



Georgia Early Learning Standards

Appendix C

Alignment of Georgia Early Learning Standards with Head Start Child Outcomes Framework

Physical Development

Standard: *The child will begin to develop gross motor skills.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant	through 3 years old	
Gains control of head and body	Controls body movements	Shows increasing levels of control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping
Demonstrates beginning coordination and balance, often with support	Demonstrates coordination and balance	Demonstrates increasing abilities to coordinate movements in throwing catching, kicking, bouncing balls, and using the slide and swing.
Expresses self through movement (1)	Expresses creativity through movement	Expresses through movement and dancing what is felt and heard in various musical tempos and styles

Note: The Georgia Early Learning Standards column of this chart includes skills for infants through three year olds. The arrow between age groups displays the idea that children's development occurs as a continuum of growth. In some cases, the earliest evidence of a particular skill is anticipated at the 1, 2, or 3 year old level. In those cases, the anticipated age is noted in parentheses following the skill, e.g., (2). For a complete listing of the Georgia Early Learning Standards at all age levels, see Appendix A - Standards & Indicators Continuum Chart.

Physical Development

Standard: *The child will begin to develop fine motor skills.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant	through 3 years old	
Gains controls of hands and fingers	Controls hands and fingers	Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer
Begins to coordinate motions using eyes and hands	Shows eye-hand coordination	Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors

Standard: *The child will begin to acquire self-help skills.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant	through 3 years old	
Begins to help with feeding	Feeds self	Shows increasing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting
Begins to help with dressing	Dresses self	Shows increasing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting
Begins to help with personal hygiene	Attends to personal hygiene	Shows increasing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting
Helps with routine tasks	Attends to routine tasks	Shows increasing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting

Physical Development

Standard: *The child will begin to practice healthy and safe habits.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant → through 3 years old		
Responds to verbal or physical signal of danger →	Pays attention to safety instructions	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
Shows beginning awareness of personal health needs (1) →	Attends to personal health needs	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities
Names different foods (2) →	Identifies healthy food choices	Shows increasing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting
	Relates own identification information	

Emotional and Social Development

Standard: *The child will begin to develop personal relationships with adults.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant → through 3 years old		
Shows attachment toward significant adults →	Builds relationship with adults	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
Reacts differently toward familiar and unfamiliar adults →	Shows feelings of security and trust	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
	Uses adults as a resource	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Standard: *The child will begin to develop personal relationships with peers.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant → through 3 years old		
Shows awareness of other children →	Demonstrates social skills with other children	Increases abilities to sustain interactions with peers by helping, sharing, and discussion.
Shows awareness of feelings displayed by other children →	Shows sensitivity to the feelings of other children	Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
Begins to develop friendships with other children (2) →	Develops friendships with other children	Shows progress in developing friendships with peers.

Standard: *The child will begin to acquire self-awareness.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant → through 3 years old		
Shows beginning sense of self →	Shows behaviors that reflect child's self-concept	Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
Shows beginning awareness of own abilities →	Demonstrates confidence in own abilities	Demonstrates growing confidence in a range of abilities, routines, and tasks.
Begins to recognize individual preferences and differences (1) →	Recognizes individual preferences and differences	Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.

Emotional and Social Development

Standard: *The child will begin to demonstrate self-control.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant	through 3 years old	
Regulates emotions and behaviors with adult support (I)	Regulates own emotions and behaviors most of the time	Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.
Follows simple routines and rules in a group setting with adult support	Follow routines and social rules in a group setting most of the time	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Standard: *The child will begin to engage in self-expression.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant	through 3 years old	
Expresses self creatively through creatively art and music (I)	Expresses self through art and music	Gains ability in using different art media and materials in a variety of ways for creative expression and representation. Participates with increasing interest and enjoyment in a variety of music activities including listening, singing, finger plays, games, and performances.
Demonstrates imagination through dramatic play (I)	Demonstrates imagination through dramatic play	Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.

Approaches to Learning

Standard: *The child will begin to acquire learning approaches that support development and school success.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant → through 3 years old		
Begins to show curiosity by exploring with the senses →	Shows curiosity in learning new things	Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
Repeats actions →	Begins to show persistence in a variety of tasks	Grows in abilities to persist and complete a variety of tasks, activities, projects, and experiences.
Begins to find different ways to solve simple problems (1) →	Finds creative solutions to problems	Develops increasing ability to find more than one solution to a question, task, or problem.

Language and Literacy Development

Standard: *The child will begin to construct meaning from spoken words. (receptive language)*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant	through 3 years old	
Responds to frequently spoken sounds and words	Responds to spoken words	Understands an increasingly complex and varied vocabulary.
Follows simple directions and requests	Follows directions and requests	Shows progress in understanding and following simple and multiple-step directions.

Standard: *The child will begin to express thoughts with sounds, words, and gestures. (expressive language)*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant	through 3 years old	
Uses motions and gestures to begin to communicate	Communicates nonverbally, using motions and gestures	
Uses sounds to communicate	Demonstrates oral language skills, using words	Uses an increasingly complex and varied spoken vocabulary.
Uses sounds in social situations	Uses oral language in social situations	Progresses in abilities to initiate and respond appropriately in conversation with peers and adults.
Begins to express self freely and creatively, using sounds	Uses oral language for creative expression	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
Asks simple questions (I)	Asks questions	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

Language and Literacy Development

Standard: *The child will begin to develop the foundations for reading.*

Georgia Early Learning Standards: Indicators From Infant through 3 years old	Head Start Child Outcomes Framework Indicators
Begins to attend to stories → Acquires story sense	Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
Explores books as objects → Show book awareness	<p>Progresses in learning how to handle and care for books knowing to view one page at a time in sequence from front to back and understanding that a book has a title, author, and illustrator.</p> <p>Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children</p>
Becomes aware of pictures → Builds print awareness	<p>Shows increasing awareness of print in the classroom, home and community settings.</p> <p>Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</p> <p>Recognizes a word as a unit of print or awareness that letters are grouped to form words, and that words are separated by pages.</p> <p>Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>Shows progress in associating the names of letters with their shapes and sounds.</p>
Begins to distinguish different sounds of language (2) → Distinguishes different sounds of language	<p>Associates sounds with written words, such as awareness that different words begin with the same sound.</p> <p>Shows growing ability to discriminate and identify sounds in spoken language.</p> <p>Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</p> <p>Shows growing ability to hear and discriminate separate syllables in words.</p>

Language and Literacy Development

Standard: *The children will begin to develop the foundations for writing.*

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Head Start Child Outcomes Framework Indicators
Scribbles spontaneously (1)	Scribbles	Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying, or writing familiar words such as their own name. Develops understanding that writing is a way of communicating for a variety of purposes.
Draws simple pictures (2)	Draws pictures	Begins to represent stories and experiences through pictures, dictation, and play.
Dictates messages (2)	Dictates messages	Begins to represent stories and experiences through pictures, dictation, and play.
Expresses creativity using skills for writing (2)	Expresses creativity using skills for writing	Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

Cognitive Development

Standard: *The child will begin to develop the foundations for mathematical reasoning and logical thinking.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant through 3 years old		
Explores objects with different shapes and sizes	Identifies shapes	Begins to recognize, describe, compare and name common shapes, their parts, and attributes. Progresses in ability to put together and take apart shapes.
Begins to sort and match objects, with guidance (1)	Sorts and matches objects	Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.
Shows awareness of early concepts related to amount (1)	Builds number concepts	Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. Develops increasing ability to count in sequence to 10 and beyond. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, and equal to.
Explores concepts related to measurement	Builds measurement concepts	Shows progress in using standard and non-standard measures for length and area of objects.
Begins to solve simple problems using logical reasoning (1)	Solves simple problems using mathematical thinking and logical reasoning	Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
Explores concepts related to patterning	Arranges objects in simple patterns	Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.
Thinks creatively using logical reasoning and mathematical thinking (2)	Thinks creatively using logical reasoning and mathematical thinking	Approaches tasks and activities with increased flexibility, imagination, and inventiveness.
	Identifies basic colors	Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.

Cognitive Development

Standard: *The child will begin to demonstrate early scientific inquiry skills.*

Georgia Early Learning Standards: Indicators <small>From Infant through 3 years old</small>		Head Start Child Outcomes Framework Indicators
Actively explores the environment	→	Actively explores the environment
Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural process.		Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.
Uses sounds and simple words to describe things in the environment (1)	→	Used language to describe things in the environment
Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.		Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
Uses sounds and simple words to ask questions about the environment	→	Asks questions about the environment
Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, questions, and for other related purposes.		Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, questions, and for other related purposes.
Uses simple tools (1)	→	Uses tools to experiment
Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.		Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.

Standard: *The child will begin to develop the foundations for social studies.*

Georgia Early Learning Standards: Indicators <small>From Infant through 3 years old</small>		Head Start Child Outcomes Framework Indicators
Begins to recognize significant family and personal relationships	→	Recognizes family roles and personal relationships
Develops ability to identify personal characteristics including gender and family composition.		Develops ability to identify personal characteristics including gender and family composition.
Begins to recognize individual preferences and differences (1)	→	Recognizes individual preferences and differences
Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.		Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
Recognizes community roles and relationships (2)	→	Recognizes community roles and relationships
Develops growing awareness of jobs and what is required to perform them.		Develops growing awareness of jobs and what is required to perform them.
Explores concepts of space and location (2)	→	Explores concepts of space and locations
Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.		Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.