

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*District of Columbia Early Learning Standards
For Infants and Toddlers
(2008)*

District of Columbia Early Learning Standards

COR Advantage Items

	<i>Social and Emotional Domain</i>	
	Standard 1: Trusts and Interacts Comfortably with Familiar Adults.	
Birth - 12 months	SED.1.1 Distinguishes familiar adult from a stranger and seeks to remain close to familiar adults.	
	Respond in the same ways to familiar and unfamiliar adults.	D. Emotions E. Building relationships with adults
	Show a preference for adults who are consistent caregivers.	E. Building relationships with adults
	Smile, babble, or coo to get their trusted adults' attention.	E. Building relationships with adults
	Reach out and attempt to move closer to their caregivers when approached by unfamiliar adults or in new situations.	D. Emotions E. Building relationships with adults
12 - 24 months	SED.1.2 Seeks familiar adult as a secure base in new situations.	
	Start to venture away when trusted caregivers are nearby.	E. Building relationships with adults
	Look for reassurance in the form of a smile, word, or gesture.	E. Building relationships with adults
	Stop playing and return to familiar adults when facing new situations.	E. Building relationships with adults
	Spend more time engaging with activities away from their trusted adults.	A. Initiative and planning E. Building relationships with adults

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COR Advantage Items

	<i>Social and Emotional Domain Cont.</i>	
24 - 36 months	SED.1.3 Relies less on immediate connection with familiar adult and engages with a wider range of people and situations.	
	Continue to spend more and more time away from their trusted adults.	E. Building relationships with adults
	Use glances, gestures, and simple language to stay connected with trusted adults.	E. Building relationships with adults
	Imitate trusted adults' language and behavior.	E. Building relationships with adults AA. Pretend play
	Standard 2: Shows Increasing Ability to Regulate Own Behavior.	
Birth to 12 months	SED.2.1 Develops own patterns for eating, sleeping, etc. with support from adults.	
	Dependent on adults to meet their basic needs, for example, to feed them when they are hungry.	K. Personal care and healthy behavior
	Respond to others' facial expressions, gestures, and voices (e.g., a child may briefly stop climbing on a chair when she sees her caregiver shake his head and hears him say, "No.")	D. Emotions
	Enjoy using their fingers to feed themselves and helping dress themselves by extending an arm or leg.	K. Personal care and healthy behavior

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COR Advantage Items

	<i>Social and Emotional Domain Cont.</i>	
12 - 24 months	SED.2.2 Responds to and begins to follow simple requests.	
	Be comforted by consistency in routines, like finding their cots in the same area of the classroom each day.	G. Community
	Follow simple directions, such as "Please get on your cot."	M. Listening and comprehension
	Respond to their names and are better able to stop behaviors when asked to do so, like not taking food from another child's plate.	M. Listening and comprehension
24 - 36 months	SED.2.3 Understands what is expected of him or her but does not comply consistently.	
	Become more aware of expectations at both child care and home (e.g., they become interested in toilet training).	G. Community K. Personal care and healthy behavior
	Have a strong interest in independence. As a result, they may resist support from caregivers when they are trying to complete tasks, such as unbuttoning their pants in order to use the toilet.	K. Personal care and healthy behavior
	Struggle with taking turns and sharing toys unless a teacher is available to help them.	H. Conflict resolution

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COR Advantage Items

	<i>Social and Emotional Domain Cont.</i>	
	Standard 3: Exhibits an Emerging Sense of Competence and Confidence in Growing Abilities.	
Birth - 12 months	SED.3.1 Shows beginning awareness of own abilities.	
	Respond automatically to events in their world. Give way to intentional actions, such as reaching to retrieve a toy.	A. Initiative and planning
	Be dependent on adults to support many of their activities and to help them successfully complete tasks, such as getting a toy that has rolled away.	B. Problem solving with materials
	Smile in response to completing an accomplishment, such as taking their first steps.	D. Emotions
12 - 24 months	SED.3.2 Demonstrates confidence in own abilities.	
	Understand that they can make things happen (e.g., they become excited by accomplishments like walking all the way across the room by themselves).	D. Emotions
	Try different strategies in order to complete a task, such as fitting a round shape into the circular hole of the shape sorter, and they clap when they succeed.	B. Problem solving with materials
	Experiment with different ways of making things happen and take pride in their attempts.	B. Problem solving with materials

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COR Advantage Items

	<i>Social and Emotional Domain Cont.</i>	
24 - 36 months	SED.3.3 Begins to use verbal communication to describe abilities.	
	Attempt to complete more complex tasks.	A. Initiative and planning B. Problem solving with materials
	Begin to use language to describe themselves in terms of what they can do (e.g., a child might say, "Did it!" after putting a dirty napkin in the trash).	L. Speaking
	Standard 4: Manages a Range of Emotions.	
Birth - 12 months	SED.4.1 Responds with basic emotions, such as distress and contentment.	
	Respond automatically to both positive and negative experiences. Their responses often involve crying. Within the first 4 months, children begin to smile intentionally.	D. Emotions
	Grimace, wiggle, gurgle, and grunt to show how they feel.	D. Emotions
	Express a range of primary emotions that includes surprise, joy, and fear.	D. Emotions
12 - 24 months	SED.4.2 Expresses a range of primary emotions, such as interest and disgust.	
	Continue to expand the range of primary emotions they express.	D. Emotions
	Respond to emotional cues and social situations, such as crying when another child cries.	D. Emotions

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COR Advantage Items

	<i>Social and Emotional Domain Cont.</i>	
24 - 36 months	SED.4.3 Begins to use language to express more complex emotions, such as shame and guilt.	
	Display more intention emotional expressions. Express more complex emotions, such as pride and embarrassment.	D. Emotions
	Use language like “No, go away. Bad!” to express feelings such as anger.	L. Speaking
	Become more aware of why they have particular feelings.	D. Emotions
	Standard 5: Begins to Engage with Others by Using More Complex Social Exchanges.	
Birth - 12 months	SED.5.1 Observes and responds to people.	
	Become interested in human faces and voices. Show a preference for people who care for them regularly, through their facial expressions, vocalizations, and body movements.	E. Building relationships with adults
	Often imitate peers and people’s sounds and gestures in order to engage them.	F. Building relationships with other children N. Phonological awareness AA. Pretend play
	Use a range of strategies to engage others (e.g., wave bye-bye, or reach out to touch people, or even pull their hair).	E. Building relationships with adults F. Building relationships with other children

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COR Advantage Items

	<i>Social and Emotional Domain Cont.</i>	
12 - 24 months	SED.5.2 Intentionally engages briefly with other people.	
	Become more and more capable of involving both adults and children in their activity.	E. Building relationships with adults F. Building relationships with other children
	Spend brief periods playing with peers and begin to exchange roles in action games, such as taking turns chasing and being chased.	F. Building relationships with other children
	Show increased interest in, as well as frustration with, others (e.g., after observing for a few minutes, a child may push another child in order to get an opportunity to go down the slide).	D. Emotions H. Conflict resolution
	Become egocentric and tend to engage in activities that bring them immediate satisfaction, such as grabbing toys they want from other children.	D. Emotions H. Conflict resolution
24 - 36 months	SED.5.3 Participates in longer, more complex engagements with others.	
	Engage with peers in simple activities that have shared meaning (e.g., two toddlers may get the dishes out and place them around the table in the housekeeping area.	F. Building relationships with other children
	Regularly need adults to help support their activity and to resolve conflicts.	H. Conflict resolution
	Engage each other during more activities where they share a goal, like making small balls at the play dough table.	F. Building relationships with other children
	Begin to look for a particular friend and choose to participate in a simple group activity such as "Ring-Around-the-Rosie." They are capable of forming friendships, especially with children they are with regularly.	F. Building relationships with other children

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COR Advantage Items

	<i>Social and Emotional Domain Cont.</i>	
	Standard 6: Demonstrates an Awareness of Self In Relationship to Others in Care, Family, Community, and Cultural Groups.	
Birth - 12 months	SED.6.1 Develops a sense of self as a person separate from others.	
	Begin to distinguish their primary caregivers from other adults within the first 6 months. Enjoy exploring their bodies, such as by sucking their fingers and looking at their hands.	E. Building relationships with adults AA. Pretend play
	Demonstrate a strong preference for particular people, like their family members.	E. Building relationships with adults
	React strongly to unfamiliar people, which is a sign of their stranger anxiety. This ability to distinguish among others helps them to establish a solid foundation for sensing themselves as being separate from their most trusted caregivers.	D. Emotions E. Building relationships with adults
12 - 24 months	SED.6.2 Identifies other people in his or her immediate world and their roles.	
	Engage in social interactions and activities that help them to further define themselves as individuals.	F. Building relationships with other children G. Community
	Continue to prefer to be with people they know and trust, while their growing sense of independence underlies their frequently saying, "No!" and resisting help.	E. Building relationships with adults
	At the same time, still seek their trusted adults and often imitate their behaviors, such as pretending to vacuum or to drive a car.	E. Building relationships with adults AA. Pretend play
	Focus more and more attention on others. Continue to notice their physical characteristics, such as hair, and reach out to touch and engage others.	FF. Knowledge of self and others

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COR Advantage Items

	<i>Social and Emotional Domain Cont.</i>	
24 - 36 months	SED.6.3 Focuses more attention on people outside his or her immediate world and their roles.	
	Demonstrate an understanding of basic practices or characteristics of groups of people, such as “small people.” For example, a child may sit next to the same child at snack or run up to a new child at a park and try to engage him.	FF. Knowledge of self and others
	Identify themselves as belonging to one or more groups (e.g., a child may say, “I’m a big boy, not a baby.”)	FF. Knowledge of self and others
	Standard 7: Expresses Needs and Participates in Self-Care Routines.	
Birth - 12 months	SED.7.1 Demonstrates discomfort and begins to participate as an adult attends to his or her needs.	
	Regularly cry to express hunger, fatigue, or other distress.	K. Personal care and healthy behavior
	Use a range of behaviors, such as facial expressions, sounds, and gestures, to draw trusted adults into meeting their personal care needs (e.g., raise their arms to be lifted from the crib).	K. Personal care and healthy behavior
	Feed themselves finger foods.	K. Personal care and healthy behavior
	Climb steps up to the changing table.	I. Gross-motor skills
	Develop more complex ways of communicating needs, such as wanting to be changed, by using simple gestures like pulling on their wet clothing.	K. Personal care and healthy behavior L. Speaking

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COR Advantage Items

	<i>Social and Emotional Domain Cont.</i>	
12 - 24 months	SED.7.2 Expresses needs and engages in simple personal care tasks.	
	Continue to develop the ability to communicate their needs to trusted adults through more complex actions and words. Be dependent on adults to help them with personal care tasks.	K. Personal care and healthy behavior L. Speaking
	With increased physical development, be able to feed themselves with spoons, drag their diaper bags to their cubbies, and pull off their socks.	J. Fine-motor skills K. Personal care and healthy behavior
	Display increased cognitive, language, and physical skills which allow children to participate more fully in their personal care. Begin to resist assistance from their trusted adults, an indication of their emerging sense of independence.	K. Personal care and healthy behavior
24 - 36 months	SED.7.3 Attempts to complete more complex personal care tasks without adult assistance.	
	Become more interested in others and enjoy sitting in groups for meals.	F. Building relationships with other children
	Display basic awareness of order which helps them follow routines with less adult intervention (e.g., they may take their plates to the sink and get ready to wash their hands without being reminded).	G. Community
	Demonstrate a clearer understanding of personal care tasks and of what adults expect them to do.	K. Personal care and healthy behavior

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	<i>Physical Domain</i>	
	Standard 8: Moves Body with Increasing Purpose, Focus, Control, Strength, Coordination, Balance, and Skill.	
Birth - 12 months	PD.8.1 Begins to move purposefully and with control.	
	Move their bodies without much intent or control.	I. Gross-motor skills
	Begin to develop strength and coordination through unintentional movement, such as through the startle reflex. Repetitive movement helps children develop their muscles.	I. Gross-motor skills
	Display involuntary movement which gives way to voluntary action, such as vigorously moving their arms and legs to get mobiles to move.	I. Gross-motor skills
	Develop more control of their trunks and sit, eventually without support.	I. Gross-motor skills
	Control their bodies to the point where they can crawl, climb, and stand. Some children take their first steps.	I. Gross-motor skills

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COR Advantage Items

	<i>Physical Domain Cont.</i>	
12 - 24 months	PD.8.2 Gains control and balance as he or she coordinates movement from place to place.	
	Move frequently and show increasing large-muscle control.	I. Gross-motor skills
	Use more regulated stopping and starting movements that involve their legs and arms.	I. Gross-motor skills
	Demonstrate movement skills of roll, slither, crawl, walk, run, jump, and stamp.	I. Gross-motor skills
	Show increased balance and coordination in play activities. For example, they climb up the ladder on a slide and slide down.	I. Gross-motor skills
	Go up stairs, putting both feet on each step.	I. Gross-motor skills
24 - 36 months	PD.8.3 Attempts a variety of more complex large-muscle activities that involve coordinated leg and arm movements.	
	Start to perform more complex movements with their arms and legs. For example, they enjoy marching around the room.	I. Gross-motor skills Z. Movement
	Begin to develop spatial awareness as they move. Enjoy activities such as moving through tunnels or simple obstacle courses.	I. Gross-motor skills
	Maneuver riding toys with their feet.	I. Gross-motor skills
	Engage in activities that involve moving their bodies through space with balance and control, such as simple dances with repetitive movements, like the "Chicken Dance."	I. Gross-motor skills Z. Movement

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COR Advantage Items

	<i>Physical Domain Cont.</i>	
	Standard 9: Gains Control of Small Muscles In Hands.	
Birth - 12 months	SED.9.1 Uses whole hand and then thumb and index finger to grasp objects.	
	Display movements involving their hands, arms, and eyes that are involuntary.	J. Fine-motor skills
	Follow a moving object or person with their eyes and bring their hands to their mouths.	FF. Knowledge of self and others
	Purposefully reach toward objects and attempt to retrieve them by using their whole hands. Use a raking movement and eventually a pincer grasp (using their thumbs and index fingers) to pick up objects.	A. Initiative and planning J. Fine-motor skills
	Transfer an object from hand to hand; bring two objects, like blocks, together; and wave bye-bye.	J. Fine-motor skills
12 - 24 months	SED.9.2 Uses hands together and then separately.	
	Use their hands for such tasks as stacking several blocks, dropping clothespins into cans, and scribbling with crayons.	J. Fine-motor skills
	Use their hands independently of one another. They may hold a small object with one hand while drinking from a cup with the other.	J. Fine-motor skills
	Will have increased eye-hand coordination. They engage in activities that require their hands to work together and separately (e.g., children pour sand from one cup to another and engage in simple finger plays like “Twinkle, Twinkle, Little Star”).	J. Fine-motor skills

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COR Advantage Items

	<i>Physical Domain Cont.</i>	
24 - 36 months	SED.9.3 Gains ability to coordinate the use of arms, hands, and fingers.	
	Use improved eye-hand coordination to explore and manipulate objects. They continue to use both hands together and separately. They do not show strong hand dominance.	J. Fine-motor skills
	Engage in a range of self-help activities, such as unzipping their sweaters, placing caps on their heads, and using forks to pick food up from their plates.	J. Fine-motor skills K. Personal care and healthy behavior
	Have further developed muscle strength and coordination.	J. Fine-motor skills
	Use smaller manipulatives and engage in more complex finger plays.	J. Fine-motor skills
	Enjoy exploring art materials. They swirl finger paints; tear paper for collages; and use tools, like cookie cutters, with playdough.	J. Fine-motor skills X. Art

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COR Advantage Items

	<i>Cognitive Domain</i>	
	Standard 10: Remains Focused on an Object, Person, or Task.	
Birth - 12 months	CD.10.1 Demonstrates awareness of happenings in his surroundings and begins to focus on them.	
	Automatically respond to their surroundings. They gaze at faces; turn toward voices; and explore objects, like their hands.	M. Listening and comprehension N. Phonological awareness BB. Observing and classifying
	Focus more of their attention on things that are of particular interest (e.g., a new toy rather than a familiar one). The presence of others can also help children to focus their attention for longer periods on objects and tasks.	A. Initiative and planning
	With their increased interest in cause and effect, often focus for longer periods on activities that produce specific effects, such as throwing food until their caregivers get them out of their high chairs.	CC. Experimenting, predicting, and drawing conclusions
12 - 24 months	CD.10.2 Focuses on an activity but is easily distracted.	
	Focus on a wider range of activities, often with support from adults (e.g., resume stacking rings when adults come over and sit with them).	A. Initiative and planning E. Building relationships with adults
	Repeat their actions, like dumping, especially if they produce an immediate effect, such as a loud sound.	CC. Experimenting, predicting, and drawing conclusions
	Become more interested in observing peers and in imitating actions they have seen.	F. Building relationships with other children AA. Pretend play
	Focus independently for several minutes on an activity, such as fitting objects into holes in a shape sorter.	A. Initiative and planning

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COR Advantage Items

	<i>Cognitive Domain Cont.</i>	
24 - 36 months	CD.10.3 Continues an activity despite distractions.	
	Focus and sustain their attention for short periods in more complex situations, such as group time at their programs.	A. Initiative and planning
	When routines are consistent, focus more freely on activities, like singing their favorite songs.	G. Community
	Engage for longer periods of time in activities that involve shared goals, like scooting ride-on toys around the play yard.	A. Initiative and planning
	Refuse to shift their attention as they begin to stay with activities until their goals are met, such as putting all of the small cars in the toy garage. Attend to more than one activity at a time, like watching other children clean up toys while they continue to paint at the easel.	A. Initiative and planning B. Problem solving with materials
	Standard 11: Makes Things Happen and Begins to Understand the Cause of Some Events.	
Birth - 12 months	CD.11.1 Tries simple actions and discovers immediate results.	
	Display curiosity and explore their immediate surroundings using their senses.	BB. Observing and classifying
	Show interest in activities that have an immediate effect or result.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
	Repeat actions, like kicking until the blankets fall to the ground or continuing to move their arms to hear their rattles.	CC. Experimenting, predicting, and drawing conclusions
	Expand the range of simple actions that produce reactions of interest, such as hitting their spoons on their plates to hear loud sounds.	CC. Experimenting, predicting, and drawing conclusions
	As young scientists, begin to vary their actions to see whether there are different reactions. For example, they may begin hitting their plates with spoons and then try hitting their cups.	CC. Experimenting, predicting, and drawing conclusions

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COR Advantage Items

	<i>Cognitive Domain Cont.</i>	
12 - 24 months	CD.11.2 Begins to act purposefully to make things happen.	
	Become eager to learn about their world through more complex sensory-motor activity.	BB. Observing and classifying
	Repeat actions and may anticipate the results. Many of their explorations involve other people (e.g., they may observe a child who cries when being dropped off and immediately imitate the crying child's behavior to see the effect it has on their caregivers).	CC. Experimenting, predicting, and drawing conclusions
	Act more purposefully to try to make things happen (e.g., they may pull strings to move toys closer).	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
24 - 36 months	CD.11.3 Thinks of ways to solves problems without having to try various solutions.	
	Think of a wider range of ways to produce specific results.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Begin to investigate when something unexpected happens. For example, they may reach into their shoes and pull out wadded socks after trying unsuccessfully to fit their feet into their shoes.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

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COR Advantage Items

	<i>Cognitive Domain Cont.</i>	
	Standard 12: Begins to Group Objects that Have Similar Characteristics.	
Birth - 12 months	CD.12.1 Explores objects and begins to notice similarities and differences.	
	Explore objects by using their senses.	BB. Observing and classifying
	Gather information that forms the basic foundation for concepts, such as big-little, from simple experiences such as trying to fit things into their mouths.	BB. Observing and classifying
	Become more aware of the characteristics of objects, such as things that fit into their mouths and of people, such as children and adults.	BB. Observing and classifying FF. Knowledge of self and others
12 - 24 months	CD.12.2 Matches objects by similar characteristics.	
	Continue to develop their understanding of people and objects. They begin to match objects with prompting. For example, a child may get another small car when the teacher asks him to get one like hers.	BB. Observing and classifying
	Match objects without prompting. They may point to their shoes after seeing a child with the same ones.	BB. Observing and classifying
	Match objects by specific characteristics, usually color, shape, and size (e.g., put blue cups with blue plates when helping to set the table).	BB. Observing and classifying

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COR Advantage Items

	<i>Cognitive Domain Cont.</i>	
24 - 36 months	CD.12.3 Groups objects with similar characteristics.	
	Continue to gather information about how things are similar and different.	BB. Observing and classifying
	Apply new information when, for example, they group the cows separately from the other creatures as they play with a set of farm animals.	BB. Observing and classifying
	Group materials by one criterion and then another. For example, after grouping the cows together, they may put the smallest cow next to the smallest sheep.	BB. Observing and classifying
	Standard 13: Gains a Basic Understanding of How Things Move and Fit in Space.	
Birth - 12 months	CD.13.1 Begins to learn properties of objects and spatial relations (e.g., near, far, big, little, etc.)	
	Become interested in watching objects move in space; they track their parents as they walk across the room and their hands as they move toward their mouths.	T. Geometry: Shapes and spatial awareness
	Within a few months, purposefully reach, grasp, and try to bring objects of different sizes and shapes close to them.	A. Initiative and planning
	Watch as things, like balls, move away.	T. Geometry: Shapes and spatial awareness
	Attempt to fit simple materials together. They learn more about large and small when, for example, they try to fit themselves into doll cradles and discover that they are too big.	T. Geometry: Shapes and spatial awareness U. Measurement

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COR Advantage Items

	<i>Cognitive Domain Cont.</i>	
12 - 24 months	CD.13.2 Uses trail-and-error to discover how things fit and move in space.	
	Experiment further with how objects fit in space. They explore materials by pushing, pulling, filling, and dumping them.	T. Geometry: Shapes and spatial awareness U. Measurement
	Through activities like pouring milk, learn how much will fit in a designated space. When stacking blocks, gain an understanding of height in relationship to width, for example, how many blocks can be stacked before falling. These experiences also give them information about making a larger whole with smaller parts.	U. Measurement
	Develop a better understanding of physical properties, such as size and shape, and how these properties relate to one another. Use trial and error to solve problems, like fitting puzzle pieces into the right spaces.	T. Geometry: Shapes and spatial awareness U. Measurement
24 - 36 months	CD.13.3 Starts to predict and imagine how things fit and move in space.	
	Use more complex approaches to exploring space through trial and error.	CC. Experimenting, predicting, and drawing conclusions
	Become more interested in simple patterns, like putting the red cups and plates together followed by the blue ones.	V. Patterns
	Experiment with objects, such as lining up small cars on various surfaces to see which ones roll and which do not. They begin to notice that they can fit certain sizes of cars into the toy garage, and they stop trying to force those that are too big.	U. Measurement CC. Experimenting, predicting, and drawing conclusions
	Become more purposeful about how they move objects in order to fit them together. For example , they can arrange cups and plates at snack time. Begin to use words such as on and under.	T. Geometry: Shapes and spatial awareness

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	<i>Cognitive Domain Cont.</i>	
	Standard 14: Utilizes Strategies for Solving Simple Problems.	
Birth - 12 months	CD.14.1 Demonstrates awareness of a problem.	
	Respond to problems, like hunger, by crying. They very quickly discover that trusted adults can help solve many of their problems.	K. Personal care and healthy behavior
	Use sounds, like whimpers, and smiles to draw adults to them. As children move from reflexive to intentional behavior, they discover additional strategies for solving simple problems, like reaching for pacifiers that comfort them.	B. Problem solving with materials D. Emotions
	Use simple strategies to solve problems. They may squeal to solicit help in getting out of their car seats.	B. Problem solving with materials K. Personal care and healthy behavior
12 - 24 months	CD.14.2 Tries to solve simple problems through trial and error.	
	Use information from their active exploration and observation to find solutions to simple problems. For example, they may blow on warm cereal after seeing their caregivers do so.	B. Problem solving with materials
	Continue to need adults to help them solve many of the problems they encounter.	B. Problem solving with materials
	Regularly use trial and error when attempting to solve problems, like using their hands to pick up pasta after finding it difficult to use spoons.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Employ multiple strategies to solve a problem. Most of these strategies involve trial and error. For example, they may call a caregiver to move a box but then stop calling after discovering that they can move it by kicking it.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

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	<i>Cognitive Domain Cont.</i>	
24 - 36 months	CD.14.3 Develops and carries out simple plans for solving basic problems.	
	Continue to use a range of strategies to solve simple problems. They use less trial and error in order to find solutions to familiar problems, like retrieving a toy that is out of reach by asking an adult to get it.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Differentiate between a problem they can handle independently and one with which they need help. Increase language and social skills to enable them to communicate with peers. They may, for example, say, "No, mine!" and hold out their hands.	B. Problem solving with materials
	Solve more familiar problems without trying many possible solutions. For example, they may habitually turn puzzle pieces so they will fit into the correct spaces.	B. Problem solving with materials

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	<i>Cognitive Domain Cont.</i>	
	Standard 15: Engages in Imitation and Various Types of Social Play Behavior.	
Birth - 12 months	CD.15.1 Imitates and repeats simple actions.	
	Imitate facial expressions.	AA. Pretend play
	Within the first few months, engage in very simple turn-taking and mimic simple vocal sounds like coos.	L. Speaking
	Enjoy exchanges with others, like “peek-a-boo.” Sustain their exploration of toys and materials with help from adults.	E. Building relationships with adults
	Repeat immediate, simple actions. They wave bye-bye and participate in simple games, such as “Pat-a-Cake.”	E. Building relationships with adults AA. Pretend play
	Imitate peers, for example, they will shake their heads from side to side while observing another child doing the same thing.	F. Building relationships with other children AA. Pretend play
12 - 24 months	CD.15.2 Imitates after observing activity, often using materials.	
	Imitate the immediate actions of others.	AA. Pretend play
	Imitate actions they have recently seen, such as stomping their feet. They enjoy imitating adult behavior as they play with such materials as phones and keys.	AA. Pretend play
	Use objects, such as dolls, to imitate more complex activities, such as caregiving. They may take a doll, for example, wrap it in a blanket, and place it in a toy crib. Substitute one object for another. For example, a child may use a block as a phone.	AA. Pretend play
	Engage in mutual activities, like dumping sand from the sand table, with other children, especially those whom they are with on a regular basis.	F. Building relationships with other children

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COR Advantage Items

	<i>Cognitive Domain Cont.</i>	
24 - 36 months	CD.15.3 Participates in pretend play with peers.	
	Spend more time engaging with peers in more complex play activities.	F. Building relationships with other children
	With an increase in their abilities to think symbolically, use both real and imaginary objects in their pretend play. They may, for example, offer their empty hands and say, "Take cookie."	AA. Pretend play
	Involve peers for longer periods in play with a common goal, such as setting a table in the housekeeping area.	F. Building relationships with other children
	Make up stories and rules to accompany their activities. For example, they may assign the roles of mother and baby and decide that the baby should cry.	AA. Pretend play

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COR Advantage Items

	<i>Language Domain</i>	
	Standard 16: Understands Verbal and Nonverbal Communication.	
Birth - 12 months	CD.16.1 Shows an interest in speech, facial expressions, and simple gestures.	
	Respond to the human voice. They prefer to look at faces and respond to expressions.	M. Listening and comprehension
	Show an understanding of simple questions like “Would you like to get out of your bed?” by such gestures as raising their arms.	M. Listening and comprehension
12 - 24 months	CD.16.2 Understands simple speech, including simple directions and questions.	
	Show an increase in their understanding of simple statements. They may look up from playing when they hear their caregivers say, “Dad’s here.”	M. Listening and comprehension
	Follow simple requests, like “Roll the ball.” Benefit from prompting and from coupling actions with objects, such as an adult’s saying, “Rolling,” while moving balls along the floor.	M. Listening and comprehension
	Demonstrate an understanding of simple directions, explanations, and stories.	M. Listening and comprehension

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COR Advantage Items

	<i>Language Domain Cont.</i>	
24 - 36 months	CD.16.3 Understands more abstract and complex language.	
	Demonstrate an understanding of more complex statements like “Sit down, and I will get your plate of food.”	M. Listening and comprehension
	Follow two-step directions, like “Take off your sweater and put it in your cubby.”	M. Listening and comprehension
	Respond more often to peers’ attempts to communicate. For example, they may get other dolls when friends claim, “My doll.”	M. Listening and comprehension
	Show an understanding of increasingly abstract statements. They begin to understand statements about positions in space (e.g., “next to”) and the future (e.g., “When Dad comes to get you…”).	M. Listening and comprehension
	Standard 17: Uses Vocalizations, Gestures, and Eventually Words for a Variety of Purposes.	
Birth - 12 months	CD.17.1 Uses facial expressions, sounds, gestures, and body positions to communicate.	
	Make sounds, like crying, to communicate their needs.	K. Personal care and healthy behavior
	Within the first few months, use different cries to express different needs, like hunger or pain. Coo and use facial expressions, such as smiles that convey recognition.	K. Personal care and healthy behavior L. Speaking
	Babble sounds, like ma-ma-ma. Children often use these sounds with body movements, such as kicking, to get their caregivers’ attention or to communicate their desire to play.	L. Speaking
	Use gestures, like pointing coupled with word like sounds such as baba.	L. Speaking
	Have speaking vocabularies of 2–5 words, including mama and papa. They also begin to initiate speech-gesture games, like “Peek-a-Boo.”	L. Speaking

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COR Advantage Items

	<i>Language Domain Cont.</i>	
12 - 24 months	CD.17.2 Produces single and multiword phrases.	
	Show more intention as they experiment with gestures, sounds, and different ways to express their wants and feelings.	L. Speaking
	Have speaking vocabularies with words that vary in meaning depending on the children's inflection. For example, they may announce, "Mama" when they see her or ask, "Mama?" when they do not.	L. Speaking
	Put two words together as a sentence. These words are usually a noun, like mama, and a verb, such as go.	L. Speaking
	Initiate conversations with one or two words and gestures.	E. Building relationships with adults L. Speaking
	Refer to themselves by name and identify a few body parts.	K. Personal care and healthy behavior FF. Knowledge of self and others
	Enjoy trying to sing.	Y. Music

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COR Advantage Items

	<i>Language Domain Cont.</i>	
24 - 36 months	CD.17.3 Utilizes simple sentences and questions.	
	Use more complex speech patterns. They can name many objects and pictures.	L. Speaking
	Use the pronouns me and mine. While many phrases involve three words, they do not include past or future tenses or plurals.	L. Speaking FF. Knowledge of self and others
	Use language to communicate concepts, like all gone, and comparative relationships, like big-little.	S. Number and counting
	Use longer sentences with three or more words. Ask simple questions.	L. Speaking
	Begin to have conversations involving two or more turns.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension

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COR Advantage Items

	<i>Language Domain Cont.</i>	
	Standard 18: Exhibits an Interest in Pictures, Storytelling, and Book Reading.	
	CD.18.1 Shows an interest in pictures, songs and simple books.	
Birth - 12 months	Develop sound awareness, recognizing and reacting to the sounds of language.	N. Phonological awareness
	Develop a set of words that they understand. Attend to board books for brief moments if they have bright colors, shapes, and especially faces. Respond with changes in facial expressions and with body movements to some of the vocabulary associated with pictures in a book.	P. Reading
	Participate in reciting rhymes and singing by moving rhythmically or by repeating movements that are modeled for them.	Y. Music
	Sit for short periods to look at pictures in books. Children also enjoy stories told with puppets.	P. Reading

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COR Advantage Items

	<i>Language Domain Cont.</i>	
12 - 24 months	CD.18.2 Recognizes that pictures have meaning and can tell a story.	
	Listen to stories for short periods of time. They point to pictures and make sounds that correspond with pictures. For example, they may touch a picture of a cat and say, "Meow."	P. Reading
	Join in singing simple songs. They show preferences for particular songs and books.	Q. Book enjoyment and knowledge Y. Music
	Participate in singing longer songs, reciting finger plays, and reading stories.	P. Reading Q. Book enjoyment and knowledge Y. Music
	Ask to have their favorites read and sung repeatedly.	Q. Book enjoyment and knowledge Y. Music
	Answer simple questions about stories. They may even act out a part, like monkeys jumping on a bed.	M. Listening and comprehension
24 - 36 months	CD.18.3 Demonstrates an interest in print and its purposes.	
	Sing songs and pretend to read books independently. They enjoy a variety of books, including story and informational texts.	P. Reading Y. Music
	Show an interest in other written materials, like greeting cards and magazines. They can find their favorite cereal by looking at the picture on the box.	P. Reading
	Understand that symbols represent other things and that they serve a purpose. For example, children start to match classroom materials with picture and word labels posted in various areas. Recite favorite nursery rhymes and finger plays with expression. Children want books to be read the same way each time.	P. Reading
	Answer more complex questions about familiar stories and to predict what will happen next.	M. Listening and comprehension

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COR Advantage Items

	<i>Language Domain Cont.</i>	
	Standard 19: Uses Vocalizations, Gestures, and Eventually Words for a Variety of Purposes.	
Birth - 12 months	CD.19.1 Begins to develop the eye-hand coordination necessary for drawing and writing.	
	Progress from exploring their surroundings by using reflexive movements to using more intentional movements.	A. Initiative and planning
	Reach for and grasp objects.	A. Initiative and planning R. Writing
	Enjoy grasping a variety of toys that they can squeeze, shake, and drop.	R. Writing
	Demonstrate the ability to coordinate eye and hand movements while exploring objects.	J. Fine-motor skills
	Pick up spoons by their handles and small pieces of food by using a pincer grasp.	J. Fine-motor skills
	Often enjoy watching adults who are writing and may reach to grab the pens or pencils.	E. Building relationships with adults A. Initiative and planning

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COR Advantage Items

	<i>Language Domain Cont.</i>	
12 - 24 months	CD.19.2 Shows interest in handling drawing and writing tools and scribbles spontaneously.	
	Increase their ability to use their hands and fingers. They start to scribble spontaneously.	J. Fine-motor skills R. Writing
	Enjoy exploring different writing tools and may make random marks with chalk on the playground. Children's increase in eye-hand coordination is often coupled with their interest in making marks in particular places, like on paper.	R. Writing X. Art
	Become more intentional about how they use chubby crayons and paint brushes. Continue to gain control over their hand movements and may make lines or dots with paint on paper.	R. Writing X. Art
24 - 36 months	CD.19.3 Experiments with scribbling and begins to connect it with communication.	
	Use a full-hand grasp to hold and manipulate writing tools.	J. Fine-motor skills R. Writing
	While they have developed more advanced eye-hand coordination, may still make lines that extend off the paper.	J. Fine-motor skills R. Writing
	Make their first spontaneous letter-like forms. Associate words with their products, for example, they may say, "Sun," after painting with yellow.	R. Writing X. Art
	Show a beginning understanding of print as a way to communicate ideas. They may scribble on pads of paper after asking their caregivers what they would like to order.	R. Writing
	Enjoy looking for their name cards at the snack table and might point to a sign with the classroom rules when a teacher asks, "Are we allowed to hit our friends?"	P. Reading

References

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