

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Arizona's Infant and Toddler  
Developmental Guidelines  
(2010)*

**Arizona Infant-Toddler Developmental Guidelines**

**COR Advantage Items**

<b>Domain I: Social and Emotional Development</b>	
<b>COMPONENT: Trust and Emotional Security</b>	
Engages in behaviors that build relationships with familiar adults	E. Building relationships with adults
Shows preference for familiar adults	E. Building relationships with adults
Responds to unfamiliar adults cautiously	D. Emotions E. Building relationships with adults
Seeks to find comfort in new situations	E. Building relationships with adults
Shows emotional connection and attachment to others	E. Building relationships with adults F. Building relationships with other children
<b>COMPONENT: Self-Awareness</b>	
Expresses feelings and emotions through facial expressions, sounds or gestures	D. Emotions
Develops awareness of self as separate from others	FF. Knowledge of self and others
Shows confidence in increasing abilities	A. Initiative and planning K. Personal care and healthy behavior
<b>COMPONENT: Self-Regulation</b>	
Begins to manage own behavior and show self-regulation	D. Emotions
Shows ability to cope with stress	D. Emotions
Shows increasing independence	A. Initiative and planning K. Personal care and healthy behavior
Understands simple routines, rules or limitations	G. Community

**Arizona Infant-Toddler Developmental Guidelines**

**COR Advantage Items**

<b>Domain I: Social and Emotional Development, CONT</b>	
<b>COMPONENT: Relationships with Other Children</b>	
Shows interest in and awareness of other children	F. Building relationships with other children
Responds to and interacts with other children	F. Building relationships with other children
Begins to recognize and respond to other children’s feelings and emotions	D. Emotions F. Building relationships with other children
Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants	D. Emotions K. Personal care and healthy behavior
Uses imitation or pretend play to learn new roles and relationships	AA. Pretend play FF. Knowledge of self and others
<b>COMPONENT: Approaches to Learning</b>	
Begins noticing people, events, and things	C. Reflection F. Building relationships with other children HH. History
Watches what others do, begin to pretend, and use materials in new and different ways	F. Building relationships with other children AA. Pretend play
Developing confidence; trying new things and taking risks	A. Initiative and planning D. Emotions
Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as “funny” and enjoy surprising others.	A. Initiative and planning D. Emotions

**Arizona Infant-Toddler Developmental Guidelines**

**COR Advantage Items**

<b>Domain II: Language Development and Communication</b>	
<b>COMPONENT: Listening and Understanding</b>	
Shows interest in listening to sounds	M. Listening and comprehension N. Phonological awareness
Listens with interest to language of others	M. Listening and comprehension
Responds to verbal communication of others	L. Speaking M. Listening and comprehension
Responds to nonverbal communication of others	L. Speaking M. Listening and comprehension
Begins to understand gestures, words, questions or routines	G. Community M. Listening and comprehension
<b>COMPONENT: Communicating and Speaking</b>	
Uses sounds, gestures or actions to express needs and wants	K. Personal care and healthy behavior L. Speaking
Uses consistent sounds, gestures or words to communicate Imitates sounds, gestures or words	L. Speaking N. Phonological awareness
Uses sounds, signs or words for a variety of purposes	L. Speaking
Shows reciprocity in using language in simple conversations	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension

**Arizona Infant-Toddler Developmental Guidelines**

**COR Advantage Items**

<b>Domain II: Language Development and Communication CONT</b>	
<b>COMPONENT: Emergent Literacy</b>	
Shows interest in songs, rhymes and stories	N. Phonological awareness Y. Music
Shows interest in photos, pictures and drawings	P. Reading Q. Book enjoyment and knowledge X. Art
Develops interest in and involvement with books and other print materials	P. Reading Q. Book enjoyment and knowledge
Begins to recognize and understand symbols	O. Alphabet knowledge P. Reading

**Arizona Infant-Toddler Developmental Guidelines**

**COR Advantage Items**

<b>Domain III: Cognitive Development</b>	
<b>COMPONENT: Exploration and Discovery</b>	
Pays attention to people	E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying
Uses senses to explore people, objects and the environment and objects	BB. Observing and classifying
Attends to colors, shapes, patterns or pictures	P. Reading Q. Book enjoyment and knowledge V. Patterns
Shows interest and curiosity in new people and objects	A. Initiative and planning BB. Observing and classifying
Makes things happen and watches for results or repeats action	CC. Experimenting, predicting, and drawing conclusions
<b>COMPONENT: Memory</b>	
Shows ability to acquire and process new information	A. Initiative and planning C. Reflection
Recognizes familiar people, places and things	E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying GG. Geography
Recalls and uses information in new situations	B. Problem solving with materials C. Reflection HH. History
Searches for missing or hidden objects	C. Reflection GG. Geography HH. History

**Arizona Infant-Toddler Developmental Guidelines**

**COR Advantage Items**

<b>Domain III: Cognitive Development, CONT</b>	
<b>COMPONENT: Problem Solving</b>	
Experiments with different uses for objects	AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
Shows imagination and creativity in solving problems	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Uses a variety of strategies to solve problems	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Applies knowledge to new situations	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>COMPONENT: Imitation and Symbolic Play</b>	
Observes and imitates sounds, gestures or behaviors	N. Phonological awareness AA. Pretend play FF. Knowledge of self and others
Uses objects in new ways or in pretend play	AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
Uses imitation or pretend play to express creativity and imagination	AA. Pretend play FF. Knowledge of self and others

**Arizona Infant-Toddler Developmental Guidelines**

**COR Advantage Items**

<b>Domain IV: Physical and Motor Development</b>	
<b>COMPONENT: Gross Motor Development</b>	
Moves body, arms and legs with coordination	I. Gross-motor skills
Demonstrates large muscle balance, stability, control and coordination	I. Gross-motor skills
Develops increasing ability to change positions and move body from place to place	I. Gross-motor skills
Moves body with purpose to achieve a goal	I. Gross-motor skills
<b>COMPONENT: Fine Motor Development</b>	
Uses hands or feet to make contact with objects or people	J. Fine-motor skills
Develops small muscle control and coordination	J. Fine-motor skills
Coordinates eye and hand movements	J. Fine-motor skills
Uses different actions on objects	J. Fine-motor skills
Controls small muscles in hands when doing simple tasks	J. Fine-motor skills
<b>COMPONENT: Physical Health and Well-Being</b>	
Shows characteristics of healthy development	K. Personal care and healthy behavior
Responds when physical needs are met	K. Personal care and healthy behavior
Expresses physical needs nonverbally or verbally	K. Personal care and healthy behavior
Participates in physical care routines	K. Personal care and healthy behavior
Begins to develop self-help skills	K. Personal care and healthy behavior
Begins to understand safe and unsafe behaviors	K. Personal care and healthy behavior



## References

- Arizona Department of Education Early Childhood Programs, (2010). *Arizona's Infant and Toddler Developmental Guidelines*. Phoenix, AZ: Author. [http://www.azed.gov/early-childhood/files/2012/10/az\\_infant\\_toddler\\_guidelines\\_complete-2.pdf](http://www.azed.gov/early-childhood/files/2012/10/az_infant_toddler_guidelines_complete-2.pdf)
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