

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Massachusetts Early Learning Guidelines  
For Infants and Toddlers  
(2010)*

## Massachusetts Early Learning Guidelines for Infants and Toddlers

## COR Advantage Items

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

## Massachusetts Early Learning Guidelines for Infants and Toddlers

## COR Advantage Items

<i>Infant Guidelines (birth – 15 months), CONT</i>	
<i>Social-Emotional Development Guidelines, CONT</i>	
<b>Learning Guideline: The infant acts as a social being by engaging with others and the world around them.</b>	
SED17. The young infant seeks interactions from both adults and peers.	E. Building relationships with adults F. Building relationships with other children
SED18. The young infant begins to imitate both adults and peers.	E. Building relationships with adults F. Building relationships with other children
SED19. The young infant explores the environment around them.	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
SED20. The older infant seeks interactions from both educators and peers in more complex ways.	E. Building relationships with adults F. Building relationships with other children
SED21. The older infant begins to imitate both educators and peers frequently and in a variety of ways.	E. Building relationships with adults F. Building relationships with other children AA. Pretend play
SED22. The older infant more actively explores the environment.	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Infant Guidelines (birth – 15 months), CONT</i></b>	
<b><i>Social-Emotional Development Guidelines, CONT</i></b>	
<b>Learning Guideline: The infant experiences and expresses a range of emotions.</b>	
SED23. The younger infant mirrors back others' expressions.	D. Emotions
SED24. The younger infant expresses a range of emotions.	D. Emotions
SED25. The younger infant begins to develop strategies to manage his/her expression of feeling with support from educators.	D. Emotions
SED26. The younger infant begins to demonstrate an understanding of own likes and dislikes.	A. Initiative and planning
SED27. The older infant expresses of a range of emotions expanding to include more complex emotions.	D. Emotions
SED28. The older infant begins to develop more complex strategies to manage expressions of feeling with support from educators.	D. Emotions
SED29. The older infant is becoming aware of other's feelings.	D. Emotions
SED30. The older infant continues to demonstrate likes and dislikes.	A. Initiative and planning
<b>Learning Guideline: The infant begins to regulate own feelings and behavior.</b>	
SED32. The younger infant begins to follow own schedule for sleeping, eating, and other basic needs, with educator's help.	G. Community K. Personal care and healthy behavior

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<i>Infant Guidelines (birth – 15 months), CONT</i>	
<i>Social-Emotional Development Guidelines, CONT</i>	
<b>Learning Guideline: The infant develops positive sense of self.</b>	
SED 34. The younger infant becomes aware of self.	FF. Knowledge of self and others
SED36. The older infant develops a growing sense of capabilities.	K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions
SED37. The older infant develops a growing sense of self confidence.	A. Initiative and planning E. Building relationships with adults

## Massachusetts Early Learning Guidelines for Infants and Toddlers

## COR Advantage Items

<i>Infant Guidelines (birth – 15 months), CONT</i>	
<b><i>Language and Communication Development Guidelines</i></b>	
<b>Learning Guideline: The infant demonstrates the meaning of language by listening.</b>	
LC1: The young infant responds to frequently heard sounds and words.	L. Speaking M. Listening and comprehension N. Phonological awareness
LC2: The older infant shows increased understanding of gestures and words.	L. Speaking M. Listening and comprehension N. Phonological awareness
LC3: The older infant shows enjoyment of the sounds and rhythms of language.	L. Speaking M. Listening and comprehension
<b>Learning Guideline: The infant develops expressive language.</b>	
LC5: The young infant uses simple sounds to express thoughts, wants and needs.	L. Speaking
LC6: The older infant uses consistent sounds, gestures, signs, and some words to communicate.	L. Speaking
LC7: The older infant uses the same “words” consistently to express wants, needs, and thoughts.	L. Speaking
<b>Learning Guideline: The infant engages in social communication.</b>	
LC8: The young infant understands and uses social communication.	L. Speaking
LC9: The older infant begins to comprehend and use social communication.	L. Speaking M. Listening and comprehension

## Massachusetts Early Learning Guidelines for Infants and Toddlers

## COR Advantage Items

<b><i>Infant Guidelines (birth – 15 months), CONT</i></b>	
<b><i>Language and Communication Development Guidelines, CONT</i></b>	
<b>Learning Guidelines: The infant demonstrates phonological awareness.</b>	
LC10: The young infant shows beginning sound awareness by reacting differently to different sounds.	N. Phonological awareness
LC11: The young infant shows enjoyment of the sounds and rhythms of language.	L. Speaking M. Listening and comprehension
LC12: The young infant vocalizes familiar words when read to.	L. Speaking Q. Book enjoyment and knowledge
LC13: The older infant recites last word of familiar rhymes, with assistance.	N. Phonological awareness
<b>Learning Guideline: The infant develops grammar and syntax or watching if hearing impaired.</b>	
LC14: The older infant demonstrates progression in grammar and syntax.	L. Speaking
<b>Learning Guideline: The infant engages in pre-reading activities.</b>	
LC15: The young infant listens to stories for short periods of time.	P. Reading Q. Book enjoyment and knowledge
LC16: The older infant begins to explore physical features of a book.	Q. Book enjoyment and knowledge
<b>Learning Guideline: The infant demonstrates interest and engagement in print literacy materials.</b>	
LC18: The young infant attends to and/or makes contact with age-appropriate books, when presented.	Q. Book enjoyment and knowledge
LC19: The older infant demonstrates interest in environmental print.	P. Reading Q. Book enjoyment and knowledge

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<i>Infant Guidelines (birth – 15 months), CONT</i>	
<i>Language and Communication Development Guidelines, CONT</i>	
<b>Learning Guideline: The infant develops in multiple language acquisitions when considered a dual language learner.</b>	
LC22: The young infant demonstrates competency in home language.	L. Speaking M. Listening and comprehension
LC23: The older infant demonstrates competency in home language while acquiring beginning proficiency in English.	II. Listening to and understanding English JJ. Speaking English



## Massachusetts Early Learning Guidelines for Infants and Toddlers

## COR Advantage Items

<b><i>Infant Guidelines (birth – 15 months), CONT</i></b>	
<b><i>Cognitive Development Guidelines</i></b>	
<b>Learning Guideline: The infant refines reflexes into purposeful actions.</b>	
CD2. The young infant responds to sensory stimuli, such as touch, sounds, light, and voices.	M. Listening and comprehension N. Phonological awareness Y. Music
CD3. The young infant begins to coordinate behaviors, e.g., a sound heard stimulates a response.	E. Building relationships with adults M. Listening and comprehension DD. Natural and physical world
CD4. The young infant moves from passive responses to actively searching for desired people and items.	M. Listening and comprehension N. Phonological awareness
<b>Learning Guideline: The infant develops memory skills.</b>	
CD5. The young infant recognizes familiar people, places and things.	E. Building relationships with adults F. Building relationships with other children
CD6. The young infant recalls and uses information in new situations.	C. Reflection E. Building relationships with adults CC. Experimenting, predicting, and drawing conclusions
CD7. The young infant searches for missing or hidden favorite objects.	C. Reflection GG. Geography
CD8. The older infant demonstrates a response to favorite songs, stories, or people.	D. Emotions E. Building relationships with adults
CD9. The older infant looks for the educator when he or she steps out of sight.	C. Reflection E. Building relationships with adults
CD10. The older infant imitates hand motions of the educator.	E. Building relationships with adults AA. Pretend play

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Infant Guidelines (birth – 15 months), CONT</i></b>	
<b><i>Cognitive Development Guidelines, CONT</i></b>	
<b>Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.</b>	
CD11. The young infant explores objects or observes people and begins to notice how they react.	E. Building relationships with adults CC. Experimenting, predicting, and drawing conclusions
CD12. The young infant repeats a pleasing sound or motion.	M. Listening and comprehension N. Phonological awareness Y. Music CC. Experimenting, predicting, and drawing conclusions
CD13. The young infant discovers that repeated actions yield similar results.	CC. Experimenting, predicting, and drawing conclusions
CD14. The older infant closely observes actions and discovers that repeated actions yield similar results.	CC. Experimenting, predicting, and drawing conclusions
CD15. The older infant performs an action to get a resulting event to occur.	CC. Experimenting, predicting, and drawing conclusions
CD16. The older infant increasingly experiments with cause and effect.	CC. Experimenting, predicting, and drawing conclusions

## Massachusetts Early Learning Guidelines for Infants and Toddlers

## COR Advantage Items

<i>Infant Guidelines (birth – 15 months), CONT</i>	
<i>Cognitive Development Guidelines, CONT</i>	
<b>Learning Guideline: The infant develops problem solving skills.</b>	
CD17. The young infant demonstrates the awareness of a problem.	B. Problem solving with materials K. Personal care and healthy behavior
CD18. The young infant uses: self; objects; and others to attain a goal.	A. Initiative and planning B. Problem solving with materials
CD19. The older infant watches others and imitates the way they solved a problem.	B. Problem solving with materials
CD20. The older infant experiments with trial and error approaches to problem solving.	B. Problem solving with materials
<b>Learning Guideline: The infant explores materials and discover mathematical concepts.</b>	
CD21. The young infant focuses on or plays with one thing at a time.	S. Number and counting
CD22. The young infant attends to colors, shapes, patterns or pictures.	O. Alphabet knowledge P. Reading
CD23. The young infant begins to understand the concept of “more”.	S. Number and counting
CD24. The young infant becomes aware of patterns in the environment.	Y. Music Z. Movement
CD25. The older infant explores and manipulates objects with different shapes and sizes sometimes fitting shapes into place.	T. Geometry: Shapes and spatial awareness U. Measurement
CD26. The older infant becomes aware of similarities and differences in objects.	BB. Observing and classifying
CD27. The older infant becomes aware that there are different amounts of things.	S. Number and counting
CD28. The older infant begins to recognize patterns.	G. Community

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Infant Guidelines (birth – 15 months), CONT</i></b>	
<b><i>Cognitive Development Guidelines, CONT</i></b>	
<b>Learning Guideline: The infant explores the environment making new discoveries.</b>	
CD29. The young infant explores the environment and gathers information through the use of the senses (touch, sight, sound, smell, taste).	BB. Observing and classifying
CD30. The young infant begins to learn how objects work by handling them and watching others use them.	A. Initiative and planning AA. Pretend play
CD31. The older infant actively explores the environment to make new discoveries.	CC. Experimenting, predicting, and drawing conclusions
CD32. The older infant uses simple tools.	EE. Tools and technology
<b>Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.</b>	
CD33. The young infant responds to a variety of music and sounds.	Y. Music
CD34. The young infant explores the feeling of different textures.	P. Reading BB. Observing and classifying
CD35. The young infant focuses on and responds to adult facial expressions.	D. Emotions
CD36. The older infant responds to music.	Y. Music
CD37. The older infant begins to experiment and explore with various art media (paint, finger-paint, playdough, markers, crayons, chalk).	X. Art
CD38. The older infant imitates the actions of the educator or other adults.	AA. Pretend play

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<i>Infant Guidelines (birth – 15 months), CONT</i>	
<i>Cognitive Development Guidelines, CONT</i>	
<b>Learning Guideline: The infant becomes aware of family and others in the community.</b>	
CD39. The younger infant begins to recognize familiar people and places (i.e., home, grandparent’s house, educator’s house).	E. Building relationships with adults F. Building relationships with other children
CD40. The older infant demonstrates an awareness of family characteristics.	FF. Knowledge of self and others

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Infant Guidelines (birth – 15 months), CONT</i></b>	
<b><i>Physical Health and Wellbeing Development</i></b>	
<b>Learning Guideline: The infant develops ability to move the large muscles (gross motor).</b>	
PW1: The young infant moves arms and legs unconsciously.	I. Gross-motor skills
PW2: The young infant begins to use arms and legs purposefully.	I. Gross-motor skills
PW3: The young infant gains control of head and body.	I. Gross-motor skills
PW4: The young infant demonstrates beginning coordination and balance.	I. Gross-motor skills
PW5: The older infant moves arms and legs unconsciously.	I. Gross-motor skills
PW6: The older infant begins to use arms and legs purposefully.	I. Gross-motor skills
PW7: The older infant gains control of head and body.	I. Gross-motor skills
PW8: The older infant demonstrates beginning coordination and balance.	I. Gross-motor skills

## Massachusetts Early Learning Guidelines for Infants and Toddlers

## COR Advantage Items

<b><i>Infant Guidelines (birth – 15 months), CONT</i></b>	
<b><i>Physical Health and Wellbeing Development, CONT</i></b>	
<b>Learning Guideline: The infant develops ability to control and refine small muscles (fine motor).</b>	
PW9: The young infant demonstrates strength and coordination of small motor muscles.	J. Fine-motor skills
PW10: The older infant demonstrates strength and coordination of small motor muscles.	J. Fine-motor skills
PW11. The young infant will show increased visual ability and perception.	BB. Observing and classifying EE. Tools and technology
PW14. The older infant will show increased integration of sensory stimulation.	X. Art BB. Observing and classifying
<b>Learning Guideline: The infant develops skills that will develop into healthy practices for life.</b>	
PW16. The young infant engages in a variety of physical activities.	I. Gross-motor skills
PW17. The older infant demonstrates personal health and hygiene skills.	K. Personal care and healthy behavior
PW18. The older infant practices basic personal care routines.	K. Personal care and healthy behavior
PW20. The older infant engages in a variety of physical activities.	I. Gross-motor skills
PW21. The older infant demonstrates personal health and hygiene skills.	K. Personal care and healthy behavior
PW22. The older infant practices basic personal care routines.	K. Personal care and healthy behavior

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<i>Infant Guidelines (birth – 15 months), CONT</i>	
<i>Physical Health and Wellbeing Development, CONT</i>	
<b>Learning Guideline: The infant gains control over their movements as they reach out, grasp, and release objects.</b>	
PW23. The young infant develops eye-hand coordination and more intentional hand control.	J. Fine-motor skills
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.	J. Fine-motor skills
PW25. The older infant develops eye-hand coordination and more intentional hand control.	J. Fine-motor skills
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.	J. Fine-motor skills



**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Infant Guidelines (birth – 15 months), CONT</i></b>	
<b><i>Approaches to Learning Guidelines</i></b>	
<b>Learning Guideline: The infant shows eagerness and curiosity as a learner.</b>	
AL1. The young infant shows curiosity by exploring with the senses.	BB. Observing and classifying
AL2. The young infant reacts to new voices or sounds.	M. Listening and comprehension N. Phonological awareness Y. Music
AL3. The older infant shows curiosity by exploring with the senses.	BB. Observing and classifying
AL4. The older infant reacts to new voices or sounds.	M. Listening and comprehension N. Phonological awareness Y. Music
<b>Learning Guideline: The infant becomes intentional and persistent.</b>	
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 Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Toddlers (12 – 33 months)</i></b>	
<b><i>Social-Emotional Development for Toddlers</i></b>	
<b>Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.</b>	
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

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Toddlers (12 – 33 months)</i></b>	
<b><i>Social-Emotional Development for Toddlers</i></b>	
<b>Learning Guideline: The toddler notices and interacts with toddlers their own age.</b>	
SED8. The young toddler notices, relates to and engages with children around the same age.	F. Building relationships with other children
SED9. The young toddler is responsive to playing next to and with other children.	F. Building relationships with other children
SED10. The older toddler becomes attached to people around their own age.	F. Building relationships with other children
SED11. The older toddler is responsive to other children.	F. Building relationships with other children
SED12. The older toddler begins to develop increased “cooperative” play with peers’.	F. Building relationships with other children
<b>Learning Guideline: The toddler experiences and expresses a range of emotions.</b>	
SED13. The young toddler expresses a range of emotions, sometimes with intensity.	D. Emotions
SED14. The young toddler recognizes his/her own feelings.	D. Emotions
SED16. The older toddler begins to label their feelings.	D. Emotions
SED17. The older toddler begins to demonstrate need to complete tasks on his/her own.	K. Personal care and healthy behavior

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Toddlers (12 – 33 months), CONT</i></b>	
<b><i>Social-Emotional Development for Toddlers, CONT</i></b>	
<b>Learning Guideline: The toddler progresses in regulating his own feelings and behavior.</b>	
SED18. The young toddler is developing the ability to control his/her emotions.	D. Emotions
SED21. The older toddler is developing problem solving skills when challenged.	B. Problem solving with materials H. Conflict resolution
<b>Learning Guideline: The toddler develops a positive sense of self.</b>	
SED22. The young toddler recognizes her or himself as a person separate from his/her family or caregivers.	FF. Knowledge of self and others
SED25. The older toddler identifies themselves and familiar people.	FF. Knowledge of self and others
SED26. The older toddler develops a sense of community.	FF. Knowledge of self and others
SED27. The older toddler begins to recognize physical, ethnic, and cultural differences between themselves and others.	FF. Knowledge of self and others

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Toddlers (12 – 33 months), CONT</i></b>	
<b><i>Language and Communication Development Guidelines</i></b>	
<b>Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).</b>	
LC28. The younger toddler responds to action words by performing the action.	I. Gross-motor skills M. Listening and comprehension Z. Movement
LC29. The younger toddler understands educators' simple requests and statements referring to the present situation.	M. Listening and comprehension
LC30: The younger toddler listens to stories.	Q. Book enjoyment and knowledge
LC31. The older toddler continues to understand many more words than they can speak.	M. Listening and comprehension
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.	M. Listening and comprehension
<b>Learning Guideline: The toddler develops expressive language.</b>	
LC33. The younger toddler begins to use recognizable words.	L. Speaking
LC 34. The younger toddler uses a growing number of words and puts them together in short phrases and simple questions.	L. Speaking

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Toddlers (12 – 33 months), CONT</i></b>	
<b><i>Language and Communication Development Guidelines, CONT</i></b>	
<b>Learning Guideline: The toddler engages in social communication.</b>	
LC37. The younger toddler uses sounds and words in social situations.	L. Speaking
LC38. The younger toddler attends to and tries to take part in conversations.	L. Speaking M. Listening and comprehension
LC39. The older toddler participates in conversations.	L. Speaking M. Listening and comprehension
<b>Learning Guideline: The toddler demonstrates phonological awareness.</b>	
LC40. The younger toddler uses vocalization and words for a variety of reasons.	L. Speaking N. Phonological awareness
LC41. The older toddler develops an awareness of word sounds and rhythms of language.	N. Phonological awareness
<b>Learning Guideline: The toddler develops grammar and syntax.</b>	
LC42. The younger toddler moves from single words to two- and three-word combinations to telegraphic speech.	L. Speaking
LC43. The older toddler moves from telegraphic speech to grammatical sentences.	L. Speaking

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Toddlers (12 – 33 months), CONT</i></b>	
<b><i>Language and Communication Development Guidelines, CONT</i></b>	
<b>Learning Guideline: The toddler engages in pre-reading activities.</b>	
LC44. The younger toddler shows motivation to read.	P. Reading Q. Book enjoyment and knowledge
LC45. The older toddler increases knowledge about books and how they are typically read.	P. Reading Q. Book enjoyment and knowledge
<b>Learning Guideline: The toddler demonstrates interest and engagement in print literacy materials.</b>	
LC46. The younger toddler recognizes familiar environmental print.	P. Reading
LC47. The older toddler demonstrates knowledge that a symbol can represent something else.	O. Alphabet knowledge P. Reading
<b>Learning Guideline: The toddler develops emergent writing skills.</b>	
LC48. The younger toddler makes purposeful marks on paper.	R. Writing
LC49. The older toddler understands writing is a way of communicating.	R. Writing
<b>Learning Guideline: The toddler develops multiple language acquisitions when considered a dual language learner.</b>	
LC50. The younger toddler demonstrates competency in home language while acquiring beginning proficiency in English.	II. Listening to and understanding English JJ. Speaking English
LC51. The older toddler demonstrates competency in home language while acquiring proficiency in English.	II. Listening to and understanding English JJ. Speaking English

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b>Toddlers (12 – 33 months), CONT</b>	
<b>Cognitive Development Guidelines</b>	
<b>Learning Guideline: The toddler develops increasing memory of past events and knowledge.</b>	
CD42. The younger toddler recalls names of familiar people, animals and things; recalls parts of familiar songs, fingerplays and stories.	L. Speaking M. Listening and comprehension Y. Music
CD43. The younger toddler follows routines and recalls the location of objects with assistance.	C. Reflection G. Community GG. Geography
CD44. The older toddler recalls past information, such as repetitive parts to familiar songs, stories and fingerplays, and shares past events.	Y. Music HH. History
CD45. The older toddler improves memory for details; looks for favorite objects.	AA. Pretend play GG. Geography
<b>Learning Guideline: The toddler demonstrates an awareness that predictable things happen as a result of actions.</b>	
CD46. The younger toddler repeats actions watching for results.	CC. Experimenting, predicting, and drawing conclusions
CD47. The younger toddler expects certain things to happen as a result of his actions.	CC. Experimenting, predicting, and drawing conclusions
CD48. The older toddler demonstrates an awareness of the effects of certain actions.	CC. Experimenting, predicting, and drawing conclusions
CD49. The older toddler begins to investigate the reasons why something unexpected happens.	CC. Experimenting, predicting, and drawing conclusions



**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b>Toddlers (12 – 33 months), CONT</b>	
<b>Cognitive Development Guidelines, CONT</b>	
<b>Learning Guideline: The toddler experiments with a variety of problem-solving strategies.</b>	
CD50. The younger toddler persists with trial-and-error approaches to solve a problem.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
CD51. The younger toddler begins to understand through trial and error that certain behaviors can cause results.	CC. Experimenting, predicting, and drawing conclusions
CD52. The older toddler creates and carries out a plan for solving simple problems.	B. Problem solving with materials
CD53. The older toddler can choose a solution to a problem from more than one possibility.	B. Problem solving with materials
<b>Learning Guideline: The toddler explores with materials and discovers mathematical concepts.</b>	
CD54. The younger toddler shows interest in matching and sorting according to color, shape and size.	BB. Observing and classifying
CD55. The younger toddler shows an awareness of quantity.	S. Number and counting
CD56. The younger toddler demonstrates an awareness of simple patterns.	V. Patterns
CD57. The older toddler matches and sorts according to color, shape or size.	BB. Observing and classifying
CD58. The older toddler shows an understanding of number concepts one, two, more and less.	S. Number and counting
CD59. The older toddler recognizes and creates simple patterns.	V. Patterns

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b>Toddlers (12 – 33 months), CONT</b>	
<b>Cognitive Development Guidelines, CONT</b>	
<b>Learning Guideline: The toddler develops early scientific skills through exploration and discovery.</b>	
CD60. The younger toddler experiments with various wet and dry materials to discover their properties.	CC. Experimenting, predicting, and drawing conclusions
CD61. The younger toddler discovers living things found in nature.	DD. Natural and physical world
CD63. The older toddler uses simple tools to continue exploration.	EE. Tools and technology
CD64. The older toddler observes and identifies living things and begins to identify their basic needs.	DD. Natural and physical world
<b>Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.</b>	
CD65. The younger toddler responds to and participates in music, rhythm and songs.	Y. Music Z. Movement
CD66. The younger toddler explores with sensory art materials and uses them to create visual effects.	X. Art
CD67. The younger toddler begins to use pretend and dramatic play to act out familiar scenes.	AA. Pretend play
CD68. The older toddler responds to and participates in music and dance with increasing skill in rhythm and movement.	Y. Music Z. Movement
CD69. The older toddler creatively explores and experiments using a variety of sensory materials and art mediums.	X. Art
CD70. The older toddler expands on pretend play and recreates familiar settings through the imaginative use of props and clothing.	AA. Pretend play

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b>Toddlers (12 – 33 months), CONT</b>	
<b>Cognitive Development Guidelines, CONT</b>	
<b>Learning Guideline: The toddler begins to develop the foundations for social science.</b>	
CD71. The younger toddler follows daily routines and anticipates upcoming routine activities.	G. Community
CD72. The younger toddler recalls recent events.	C. Reflection HH. History
CD73. The younger toddler is able to name self, body parts and significant people.	K. Personal care and healthy behavior FF. Knowledge of self and others
CD74. The younger toddler begins to recognize individual preferences and differences.	FF. Knowledge of self and others
CD75. The older toddler begins to explore and become aware of the immediate community.	FF. Knowledge of self and others GG. Geography
CD76. The older toddler begins to understand rules and routines.	G. Community
CD77. The older toddler engages in activities that build a basic understanding of words for location and direction.	T. Geometry: Shapes and spatial awareness
CD78. The older toddler notices similarities and differences in others.	FF. Knowledge of self and others

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Toddlers (12 – 33 months), CONT</i></b>	
<b><i>Physical Health and Well Being Development Guidelines</i></b>	
<b>Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).</b>	
PW27. The young toddler moves body, arms and legs with coordination.	I. Gross-motor skills
PW28. The young toddler demonstrates large muscle balance, stability, control and coordination.	I. Gross-motor skills
PW29. The young toddler moves body with purpose to achieve a goal.	A. Initiative and planning
PW30. The older toddler moves body, arms and legs with coordination.	I. Gross-motor skills
PW31. The older toddler demonstrates large muscle balance, stability, control and coordination.	I. Gross-motor skills
PW32. The older toddler moves body with purpose to achieve a goal.	A. Initiative and planning
<b>Learning Guideline: The toddler develops an ability to control and refine small muscles (fine motor).</b>	
PW33. The young toddler coordinates eye and hand movements.	J. Fine-motor skills
PW34. The young toddler controls small muscles in hand.	J. Fine-motor skills
PW35. The older toddler coordinates eye and hand movements.	J. Fine-motor skills
PW36. The older toddler controls small muscles in hand.	J. Fine-motor skills

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b>Toddlers (12 – 33 months), CONT</b>	
<b>Physical Health and Well Being Development Guidelines</b>	
<b>Learning Guideline: The toddler develops skills that will become healthy practices for life.</b>	
PW37. The young toddler participates in physical care routines.	K. Personal care and healthy behavior
PW38. The young toddler begins to develop toileting and dressing skills.	K. Personal care and healthy behavior
PW43. The young toddler engages in a variety of physical activities.	I. Gross-motor skills
PW44. The older toddler participates in physical care routines.	K. Personal care and healthy behavior
PW45. The older toddler develops self-help skills.	K. Personal care and healthy behavior
PW50. The older toddler engages in a variety of physical activities.	I. Gross-motor skills
PW52. The young toddler will show increased integration of sensory stimulation.	Y. Music Z. Movement
PW54. The older toddler will show increased integration of sensory stimulation.	Y. Music Z. Movement

**Massachusetts Early Learning Guidelines for Infants and Toddlers**

**COR Advantage Items**

<b><i>Toddlers (12 – 33 months), CONT</i></b>	
<b><i>Approaches to Learning Guidelines</i></b>	
<b>Learning Guideline: The toddler shows eagerness and curiosity as a learner.</b>	
AL11. The young toddler expands his exploration of the environment.	A. Initiative and planning
AL12. The young toddler shows curiosity in new and familiar objects.	A. Initiative and planning D. Emotions
AL13. The older toddler expands his exploration of the environment.	E. Building relationships with adults F. Building relationships with other children
AL14. The older toddler shows curiosity in new and familiar objects.	A. Initiative and planning AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
<b>Learning Guideline: The toddler becomes intentional and persistent in their learning and discovery.</b>	
AL15. The young toddler attends for longer periods of time and persists at preferred activities.	A. Initiative and planning B. Problem solving with materials
AL16. The young toddler begins to take risks.	B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children
AL17. The older toddler attends for longer periods of time and persists at preferred activities.	A. Initiative and planning B. Problem solving with materials
AL18. The older toddler begins to take risks.	B. Problem solving with materials K. Personal care and healthy behavior

## References

- Massachusetts Department of Early Education and Care. Boston, Massachusetts, (2010). *Massachusetts Early Learning Guidelines for Infants and Toddlers*. [http://www.eec.state.ma.us/docs1/Workforce\\_Dev/Layout.pdf](http://www.eec.state.ma.us/docs1/Workforce_Dev/Layout.pdf)
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