives way to voluntary action, such as vigorously moving their arms and legs to get mobiles to move.</p> <p>Develop more control of their trunks and sit, eventually without support.</p> <p>Control their bodies to the point where they can crawl, climb, and stand. Some children take their first steps.</p>	<p>I. Gross-motor skills</p>

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**COR Advantage Items**

<i>Physical Domain Cont.</i>		
<b>12 - 24 months</b>	<p><b>PD.8.2 Gains control and balance as he or she coordinates movement from place to place.</b></p> <p>Move frequently and show increasing large-muscle control.</p> <p>Use more regulated stopping and starting movements that involve their legs and arms.</p> <p>Demonstrate movement skills of roll, slither, crawl, walk, run, jump, and stamp.</p> <p>Show increased balance and coordination in play activities. For example, they climb up the ladder on a slide and slide down.</p> <p>Go up stairs, putting both feet on each step.</p>	<p>I. Gross-motor skills</p>
<b>24 - 36 months</b>	<p><b>PD.8.3 Attempts a variety of more complex large-muscle activities that involve coordinated leg and arm movements.</b></p> <p>Start to perform more complex movements with their arms and legs. For example, they enjoy marching around the room.</p> <p>Begin to develop spatial awareness as they move. Enjoy activities such as moving through tunnels or simple obstacle courses.</p> <p>Maneuver riding toys with their feet.</p> <p>Engage in activities that involve moving their bodies through space with balance and control, such as simple dances with repetitive movements, like the "Chicken Dance."</p>	<p>I. Gross-motor skills Z. Movement</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills Z. Movement</p>

**District of Columbia Early Learning Standards**

**COR Advantage Items**

<i>Physical Domain Cont.</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 9: GAINS CONTROL OF SMALL MUSCLES IN HANDS.</b></p> <p><b>SED.9.1 Uses whole hand and then thumb and index finger to grasp objects.</b></p> <p>Display movements involving their hands, arms, and eyes that are involuntary.</p> <p>Follow a moving object or person with their eyes and bring their hands to their mouths.</p> <p>Purposefully reach toward objects and attempt to retrieve them by using their whole hands. Use a raking movement and eventually a pincer grasp (using their thumbs and index fingers) to pick up objects.</p> <p>Transfer an object from hand to hand; bring two objects, like blocks, together; and wave bye-bye.</p>	<p>J. Fine-motor skills</p> <p>FF. Knowledge of self and others</p> <p>A. Initiative and planning J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<b>12 - 24 months</b>	<p><b>SED.9.2 Uses hands together and then separately.</b></p> <p>Use their hands for such tasks as stacking several blocks, dropping clothespins into cans, and scribbling with crayons.</p> <p>Use their hands independently of one another. They may hold a small object with one hand while drinking from a cup with the other.</p> <p>Will have increased eye-hand coordination. They engage in activities that require their hands to work together and separately (e.g., children pour sand from one cup to another and engage in simple finger plays like “Twinkle, Twinkle, Little Star”).</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>

**District of Columbia Early Learning Standards**

**COR Advantage Items**

<i>Physical Domain Cont.</i>		
<b>24 - 36 months</b>	<b>SED.9.3 Gains ability to coordinate the use of arms, hands, and fingers.</b>	
	Use improved eye-hand coordination to explore and manipulate objects. They continue to use both hands together and separately. They do not show strong hand dominance.	J. Fine-motor skills
	Engage in a range of self-help activities, such as unzipping their sweaters, placing caps on their heads, and using forks to pick food up from their plates.	J. Fine-motor skills K. Personal care and healthy behavior
	Have further developed muscle strength and coordination.	J. Fine-motor skills
	Use smaller manipulatives and engage in more complex finger plays.	J. Fine-motor skills
	Enjoy exploring art materials. They swirl finger paints; tear paper for collages; and use tools, like cookie cutters, with playdough.	J. Fine-motor skills X. Art

**District of Columbia Early Learning Standards**

**COR Advantage Items**

<i>Cognitive Domain</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 10: REMAINS FOCUSED ON AN OBJECT, PERSON, OR TASK.</b></p> <p><b>CD.10.1 Demonstrates awareness of happenings in his surroundings and begins to focus on them.</b></p> <p>Automatically respond to their surroundings. They gaze at faces; turn toward voices; and explore objects, like their hands.</p> <p>Focus more of their attention on things that are of particular interest (e.g., a new toy rather than a familiar one). The presence of others can also help children to focus their attention for longer periods on objects and tasks.</p> <p>With their increased interest in cause and effect, often focus for longer periods on activities that produce specific effects, such as throwing food until their caregivers get them out of their high chairs.</p>	<p>M. Listening and comprehension N. Phonological awareness BB. Observing and classifying</p> <p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<b>12 - 24 months</b>	<p><b>CD.10.2 Focuses on an activity but is easily distracted.</b></p> <p>Focus on a wider range of activities, often with support from adults (e.g., resume stacking rings when adults come over and sit with them).</p> <p>Repeat their actions, like dumping, especially if they produce an immediate effect, such as a loud sound.</p> <p>Become more interested in observing peers and in imitating actions they have seen.</p> <p>Focus independently for several minutes on an activity, such as fitting objects into holes in a shape sorter.</p>	<p>A. Initiative and planning E. Building relationships with adults</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>F. Building relationships with other children AA. Pretend play</p> <p>A. Initiative and planning</p>

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**COR Advantage Items**

<i>Cognitive Domain Cont.</i>		
<b>24 - 36 months</b>	<p><b>CD.10.3 Continues an activity despite distractions.</b></p> <p>Focus and sustain their attention for short periods in more complex situations, such as group time at their programs.</p> <p>When routines are consistent, focus more freely on activities, like singing their favorite songs.</p> <p>Engage for longer periods of time in activities that involve shared goals, like scooting ride-on toys around the play yard.</p> <p>Refuse to shift their attention as they begin to stay with activities until their goals are met, such as putting all of the small cars in the toy garage. Attend to more than one activity at a time, like watching other children clean up toys while they continue to paint at the easel.</p>	<p>A. Initiative and planning</p> <p>G. Community</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning B. Problem solving with materials</p>

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COR Advantage Items

<i>Cognitive Domain Cont.</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 11: MAKES THINGS HAPPEN AND BEGINS TO UNDERSTAND THE CAUSE OF SOME EVENTS.</b></p> <p><b>CD.11.1 Tries simple actions and discovers immediate results.</b></p> <p>Display curiosity and explore their immediate surroundings using their senses.</p> <p>Show interest in activities that have an immediate effect or result.</p> <p>Repeat actions, like kicking until the blankets fall to the ground or continuing to move their arms to hear their rattles.</p> <p>Expand the range of simple actions that produce reactions of interest, such as hitting their spoons on their plates to hear loud sounds.</p> <p>As young scientists, begin to vary their actions to see whether there are different reactions. For example, they may begin hitting their plates with spoons and then try hitting their cups.</p>	<p>BB. Observing and classifying</p> <p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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**COR Advantage Items**

<i>Cognitive Domain Cont.</i>		
<b>12 - 24 months</b>	<p><b>CD.11.2 Begins to act purposefully to make things happen.</b></p> <p>Become eager to learn about their world through more complex sensory-motor activity.</p> <p>Repeat actions and may anticipate the results. Many of their explorations involve other people (e.g., they may observe a child who cries when being dropped off and immediately imitate the crying child's behavior to see the effect it has on their caregivers).</p> <p>Act more purposefully to try to make things happen (e.g., they may pull strings to move toys closer).</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<b>24 - 36 months</b>	<p><b>CD.11.3 Thinks of ways to solves problems without having to try various solutions.</b></p> <p>Think of a wider range of ways to produce specific results.</p> <p>Begin to investigate when something unexpected happens. For example, they may reach into their shoes and pull out wadded socks after trying unsuccessfully to fit their feet into their shoes.</p>	<p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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**COR Advantage Items**

<i>Cognitive Domain Cont.</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 12: BEGINS TO GROUP OBJECTS THAT HAVE SIMILAR CHARACTERISTICS.</b></p> <p><b>CD.12.1 Explores objects and begins to notice similarities and differences.</b></p> <p>Explore objects by using their senses.</p> <p>Gather information that forms the basic foundation for concepts, such as big-little, from simple experiences such as trying to fit things into their mouths.</p> <p>Become more aware of the characteristics of objects, such as things that fit into their mouths and of people, such as children and adults.</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying FF. Knowledge of self and others</p>
<b>12 - 24 months</b>	<p><b>CD.12.2 Matches objects by similar characteristics.</b></p> <p>Continue to develop their understanding of people and objects. They begin to match objects with prompting. For example, a child may get another small car when the teacher asks him to get one like hers.</p> <p>Match objects without prompting. They may point to their shoes after seeing a child with the same ones.</p> <p>Match objects by specific characteristics, usually color, shape, and size (e.g., put blue cups with blue plates when helping to set the table).</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>

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**COR Advantage Items**

<i>Cognitive Domain Cont.</i>		
<b>24 - 36 months</b>	<p><b>CD.12.3 Groups objects with similar characteristics.</b></p> <p>Continue to gather information about how things are similar and different.</p> <p>Apply new information when, for example, they group the cows separately from the other creatures as they play with a set of farm animals.</p> <p>Group materials by one criterion and then another. For example, after grouping the cows together, they may put the smallest cow next to the smallest sheep.</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
<b>Birth - 12 months</b>	<p><b>STANDARD 13: GAINS A BASIC UNDERSTANDING OF HOW THINGS MOVE AND FIT IN SPACE.</b></p> <p><b>CD.13.1 Begins to learn properties of objects and spatial relations (e.g., near, far, big, little, etc.)</b></p> <p>Become interested in watching objects move in space; they track their parents as they walk across the room and their hands as they move toward their mouths.</p> <p>Within a few months, purposefully reach, grasp, and try to bring objects of different sizes and shapes close to them.</p> <p>Watch as things, like balls, move away.</p> <p>Attempt to fit simple materials together. They learn more about large and small when, for example, they try to fit themselves into doll cradles and discover that they are too big.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>A. Initiative and planning</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness U. Measurement</p>

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<i>Cognitive Domain Cont.</i>		
<b>12 - 24 months</b>	<p><b>CD.13.2 Uses trail-and-error to discover how things fit and move in space.</b></p> <p>Experiment further with how objects fit in space. They explore materials by pushing, pulling, filling, and dumping them.</p> <p>Through activities like pouring milk, learn how much will fit in a designated space. When stacking blocks, gain an understanding of height in relationship to width, for example, how many blocks can be stacked before falling. These experiences also give them information about making a larger whole with smaller parts.</p> <p>Develop a better understanding of physical properties, such as size and shape, and how these properties relate to one another. Use trial and error to solve problems, like fitting puzzle pieces into the right spaces.</p>	<p>T. Geometry: Shapes and spatial awareness U. Measurement</p> <p>U. Measurement</p> <p>T. Geometry: Shapes and spatial awareness U. Measurement</p>
<b>24 - 36 months</b>	<p><b>CD.13.3 Starts to predict and imagine how things fit and move in space.</b></p> <p>Use more complex approaches to exploring space through trial and error.</p> <p>Become more interested in simple patterns, like putting the red cups and plates together followed by the blue ones.</p> <p>Experiment with objects, such as lining up small cars on various surfaces to see which ones roll and which do not. They begin to notice that they can fit certain sizes of cars into the toy garage, and they stop trying to force those that are too big.</p> <p>Become more purposeful about how they move objects in order to fit them together. For example , they can arrange cups and plates at snack time. Begin to use words such as on and under.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>V. Patterns</p> <p>U. Measurement CC. Experimenting, predicting, and drawing conclusions</p> <p>T. Geometry: Shapes and spatial awareness</p>

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**COR Advantage Items**

<i>Cognitive Domain Cont.</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 14: UTILIZES STRATEGIES FOR SOLVING SIMPLE PROBLEMS.</b></p> <p><b>CD.14.1 Demonstrates awareness of a problem.</b></p> <p>Respond to problems, like hunger, by crying. They very quickly discover that trusted adults can help solve many of their problems.</p> <p>Use sounds, like whimpers, and smiles to draw adults to them. As children move from reflexive to intentional behavior, they discover additional strategies for solving simple problems, like reaching for pacifiers that comfort them.</p> <p>Use simple strategies to solve problems. They may squeal to solicit help in getting out of their car seats.</p>	<p>K. Personal care and healthy behavior</p> <p>B. Problem solving with materials D. Emotions</p> <p>B. Problem solving with materials K. Personal care and healthy behavior</p>
<b>12 - 24 months</b>	<p><b>CD.14.2 Tries to solve simple problems through trial and error.</b></p> <p>Use information from their active exploration and observation to find solutions to simple problems. For example, they may blow on warm cereal after seeing their caregivers do so.</p> <p>Continue to need adults to help them solve many of the problems they encounter.</p> <p>Regularly use trial and error when attempting to solve problems, like using their hands to pick up pasta after finding it difficult to use spoons.</p> <p>Employ multiple strategies to solve a problem. Most of these strategies involve trial and error. For example, they may call a caregiver to move a box but then stop calling after discovering that they can move it by kicking it.</p>	<p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>

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**COR Advantage Items**

<i>Cognitive Domain Cont.</i>		
<b>24 - 36 months</b>	<p><b>CD.14.3 Develops and carries out simple plans for solving basic problems.</b></p> <p>Continue to use a range of strategies to solve simple problems. They use less trial and error in order to find solutions to familiar problems, like retrieving a toy that is out of reach by asking an adult to get it.</p> <p>Differentiate between a problem they can handle independently and one with which they need help. Increase language and social skills to enable them to communicate with peers. They may, for example, say, "No, mine!" and hold out their hands.</p> <p>Solve more familiar problems without trying many possible solutions. For example, they may habitually turn puzzle pieces so they will fit into the correct spaces.</p>	<p>B. Problem solving with materials                      CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>

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**COR Advantage Items**

<i>Cognitive Domain Cont.</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 15: ENGAGES IN IMITATION AND VARIOUS TYPES OF SOCIAL PLAY BEHAVIOR.</b></p> <p><b>CD.15.1 Imitates and repeats simple actions.</b></p> <p>Imitate facial expressions.</p> <p>Within the first few months, engage in very simple turn-taking and mimic simple vocal sounds like coos.</p> <p>Enjoy exchanges with others, like “peek-a-boo.” Sustain their exploration of toys and materials with help from adults.</p> <p>Repeat immediate, simple actions. They wave bye-bye and participate in simple games, such as “Pat-a-Cake.”</p> <p>Imitate peers, for example, they will shake their heads from side to side while observing another child doing the same thing.</p>	<p>AA. Pretend play</p> <p>L. Speaking</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults AA. Pretend play</p> <p>F. Building relationships with other children AA. Pretend play</p>
<b>12 - 24 months</b>	<p><b>CD.15.2 Imitates after observing activity, often using materials.</b></p> <p>Imitate the immediate actions of others.</p> <p>Imitate actions they have recently seen, such as stomping their feet. They enjoy imitating adult behavior as they play with such materials as phones and keys.</p> <p>Use objects, such as dolls, to imitate more complex activities, such as caregiving. They may take a doll, for example, wrap it in a blanket, and place it in a toy crib. Substitute one object for another. For example, a child may use a block as a phone.</p> <p>Engage in mutual activities, like dumping sand from the sand table, with other children, especially those whom they are with on a regular basis.</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>F. Building relationships with other children</p>

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**COR Advantage Items**

<i>Cognitive Domain Cont.</i>		
<b>24 - 36 months</b>	<p><b>CD.15.3 Participates in pretend play with peers.</b></p> <p>Spend more time engaging with peers in more complex play activities.</p> <p>With an increase in their abilities to think symbolically, use both real and imaginary objects in their pretend play. They may, for example, offer their empty hands and say, "Take cookie."</p> <p>Involve peers for longer periods in play with a common goal, such as setting a table in the housekeeping area.</p> <p>Make up stories and rules to accompany their activities. For example, they may assign the roles of mother and baby and decide that the baby should cry.</p>	<p>F. Building relationships with other children</p> <p>AA. Pretend play</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p>

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**COR Advantage Items**

<i>Language Domain</i>		
<b>Birth - 12 months</b>	<b>STANDARD 16: UNDERSTANDS VERBAL AND NONVERBAL COMMUNICATION.</b>	
	<p><b>CD.16.1 Shows an interest in speech, facial expressions, and simple gestures.</b></p> <p>Respond to the human voice. They prefer to look at faces and respond to expressions.</p> <p>Show an understanding of simple questions like “Would you like to get out of your bed?” by such gestures as raising their arms.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<b>12 - 24 months</b>	<b>CD.16.2 Understands simple speech, including simple directions and questions.</b>	
	<p>Show an increase in their understanding of simple statements. They may look up from playing when they hear their caregivers say, “Dad’s here.”</p>	M. Listening and comprehension
	<p>Follow simple requests, like “Roll the ball.” Benefit from prompting and from coupling actions with objects, such as an adult’s saying, “Rolling,” while moving balls along the floor.</p>	M. Listening and comprehension
	<p>Demonstrate an understanding of simple directions, explanations, and stories.</p>	M. Listening and comprehension

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**COR Advantage Items**

<i>Language Domain Cont.</i>		
<b>24 - 36 months</b>	<b>CD.16.3 Understands more abstract and complex language.</b>	
	Demonstrate an understanding of more complex statements like “Sit down, and I will get your plate of food.”	M. Listening and comprehension
	Follow two-step directions, like “Take off your sweater and put it in your cubby.”	M. Listening and comprehension
	Respond more often to peers’ attempts to communicate. For example, they may get other dolls when friends claim, “My doll.”	M. Listening and comprehension
	Show an understanding of increasingly abstract statements. They begin to understand statements about positions in space (e.g., “next to”) and the future (e.g., “When Dad comes to get you…”).	M. Listening and comprehension

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COR Advantage Items

<i>Language Domain Cont.</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 17: USES VOCALIZATIONS, GESTURES, AND EVENTUALLY WORDS FOR A VARIETY OF PURPOSES.</b></p> <p><b>CD.17.1 Uses facial expressions, sounds, gestures, and body positions to communicate.</b></p> <p>Make sounds, like crying, to communicate their needs.</p> <p>Within the first few months, use different cries to express different needs, like hunger or pain. Coo and use facial expressions, such as smiles that convey recognition.</p> <p>Babble sounds, like ma-ma-ma. Children often use these sounds with body movements, such as kicking, to get their caregivers' attention or to communicate their desire to play.</p> <p>Use gestures, like pointing coupled with word like sounds such as baba.</p> <p>Have speaking vocabularies of 2–5 words, including mama and papa. They also begin to initiate speech-gesture games, like "Peek-a-Boo."</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p>

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**COR Advantage Items**

<i>Language Domain Cont.</i>		
<b>12 - 24 months</b>	<p><b>CD.17.2 Produces single and multiword phrases.</b></p> <p>Show more intention as they experiment with gestures, sounds, and different ways to express their wants and feelings.</p> <p>Have speaking vocabularies with words that vary in meaning depending on the children’s inflection. For example, they may announce, “Mama” when they see her or ask, “Mama?” when they do not.</p> <p>Put two words together as a sentence. These words are usually a noun, like mama, and a verb, such as go.</p> <p>Initiate conversations with one or two words and gestures.</p> <p>Refer to themselves by name and identify a few body parts.</p> <p>Enjoy trying to sing.</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>E. Building relationships with adults L. Speaking</p> <p>K. Personal care and healthy behavior FF. Knowledge of self and others</p> <p>Y. Music</p>

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**COR Advantage Items**

<i>Language Domain Cont.</i>		
<b>24 - 36 months</b>	<b>CD.17.3 Utilizes simple sentences and questions.</b>	
	Use more complex speech patterns. They can name many objects and pictures.	L. Speaking
	Use the pronouns me and mine. While many phrases involve three words, they do not include past or future tenses or plurals.	L. Speaking FF. Knowledge of self and others
	Use language to communicate concepts, like all gone, and comparative relationships, like big-little.	S. Number and counting
	Use longer sentences with three or more words. Ask simple questions.	L. Speaking
	Begin to have conversations involving two or more turns.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension

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<i>Language Domain Cont.</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 18: EXHIBITS AN INTEREST IN PICTURES, STORYTELLING, AND BOOK READING.</b></p> <p><b>CD.18.1 Shows an interest in pictures, songs and simple books.</b></p> <p>Develop sound awareness, recognizing and reacting to the sounds of language.</p> <p>Develop a set of words that they understand. Attend to board books for brief moments if they have bright colors, shapes, and especially faces. Respond with changes in facial expressions and with body movements to some of the vocabulary associated with pictures in a book.</p> <p>Participate in reciting rhymes and singing by moving rhythmically or by repeating movements that are modeled for them.</p> <p>Sit for short periods to look at pictures in books. Children also enjoy stories told with puppets.</p>	<p>N. Phonological awareness</p> <p>P. Reading</p> <p>Y. Music</p> <p>P. Reading</p>

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**COR Advantage Items**

<i>Language Domain Cont.</i>		
<b>12 - 24 months</b>	<p><b>CD.18.2 Recognizes that pictures have meaning and can tell a story.</b></p> <p>Listen to stories for short periods of time. They point to pictures and make sounds that correspond with pictures. For example, they may touch a picture of a cat and say, "Meow."</p> <p>Join in singing simple songs. They show preferences for particular songs and books.</p> <p>Participate in singing longer songs, reciting finger plays, and reading stories.</p> <p>Ask to have their favorites read and sung repeatedly.</p> <p>Answer simple questions about stories. They may even act out a part, like monkeys jumping on a bed.</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge Y. Music</p> <p>P. Reading Q. Book enjoyment and knowledge Y. Music</p> <p>Q. Book enjoyment and knowledge Y. Music</p> <p>M. Listening and comprehension</p>

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<i>Language Domain Cont.</i>		
<b>24 - 36 months</b>	<p><b>CD.18.3 Demonstrates an interest in print and its purposes.</b></p> <p>Sing songs and pretend to read books independently. They enjoy a variety of books, including story and informational texts.</p> <p>Show an interest in other written materials, like greeting cards and magazines. They can find their favorite cereal by looking at the picture on the box.</p> <p>Understand that symbols represent other things and that they serve a purpose. For example, children start to match classroom materials with picture and word labels posted in various areas. Recite favorite nursery rhymes and finger plays with expression. Children want books to be read the same way each time.</p> <p>Answer more complex questions about familiar stories and to predict what will happen next.</p>	<p>P. Reading Y. Music</p> <p>P. Reading</p> <p>P. Reading</p> <p>M. Listening and comprehension</p>

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COR Advantage Items

<i>Language Domain Cont.</i>		
<b>Birth - 12 months</b>	<p><b>STANDARD 19: USES VOCALIZATIONS, GESTURES, AND EVENTUALLY WORDS FOR A VARIETY OF PURPOSES.</b></p> <p><b>CD.19.1 Begins to develop the eye-hand coordination necessary for drawing and writing.</b></p> <p>Progress from exploring their surroundings by using reflexive movements to using more intentional movements.</p> <p>Reach for and grasp objects.</p> <p>Enjoy grasping a variety of toys that they can squeeze, shake, and drop.</p> <p>Demonstrate the ability to coordinate eye and hand movements while exploring objects.</p> <p>Pick up spoons by their handles and small pieces of food by using a pincer grasp.</p> <p>Often enjoy watching adults who are writing and may reach to grab the pens or pencils.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning R. Writing</p> <p>R. Writing</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>E. Building relationships with adults A. Initiative and planning</p>

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<i>Language Domain Cont.</i>		
<b>12 - 24 months</b>	<p><b>CD.19.2 Shows interest in handling drawing and writing tools and scribbles spontaneously.</b></p> <p>Increase their ability to use their hands and fingers. They start to scribble spontaneously.</p> <p>Enjoy exploring different writing tools and may make random marks with chalk on the playground. Children's increase in eye-hand coordination is often coupled with their interest in making marks in particular places, like on paper.</p> <p>Become more intentional about how they use chubby crayons and paint brushes. Continue to gain control over their hand movements and may make lines or dots with paint on paper.</p>	<p>J. Fine-motor skills R. Writing</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p>
<b>24 - 36 months</b>	<p><b>CD.19.3 Experiments with scribbling and begins to connect it with communication.</b></p> <p>Use a full-hand grasp to hold and manipulate writing tools.</p> <p>While they have developed more advanced eye-hand coordination, may still make lines that extend off the paper.</p> <p>Make their first spontaneous letter-like forms. Associate words with their products, for example, they may say, "Sun," after painting with yellow.</p> <p>Show a beginning understanding of print as a way to communicate ideas. They may scribble on pads of paper after asking their caregivers what they would like to order.</p> <p>Enjoy looking for their name cards at the snack table and might point to a sign with the classroom rules when a teacher asks, "Are we allowed to hit our friends?"</p>	<p>J. Fine-motor skills R. Writing</p> <p>J. Fine-motor skills R. Writing</p> <p>R. Writing X. Art</p> <p>R. Writing</p> <p>P. Reading</p>