



Georgia Early Learning Standards

# Appendix B

**Alignment of Georgia  
Early Learning Standards  
with Georgia Pre-K and  
Kindergarten  
Performance Standards**

# Language and Literacy Development

## Pre-K LD 1: Children will develop skills in listening for the purpose of comprehension

| Georgia Early Learning Standards:<br>Indicators      |   | Pre-K<br>Performance Indicators   | K<br>Georgia<br>Performance Standards  |
|--|---|---|--|
| From Infant  | through 3 years old                     |   |  |
| Follows simple directions and requests LOR2          | Follow directions and instructions L3R2 | Listens to and follows spoken directions LD 1 a   | Follows two-part oral directions. ELAKLSV 1b   |
| Responds to frequently spoken sounds and words LOR 1 | Responds to spoken words L3R 1          | Responds to questions LD 1 b  |  |
| Responds to frequently spoken sounds and words LOR 1 | Responds to spoken words L3R 1          | Listens to recordings and shows understanding through body language or by interacting appropriately. LD 1 c         |  |
| Begins to attend to stories LOFR 1                   | Acquires story sense L3FR 1             | Listens to stories read aloud and shows understanding through body language or by interacting appropriately. LD 1 d | Listens to and reads a variety of literary and informational texts to gain knowledge and for pleasure. ELAKR6a |
|  |   | Begins to distinguish fact from fiction in a read aloud text LD 1 e   | Begins to tell fact from fiction in a read aloud text. ELAKR6d   |
| Begins to attend to stories LOFR 1                   | Acquires story sense L3FR 1             | Makes predictions from pictures and titles LD 1 f   | Makes predictions from pictures and titles. ELAKR6b  |
| Becomes aware of pictures LOFR 3                     | Builds print awareness L3FR 3           | Uses pictures or symbols to identify concepts LD 1 g  | Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text ELAKR6f      |
| Begins to attend to stories LOFR 1                   | Acquires story sense L3FR 1             | Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story) LD 1 h  | Asks and answers questions about essential narrative elements ELAKR6c  |

*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.*

*The sequence of letters and numbers (e.g., LD 1 a) that is associated with each indicator or standard in all three columns is a reference code that assists the reader in locating a specific item in one of the three original Standards documents.*

## Language and Literacy Development

### Pre-K LD 2: Children will learn to discriminate the sounds of language (phonological awareness)

| Georgia Early Learning Standards:<br>Indicators<br>From Infant through 3 years old |  | Pre-K<br>Performance Indicators   | K<br>Georgia<br>Performance Standards   |
|--|--|---|---|
| Begins to distinguish different sounds of language (2) L2FR4                       | Distinguishes different sounds of language L3FR4 | Differentiates sounds that are the same and different LD 2 a                      |   |
| Begins to distinguish different sounds of language (2) L2FR4                       | Distinguishes different sounds of language L3FR4 | Repeats rhymes, poems and finger plays LD 2 b                                     | Identifies and produces rhyming words in response to an oral prompt, and distinguishes rhyming and non-rhyming words. ELAKR2a<br>See also: ELAKLSV 1c, ELAKLSV 1d |
| Begins to distinguish different sounds of language (2) L2FR4                       | Distinguishes different sounds of language L3FR4 | Recognizes the same beginning sounds in different words (alliteration) LD 2 c     | Identifies component sounds in spoken words. ELAKR2b  |
| Begins to distinguish different sounds of language (2) L2FR4                       | Distinguishes different sounds of language L3FR4 | Shows growing ability to hear and discriminate separate syllables in words LD 2 d | Blends and segments syllables in spoken words. ELAKR2c  |
| Begins to distinguish different sounds of language (2) L2FR4                       | Distinguishes different sounds of language L3FR4 | Creates and invents words by substituting one sound for another LD 2 e            | Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words. ELAKR2a                                      |

### Pre-K LD 3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories, or books

| Georgia Early Learning Standards:<br>Indicators<br>From Infant through 3 years old |   | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards  |
|--|---|--|--|
| Uses sounds to communicate LOE2  | Demonstrates oral language skills, using words L3E2 | Increases vocabulary through everyday communication LD 3 a   | Increases vocabulary to reflect a growing range of interests and knowledge. ELAKLSV 1f     |
| Uses sounds in social situations LOE3  | Uses oral language in social situations L3E3        | Uses new vocabulary words correctly within the context of play or other classroom experiences LD 3 b | Listens to a variety of texts and uses new vocabulary in oral language. ELAKR5a            |
| Uses sounds to communicate LOE2  | Demonstrates oral language skills, using words L3E2 | Connects new vocabulary with prior educational experiences LD 3 c                                    | Communicates effectively when relating experiences and retelling stories heard. ELAKLSV 1g |

## Language and Literacy Development

### Pre-K LD 4: Children will develop and expand expressive language skills (speaking)

| Georgia Early Learning Standards:<br>Indicators                   |   | Pre-K<br>Performance Indicators                                     | K<br>Georgia<br>Performance Standards  |
|---|---|---|--|
| From Infant → through 3 years old                                 |   |   |  |
| Uses sounds to communicate L0E2 →                                 | Demonstrates oral language skills, using words L3E2 | Uses language for a variety of purposes LD 4 a                      | Listens to a variety of texts and uses new vocabulary in oral language. ELAKR5a<br>See also: ELAKLSV1e |
| Uses sounds in social situations L0E3 →                           | Uses oral language in social situations L3E3        | Engages in conversations with adults and children LD 4 b            | Listens and speaks appropriately with peers and adults. ELAKLSV1a<br>See also: ELAKR5a                 |
| Uses sounds to communicate L0E2 →                                 | Demonstrates oral language skills, using words L3E2 | Uses complete sentences of increasing length in conversation LD 4 c | Uses complete sentences when speaking. ELAKLSV1h<br>See also: ELAKR5a,                                 |
| Begins to express self freely and creatively, using sounds L0E4 → | Uses oral language for creative expression L3E4     | Uses language to pretend or create LD 4 d                           | Retells important facts in the student's own words. ELAKR6h<br>See also: ELAKR5a                       |

## Language and Literacy Development

### Pre-K LD 5. Children will begin to develop age-appropriate strategies that will assist in reading

| Georgia Early Learning Standards:<br>Indicators |                              | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards  |
|---|------------------------------|--|--|
| From Infant through 3 years old                 |                              |  |  |
| Begins to attend to stories L0FR1               | Acquires story sense L3FR1   | Demonstrates an interest in books or stories LD 5 a                      | Recognizes print and pictures can inform, entertain, and persuade. ELAKR1a                                 |
| Explores books as objects L0FR2                 | Shows book awareness L3FR2   | Discusses books or stories read aloud LD 5 b                             |  |
| Explores books as objects L0FR2                 | Shows book awareness L3FR2   | Exhibits book-handling skills  | Tracks text read from left to right and top to bottom. ELAKR1c   |
| Becomes aware of pictures L0FR3                 | Builds print awareness L3FR3 | Associates symbols with objects, concepts, and functions LD 5 c          | Recognizes print and pictures can inform, entertain, and persuade. ELAKR1a                                 |
| Becomes aware of pictures L0FR3                 | Builds print awareness L3FR3 | Recognizes that print represents spoken words LD 5 e                     | Demonstrates that print has meaning and represents spoken language in written form. ELAKR1b                |
| Begins to attend to stories L0FR1               | Acquires story sense L3FR1   | Dramatizes, tells, and retells poems and stories LD 5 f                  | Retells familiar events and stories to include beginning, middle, and end. ELAKR6e                         |
| Becomes aware of pictures L0FR3                 | Builds print awareness L3FR3 | Identifies some individual letters of the alphabet LD 5 g                | Distinguishes among written letters, words, and sentences. ELAKR1d   |
| Becomes aware of pictures L0FR3                 | Builds print awareness L3FR3 | Shares books and engages in pretend-reading with other children LD 5 h   | Demonstrates that print has meaning and represents spoken language in written form. ELAKR1b                |
| Explores books as objects L0FR2                 | Shows book awareness L3FR2   | Recognizes books as a source of information LD 5 i                       | Recognizes print and pictures can inform, entertain, and persuade. ELAKR1a                                 |
| Explores books as objects L0FR2                 | Shows book awareness L3FR2   | Connects information and events in books to real-life experiences LD 5 j | Connects life experiences to read-aloud text. ELAKR6g  |
| Begins to attend to stories L0FR1               | Acquires story sense L3FR1   | Participates in oral reading activities LD 5 k                           | Reads previously taught grade-level text with appropriate text. ELAKR4b                                    |
|   |                              | Recognizes that sentences are composed of separate words LD 5 l          | Recognizes that sentences in print are made up of separate words. ELAKR1e                                  |
| Becomes aware of pictures L0FR3                 | Builds print awareness L3FR3 | Uses pictures or symbols to identify concepts LD 5 m                     | Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text. ELAKR6f |

## Language and Literacy Development

### Pre-K LD 6: Children will begin to develop age-appropriate writing skills

| <b>Georgia Early Learning Standards:<br/>Indicators</b><br>From Infant through 3 years old                     | <b>Pre-K<br/>Performance Indicators</b>   | <b>K<br/>Georgia<br/>Performance Standards</b>   |
|--|---|--|
| Scribbles spontaneously (1) → Scribbles L3FW1<br>L1FW1   | Experiments with a variety of writing tools, materials, and surfaces LD 6 a   |  |
| Scribbles spontaneously (1) → Scribbles L3FW1<br>L1FW1<br><br>Draws simple pictures (2) → Draws pictures L3FW2 | Uses scribbles, shapes, pictures and letters, or other forms of writing<br><b>Stages of writing:</b> <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Scribbles (squiggle lines and shapes)</li> <li>• Letter-like forms</li> <li>• Copies letters/words from environment</li> <li>• Uses letters to represent sounds in words</li> <li>• Labels objects in drawings</li> <li>• Connects words to form sentences</li> <li>• Creates a story with beginning, middle, and end</li> </ul> LD 6 b | Uses drawings, letters, and phonetically spelled words to create meaning. ELAKWIb<br>See also: ELAKWIc   |
| Draws simple pictures (2) → Draws pictures L3FW2<br><br>Expresses creativity using skills for writing L3FW4    | Understands that print is used to communicate ideas and information (writing for a purpose) LD 6 c  | Demonstrates an understanding that there were systematic and predictable relationships between print and spoken sounds. ELAKR3a<br>See also: ELAKR5a |
| Dictates messages (2) → Dictates messages L3FW3  | Begins to dictate words, phrases, and sentences to an adult recording on paper LD 4 d   | Writes or dictates to describe familiar persons, places, objects, or experiences. ELAKWIa,   |
|  | Uses language to pretend or create LD 4 d   | Uses left-to-right pattern of writing. ELAKWId   |

# Mathematical Development

## Pre-K MD 1. Children will begin to develop an understanding of numbers

| Georgia Early Learning Standards:<br>Indicators                     |                                       | Pre-K<br>Performance Indicators   | K<br>Georgia<br>Performance Standards |
|---|---------------------------------------|---|---------------------------------------|
| From Infant through 3 years old                                     |                                       |   |                                       |
| Shows awareness of early concepts related to amount (I) <b>C1M3</b> | Builds number concepts <b>C3M3</b>    | Counts by rote <b>MD 1 a</b>  | MKN1a, SKCS2a                         |
| Begins to sort and match objects, with guidance (I) <b>C1M2</b>     | Sorts and matches objects <b>C3M2</b> | Arranges sets of objects in one-to-one correspondence <b>MD 1 b</b>               | MKN1a                                 |
| Shows awareness of early concepts related to amount (I) <b>C1M3</b> | Builds number concepts <b>C3M3</b>    |   |                                       |
|   |                                       | Counts objects using one-to-one correspondence <b>MD 1 c</b>                      | MKN1a                                 |
| Shows awareness of early concepts related to amount (I) <b>C1M3</b> | Builds number concepts <b>C3M3</b>    | Compares sets of objects using language <b>MD 1 d</b>                             | MKN1e, MKN2a, MKN2b, MKN2c            |
|   |                                       | Begins to understand concept of part and whole using real objects <b>MD 1 e</b>   | MKN1g                                 |
|   |                                       | Begins to identify ordinal numbers <b>MD 1 f</b>                                  | MKN1d                                 |
| Shows awareness of early concepts related to amount (I) <b>C1M3</b> | Builds number concepts <b>C3M3</b>    | Associates numeral name with set of objects <b>MD 1 g</b>                         | MKN1c                                 |
|   |                                       | Begins to understand the concept of currency as a means of exchange <b>MD 1 h</b> | SSKE3b, MKN1h, MKN1i, MKN1j           |
|   |                                       | Begins to understand the concept of estimation <b>MD 1 i</b>                      | MKN1f, SKCS2b                         |
| Shows awareness of early concepts related to amount (I) <b>C1M3</b> | Builds number concepts <b>C3M3</b>    | Begins to recognize numbers <b>MD 1 j</b>   | MKN1c                                 |

## Mathematical Development

### Pre-K MD 2. Children will create and duplicate simple patterns

| Georgia Early Learning Standards:<br>Indicators  |  | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards |
|--|--|--|---------------------------------------|
| From Infant                                      | through 3 years old                      |  |                                       |
| Explores concepts related to patterning (2) C2M6 | Arranges objects in simple patterns C3M6 | Copies a pattern using sounds or physical movements MD 2 a                 |                                       |
| Explores concepts related to patterning (2) C2M6 | Arranges objects in simple patterns C3M6 | Recognizes and reproduces simple patterns of objects MD 2 b                | MKG3a                                 |
| Explores concepts related to patterning (2) C2M6 | Arranges objects in simple patterns C3M6 | Reproduces and extends a pattern using objects MD 2 c                      | MKG3a                                 |
| Explores concepts related to patterning (2) C2M6 | Arranges objects in simple patterns C3M6 | Independently creates patterns using objects MD 2 d                        | MKG3b                                 |
| Explores concepts related to patterning (2) C2M6 | Arranges objects in simple patterns C3M6 | Spontaneously recognizes and identifies patterns in the environment MD 2 e |                                       |

### Pre-K MD 3. Children will sort and classify objects

| Georgia Early Learning Standards:<br>Indicators  |   | Pre-K<br>Performance Indicators   | K<br>Georgia<br>Performance Standards |
|--|---|---|---------------------------------------|
| From Infant  | through 3 years old                                     |   |                                       |
| Begins to sort and match object, with guidance (1) C1M2                                | Sorts and matches object C3M2                           | Matches like objects MD 3 a   | SKP1a, SKP1b                          |
| Begins to sort and match object, with guidance (1) C1M2                                | Sorts and matches object C3M2                           | Sorts objects using one characteristic MD 3 b   | SKP1a, SKP1b, SKP2a                   |
| Begins to sort and match object, with guidance (1) C1M2                                | Sorts and matches object C3M2                           | Classifies objects using more than one characteristic MD 3 c  | SKP1a, SKP1b, SKL1b, SKL1c            |
| Begins to sort and match object, with guidance (1) C1M2                                | Sorts and matches object C3M2                           | Sorts and classifies objects using self-selected criteria MD 3 d  | SKP1a, SKP1b, SKL1b, SKL1c            |
| Begins to sort and match object, with guidance (1) C1M2                                | Sorts and matches object C3M2                           | Explains sorting or classifying strategy MD 3 e   | SKL2a, SKL2b, SKL2d                   |
| Begins to solve simple problems using mathematical thinking and logical reasoning C3M5 | Solves simple problems using logical reasoning (1) C1M5 | Participates in creating and using real and pictorial graphs or other simple representations of data MD 3 f | MKDI                                  |



## Mathematical Development

### Pre-K MD 4. Children will develop a sense of space and an understanding of basic geometric shapes.

| Georgia Early Learning Standards:<br>Indicators                                     |   | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards |
|---|---|--|---------------------------------------|
| From Infant through 3 years old   |   |  |                                       |
| Explores objects with different shapes and sizes <b>C0M1</b>                        | Identifies basic shapes <b>C3M1</b>   | Recognizes, describes, and compares basic geometric shapes <b>MD 4 a</b>                                   | MKG1a, MKG1e, SKCS5a                  |
| Thinks creatively using logical reasoning and mathematical thinking (2) <b>C2M7</b> | Thinks creatively using logical reasoning and mathematical thinking <b>C3M7</b> | Uses classroom materials to create shapes <b>MD 4 b</b>  | MKG1c, MKG1d, MKG1e                   |
| Explores concepts of place and location (2) <b>C2SS4</b>                            | Explores concepts of place and location <b>C3SS4</b>                            | Uses language to indicate where things are in space: positions, directions, distances, order <b>MD 4 c</b> | MKG2a, MKG2b                          |

### Pre-K MD 5. Children will learn how to use a variety of non-standard and standard means of measurement

| Georgia Early Learning Standards:<br>Indicators                                    |   | Pre-K<br>Performance Indicators   | K<br>Georgia<br>Performance Standards  |
|--|---|---|--|
| From Infant through 3 years old  |   |   |  |
| Explores concepts related to measurement (1) <b>C1M4</b>                           | Builds measurement concepts <b>C3M4</b>                         | Associates and describes the passage of time with actual events <b>MD 5 a</b>                     | MKM2a, MKM2b, MKM3a, MKM3b, MKM3c, SSKH3a, SSKH3b, SSKH3c, SSKH3d, SSKH3e, SSKH3f, SSKH3g, SKE1a |
| Uses sounds and simple words to describe things in the environment (1) <b>C1S2</b> | Uses language to describe things in the environment <b>C3S2</b> | Uses mathematical language to describe experiences involving measurement <b>MD 5 b</b>            | MKM1a, MKM1b, MKM1c, MKM1d   |
| Explores concepts related to measurement (1) <b>C1M4</b>                           | Builds measurement concepts <b>C3M4</b>                         | Measures the passage of time using non-standard or standard measures <b>MD 5 c</b>                | SKE1a  |
| Explores concepts related to measurement (1) <b>C1M4</b>                           | Builds measurement concepts <b>C3M4</b>                         | Measures the length of objects using non-standard or standard measures <b>MD 5 d</b>              | MKM1a, MKM1b, MKM1c, MKM1d, SKCS3a   |
| Explores concepts related to measurement (1) <b>C1M4</b>                           | Builds measurement concepts <b>C3M4</b>                         | Measures the volume (capacity) of objects using non-standard or standard measures <b>MD 5 e</b>   | MKM1a, MKM1b, MKM1c, MKM1d   |
| Explores concepts related to measurement (1) <b>C1M4</b>                           | Builds measurement concepts <b>C3M4</b>                         | Measures and compares the weight of objects using non-standard or standard measures <b>MD 5 f</b> | MKM1a, MKM1b, MKM1c, MKM1d, SKCS4b, SKCS4c, SKCS6b   |
| Explores concepts related to measurement (1) <b>C1M4</b>                           | Builds measurement concepts <b>C3M4</b>                         | Orders two or more objects by size (seriation) <b>MD 5 g</b>                                      | SKCS4c   |

## Scientific Development

**Pre-K SD 1: Children will use processes of science to actively explore and increase understanding of the environment**

| Georgia Early Learning Standards:<br>Indicators                              |  | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards |
|--|--|--|---------------------------------------|
| From Infant through 3 years old  |  |  |                                       |
| Uses sounds and simple words to ask questions about the environment (1) C1S3 | Asks questions about the environment C3S3                | Asks questions about objects, organisms, or events in environment SD 1 a                                     | SKCS1                                 |
| Actively explores the environment C0S1                                       | Actively explores the environment C3S1                   | Uses senses to observe, classify, and learn about objects SD 1 b   | SKCS1aSKE2aSKE2bSKP1a                 |
| Uses sounds and simple words to ask questions about the environment (1) C1S3 | Uses language to describe things in the environment C3S2 | Uses language to describe observation SD 1 c   | SKCS5aSKL2aSKL2b                      |
| Uses simple tools (1) C1S4   | Uses tools to experiment C3S4                            | Uses simple equipment to experiment, observe, and increase understanding SD 1 d                              | SKCS3aSKCS6b                          |
| Dictates messages (2) L2FW3  | Dictates message L3FW3                                   | Records observations through dictating to an adult, drawing pictures, or using other forms of writing SD 1 e | SKCS5b                                |
|  |  | Predicts what will happen next based on previous experience SD 1 f   | SKCS1                                 |

## Scientific Development

### Pre-K SD 2. Children will acquire scientific knowledge related to life science

| Georgia Early Learning Standards:<br>Indicators   |  | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards |
|---|--|--|---------------------------------------|
| From Infant   | through 3 years old  |  |                                       |
| Actively explores the environment <b>C0S1</b> →   | Actively explores the environment <b>C3S1</b>  | Observes, explores, and describes a wide variety of animals and plants <b>SD 2 a</b> | SKL1bSKL1cSKL2d                       |
| Actively explores the environment <b>C0S1</b> →   | Actively explores the environment <b>C3S1</b>  | Recognizes there are basic requirements for all common life forms <b>SD 2 b</b>      | SD 2bSKL1aSKCS6c                      |
| Uses sounds and simple words to describe things in the environment (I) <b>C1S2</b> →  | Uses language to describe things in the environment <b>C3S2</b>  | Observes, explores, and describes a variety of non-living objects <b>SD 2 c</b>      | SKE2cSKL1a                            |
| Actively explores the environment <b>C0S1</b> →   | Actively explores the environment <b>C3S1</b>  | Understands that plants and animals have varying life cycles <b>SD 2 d</b>           |                                       |
| Actively explores the environment <b>C0S1</b> →<br>Uses sounds and simple words to describe things in the environment (I) <b>C1S2</b> → | Actively explores the environment <b>C3S1</b><br>Uses language to describe things in the environment <b>C3S2</b> | Participates in activities related to preserving the environment <b>SD 2 e</b>       |                                       |

## Scientific Development

### Pre-K SD 3. Children will acquire scientific knowledge related to physical science

| Georgia Early Learning Standards:<br>Indicators<br>From Infant through 3 years old |  | Pre-K<br>Performance Indicators                        | K<br>Georgia<br>Performance Standards |
|--|--|--|---------------------------------------|
| Actively explores the environment C0S1   | Actively explores the environment C3S1                   | Investigates and describes the states of matter SD 3 a | SKCS4b                                |
| Uses sounds and simple words to describe things in the environment (I) C1S2        | Uses language to describe things in the environment C3S2 | Describes objects by their physical properties SD 3 b  | SKE2aSKE 2bSKP1aSKCS4b                |
| Uses simple tools (I) C1S4   | Uses tools to experiment C3S4                            | Explores simple machines SD 3 c                        | SKP2b                                 |
|  |  | Investigates different types/speeds of motion SD 3 d   | SKCS4b                                |

### Pre- K SD 4. Children will acquire scientific knowledge related to earth science

| Georgia Early Learning Standards:<br>Indicators<br>From Infant through 3 years old |  | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards     |
|--|--|--|---|
| Uses sounds and simple words to describe things in the environment (I) C1S2        | Uses language to describe things in the environment C3S2 | Investigates, compares, and contrasts seasonal changes in the immediate environment SD 4 a                   |   |
| Actively explores the environment C0S1   | Actively explores the environment C3S1                   | Discovers through observations that weather can change from day to day SD 4 b                                |   |
| Actively explores the environment C0S1   | Actively explores the environment C3S1                   | Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars) SD 4 c | SKE1b, SKE1c, SKE2a, SKE2b, SKE2c, SKP3 b |

## Social Studies Development

### Pre- K SS 1. Children will develop an appreciation of his/her role as a member of a family, the classroom, and the community

| Georgia Early Learning Standards:<br>Indicators<br>From Infant → through 3 years old |   | Pre-K<br>Performance Indicators   | K<br>Georgia<br>Performance Standards |
|--|---|---|---------------------------------------|
| Begins to recognize significant family and personal relationships<br>COSSI           | Recognizes family roles and personal relationships<br>C3SS1 | Begins to understand family structures and roles<br>SS 1 a  | SSKE1 SSKE2                           |
| Recognizes community roles and relationships<br>(2) C2SS3                            | Recognizes community roles and relationships<br>C2SS3       | Participates in classroom jobs and contributes to the classroom community<br>SS 1 b               | SSKE1 SSKE2                           |
| Recognizes community roles and relationships<br>(2) C2SS3                            | Recognizes community roles and relationships<br>C2SS3       | Becomes aware of the roles, responsibilities and services provided by community workers<br>SS 1 c | SSKCG2SSKE1                           |
| Begins to recognize significant family and personal relationships<br>COSSI           | Recognizes family roles and personal relationships<br>C3SS1 | Becomes aware of family and community celebrations and events<br>SS 1 d                           | SSKH1 SSKG1                           |

### Pre- K SS 2. Children will develop a respect for differences in people

| Georgia Early Learning Standards:<br>Indicators<br>From Infant → through 3 years old |  | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards |
|--|--|--|---------------------------------------|
| Begins to recognize individual preferences and differences (1)<br>CISS2              | Recognizes individual preferences and differences<br>C3SS2 | Identifies similarities and differences among people<br>SS 2 a                     | SSIP 1                                |
| Begins to recognize individual preferences and differences (1)<br>CISS2              | Recognizes individual preferences and differences<br>C3SS2 | Demonstrates an emerging awareness and respect for culture and ethnicity<br>SS 2 b | SSKG1                                 |
| Begins to recognize individual preferences and differences (1)<br>CISS2              | Recognizes individual preferences and differences<br>C3SS2 | Demonstrates emerging awareness and respect for abilities<br>SS 2 c                | SSIP 1SSKCG2                          |

## Social Studies Development

### Pre-K SS 3. Children will express beginning geographic thinking

| Georgia Early Learning Standards:<br>Indicators   |   | Pre-K<br>Performance Indicators   | K<br>Georgia<br>Performance Standards |
|---|---|---|---------------------------------------|
| From Infant                                       | through 3 years old                           |   |                                       |
| Explores concepts of place and location (2) C2SS4 | Explores concepts of place and location C3SS4 | Identifies common features in the home and school environment SS 3 a              | SSKG2S, SKG3                          |
| Draws simple pictures (2) L2FW2                   | Draws pictures L3FW2                          | Creates simple representations of home, school, or community SS 3 b               | SSKG2, SSKG3, SSMG1                   |
| Explores concepts of place and location (2) C2SS4 | Explores concepts of place and location C3SS4 | Uses and responds to words to indicate directionality, position, and size SS 3 c  | SSMG1                                 |
| Explores concepts of place and location (2) C2SS4 | Explores concepts of place and location C3SS4 | Develops awareness of the community, city, and state in which he/she lives SS 3 d | SSKH2, SSKG2, SSKG3                   |
| Explores concepts of place and location (2) C2SS4 | Explores concepts of place and location C3SS4 | Recognizes characteristics of other geographic regions and cultures SS 3 e        | SSKG2S, SKG1                          |

## Creative Development

### Pre-K CD 1. Children will explore and use a variety of materials to develop artistic expression

| Georgia Early Learning Standards:<br>Indicators                 |   | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards                             |
|---|---|--|---|
| From Infant through 3 years old                                 |   |  |   |
| Expresses self creatively through art and music (I) S1SE1       | Expresses self creatively through art and music S3SE1 | Experiments with a variety of materials and activities for sensory experience and exploration CD 1 a   | Kindergarten GPS Standards are not yet available for this domain. |
| Expresses self creatively through art and music (I) S1SE1       | Expresses self creatively through art and music S3SE1 | Uses materials to create original work and for self-expression CD 1 b                                  |   |
| Begins to express self freely and creatively, using sounds LOE4 | Uses oral language for creative expression L3E4       | Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures) CD 1 c |   |
|   |   | Expresses interest in and shows appreciation for the creative work of others CD 1 d                    |   |

### Pre-K CD 2. Children will participate in music and movement activities

| Georgia Early Learning Standards:<br>Indicators           |   | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards                             |
|---|---|--|---|
| From Infant through 3 years old                           |   |  |   |
| Expresses self through movement (I) P1G3                  | Expresses creativity through movement P3G3            | Uses music and movement to express thoughts, feelings, and energy CD 2 a                   | Kindergarten GPS Standards are not yet available for this domain. |
| Expresses self creatively through art and music (I) S1SE1 | Expresses self creatively through art and music S3SE1 | Participates in group singing or other musical activities CD 2 b                           |   |
| Expresses self through movement (I) P1G3                  | Expresses creativity through movement P3G3            | Participates in creative movement and dance CD 2 c   |   |
| Expresses self creatively through art and music (I) S1SE1 | Expresses self creatively through art and music S3SE1 | Explores various music types, musical instruments, and music from various cultures. CD 2 d |   |

## Creative Development

### Pre-K CD 3. Children will use drama to express individuality

| Georgia Early Learning Standards:<br>Indicators                 |                     | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards                             |
|---|---------------------|--|---|
| From Infant   | through 3 years old |  |   |
| Demonstrates imagination through dramatic play (I)<br>SISE2     | ➔                   | Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences CD 3 a | Kindergarten GPS Standards are not yet available for this domain. |
| Begins to express self freely and creatively, using sounds LOE4 | ➔                   | Recreates a story or poem through drama CD 3 b   |   |
| Demonstrates imagination through dramatic play (I)<br>SISE2     | ➔                   | Participates in activities using symbolic materials and gestures to represent real objects and situations<br>CD 3 c  |   |



## Social and Emotional Development

### Pre-K SE 1. Children will develop confidence and positive self-awareness

| Georgia Early Learning Standards:<br>Indicators                      |  | Pre-K<br>Performance Indicators   | K<br>Georgia<br>Performance Standards                             |
|--|--|---|---|
| From Infant  | through 3 years old                                      |   |   |
|  | Relates own identification information P3H4              | Demonstrates knowledge of personal information SE 1 a   | Kindergarten GPS Standards are not yet available for this domain. |
| Shows beginning sense of self S0SA1                                  | Shows behaviors that reflect child's self concepts S3SA1 | Recognizes self as a unique individual and becomes aware of the uniqueness of others SE 1 b         |   |
| Shows beginning awareness of own abilities S0SA2                     | Demonstrates confidence in own abilities S3SA2           | Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments SE 1 c |   |
| Begins to recognize individual preferences and differences (1) C1SS2 | Recognizes individual preferences and difference C3SS2   | Develops personal preferences SE 1 d  |   |

### Pre-K SE 2. Children will develop curiosity, initiative, self-direction and persistence

| Georgia Early Learning Standards:<br>Indicators               |   | Pre-K<br>Performance Indicators   | K<br>Georgia<br>Performance Standards                             |
|---|---|---|---|
| From Infant   | through 3 years old   |   |   |
| Begins to show curiosity by exploring with the senses A0L1    | Shows curiosity in learning new things A3L1                 | Shows interest in learning new concepts and trying new experiences SE 2 a | Kindergarten GPS Standards are not yet available for this domain. |
| Begins to develop friendships with other children (2) S2P3    | Develops friendships with other children S3P3               | Initiates interaction with others SE 2 b                                  |   |
| Shows attachment toward significant adults S0A1               | Builds relationship with adults S3A1                        |   |   |
| Regulates emotions and behaviors with adult support (1) S1SC1 | Regulates own emotions and behaviors most of the time S3SC1 | Demonstrates self-direction in use of materials SE 2 c                    |   |
| Helps with routine tasks (1) P1S4                             | Attends to routine tasks P3S4                               | Develops independence during activities, routines, play SE 2 d            |   |
| Repeats actions A0L2  | Begins to show persistence in variety of tasks A3L2         | Sustains attention to a task or activity appropriate for age SE 2 e       |   |

## Social and Emotional Development

### Pre-K SE 3. Children will increase the capacity for self-control

| Georgia Early Learning Standards:<br>Indicators  |  | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards                             |
|--|--|--|---|
| From Infant → through 3 years old  |  |  |   |
| Follows simple routines and rules in a group setting with adult support (I) <b>S1SC2</b> | Follows routines and social rules in a group setting most of the time <b>S3SC2</b> | Helps to establish classroom rules and routines <b>SE 3 a</b>                        | Kindergarten GPS Standards are not yet available for this domain. |
| Follows simple routines and rules in a group setting with adult support (I) <b>S1SC2</b> | Follows routines and social rules in a group setting most of the time <b>S3SC2</b> | Follows rules and routines within the learning environment <b>SE 3 b</b>             |   |
| Follows simple routines and rules in a group setting with adult support (I) <b>S1SC2</b> | Follows routines and social rules in a group setting most of the time <b>S3SC2</b> | Uses classroom materials purposefully and respectfully <b>SE 3 c</b>                 |   |
| Regulates emotions and behaviors with adult support (I) <b>S1SC1</b>                     | Regulates own emotions and behaviors most of the time <b>S3SC1</b>                 | Manages transitions and adapts to changes in routine <b>SE 3 d</b>                   |   |
| Reacts different toward unfamiliar adults <b>S0A2</b>                                    | Show feelings of security and trust <b>S3A2</b>                                    | Expresses feelings through appropriate gestures, actions, and language <b>SE 3 e</b> |   |

### Pre-K SE 4. Children will develop interpersonal and social skills for relating with other members of the learning community

| Georgia Early Learning Standards:<br>Indicators                     |   | Pre-K<br>Performance Indicators   | K<br>Georgia<br>Performance Standards                             |
|---|---|---|---|
| From Infant → through 3 years old                                   |   |   |   |
| Shows awareness of other children <b>S0P1</b>                       | Demonstrates social skills with other children <b>S3P1</b>      | Interacts appropriately with peers and familiar adults <b>SE 4 a</b>            | Kindergarten GPS Standards are not yet available for this domain. |
| Shows awareness of feelings displayed by other children <b>S0P2</b> | Shows sensitivity to the feelings of other children <b>S3P2</b> | Begins to recognize the needs and rights of others <b>SE 4 b</b>                |   |
| Shows awareness of feelings displayed by other children <b>S0P2</b> | Shows sensitivity to the feelings of other children <b>S3P2</b> | Shows empathy and understanding to others <b>SE 4 c</b>                         |   |
| Shows awareness of other children <b>S0P1</b>                       | Demonstrates social skills with other children <b>S3P1</b>      | Participates successfully as a member of a group <b>SE 4 d</b>                  |   |
| Shows awareness of other children <b>S0P1</b>                       | Demonstrates social skills with other children <b>S3P1</b>      | Participates in resolving conflicts and disagreements with others <b>SE 4 e</b> |   |

## Health and Physical Development

### Pre-K HPD 1. Children will participate in a variety of gross-motor activities to develop control, balance, strength, and coordination

| Georgia Early Learning Standards:<br>Indicators<br>From Infant → through 3 years old |  | Pre-K<br>Performance Indicators   | K<br>Georgia<br>Performance Standards                             |
|--|--|---|---|
| Demonstrates beginning coordination and balance, often with support P0G2             | Demonstrates coordination and balance P3G2 | Develops coordination and balance HPD 1 a   | Kindergarten GPS Standards are not yet available for this domain. |
| Demonstrates beginning coordination and balance, often with support P0G2             | Demonstrates coordination and balance P3G2 | Coordinates movements to perform tasks HPD 1 b  |   |
| Gains control of head and body P0G1  | Controls body movements P3G1               | Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility HPD 1 c |   |

### Pre-K HPD 2. Children will participate in activities that foster fine motor development

| Georgia Early Learning Standards:<br>Indicators<br>From Infant → through 3 years old |                                  | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards                             |
|--|----------------------------------|--|---|
| Gains control of hands and fingers P0F1  | Controls hands and fingers P3F1  | Performs fine-motor tasks that require small-muscle strength and control HPD 2 a | Kindergarten GPS Standards are not yet available for this domain. |
| Begins to coordinate motions using eyes and hands P0F2                               | Shows eye-hand coordination P3F2 | Uses eye-hand coordination to perform fine-motor tasks HPD 2 b                   |   |
| Gains control of hands and fingers P0F1  | Controls hands and fingers P3F1  | Exhibits manual coordination HPD 2 c   |   |

## Health and Physical Development

### Pre-K HPD 3. Children understand healthy and safe living practices

| Georgia Early Learning Standards:<br>Indicators                    |   | Pre-K<br>Performance Indicators  | K<br>Georgia<br>Performance Standards                             |
|--|---|--|---|
| From Infant through 3 years old                                    |   |  |   |
| Shows beginning awareness of personal health needs (1) <b>PIH2</b> | Attends to personal health needs <b>P3H2</b>      | Participates in activities related to health and personal care routine<br><b>HPD 3 a</b> | Kindergarten GPS Standards are not yet available for this domain. |
| Begins to help with personal hygiene <b>POS3</b>                   | Attends to personal hygiene <b>P3S3</b>           |  |   |
| Names different foods (2) <b>P2H3</b>                              | Identifies healthy food choices <b>P3H3</b>       | Participates in activities related to nutrition <b>HPD 3 b</b>                           |   |
| Responds to verbal or physical signal of danger <b>POHI</b>        | Pays attention to safety instructions <b>P3HI</b> | Discusses and utilizes appropriate safety procedures <b>HPD 3 c</b>                      |   |