

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Delaware Early Learning Foundations:  
Infant/Toddler (2010)*

## Delaware Early Learning Foundations (2010): Infant/Toddler

## COR Advantage Items

<b>Social Emotional</b>	
<b>Social Emotional Young Infant (0-6 Months)</b>	
<b>Self-Awareness</b> (recognition of self as separate person with strengths and needs, likes and dislikes)	
<b>SE1</b> Express feelings, emotions, and needs in a responsive environment	D. Emotions
<b>SE2</b> Discover own body	FF. Knowledge of self and others
<b>SE3</b> Recognize and respond to name	M. Listening and comprehension
<b>SE4</b> Begin to develop independence	A. Initiative and planning
<b>SE5</b> Begin to develop a sense of accomplishment	C. Reflection
<b>Self-Regulation</b> (ability to comfort self and manage emotions)	
<b>SE6</b> Begin to develop calming and coping skills	D. Emotions
<b>SE7</b> Develop self-control	D. Emotions
<b>Attachments/Social Relationships</b> (connections between child and other people)	
<b>SE8</b> Express feelings through facial expressions, gestures and sound	D. Emotions
<b>SE9</b> Build a trusting relationship with a caring adult	E. Building relationships with adults
<b>SE10</b> Engage with other children	F. Building relationships with other children
<b>SE11</b> Respond to emotions of others	D. Emotions

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Social Emotional CONT</b>	
<b>Social Emotional Older Infant (6-12 Months)</b>	
<b>Self-Awareness</b> (recognition of self as separate person with strengths and needs, likes and dislikes)	
<b>SE1</b> Express feelings, emotions and needs in a responsive environment	D. Emotions
<b>SE2</b> Discover own body	FF. Knowledge of self and others
<b>SE3</b> Recognize and respond to name	M. Listening and comprehension
<b>SE4</b> Begin to develop independence	A. Initiative and planning
<b>SE5</b> Begin to develop a sense of accomplishment	A. Initiative and planning C. Reflection
<b>Self-Regulation</b> (ability to comfort self and manage emotions)	
<b>SE6</b> Begin to develop calming and coping skills	D. Emotions
<b>SE7</b> Develop self-control	D. Emotions
<b>Attachments/Social Relationships</b> (connections between child and other people)	
<b>SE8</b> Express feelings through facial expressions, gestures, and sound	D. Emotions
<b>SE9</b> Build a trusting relationship with a caring adult	E. Building relationships with adults
<b>SE10</b> Engage with other children	F. Building relationships with other children
<b>SE11</b> Respond to emotions of others	D. Emotions

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Social Emotional CONT</b>	
<b>Social Emotional Young Toddler (12-24 Months)</b>	
<b>Self-Awareness</b> (recognition of self as separate person with strengths and needs, likes and dislikes)	
<b>SE1</b> Express feelings, emotions and needs in a responsive environment	D. Emotions
<b>SE2</b> Discover own body	FF. Knowledge of self and others
<b>SE3</b> Recognize and respond to name	M. Listening and comprehension
<b>SE4</b> Begin to develop independence	A. Initiative and planning
<b>SE5</b> Begin to develop a sense of accomplishment	A. Initiative and planning C. Reflection
<b>Self-Regulation</b> (ability to comfort self and manage emotions)	
<b>SE6</b> Begin to develop calming and coping skills	D. Emotions H. Conflict resolution
<b>SE7</b> Develop self-control	D. Emotions H. Conflict resolution
<b>Attachments/Social Relationships</b> (connections between child and other people)	
<b>SE8</b> Express feelings through facial expressions, gestures and sound	D. Emotions
<b>SE9</b> Build a trusting relationship with a caring adult	E. Building relationships with adults
<b>SE10</b> Engage with other children	F. Building relationships with other children
<b>SE11</b> Respond to emotions of others	D. Emotions

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Social Emotional CONT</b>	
<b>Social Emotional Older Toddler (24-36 Months)</b>	
<b>Self-Awareness</b> (recognition of self as separate person with strengths and needs, likes and dislikes)	
<b>SE1</b> Express feelings, emotions and needs in a responsive environment	D. Emotions
<b>SE2</b> Discover own body	FF. Knowledge of self and others
<b>SE3</b> Recognize and respond to name	M. Listening and comprehension
<b>SE4</b> Begin to develop independence	A. Initiative and planning
<b>SE5</b> Begin to develop a sense of accomplishment	A. Initiative and planning C. Reflection
<b>Self-Regulation</b> (ability to comfort self and manage emotions)	
<b>SE6</b> Begin to develop calming and coping skills	D. Emotions H. Conflict resolution
<b>SE7</b> Develop self-control	D. Emotions H. Conflict resolution
<b>Attachments/Social Relationships</b> (connections between child and other people)	
<b>SE8</b> Express feelings through facial expressions, gestures and sound	D. Emotions
<b>SE9</b> Build a trusting relationship with a caring adult	E. Building relationships with adults
<b>SE10</b> Engage with other children	F. Building relationships with other children
<b>SE11</b> Respond to emotions of others	D. Emotions

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Language and Literacy</b>	
<b>Language and Literacy Young Infant (0-6 Months)</b>	
<b>Receptive Language</b> (listening and understanding)	
<b>LL1</b> Show interest in sounds	M. Listening and comprehension N. Phonological awareness Y. Music
<b>LL2</b> Show interest in language of others	M. Listening and comprehension N. Phonological awareness
<b>LL3</b> Begin to understand gestures, words, routines, communication	M. Listening and comprehension
<b>LL4</b> Respond to communication of others	M. Listening and comprehension
<b>Expressive Language</b> (communicating and speaking)	
<b>LL5</b> Use sounds, gestures or actions to communicate wants and needs	L. Speaking
<b>LL6</b> Imitate sounds, words, signs, facial expressions, and gestures	L. Speaking N. Phonological awareness
<b>LL7</b> Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	L. Speaking
<b>LL8</b> Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	D. Emotions L. Speaking
<b>LL9</b> Engage in turn-taking back-and-forth exchanges leading to conversation	L. Speaking
<b>Emergent Literacy</b> (the foundations of reading)	
<b>LL10</b> Show interest in rhymes, books, stories, and songs	N. Phonological awareness P. Reading Q. Book enjoyment and knowledge Y. Music

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Language and Literacy, (0-6 Months), CONT</b>	
<b>Emergent Literacy, CONT</b> (the foundations of reading)	
<b>LL11</b> Actively participate and show appreciation for book reading, story sharing and singing	P. Reading Q. Book enjoyment and knowledge Y. Music
<b>LL12</b> Interact with books appropriately	Q. Book enjoyment and knowledge
<b>Emergent Writing</b> (the beginnings of writing)	
<b>LL13</b> Use and experiment with different writing materials	R. Writing X. Art
<b>LL14</b> Notice and show interest in signs and words in the classroom environment	P. Reading

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Language and Literacy, CONT</b>	
<b>Language and Literacy Older Infant (6-12 Months)</b>	
<b>Receptive Language</b> (listening and understanding)	
<b>LL1</b> Show interest in sounds	M. Listening and comprehension N. Phonological awareness Y. Music
<b>LL2</b> Show interest in language of others	M. Listening and comprehension N. Phonological awareness
<b>LL3</b> Begin to understand gestures, words, routines, communication	M. Listening and comprehension
<b>LL4</b> Respond to communication of others	M. Listening and comprehension
<b>Expressive Language</b> (communicating and speaking)	
<b>LL5</b> Use sounds, gestures, or actions to communicate wants and needs	L. Speaking
<b>LL6</b> Imitate sounds, words, signs, facial expressions and gestures	L. Speaking N. Phonological awareness
<b>LL7</b> Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	L. Speaking
<b>LL8</b> Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	D. Emotions L. Speaking
<b>LL9</b> Engage in turn-taking back-and-forth exchanges leading to conversation	L. Speaking

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Language and Literacy, (6-12 Months), CONT</b>	
<b>Emergent Literacy</b> (the foundations of reading)	
<b>LL10</b> Show interest in rhymes, books, stories, and songs	N. Phonological awareness P. Reading Q. Book enjoyment and knowledge Y. Music
<b>LL11</b> Actively participate and show appreciation for book reading, story sharing and singing	P. Reading Q. Book enjoyment and knowledge Y. Music
<b>LL12</b> Interact with books appropriately	Q. Book enjoyment and knowledge
<b>Emergent Writing</b> (the beginnings of writing)	
<b>LL13</b> Use and experiment with different writing materials	R. Writing X. Art
<b>LL14</b> Notice and show interest in signs and words in the classroom environment	P. Reading

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Language and Literacy, CONT</b>	
<b>Language and Literacy Young Toddler (12-24 Months)</b>	
<b>Receptive Language</b> (listening and understanding)	
<b>LL1</b> Show interest in sounds	M. Listening and comprehension N. Phonological awareness Y. Music
<b>LL2</b> Show interest in language of others	M. Listening and comprehension N. Phonological awareness
<b>LL3</b> Begin to understand gestures, words, routines, communication	G. Community M. Listening and comprehension
<b>LL4</b> Respond to communication of others	E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension
<b>Expressive Language</b> (communicating and speaking)	
<b>LL5</b> Use sounds, gestures or actions to communicate wants and needs	L. Speaking
<b>LL6</b> Imitate sounds, words, signs, facial expressions and gestures	L. Speaking N. Phonological awareness
<b>LL7</b> Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	L. Speaking
<b>LL8</b> Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	D. Emotions L. Speaking
<b>LL9</b> Engage in turn-taking back-and-forth exchanges leading to conversation	L. Speaking

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Language and Literacy, (12-24 Months), CONT</b>	
<b>Emergent Literacy</b> (the foundations of reading)	
<b>LL10</b> Show interest in rhymes, books, stories, and songs	M. Listening and comprehension N. Phonological awareness P. Reading Q. Book enjoyment and knowledge Y. Music
<b>LL11</b> Actively participate and show appreciation for book reading, story sharing, and singing	P. Reading Q. Book enjoyment and knowledge Y. Music
<b>LL12</b> Interact with books appropriately	Q. Book enjoyment and knowledge
<b>Emergent Writing</b> (the beginnings of writing)	
<b>LL13</b> Use and experiment with different writing materials	J. Fine-motor skills R. Writing X. Art
<b>LL14</b> Notice and show interest in signs and words in the classroom environment	P. Reading

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Language and Literacy, CONT</b>	
<b>Language and Literacy Older Toddler (24-36 Months)</b>	
<b>Receptive Language</b> (listening and understanding)	
<b>LL1</b> Show interest in sounds	M. Listening and comprehension N. Phonological awareness Y. Music
<b>LL2</b> Show interest in language of others	M. Listening and comprehension N. Phonological awareness
<b>LL3</b> Begin to understand gestures, words, routines, communication	M. Listening and comprehension
<b>LL4</b> Respond to communication of others	E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension
<b>Expressive Language</b> (communicating and speaking)	
<b>LL5</b> Use sounds, gestures, or actions to communicate wants and needs	L. Speaking
<b>LL6</b> Imitate sounds, words, signs, facial expressions and gestures	L. Speaking N. Phonological awareness
<b>LL7</b> Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	L. Speaking
<b>LL8</b> Use sound, words or signs for a variety of purposes, including expressing emotions and physical states	D. Emotions L. Speaking

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Language and Literacy, (24-36 Months), CONT</b>	
<b>Language and Literacy, Expressive Language (communicating and speaking) CONT</b>	
<b>LL9</b> Engage in turn taking back and forth exchanges leading to conversation	E. Building relationships with adults F. Building relationships with other children L. Speaking
<b>Emergent Literacy</b> (the foundations of reading)	
<b>LL10</b> Show interest in rhymes, books, stories, and songs	M. Listening and comprehension N. Phonological awareness P. Reading Q. Book enjoyment and knowledge Y. Music
<b>LL11</b> Actively participate and show appreciation for book reading, story sharing and singing	P. Reading Q. Book enjoyment and knowledge Y. Music Z. Movement
<b>LL12</b> Interact with books appropriately	Q. Book enjoyment and knowledge
<b>Emergent Writing</b> (the beginnings of writing)	
<b>LL13</b> Use and experiment with different writing materials	J. Fine-motor skills R. Writing X. Art
<b>LL14</b> Notice and show interest in signs and words in the classroom environment	P. Reading

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Discoveries</b>	
<b>Discoveries Young Infant (0-6 Months)</b>	
<b>Sensory Awareness</b> (exploration of the physical world and the properties of things)	
<b>DS1</b> Use vision to respond to light and focus on details such as faces, movement and color	O. Alphabet knowledge T. Geometry: Shapes and spatial awareness BB. Observing and classifying FF. Knowledge of self and others
<b>DS2</b> Use taste and smell to learn about foods, people and objects	BB. Observing and classifying
<b>DS3</b> Explore people and objects through touch	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>DS4</b> Use hearing to gain information about people, places, language, and things	M. Listening and comprehension N. Phonological awareness
<b>DS5</b> Use all senses to learn about cultures and ways of doing things	BB. Observing and classifying FF. Knowledge of self and others
<b>Spatial Awareness</b> (sense of space and how things fit as people and objects move)	
<b>DS6</b> Discover how their own bodies fit into spaces	I. Gross-motor skills T. Geometry: Shapes and spatial awareness FF. Knowledge of self and others
<b>DS7</b> Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump	T. Geometry: Shapes and spatial awareness U. Measurement
<b>Memory</b> (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)	
<b>DS8</b> Focus on people in their immediate world	E. Building relationships with adults F. Building relationships with other children

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Discoveries (0-6 Months), CONT</b>	
<b>Discoveries, Memory CONT</b>	
<b>DS9</b> Focus on objects in their immediate world and when they disappear, they no longer exist for the infant	C. Reflection
<b>DS10</b> Realize that people and objects that have disappeared still remain in the infant's memory	GG. Geography
<b>Cause and Effect</b> (events and outcomes are caused by themselves, other people, or things)	
<b>DS11</b> Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	CC. Experimenting, predicting, and drawing conclusions.
<b>DS12</b> Recognize that people and specific parts of objects can cause things to happen	CC. Experimenting, predicting, and drawing conclusions.
<b>DS13</b> Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	D. Emotions K. Personal care and healthy behavior
<b>DS14</b> Watch people and see how they can be used to get what they want	E. Building relationships with adults
<b>DS15</b> Use objects as a way to get what they want	B. Problem solving with materials
<b>Attention and Persistence</b> (attends to tasks and persists with activities that interest them)	
<b>DS16</b> Notice and pay attention to objects and people of interest	A. Initiative and planning
<b>DS17</b> Choose to stay with an activity that interests them	A. Initiative and planning

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Discoveries (0-6 Months), CONT</b>	
<b>Curiosity and Problem Solving</b> (ability to use experiences to make meaningful connections)	
<b>DS18</b> Explore objects to see how they work, using trial and error to meet challenges	B. CC. Problem solving with materials Experimenting, predicting, and drawing conclusions
<b>DS19</b> Make connections with people and use what they know from other situations to solve a problem	B. C. E. F. Problem solving with materials Reflection Building relationships with adults Building relationships with other children
<b>DS20</b> Try a variety of approaches in problem solving using own body and objects	B. CC. Problem solving with materials Experimenting, predicting, and drawing conclusions
<b>Play</b> (engage with real objects in imaginative ways)	
<b>DS21</b> Play with hands	J. FF. Fine-motor skills Knowledge of self and others
<b>DS22</b> Imitate and practice what happens in their life as they watch people and events	AA. Pretend play
<b>DS23</b> Use props and people as they engage in make believe play and act out simple themes	AA. Pretend play

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Discoveries CONT</b>	
<b>Discoveries Older Infant (6-12 Months)</b>	
<b>Sensory Awareness</b> (exploration of the physical world and the properties of things)	
<b>DS1</b> Use vision to respond to light and focus on details such as faces, movement and color	O. Alphabet knowledge T. Geometry: Shapes and spatial awareness BB. Observing and classifying FF. Knowledge of self and others
<b>DS2</b> Use taste and smell to learn about foods, people, and objects	BB. Observing and classifying EE. Tools and technology
<b>DS3</b> Explore people and objects through touch	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology FF. Knowledge of self and others
<b>DS4</b> Use hearing to gain information about people, places, language, and things	M. Listening and comprehension N. Phonological awareness
<b>DS5</b> Use all senses to learn about cultures and ways of doing things	BB. Observing and classifying FF. Knowledge of self and others
<b>Spatial Awareness</b> (sense of space and how things fit as people and objects move)	
<b>DS6</b> Discover how their own bodies fit into spaces	I. Gross-motor skills T. Geometry: Shapes and spatial awareness FF. Knowledge of self and others
<b>DS7</b> Explore how objects can fit into a variety of spaces as they build, stack, fill and dump	T. Geometry: Shapes and spatial awareness U. Measurement

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Discoveries (6-12 Months), CONT</b>	
<b>Memory</b> (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)	
<b>DS8</b> Focus on people in their immediate world and when they disappear, they no longer exist for the infant	E. Building relationships with adults F. Building relationships with other children
<b>DS9</b> Focus on objects in their immediate world and when they disappear, they no longer exist for the infant	CC. Experimenting, predicting, and drawing conclusions
<b>DS10</b> Realize that people and objects that have disappeared still remain in the infant's memory	GG. Geography
<b>Cause and Effect</b> (events and outcomes are caused by themselves, other people, or things)	
<b>DS11</b> Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	CC. Experimenting, predicting, and drawing conclusions
<b>DS12</b> Recognize that people and specific parts of objects can cause things to happen	CC. Experimenting, predicting, and drawing conclusions
<b>DS13</b> Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	D. Emotions K. Personal care and healthy behavior
<b>DS14</b> Watch people and see how they can be used to get what they want	E. Building relationships with adults
<b>DS15</b> Use objects as a way to get what they want	B. Problem solving with materials
<b>Attention and Persistence</b> (attends to tasks and persists with activities that interest them)	
<b>DS16</b> Notice and pay attention to objects and people of interest	A. Initiative and planning
<b>DS17</b> Choose to stay with an activity that interests them	A. Initiative and planning
<b>Curiosity and Problem Solving</b> (ability to use experiences to make meaningful connections)	
<b>DS18</b> Explore objects to see how they work, using trial and error to meet challenges	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Discoveries (6-12 Months), CONT</b>	
<b>Curiosity and Problem Solving, CONT</b> (ability to use experiences to make meaningful connections)	
<b>DS19</b> Make connections with people and use what they know from other situations to solve a problem	B. Problem solving with materials C. Reflection E. Building relationships with adults F. Building relationships with other children
<b>DS20</b> Try a variety of approaches in problem solving using own body and objects	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Play</b> (engage with real objects in imaginative ways)	
<b>DS21</b> Play with hands, feet, and objects in their immediate world	J. Fine-motor skills FF. Knowledge of self and others
<b>DS22</b> Imitate and practice what happens in their life as they watch people and events	AA. Pretend play
<b>DS23</b> Use props and people as they engage in make believe play and act out simple themes	AA. Pretend play

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Discoveries CONT</b>	
<b>Discoveries Young Toddler (12-24 Months)</b>	
<b>Sensory Awareness</b> (exploration of the physical world and the properties of things)	
<b>DS1</b> Use vision to respond to light and focus on details such as faces, movement and color	O. Alphabet knowledge T. Geometry: Shapes and spatial awareness BB. Observing and classifying FF. Knowledge of self and others
<b>DS2</b> Use taste and smell to learn about foods, people and objects	BB. Observing and classifying EE. Tools and technology
<b>DS3</b> Explore people and objects through touch	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology FF. Knowledge of self and others
<b>DS4</b> Use hearing to gain information about people, places, language, and things	M. Listening and comprehension N. Phonological awareness
<b>DS5</b> Use all senses to learn about cultures and ways of doing things	BB. Observing and classifying FF. Knowledge of self and others
<b>Spatial Awareness</b> (sense of space and how things fit as people and objects move)	
<b>DS6</b> Discover how their own bodies fit into spaces	I. Gross-motor skills T. Geometry: Shapes and spatial awareness FF. Knowledge of self and others
<b>DS7</b> Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump	T. Geometry: Shapes and spatial awareness U. Measurement

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Discoveries (12-24 Months), CONT</b>	
<b>Memory</b> (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)	
<b>DS8</b> Focus on people in their immediate world and when they disappear, they no longer exist	E. Building relationships with adults F. Building relationships with other children
<b>DS9</b> Focus on objects in their immediate world and when they disappear, they no longer exist	CC. Experimenting, predicting, and drawing conclusions
<b>DS10</b> Realize that people and objects that have disappeared still remain in the toddler's memory	GG. Geography
<b>Cause and Effect</b> (events and outcomes are caused by themselves, other people, or things)	
<b>DS11</b> Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	CC. Experimenting, predicting, and drawing conclusions
<b>DS12</b> Recognize that people and specific parts of objects can cause things to happen	CC. Experimenting, predicting, and drawing conclusions
<b>DS13</b> Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	D. Emotions K. Personal care and healthy behavior
<b>DS14</b> Watch people and see how they can be used	E. Building relationships with adults
<b>DS15</b> Use objects as a way to get what they want	B. Problem solving with materials
<b>Attention and Persistence</b> (attends to tasks and persists with activities that interest them)	
<b>DS16</b> Notice and pay attention to objects and people of interest	A. Initiative and planning
<b>DS17</b> Choose to stay with an activity that interests them	A. Initiative and planning
<b>Curiosity and Problem Solving</b> (ability to use experiences to make meaningful connections)	
<b>DS18</b> Explore objects to see how they work, using trial and error to meet challenges	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Discoveries, (12-24 Months), CONT</b>	
<b>Curiosity and Problem Solving, CONT</b> (ability to use experiences to make meaningful connections)	
<b>DS19</b> Make connections with people and use what they know from other situations to solve a problem	B. Problem solving with materials C. Reflection E. Building relationships with adults F. Building relationships with other children
<b>DS20</b> Try a variety of approaches in problem solving using own body and objects	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Play</b> (engage with real objects in imaginative ways)	
<b>DS21</b> Play with hands, feet and objects in their immediate world	J. Fine-motor skills FF. Knowledge of self and others
<b>DS22</b> Imitate and practice what happens in their life as they watch people and events	AA. Pretend play
<b>DS23</b> Use props and people as they engage in make believe play and act out simple themes	AA. Pretend play

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<i>Discoveries, Attention and Persistence CONT</i>	
Discoveries Older Toddler (24-36 Months)	
<b>Sensory Awareness</b> (exploration of the physical world and the properties of things)	
<b>DS1</b> Use vision to respond to light and focus on details such as faces, movement and color.	O. Alphabet knowledge T. Geometry: Shapes and spatial awareness BB. Observing and classifying FF. Knowledge of self and others
<b>DS2</b> Use taste and smell to learn about foods, people, and objects	BB. Observing and classifying EE. Tools and technology
<b>DS3</b> Explore people and objects through touch	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology FF. Knowledge of self and others
<b>DS4</b> Use hearing to gain information about people, places, language, and things	M. Listening and comprehension N. Phonological awareness
<b>DS5</b> Use all senses to learn about cultures and ways of doing things.	BB. Observing and classifying FF. Knowledge of self and others
<b>Spatial Awareness</b> (sense of space and how things fit as people and objects move)	
<b>DS6</b> Discover how their own bodies fit into spaces	I. Gross-motor skills T. Geometry: Shapes and spatial awareness FF. Knowledge of self and others
<b>DS7</b> Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump	T. Geometry: Shapes and spatial awareness U. Measurement

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Discoveries, (24-36 Months), CONT</b>	
<b>Memory</b> (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)	
<b>DS8</b> Focus on people in their immediate world and when they disappear, they no longer exist for the infant	E. Building relationships with adults F. Building relationships with other children
<b>DS9</b> Focus on objects in their immediate world and when they disappear, they no longer exist for the infant	CC. Experimenting, predicting, and drawing conclusions
<b>DS10</b> Realize that people and objects that have disappeared still remain in the infant's memory	GG. Geography
<b>Cause and Effect</b> (events and outcomes are caused by themselves, other people, or things)	
<b>DS11</b> Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	CC. Experimenting, predicting, and drawing conclusions
<b>DS12</b> Recognize that people and specific parts of objects can cause things to happen	CC. Experimenting, predicting, and drawing conclusions
<b>DS13</b> Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	D. Emotions K. Personal care and healthy behavior
<b>DS14</b> Watch people and see how they can be used to get what they want	E. Building relationships with adults
<b>DS15</b> Use objects as a way to get what they want	B. Problem solving with materials
<b>Attention and Persistence</b> (attends to tasks and persists with activities that interest them)	
<b>DS16</b> Notice and pay attention to objects and people of interest	A. Initiative and planning
<b>DS17</b> Choose to stay with an activity that interests them	A. Initiative and planning

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Discoveries, (24-36 Months), CONT</b>	
<b>Curiosity and Problem Solving</b> (ability to use experiences to make meaningful connections)	
<b>DS18</b> Explore objects to see how they work, using trial and error to meet challenges	B. CC. Problem solving with materials Experimenting, predicting, and drawing conclusions
<b>DS19</b> Make connections with people and use what they know from other situations to solve a problem	B. C. E. F. Problem solving with materials Reflection Building relationships with adults Building relationships with other children
<b>DS20</b> Try a variety of approaches in problem solving using own body and objects	B. CC. Problem solving with materials Experimenting, predicting, and drawing conclusions
<b>Play</b> (engage with real objects in imaginative ways)	
<b>DS21</b> Play with hands, feet and objects	J. FF. Fine-motor skills Knowledge of self and others
<b>DS22</b> Imitate and practice what happens in their life as they watch people and events	AA. Pretend play
<b>DS23</b> Use props and people as they engage in make believe play and act out simple themes	AA. Pretend play

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Physical Development and Health</b>	
<b>Physical Development and Health Young Infant (0-6 Months)</b>	
<b>Sensory</b> (five senses used to explore and learn about the environment)	
<b>PD1</b> Experience different sensory activities (touch, smell, see, hear, taste, etc.)	BB. Observing and classifying
<b>PD2</b> Organize and discriminate sensory experiences	BB. Observing and classifying
<b>PD3</b> Engage in sensory activities and play	X. Art Y. Music Z. Movement AA. Pretend play BB. Observing and classifying
<b>Fine Motor</b> (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)	
<b>PD4</b> Develop strength, small motor control, and coordination through daily activities	J. Fine-motor skills R. Writing X. Art
<b>PD5</b> Touch, grasp, reach and explore people and objects	J. Fine-motor skills
<b>PD6</b> Develop and use eye-hand coordination to perform a variety of tasks	J. Fine-motor skills
<b>PD7</b> Use and manipulate objects purposefully	J. Fine-motor skills
<b>PD8</b> Use two hands in a coordinated, purposeful fashion	J. Fine-motor skills
<b>Gross Motor</b> (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)	
<b>PD9</b> Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	I. Gross-motor skills
<b>PD10</b> Increase the strength, balance, and coordination of their bodies	I. Gross-motor skills
<b>PD11</b> Ability to coordinate their bodies to perform increasingly complex movements	I. Gross-motor skills
<b>PD12</b> Interact with people and environment through movement and body awareness	I. Gross-motor skills

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b><i>Physical Development and Health, (0-6 Months), CONT</i></b>	
<b>Health Awareness and Practice</b> (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)	
<b>PD13</b> Learn about and respect their bodies	FF. Knowledge of self and others
<b>PD14</b> Engage in daily physical activity, both indoors and outdoors	<i>Does not align</i>
<b>PD15</b> Experience and learn about hygiene routines	K. Personal care and healthy behavior
<b>PD16</b> Experience and learn about healthy lifestyle practices	K. Personal care and healthy behavior
<b>PD17</b> Learn about and demonstrate safe behaviors and accident prevention	K. Personal care and healthy behavior

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Physical Development and Health Older Infant (6-12 Months)</b>		
<b>Sensory</b> (five senses used to explore and learn about the environment)		
<b>PD1</b> Experience different sensory activities (touch, smell, see, hear, taste, etc.)	BB.	Observing and classifying
<b>PD2</b> Organize and discriminate sensory experiences	BB.	Observing and classifying
<b>PD3</b> Engage in sensory activities and play	X. Y. Z. AA. BB.	Art Music Movement Pretend play Observing and classifying
<b>Fine Motor</b> (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)		
<b>PD4</b> Develop strength, small motor control, and coordination	J. R. X.	Fine-motor skills Writing Art
<b>PD5</b> Touch, grasp, reach and explore people and objects.	J.	Fine-motor skills
<b>PD6</b> Develop and use eye-hand coordination to perform a variety of tasks	J.	Fine-motor skills
<b>PD7</b> Use and manipulate objects purposefully	J.	Fine-motor skills
<b>PD8</b> Use two hands in a coordinated, purposeful fashion	J.	Fine-motor skills
<b>Gross Motor</b> (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)		
<b>PD9</b> Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	I.	Gross-motor skills
<b>PD10</b> Increase the strength, balance, and coordination of their bodies	I.	Gross-motor skills
<b>PD11</b> Ability to coordinate their bodies to perform increasingly complex movements	I.	Gross-motor skills
<b>PD12</b> Interact with people and environment through movement and body awareness	I.	Gross-motor skills

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b><i>Physical Development and Health , (6-12 Months), CONT</i></b>	
<b>Health Awareness and Practice</b> (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)	
<b>PD13</b> Learn about and respect their bodies	FF. Knowledge of self and others
<b>PD14</b> Engage in daily physical activity, both indoors and outdoors	<i>Does not align</i>
<b>PD15</b> Experience and learn about hygiene routines	K. Personal care and healthy behavior
<b>PD16</b> Experience and learn about healthy lifestyle practices	K. Personal care and healthy behavior
<b>PD17</b> Learn about and demonstrate safe behaviors and accident prevention	K. Personal care and healthy behavior

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Physical Development and Health CONT</b>	
<b>Physical Development and Health Young Toddler (12-24 Months)</b>	
<b>Sensory</b> (five senses used to explore and learn about the environment)	
<b>PD1</b> Experience different sensory activities (touch, smell, see, hear, taste, etc.)	BB. Observing and classifying
<b>PD2</b> Organize and discriminate sensory experiences	BB. Observing and classifying
<b>PD3</b> Engage in sensory activities and play	X. Art Y. Music Z. Movement AA. Pretend play BB. Observing and classifying
<b>Fine Motor</b> (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)	
<b>PD4</b> Develop strength, small motor control, and coordination through daily activities	J. Fine-motor skills R. Writing X. Art
<b>PD5</b> Touch, grasp, reach, and explore people and objects	J. Fine-motor skills
<b>PD6</b> Develop and use eye-hand coordination to perform a variety of tasks	J. Fine-motor skills
<b>PD7</b> Use and manipulate objects purposefully	J. Fine-motor skills
<b>PD8</b> Use two hands in a coordinated, purposeful fashion	J. Fine-motor skills
<b>Gross Motor</b> (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)	
<b>PD9</b> Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	I. Gross-motor skills
<b>PD10</b> Increase the strength, balance, and coordination of their bodies	I. Gross-motor skills
<b>PD11</b> Ability to coordinate their bodies to perform increasingly complex movements	I. Gross-motor skills
<b>PD12</b> Interact with people and environment through movement and body awareness	I. Gross-motor skills

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b><i>Physical Development and Health, (12-24 Months), CONT</i></b>	
<b>Health Awareness and Practice</b> (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity and safety)	
<b>PD13</b> Learn about and respect their bodies	K. Personal care and healthy behavior
<b>PD14</b> Engage in daily physical activity, both indoors and outdoors	<i>Does not align</i>
<b>PD15</b> Experience and learn about hygiene routines	K. Personal care and healthy behavior
<b>PD16</b> Experience and learn about healthy lifestyle practices	K. Personal care and healthy behavior
<b>PD17</b> Learn about and demonstrate safe behaviors and accident prevention	K. Personal care and healthy behavior

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b>Physical Development and Health, (CONT)</b>	
<b>Physical Development and Health Older Toddler (24-36 Months)</b>	
<b>Sensory</b> (five senses used to explore and learn about the environment)	
<b>PD1</b> Experience different sensory activities (touch, smell, see, hear, taste, etc.)	BB. Observing and classifying
<b>PD2</b> Organize and discriminate sensory experiences	BB. Observing and classifying
<b>PD3</b> Engage in sensory activities and play	X. Art Y. Music Z. Movement AA. Pretend play BB. Observing and classifying
<b>Fine Motor</b> (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)	
<b>PD4</b> Develop strength, small motor control, and coordination through daily activities	J. Fine-motor skills R. Writing X. Art
<b>PD5</b> Touch, grasp, reach, and explore people and objects	J. Fine-motor skills
<b>PD6</b> Develop and use eye-hand coordination to perform a variety of tasks	J. Fine-motor skills
<b>PD7</b> Use and manipulate objects purposefully	J. Fine-motor skills
<b>PD8</b> Use two hands in a coordinated, purposeful fashion	J. Fine-motor skills
<b>Gross Motor</b> (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)	
<b>PD9</b> Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	I. Gross-motor skills
<b>PD10</b> Increase the strength, balance, and coordination of their bodies	I. Gross-motor skills
<b>PD11</b> Ability to coordinate their bodies to perform increasingly complex movements	I. Gross-motor skills
<b>PD12</b> Interact with people and environment through movement and body awareness	I. Gross-motor skills

## Delaware Early Learning Foundations: Infant/Toddler

## COR Advantage Items

<b><i>Physical Development and Health, (24-36 Months), CONT</i></b>	
<b>Health Awareness and Practice</b> (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)	
<b>PD13</b> Learn about and respect their bodies	K. Personal care and healthy behavior
<b>PD14</b> Engage in daily physical activity, both indoors and outdoors	K. Personal care and healthy behavior
<b>PD15</b> Experience and learn about hygiene routines	K. Personal care and healthy behavior
<b>PD16</b> Experience and learn about healthy lifestyle practices	K. Personal care and healthy behavior
<b>PD17</b> Learn about and demonstrate safe behaviors and accident prevention	K. Personal care and healthy behavior

## References

- Delaware Department of Education. (Sept. 2010). *Delaware Early Learning Foundations: Infant/Toddler*. Dover, DE: Early Learning and Development Resources (ELDR), Delaware Department of Education. [http://www.dhss.delaware.gov/dms/epqc/birth3/files/deinfant\\_0211.pdf](http://www.dhss.delaware.gov/dms/epqc/birth3/files/deinfant_0211.pdf)
- Epstein, A. S., Marshall, B., & Gainsley, S. (2014). *COR Advantage 1.5: Scoring guide*. Ypsilanti, MI: HighScope Press.
- Epstein, A. S., Marshall, B., Gainsley, S., Red-e Set Grow, Albro, C., Claxton, J., ... Smith, E. V. (2014). *COR Advantage 1.5* [Computerized assessment system]. Online at <http://www.coradvantage.org>.