

Alignment of the 2010 Massachusetts Early Learning Guidelines For Infants And Toddlers With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2010 **Massachusetts Early Learning Guidelines 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.



Massachusetts Early Learning Standards

COR Advantage Items

<p><i>Infant Guidelines (birth – 15 months)</i></p>	
<p><i>Social-Emotional Development Guidelines</i></p> <p>Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.</p> <p>SED1. The young infant shows preference for specific educators.</p> <p>SED2. The young infant develops a bond with both family and nonfamily members.</p> <p>SED3. The young infant responds to familiar adults.</p> <p>SED5. The older infant checks in with familiar educator for reassurance.</p> <p>SED8. The older infant seeks comfort or assistance from a familiar educator.</p>	<p>E. Building relationships with adults</p>
<p>Learning Guideline: The infant notices and interacts with children of a similar age.</p> <p>SED10. The younger infant notices other children.</p> <p>SED11. The younger infant begins to engage with peers.</p> <p>SED12. The younger infant responds to other children.</p> <p>SED13. The older infant responds to other children in increasing complex ways.</p> <p>SED14. The older infant begins to demonstrate interactions with peers.</p> <p>SED15. The older infant begins to seek out peers.</p> <p>SED16. The older infant begins to participate in simple parallel play near other children.</p>	<p>F. Building relationships with other children</p>

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<p>Learning Guideline: The infant acts as a social being by engaging with others and the world around them.</p> <p>SED17. The young infant seeks interactions from both adults and peers.</p> <p>SED18. The young infant begins to imitate both adults and peers.</p> <p>SED19. The young infant explores the environment around them.</p> <p>SED20. The older infant seeks interactions from both educators and peers in more complex ways.</p> <p>SED21. The older infant begins to imitate both educators and peers frequently and in a variety of ways.</p> <p>SED22. The older infant more actively explores the environment.</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>E. Building relationships with adults F. Building relationships with other children AA. Pretend play</p> <p>A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>Learning Guideline: The infant experiences and expresses a range of emotions.</p> <p>SED23. The younger infant mirrors back others' expressions.</p> <p>SED24. The younger infant expresses a range of emotions.</p> <p>SED25. The younger infant begins to develop strategies to manage his/her expression of feeling with support from educators.</p> <p>SED26. The younger infant begins to demonstrate an understanding of own likes and dislikes.</p> <p>SED27. The older infant expresses of a range of emotions expanding to include more complex emotions.</p> <p>SED28. The older infant begins to develop more complex strategies to manage expressions of feeling with support from educators.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>A. Initiative and planning</p> <p>D. Emotions</p> <p>D. Emotions</p>

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<p>SED29. The older infant is becoming aware of other's feelings.</p> <p>SED30. The older infant continues to demonstrate likes and dislikes.</p>	<p>D. Emotions</p> <p>A. Initiative and planning</p>
<p>Learning Guideline: The infant begins to regulate own feelings and behavior.</p> <p>SED32. The younger infant begins to follow own schedule for sleeping, eating, and other basic needs, with educator's help.</p>	<p>G. Community</p> <p>K. Personal care and healthy behavior</p>
<p>Learning Guideline: The infant develops positive sense of self.</p> <p>SED 34. The younger infant becomes aware of self.</p> <p>SED36. The older infant develops a growing sense of capabilities.</p> <p>SED37. The older infant develops a growing sense of self confidence.</p>	<p>FF. Knowledge of self and others</p> <p>K. Personal care and healthy behavior</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> <p>E. Building relationships with adults</p>
<p>Language and Communication Development Guidelines</p> <p>Learning Guideline: The infant demonstrates the meaning of language by listening.</p> <p>LC1: The young infant responds to frequently heard sounds and words.</p> <p>LC2: The older infant shows increased understanding of gestures and words.</p> <p>LC3: The older infant shows enjoyment of the sounds and rhythms of language.</p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>

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<p>Learning Guideline: The infant develops expressive language.</p> <p>LC5: The young infant uses simple sounds to express thoughts, wants and needs.</p> <p>LC6: The older infant uses consistent sounds, gestures, signs, and some words to communicate.</p> <p>LC7: The older infant uses the same “words” consistently to express wants, needs, and thoughts.</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p>
<p>Learning Guideline: The infant engages in social communication.</p> <p>LC8: The young infant understands and uses social communication.</p> <p>LC9: The older infant begins to comprehend and use social communication.</p>	<p>L. Speaking</p> <p>L. Speaking M. Listening and comprehension</p>
<p>Learning Guidelines: The infant demonstrates phonological awareness.</p> <p>LC10: The young infant shows beginning sound awareness by reacting differently to different sounds.</p> <p>LC11: The young infant shows enjoyment of the sounds and rhythms of language.</p> <p>LC12: The young infant vocalizes familiar words when read to.</p> <p>LC13: The older infant recites last word of familiar rhymes, with assistance.</p>	<p>N. Phonological awareness</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking Q. Book enjoyment and knowledge</p> <p>N. Phonological awareness</p>
<p>Learning Guideline: The infant develops grammar and syntax or watching if hearing impaired.</p> <p>LC14: The older infant demonstrates progression in grammar and syntax.</p>	<p>L. Speaking</p>

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<p>Learning Guideline: The infant engages in pre-reading activities.</p> <p>LC15: The young infant listens to stories for short periods of time.</p> <p>LC16: The older infant begins to explore physical features of a book.</p>	<p>P. Reading Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p>
<p>Learning Guideline: The infant demonstrates interest and engagement in print literacy materials.</p> <p>LC18: The young infant attends to and/or makes contact with age-appropriate books, when presented.</p> <p>LC19: The older infant demonstrates interest in environmental print.</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p>
<p>Learning Guideline: The infant develops in multiple language acquisitions when considered a dual language learner.</p> <p>LC22: The young infant demonstrates competency in home language.</p> <p>LC23: The older infant demonstrates competency in home language while acquiring beginning proficiency in English.</p>	<p>L. Speaking M. Listening and comprehension</p> <p>II. Listening to and understanding English JJ. Speaking English</p>
<p>Cognitive Development Guidelines</p> <p>Learning Guideline: The infant refines reflexes into purposeful actions.</p> <p>CD2. The young infant responds to sensory stimuli, such as touch, sounds, light, and voices.</p> <p>CD3. The young infant begins to coordinate behaviors, e.g., a sound heard stimulates a response.</p> <p>CD4. The young infant moves from passive responses to actively searching for desired people and items.</p>	<p>M. Listening and comprehension N. Phonological awareness Y. Music</p> <p>E. Building relationships with adults M. Listening and comprehension DD. Natural and physical world</p> <p>M. Listening and comprehension N. Phonological awareness</p>

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<p>Learning Guideline: The infant develops memory skills.</p> <p>CD5. The young infant recognizes familiar people, places and things.</p> <p>CD6. The young infant recalls and uses information in new situations.</p> <p>CD7. The young infant searches for missing or hidden favorite objects.</p> <p>CD8. The older infant demonstrates a response to favorite songs, stories, or people.</p> <p>CD9. The older infant looks for the educator when he or she steps out of sight.</p> <p>CD10. The older infant imitates hand motions of the educator.</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>C. Reflection E. Building relationships with adults CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection GG. Geography</p> <p>D. Emotions E. Building relationships with adults</p> <p>C. Reflection E. Building relationships with adults</p> <p>E. Building relationships with adults AA. Pretend play</p>
<p>Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.</p> <p>CD11. The young infant explores objects or observes people and begins to notice how they react.</p> <p>CD12. The young infant repeats a pleasing sound or motion.</p> <p>CD13. The young infant discovers that repeated actions yield similar results.</p> <p>CD14. The older infant closely observes actions and discovers that repeated actions yield similar results.</p> <p>CD15. The older infant performs an action to get a resulting event to occur.</p> <p>CD16. The older infant increasingly experiments with cause and effect.</p>	<p>E. Building relationships with adults CC. Experimenting, predicting, and drawing conclusions</p> <p>M. Listening and comprehension N. Phonological awareness Y. Music CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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<p>Learning Guideline: The infant develops problem solving skills.</p> <p>CD17. The young infant demonstrates the awareness of a problem.</p> <p>CD18. The young infant uses: self; objects; and others to attain a goal.</p> <p>CD19. The older infant watches others and imitates the way they solved a problem.</p> <p>CD20. The older infant experiments with trial and error approaches to problem solving.</p>	<p>B. Problem solving with materials K. Personal care and healthy behavior</p> <p>A. Initiative and planning B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>
<p>Learning Guideline: The infant explores materials and discover mathematical concepts.</p> <p>CD21. The young infant focuses on or plays with one thing at a time.</p> <p>CD22. The young infant attends to colors, shapes, patterns or pictures.</p> <p>CD23. The young infant begins to understand the concept of "more".</p> <p>CD24. The young infant becomes aware of patterns in the environment.</p> <p>CD25. The older infant explores and manipulates objects with different shapes and sizes sometimes fitting shapes into place.</p> <p>CD26. The older infant becomes aware of similarities and differences in objects.</p> <p>CD27. The older infant becomes aware that there are different amounts of things.</p> <p>CD28. The older infant begins to recognize patterns.</p>	<p>S. Number and counting</p> <p>O. Alphabet knowledge P. Reading</p> <p>S. Number and counting</p> <p>Y. Music Z. Movement</p> <p>T. Geometry: Shapes and spatial awareness U. Measurement</p> <p>BB. Observing and classifying</p> <p>S. Number and counting</p> <p>G. Community</p>

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<p>Learning Guideline: The infant explores the environment making new discoveries.</p> <p>CD29. The young infant explores the environment and gathers information through the use of the senses (touch, sight, sound, smell, taste).</p> <p>CD30. The young infant begins to learn how objects work by handling them and watching others use them.</p> <p>CD31. The older infant actively explores the environment to make new discoveries.</p> <p>CD32. The older infant uses simple tools.</p>	<p>BB. Observing and classifying</p> <p>A. Initiative and planning AA. Pretend play</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p>
<p>Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.</p> <p>CD33. The young infant responds to a variety of music and sounds.</p> <p>CD34. The young infant explores the feeling of different textures.</p> <p>CD35. The young infant focuses on and responds to adult facial expressions.</p> <p>CD36. The older infant responds to music.</p> <p>CD37. The older infant begins to experiment and explore with various art media (paint, finger-paint, playdough, markers, crayons, chalk).</p> <p>CD38. The older infant imitates the actions of the educator or other adults.</p>	<p>Y. Music</p> <p>P. Reading BB. Observing and classifying</p> <p>D. Emotions</p> <p>Y. Music</p> <p>X. Art</p> <p>AA. Pretend play</p>

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<p>Learning Guideline: The infant becomes aware of family and others in the community.</p> <p>CD39. The younger infant begins to recognize familiar people and places (i.e., home, grandparent’s house, educator’s house).</p> <p>CD40. The older infant demonstrates an awareness of family characteristics.</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>FF. Knowledge of self and others</p>
<p><i>Physical Health and Wellbeing Development</i></p> <p>Learning Guideline: The infant develops ability to move the large muscles (gross motor).</p> <p>PW1: The young infant moves arms and legs unconsciously.</p> <p>PW2: The young infant begins to use arms and legs purposefully.</p> <p>PW3: The young infant gains control of head and body.</p> <p>PW4: The young infant demonstrates beginning coordination and balance.</p> <p>PW5: The older infant moves arms and legs unconsciously.</p> <p>PW6: The older infant begins to use arms and legs purposefully.</p> <p>PW7: The older infant gains control of head and body.</p> <p>PW8: The older infant demonstrates beginning coordination and balance.</p>	<p>I. Gross-motor skills</p>

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<p>Learning Guideline: The infant develops ability to control and refine small muscles (fine motor).</p> <p>PW9: The young infant demonstrates strength and coordination of small motor muscles.</p> <p>PW10: The older infant demonstrates strength and coordination of small motor muscles.</p> <p>PW11. The young infant will show increased visual ability and perception.</p> <p>PW14. The older infant will show increased integration of sensory stimulation.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>BB. Observing and classifying EE. Tools and technology</p> <p>X. Art BB. Observing and classifying</p>
<p>Learning Guideline: The infant develops skills that will develop into healthy practices for life.</p> <p>PW16. The young infant engages in a variety of physical activities.</p> <p>PW17. The older infant demonstrates personal health and hygiene skills.</p> <p>PW18. The older infant practices basic personal care routines.</p> <p>PW20. The older infant engages in a variety of physical activities.</p> <p>PW21. The older infant demonstrates personal health and hygiene skills.</p> <p>PW22. The older infant practices basic personal care routines.</p>	<p>I. Gross-motor skills</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>K. Personal care and healthy behavior</p>

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<p>Learning Guideline: The infant gains control over their movements as they reach out, grasp, and release objects.</p> <p>PW23. The young infant develops eye-hand coordination and more intentional hand control.</p> <p>PW 24. The young infant grasps a variety of objects for eating and playing in his/her environment, with and without handles, such as blocks, spoons, markers, etc.</p> <p>PW25. The older infant develops eye-hand coordination and more intentional hand control.</p> <p>PW 26. The older infant grasps a variety of objects for eating and play in his/her environment, with and without handles, such as blocks, spoons, markers, etc.</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>
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<p><i>Approaches to Learning Guidelines</i></p>	
<p>Learning Guideline: The infant shows eagerness and curiosity as a learner.</p> <p>AL1. The young infant shows curiosity by exploring with the senses.</p> <p>AL2. The young infant reacts to new voices or sounds.</p> <p>AL3. The older infant shows curiosity by exploring with the senses.</p> <p>AL4. The older infant reacts to new voices or sounds.</p>	<p>BB. Observing and classifying</p> <p>M. Listening and comprehension N. Phonological awareness Y. Music</p> <p>BB. Observing and classifying</p> <p>M. Listening and comprehension N. Phonological awareness Y. Music</p>

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Learning Guideline: The infant becomes intentional and persistent.	
AL5. The young infant pays attention and tries to reproduce interesting and pleasurable effects and events.	T. Geometry: Shapes and spatial awareness CC. Experimenting, predicting, and drawing conclusions
AL6. The young infant behaves in consistent ways to elicit desired response.	E. Building relationships with adults K. Personal care and healthy behavior
AL7. The young infant shows a willingness to overcome frustration when faced with initial failure.	B. Problem solving with materials
AL8. The older infant pays attention and tries to reproduce interesting and pleasurable effects and events.	K. Personal care and healthy behavior AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
AL9. The older infant behaves in consistent ways to elicit desired response.	A. Initiative and planning B. Problem solving with materials E. Building relationships with adults
AL10. The older infant shows a willingness to overcome frustration when faced with initial failure.	B. Problem solving with materials

Massachusetts Early Learning Standards

COR Advantage Items

<i>Toddlers (12 – 33 months)</i>	
<i>Social-Emotional Development for Toddlers</i>	
Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.	
SED1. The young toddler has positive relationships with several different adult, including educators and family members.	E. Building relationships with adults
SED2. The young toddler responds to directions from familiar adults.	E. Building relationships with adults M. Listening and comprehension
SED3. The young toddler relates to adults through shared exploration of materials and environments.	E. Building relationships with adults
SED4. The older toddler demonstrates increasing comfort with most adults.	E. Building relationships with adults
SED5. The older toddler demonstrates and labels relationships of others such as “Mommy, Daddy and me are a family. You are my teacher- I love all of you.”	E. Building relationships with adults FF. Knowledge of self and others
SED6. The older toddler follows the directions of adults.	E. Building relationships with adults G. Community
SED7 The older toddler seeks adults for information and support in understanding things.	M. Listening and comprehension

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<p>Learning Guideline: The toddler notices and interacts with toddlers their own age.</p> <p>SED8. The young toddler notices, relates to and engages with children around the same age.</p> <p>SED9. The young toddler is responsive to playing next to and with other children.</p> <p>SED10. The older toddler becomes attached to people around their own age.</p> <p>SED11. The older toddler is responsive to other children.</p> <p>SED12. The older toddler begins to develop increased “cooperative” play with peers’.</p>	<p>F. Building relationships with other children</p>
<p>Learning Guideline: The toddler experiences and expresses a range of emotions.</p> <p>SED13. The young toddler expresses a range of emotions, sometimes with intensity.</p> <p>SED14. The young toddler recognizes his/her own feelings.</p> <p>SED16. The older toddler begins to label their feelings.</p> <p>SED17. The older toddler begins to demonstrate need to complete tasks on his/her own.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p>
<p>Learning Guideline: The toddler progresses in regulating his own feelings and behavior.</p> <p>SED18. The young toddler is developing the ability to control his/her emotions.</p> <p>SED21. The older toddler is developing problem solving skills when challenged.</p>	<p>D. Emotions</p> <p>B. Problem solving with materials H. Conflict resolution</p>

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<p>Learning Guideline: The toddler develops a positive sense of self.</p> <p>SED22. The young toddler recognizes her or himself as a person separate from his/her family or caregivers.</p> <p>SED25. The older toddler identifies themselves and familiar people.</p> <p>SED26. The older toddler develops a sense of community.</p> <p>SED27. The older toddler begins to recognize physical, ethnic, and cultural differences between themselves and others.</p>	<p>FF. Knowledge of self and others</p>
<p><i>Language and Communication Development Guidelines</i></p> <p>Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).</p> <p>LC28. The younger toddler responds to action words by performing the action.</p> <p>LC29. The younger toddler understands educators' simple requests and statements referring to the present situation.</p> <p>LC30: The younger toddler listens to stories.</p> <p>LC31. The older toddler continues to understand many more words than they can speak.</p> <p>LC32. The older toddler understands more abstract and complex statements and requests that refer to positions in space, reference to time, ideas, feelings and the future.</p>	<p>I. Gross-motor skills M. Listening and comprehension Z. Movement</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>

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<p>Learning Guideline: The toddler develops expressive language.</p> <p>LC33. The younger toddler begins to use recognizable words.</p> <p>LC 34. The younger toddler uses a growing number of words and puts them together in short phrases and simple questions.</p>	<p>L. Speaking</p> <p>L. Speaking</p>
<p>Learning Guideline: The toddler engages in social communication.</p> <p>LC37. The younger toddler uses sounds and words in social situations.</p> <p>LC38. The younger toddler attends to and tries to take part in conversations.</p> <p>LC39. The older toddler participates in conversations.</p>	<p>L. Speaking</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p>
<p>Learning Guideline: The toddler demonstrates phonological awareness.</p> <p>LC40. The younger toddler uses vocalization and words for a variety of reasons.</p> <p>LC41. The older toddler develops an awareness of word sounds and rhythms of language.</p>	<p>L. Speaking N. Phonological awareness</p> <p>N. Phonological awareness</p>
<p>Learning Guideline: The toddler develops grammar and syntax.</p> <p>LC42. The younger toddler moves from single words to two- and three-word combinations to telegraphic speech.</p> <p>LC43. The older toddler moves from telegraphic speech to grammatical sentences.</p>	<p>L. Speaking</p> <p>L. Speaking</p>

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<p>Learning Guideline: The toddler engages in pre-reading activities.</p> <p>LC44. The younger toddler shows motivation to read.</p> <p>LC45. The older toddler increases knowledge about books and how they are typically read.</p>	<p>P. Reading Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p>
<p>Learning Guideline: The toddler demonstrates interest and engagement in print literacy materials.</p> <p>LC46. The younger toddler recognizes familiar environmental print.</p> <p>LC47. The older toddler demonstrates knowledge that a symbol can represent something else.</p>	<p>P. Reading</p> <p>O. Alphabet knowledge P. Reading</p>
<p>Learning Guideline: The toddler develops emergent writing skills.</p> <p>LC48. The younger toddler makes purposeful marks on paper.</p> <p>LC49. The older toddler understands writing is a way of communicating.</p>	<p>R. Writing</p> <p>R. Writing</p>
<p>Learning Guideline: The toddler develops multiple language acquisitions when considered a dual language learner.</p> <p>LC50. The younger toddler demonstrates competency in home language while acquiring beginning proficiency in English.</p> <p>LC51. The older toddler demonstrates competency in home language while acquiring proficiency in English.</p>	<p>II. Listening to and understanding English JJ. Speaking English</p> <p>II. Listening to and understanding English JJ. Speaking English</p>

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<p><i>Cognitive Development Guidelines</i></p> <p>Learning Guideline: The toddler develops increasing memory of past events and knowledge.</p> <p>CD42. The younger toddler recalls names of familiar people, animals and things; recalls parts of familiar songs, fingerplays and stories.</p> <p>CD43. The younger toddler follows routines and recalls the location of objects with assistance.</p> <p>CD44. The older toddler recalls past information, such as repetitive parts to familiar songs, stories and fingerplays, and shares past events.</p> <p>CD45. The older toddler improves memory for details; looks for favorite objects.</p>	<p>L. Speaking M. Listening and comprehension Y. Music</p> <p>C. Reflection G. Community GG. Geography</p> <p>Y. Music HH. History</p> <p>AA. Pretend play GG. Geography</p>
<p>Learning Guideline: The toddler demonstrates an awareness that predictable things happen as a result of actions.</p> <p>CD46. The younger toddler repeats actions watching for results.</p> <p>CD47. The younger toddler expects certain things to happen as a result of his actions.</p> <p>CD48. The older toddler demonstrates an awareness of the effects of certain actions.</p> <p>CD49. The older toddler begins to investigate the reasons why something unexpected happens.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>

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<p>Learning Guideline: The toddler experiments with a variety of problem-solving strategies.</p> <p>CD50. The younger toddler persists with trial-and-error approaches to solve a problem.</p> <p>CD51. The younger toddler begins to understand through trial and error that certain behaviors can cause results.</p> <p>CD52. The older toddler creates and carries out a plan for solving simple problems.</p> <p>CD53. The older toddler can choose a solution to a problem from more than one possibility.</p>	<p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>
<p>Learning Guideline: The toddler explores with materials and discovers mathematical concepts.</p> <p>CD54. The younger toddler shows interest in matching and sorting according to color, shape and size.</p> <p>CD55. The younger toddler shows an awareness of quantity.</p> <p>CD56. The younger toddler demonstrates an awareness of simple patterns.</p> <p>CD57. The older toddler matches and sorts according to color, shape or size.</p> <p>CD58. The older toddler shows an understanding of number concepts one, two, more and less.</p> <p>CD59. The older toddler recognizes and creates simple patterns.</p>	<p>BB. Observing and classifying</p> <p>S. Number and counting</p> <p>V. Patterns</p> <p>BB. Observing and classifying</p> <p>S. Number and counting</p> <p>V. Patterns</p>

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<p>Learning Guideline: The toddler develops early scientific skills through exploration and discovery.</p> <p>CD60. The younger toddler experiments with various wet and dry materials to discover their properties.</p> <p>CD61. The younger toddler discovers living things found in nature.</p> <p>CD63. The older toddler uses simple tools to continue exploration.</p> <p>CD64. The older toddler observes and identifies living things and begins to identify their basic needs.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p> <p>EE. Tools and technology</p> <p>DD. Natural and physical world</p>
<p>Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.</p> <p>CD65. The younger toddler responds to and participates in music, rhythm and songs.</p> <p>CD66. The younger toddler explores with sensory art materials and uses them to create visual effects.</p> <p>CD67. The younger toddler begins to use pretend and dramatic play to act out familiar scenes.</p> <p>CD68. The older toddler responds to and participates in music and dance with increasing skill in rhythm and movement.</p> <p>CD69. The older toddler creatively explores and experiments using a variety of sensory materials and art mediums.</p> <p>CD70. The older toddler expands on pretend play and recreates familiar settings through the imaginative use of props and clothing.</p>	<p>Y. Music Z. Movement</p> <p>X. Art</p> <p>AA. Pretend play</p> <p>Y. Music Z. Movement</p> <p>X. Art</p> <p>AA. Pretend play</p>

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<p>Learning Guideline: The toddler begins to develop the foundations for social science.</p> <p>CD71. The younger toddler follows daily routines and anticipates upcoming routine activities.</p> <p>CD72. The younger toddler recalls recent events.</p> <p>CD73. The younger toddler is able to name self, body parts and significant people.</p> <p>CD74. The younger toddler begins to recognize individual preferences and differences.</p> <p>CD75. The older toddler begins to explore and become aware of the immediate community.</p> <p>CD76. The older toddler begins to understand rules and routines.</p> <p>CD77. The older toddler engages in activities that build a basic understanding of words for location and direction.</p> <p>CD78. The older toddler notices similarities and differences in others.</p>	<p>G. Community</p> <p>C. Reflection HH. History</p> <p>K. Personal care and healthy behavior FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others GG. Geography</p> <p>G. Community</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>FF. Knowledge of self and others</p>
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<p><i>Physical Health and Well Being Development Guidelines</i></p> <p>Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).</p> <p>PW27. The young toddler moves body, arms and legs with coordination.</p> <p>PW28. The young toddler demonstrates large muscle balance, stability, control and coordination.</p> <p>PW29. The young toddler moves body with purpose to achieve a goal.</p> <p>PW30. The older toddler moves body, arms and legs with coordination.</p> <p>PW31. The older toddler demonstrates large muscle balance, stability, control and coordination.</p> <p>PW32. The older toddler moves body with purpose to achieve a goal.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>A. Initiative and planning</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>A. Initiative and planning</p>
<p>Learning Guideline: The toddler develops an ability to control and refine small muscles (fine motor).</p> <p>PW33. The young toddler coordinates eye and hand movements.</p> <p>PW34. The young toddler controls small muscles in hand.</p> <p>PW35. The older toddler coordinates eye and hand movements.</p> <p>PW36. The older toddler controls small muscles in hand.</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>

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<p>Learning Guideline: The toddler develops skills that will become healthy practices for life.</p>	
<p>PW37. The young toddler participates in physical care routines.</p>	<p>K. Personal care and healthy behavior</p>
<p>PW38. The young toddler begins to develop toileting and dressing skills.</p>	<p>K. Personal care and healthy behavior</p>
<p>PW43. The young toddler engages in a variety of physical activities.</p>	<p>I. Gross-motor skills</p>
<p>PW44. The older toddler participates in physical care routines.</p>	<p>K. Personal care and healthy behavior</p>
<p>PW45. The older toddler develops self-help skills.</p>	<p>K. Personal care and healthy behavior</p>
<p>PW50. The older toddler engages in a variety of physical activities.</p>	<p>I. Gross-motor skills</p>
<p>PW52. The young toddler will show increased integration of sensory stimulation.</p>	<p>Y. Music Z. Movement</p>
<p>PW54. The older toddler will show increased integration of sensory stimulation.</p>	<p>Y. Music Z. Movement</p>

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<i>Approaches to Learning Guidelines</i>	
<p>Learning Guideline: The toddler shows eagerness and curiosity as a learner.</p> <p>AL11. The young toddler expands his exploration of the environment.</p> <p>AL12. The young toddler shows curiosity in new and familiar objects.</p> <p>AL13. The older toddler expands his exploration of the environment.</p> <p>AL14. The older toddler shows curiosity in new and familiar objects.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning D. Emotions</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>A. Initiative and planning AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>
<p>Learning Guideline: The toddler becomes intentional and persistent in their learning and discovery.</p> <p>AL15. The young toddler attends for longer periods of time and persists at preferred activities.</p> <p>AL16. The young toddler begins to take risks.</p> <p>AL17. The older toddler attends for longer periods of time and persists at preferred activities.</p> <p>AL18. The older toddler begins to take risks.</p>	<p>A. Initiative and planning B. Problem solving with materials</p> <p>B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children</p> <p>A. Initiative and planning B. Problem solving with materials</p> <p>B. Problem solving with materials K. Personal care and healthy behavior</p>