

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Connecticut Guidelines for the Development of
Infant & Toddler Early Learning
(2006)*

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

Language Development & Communication: Birth to 3 Months	
Can hear a variety of sounds and is amazed by the sounds of language.	N. Phonological awareness
Will turn her head in the general direction of sounds heard.	M. Listening and comprehension N. Phonological awareness
Communicates through crying to let you know what he needs. A baby cries to let you know he is hungry, upset, cold, bored, tired, uncomfortable, or over stimulated.	K. Personal care and healthy behavior
Responds to voices. Newborns not only hear your voice, but show they like listening to it by turning their heads toward your voice.	M. Listening and comprehension
Begins cooing toward the end of this period.	L. Speaking
Personal & Social Development: 3 to 6 Months	
Social	
Begins to recognize you!	E. Building relationships with adults
Identifies and responds to your voice. She may smile, make sounds and/or move her arms and legs, and wiggle her body.	E. Building relationships with adults M. Listening and comprehension
Laughs and giggles.	D. Emotions
Is becoming very interactive. He may babble, then wait for a response from you.	L. Speaking
Wants to explore food and begins feeding herself f	K. Personal care and healthy behavior
Feelings and Self-Awareness	
Displays a wider variety of feelings and uses his voice to express them.	D. Emotions
Coos and babbles in response to interaction and to express feelings.	D. Emotions L. Speaking
Begins to realize her hands and feet belong to her and begins to explore them, as well as exploring her face, eyes, and mouth.	FF. Knowledge of self and others
Reacts when she hears her own name.	M. Listening and comprehension

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

<i>Cognitive Development: 3 to 6 Months</i>	
Explores everything with his mouth. Be sure toys are clean and that items that he can choke on are out of reach. Avoid things that are less than two inches around (or fit inside a toilet paper tube), have small removable parts, or sharp edges.	BB. Observing and classifying FF. Knowledge of self and others
Responds to what she sees and pays attention to what she is viewing for longer periods of time. She is alert for more of her awake time.	<i>Does not align</i>
Looks from one thing to another.	V. Patterns
Is beginning to hold things on his own and play with them a little. He grasps items of interest and looks closely at them. It is through touch that he begins to know the limits of his body.	J. Fine-motor skills
Shows signs of remembering.	C. Reflection
Looks for the source when she hears a noise.	N. Phonological awareness
Looks and sucks at the same time but needs to stop sucking to listen.	<i>Does not align</i>
Shows interest in back and forth pretend games.	<i>Does not align</i>
Brings things to his mouth to explore.	FF. Knowledge of self and others
Stops crying when you approach.	<i>Does not align</i>
Uses her whole body and senses to play with toys and other safe things. She plays by herself, with a primary caregiver, and at times with or near other babies.	E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying EE. Tools and technology

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

Personal & Social Development: 9 to 12 Months	
Social	
Shows interest in interactive games (peek-a-boo, pat-a-cake).	E. Building relationships with adults
Starts and enjoys interactions with other children and adults.	E. Building relationships with adults F. Building relationships with other children
Plays next to other children (parallel play).	F. Building relationships with other children
Can guess what will happen next.	HH. History
Closely watches the actions of adults and other children.	AA. Pretend play
Feelings and Self-Awareness	
Is attached to his primary caregiver and shows signs of preference for this person over others.	
May fear separation and strongly protest your leaving.	
Shows love and anger to you and other special people in her life.	
Rejects things he does not want by pushing them away, throwing them, or swatting them out of the way.	
Interacts with herself in the mirror.	
May become frustrated or angry with toys that are not doing what he wants them to do.	
Is developing self-help skills. She feeds herself finger foods and drinks from a cup while holding the handle.	

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

Personal & Social Development: 24 to 36 Months	
Social	
Will play for longer and longer periods of time.	A. Initiative and planning
Is more involved and interacts more in play with other children.	F. Building relationships with other children
Begins to seek out play with other children on his own.	F. Building relationships with other children
Plays make believe with one or more children.	F. Building relationships with other children AA. Pretend play
Feelings and Self-Awareness	
Begins to understand the idea of personal property and may say, "That's mine."	FF. Knowledge of self and others
Begins to show independence and continues to show pride in his accomplishments.	A. Initiative and planning D. Emotions
May say "no" at first, even to something she wants.	L. Speaking
Still finds it hard to describe how he feels even though his vocabulary is growing and he is able to put more words together. This can be frustrating for him.	D. Emotions L. Speaking

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

**Connecticut Guidelines for the Development of Early Learning:
Infant/Toddler**

COR Advantage Items

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

References

- Developed by the Connecticut Department of Social Services. (2006) *Connecticut's Guidelines for the Development of Infant and Toddler Early Learning. A Handbook for Caregivers of Young Children* Hartford, CT: Author. http://www.ct.gov/dss/lib/dss/dss_early_learning_guidelines.pdf
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