



Welcome to the Georgia Early Learning Standards for One Year Olds


This section of the Georgia Early Learning Standards applies to children from 12 to 24 months of age. It is designed to help answer the question “What should one year olds know and be able to do?” Teachers and parents can use this material as a guide to promoting quality learning experiences for children in this developmental range.

The Early Learning Standards for One Year Olds are divided into 5 *Domains and Foundations for Development and Learning*: Physical Development, Emotional and Social Development, Approaches to Learning, Language and Literacy Development, and Cognitive Development. Each one includes a narrative introduction followed by a series of charts with:

- **Standards** – General statements of skills, behaviors, and concepts that one year olds develop within the particular domain
- **Indicators** – Components of each standard that indicate what one year olds will work on to accomplish the standard
- **Sample behaviors** – Personalized examples of behaviors one year olds *could* exhibit to demonstrate that they have achieved a skill or learned a concept; the specific skill or concept illustrated is noted in **bold letters**
- **Codes** – A series of letters and numbers following each entry for identification and training purposes

It is important to emphasize that children develop at different rates and the age groups should be seen as flexible. It is best to view the standards as a continuum across the age groups. They are not presented as a set of rigid expectations for children to meet at a particular age. A one year old child may still be working on a few skills in the infant range, for example. Or a two year old might be demonstrating some of the behaviors in the three year old range.

We encourage you to download the complete Georgia Early Learning Standards document to take full advantage of the developmental continuum and supporting material. The online sections include:

- Introductory material including the Introduction, Statement of Purpose, Guiding Principles, and Frequently Asked Questions
 - Infant Standards
 - One Year Old Standards
 - Two Year Old Standards
 - Three Year Old Standards
 - Glossary & References
 - Appendices: Standards & Indicators Continuum Chart; Alignment of Georgia Early Learning Standards with Georgia Pre-K Program Content Standards and Kindergarten Performance Standards; and Alignment of Georgia Early Learning Standards with Head Start Child Outcomes Framework
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Georgia Early Learning Standards

One Year Olds

Physical Development

Physical 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—I year olds

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

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

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* 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—I year olds

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

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

Physical Development: 12 to 24 months—I year olds

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

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

Physical Development: 12 to 24 months—I year olds

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

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

Physical Development: 12 to 24 months—I year olds

Standard: The child will begin to practice healthy and safe habits. ^{PIH}

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



Georgia Early Learning Standards

One Year Olds

Emotional and Social Development

Babies 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—I year olds

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

Indicators	Sample Behaviors
<p>Begins to build relationships with adults <i>SIAI</i> →</p>	<p>Megan walks over to Ms. Sandra and tugs on her slacks to let her know she wants to sit in her lap. <i>SIAIa</i></p> <p>Dalton goes into the kitchen to be near his mother and sits down on the floor to play with his blocks. <i>SIAIb</i></p> <p>SueEllen brings a book to her teacher and looks on excitedly as she begins to read it to her. <i>SIAIc</i></p> <p>Esteban looks over at his grandfather to see if it is all right to climb up on the big chair. <i>SIAId</i></p> <p>Ava is at a family gathering with some unfamiliar people; she smiles and runs to the door when her favorite aunt arrives. <i>SIAIe</i></p> <p>Kevin smiles at his teacher as he slides down the slide. <i>SIAIf</i></p>
<p>Shows feelings of security with familiar adults <i>SIA2</i> →</p>	<p>Kip holds his arms up for a hug when his teacher comes into his home. <i>SIA2a</i></p> <p>Faith calms down when her father 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, Cameron stays very close to Ms. Sophia. <i>SIA2c</i></p> <p>Desiree walks a few steps away from the table in the restaurant and then runs back to her mother when the waiter approaches. <i>SIA2d</i></p> <p>Alex eagerly runs and hugs his teacher when he enters the classroom. <i>SIA2e</i></p>

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

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

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

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

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

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

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

Indicators	Sample Behaviors
Regulates emotions and behaviors with adult support <i>SISC1</i>	<p>Ellie stops what she is doing and looks up when her teacher calls her name. <i>SISC1a</i></p> <p>Corey sits for a short period and looks at a book with his teacher. <i>SISC1b</i></p> <p>Ritu gets angry and shrieks because Tamar is playing with the doll she wants; she calms down when her teacher shows her another one she can use. <i>SISC1c</i></p> <p>Layton climbs down off the step stool when he sees his mother's disapproving look. <i>SISC1d</i></p> <p>Trina stops before she touches the oven when her mother says "Hot!" <i>SISC1e</i></p>
Follows simple routines and rules in a group setting with adult support <i>SISC2</i>	<p>Hector and his grandmother go to the library for Toddler Story Time; Hector sits in her lap as the librarian reads a short story using props. <i>SISC2a</i></p> <p>Mercedes follows her teacher outside when it's time to go to the playground. <i>SISC2b</i></p> <p>Donovan chooses to sit on the rug as his teacher begins to tell a story with a puppet; in a few minutes he gets up and goes to play. <i>SISC2c</i></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
Expresses self creatively through art and music <small>SISE1</small> →	<p>Michael paints on paper with finger paints. <small>SISE1a</small></p> <p>Ochoa shakes maracas while music is playing. <small>SISE1b</small></p> <p>Ariana smiles as she explores what it's like to scribble with a crayon. <small>SISE1c</small></p>
Demonstrates imagination through dramatic play <small>SISE2</small> →	<p>Ramón puts the telephone to his ear and makes sounds as if he is speaking to someone. <small>SISE2a</small></p> <p>Marcia imitates her big sister by putting her arm through her purse strap and trying to pick it up. <small>SISE2b</small></p> <p>Dan pretends to feed a cracker to his teddy bear. <small>SISE2c</small></p> <p>Keala uses imagination when she pre-tends to open the door with a key at Ms. Rebecca's house. <small>SISE2d</small></p> <p>Ronnie puts the stuffed elephant in the stroller and takes it for a ride in the Dramatic Play area in his classroom. <small>SISE2e</small></p> <p>Skye pretends to be just like her daddy 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

Early 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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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—I year olds

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

Indicators	Sample Behaviors
<p>Begins to show curiosity in the environment <i>AILI</i></p>	<p>Gregory explores while playing; he dumps out all the toys in the bucket and plays with a few that appeal to him. <i>AILIa</i></p> <p>Livia tries new sensory experiences; she puts her hands in the wet sand and giggles as she squishes it between her fingers. <i>AILIb</i></p> <p>Rajeed chooses to engage in unfamiliar activities; 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 explores with her senses; 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 is curious 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 experiments with materials; 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 shows interest in learning new things; 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—I year olds

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

Indicators	Sample Behaviors
<p>Begins to focus on activities of interest AIL2 →</p>	<p>Maurice sustains attention in an independent activity for a short period of time; he sits on the floor and plays with measuring cups, trying to fit them inside each other in various ways. AIL2a</p> <p>Nora works toward completing a task; with her mother's help she tries various shapes in the shape sorter until she finds one that fits. AIL2b</p> <p>Kaylie sustains attention in an activity with an adult; she sits with her teacher on the floor and stacks rings on a tube. AIL2c</p> <p>Orlando is developing the ability to follow through on a task; he searches through his toy box until he finds the engine to his train. AIL2d</p> <p>Emily Rose stays engaged 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>Begins to find different ways to solve simple problems AIL3 →</p>	<p>Felipe shows flexibility 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 takes initiative 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 inventive 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 finds a creative solution 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.

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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—I year olds

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

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

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

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

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

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

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

Indicators	Sample Behaviors
Uses sounds and words in social situations LIE3	<p>Tanner makes word sounds and points to the riding toy to let his teacher know that he needs help getting on it. LIE3a</p> <p>Anna says something that sounds like “hola!” when her mother comes to pick her up from the Center at the end of the day. LIE3b</p> <p>Grant can say “yes” and “no” to let adults know what he wants. LIE3c</p> <p>Lola talks into the play telephone as if she is having a conversation with a friend. LIE3d</p> <p>Cooper makes word sounds back to his teacher, so they can have a conversation. LIE3e</p>
Begins to express self freely and creatively, using sounds and words LIE4	<p>Taryn uses word sounds as she plays in the kitchen with the pots and pans. LIE4a</p> <p>Diego makes noises like a cat, a dog, and a train while he plays. LIE4b</p> <p>Carla sings a few words and sounds and claps her hands while her grandfather watches and smiles. LIE4c</p>
Asks simple questions LIE5	<p>Armida pushes the stroller to the door as if to ask “Can we go outside?” LIE5a</p> <p>Rakeem, a hearing impaired child, finds his blanket to ask, “Is it naptime?” LIE5b</p> <p>Marshall says, “nana?” to ask “Can I have a banana?” LIE5c</p> <p>Clarissa asks, “Kitty gone?” 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—I year olds

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

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

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

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

Indicators	Sample Behaviors
<p>Scribbles spontaneously <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—I year olds

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

Indicators	Sample Behaviors
Explores basic shapes <small>CIM1</small>	<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>
Begins to sort and match objects with guidance <small>CIM2</small>	<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—I year olds

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

Indicators	Sample Behaviors
Shows awareness of early concepts related to amount <i>CIM3</i> →	<p>Armand gives his uncle his cup of juice and says “awgone,” to let him know it is all gone. <i>CIM3a</i></p> <p>When Marti’s grandmother finishes singing a song, Marti says “gen,” so she sings it again. <i>CIM3b</i></p> <p>Virginia makes the sign for “more” to let Ms. Rae know that she wants more crackers from the jar in her kitchen. <i>CIM3c</i></p> <p>DeMarcus begins to learn number words when he tries to sing along as his teacher sings a counting song. <i>CIM3d</i></p> <p>Austin puts one colored plastic egg into each section of the egg carton. <i>CIM3e</i></p>
Explores concepts related to measurement <i>CIM4</i> →	<p>Khalil plays with different size containers at the water table in his classroom. <i>CIM4a</i></p> <p>Whitney tries to fit herself inside a box; she almost fits. <i>CIM4b</i></p> <p>Franklin stacks a few blocks on top of each other. <i>CIM4c</i></p> <p>Pilar nests a smaller cup inside a larger one. <i>CIM4d</i></p>
Begins to solve simple problems using logical reasoning <i>CIM5</i> →	<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. <i>CIM5a</i></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. <i>CIM5b</i></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. <i>CIM5c</i></p>

Cognitive Development: 12 to 24 months—I year olds

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

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

continued...

Cognitive Development: 12 to 24 months—I year olds

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

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

Cognitive Development: 12 to 24 months—I year olds

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

Indicators	Sample Behaviors
Recognizes significant family and personal relationships <small>CISS1</small>	<p>Bridget says “Nana” when her grandmother comes into the room. <small>CISS1a</small></p> <p>Jerry says “Papa” when his father arrives at the Center to pick him up. <small>CISS1b</small></p> <p>Yesenia runs to her mother when an unfamiliar child approaches her at the park. <small>CISS1c</small></p> <p>Myles points to his puppy and calls her by name. <small>CISS1d</small></p> <p>Emilee points to a picture of her brother, Drew, and says “Du.” <small>CISS1e</small></p>
Begins to recognize individual preferences and differences <small>CISS2</small>	<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>