

*initiates*

*pretends*

*plans*



*sings*

**COR**  
*Advantage*

*predicts*

*observes*

*speaks*

*builds*

*empathizes*

*problem-solves*



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Wyoming Early Learning Guidelines  
And Foundations For Children Ages 0–3  
(2015)*

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Communication Language &amp; Literacy</b>	
<b>Language Comprehension (Receptive Language)</b>	
<b>Birth to 6 Months</b>	
Responds to sounds in the environment—startles or cries to unexpected sound	M. Listening and comprehension N. Phonological awareness
Watches speaker's face or hands when she is talking or gesturing	M. Listening and comprehension
Prefers slower, high pitched sounds	<i>Does not align</i>
Turns and listens intently to familiar voices and sounds	M. Listening and comprehension
<b>LANGUAGE EXPRESSION (Expressive/language production)</b>	
Smiles or vocalizes to initiate social contact	E. Building relationships with adults
Makes sounds to try and continue interactions	L. Speaking
Babbles and talks to self, exploring and playing with many sounds, such as blowing bubbles, and <i>bbb, mmm</i> , etc.	L. Speaking
<b>Literacy</b>	
Looks at pictures of familiar faces or babies	P. Reading
Listens to repetition of words, songs, or rhymes	N. Phonological awareness Y. Music
Enjoys listening to caregiver read out loud while sitting on caregiver's lap and looking at pictures	P. Reading Q. Book enjoyment and knowledge
<b>Language Comprehension</b>	
<b>6 To 12 Months</b>	
Quiets down or gets excited when hearing a familiar voice	M. Listening and comprehension
Turns to look at familiar person or object when named	M. Listening and comprehension
Responds appropriately to familiar words	M. Listening and comprehension
Shows interest in conversations of others	M. Listening and comprehension

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Communication Language &amp; Literacy, CONT</b>	
<b>Language Expression</b>	
<b>6 To 12 Months, CONT</b>	
Babbles to self beginning to imitate changes in pitch	L. Speaking
Uses consistent sound combinations to label specific people or things—mama, dada, baba	L. Speaking
Responds to words or music with gestures—waves or kisses when saying hi or bye-bye, plays peek-a-boo, or dances to music	M. Listening and comprehension Y. Music
Uses a few words to express objects or actions—up, go, baba	L. Speaking
<b>Literacy</b>	
Shows increased interest in stories, books, and songs	Q. Book enjoyment and knowledge Y. Music
Looks at books, can hold book, pats pages	Q. Book enjoyment and knowledge
Points to objects, animals, or people in pictures	P. Reading
Explores marking on paper with a variety of materials	R. Writing X. Art
<b>Language Comprehension</b>	
<b>12 To 18 Months</b>	
Understands the words that are used to name common objects	M. Listening and comprehension
Enjoys listening to stories, songs and finger plays	N. Phonological awareness Y. Music
Follows simple instructions—“Please bring me the ball”	M. Listening and comprehension
Understands over 50 words in his/her home language	<i>Does not align</i>

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Communication Language &amp; Literacy, CONT</b>	
<b>Language Expression, CONT</b>	
<b>12 To 18 Months, CONT</b>	
Vocalizes familiar words when read or sung to	L. Speaking N. Phonological awareness Y. Music
Begins to speak in short sentences—"Me go"	L. Speaking
Uses 8–10 understandable words, e g dada, ball, up, baba, etc	L. Speaking
Imitates words and adult actions that go along with simple songs and rhymes—Row, row, row your boat	N. Phonological awareness Y. Music
Uses non-verbal gestures, and begins to combine words and gestures	L. Speaking M. Listening and comprehension
Begins to change volume and reflect emotion to communicate meaning	<i>Does not align</i>
<b>Literacy</b>	
Sits on caregiver's lap and pays attention as she reads a simple book	P. Reading Q. Book enjoyment and knowledge
Pats pages and likes books with flaps, textures	Q. Book enjoyment and knowledge
Shows preference for certain books	Q. Book enjoyment and knowledge
Begins to imitate writing by making own mark or scribble	R. Writing X. Art
Makes strokes on paper with paint brush and picks up crayons and markers using fist	J. Fine-motor skills R. Writing X. Art

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Communication Language &amp; Literacy, CONT</b>	
<b>Language Comprehension</b>	
<b>18 to 24 Months</b>	
Uses actions in chants and finger plays started by caregiver	Y. Music
Responds to action words by performing the action—waves when caregiver says, “Wave bye bye”; dances when caregiver says, “Let’s dance to the music”	M. Listening and comprehension Y. Music Z. Movement
Enjoys learning new vocabulary and new concepts. Identifies some people, objects, and actions by name	L. Speaking
Responds to questions such as “What is she doing?” or “What do you want for a snack?”	M. Listening and comprehension
<b>Language Expression</b>	
Needs are met by asking for objects by name	L. Speaking
Puts words together to make 2–3 word simple sentences	L. Speaking
Talks about what is happening in a familiar book	P. Reading
Uses 2–3 words to talk to self or others about things they are working on, things they are doing and events of the day	L. Speaking
Learns and says new words building toward a base of 50 words	L. Speaking
<b>Literacy</b>	
Listens to short and simple stories. Looks at and names pictures in a book	P. Reading
Requests favorite story and wants it read repeatedly	Q. Book enjoyment and knowledge
Recalls parts of previously heard story	M. Listening and comprehension
Explores using different writing materials	R. Writing X. Art
Scribbles purposefully and will tell others what they mean and makes vertical and horizontal lines	R. Writing X. Art

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Communication Language &amp; Literacy, CONT</b>	
<b>Language Comprehension</b>	
<b>24 to 36 Months</b>	
Learns new words quickly	M. Listening and comprehension
Understands contrasting words such as stop/go, yes/no, come/go, and up/down	M. Listening and comprehension
Follows multi-step daily routines when prompted	G. Community
Responds to questions	M. Listening and comprehension
<b>Language Expression</b>	
Vocalizes familiar words when read or sung to	L. Speaking
Recites phrases from familiar rhymes and songs or fills in the missing word	N. Phonological awareness Y. Music
Tries to initiate conversations with others about objects, people	E. Building relationships with adults F. Building relationships with other children L. Speaking
Uses sound effects in play	N. Phonological awareness
Uses adjectives in speech—soft blanket, big dog	L. Speaking U. Measurement
Asks simple questions—What? Where? Why?	L. Speaking M. Listening and comprehension
<b>Literacy</b>	
Begins to identify common sounds that he hears in the environment—animal sounds, car horns, etc.	N. Phonological awareness
Imitates speed and tempo of sounds—talks fast and slow, claps hands fast and slow	Y. Music
Recognizes signs and symbols in the everyday environment	P. Reading
Holds book right side up and turns pages one at a time	Q. Book enjoyment and knowledge
Retells a story by looking at pictures	P. Reading

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b><i>Communication Language &amp; Literacy, CONT</i></b>	
<b>Literacy, CONT</b>	
<b>24 to 36 Months, CONT</b>	
Imitates adult's writing motions through scribbling	R. Writing X. Art
Participates in rhyming games and notices sounds that are the same and different	N. Phonological awareness

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

Sense Of Self & Relationships: Social & Emotional Development	
Birth to 6 Months	
Begins to show attachment to primary caregiver(s)	E. Building relationships with adults
Develops awareness of hands, fingers, feet, toes, and face. Enjoys looking at own face in a mirror	FF. Knowledge of self and others
Recognizes that adults respond to baby's cues	E. Building relationships with adults
Begins to develop social skills by smiling back at caregiver(s), imitating facial expressions, and smiling at familiar people	E. Building relationships with adults
Social Interactions & Feelings	
Shows increasing alertness during waking periods and is awake for longer periods of time	<i>Does not align</i>
Calms when rocked, swaddled, or held. Enjoys being gently bounced or moved around	<i>Does not align</i>
Communicates being overwhelmed through yawning, fussing, turning away, arching back, and extending arms and legs	D. Emotions
Smiles and coos to show happiness. Cries to communicate distress or pain	D. Emotions
Becomes upset or irritable when regular routine is disrupted	K. Personal care and healthy behavior
Demonstrates increasing ability to calm self	<i>Does not align</i>
Shows distress when another baby is crying	D. Emotions
Uses whole body to express emotion	D. Emotions
Developing a Sense Of Self	
6 to 12 Months	
Shows interest in their image in a mirror (stares, smiles, reaches out to touch image)	FF. Knowledge of self and others
Explores face and body parts of others—touches face, pats cheek, explores hands, etc.	FF. Knowledge of self and others
Responds to own name	M. Listening and comprehension
Shows preference for certain foods, textures, sounds, and music	A. Initiative and planning C. Reflection



## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

Sense Of Self & Relationships: Social & Emotional Development, CONT	
Social Interactions & Feelings	
6 to 12 Months, CONT	
Begins to sleep for extended/longer periods during the night by exploring ways to go back to sleep, such as pacifier, comfort object, thumb-sucking, or music	<i>Does not align</i>
Prefers to be with a familiar person and reacts when separated	E. Building relationships with adults
Reacts to changes in established routines by fussing, crying, or showing discontent	D. Emotions G. Community K. Personal care and healthy behavior
Communicates needs through gestures, vocalizations, and cries	K. Personal care and healthy behavior
Responds to other baby's feelings and interactions	D. Emotions F. Building relationships with other children
Begins to respond to supportive guidance — distraction, accepting a substitute item, etc.	M
Developing a Sense Of Self	
12 to 18 Months	
Recognizes self in mirror by smiling, patting, and vocalizing	FF. Knowledge of self and others
Can touch parts of the body when asked such as nose, ear, toe, and head	K. Personal care and healthy behavior
Explores environment and shows preference for certain toys, activities, clothing, and experiences	A. Initiative and planning C. Reflection
Repeats behaviors to get attention—banging, vocalizing, etc.	E. Building relationships with adults
Begins to demonstrate strong will and tests limits as she develops independence	A. Initiative and planning
Allows adults to distract him or negotiate disputes	H. Conflict resolution

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Sense Of Self &amp; Relationships: Social &amp; Emotional Development, CONT</b>	
<b>Social Interactions &amp; Feelings</b>	
<b>12 to 18 Months, CONT</b>	
Clings to primary caregiver upon separation	<i>Does not align</i>
Has strong feelings that may be demonstrated physically—hitting, pulling hair, and biting	D. Emotions H. Conflict resolution
Expresses different emotions such as affection, delight, frustration, and shyness	D. Emotions
Uses body language and facial expressions to communicate feelings	D. Emotions
Begins to respond to supportive guidance—may need help to stop unsafe behavior	H. Conflict resolution
Looks to caregiver(s) for help and for cues about behavior	E. Building relationships with adults G. Community
Shows interest in other children by watching and tracking behavior—follows them around, imitates behavior, begins to play alongside peers	F. Building relationships with other children
<b>Developing a Sense of Self</b>	
<b>18 to 24 Months</b>	
Expresses thoughts and feelings by saying “no” as a way of showing independence	<i>Does not align</i>
Prefers certain toys, games, activities, comfort objects, and clothing	A. Initiative and planning
Needs adult help to take turns or to share toys	H. Conflict resolution
Developing ability to respond positively to choices	A. Initiative and planning
Asserts ownership by saying “mine”	FF. Knowledge of self and others
Notices likeness and differences between self and others: hair color and texture, boys and girls, family members	FF. Knowledge of self and others

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Sense Of Self &amp; Relationships: Social &amp; Emotional Development, CONT</b>	
<b>Social Interactions &amp; Feelings</b>	
<b>18 to 24 Months, CONT</b>	
Initiates simple social interactions with peers	F. Building relationships with other children
Imitates actions to express emotions: Stomps feet like brother when frustrated, raises arms like sister when excited	D. Emotions
Begins to separate from parent or main caregiver without being overcome by stress	<i>Does not align</i>
Responds to others' verbal, physical, and facial expressions of emotion	D. Emotions
Calms self after excitement or frustration with familiar comfort items and reminders	D. Emotions H. Conflict resolution
<b>Developing a Sense Of Self</b>	
<b>24 to 36 Months</b>	
Recognizes own identity—"Do it myself", "me big boy", or using own name	FF. Knowledge of self and others
Begins to recognize family members, roles, and names	FF. Knowledge of self and others
Demonstrates a growing sense of competence and confidence in own abilities	B. Problem solving with materials C. Reflection
Indicates likes and dislikes such as with food, playmates, activities	A. Initiative and planning C. Reflection
Makes comparisons between self and others	FF. Knowledge of self and others
<b>Social Interactions &amp; Feelings</b>	
Shows new fears based on new understanding about the world—monsters, animals, etc.	<i>Does not align</i>
Uses words, signs, or gestures to communicate emotions such as frustration, anger, sadness, and love	D. Emotions
Stays occupied in a self-chosen activity for a short period of time	A. Initiative and planning
Includes others in play. Play begins to include imitating familiar people, activities, or animals—pretending to be a kitty, drive a truck, or cook soup	AA. Pretend play

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

Curious Minds: Cognitive Skills, General Knowledge & Approaches to Learning	
Exploration and Discovery	
Birth to 6 Months	
Reacts to touch by moving feet, hands, and head	Z. Movement
Turns head toward caregiver's voice—gazes, moves arms or legs	E. Building relationships with adults M. Listening and comprehension
Responds to touch or sound with purposeful movements—kicks feet, moves arms, or coos in response to caregiver's interaction	E. Building relationships with adults
Watches people, objects, and activities intently	BB. Observing and classifying
Reacts to new objects, voices, sounds, and touches by becoming more active or quiet	M. Listening and comprehension
Explores single object held nearby or in own grasp	S. Number and counting BB. Observing and classifying
Problem Solving and Creative Expression	
Reacts to the rhythm of simple daily routines—rocking to sleep, listening to familiar adult talking or singing, being carried and handed to caregiver	G. Community
Engages in self-soothing activities—sucks thumb, fingers, or fist; cries softly and rhythmically; rubs hand over soft texture	<i>Does not align</i>
Prepares body to be lifted by familiar adult—reaches with arms, moves body in anticipation	<i>Does not align</i>
Experiments with behaviors that make something happen	CC. Experimenting, predicting, and drawing conclusions
Concept Development and Memory	
Holds attention of adults by smiling, vocalizing, and gesturing	E. Building relationships with adults
Uses more than one sense at a time—when holding a toy will shake it, look at it, and listen for a sound	BB. Observing and classifying
Follows path of dropped object—looks down when dropping a toy	T. Geometry: Shapes and spatial awareness
Enjoys repeating sounds and actions	C. Reflection

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Curious Minds: Cognitive Skills, General Knowledge &amp; Approaches to Learning, CONT</b>	
<b>Exploration and Discovery</b>	
<b>6 to 12 Months</b>	
Manipulates things in the environment and watches what happens—bangs on table with object or hand; fingers, touches, and mouths objects	CC. Experimenting, predicting, and drawing conclusions
Notifies new people and objects in familiar environment	A. Initiative and planning
Uses several senses at once to explore environment—mouths and holds a toy	BB. Observing and classifying
Demonstrates intense curiosity through constant exploration	CC. Experimenting, predicting, and drawing conclusions
<b>Problem Solving and Creative Expression</b>	
Problem solves by moving body towards object of interest—rolls toward an item of interest	A. Initiative and planning B. Problem solving with materials
Begins to stay with an activity until successful by trying different approaches	B. Problem solving with materials
Picks up piece of food and tries to put it in mouth	K. Personal care and healthy behavior
Begins to explore art materials	R. Writing X. Art
Seeks assistance from caregiver to solve problem using vocalizations, gestures, and facial expressions	E. Building relationships with adults
<b>Concept Development and Memory</b>	
Remembers simple games and objects from the day before—Pat-a-Cake, So-Big, Peek-a-Boo	Y. Music
Discovers repeated actions have similar effects	CC. Experimenting, predicting, and drawing conclusions
Uses some objects for their real purpose/function—cup for drinking, spoon for eating	K. Personal care and healthy behavior
Understands “more” in reference to food or play	S. Number and counting
In play, imitates aspects of daily routine—rocks baby doll to sleep, feeds stuffed animal	AA. Pretend play
Imitates older peer’s or caregiver’s actions—clapping hands, using baby sign language, hugging stuffed animal	AA. Pretend play

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Curious Minds: Cognitive Skills, General Knowledge &amp; Approaches to Learning, CONT</b>	
<b>Exploration and Discovery</b>	
<b>12 to 18 Months</b>	
Explores different textures in the natural environment on their own	BB. Observing and classifying
Continues to show curiosity about surroundings and becomes more interested in exploring new activities and environments	A. Initiative and planning
Notices changes in play materials—adding more play dough, cutting pieces, pounding with object	CC. Experimenting, predicting, and drawing conclusions
<b>Problem Solving and Creative Expression</b>	
Begins to solve simple problems:	B. Problem solving with materials
Uses active exploration and trial and error to figure out how things work	CC. Experimenting, predicting, and drawing conclusions
Engages in imaginative play using props—pretends to feed the baby, drive the car, build a house	AA. Pretend play
<b>Concept Development and Memory</b>	
Follows simple directions and consistent routines—“Please get your shoes; we are going outside”	G. Community M. Listening and comprehension
Remembers the games and objects from the day before	C. Reflection
Points to an object when named by the caregiver(s)—Child points in response when asked, “Where’s the doggie?”	M. Listening and comprehension
Recognizes position words such as in, out, up, down, under, behind	T. Geometry: Shapes and spatial awareness
Begins to build an understanding of quantity, such as “all”, “all gone”, “more”, “one more”	S. Number and counting

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Curious Minds: Cognitive Skills, General Knowledge &amp; Approaches to Learning, CONT</b>	
<b>Exploration and Discovery</b>	
<b>18 to 24 Months</b>	
Explores different textures in the natural environment on her own	BB. Observing and classifying
Continues to show curiosity about surroundings and becomes more interested in exploring new activities and environments	A. Initiative and planning
Notices changes in play materials—adding more play dough, cutting pieces, pounding with object	CC. Experimenting, predicting, and drawing conclusions
Searches for a favorite object	GG. Geography
<b>Problem Solving and Creative Expression</b>	
Begins to solve simple problems:	B. Problem solving with materials
Uses active exploration and trial and error to figure out how things work	CC. Experimenting, predicting, and drawing conclusions
Engages in imaginative play using props:	AA. Pretend play
<b>Concept Development and Memory</b>	
Uses familiar objects in combination—spoon in bowl, doll in bed, and person in car	<i>Does not align</i>
Fills and empties containers with sand, water, small toys	U. Measurement
Shows some understanding of daily time sequence—time for nap, lunch, outdoor play	G. Community HH. History
Tries to put large single puzzle pieces into the matching space	T. Geometry: Shapes and spatial awareness
In play imitates the use of most everyday objects	AA. Pretend play
Stays with the same self-chosen activity on occasion	A. Initiative and planning
Knows the name or sound of many animals	N. Phonological awareness

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Curious Minds: Cognitive Skills, General Knowledge &amp; Approaches to Learning, CONT</b>	
<b>Exploration and Discovery</b>	
<b>24 to 36 Months</b>	
Tries new activities, materials and equipment—different or unfamiliar art materials or new musical instruments	A. Initiative and planning
Explores and notices ways that materials can change —snow melting, water freezing, wind moving leaves and other things, sand holding its shape when it gets wet, etc.	CC. Experimenting, predicting, and drawing conclusions
Takes time to investigate and complains if interrupted	A. Initiative and planning
Tries to make objects move or work—opening a container or using a faucet	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Problem Solving and Creative Expression</b>	
Matches simple shapes using foam boards or puzzles—circles, squares, triangle	T. Geometry: Shapes and spatial awareness
Classifies, labels, sorts objects by characteristics—size, color, shape	BB. Observing and classifying
Can use words when asked, “What happened?”	L. Speaking
During pretend play, uses objects for other than their intended purpose, such as using a small block for a cell phone	AA. Pretend play
Plays house, plays store	AA. Pretend play
Expresses self creatively through singing, dancing, drawing	X. Art Y. Music Z. Movement



## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Curious Minds: Cognitive Skills, General Knowledge &amp; Approaches to Learning, CONT</b>	
<b>Concept Development and Memory</b>	
<b>24 to 36 Months, CONT</b>	
Engages in make believe play, acting out simple dramatic play themes with others—playing store, house, animal hospital	AA. Pretend play
Enjoys simple sorting activities, such as sorting mixed up pairs of mittens, animals go in this box and cars go in that box	BB. Observing and classifying
Uses some number words during play or activity—"I want two"	S. Number and counting
Imitates counting rhymes—"One, Two, Buckle My Shoe", "Five Little Monkeys"	S. Number and counting Y. Music
Remembers past events that happened and were meaningful such as own birthday, getting shots, going to the doctor	HH. History
Notices how things are different and the same	W. Data analysis BB. Observing and classifying
Can put/stack a series of 2–4 nesting cups or blocks in order	U. Measurement

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Strong &amp; Healthy Bodies: Physical Health and Development</b>	
<b>Gross Motor</b>	
<b>Birth to 6 Months</b>	
Turns head toward nipple or caregiver's face while being held	E. Building relationships with adults
Actively explores moving arms, legs, and head while on tummy or back	I. Gross-motor skills Z. Movement
Rolls from back to stomach and stomach to back	I. Gross-motor skills
May move from place to place by rolling	I. Gross-motor skills
Sits with support on caregiver's lap or cushions	<i>Does not align</i>
Enjoys bouncing when held in standing position on caregiver's lap	<i>Does not align</i>
<b>Fine Motor</b>	
Grasps finger when placed in her hand	J. Fine-motor skills
Shows awareness of hands and begins to use hands to hold breast/bottle during feeding time	J. Fine-motor skills FF. Knowledge of self and others
Follows a slowly moving object with eyes	T. Geometry: Shapes and spatial awareness
Uses hands to bring objects to mouth, such as toes, fingers, toys placed in hands	BB. Observing and classifying
<b>Gross Motor</b>	
<b>6 to 12 Months</b>	
Able to sit up without support	<i>Does not align</i>
May crawl, scoot, or creep to get where baby wants to go	I. Gross-motor skills
Develops ability to stand (usually in this order)	I. Gross-motor skills

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Strong &amp; Healthy Bodies: Physical Health and Development, CONT</b>	
<b>Fine Motor</b>	
<b>6 to 12 Months, CONT</b>	
Swipes at and gets desired object	EE. Tools and technology
Manipulates object in hand, moves object from one hand to the other	J. Fine-motor skills
Picks up and looks at small object using thumb and index finger	J. Fine-motor skills
Begins to grasp, release, and manipulate objects, such as putting blocks in a container	J. Fine-motor skills
<b>Gross Motor</b>	
<b>12 to 18 Months</b>	
Walks alone with increasing confidence	I. Gross-motor skills
Throws, carries, pushes, and pulls objects	<i>Does not align</i>
Walks up stairs holding a hand	I. Gross-motor skills
Climbs simple structures	I. Gross-motor skills
Squats and stands again	<i>Does not align</i>
Begins to run, but awkwardly	I. Gross-motor skills
<b>Fine Motor</b>	
Uses thumb and forefinger to pick up small items	J. Fine-motor skills
Turns pages in a book	Q. Book enjoyment and knowledge
Shows interest in exploring sensory and art materials	X. Art
<b>Self-Help</b>	
Undresses self with some assistance	K. Personal care and healthy behavior
Picks up food with fingers—exploring different textures or tastes	K. Personal care and healthy behavior
Feeds self by handling a cup with minimal spilling or a spoon for self-feeding	K. Personal care and healthy behavior
Assists with dressing, undressing, diapering	K. Personal care and healthy behavior
Washes and dries hands with assistance	K. Personal care and healthy behavior

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Strong &amp; Healthy Bodies: Physical Health and Development, CONT</b>	
<b>Gross Motor</b>	
<b>18 to 24 Months</b>	
Pounds object with intention such as hammering a peg	<i>Does not align</i>
Walks and runs with increasing control	I. Gross-motor skills
Squats to pick up a toy and stands again	<i>Does not align</i>
Walks upstairs and downstairs holding onto a hand or railing	I. Gross-motor skills
Pushes large objects such as boxes, chairs, wagons, strollers	<i>Does not align</i>
Enjoys climbing, swinging, sliding, walking up inclines	I. Gross-motor skills
<b>Fine Motor</b>	
May alternate left and right hands for eating and grasping	J. Fine-motor skills
Can use a crayon or large paint brush with an overhand grasp (fist) to scribble and imitate marks	J. Fine-motor skills R. Writing X. Art
Uses both hands to control or manipulate objects—stack blocks, roll a ball	J. Fine-motor skills
Pours liquid from one container to another	J. Fine-motor skills
<b>Self-Help</b>	
Cooperates in dressing and undressing self. Can put on some easy clothing	K. Personal care and healthy behavior
Uses spoon and child-sizes cup	K. Personal care and healthy behavior
Indicates wet or soiled diaper by pointing, verbalizing, pulling on diaper	K. Personal care and healthy behavior
Communicates wanting dry clothes if wet or muddy	K. Personal care and healthy behavior

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Strong &amp; Healthy Bodies: Physical Health and Development, CONT</b>	
<b>Gross Motor</b>	
<b>24 to 36 Months</b>	
Can jump up and down in place	I. Gross-motor skills
Climbs on jungle gym and ladders	I. Gross-motor skills
Throws a ball using whole body. Catches a ball by trapping it with arms and hands	<i>Does not align</i>
Has increasing control over body movement and is beginning to change speed and direction when running	I. Gross-motor skills
Plans and completes movements that require a series of steps—climbing a ladder and going down a slide, crawling under a table and backing out	I. Gross-motor skills
<b>Fine Motor</b>	
Holds object with one hand while manipulating it with the other such as twisting a lid off a container	J. Fine-motor skills
Shows more control of drawing materials	J. Fine-motor skills R. Writing X. Art
Enjoys messy, creative play, such as finger painting, scribbling, gluing, ripping, taping	R. Writing X. Art
Uses eyes and hands together with more control, such as with stacking blocks or threading beads with large holes	J. Fine-motor skills
<b>Self-Help</b>	
Continues to progress with self-feeding and uses a spoon or a fork more independently	K. Personal care and healthy behavior
Pours liquid from a small pitcher into a cup with some help	K. Personal care and healthy behavior
Continues to work on dressing self:	K. Personal care and healthy behavior
Shows increased interest and success with toileting skills:	K. Personal care and healthy behavior
Participates in sleeping routines—getting book, arranging pillows or comfort items	G. Community
Cooperates/assists with tooth brushing	K. Personal care and healthy behavior

## Wyoming Early Learning Guidelines for Children Ages 0–3

## COR Advantage Items

<b>Strong &amp; Healthy Bodies: Physical Health and Development, CONT</b>	
<b>Self-Help, CONT</b>	
<b>24 to 36 Months, CONT</b>	
Uses tissue to wipe nose with assistance	K. Personal care and healthy behavior
Shows interest in helping or imitating caregiver tasks —can help clean up toys with caregiver assistance	G. Community

## References

- Wyoming Early Childhood State Advisory Council Department of Workforce Services. (2015). *Wyoming Early Learning Guidelines For Children Ages 0–3*. Cheyenne, WY: Author. <http://wyqualitycounts.org/for-providers/early-learning-guidelines-and-foundations/>
- 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>.