



Georgia Early Learning Standards

# One Year Olds

## Physical Development

**P**hysical development is rapid in the first few years of life. Infants lose their “baby fat.” Their brains, muscles, and bones grow in spurts. By the age of two, children grow about half of their adult height and show dramatic increases in strength, coordination, and balance. Parents and teachers are often surprised at how fast skills develop and how much energy it takes to keep up with growing youngsters.

Children quickly gain control over their movements. This typically follows a natural sequence. Babies creep and crawl before they stand, walk, and run. They swipe at objects first and then reach and grab. They grasp objects placed in their hands before they pick them up for

themselves. Each new skill builds a child’s physical competence and ability to do things independently.

Physical development supports development in other areas. For example, social development occurs as children move about and interact with others. Cognitive development is supported as they explore and respond to the different objects they encounter.

Children learn as they play and need to be able to move freely in their environment to grow to their full potential. They are filled with energy and should be encouraged to use their arms, legs, fingers, and hands to explore the world around them.

The Physical Development section of the GELS includes four standards for

*By the age of two, children grow about half of their adult height and show dramatic increases in strength, coordination, and balance.*



one year olds. Below is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Gross motor skills**, which describes ways a one year old *begins to control movements using arms and legs, demonstrates beginning coordination and balance, and expresses self through movement;*
2. **Fine motor skills**, which details ways a one year old *gains control of hands and fingers and shows eye-hand coordination;*
3. **Self-help skills**, which describes ways a one year old *helps with feeding, dressing, personal hygiene and routine tasks;*
4. **Health and safety skills**, which describes ways a one year old *responds to verbal or physical signals of danger and shows beginning awareness of personal health needs.*

“Physical Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the One Year Olds section of the GELS are only a few that could have been chosen. They should be considered representative of the numerous physical accomplishments demonstrated by one year olds.

## Physical Development: 12 to 24 months—1 year olds

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


Indicators	Sample Behaviors
<p><b>Begins to control movements using arms and legs</b> <small>PIG1</small></p> 	<p>Stacey <b>climbs up</b> on the sofa and gets back down. <small>PIG1a</small></p> <p>Jamaal <b>climbs up the stairs on his hands and knees</b> following his kitten. <small>PIG1b</small></p> <p>Lisa <b>pushes</b> a toy grocery cart in the home living center. <small>PIG1c</small></p> <p>Lucas <b>pulls</b> a wagon behind him. <small>PIG1d</small></p> <p>Bonita <b>sits on a riding toy and tries to move it using both feet at the same time.</b> <small>PIG1e</small></p>
<p><b>Demonstrates beginning coordination and balance</b> <small>PIG2</small></p> 	<p>Joey <b>squats down</b> to look under the table for a toy. <small>PIG2a</small></p> <p>Sally <b>walks using an adaptive walker</b> for support. <small>PIG2b</small></p> <p>Jeff <b>walks by himself</b> around the room. <small>PIG2c</small></p> <p>Jessica <b>walks backwards a few steps.</b> <small>PIG2d</small></p> <p>Thuy <b>throws a large ball</b> to the ground in front of her. <small>PIG2e</small></p> <p>Chase <b>runs</b> on the playground and sometimes falls down. <small>PIG2f</small></p> <p>Franco <b>stands on his tiptoes</b> to reach for a toy. <small>PIG2g</small></p> <p>Olivia holds her brother's hand and <b>kicks a beach ball a short distance.</b> <small>PIG2h</small></p>

*continued...*

\* Each entry in the chart is followed by a series of letters and numbers for reference purposes. The first character refers to the domain; the second, to the age group; the third, to the standard; the fourth, to the indicator; and the fifth, to the sample behavior.

## Physical Development: 12 to 24 months—1 year olds

**Standard:** The child will begin to develop gross motor skills. PIG  
(continued)

Indicators	Sample Behaviors
<p><b>Expresses self through movement</b> PIG3</p> 	<p>With the help of his physical therapist, Carter <b>bounces</b> up and down on a large exercise ball while the music is playing. PIG3a</p> <p>Barbara <b>kicks her legs and splashes</b> in the bathtub, smiling and laughing as she gets all wet. PIG3b</p> <p>Steven <b>stands with his feet apart and sways</b> to the music. PIG3c</p> <p>As soon as the music comes on, Lynne <b>dances</b> around the room, moving her body in new and different ways. PIG3d</p> <p>Eden <b>performs</b> for her grandparents; she dances to music from their home culture, and when they applaud, she dances some more. PIG3e</p>

## Physical Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Gains control of hands and fingers</b> <small>PIF1</small> →</p>	<p>Cami <b>pushes the joystick of her wheelchair.</b> <small>PIF1a</small></p> <p>Haley <b>scribbles</b> using crayons and markers. <small>PIF1b</small></p> <p>Scott <b>squeezes</b> a wet sponge in the bathtub and smiles as the water drips. <small>PIF1c</small></p>
<p><b>Shows eye-hand coordination</b> <small>PIF2</small> →</p>	<p>Giorgio <b>puts large round pegs into the pegboard.</b> <small>PIF2a</small></p> <p>Pat <b>pulls apart</b> a chain made with large pop beads. <small>PIF2b</small></p> <p>Trent <b>stacks a few blocks on top of each other,</b> then he knocks them down. <small>PIF2c</small></p> <p>Reagan <b>uses her fingers</b> to pick up small pieces of cereal. <small>PIF2d</small></p> <p>Manuel <b>puts</b> the large circle, square, and triangle pieces in a simple shape puzzle with knobs. <small>PIF2e</small></p>



## Physical Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Helps with feeding</b> <i>PIS1</i> →</p>	<p>Drew <b>drinks from a sippy cup</b> with little spilling. <i>PIS1a</i></p> <p>Tamara <b>uses a spoon</b> but may spill her food. <i>PIS1b</i></p> <p>Ruth still <b>uses her fingers</b> sometimes when she eats. <i>PIS1c</i></p>
<p><b>Helps with dressing</b> <i>PIS2</i> →</p>	<p><b>With his mother's help</b>, Derek <b>puts his arm into the sleeve</b> of a shirt to help get dressed. <i>PIS2a</i></p> <p>Jenna is <b>beginning to undress herself</b> by pulling off large items of clothing such as her pajamas. <i>PIS2b</i></p> <p>Zachary <b>puts his hat on his head</b> when he goes outside. <i>PIS2c</i></p> <p>Haruka <b>helps take her coat off</b> when she arrives at the Center in the morning. <i>PIS2d</i></p>
<p><b>Helps with personal hygiene</b> <i>PIS3</i> →</p>	<p>Demetri sometimes <b>points or says something</b> when his diaper is wet or soiled to let his mother know. <i>PIS3a</i></p> <p>Peggy <b>washes her hands with help</b>. <i>PIS3b</i></p> <p>Cleon <b>tries to brush his teeth</b> with his toothbrush. <i>PIS3c</i></p>
<p><b>Helps with routine tasks</b> <i>PIS4</i> →</p>	<p>Carolyn is <b>beginning to clean up her toys</b>; with help she can put a block into a container with other blocks. <i>PIS4a</i></p>

## Physical Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Responds to verbal or physical signal of danger</b> <small>PIH1</small></p> 	<p>Sean <b>stops playing</b> with the electric outlet cover when his father says, “Stop!” <small>PIH1a</small></p> <p>Artie <b>offers his hand</b> to his mother at the top of the stairs to ask for help walking down. <small>PIH1b</small></p>
<p><b>Show beginning awareness of personal health needs</b> <small>PIH2</small></p> 	<p>Gaby <b>points to her crib</b> when she is tired. <small>PIH2a</small></p>



Georgia Early Learning Standards

# One Year Olds

## Emotional and Social Development

**B**abies are social beings. The birth of a newborn typically is a time when family and friends gather to celebrate. Loving adults often respond to a baby's first sounds and smiles as if no other child has ever done this before. Joyful responses from adults are rewarded by more sounds and smiles from the child. These early interactions have lifelong implications for the child's healthy emotional and social development.

A child's overall well-being is dependent on a nurturing and supportive environment with consistent caregivers. Parents and other adults who care for the child on a regular basis make a lasting impression on the child's feelings about "Who am I?" A child who develops strong bonds with loving adults is more likely to answer that question in a positive way. One who lacks a caring foundation is

more likely to answer it with insecurity and doubt. Children who are consistently nurtured and supported become more emotionally secure and independent than those who are not.

*Children who are consistently nurtured and supported become more emotionally secure and independent than those who are not.*

Many early childhood professionals believe that Emotional and Social Development is the most significant of all the domains. Very quickly young children begin to learn about themselves and how to relate to adults and other children. For example, through play, they learn about getting along with others and how to solve interpersonal conflicts. At first they play alone, then side by side with other children, and, finally, together with them.

As children mature they also develop the ability to regulate and control their own behavior and follow simple rules and routines in a group setting. These experiences, in turn, influence the



other areas of development. Cognitive and language skills, for example, are enhanced when children work and play together. When children get along well, more learning can occur. When children have difficulties getting along, the learning process may be interrupted.

When encouraged to do so, young children express themselves creatively through language, art, music, and dramatic play. Adults play a significant role in supporting children's self-expression or restricting it. It is important for adults to understand that when children seem to be "just scribbling or messing with paint," "fooling around with musical instruments and singing," or "dressing up and being silly," they are actually engaged in creative self-expression.

The ability to be creative will be an asset later on in school when children are required to write papers, solve problems, and complete projects. And who knows which child will blossom into an artist, musician, or playwright? Or which will develop a lifelong creative outlet as a hobby? This is the time to encourage their creative inclinations.

The Emotional and Social Development section of the GELS includes five standards for one year olds. Following is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Personal relationships with adults**, which describes ways a one year old *begins to build relationships with adults and shows feelings of security with familiar adults*;
2. **Personal relationship with peers**, which details ways a one year old *begins to relate to other children and shows awareness of feelings displayed by other children*;
3. **Self-awareness**, which describes ways a one year old *shows awareness of self as an individual and shows awareness of own abilities*;
4. **Self-control**, which describes ways a one year old *regulates emotions and behaviors with adult support and follows simple routines and rules in a group setting with adult support*;
5. **Self-expression**, which illustrates ways a one year old *expresses creativity through art and music and demonstrates imagination through dramatic play*.

"Emotional and Social Development" encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the One Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous emotional and social skills demonstrated by one year olds.

## Emotional and Social Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Begins to build relationships with adults</b> <i>SIA1</i></p>	<p>Megan <b>walks over to Ms. Sandra</b> and tugs on her slacks to let her know she wants to sit in her lap. <i>SIA1a</i></p> <p>Dalton <b>goes into the kitchen to be near his mother</b> and sits down on the floor to play with his blocks. <i>SIA1b</i></p> <p>SueEllen <b>brings a book to her teacher</b> and looks on excitedly as she begins to read it to her. <i>SIA1c</i></p> <p>Esteban <b>looks over at his grandfather</b> to see if it is all right to climb up on the big chair. <i>SIA1d</i></p> <p>Ava is at a family gathering with some unfamiliar people; she <b>smiles and runs to the door when her favorite aunt arrives.</b> <i>SIA1e</i></p> <p>Kevin <b>smiles</b> at his teacher as he slides down the slide. <i>SIA1f</i></p>
<p><b>Shows feelings of security with familiar adults</b> <i>SIA2</i></p>	<p>Kip <b>holds his arms up for a hug</b> when his teacher comes into his home. <i>SIA2a</i></p> <p>Faith <b>calms down when her father</b> picks her up after she fell down. <i>SIA2b</i></p> <p>Cameron's parents drop him off at Ms. Sophia's house every day when they go to work; whenever a new child or adult arrives, <b>Cameron stays very close to Ms. Sophia.</b> <i>SIA2c</i></p> <p>Desiree walks a few steps away from the table in the restaurant and then <b>runs back to her mother</b> when the waiter approaches. <i>SIA2d</i></p> <p>Alex <b>eagerly runs and hugs</b> his teacher when he enters the classroom. <i>SIA2e</i></p>

## Emotional and Social Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Begins to relate to other children</b> <i>SIP1</i></p> 	<p>Adam <b>joins the other children</b> who are making cookies with Ms. Mary in her kitchen. <i>SIP1a</i></p> <p>Michaela <b>makes silly faces when she sees the other children</b> making them. <i>SIP1b</i></p> <p>Charles <b>plays with the connecting blocks when his big brother sits down</b> to play with them too. <i>SIP1c</i></p> <p>Ida <b>plays</b> with the stacking toys right <b>next to two other children</b> who are playing with their own sets of stacking toys. <i>SIP1d</i></p> <p>Olive <b>takes a toy car away from another child and says “mine”</b>; her teacher comes over and helps them find another car, so they can each play with one. <i>SIP1e</i></p> <p>Manuelito <b>tries to hop like a rabbit when he sees another child</b> doing it. <i>SIP1f</i></p> <p>Hanan <b>smiles and gives Rachel a hug</b> when she comes to the Center in the morning. <i>SIP1g</i></p>
<p><b>Shows awareness of feelings displayed by other children</b> <i>SIP2</i></p> 	<p>Ed <b>stops playing and watches</b> when Mike starts to cry. <i>SIP2a</i></p> <p>Mackenzie <b>cuddles her stuffed donkey</b> for comfort when she sees that Molly is upset and crying. <i>SIP2b</i></p> <p>Reynolds <b>laughs and claps</b> when he sees Foster laughing and clapping as their teacher sings a song. <i>SIP2c</i></p>

## Emotional and Social Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Shows awareness of self as an individual</b> <small>SISA1</small> →</p>	<p>Maya <b>expresses her preference</b> when she chooses the enchilada to eat and leaves the carrots on her plate. <small>SISA1a</small></p> <p>Damiane <b>points at himself</b> in the mirror and says “Damee”. <small>SISA1b</small></p> <p>Claire <b>expresses emotions that fit the situation</b>; she smiles and laughs when she’s happy, cries when she’s upset, and claps when she’s excited. <small>SISA1c</small></p> <p>Antônio <b>chooses</b> to play in the block area whenever he has a chance; he <b>prefers</b> this area of the classroom above all the rest. <small>SISA1d</small></p> <p>Shellyya brings a book to her teacher and assertively says “book,” <b>letting her teacher know that she wants</b> her to read it. <small>SISA1e</small></p>
<p><b>Shows awareness of own abilities</b> <small>SISA2</small> →</p>	<p>Donatella <b>smiles proudly</b> when she walks all the way across the room to her grandmother. <small>SISA2a</small></p> <p>Tobias takes the spoon out of his teacher’s hand and <b>tries to feed himself</b>. <small>SISA2b</small></p> <p>Sofia <b>tries</b> to fit a small container into a larger one and <b>gets excited</b> when she succeeds. <small>SISA2c</small></p> <p>Ian tries to put the circle into the shape puzzle and <b>claps when it fits</b>. <small>SISA2d</small></p> <p>Melanie climbs up the ladder to the toddler playhouse and <b>proudly looks</b> to see if her teacher is watching. <small>SISA2e</small></p>

## Emotional and Social Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Regulates emotions and behaviors with adult support</b> <small>SISC1</small> →</p>	<p>Ellie <b>stops what she is doing</b> and looks up when her teacher calls her name. <small>SISC1a</small></p> <p>Corey <b>sits for a short period</b> and looks at a book with his teacher. <small>SISC1b</small></p> <p>Ritu <b>gets angry</b> and shrieks because Tamar is playing with the doll she wants; <b>she calms down</b> when her teacher shows her another one she can use. <small>SISC1c</small></p> <p>Layton <b>climbs down</b> off the step stool when he sees his mother’s disapproving look. <small>SISC1d</small></p> <p>Trina <b>stops before she touches</b> the oven when her mother says “Hot!” <small>SISC1e</small></p>
<p><b>Follows simple routines and rules in a group setting with adult support</b> <small>SISC2</small> →</p>	<p>Hector and his grandmother go to the library for Toddler Story Time; Hector <b>sits</b> in her lap as the librarian reads a short story using props. <small>SISC2a</small></p> <p>Mercedes <b>follows her teacher</b> outside when it’s time to go to the playground. <small>SISC2b</small></p> <p>Donovan <b>chooses to sit on the rug</b> as his teacher begins to tell a story with a puppet; in a few minutes he gets up and goes to play. <small>SISC2c</small></p>

## Emotional and Social Development: 12 to 24 months—I year olds

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

Indicators	Sample Behaviors
<p><b>Expresses self creatively through art and music</b> <small>SISE1</small> →</p>	<p>Michael <b>paints on paper</b> with finger paints. <small>SISE1a</small></p> <p>Ochoa <b>shakes maracas</b> while music is playing. <small>SISE1b</small></p> <p>Ariana smiles as she explores what it's like to <b>scribble</b> with a crayon. <small>SISE1c</small></p>
<p><b>Demonstrates imagination through dramatic play</b> <small>SISE2</small> →</p>	<p>Ramón <b>puts the telephone to his ear</b> and makes sounds as if he is speaking to someone. <small>SISE2a</small></p> <p>Marcia <b>imitates</b> her big sister by putting her arm through her purse strap and trying to pick it up. <small>SISE2b</small></p> <p>Dan <b>pretends</b> to feed a cracker to his teddy bear. <small>SISE2c</small></p> <p>Keala <b>uses imagination when she pretends</b> to open the door with a key at Ms. Rebecca's house. <small>SISE2d</small></p> <p>Ronnie <b>puts the stuffed elephant in the stroller and takes it for a ride</b> in the Dramatic Play area in his classroom. <small>SISE2e</small></p> <p>Skye <b>pretends to be just like her daddy</b> when she puts his baseball cap on her head and laughs. <small>SISE2f</small></p>



Georgia Early Learning Standards

# One Year Olds

## Approaches to Learning

**E**arly childhood is a time when children learn how to learn, and they approach this journey in different ways. The Approaches to Learning section of the standards describes *how* children learn the skills, concepts, and behaviors in all the other domains. Curiosity, persistence, and creative problem solving are aspects of Approaches to Learning.

A child's sense of wonder and *curiosity*, for example, is evident whether digging through dirt to see what treasures might be found or looking intently at pictures in a book. In the first case the child is cognitively exploring the world of science; in the second, developing important literacy skills. The way children approach learning influences all areas of development.

Similarly, the ability to be *persistent* is relevant to all developmental domains.

As an illustration, two children may be working together to make a hiding place by putting a sheet over a table. Even when the sheet falls off several times, they persist until they get it the way they want it. This kind of persistent cooperation falls in the emotional

and social domain. Another example of persistence, this time in the physical domain, would be a child who attempts to pedal a tricycle and has to struggle to coordinate the movements needed to make it go.

The ability to *solve problems creatively* is another learning approach that crosses all domains. Physical, social, language, and cognitive problems all require the ability to generate alternative and novel solutions at various times. Of course, some problems can be solved more straightforwardly like determining if there are enough napkins for the

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to learn what  
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children at the snack table. Others require a more inventive approach, however, such as figuring out what to do if there is only one truck left and two children who want to play with it.

As in the other domains, adult support for a child's individual approach to learning is critical. If children believe that there is only one answer to every question or one way to solve every problem, they can become frustrated and conclude that learning is difficult. In addition, they learn *not* to think about alternatives or different ways to look at problems. On the other hand, if they are supported to explore their own approaches and to learn by trying unusual ways to solve problems, they can discover that learning is a series of rewarding challenges. "Mistakes" give us the opportunity to learn what *doesn't work*. "Successes" give us the opportunity to learn what *does*. Both are critical to a satisfying lifelong learning experience.

The Approaches to Learning section of the GELS includes one standard for one year olds. Following is a brief summary of the standard and the indicators and sample behaviors that contribute to it:


**Learning approaches that support school success, which describes how a one year old *begins to show curiosity in the environment, begins to focus on activities of interest and begins to find different ways to solve simple problems.***

"Approaches to Learning" encompasses a wide range of skills and behaviors. The standard, indicators, and sample behaviors included in the One Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous learning approaches demonstrated by one year olds.



## Approaches to Learning: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Begins to show curiosity in the environment</b> <i>AILI</i></p> 	<p>Gregory <b>explores while playing</b>; he dumps out all the toys in the bucket and plays with a few that appeal to him. <i>AILIa</i></p> <p>Livia <b>tries new sensory experiences</b>; she puts her hands in the wet sand and giggles as she squishes it between her fingers. <i>AILIb</i></p> <p>Rajeed <b>chooses to engage in unfamiliar activities</b>; he goes over to watch when a visitor comes to class to make quesadillas for lunch and then enjoys tasting them. <i>AILIc</i></p> <p>Meghan <b>explores with her senses</b>; when she and her grandmother blow bubbles outside Meghan helps shake the wand, tries to catch a bubble, and giggles when one lands on her leg and pops. <i>AILId</i></p> <p>Tyrus <b>is curious</b> about the sound he hears coming from the sky; when he looks up and points overhead his father tells him, “That is an airplane!” <i>AILIe</i></p> <p>Julianna <b>experiments with materials</b>; she plays with a sponge and a cup in the bathtub and is delighted to splash and pour water on herself. <i>AILIf</i></p> <p>Abe <b>shows interest in learning new things</b>; he points to a picture he doesn’t recognize in the animal book, and Ms. Lydia tells him it is a skunk. <i>AILIg</i></p>

*continued...*

## Approaches to Learning: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Begins to focus on activities of interest</b> AIL2 →</p>	<p>Maurice <b>sustains attention in an independent activity for a short period of time</b>; he sits on the floor and plays with measuring cups, trying to fit them inside each other in various ways. AIL2a</p> <p>Nora <b>works toward completing a task</b>; with her mother's help she tries various shapes in the shape sorter until she finds one that fits. AIL2b</p> <p>Kaylie <b>sustains attention in an activity with an adult</b>; she sits with her teacher on the floor and stacks rings on a tube. AIL2c</p> <p>Orlando is <b>developing the ability to follow through on a task</b>; he searches through his toy box until he finds the engine to his train. AIL2d</p> <p>Emily Rose <b>stays engaged</b> in some activities for an extended period of time; she insists that her mother sing the same song over and over, and she sings a few of the words with her. AIL2e</p>
<p><b>Begins to find different ways to solve simple problems</b> AIL3 →</p>	<p>Felipe <b>shows flexibility</b> in his approach; first he tries to pull up the flap to find the mouse inside the pop up toy; when that doesn't work, he turns the dial and claps with excitement when the mouse pops up. AIL3a</p> <p>When Maddie can't find her little lamb, she <b>takes initiative</b> to find it on her own; she looks on the sofa, on the chair, and finally finds it in her stroller. AIL3b</p> <p>Kimberlin is <b>inventive</b> when she discovers there aren't any shovels in the sandbox; she finds a stick and uses it to dig instead. AIL3c</p> <p>Tyrell <b>finds a creative solution</b> when he brings a sturdy box over to the counter in his classroom and stands on it to try to reach the water fountain. AIL3d</p>



Georgia Early Learning Standards

# One Year Olds

## Language and Literacy Development

Infants from every culture come into the world ready to communicate with sounds, words, and gestures. Babies' earliest cries let parents know that they are hungry, wet, or want attention. They coo and babble when others talk to them to continue the "conversation." Their facial expressions and body language communicate pleasure and discontent. As they grow, their babbles turn into words and soon, sentences. It is truly amazing how quickly "baby talk" becomes mature spoken language.

As children learn to express themselves, they are also listening and learning from what they hear and see. They watch what others do, listen to what they say, and absorb information from the world around them. Children are surrounded by the messages of language. Some messages come from spoken sounds and words,

others from gestures and observations that are seen but not heard, and still others come from pictures and written materials.

An environment that is rich in language, both spoken and printed, supports language development. When children are surrounded by spoken language, they repeat the sounds and words they hear and learn how to put sentences together and ask questions. When they see people reading and are exposed to many books, they learn that reading is enjoyable and valuable. There are two benefits for a child who sits in an adult's lap to listen to a story. The first is the enjoyment of looking at the pictures and hearing the story, and the second is the pleasure of snuggling with the loving adult who is reading. Both prepare children to be lifelong readers.

*As children learn to express themselves, they are also listening and learning from what they hear and see.*

Writing is learned similarly, through a print rich environment. Children observe adults writing and imitate them. At first the marks on the page look like dots and squiggles. Eventually, they begin to look like shapes that will later become letters and numbers. Toddlers experiment with crayons, paint, markers, and other materials as they learn about writing. They draw pictures too, to begin to show that they understand that putting things on paper is a way of communicating.

It is important to understand that the period from birth through age three is a time to learn what reading and writing are all about and to experiment, explore, and enjoy. It is not appropriate for children of this age to be expected to read letters and words, or write letters and numbers. Reading will come later, after they have had plenty of exposure to pictures, books, and stories. Writing will follow as well after they have had experiences that strengthen the muscles in their hands and fingers and have been encouraged to draw and scribble.

A critical consideration in the area of language and literacy development is that children will demonstrate skills in their home language first. If a child's family speaks a language other than English at home, one would expect the child to speak that language before English. If the family speaks both English and their native language, the child may use words from both languages easily. Similarly, a child with a hearing loss may be taught sign language at an early age and might also use some type of adaptive device to communicate. All of the skills and behaviors included throughout the GELS may be demonstrated in the

child's home language, through sign language, or with adaptive equipment.

The Language and Literacy section of the GELS includes four standards for one year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Receptive language**, which describes the ways a one year old *responds to spoken words and follows directions and requests*;
2. **Expressive language**, which details the ways a one year old *communicates nonverbally, using motions and gestures; demonstrates beginning oral language skills, using sounds and words; uses sounds and words in social situations; begins to express self freely and creatively, using sounds and words; and asks simple questions*;
3. **Foundations for reading**, which describes the ways a one year old *listens to stories for short periods of time, begins to explore the physical features of a book, and becomes aware of pictures in print*;
4. **Foundations for writing**, which details the ways a one year old *scribbles spontaneously*.

“Language and Literacy Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the One Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous language and literacy accomplishments demonstrated by one year olds.

## Language and Literacy Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Responds to spoken words</b> <small>LIR1</small> →</p>	<p>Deondra <b>looks at</b> many objects when they are named even though she can't say the words yet. <small>LIR1a</small></p> <p>Mick <b>picks up</b> a spoon when his uncle tells him to use it instead of eating with his fingers. <small>LIR1b</small></p> <p>Alicia <b>points</b> to her eyes, nose, and mouth when asked. <small>LIR1c</small></p> <p>Sonjay <b>points</b> to his puppy when someone asks, "Where's Wishbone?" <small>LIR1d</small></p> <p>Jesse <b>walks over</b> to his father when he opens his arms wide and says, "Give me a hug." <small>LIR1e</small></p> <p>Dora <b>goes over</b> to the snack table when her teacher asks if she's hungry. <small>LIR1f</small></p>
<p><b>Follows simple directions and requests</b> <small>LIR2</small> →</p>	<p>Emil <b>goes over to the sink</b> when his teacher says, "It's time to wash hands for lunch." <small>LIR2a</small></p> <p>Charlotte <b>gets down</b> from the sofa when her big sister tells her to do so. <small>LIR2b</small></p> <p>Quintavius <b>gets his jacket from his cubby and brings it</b> to Mrs. Watson as she asked. <small>LIR2c</small></p> <p>Shayna <b>picks up the book and brings it</b> to her grandfather when he asks her to. <small>LIR2d</small></p>

## Language and Literacy Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Communicates nonverbally, using motions and gestures</b> LIE1 →</p>	<p>Iraj <b>pulls his bib off</b> when he's through eating. LIE1a</p> <p>Elizabeth <b>shakes her head "no"</b> when her stepfather asks if she is hungry. LIE1b</p> <p>Chip <b>waves</b> at his mother when she drops him off at Mrs. Moore's house for the day. LIE1c</p> <p>Paula <b>sometimes kicks her feet</b> when she is angry to <b>signal</b> that she doesn't know how to use her words yet. LIE1d</p> <p>Grayson <b>walks over to his high chair</b> to show his teacher that he is ready to eat. LIE1e</p>
<p><b>Demonstrates beginning oral language skills, using sounds and words</b> LIE2 →</p>	<p>Fareed <b>exclaims "uh-oh!"</b> when he drops his spoon to the floor. LIE2a</p> <p>Rocío <b>babbles strings of word-like sounds</b> using the sounds and inflections of her home language. LIE2b</p> <p>Neil <b>says "bye"</b> when his father takes him to the car to go for a ride. LIE2c</p> <p>Lakita <b>says, "Pooh"</b> as she points to her stuffed bear. LIE2d</p> <p>Jeremiah sees the tray of fruit and <b>answers the question</b> "What do you want to eat?" by signing "apple." LIE2e</p> <p>Paula <b>says, "car side"</b> when she wants to take her toy car outside. LIE2f</p> <p>Cameron <b>says, "more cookie"</b> while eating dessert. LIE2g</p> <p>Kassidy and her friends <b>can say/sign about 15 different words</b>, although they may be hard to understand. LIE2h</p>

## Language and Literacy Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Uses sounds and words in social situations</b> LIE3 →</p>	<p>Tanner <b>makes word sounds and points</b> to the riding toy to let his teacher know that he needs help getting on it. LIE3a</p> <p>Anna <b>says</b> something that sounds like “<b>hola!</b>” when her mother comes to pick her up from the Center at the end of the day. LIE3b</p> <p>Grant can <b>say “yes” and “no”</b> to let adults know what he wants. LIE3c</p> <p>Lola <b>talks into the play telephone</b> as if she is having a conversation with a friend. LIE3d</p> <p>Cooper <b>makes word sounds</b> back to his teacher, so they can have a conversation. LIE3e</p>
<p><b>Begins to express self freely and creatively, using sounds and words</b> LIE4 →</p>	<p>Taryn <b>uses word sounds</b> as she plays in the kitchen with the pots and pans. LIE4a</p> <p>Diego <b>makes noises like a cat, a dog, and a train</b> while he plays. LIE4b</p> <p>Carla <b>sings a few words and sounds</b> and claps her hands while her grandfather watches and smiles. LIE4c</p>
<p><b>Asks simple questions</b> LIE5 →</p>	<p>Armida <b>pushes the stroller to the door</b> as if to ask “Can we go outside?” LIE5a</p> <p>Rakeem, a hearing impaired child, <b>finds his blanket</b> to ask, “Is it naptime?” LIE5b</p> <p>Marshall <b>says, “nana?”</b> to ask “Can I have a banana?” LIE5c</p> <p>Clarissa <b>asks, “Kitty gone?”</b> when she can’t find her cat. LIE5d</p>

\* “Words” may be spoken or signed, in English, the child’s primary language, or with adaptive equipment.

## Language and Literacy Development: 12 to 24 months—1 year olds


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

Indicators	Sample Behaviors
<p><b>Listens to stories for short periods of time</b> <small>LIFR1</small> →</p>	<p>Laurie <b>makes pleasant sounds</b> when her aunt shows her the pictures in a short book. <small>LIFR1a</small></p> <p>Mike <b>watches his teacher</b> when she does a short fingerplay; he wiggles his fingers too. <small>LIFR1b</small></p> <p>Glenda <b>sits in her mother’s lap and listens to a story</b> for a few minutes. <small>LIFR1c</small></p> <p>Ricky <b>gets his stuffed tiger</b> after seeing one in the book his big sister was reading to him. <small>LIFR1d</small></p>
<p><b>Begins to explore physical features of a book</b> <small>LIFR2</small> →</p>	<p>Dalia likes to <b>carry a cardboard book</b> around with her. <small>LIFR2a</small></p> <p>Calvin <b>brings a book to his teacher</b> to read to him. <small>LIFR2b</small></p> <p>Anastasia <b>turns the pages of a cloth book</b> but might turn several at a time. <small>LIFR2c</small></p> <p>Elias <b>points to a few pictures</b> when he is looking at a book at Mrs. Winslow’s house. <small>LIFR2d</small></p> <p>Rowan <b>turns a book right side up</b> when her cousin gives it to her upside down. <small>LIFR2e</small></p>
<p><b>Becomes aware of pictures in print</b> <small>LIFR3</small> →</p>	<p>Jeffery <b>points to the picture of the dog</b> when his teacher asks him, “Where’s the dog?” as they look at a familiar book. <small>LIFR3a</small></p> <p>Stella <b>says, “baby”</b> when her grandmother points to the picture and says “What’s this?” <small>LIFR3b</small></p>



## Language and Literacy Development: 12 to 24 months—1 year olds

**Standard:** The child will begin to develop foundations for writing. LIFW

Indicators	Sample Behaviors
<p><b>Scribbles spontaneously</b> <small>LIFWI</small></p> 	<p>Damarius makes a few dots on paper with a fat crayon. <small>LIFWIa</small></p> <p>Viviana makes random marks on paper with a marker. <small>LIFWIb</small></p>



Georgia Early Learning Standards

# One Year Olds

## Cognitive Development

Babies are born to learn. They are inquisitive creatures ready to experience the world. When provided a stimulating, nurturing, and safe environment, they use all their senses to explore their surroundings. Infants touch and taste everything they can as they begin to learn about shape, size, texture, and function. They look and listen to all that is around them and are especially attracted to faces and voices. Babies recognize a parent's smell and sometimes can be soothed by cuddling a piece of cloth with their mother's scent. All of the senses help the infant begin to make mental connections about the way the world works.

The cognitive domain is the area of development that focuses on thinking and processing information. Through play and exploration children begin the process of discovery. It's as if they are creating the world anew. Each object they encounter

brings them face to face with information. We could imagine that a baby might be thinking something like "What is this thing grownups call a rattle? It fits in my mouth; it makes a sound when I shake it; it feels hard on my tongue; it looks colorful. What happens when I drop it?" Everything about it is a revelation.

A similar process continues for older children each time they come across something new. The difference is the ability to connect the new experience with earlier ones. Children notice the similarities and differences among objects and begin to organize them into categories. All four legged animals might be called "doggie" for example, and all vehicles on the road, "car." But it is unlikely that the child would mistake a four legged animal for a four wheeled vehicle. Soon, the child's thinking becomes more refined and cats, dogs, and horses and cars, trucks, and buses can be identified separately.

*As children's cognitive abilities grow, they gain a sense of mastery over their world.*

As children’s cognitive abilities grow, they gain a sense of mastery over their world. They learn that their actions can cause something to happen – pushing a button makes a choo-choo train go, for example. Putting a wand in some soap and blowing hard makes bubbles float in the air. They develop memory skills and can remember where they left their favorite book and can go and get it to read with grandma again.

They learn concepts like up, down, more, less, big, and small. They explore the outdoors and learn about wind, rain, sand, flowers, leaves, and bugs. They learn about their family, community, and the roles people play. With support and encouragement from adults, children gain confidence in their ability to solve problems and think creatively.

Children learn a tremendous amount in the first three years of life. For them to reach their potential, home and school environments must be stimulating places. Young children must have opportunities to explore objects, interact with people, be exposed to books, and play with materials they can manipulate. They must be encouraged to keep trying when they have difficulty and celebrate each step in the process of learning.

Once children enter school the cognitive domain typically is organized into the subject areas of mathematics, science, and social studies. For consistency, the cognitive development domain of the GELS is organized the same way. It should be emphasized, however, that the standards, indicators, and sample behaviors in the GELS are foundational. They are skills, concepts, and behaviors that prepare young

children for the more formal content areas they will study when they are school age.

The Cognitive Development section of the GELS includes three standards for one year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Foundations for mathematical reasoning and logical thinking**, which describes ways a one year old *explores basic shapes, begins to sort and match objects with guidance, shows awareness of early concepts related to amount, explores concepts related to measurement and begins to solve simple problems using logical reasoning;*
2. **Early scientific inquiry skills**, which describes ways a one year old *actively explores the environment, uses sounds and simple words to describe things in the environment, uses sounds and simple words to ask questions about the environment, and uses simple tools;*
3. **Foundations for social studies**, which details ways a one year old *recognizes significant family and personal relationships and begins to recognize individual preferences and differences.*

“Cognitive Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the One Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous cognitive accomplishments demonstrated by one year olds.

## Cognitive Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Explores basic shapes</b> <small>CIM1</small> →</p>	<p>Jermaine tries to put the round shape in different holes in the shape box and sometimes he finds where it fits. <small>CIM1a</small></p> <p>Shelandria plays with pots and lids and tries to fit them together. <small>CIM1b</small></p> <p>Akashi fits the large round puzzle piece in its place in the one-piece puzzle. <small>CIM1c</small></p>
<p><b>Begins to sort and match objects with guidance</b> <small>CIM2</small> →</p>	<p>Janie helps her big brother sort the laundry by finding some socks when he asks her for them. <small>CIM2a</small></p> <p>Amari gets another small ball when his teacher asks him to get one just like the one she has. <small>CIM2b</small></p> <p>Jim helps his mother sort the silverware by handing her the spoons and then the forks when she asks him for each one. <small>CIM2c</small></p> <p>Mandy chooses the big container instead of the small one when her aunt asks her to give her the big one, so she can put away the leftover spaghetti. <small>CIM2d</small></p> <p>Rufus places the jack in the box on the picture of the jack in the box on the shelf at clean up time. <small>CIM2e</small></p>

*continued...*

## Cognitive Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Shows awareness of early concepts related to amount</b> CIM3 →</p>	<p>Armand gives his uncle his cup of juice and says “awgone,” to let him know it is all gone. CIM3a</p> <p>When Marti’s grandmother finishes singing a song, Marti says “gen,” so she sings it again. CIM3b</p> <p>Virginia makes the sign for “more” to let Ms. Rae know that she wants more crackers from the jar in her kitchen. CIM3c</p> <p>DeMarcus begins to learn number words when he tries to sing along as his teacher sings a counting song. CIM3d</p> <p>Austin puts one colored plastic egg into each section of the egg carton. CIM3e</p>
<p><b>Explores concepts related to measurement</b> CIM4 →</p>	<p>Khalil plays with different size containers at the water table in his classroom. CIM4a</p> <p>Whitney tries to fit herself inside a box; she almost fits. CIM4b</p> <p>Franklin stacks a few blocks on top of each other. CIM4c</p> <p>Pilar nests a smaller cup inside a larger one. CIM4d</p>
<p><b>Begins to solve simple problems using logical reasoning</b> CIM5 →</p>	<p>Gavin puts the large circle, triangle, and square pieces in the puzzle; each piece has a knob and fits in its own separate space. CIM5a</p> <p>Jarrett finds his teddy bear under the blanket and the sheet in his parents’ bed; he realizes that the teddy bear is still there even though he can’t see it. CIM5b</p> <p>India explores how objects relate to one another; she tries to put a big block in a small box, tries to fit her foot into her mother’s shoe, and tries to fit a square shape in a round hole. CIM5c</p>

## Cognitive Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Actively explores the environment</b> <small>CIS1</small> →</p>	<p>Jamari <b>observes</b> the fish in the class aquarium to see how they swim around. <small>CIS1a</small></p> <p>Lucia <b>feels the texture</b> of the flowers in the yard by touching the petals. <small>CIS1b</small></p> <p>Jonas <b>watches</b> the bubbles and <b>tries to catch</b> them when his cousin blows them outside. <small>CIS1c</small></p> <p>Buffy <b>searches</b> for the ball that has rolled behind the toy box. <small>CIS1d</small></p> <p>Dechelle <b>explores the leaves</b> that have fallen on the playground at the Center; she crumbles them in her hands. <small>CIS1e</small></p> <p>Kenny <b>investigates cause and effect</b> when he puts the ball on the small slide and watches it roll down. <small>CIS1f</small></p> <p>Alanna <b>investigates cause and effect</b> when she pushes the button on the toy telephone to make it ring. <small>CIS1g</small></p>
<p><b>Uses sounds and simple words to describe things in the environment</b> <small>CIS2</small> →</p>	<p>Eduardo <b>identifies</b> his nose, mouth, and eyes by pointing to them and making sounds. <small>CIS2a</small></p> <p>Breanna <b>points</b> to her cat and says “meow”. <small>CIS2b</small></p> <p>Parker <b>tastes</b> his spaghetti and says “hot.” <small>CIS2c</small></p> <p>Akemi sits on the floor and points to the toys she sees – a ball, a dog, and an airplane; she <b>names each one for her teacher in her home language.</b> <small>CIS2d</small></p> <p>Dashawn <b>uses the same word, “tuck,”</b> whenever he sees a truck, car, or bus – <b>any large vehicle with wheels.</b> <small>CIS2e</small></p> <p>Gracie <b>says “wet”</b> when she splashes herself with water. <small>CIS2f</small></p>

*continued...*

## Cognitive Development: 12 to 24 months—1 year olds

**Standard:** The child will begin to to demonstrate early scientific inquiry skills. CIS  
(continued)

Indicators	Sample Behaviors
<p><b>Uses sounds and simple words to ask questions about the environment</b> CIS3</p>	<p>Mariana points to a butterfly on her teacher’s apron and <b>says “bug?”</b> CIS3a</p> <p>Jaime <b>says “hot?”</b> before getting into the bathtub. CIS3b</p> <p>Kendra hears barking and says <b>“doggie?”</b> CIS3c</p> <p>Keith hears a car driving up to his house and says <b>“Daddy?”</b> CIS3d</p>
<p><b>Uses simple tools</b> CIS4</p>	<p>Bryce <b>asks an adult to pick him up</b> to reach a toy on the shelf. CIS4a</p> <p>Asia <b>uses a broom</b> to help sweep the leaves from the sidewalk. CIS4b</p> <p>Troy <b>turns the handle</b> on the music box to make the music play and the clown pop up. CIS4c</p> <p>Holly <b>pulls the string</b> to bring the toy duck closer to her. CIS4d</p> <p>Brock <b>pushes a toy cart</b>, seeing how it works. CIS4e</p>

## Cognitive Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p><b>Recognizes significant family and personal relationships</b> <small>CISS1</small></p>	<p>Bridget says “<b>Nana</b>” when her grandmother comes into the room. <small>CISS1a</small></p> <p>Jerry says “<b>Papa</b>” when his father arrives at the Center to pick him up. <small>CISS1b</small></p> <p>Yesenia <b>runs to her mother</b> when an unfamiliar child approaches her at the park. <small>CISS1c</small></p> <p>Myles <b>points to his puppy</b> and calls her by name. <small>CISS1d</small></p> <p>Emilee <b>points to a picture of her brother, Drew,</b> and says “Du.” <small>CISS1e</small></p>
<p><b>Begins to recognize individual preferences and differences</b> <small>CISS2</small></p>	<p>Blanquita notices that Freddy is playing with her favorite toy; she goes over to him, says “mine” and takes it back. <small>CISS2a</small></p> <p>Truman and three other children stay at Mrs. Lowell’s house during the day; at naptime he picks his favorite “blankie” from among the others to take to his mat. <small>CISS2b</small></p>