

Georgia Early Learning Standards

Birth Through Age 3



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Georgia Early Learning Standards

Introduction

Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start) was authorized in April, 2004. It combined into one agency the Office of School Readiness, units from the Department of Human Resources and the Department of Education, and the Georgia Child Care Council. As such, Bright from the Start became responsible for child care and educational services for children from birth through school age throughout the state of Georgia.

In June, 2004 Bright from the Start formed an Advisory Committee to assist in developing a set of Early Learning Standards for infants, toddlers, and preschoolers. They invited representatives from the Board of Regents, the Professional Standards Commission, the Department of Technical and Adult Education, the Georgia Department of Education, the Georgia Association on Young Children, Smart Start Georgia, Head Start, public and private universities,

and the professional early childhood community at large to serve on the Committee.

The Committee's charge was to develop a set of appropriate, attainable learning goals for children from birth through age three that aligned with the existing Georgia Pre-kindergarten Content Standards for four year olds. The standards were to be consistent with research-based knowledge and "best practice" experience. A rigorous development and review process was also required.

Bright from the Start Commissioner Marsha H. Moore delegated three key staff members to oversee the development of the Georgia Early Learning Standards (GELS) initiative. Dr. Robert Lawrence, Director of Special Projects, Research and Accountability; Justine Strickland, Assistant Commissioner of Child Care Policy; and Carolyn Trammell, Director of the Division of Quality Initiatives, guided all phases of the Standards development to maintain consistency

with Bright from the Start's mission. They also actively participated in all development and review tasks to ensure the quality of the process.

To provide a national perspective to the project, Bright from the Start engaged Dr. Catherine Scott-Little, Assistant Professor in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro (UNCG), as lead consultant. Dr. Scott-Little is also Research Scientist at the SERVE Center at UNCG and has extensive experience in the area of developing early learning standards. She has assisted other states in similar work. Her first role was to jump start the process by providing information gathered from other states and early learning initiatives. Thereafter, she continued to support the process by critiquing drafts, providing resource materials, conferring with Bright from the Start staff, offering advice on critical decisions, and maintaining a level of objectivity to keep the project on track.

To facilitate the development process, Bright from the Start engaged Dr. Marsha Kaufman-McMurray as project manager. She is a former faculty member in the Department of Early Childhood Education at Georgia State University and has a wide range of experience with children, teachers, parents, and administrators at the preschool level. Dr. Kaufman-McMurray's role was to coordinate the development of the Georgia Early Learning Standards from the draft phase through creation of the final document. Her tasks included gathering resources, creating working drafts and final copy, collating feedback from reviewers, facilitating meetings and statewide Feedback Forums, and maintaining liaison with all contributors.

The process of developing the Georgia Early Learning Standards involved five parts:

- Draft of GELS created by Bright from the Start and Advisory Committee
- Draft reviewed by a panel of statewide early childhood professionals and parents

- Draft reviewed by members of the public through Feedback Forums in four locations around the state
- Draft reviewed by a panel of national experts
- Final document adopted by Bright from the Start

The structure of the GELS is as follows:

- **Age Groups** – The birth through age three continuum is divided into four age groups
 - Infants (Birth to 12 months)
 - One year olds (12 to 24 months)
 - Two year olds (24 to 36 months)
 - Three year olds (36 to 48 months)
- **Domains and Foundations for Development and Learning** – Five areas are covered in each age group
 - Physical Development
 - Emotional and Social Development
 - Approaches to Learning
 - Language and Literacy Development
 - Cognitive Development
- **Standards** – General statements of skills, behaviors, and concepts that children develop within the particular domain; each standard is included in all age groups if it is developmentally appropriate
- **Indicators** – Components of each standard that indicate what children will work on at each age level to accomplish the standard
- **Sample behaviors** – Personalized examples of behaviors children *could* exhibit to demonstrate that they have achieved a skill or learned a concept; the words in **bold letters** indicate the skill or concept illustrated
- **Codes** – A series of letters and numbers following each entry for identification and training purposes



Georgia Early Learning Standards

Statement of Purpose

The goal of the Georgia Early Learning Standards is to promote quality learning experiences for children from birth through age three. The Standards address the question, “What should children from birth through age three know and be able to do?” They are a set of appropriate, attainable standards for Georgia’s youngest learners. At the same time they are designed to be flexible enough to support children’s individual rates of development, approaches to learning, and cultural context.

The standards are written as a continuum of skills, behaviors, and concepts that children develop throughout this time of life. They are divided into age groups for the user’s convenience and are *not* intended to be used for assessment purposes or as a curriculum. (See Appendix A.) These standards are voluntary and are not part of Georgia’s child care licensing regulations.

The Early Learning Standards align with Georgia’s Pre-K Content Standards and complete a seamless system of standards in Georgia from preschool

through college (P-16). (See Appendix B.) The Early Learning Standards are consistent with the Head Start Child Outcomes Framework and the National Association for the Education of Young Children’s Position Statements on Developmentally Appropriate Practice. (See Appendix C.)

The purposes of the Standards are to:

- Guide teachers who work with children from birth through three in providing quality learning experiences;
- Guide parents in supporting their children’s growth, development, and learning potential;
- Lay the groundwork for applying the standards in pre-service training, professional development, curriculum planning, and child outcome documentation; and
- Raise public awareness about the significance of the early years as the foundation for school success and lifelong learning and the importance of the teacher’s role in the process.



Georgia Early Learning Standards

Guiding Principles

Georgia's Early Learning Standards (GELS) are a guide to help teachers* and parents** offer meaningful learning experiences to children from birth through age three. The following generally accepted principles of child development are the foundation for the Early Learning Standards for our youngest children.

I Parents are a child's first and most consistent teacher.

From the moment a child is born parents play a major role in development. The quality of the relationship between parents and children influences the children's sense of security, their

self-confidence, the way they resolve conflicts, their development of new skills and capabilities, their self-respect, and how they respect others. The impact of this relationship lasts a lifetime.

Early education programs must recognize the significance of the parental role. Children benefit significantly when parents and teachers work together. Parents are the child's most consistent teacher. Throughout a child's educational career, from preschool through high school, many teachers will be involved. Parents, though, remain constant and make the key decisions for the child. They are the child's first and most important teacher.

**Note: Throughout this document, the term "teacher" refers to adults who work directly with children in group settings. This includes classroom teachers and teaching assistants, paraprofessionals, caregivers, family child care providers, home based teachers, and others who have direct contact with children in groups on a regular basis.*

***Note: The term "parent" refers to adults, most commonly family members, who are the primary caregivers of children in their home. This includes, mothers, fathers, grandparents, foster parents, stepparents, aunts, uncles, nannies, babysitters, and others who care for the child in the home on a regular basis.*

2 Each child develops at an individual rate and has personal approaches to learning.

Each child is unique. A mother will tell you how one of her children slept a lot as an infant while another seemed to be awake all the time. One was always babbling while the other had a quieter disposition. Just as the children's personalities are different, their rates of development vary as well. There is a wide range of "normal" growth, and it is important to be flexible in our expectations. Children are served best when their individuality is valued.

The skills and behaviors presented in the Georgia Early Learning Standards are arranged by age level to help teachers and parents organize their understanding of the skills. They are to be used to *inform* teachers and parents about what behaviors one might expect of young children as they develop.

The standards do not represent rigid expectations or requirements for what skills every child should master at a certain age. Instead, they should be used as a guide, with the understanding that children develop at different rates. Teachers and parents must become familiar with the full range of skills and behaviors included in the GELS. Then, they can encourage children to work toward the standards most suitable to their particular developmental stage and rate. (See Appendix A.)

Children with special needs have been considered in the development of these standards. Learning activities should be individualized, allowing children to begin working on a skill at their current level and challenging them to move forward. Individualized activities should also take into consideration children's varied interests and learning approaches. Children will choose activities that suit them best when given the opportunity. It is the teacher's job to plan a variety of experiences with different materials to accommodate individual differences among children.

3 Young children learn through developmentally appropriate play and social interaction.

"Play is a child's work," renowned psychologist Jean Piaget once said. Young children discover their world through play. When children are "just playing," they develop the foundations for reading, writing, and mathematics as they explore and experiment with objects and materials. They also develop the foundations for science and social studies by "playing with" materials and interacting with people around them.

Social development, particularly, occurs when children interact in play. If two children want to ride the same toy at the same time, they have to come up with a way to solve the problem. If two children disagree about whether there is enough room in their bucket for one more cup of sand, they have to come up with a way to find out the answer. Children learn about relationships, both cognitive and social, by working through such problems together.

4 Young children learn best when all aspects of development (physical, emotional and social, approaches to learning, language and literacy, and cognitive) are treated as interconnected.

Children are growing in all developmental areas at the same time. When an infant coos at her mother while reaching for a rattle and bringing it to her mouth, many developmental events are occurring. She is relating socially with her mother, making sounds that are the foundation for early language, physically grasping and manipulating an object, and cognitively exploring the nature of the world around her. The same is true when an older toddler scribbles with a crayon and tells his teacher it is a picture of his puppy. He is developing physical skills to hold the crayon and make marks on the paper, cognitive skills to represent his puppy in the drawing, and language skills to describe it to his teacher.

Development in one area influences the development in other areas. Language skills help

the child relate socially to others. Likewise, social skills help the child develop cognitive and language skills. Physical skills provide experiences that stimulate cognitive, language, and social development. Further, the individual strategies children use to approach learning impact all areas of development. In the young child these developmental areas are closely interrelated and teachers must plan learning experiences that foster the connections among them.

5 The child's family, educational setting, community, and culture shape the child's development.

Children are born into a family that is part of a community and a culture that is passed on from generation to generation. A family's cultural heritage establishes their values, beliefs, expectations, and childrearing practices. Cultural practices help determine feeding and sleeping patterns, rules for discipline, and the roles played by adults and children. The powerful influence of culture on early development is undeniable.

As communities in Georgia become increasingly diverse, teachers and families are challenged to learn about and become comfortable with each other. In the educational setting sensitivity and acceptance of the child's cultural background improve the quality of the child's learning experience and chances for success. Additionally, teachers must recognize how their own cultural heritage, native language, and family history influence their point of view. In order to support and teach children from families and cultures different than their own, teachers must be interested in learning about the families and willing to consider new perspectives.

6 Early learning experiences must support the diverse culture, home language, and individual learning potential of each child.

Travelers to foreign countries often experience "culture shock." They find themselves uncomfortable when they cannot speak the language, figure out how to use the money, or order unfamiliar food in a restaurant. They might be embarrassed to ask for help and feel people are

looking at them strangely. A child or parent who comes to a child care center where the language is different and the rules are brand new may have the same uneasy feelings.

Early learning programs must create an environment where children feel safe and comfortable. Teachers must be sensitive to cultural differences in childrearing and willing to talk openly with parents about mutual expectations. The goal of communication between the family and teacher should be to support the continuity of care from home to center.

Learning materials should reflect a diversity of cultures and include children with disabilities. Books and songs can celebrate different languages. Children whose home language is other than English can teach words to their classmates while their classmates are helping them learn English. Children with disabilities must be welcomed into classrooms with children their own age where they can teach the other children about their special abilities. The classroom or home care setting must be a place where children feel accepted, so they can learn and develop to their greatest potential.

7 Early learning experiences must draw on and enhance the connections between each family and the early childhood program.

Early learning programs are most effective when they offer quality educational activities and give special attention to the relationship between parents and children. Parental involvement in children's education has a significant impact on school achievement. When parents are involved in the educational program, children get the message that learning is important. Parents' involvement also communicates that the educational setting is a good place to be. As a result, programs need to develop partnerships with their parents and invite them to participate in the early childhood program. When parents and teachers work together it can be valuable for both. Parents can share with teachers about their child's likes and dislikes, their family routines, and other information that will help make learning experiences more meaningful.

Families of children with special needs have an especially valuable role in showing the teacher how best to work with their child. Teachers can share with parents about their child's accomplishments and how they get along socially. If a problem arises, teachers and parents who support each other will be able to solve it in the child's best interest. Early learning programs must find creative ways to reach out to families, honoring the primary and significant role of the family in the child's education.

8 Early childhood teachers play a powerful role in the education of young learners and deserve dignity and respect from the community at large.

Children often spend more time in a day with their teachers than their parents. As a result, early childhood teachers play a powerful and significant role in a child's life. Children learn how to learn from their teachers. They learn how to behave toward adults and how adults behave toward children from their teachers. They go to their teachers for comfort when they're hurt and for reassurance when they're scared. They want their teachers to be proud when they succeed and to help them try again when they don't. Teachers can influence whether a child has an "I can" or an "I can't" attitude. Many successful adults remem-

ber a teacher who saw something special about them. For all these reasons, and more, early childhood teachers deserve to be treated with dignity and respect by the community at large.

9 Quality early learning experiences for children are guided by research-based knowledge and practice.

The Georgia Early Learning Standards were developed using a wide variety of research-based sources. (See References.) Scholars have studied how young children learn and develop for many years. Numerous research projects have looked at the different aspects of child development and what practices support positive growth. Research tells us, for example, that children learn by actively exploring their environment. Learning activities that provide opportunities for children to move around and use their senses would be consistent with this research-based knowledge. On the other hand, activities that require youngsters to sit still and listen, rather than actively participate, would be inconsistent with it. Quality early learning experiences should be based on the findings of this research. Teachers and parents should look for educational programs and curricula that show how they use research-based knowledge to guide their work.



Georgia Early Learning Standards

Frequently Asked Questions

Why have learning standards?

In April 2004 the Georgia General Assembly created *Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start)* to focus on issues relating to care and education of Georgia's youngest children. The new department combined into one agency the Office of School Readiness, units from the Department of Human Resources and Department of Education, and the Georgia Child Care Council. The overall quality of all licensed child care centers, group and registered family day care homes, and the Georgia Pre-K Program is now the responsibility of this new department.

The development of the Georgia Early Learning Standards began in June 2004 to improve the quality of learning experiences for children from birth through age three. Although *program* standards existed through child care licensing

regulations, there was not a set of specific *learning* standards for this age group. Some of the reasons that led Bright from the Start to create a set of Early Learning Standards include:

- Standards provide a set of achievable, public goals that are commonly held to be suitable for young children;
- Standards serve as a foundation to connect what is taught with what is developmentally appropriate for early learners;
- Standards provide a framework to encourage consistency among early childhood programs across the state.

It is important to know that the Georgia Early Learning Standards (GELS) are *voluntary*. Their contribution to improving the educational quality of child care programming will depend on how widely they are used.

2 Who will use the standards?

The Georgia Early Learning Standards are written for teachers and parents of infants, toddlers, and preschoolers. Throughout the GELS, the word “teacher” is used to refer to all adults who work with young children in group settings. This includes center based teachers, assistant teachers, aides, paraprofessionals, caregivers, family child care providers, home based teachers, and others who work with children in these settings. Children learn from the adults who care for them; therefore, all these adults are referred to as “teachers.” The word “parent” refers to adults who care for children in the home a significant amount of time. This could include mothers, fathers, aunts, uncles, grandparents, babysitters, nannies, and other adults who may serve as a child’s primary caregiver.

In addition to teachers and parents, the GELS can be used by early childhood teacher educators at the college and technical school levels. They can serve as a resource for course development and curriculum selection. Instructors can challenge their students to develop learning experiences for classrooms and home settings that are consistent with the GELS.

Policymakers and the general public can use these standards to inform themselves about what young children should know and be able to do. They can refer to the GELS when making public policy decisions about quality care and education for children and their families from birth through age three.

3 How should the standards be used?

Teachers and parents can use the standards to inform themselves about commonly held expectations for children from birth through age three. At the same time, it is important that the standards be used with flexibility. Children develop at different rates and demonstrate accomplishments in different ways.

The “sample behaviors” included are only a few examples of how children *might* demonstrate a behavior. The order of the sample behav-

iors *roughly* corresponds to younger skills at the beginning of an age range and older ones at the end. It is important to say that this order is extremely variable. Skill development flows differently among children, and they often work toward several skills at the same time. The standards are written with the expectation that the majority of children will be comfortable with most of the skills and behaviors in a particular age range by the time they reach the end of that age range. We are looking for consistent progress across the domains, not the accomplishment of specific sample behaviors.

Each step a child takes toward achieving a skill or behavior is something to celebrate. It is important not to push children to accomplish skills before they are ready and, similarly, not to hold children back when they are ready to move forward. The standards, indicators, and sample behaviors should be used to help adults assist children to grow in their own unique ways.

Teachers can also use the standards as a resource for planning learning experiences. They can look for curriculum materials, learning activities, and assessment tools that could be used to help children learn skills and behaviors similar to those included in the standards. A well-planned classroom environment offers young children the opportunity to explore concepts and build skills in all the developmental areas represented in the GELS. Teachers can refer to the standards and other learning materials to be sure that the activities they plan are on a level that most children in each age group can achieve.

Further, teachers can use the standards to communicate with each other about learning goals throughout the age ranges. By becoming familiar with the standards, teachers will know what the children were working on before they entered their classroom and what they will be working on when they move to the next one. The GELS will provide teachers with a common vocabulary and set of expectations.

Parents can use the standards to guide them in choosing home learning activities and materials

suitable for young children. They can also use the standards to help choose a quality educational program outside the home. A parent can check to see whether a program includes the variety of learning experiences described in the GELS.

4 Is this an assessment tool?

No. Teachers and parents often wonder what infants, toddlers, and three year olds should be expected to do. The purpose of the GELS is to inform teachers and parents about the skills and behaviors that are typical of this stage of life, *not* to assess their performance.

The purpose of an assessment tool for children is to monitor development and learning in order to guide planning and decision making. The GELS were not designed to monitor children's progress and cannot be used for assessment. The purpose of the GELS is to set common expectations that can be achieved and observed in different ways through a rich variety of learning pathways.

5 Is this a curriculum for infants and toddlers?

No. The GELS are a list of standards, indicators, and sample behaviors that children in this age range begin to develop. A *curriculum* provides information about how children develop and learn, what children learn, the learning environment, the teacher's role, and the family's role. It is important for administrators and teachers to examine the match between the goals and objectives in the curriculum they choose and the standards and indicators included in the GELS. If there is not a good match, they should consider looking at other curricula for use in their programs.

6 How do the standards apply to children with special needs?

Children with special needs will work toward achieving the standards at their own rate and, perhaps, in different ways. *All* children of the same age benefit when those with special needs and those who are developing more typically are in classrooms together. Teachers and parents may require assistance from special education professionals to adjust the way they work with children with special needs.

For example, a child with a physical disability may need special equipment and support from adults when working toward the standards. A child with an intellectual disability might need teachers and parents to apply the standards with flexibility, allowing the child to work in small steps at a comfortable pace. A child with challenging social or emotional needs may require a teacher or parent to learn special behavioral strategies to help work toward the standards.

Children with disabilities must be welcomed into classrooms with children their own age where they can relate to their peers and teach them about their special abilities. The classroom or home care setting must be a place where children feel accepted, so they can learn and develop to their greatest potential.

For *all* children, it is important that the standards be applied with sensitivity and good judgment. A pediatrician or a special education professional should be consulted when a teacher or parent is concerned about a delay or a developmental problem. For assistance, parents with infants and toddlers can contact Parent to Parent, Inc. for information about Babies Can't Wait locations throughout the state of Georgia. Their phone number is 1-800-229-2038 or 770-451-5484 in metro Atlanta. You can also refer to their website at <http://health.state.ga.us/programs/bcw/>. Teachers can obtain assistance through their local child care Resource and Referral (R&R) agency. You can locate your local R&R online at www.gaccerra.org or by calling 1-800-466-5681. For additional resources and information call Bright from the Start at 1-888-442-7735 or 404-656-5957. You can also access their resources online at www.decal.state.ga.us, and click on "Special Needs" under "Families."

7 How do the standards apply to children from other cultures and whose families speak a language other than English?

Children develop similarly across cultures. However, different cultures have different expectations for certain behaviors. Some cultures expect children to look adults in the eye when

speaking while others do not. Cultures differ in when and how they expect children to use utensils when eating. People from different cultures may see each others' childrearing practices as more "strict" or "lenient" than their own. These are just a few examples of cultural differences. Teachers must become familiar with the cultural expectations of their students' families and then adjust the standards accordingly.

Similarly, children whose home language is other than English may be able to achieve some of the standards in that language before they can demonstrate it in English. A child who says "tres" when asked "How old are you?" is demonstrating the ability to "relate identifying information." Another child who holds up three fingers is demonstrating the same ability. There are many ways children can meet the standards, and speaking the child's home language is one of them. Teachers should encourage children to use their native language while learning English as well.

8 Why are the standards organized by age groups?

They are divided into the specific age groups known as Infants, 1 year olds, 2 year olds, and 3 year olds as a convenient organizational structure for teachers and parents. Children in child care settings are typically grouped by age, and teachers and parents often wonder what behaviors are common for children at certain ages. Further, other state learning standards such as the Georgia Pre-K content standards, the child care licensing regulations, and the K-12 standards are divided year by year. The Early Learning Standards are organized into age groups to make them easy to use and consistent with other standards in Georgia.

Be aware 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. (See Appendix A.) A one year old child may still be working on a few behaviors in the infant range, for example. Or a two year old might be demonstrating some of the behaviors in the three year old range.

One could expect the majority of children to achieve most, but not necessarily all, of the standards in a particular age range by the time they reach the end of that age range. It is likely, though, that a child's skill development will differ in the various domains. An infant may accomplish most of the skills in the physical area, for example, while still working on several in the language domain.

Some children with special needs may never meet all the standards in a particular area of development due to their disability; however, it is important that they be included in settings with their same age peers. Teachers should look for *progress* toward achieving the skills and behaviors for children who are developing typically as well as those with special needs. To support children most effectively, teachers should become familiar with the whole set of behaviors throughout the birth through three age range, not just the ones that match the child's current age.

9 What are Domains and Foundations for Development and Learning?

The skills, concepts, and behaviors that children learn are often divided into categories. Although learning occurs in all of these areas at the same time, it is useful to study and explain them separately. Adults can better support the development of each child when they understand the predictable stages of growth and learning that take place in each area.

Think of a puzzle where each piece must be explored individually to take note of the shape, size, and color. Next, the pieces are fitted together, and the whole picture is revealed. Likewise, when we study the way children learn and develop, it is valuable to look at the different areas of development separately to be sure that we understand the importance of each. Then, as we look at the whole child, we can see more clearly how the pieces fit together to form a unique and wonderful little person.

In the Georgia Early Learning Standards, the different areas of development are called

Domains and Foundations for Development and Learning. They include Physical Development, Emotional and Social Development, Approaches to Learning, Language and Literacy Development, and Cognitive Development. They are described, briefly, below.

Physical Development involves the way children move their bodies. This includes moving large muscles, like arms and legs, to crawl, walk, run, and dance. It also includes using small muscles, like hands and fingers, to feed themselves, scribble with crayons, paint, and make finger movements as they sing songs. The Physical Development section of the GELS includes a standard and indicators relating to self-help skills which describe how children learn to take care of their physical needs such as feeding, dressing, and personal hygiene. Additionally, this section includes skills and behaviors concerning the way children learn to practice healthy and safe habits.

Emotional and Social Development is the area where children learn about themselves and how to get along with other people. Newborn babies do not have an awareness of being an individual person. As they grow they develop a sense of “me” that is separate from the adults who care for them. At the same time, they develop relationships with these important adults. Through play, youngsters learn how to relate to other children, and they gain confidence in their own abilities. As children mature emotionally and socially, they gain self-control. Their emotional and social development is further enhanced when they engage in creative displays of self-expression.

Approaches to Learning focuses on *how* children go about learning new skills and concepts rather than *what* skills and concepts they need to learn. Children approach learning in a variety

of ways. They are curious about their world and show this by “getting into things” - putting their hands in their food, putting toys in their mouth, stacking things up just to knock them down, climbing on furniture, or quietly sitting and examining a leaf.

They want to do things over and over – listening to the same story every night before bed, singing the same song many times in a row, or trying repeatedly to put a shape into a puzzle until it finally fits. They also find creative ways to solve problems – standing on a box to reach a toy, holding a block next to their ear and pretending it’s a telephone, or using a stick to dig in the dirt when there are no shovels to be found. To reach their learning potential, children need adults to support them in being curious, persistent, and creative learners.

Language and Literacy Development involves the way children learn to communicate with sounds and words, with gestures, and, eventually, to read and write. This involves both verbal and nonverbal behaviors. Babbling, talking, listening, using sign language, using gestures, singing songs, repeating rhymes, listening to stories, looking at books, scribbling, and drawing are some of the ways children learn language and early literacy skills.

Cognitive Development involves the way children use their minds to explore the world around them. Children use their senses to learn all about how things feel, sound, look, taste, and smell. They investigate how objects relate to one another, how things grow, who they are in the family and community, and how they fit into the world. These experiences form the basis for early mathematical and scientific thinking and a beginning understanding of social studies.

10 How do the Early Learning Standards relate to the Pre-K Content Standards?

A chart summarizing the relationship between the *Curriculum Areas* of the Georgia Pre-K Content Standards and the *Domains & Foundations for Learning and Development* of the Georgia

Early Learning Standards is below. A chart illustrating a more detailed alignment between the GELS, the Pre-K Content Standards, and Georgia's Kindergarten Performance Standards is found in Appendix B.

Georgia Pre-K Content Standards

Georgia Early Learning Standards

<i>Curriculum Areas</i>	<i>Domains & Foundations for Learning and Development</i>
Language & Literacy	Language & Literacy Development
Mathematics Science Social Studies	Cognitive Development
Creative Expression	Creative Expression is included as a standard within each domain
Social and Emotional	Emotional & Social Development
Physical Development	Physical Development
	Approaches to Learning

11 How do the Early Learning Standards relate to the Head Start Child Outcomes Framework?

Below is a chart summarizing the relationship between the *Domains* of the Head Start Child Outcomes Framework and the *Domains &*

Foundations for Learning and Development of the Georgia Early Learning Standards. A chart illustrating a more detailed alignment between the two documents is found in Appendix C.

Head Start Child Outcomes Framework

Georgia Early Learning Standards

<i>Domains</i>	<i>Domains & Foundations for Learning and Development</i>
Language Development Literacy	Language & Literacy Development
Mathematics Science	Cognitive Development
Creative Arts	Creative Expression is included as a standard within each domain
Social & Emotional Development	Emotional & Social Development
Physical Health & Development	Physical Development
Approaches to Learning	Approaches to Learning



Georgia Early Learning Standards

Infants

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 infants. Following is a brief summary of

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

each standard and the indicators and sample behaviors that contribute to them:

1. **Gross motor skills**, which describes ways an infant *gains control of head and body and demonstrates beginning coordination and balance, often with support*;
2. **Fine motor skills**, which details ways an infant *gains control of hands and fingers, and begins to coordinate motions using eyes and hands*;
3. **Self-help skills**, which describes ways an infant *begins to help with feeding, dressing, and personal hygiene*; and
4. **Health and safety skills**, which describes ways an infant *responds to verbal or physical signals of danger*.

“Physical Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Infants section of the GELS are only a few that could have been chosen. They should be considered representative of the numerous physical accomplishments of infants.

Physical Development: Birth to 12 months—Infants

Standard: The child will begin to develop gross motor skills. P0G*

Indicators	Sample Behaviors
<p>Gains control of head and body P0G1</p>	<p>JulieAnn turns her head to look at the bright bunny hanging over the changing table. P0G1a</p> <p>LaMarcus turns his head from one side to the other while lying on his stomach. P0G1b</p> <p>Madison rolls over onto her back from her stomach while lying on a mat on the floor. P0G1c</p> <p>Blake lifts his head and chest off the floor while lying on his stomach. P0G1d</p> <p>Brooke sits up straight when her teacher places her on the floor. P0G1e</p> <p>Samad sits in a high chair with trunk supports and holds his head up for eating. P0G1f</p>
<p>Demonstrates beginning coordination and balance, often with support P0G2</p>	<p>Kelsey reaches for her pacifier. P0G2a</p> <p>Octavius grabs his toes and pulls his foot toward his face. P0G2b</p> <p>Gracie scoots on her tummy to reach for a ball. P0G2c</p> <p>Enrique crawls on his hands and knees toward a stuffed animal. P0G2d</p> <p>Antonia pulls up on the edge of a low table to stand. P0G2e</p> <p>Trey holds onto his father's fingers and walks a few steps. P0G2f</p> <p>Hannah holds onto the edge of the couch as she walks to her grandmother. P0G2g</p> <p>Jason walks a few steps from one teacher to another. P0G2h</p>

* 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: Birth to 12 months—Infants

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

Indicators	Sample Behaviors
<p>Gains control of hands and fingers <small>POF1</small> →</p>	<p>Brent puts his fingers in his mouth. <small>POF1a</small></p> <p>Gabriela brings a rattle that is placed in her hand to her mouth. <small>POF1b</small></p> <p>David grasps his favorite blanket, lets go, grasps it again, and lets go again. <small>POF1c</small></p> <p>Renee transfers a toy key ring from one hand to the other. <small>POF1d</small></p> <p>Michele dumps out all the shapes from the container. <small>POF1e</small></p> <p>Landon, a visually impaired child, reaches out and feels the soft blocks on his high chair tray. <small>POF1f</small></p>
<p>Begins to coordinate motions using eyes and hands <small>POF2</small> →</p>	<p>Sally looks at her fingers and hands. <small>POF2a</small></p> <p>Matthew reaches for the teething ring and brings it to his mouth. <small>POF2b</small></p> <p>Aaron holds a block in each hand and bangs them together. <small>POF2c</small></p> <p>Abbie crawls towards a stuffed bear and picks it up. <small>POF2d</small></p> <p>Sergio puts a one-piece puzzle together, grasping the puzzle's knob in his hand. <small>POF2e</small></p>

Physical Development: Birth to 12 months—Infants

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

Indicators	Sample Behaviors
<p>Begins to help with feeding <small>POS1</small> →</p>	<p>Yasmin moves her head around to get into position for breastfeeding. <small>POS1a</small></p> <p>Sammy puts his hands on the bottle while his Nana is feeding him in her lap. <small>POS1b</small></p> <p>Jeremy holds his own bottle while sitting in his mother's arms. <small>POS1c</small></p> <p>Theron feeds herself some finger foods. <small>POS1d</small></p> <p>Niaya holds a spoon and tries to get some food into her mouth. <small>POS1e</small></p> <p>James is starting to drink from his training cup. <small>POS1f</small></p>
<p>Begins to help with dressing <small>POS2</small> →</p>	<p>Melinda pulls her socks off. <small>POS2a</small></p> <p>Azali raises his arms when his mother puts his shirt on. <small>POS2b</small></p>
<p>Begins to help with personal hygiene <small>POS3</small> →</p>	<p>Susie sometimes cries when her diapers are wet or soiled. <small>POS3a</small></p>

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

Indicators	Sample Behaviors
<p>Responds to verbal or physical signal of danger <small>POH1</small> →</p>	<p>Ruby backs away from the stove with her father's help as he says "Hot!" <small>POH1a</small></p> <p>Riley, a hearing impaired child, holds himself closer to his mother when he sees her expression of alarm in the face of danger. <small>POH1b</small></p>



Georgia Early Learning Standards

Infants

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.

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

...early interactions have lifelong implications for the child's healthy emotional and social development.

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 three standards for infants.

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 an infant *shows attachment toward adults* and *reacts differently toward familiar and unfamiliar adults*;
2. **Personal relationships with peers**, which details ways an infant *shows awareness of other children* and *shows awareness of feelings displayed by other children*;
3. **Self-awareness**, which describes ways an infant *shows beginning sense of self* and *beginning awareness of own abilities*.

"Emotional and Social Development" encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Infants 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 infants.

Emotional and Social Development: Birth to 12 months—Infants

Standard: The child will begin to develop personal relationships with adults. *S0A*

Indicators	Sample Behaviors
<p>Shows attachment toward significant adults <i>S0A1</i></p>	<p>Enid coos and smiles when her grandmother cuddles her in her lap. <i>S0A1a</i></p> <p>Cesáreo looks at his mother's face and turns to her voice when she changes his diaper. <i>S0A1b</i></p> <p>Millie reaches for her father when he comes over to her crib. <i>S0A1c</i></p> <p>Roland kicks his legs with excitement when Ms. Phyllis plays with him on his floor mat. <i>S0A1d</i></p> <p>Gabriel looks to his aunt for help when he wants to get out of his baby seat. <i>S0A1e</i></p> <p>MaryBeth crawls toward her father and smiles when he comes into the classroom at the end of the day. <i>S0A1f</i></p>
<p>Reacts differently toward familiar and unfamiliar adults <i>S0A2</i></p>	<p>Morgan stops crying when his teacher picks him up. <i>S0A2a</i></p> <p>Charlsey cries when her mother hands her to an unfamiliar relative. <i>S0A2b</i></p> <p>When his family child care provider carries him with her to answer the door, Dennie clings to her when he sees the mail carrier. <i>S0A2c</i></p> <p>Katya snuggles into her father's shoulder when an unfamiliar person reaches out to pick her up. <i>S0A2d</i></p> <p>Aidan looks around to find his teacher; when he sees her smiling nearby, he continues to play contentedly. <i>S0A2e</i></p>



Emotional and Social Development: Birth to 12 months—Infants

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

Indicators	Sample Behaviors
<p>Shows awareness of other children <small>SOP1</small></p>	<p>When his cousin comes up to him smiling and laughing, Tamio smiles and laughs too. <small>SOP1a</small></p> <p>Alyson watches her brother playing on the floor and reaches toward him. <small>SOP1b</small></p> <p>Isaac looks toward another child in his class who is playing with a musical toy nearby. <small>SOP1c</small></p> <p>Selena kicks her feet enthusiastically when she sees the other babies at Mrs. Mahoney's house. <small>SOP1d</small></p> <p>Sean touches his cousin's nose and hair with his hands. <small>SOP1e</small></p> <p>Nikki sits on the floor playing with her truck while other children in her class play nearby. <small>SOP1f</small></p>
<p>Shows awareness of feelings displayed by other children <small>SOP2</small></p>	<p>Raul cries when he sees his sister crying. <small>SOP2a</small></p> <p>Delinda cries when she sees Sam fall down and start to cry. <small>SOP2b</small></p> <p>Neal starts laughing when he sees another baby laughing as they look at each other in the mirror. <small>SOP2c</small></p>

Emotional and Social Development: Birth to 12 months—Infants

Standard: The child will begin to acquire self-awareness. *S0SA*

Indicators	Sample Behaviors
<p>Shows beginning sense of self <i>S0SA1</i></p> 	<p>Xavier cries differently depending on whether he's hungry, tired, or wants attention. <i>S0SA1a</i></p> <p>Ariana uses body movements to express her feelings; she waves her arms and smiles when something pleases her and turns her head away to signal displeasure. <i>S0SA1b</i></p> <p>Leah makes sounds to respond when her teacher calls her name. <i>S0SA1c</i></p> <p>Patrick looks in the mirror, smiles, and points at his image. <i>S0SA1d</i></p>
<p>Shows beginning awareness of own abilities <i>S0SA2</i></p> 	<p>Laurel kicks at the toys hanging from the floor gym in her classroom and smiles when the toys move. <i>S0SA2a</i></p> <p>Will touches his grandfather's nose and laughs when he says "honk, honk." <i>S0SA2b</i></p> <p>C.J. shakes the measuring spoons and giggles when they move and jingle. <i>S0SA2c</i></p> <p>When his teacher says, "Where is Farad's mouth?" Farad puts his finger to his mouth and grins. <i>S0SA2d</i></p> <p>Marie takes her first steps and smiles as her mother claps with pride. <i>S0SA2e</i></p>



Georgia Early Learning Standards

Infants

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 way children approach learning influences all areas of development.

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 straight forwardly like determining if there are enough napkins for the 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 infants. 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 an infant *begins to show curiosity by exploring with the senses and repeats actions.*

"Approaches to Learning" encompasses a wide range of skills and behaviors. The standard, indicators, and sample behaviors included in the Infants 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 infants.

Approaches to Learning: Birth to 12 months—Infants

Standard: The child will begin to acquire learning approaches that support development and school success. *A0L*

Indicators	Sample Behaviors
<p>Begins to show curiosity by exploring with the senses <i>A0L1</i> →</p>	<p>Elyse watches the toy clown as her dad moves it in front of her. <i>A0L1a</i></p> <p>Ashley turns her head toward the sound when her teacher comes over to the crib and says her name. <i>A0L1b</i></p> <p>Robert looks at his hands and feet as he gets his diaper changed. <i>A0L1c</i></p> <p>Payton looks at her toy, holds it, waves it around, and puts it in her mouth; she uses her senses to explore a new object. <i>A0L1d</i></p> <p>Jorge feels the different textures in the carpet squares on the classroom floor as he crawls around the room. <i>A0L1e</i></p> <p>Linda tries new sensory experiences; she reaches for her mother’s hair and tries to taste it. <i>A0L1f</i></p> <p>Ethan explores while playing; he crawls over to get the ball that is out of his reach. <i>A0L1g</i></p> <p>Mark experiments with materials; he bangs blocks on the floor and on the table to hear the different sounds. <i>A0L1h</i></p>
<p>Repeats actions <i>A0L2</i> →</p>	<p>Piper keeps shaking the rattle to hear the sound it makes. <i>A0L2a</i></p> <p>Moe repeatedly hits the toy hanging from the frame of his car seat to keep it moving. <i>A0L2b</i></p> <p>Astrid repeatedly kicks at the toys dangling from the floor gym to keep them moving. <i>A0L2c</i></p> <p>Ty entertains himself for short periods by playing with containers and lids. <i>A0L2d</i></p>



Georgia Early Learning Standards

Infants

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 life-long readers.

Writing is learned similarly, through a print rich environment. Children observe adults writing and imitate them. At first the

*It is truly
amazing
how quickly
"baby talk"
becomes
mature
spoken
language.*

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 three standards for infants. 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 an infant *responds to frequently spoken words and sounds and follows simple directions and requests*;
2. **Expressive language**, which details the ways an infant *uses motions and gestures to begin to communicate, uses sounds to communicate, uses sounds in social situations and begins to express self freely and creatively, using sounds*;
3. **Foundations for reading**, which describes the ways an infant *begins to attend to stories, explores books as objects, and becomes aware of pictures*;

“Language and Literacy Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Infants 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 infants.

Language and Literacy Development: Birth to 12 months—Infants

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

Indicators	Sample Behaviors
<p>Responds to frequently spoken words and sounds LOR1</p>	<p>Eve turns her head toward her mother’s voice when she speaks to her. LOR1a</p> <p>Rodney smiles when his brother calls his name. LOR1b</p> <p>Fiona reaches for the bottle when her teacher says, “Your bottle is ready.” LOR1c</p> <p>Sebastian touches the mirror when his babysitter says “Where’s the baby?” LOR1d</p> <p>Helen turns to look at her teddy bear when her sister says, “Here’s Teddy.” LOR1e</p> <p>Rafael waves his hand when his teacher says “Bye-bye, see you tomorrow.” LOR1f</p>
<p>Follows simple directions and requests LOR2</p>	<p>Yasmin opens her mouth for food when her grandmother says, “Open wide for some yummy peas.” LOR2a</p> <p>Yvonne crawls over to her aunt when she pats the floor next to her and asks, “Would you like to read a book with me?” LOR2b</p> <p>Scott gives the stuffed dog to his physical therapist when she uses signs to ask for it. LOR2c</p> <p>When Roosevelt’s father comes next to him and says “stop,” Roosevelt looks at his dad and stops trying to take the cover off the outlet. LOR2d</p>

Language and Literacy Development: Birth to 12 months—Infants



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

Indicators	Sample Behaviors
<p>Uses motions and gestures to begin to communicate nonverbally <small>LOE1</small> →</p>	<p>Suzanne shows that she’s interested in her rattle by reaching for it. <small>LOE1a</small></p> <p>Andre raises his arms to signal that he wants to be picked up. <small>LOE1b</small></p> <p>Erin kicks her legs against her high chair to signal that she wants to get down. <small>LOE1c</small></p> <p>Matteo closes his mouth when he doesn’t want to eat. <small>LOE1d</small></p> <p>Tynisa laughs to show that she enjoys the funny faces her big brother makes. <small>LOE1e</small></p> <p>Jaden bounces and sways excitedly when he hears music playing. <small>LOE1f</small></p>
<p>Uses sounds to communicate <small>LOE2</small> →</p>	<p>Wayne uses different cries and body movements to indicate he’s hungry or tired. <small>LOE2a</small></p> <p>Marika makes her voice louder when she wants someone to pay attention to her. <small>LOE2b</small></p> <p>Christine repeats sounds like “da-da-da” or “ba-ba.” <small>LOE2c</small></p> <p>Asher babbles different sounds, consistent with his home language, as he hugs his stuffed rabbit. <small>LOE2d</small></p> <p>Daryn has a playful conversation when he makes a sound, his teacher imitates it, and then Daryn makes the sound again. <small>LOE2e</small></p> <p>Tia says “mama” to her mother’s delight! <small>LOE2f</small></p> <p>Jameson says a few words that his family can understand. <small>LOE2g</small></p> <p>Isabel makes sounds while pointing to her stuffed horse as if to ask “Will you get that for me?” <small>LOE2h</small></p>

continued...

Language and Literacy Development: Birth to 12 months—Infants

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

Indicators	Sample Behaviors
<p>Uses sounds in social situations LOE3</p> 	<p>Rina makes cooing sounds (ooh, ah, ee) when her aunt speaks to her. LOE3a</p> <p>Nyconte makes sounds back and forth with his teacher while she's changing his clothes. LOE3b</p> <p>Darla makes unhappy sounds as if to say "I don't like this." LOE3c</p> <p>When Koi's mother plays "peek a boo" with him, Koi laughs and makes babbling sounds. LOE3d</p> <p>Lissette babbles happily as she crawls into the lap of someone she knows. LOE3e</p>
<p>Begins to express self freely and creatively, using sounds LOE4</p> 	<p>Pat smiles as she makes new and different babbling sounds; she seems to enjoy hearing her own voice. LOE4a</p> <p>Ricardo makes sounds and claps his hands when he hears music playing. LOE4b</p>

* "Words" may be spoken or signed, in English, the child's primary language, or with adaptive equipment.

Language and Literacy Development: Birth to 12 months—Infants

Standard: The child will begin to develop the foundations for reading. L0FR

Indicators	Sample Behaviors
<p>Begins to attend to stories <small>L0FR.1</small></p>	<p>Marlena smiles when she sits in her grandfather's lap while he reads a story to her. <small>L0FR.1a</small></p> <p>Roman sits and looks at his teacher who is telling a story with puppets. <small>L0FR.1b</small></p>
<p>Explores books as objects <small>L0FR.2</small></p>	<p>Nikkia looks at the cover of a cardboard book that is placed on the floor in front of her. <small>L0FR.2a</small></p> <p>Blossom watches from her infant seat while her big sister reads a picture book next to her. <small>L0FR.2b</small></p> <p>Brad explores cloth and vinyl books by chewing on them. <small>L0FR.2c</small></p> <p>Nicole reaches for a familiar book. <small>L0FR.2d</small></p> <p>Dalen explores how a book works by opening and closing it. <small>L0FR.2e</small></p> <p>Angela tries to turn the pages of a book while her uncle holds her in his lap. <small>L0FR.2f</small></p>
<p>Becomes aware of pictures <small>L0FR.3</small></p>	<p>Benji looks at the pictures of children's faces taped securely to the sides of the changing table. <small>L0FR.3a</small></p> <p>Kendra points to individual pictures in a cardboard or vinyl book that has one picture on each page. <small>L0FR.3b</small></p>



Georgia Early Learning Standards

Infants

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.

Infants touch and taste everything they can as they begin to learn about shape, size, texture, and function.

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 infants. 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 an infant *explores objects with different shapes and sizes*;
2. **Early scientific inquiry skills**, which describes ways an infant *actively explores the environment*; and
3. **Foundations for social studies**, which details ways an infant *begins to recognize significant family and personal relationships*.

“Cognitive Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Infants 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 infants.

Cognitive Development: Birth to 12 months—Infants

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C0M

Indicators	Sample Behaviors
<p>Explores objects with different shapes and sizes <small>C0M1</small></p> 	<p>Paolo looks at the colorful shapes hanging from the mobile over his changing table. <small>C0M1a</small></p> <p>Suzi lays on a quilt on the floor; when she rolls over onto her stomach, she can see and touch the colorful shapes on it. <small>C0M1b</small></p> <p>Tate swipes at his mother's dangling round earrings. <small>C0M1c</small></p> <p>Bren chews on soft, cloth blocks; some are square, and some are round. <small>C0M1d</small></p> <p>Jayla sits on the floor with a big stuffed puppy in one arm and a little one in the other. <small>C0M1e</small></p> <p>Adan picks up the blanket to find the soft block underneath after he sees his teacher put it there. <small>C0M1f</small></p> <p>While crawling around his classroom, Abbott notices the pictures of large and small animals hanging along the bottom of the wall. <small>C0M1g</small></p>

Cognitive Development: Birth to 12 months—Infants

Standard: The child will begin to demonstrate early scientific inquiry skills. *C0S*

Indicators	Sample Behaviors
<p>Actively explores the environment <i>C0S1</i></p>	<p>Clint stares at the black, white, and red pictures attached to the side of his crib. <i>C0S1a</i></p> <p>Jacqueline follows her father’s fingers with her eyes as he wiggles them back and forth in front of her. <i>C0S1b</i></p> <p>Silas brings objects to his mouth in order to explore tastes and textures. <i>C0S1c</i></p> <p>Joselyn kicks at toys hanging from the floor gym in her classroom to make them move. <i>C0S1d</i></p> <p>Rodolfo shakes the rattle repeatedly to hear the musical sounds. <i>C0S1e</i></p> <p>Samara looks intently at the stuffed panda bear in her hand for a sustained period of time. <i>C0S1f</i></p> <p>Quincy uses his senses together to explore the keys on the ring; he grasps them, looks at them, puts them in his mouth, and shakes them to hear them jingle. <i>C0S1g</i></p> <p>Gillian plays with cloth blocks in different ways; sometimes she shakes them to hear the bells inside; sometimes she throws them down, and sometimes she hits two together. <i>C0S1h</i></p>

Cognitive Development: Birth to 12 months—Infants

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

Indicators	Sample Behaviors
<p>Begins to recognize significant family and personal relationships <small>COSS1</small> →</p>	<p>Arturo smiles when his grandfather picks him up out of his crib. <small>COSS1a</small></p> <p>Lynn clings to her mother and turns her head away when an unfamiliar neighbor reaches out to touch her in the grocery store. <small>COSS1b</small></p> <p>Budd laughs when his brother plays with him in the car. <small>COSS1c</small></p> <p>Suzie reaches for Mrs. Reese when she is dropped off at her house for the day. <small>COSS1d</small></p>



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—1 year olds

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


Indicators	Sample Behaviors
<p>Begins to control movements using arms and legs <small>PIG1</small></p>	<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>
<p>Demonstrates beginning coordination and balance <small>PIG2</small></p>	<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>

continued...

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

Physical Development: 12 to 24 months—1 year olds

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

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

Physical Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p>Gains control of hands and fingers <small>PIF1</small> →</p>	<p>Cami pushes the joystick of her wheelchair. <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>
<p>Shows eye-hand coordination <small>PIF2</small> →</p>	<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—1 year olds

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

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

Physical Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p>Responds to verbal or physical signal of danger <small>PIH1</small></p> 	<p>Sean stops playing with the electric outlet cover when his father says, “Stop!” <small>PIH1a</small></p> <p>Artie offers his hand to his mother at the top of the stairs to ask for help walking down. <small>PIH1b</small></p>
<p>Show beginning awareness of personal health needs <small>PIH2</small></p> 	<p>Gaby points to her crib when she is tired. <small>PIH2a</small></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—1 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>SIA1</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>SIA1a</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>SIA1b</i></p> <p>SueEllen brings a book to her teacher and looks on excitedly as she begins to read it to her. <i>SIA1c</i></p> <p>Esteban looks over at his grandfather to see if it is all right to climb up on the big chair. <i>SIA1d</i></p> <p>Ava is at a family gathering with some unfamiliar people; she smiles and runs to the door when her favorite aunt arrives. <i>SIA1e</i></p> <p>Kevin smiles at his teacher as he slides down the slide. <i>SIA1f</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—1 year olds

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

Indicators	Sample Behaviors
<p>Begins to relate to other children <i>SIP1</i></p> 	<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>
<p>Shows awareness of feelings displayed by other children <i>SIP2</i></p> 	<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—1 year olds

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

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

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

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

Indicators	Sample Behaviors
<p>Regulates emotions and behaviors with adult support <small>SISC1</small> →</p>	<p>Ellie stops what she is doing and looks up when her teacher calls her name. <small>SISC1a</small></p> <p>Corey sits for a short period and looks at a book with his teacher. <small>SISC1b</small></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. <small>SISC1c</small></p> <p>Layton climbs down off the step stool when he sees his mother’s disapproving look. <small>SISC1d</small></p> <p>Trina stops before she touches the oven when her mother says “Hot!” <small>SISC1e</small></p>
<p>Follows simple routines and rules in a group setting with adult support <small>SISC2</small> →</p>	<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. <small>SISC2a</small></p> <p>Mercedes follows her teacher outside when it’s time to go to the playground. <small>SISC2b</small></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. <small>SISC2c</small></p>

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

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

Indicators	Sample Behaviors
<p>Expresses self creatively through art and music <small>SISE1</small> →</p>	<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>
<p>Demonstrates imagination through dramatic play <small>SISE2</small> →</p>	<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 pretends 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

*“Mistakes”
give us the
opportunity to
learn what
doesn’t work.
“Successes”
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does.*

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

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


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

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

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

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

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

Indicators	Sample Behaviors
<p>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—1 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.

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

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

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

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

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

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

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

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

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

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

Indicators	Sample Behaviors
<p>Responds to spoken words <small>LIR1</small> →</p>	<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>
<p>Follows simple directions and requests <small>LIR2</small> →</p>	<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—1 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—1 year olds

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

Indicators	Sample Behaviors
<p>Uses sounds and words in social situations ^{LIE3} →</p>	<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>
<p>Begins to express self freely and creatively, using sounds and words ^{LIE4} →</p>	<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>
<p>Asks simple questions ^{LIE5} →</p>	<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—1 year olds

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

Indicators	Sample Behaviors
<p>Listens to stories for short periods of time <small>LIFR1</small> →</p>	<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>
<p>Begins to explore physical features of a book <small>LIFR2</small> →</p>	<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>
<p>Becomes aware of pictures in print <small>LIFR3</small> →</p>	<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—1 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—1 year olds

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

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

continued...

Cognitive Development: 12 to 24 months—1 year olds

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

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

Cognitive Development: 12 to 24 months—1 year olds

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

Indicators	Sample Behaviors
<p>Actively explores the environment <small>CIS1</small> →</p>	<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>
<p>Uses sounds and simple words to describe things in the environment <small>CIS2</small> →</p>	<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—1 year olds

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

Indicators	Sample Behaviors
<p>Uses sounds and simple words to ask questions about the environment CIS3 →</p>	<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>
<p>Uses simple tools CIS4 →</p>	<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—1 year olds

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

Indicators	Sample Behaviors
<p>Recognizes significant family and personal relationships <small>CISS1</small></p>	<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>
<p>Begins to recognize individual preferences and differences <small>CISS2</small></p>	<p>Blanquita notices that Freddy is playing with her favorite toy; she goes over to him, says “mine” and takes it back. <small>CISS2a</small></p> <p>Truman and three other children stay at Mrs. Lowell’s house during the day; at naptime he picks his favorite “blankie” from among the others to take to his mat. <small>CISS2b</small></p>



Georgia Early Learning Standards

Two 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

Parents and teachers are often surprised at how fast skills develop and how much energy it takes to keep up with growing youngsters.

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 two 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 two year old *controls body movements, demonstrates coordination and balance, and expresses creativity through movement;*
2. **Fine motor skills**, which details ways a two year old *controls hands and fingers and shows eye-hand coordination;*
3. **Self-help skills**, which describes ways a two year old acquires abilities such as *feeding, helping with dressing, toileting, personal hygiene, and other routine tasks;* and
4. **Health and safety skills**, which describes ways a two year old *pays attention to safety instructions, begins to attend to personal health needs and names different foods.*

“Physical Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Two 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 two year olds.

Physical Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop gross motor skills. P2G*

Indicators	Sample Behaviors
<p>Controls body movements P2G1</p> 	<p>Martha climbs up the steps on the toddler slide and slides down. P2G1a</p> <p>Carson walks up and down stairs, putting both feet on each step, and holding on to his foster mother's hand. P2G1b</p> <p>Caitlin sits on a riding toy and moves it all around the track using both feet at the same time. P2G1c</p> <p>Gianna uses her arms to move around in her wheelchair. P2G1d</p> <p>Tyler puts his feet on the pedals to try to ride his tricycle. P2G1e</p>
<p>Demonstrates coordination and balance P2G2</p> 	<p>Ross sits on the floor and catches a rolled ball with his arms and body. P2G2a</p> <p>Logan jumps up and down in place while his big sister jumps rope. P2G2b</p> <p>Fran runs with ease, chasing her friend around the playground. P2G2c</p> <p>Remi walks along a curb while his grandfather holds his hand. P2G2d</p> <p>Sharen walks on her tiptoes for a short distance. P2G2e</p> <p>Al throws a ball toward the small basketball hoop. P2G2f</p> <p>Aria kicks a ball forward. P2G2g</p>

continued...

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

Physical Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop gross motor skills. P2G
(continued)

Indicators	Sample Behaviors
<p>Expresses creativity through movement P2G3 →</p>	<p>Edi beats on a pot while music is playing on the radio. P2G3a</p> <p>Lincoln imitates a bird and “flies” around the room. P2G3b</p> <p>Catherine dances when music is playing. P2G3c</p> <p>Isidor and his classmates hold hands and dance to the music. P2G3d</p>

Physical Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop fine motor skills. [P2F](#)

Indicators	Sample Behaviors
<p>Controls hands and fingers P2F1</p>	<p>Darius scribbles on paper, making vertical, horizontal, and circular strokes. P2F1a</p> <p>Emma is beginning to use her thumb and fingertips when she works with crayons, markers, pegs, and beads. P2F1b</p> <p>Lola turns the pages as she looks through a book with pictures of children from around the world. P2F1c</p> <p>Ben twists his wrist to screw and un-screw jar lids. P2F1d</p> <p>Sasha uses both hands as she tries to use scissors to cut paper. P2F1e</p>
<p>Shows eye-hand coordination P2F2</p>	<p>Nathan builds a tower using several blocks, boxes, and upside down pots and pans. P2F2a</p> <p>Reggie completes a simple puzzle with pieces that represent whole figures; he puts the cat puzzle piece into the cat shape and the dog puzzle piece into the dog shape. P2F2b</p> <p>Lauren puts the cap back on the big marker. P2F2c</p> <p>Yali hits the pegs in a poundboard with a toy hammer. P2F2d</p> <p>Alan holds a container in one hand and uses the other to put small objects inside. P2F2e</p>

Physical Development: 24 to 36 months—2 year olds



Standard: The child will begin to acquire self-help skills. P2S

Indicators	Sample Behaviors
<p>Feeds self <small>P2S1</small> →</p>	<p>Ansley uses a spoon to feed herself independently. <small>P2S1a</small></p> <p>Tali drinks from an open cup and may spill a little sometimes. <small>P2S1b</small></p> <p>Macy tries to use a fork to pick up some food. <small>P2S1c</small></p> <p>Carlos tries to pour the milk from a small pitcher into his cup using both hands. <small>P2S1d</small></p>
<p>Helps with dressing <small>P2S2</small> →</p>	<p>Barak unzips his jacket when he arrives at Mrs. Jackson's house in the morning. <small>P2S2a</small></p> <p>Christopher zips his jacket with assistance on the way outside to play. <small>P2S2b</small></p> <p>Jenny may need help with her shirt when she undresses. <small>P2S2c</small></p> <p>Eli tries to dress himself but needs help. <small>P2S2d</small></p> <p>Sage helps get her jacket on when it's time to go home from the Center. <small>P2S2e</small></p> <p>Oosong puts his socks and shoes on with help. <small>P2S2f</small></p>

continued...

Physical Development: 24 to 36 months—2 year olds

Standard: The child will begin to acquire self-help skills. P2S
(continued)

Indicators	Sample Behaviors
<p>Helps with personal hygiene P2S3</p> 	<p>Regina helps take her diaper off when her aunt changes her. P2S3a</p> <p>Brandon lets his teacher know when he needs to use the bathroom. P2S3b</p> <p>Melody uses the bathroom when placed on the toilet but needs help with clothing and cleaning. P2S3c</p> <p>Tony washes and dries his hands by himself but may need help turning on and off the water. P2S3d</p> <p>Felicia goes to get a tissue when she needs to wipe her nose. P2S3e</p> <p>Harrison is beginning to brush his teeth by himself. P2S3f</p>
<p>Helps with routine tasks P2S4</p> 	<p>Ryan helps his grandmother get the table ready for lunch by putting napkins on the table. P2S4a</p> <p>Elena helps her father pick up her toys before bedtime by putting some in a basket. P2S4b</p>

Physical Development: 24 to 36 months—2 year olds

Standard: The child will begin to practice healthy and safe habits. P2H

Indicators	Sample Behaviors
<p>Pays attention to safety instructions <small>P2H1</small> →</p>	<p>Mackenzie cooperates with safety instructions such as holding her father's hand when they cross the street. <small>P2H1a</small></p>
<p>Begins to attend to personal health needs <small>P2H2</small> →</p>	<p>When Samuel isn't feeling well, he gets his favorite stuffed animal and lies down. <small>P2H2a</small></p> <p>Tyneisha tells her teacher when she is thirsty and wants a drink. <small>P2H2b</small></p> <p>Saul covers himself with a blanket when he's cold. <small>P2H2c</small></p>
<p>Names different foods <small>P2H3</small> →</p>	<p>Federico uses sign language to tell his teacher he wants some apple for snack. <small>P2H3a</small></p> <p>Lara tastes a few bites of broccoli and calls it by name. <small>P2H3b</small></p> <p>Benjy tells his mother that he wants some chicken for dinner. <small>P2H3c</small></p>



Georgia Early Learning Standards

Two 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.

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

*At first they
[children] play
alone, then side
by side with
other children,
and, finally,
together with
them.*

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 two 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 two year old *builds relationships with adults*, and *shows feelings of security and trust*;
2. **Personal relationship with peers**, which details ways a two year old *demonstrates beginning social skills with other children*, *shows sensitivity toward them*, and *begins to develop childhood friendships*;
3. **Self-awareness**, which describes ways a two year old *shows behaviors that reflect self-concept* and *demonstrates self-confidence*;
4. **Self-control**, which describes ways a two year old *begins to regulate emotions and behaviors* and *begins to follow simple routines and a few rules in groups*; and
5. **Self-expression**, which illustrates ways a child *expresses self creatively 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 Two Year Old 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 two year olds.

Emotional and Social Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop personal relationships with adults. *S2A*

Indicators	Sample Behaviors
<p>Build relationships with adults <i>S2A1</i></p> 	<p>Jenny looks through a photo album with family pictures of children in her class and finds the one with her own parents and herself. <i>S2A1a</i></p> <p>Luke takes his teacher by the hand and walks over to the book area, so they can read together. <i>S2A1b</i></p> <p>Celine goes over and pats Ms. Suzanne on the arm affectionately when Ms. Suzanne burns herself on the oven. <i>S2A1c</i></p> <p>Austin calls his teacher over to see the block creation he made. <i>S2A1d</i></p> <p>Javonna gets her grandfather to play with her and her cousin. <i>S2A1e</i></p> <p>Rudy gets his teacher's help when he needs to use the bathroom. <i>S2A1f</i></p>
<p>Shows feelings of security and trust <i>S2A2</i></p> 	<p>Emilio takes his father's hand as they enter the playground. <i>S2A2a</i></p> <p>Ashleigh cries when her mother drops her off at Ms. Georgia's house; she calms down as Ms. Georgia gets her involved with a playdough activity. <i>S2A2b</i></p> <p>While drawing in the art area, Makayla occasionally glances over at her teacher to be sure she knows where he is. <i>S2A2c</i></p> <p>Noah walks back and forth from his teacher's side to a group of children, deciding whether to join the children at play. <i>S2A2d</i></p> <p>Alyssa shows her new shoes to her mother's friend after her mother spends some time talking to them both. <i>S2A2e</i></p>

Emotional and Social Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop personal relationships with peers. *S2P*

Indicators	Sample Behaviors
<p>Demonstrates beginning social skills with other children <i>S2P1</i></p>	<p>Zelma builds a structure beside the other children who are building in the block area. <i>S2P1a</i></p> <p>Milo says “It’s mine!” when Lindy tries to take his airplane away; their teacher comes over and helps them figure out how they might play with it together. <i>S2P1b</i></p> <p>Adelaide holds the bowl steady as Aaron stirs the cupcake batter they are mixing with their teacher. <i>S2P1c</i></p> <p>With their teacher’s guidance, Katherine and Chuck take turns looking at the photo album with pictures of all the children in the class. <i>S2P1d</i></p> <p>Kaylee joins a small group of children who are singing and dancing in a circle. <i>S2P1e</i></p> <p>Zeena sees Beau roll his playdough into a ball; she imitates him and says “I made a ball, too!” <i>S2P1f</i></p>
<p>Shows sensitivity to other children’s feelings <i>S2P2</i></p>	<p>With her teacher’s help, Penny “uses her words” instead of hitting, because hitting hurts her friends. <i>S2P2a</i></p> <p>Samuel looks upset and asks why Conrad is crying. <i>S2P2b</i></p> <p>AnnCatherine puts her arm around Zachary when he falls down on the playground. <i>S2P2c</i></p>
<p>Begins to develop friendships with other children <i>S2P3</i></p>	<p>Aaron runs up to Joe when he comes into the room and says “Play!” <i>S2P3a</i></p> <p>Alexia smiles and hugs her friends Robbie and Maria when they come over to play at her house. <i>S2P3b</i></p> <p>In the Dramatic Play area, Ryne pretends to pour himself a drink from a pitcher into a coffee cup, then he pours one for his friend, Mollie, too. <i>S2P3c</i></p>

Emotional and Social Development: 24 to 36 months—2 year olds

Standard: The child will begin to acquire self-awareness. *S2SA*

Indicators	Sample Behaviors
<p>Shows behaviors that reflect child’s self-concept <i>S2SA1</i></p>	<p>Dahlia points to different parts of her body and identifies them. <i>S2SA1a</i></p> <p>Dominic shows his individuality when he is the only one who chooses to paint with a kitchen brush instead of a paintbrush. <i>S2SA1b</i></p> <p>Becky asserts herself by signing “all done” when she wants to change to a different activity with her teacher. <i>S2SA1c</i></p> <p>Paco uses his own name by saying, “Soy Paco” in his home language. <i>S2SA1d</i></p> <p>Marianne says “Watch me!” when she sees her aunt and uncle watching her big brother. <i>S2SA1e</i></p> <p>Seth answers “boy” when the visitor asks if he is a boy or a girl. <i>S2SA1f</i></p>
<p>Demonstrates confidence in own abilities <i>S2SA2</i></p>	<p>Graham takes the child size mop in Ms. Sally’s kitchen and pushes it across the floor to show he feels capable of doing things like an adult. <i>S2SA2a</i></p> <p>Alexa eagerly climbs to the top of the toddler play structure but then calls for help to get down. <i>S2SA2b</i></p> <p>Miguel puts his shoes on by himself, but they are on the wrong feet; he insists on wearing them that way. <i>S2SA2c</i></p> <p>Jada proudly shows her teacher the creation she made with cardboard tubes and paint. <i>S2SA2d</i></p> <p>Devin excitedly calls his grandfather over to show how he can make the riding toy go. <i>S2SA2e</i></p>

Emotional and Social Development: 24 to 36 months—2 year olds

Standard: The child will begin to demonstrate self-control. *S2SC*

Indicators	Sample Behaviors
<p>Begins to regulate own emotions and behaviors independently <i>S2SC1</i> →</p>	<p>Alana is able to move smoothly from one activity to another when she has a predictable routine; she becomes upset when she can't play outside at the usual time, because it is raining. <i>S2SC1a</i></p> <p>Sergio plays in a small group of children. <i>S2SC1b</i></p> <p>Mckenna looks at her teacher when he asks her to stop climbing up on the table, but she continues until he comes over to help her find something else to do. <i>S2SC1c</i></p> <p>With Ms. Lesly's help, Liza and Jon stop struggling over whose turn it is to ride the riding toy. <i>S2SC1d</i></p> <p>Curt is starting to show some impulse control; he avoids stepping in juice that someone spilled on the floor. <i>S2SC1e</i></p> <p>Martina stops what she is doing and helps put the toys away at clean up time. <i>S2SC1f</i></p>
<p>Begins to follow simple routines and a few rules in a group setting independently <i>S2SC2</i> →</p>	<p>Zander participates with the other children who stay at Ms. Alice's house when they do music and movement activities together. <i>2SC2a</i></p> <p>Tara can sit with a group of children for a short period of time while their teacher tells a story using real objects. <i>S2SC2b</i></p> <p>Marco tells Roy "Shhh" when they are sitting together in the quiet book area in the classroom. <i>S2SC2c</i></p> <p>With the teacher's guidance, Ashanti takes turns in some activities such as being the one who leads the class around the room walking, marching, or hopping. <i>S2SC2d</i></p> <p>Keaton follows the class routine and washes his hands after using the toilet. <i>S2SC2e</i></p>

Emotional and Social Development: 24 to 36 months—2 year olds

Standard: The child will begin to engage in self-expression. S2SE

Indicators	Sample Behaviors
<p>Expresses self creatively through art and music <small>S2SE1</small> →</p>	<p>Yanni draws squiggles and dots with large crayons. <small>S2SE1a</small></p> <p>Reese paints with water on the sidewalk. <small>S2SE1b</small></p> <p>William squeezes and plays with playdough. <small>S2SE1c</small></p> <p>Lizbeth mixes some finger paints together to see what color she can make. <small>S2SE1d</small></p> <p>Hunter glues torn pieces of construction paper onto a large sheet to make a creation. <small>S2SE1e</small></p> <p>Stella chooses a tambourine from the instrument box; she shakes it and pats her head and arms with it to make music. <small>S2SE1f</small></p>
<p>Demonstrates imagination through dramatic play <small>S2SE2</small> →</p>	<p>Shawn says “I daddy” and picks up the briefcase to go to “work.” <small>S2SE2a</small></p> <p>Theo sits in his father’s special chair with his feet up looking at a magazine, imitating his father. <small>S2SE2b</small></p> <p>Omar pushes a few blocks together on the floor and says he has made a “train.” <small>S2SE2c</small></p> <p>Alayna sits on the stuffed donkey, holds it by the ears, and rides it around the room. <small>S2SE2d</small></p> <p>Braeden pretends to be a snake and slithers gracefully on the ground. <small>S2SE2e</small></p> <p>Bella acts out a trip to the grocery store in the Dramatic Play area; she fills a basket with empty boxes and pushes the buttons on the cash register. <small>S2SE2f</small></p>



Georgia Early Learning Standards

Two 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.

Curiosity, persistence, and creative problem solving are aspects of Approaches to Learning.

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 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 opportu-

nity 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 two 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 two year old *shows curiosity in learning new things, shows persistence in activities of interest and begins to find novel solutions to problems.*

"Approaches to Learning" encompasses a wide range of skills and behaviors. The standard, indicators, and sample behaviors included in the Two 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 two year olds.

Approaches to Learning: 24 to 36 months—2 year olds

Standard: The child will begin to acquire learning approaches that support development and school success. [A2L](#)

Indicators	Sample Behaviors
<p>Shows curiosity in learning new things A2L1</p> 	<p>Carlos explores new objects; he opens the new box of connecting cubes and investigates how they fit together and come apart. A2L1a</p> <p>Miracle explores while playing; while her grandmother plants flowers, Miracle digs in the soil and discovers rocks, leaves, and insects. A2L1b</p> <p>Kia is curious about a sound she hasn't heard before; she says "What's that?" and her teacher tells her it's a big tractor mowing the lawn in the school yard. A2L1c</p> <p>Nolan tries new sensory experiences; he puts his hands in the pumpkin his teacher cut open and pulls out a handful of seeds. A2L1d</p> <p>Leilani chooses to participate in unfamiliar activities; she eagerly agrees to go into the community swimming pool with her uncle even though this is her first time there. A2L1e</p> <p>Lawrence experiments with materials; he paints with sponges, wooden spoons, and a toothbrush and enjoys the different impressions he can make on the paper. A2L1f</p> <p>Aurora shows interest in learning new things; she points and uses signs to ask her teacher "What's that?" when she sees a nest in the tree outside the classroom window. A2L1g</p>

continued...

Approaches to Learning: 24 to 36 months—2 year olds

Standard: The child will begin to acquire learning approaches that support (continued) development and school success. [A2L](#)

Indicators	Sample Behaviors
<p>Shows persistence in activities of interest A2L2 →</p>	<p>Dana sustains attention in an activity independently; in the sandbox she repeatedly fills a pail with sand and dumps it out. A2L2a</p> <p>Maurice works toward completing a task; he tells his teacher he isn't finished yet when she says it's time to put the puzzles away. A2L2b</p> <p>Jay sustains attention in an activity initiated by an adult; he helps his teacher mix play dough and then takes his own chunk and plays on his own. A2L2c</p> <p>Merrie is developing the ability to follow through on a task; she brings her box of stickers and paper to the kitchen table and makes a design. A2L2d</p> <p>Dru stays engaged in some activities for an extended period of time; he plays with cups, spoons, and a sponge in a small tub of water - pouring, squeezing, and splashing. A2L2e</p> <p>Beth ignores distractions when she's interested in an activity; she listens intently as her mother reads her two favorite books at bedtime, even though her big brother is playing music in the other room. A2L2f</p> <p>Bao focuses his attention on some activities; he pulls the wagon around the playground being careful to keep it on the path instead of in the grass. A2L2g</p>

continued...

Approaches to Learning: 24 to 36 months—2 year olds

Standard: The child will begin to acquire learning approaches that support (continued) development and school success. [A2L](#)

Indicators	Sample Behaviors
<p>Begins to find novel solutions to problems A2L3 →</p>	<p>Kahneisha looks for the flowers that belong in the vase in the Dramatic Play area; when she can't find them, she uses her imagination and puts colorful wooden sticks in there instead. A2L3a</p> <p>Holden shows flexibility when he finds himself stuck in the grass on the riding toy; first, he tries to stay on it and make it go; when that doesn't work, he pushes it over to the sidewalk and rides there instead. A2L3b</p> <p>When Ainsley finds the carpet cluttered with toys, she takes initiative and makes a path through them, so she can push her truck across the floor. A2L3c</p> <p>Howie shows inventiveness; when his sister won't let him play with her drums, he goes into the kitchen, gets a pot and a spoon, and uses the spoon to bang on the pot. A2L3d</p> <p>Claudia Jean finds a creative solution; she puts a plastic bowl on her head and pretends it's a helmet as she rides her riding toy, just like her sister wears when she rides her bicycle. A2L3e</p>



Georgia Early Learning Standards

Two 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.

An environment that is rich in language, both spoken and printed, supports language development.

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 two 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 two year old *responds to spoken words and follows directions and requests*;
2. **Expressive language**, which details the ways a two year old child *communicates non-verbally using motions and gestures, demonstrates oral language skills using words, uses oral language in social situations and for creative expression, and asks questions*;
3. **Foundations for reading**, which describes the ways a two year old *begins to follow what happens in a story, becomes aware of pictures and symbols in print, and begins to distinguish different sounds of language*;
4. **Foundations for writing**, which details the ways a two year old *scribbles, draws simple pictures, dictates messages, and expresses creativity using skills for writing*.

“Language and Literacy Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Two 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 two year olds.

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to construct meaning from spoken words. (receptive language) L2R

Indicators	Sample Behaviors
<p>Responds to spoken words <small>L2R1</small></p> 	<p>Brittani finds a book about animals and their babies when her grandmother asks her to find a book she would like to read. <small>L2R1a</small></p> <p>Marcus bends down to look when his teacher says “Are your shoes under your cot?” <small>L2R1b</small></p> <p>Rosita picks up a block and heads for the bookcase when her family child care teacher says, “It’s clean-up time - let’s put the blocks on the shelf.” <small>L2R1c</small></p> <p>George holds up two fingers when the nurse asks how old he is. <small>L2R1d</small></p> <p>Chloe laughs when her teacher points to his knee and says, “Is this my nose?” <small>L2R1e</small></p>
<p>Follows directions and requests <small>L2R2</small></p> 	<p>When Miguel tells his teacher he wants to draw, he follows her 2-step directions to go to the art area and get some markers. <small>L2R2a</small></p> <p>Aleia picks up her clothes and puts them in the laundry basket when her stepmother asks her to help clean up her room. <small>L2R2b</small></p> <p>Peter throws away his napkin and takes his plate to the sink after lunch when his teacher reminds him. <small>L2R2c</small></p> <p>After her uncle tells her to, Maya gets the ball and waits for him to go outside and play. <small>L2R2d</small></p>

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language)* L2E

Indicators	Sample Behaviors
<p>Communicates nonverbally, using motions and gestures L2E1 →</p>	<p>Sharen takes her friend Lynda by the hand and leads her to the art area to paint. L2E1a</p> <p>Leo tugs on his pants when he needs to go to the bathroom. L2E1b</p> <p>Shanda looks over at her brother and smiles when she knocks down the block tower he built. L2E1c</p> <p>Barak looks over at his teacher for reassurance when he falls down on the playground. L2E1d</p> <p>Kristi runs enthusiastically to the door when her father comes to pick her up at Mrs. Parker’s house. L2E1e</p>
<p>Demonstrates oral language skills, using words L2E2 →</p>	<p>Fran picks up the toy phone, holds it to her ear, and says, “Hi, Grandpa” to show that she knows what the phone is for. L2E2a</p> <p>Greg often uses the pronoun “me.” L2E2b</p> <p>Vivian uses some plurals now such as dogs, cars, and cats. L2E2c</p> <p>Rudy uses 3-word phrases. L2E2d</p> <p>Lucy can say her full name is “Lucy Johnson.” L2E2e</p> <p>Christian describes things by saying “pretty birds” or “yucky food.” L2E2f</p> <p>Lexi and his friends can say/sign more than 50 different words. L2E2g</p>

continued...

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

Language and Literacy Development: 24 to 36 months—2 year olds


Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language) L2E
(continued)

Indicators	Sample Behaviors
<p>Uses oral language in social situations <small>L2E3</small> →</p>	<p>Darryle says “Help me” to ask for help when she needs it. <small>L2E3a</small></p> <p>Vaughn keeps the conversation going by taking turns talking with an adult, pausing to listen, and then responding. <small>L2E3b</small></p> <p>Hajari sometimes says “please” and “thank you” when he asks for something he wants. <small>L2E3c</small></p> <p>Tonya says, “stop” when Juliette pushes her. <small>L2E3d</small></p> <p>Tennille tells her grandfather about a few things that happened at the Center today. <small>L2E3e</small></p> <p>Orlando speaks clearly enough for most non-family members to understand. <small>L2E3f</small></p>
<p>Uses oral language for creative expression <small>L2E4</small> →</p>	<p>Michaela makes her voice sound like a grown-up’s when she talks to the toy animals. <small>L2E4a</small></p> <p>Glenn uses words in playful ways; he calls his brother by a silly name and laughs. <small>L2E4b</small></p> <p>Bella is beginning to make up stories when she plays in the Dramatic Play area at her Center. <small>L2E4c</small></p> <p>Nathaniel holds a block to his ear and pretends to speak to his daddy when he can’t find the toy telephone. <small>L2E4d</small></p>

continued...

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to express thoughts with sounds, words, and (continued) gestures. (expressive language) L2E

Indicators	Sample Behaviors
<p>Asks questions L2E5 </p>	<p>John joins children in the block area to signal that he is asking to play. L2E5a</p> <p>Aaron asks, “Can I play?” when he wants to join some children in the sandbox at the Center. L2E5b</p> <p>Monica’s voice goes up at the end of the sentence when she asks questions. L2E5c</p> <p>Kareem asks questions while playing with his friends, although the questions may wander from topic to topic. L2E5d</p>

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop foundations for reading. L2FR

Indicators	Sample Behaviors
<p>Begins to follow what happens in a story <small>L2FR1</small> →</p>	<p>Shauna points to pictures in the story and names them. <small>L2FR1a</small></p> <p>Hal fills in the next word when his teacher pauses during a familiar story. <small>L2FR1b</small></p> <p>Glenna tells what happens next in a story she has heard many times. <small>L2FR1c</small></p> <p>Favian asks his teacher to read his favorite story. <small>L2FR1d</small></p> <p>Gamal is beginning to repeat phrases from stories that are repetitive. <small>L2FR1e</small></p> <p>Julia can listen to a brief story if it's of high interest. <small>L2FR1f</small></p> <p>Halden laughs when his aunt reads him the funny book about the bird who thinks a cow is his mommy. <small>L2FR1g</small></p>
<p>Shows beginning book awareness <small>L2FR2</small> →</p>	<p>Annie can turn the pages of a board book easily now. <small>L2FR2a</small></p> <p>Ban looks through a picture book as if he is reading it. <small>L2FR2b</small></p> <p>Kari looks at the covers of the books in her room and finds her favorite one. <small>L2FR2c</small></p> <p>Jacques enjoys spending time looking at books on his own. <small>L2FR2d</small></p>

continued...

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop foundations for reading. L2FR
(continued)

Indicators	Sample Behaviors
<p>Becomes aware of pictures and symbols in print L2FR3</p>	<p>Iris points to her favorite cereal box and names it while she is at the grocery store with her mother. L2FR3a</p> <p>Mauricio says, “Pare” or “Stop” when he sees a stop sign in a magazine. L2FR3b</p> <p>Madalyn names her favorite restaurant when she sees the sign in front. L2FR3c</p> <p>Dean looks at the poster with the picture recipe as his teacher reads it while making fruit salad with a small group of children. L2FR3d</p> <p>Clara plays with alphabet blocks and plastic letter magnets on the refrigerator at Mrs. Shim’s house. L2FR3e</p>
<p>Begins to distinguish the different sounds of language (phonological awareness) L2FR4</p>	<p>Mekhi sings simple rhyming songs with the other children in his class. L2FR4a</p> <p>Genevieve tries to repeat a nursery rhyme. L2FR4b</p> <p>Shaun opens and shuts his hands and repeats the words to a fingerplay along with his teacher. L2FR4c</p>

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop foundations for writing. L2FW

Indicators	Sample Behaviors
<p>Scribbles <small>L2FW1</small> →</p>	<p>Russ imitates his older sister doing her homework; he scribbles a few marks on paper with a big pencil. <small>L2FW1a</small></p> <p>Tabitha scribbles on paper with a marker and some of the scribbles look like lines. <small>L2FW1b</small></p> <p>Darby scribbles with a crayon and some of the scribbles are circular. <small>L2FW1c</small></p> <p>Dashawna scribbles on a small chalk board with chalk. <small>L2FW1d</small></p>
<p>Draws simple pictures <small>L2FW2</small> →</p>	<p>Ezra draws circular shapes and lines and says to his teacher, “See my car.” <small>L2FW2a</small></p> <p>Izabella finger paints a picture and uses signs to say that it is a flower for her grandmother. <small>L2FW2b</small></p>
<p>Dictates messages <small>L2FW3</small> →</p>	<p>Elliott asks his teacher to write “Elliott” at the top of his painting. <small>L2FW3a</small></p> <p>Nayeli asks her big sister to write “Happy Birthday” on the picture she drew for their grandfather. <small>L2FW3b</small></p> <p>Wes asks Mrs. Blissett to write “for mommy” on the collage they made at her house today. <small>L2FW3c</small></p>
<p>Expresses creativity using skills for writing <small>L2FW4</small> →</p>	<p>Kimberly makes squiggles in the sand with her finger. <small>L2FW4a</small></p> <p>Walt puts his finger in some shaving cream and makes dots on the sink while watching his father shave. <small>L2FW4b</small></p>



Georgia Early Learning Standards

Two 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,

They must be encouraged to keep trying when they have difficulty and celebrate each step in the process of learning.

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. 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 two 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 two year old *identifies basic shapes and colors, sorts and matches objects, builds beginning number concepts, builds beginning measurement concepts, explores concepts related to patterning, begins to solve simple mathematical problems, and thinks creatively;*
2. **Early scientific inquiry skills**, which describes ways a two year old *actively explores the environment, uses language to describe things in the environment, asks questions about the environment, and uses tools to experiment;*
3. **Foundations for social studies**, which details ways a two year old *recognizes family roles and personal relationships, recognizes obvious individual preferences and differences, recognizes community roles and relationships, and explores concepts of place and location.*

“Cognitive Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Two 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 two year olds.

Cognitive Development: 24 to 36 months—2 year olds


Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C2M

Indicators	Sample Behaviors
<p>Begins to identify basic shapes <small>C2M1</small> →</p>	<p>Billy fits the shapes into the shape box. <small>C2M1a</small></p> <p>Emiko puts the circle, square, and triangle pieces in the shape puzzle. <small>C2M1b</small></p> <p>Renee finds the triangle cookie cutter, so she can make a cookie the same shape as her sister's. <small>C2M1c</small></p>
<p>Begins to sort and match objects <small>C2M2</small> →</p>	<p>Alyson finds the shoe that matches the one she is wearing. <small>C2M2a</small></p> <p>When his mother shows him how to do it, Joaquin sorts Daddy's "big socks" in one pile and his own "little socks" in another. <small>C2M2b</small></p> <p>Kaitlynn sorts the round blocks of one color in one basket and the square blocks of the same color in a different basket. <small>C2M2c</small></p> <p>Nathan, who is visually impaired, feels the shape of some wooden pieces to find two that match. <small>C2M2d</small></p> <p>Joaquin matches some red circles to the ones his teacher put on the mat in front of him. <small>C2M2e</small></p>

continued...

Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop the foundations for mathematical (continued) reasoning and logical thinking. C2M

Indicators	Sample Behaviors
<p>Builds beginning number concepts C2M3</p> 	<p>Kristal recites, “1, 2, 3” just like her teacher does when the class is getting ready for lunch. C2M3a</p> <p>Craig sings a counting song about five little monkeys jumping on a bed. C2M3b</p> <p>M’Lee chooses “just one” cookie from the plate for dessert. C2M3c</p> <p>Graham uses some number words; he uses sign language to ask for “two books” to take to his cot at naptime. C2M3d</p> <p>Cheyenne says, “one” when her cousin asks her how many puppies she has. C2M3e</p> <p>Macie asks for another slice of apple because Destinee has two, and she wants the same. C2M3f</p> <p>Kelly puts a blanket on each doll when her teacher asks if each baby has one. C2M3g</p>
<p>Builds beginning measurement concepts C2M4</p> 	<p>Ahmad uses a smaller cup to fill a larger one with sand in the sandbox at the Center. C2M4a</p> <p>Gina says “Time to eat!” when her class comes in from the playground. C2M4b</p> <p>Moe stacks a large block on the bottom, a smaller one next, and an even smaller one on the top. C2M4c</p> <p>Kassidy nects two smaller cups inside a larger one. C2M4d</p> <p>Nyla points to the “Mama Bear” instead of the “Baby Bear” when her teacher asks her which one is bigger. C2M4e</p>

continued...


Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C2M
(continued)

Indicators	Sample Behaviors
<p>Begins to solve simple problems using logical reasoning and mathematical thinking <small>C2M5</small> →</p>	<p>Kahneisha completes a puzzle with 3 or 4 connecting pieces. <small>C2M5a</small></p> <p>Eric is playing with stuffed animals – a puppy, a dinosaur, and a lion - when he turns away for a moment Ellie comes by and picks up the dinosaur and walks away; Eric turns back, notices it is missing, and says, “Where’s my dinosaur?” <small>C2M5b</small></p> <p>Risa finds the ball under the middle of three boxes after seeing her brother pretend to put it under one of the other ones. <small>C2M5c</small></p>
<p>Explores concepts related to patterning <small>C2M6</small> →</p>	<p>Francesca watches her sister make a necklace with a pattern of red and yellow beads; Francesca puts red and yellow beads on her string, but they aren’t in a pattern yet. <small>C2M6a</small></p> <p>With his big cousin’s help, Emiliano copies a simple pattern; he places a pine cone, a rock, a pine cone, and another rock on the ground just like his cousin did. <small>C2M6b</small></p> <p>Patti claps her hands, pats her knees, and continues this clap-pat pattern in imitation of her teacher. <small>C2M6c</small></p>
<p>Thinks creatively using logical reasoning and mathematical thinking <small>C2M7</small> →</p>	<p>Kody puts a toy person in each of his toy cars; when he has an extra car and no more people, he puts a ball in it instead. <small>C2M7a</small></p> <p>Madyson stacks blocks to make towers of different shapes and sizes; sometimes they balance and stand firmly; sometimes they fall over, and she builds them up again. <small>C2M7b</small></p> <p>Arieh plays with different shaped boxes - a shoe box, an oatmeal box, and a spaghetti box - experimenting with different ways to use them. <small>C2M7c</small></p>

Cognitive Development: 24 to 36 months—2 year olds



Standard: The child will begin to demonstrate early scientific inquiry skills. C2S

Indicators	Sample Behaviors
<p>Actively explores the environment <small>C2S1</small></p> 	<p>Sawyer collects leaves on the playground and brings them into his class to add to the collection. <small>C2S1a</small></p> <p>At Mrs. Lee’s house, Elaina pours water onto the sand in the sandbox and squishes her fingers in it to explore how it feels. <small>C2S1b</small></p> <p>Madelyn observes what her hand looks like under the magnifying glass. <small>C2S1c</small></p> <p>Vincent and his father examine the empty bird’s nest that Vincent found. <small>C2S1d</small></p> <p>Wyatt puts just a little bit of food in the tank and watches his goldfish eat most of it before it falls to the bottom. <small>C2S1e</small></p> <p>Lydia discovers what she can pick up with the magnet wand as she takes it around the classroom and experiments with different objects. <small>C2S1f</small></p> <p>Liam explores cause and effect when he pushes the lever on his electric wheelchair to make it go. <small>C2S1g</small></p>

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Cognitive Development: 24 to 36 months—2 year olds

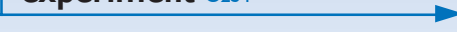
Standard: The child will begin to to demonstrate early scientific inquiry skills. C2S
(continued)

Indicators	Sample Behaviors
<p>Uses language to describe things in the environment C2S2</p> 	<p>Mariah hands the fire engine to her teacher and points to the missing wheel to show her that it is broken. C2S2a</p> <p>DeAnthony draws a picture and says it's the tree in front of his house. C2S2b</p> <p>Courtney describes the Center's pet rabbit as "soft and furry." C2S2c</p> <p>Stephen runs into the house and reports to his father that they "can't go," because "mommy's car broke." C2S2d</p> <p>Bailey sings a song about different body parts and moves them as she sings. C2S2e</p> <p>Calvina closes the bathroom door and says to her mother, "It's dark!" C2S2f</p> <p>Maxwell puts the magnetic shapes on the refrigerator and uses signs to tell his grandfather that they "stick." C2S2g</p>
<p>Asks questions about the environment C2S3</p> 	<p>Anastasia looks for the fish hiding under the rock in the fish tank and wants to know where it went; she asks, "Fishy go?" C2S3a</p> <p>Casey asks, "Wiggly sleep?" when he sees the class gerbil with its eyes closed. C2S3b</p> <p>Karlynn asks, "What's that?" pointing to a chipmunk running across the playground. C2S3c</p> <p>Brenden watches the bath water go down the drain and asks "Where water go?" C2S3d</p>

continued...

Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to to demonstrate early scientific inquiry skills. C2S
(continued)

Indicators	Sample Behaviors
<p>Uses tools to experiment <small>C2S4</small></p> 	<p>Savanna uses a toy hammer to flatten the play dough. <small>C2S4a</small></p> <p>Jim uses a mop to help clean the kitchen floor just like his grandfather does. <small>C2S4b</small></p> <p>Yahir dips the paintbrush into the water to clean it. <small>C2S4c</small></p> <p>Tatiana shakes the sifter in the sandbox and sees the pebbles left behind. <small>C2S4d</small></p>

Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop the foundations for social studies. C2SS

Indicators	Sample Behaviors
<p>Recognizes family roles and personal relationships <small>C2SS1</small></p>	<p>Drake sees his aunt coming across the parking lot and exclaims, “Auntie Mary!” <small>C2SS1a</small></p> <p>Lukas grins widely when he helps put some toys away at bedtime, and his mother tells him he is a “big family helper.” <small>C2SS1b</small></p> <p>Miriam doesn’t see her teacher on the playground and starts to cry. <small>C2SS1c</small></p> <p>Brady brings photographs of his family to the Center and identifies the pictures of his mother, brother, grandfather, and their dog Alfie, too! <small>C2SS1d</small></p> <p>Cierra has a new baby sister; she says “I am big sister!” <small>C2SS1e</small></p>
<p>Recognizes obvious individual preferences and differences <small>C2SS2</small></p>	<p>Leon notices Margo’s glasses and says, “Glasses.” <small>C2SS2a</small></p> <p>Marcos walks next to his friend Malik, who is riding in his wheelchair. <small>C2SS2b</small></p> <p>Zoey is curious to taste a new dish for lunch when she goes to Sarita’s house to play. <small>C2SS2c</small></p> <p>Enya says, “My hair is long; Andra’s is short.” <small>C2SS2d</small></p>

continued...

Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop the foundations for social studies. C2SS
(continued)

Indicators	Sample Behaviors
<p>Recognizes community roles and relationships C2SS3 →</p>	<p>Perla puts on the police hat in the Dramatic Play area after the Police Officer comes to her class to visit. C2SS3a</p> <p>Braxton puts a toy stethoscope around his neck and says he will “make the baby better.” C2SS3b</p> <p>Tessa puts her cup in the trash can “to keep our class clean.” C2SS3c</p>
<p>Explore concepts of place and location C2SS4 →</p>	<p>Dane looks under the table for his truck when his mother tells him she thinks it rolled there. C2SS4a</p> <p>Breann says she wants to go “downstairs” to see the toy train set her grandfather has in the basement. C2SS4b</p> <p>Johnathan remembers where he left his cup of juice; he walks from the living room into the kitchen to get it. C2SS4c</p> <p>Marta takes her Tío Roberto (Uncle Roberto) by the hand and leads him to her classroom when he comes to the Center for the first time. C2SS4d</p>



Georgia Early Learning Standards

Three 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

Children learn as they play and need to be able to move freely in their environment to grow to their full potential.

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 three 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 three year old *controls body movements, demonstrates coordination and balance, and expresses creativity through movement;*
2. **Fine motor skills**, which details ways a three year old *controls hands and fingers and shows eye-hand coordination;*
3. **Self-help skills**, which describes ways a three year old acquires abilities such as *dressing, feeding, attending to personal hygiene and other routine tasks;* and
4. **Health and safety skills**, which describes ways a child *pays attention to safety instructions, attends to personal health needs, identifies healthy food choices, and relates personal identification information.*

“Physical Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Three 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 three year olds.

Physical Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop gross motor skills. P3G*

Indicators	Sample Behaviors
<p>Controls body movements P3G1</p>	<p>Tynisa lifts and carries large hollow blocks. P3G1a</p> <p>Danny climbs on the low outdoor equipment with ease. P3G1b</p> <p>Serena jumps down into the sandbox from the short ledge. P3G1c</p> <p>Emily hops in place. P3G1d</p> <p>Joseph goes upstairs and downstairs; sometimes he holds onto the handrail. P3G1e</p> <p>Aida pedals her tricycle and goes forward. P3G1f</p> <p>Jonathan walks around the room wearing his leg braces and crutches. P3G1g</p>
<p>Demonstrates coordination and balance P3G2</p>	<p>Sherry walks on a low balance beam a few steps, watching her feet as she goes. P3G2a</p> <p>Antonio stands with both feet together and jumps forward. P3G2b</p> <p>Tim moves all around the living room without bumping into the furniture. P3G2c</p> <p>Samantha stands in place and kicks a soccer ball a few feet. P3G2d</p> <p>Alexander throws a ball a short distance. P3G2e</p> <p>Skyler catches a large ball against her body when her sister bounces it to her. P3G2f</p>

continued...

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

Physical Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop gross motor skills. P3G
(continued)

Indicators	Sample Behaviors
<p>Expresses creativity through movement P3G3</p>	<p>Joshua and Chico sit on the floor with their feet together, holding hands, and rocking back and forth pretending they are in a boat. P3G3a</p> <p>Indira makes creative body movements, waving a scarf in each hand as she moves around the room. P3G3b</p> <p>Whenever music is playing, José dances. P3G3c</p> <p>Brianna moves like an elephant swaying its trunk. P3G3d</p>

Physical Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop fine motor skills. ^{P3F}

Indicators	Sample Behaviors
<p>Controls hands and fingers ^{P3F1}</p>	<p>Carl holds markers and crayons with his thumb and fingers instead of his fist. ^{P3F1a}</p> <p>Mae uses scissors to snip pieces of paper. ^{P3F1b}</p> <p>Sal copies lines and circles. ^{P3F1c}</p> <p>Charice squeezes the turkey baster while playing at the water table. ^{P3F1d}</p> <p>Miles turns each page of the paper book his babysitter is reading to him. ^{P3F1e}</p>
<p>Shows eye-hand coordination ^{P3F2}</p>	<p>Adam puts together and pulls apart small interconnecting blocks. ^{P3F2a}</p> <p>Kathleen threads the laces in and out of the holes in a sewing card. ^{P3F2b}</p> <p>Marcus puts a puzzle together with several connecting pieces. ^{P3F2c}</p> <p>Sukja builds a bridge out of wooden blocks. ^{P3F2d}</p>

Physical Development: 36 to 48 months—3 year olds

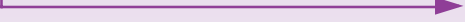
Standard: The child will begin to acquire self-help skills. P3S

Indicators	Sample Behaviors
<p>Feeds self P3S1 →</p>	<p>Aline eats her meals without spilling food on herself. P3S1a</p> <p>Dylan uses a spoon and fork to feed himself. P3S1b</p> <p>Reyna pours milk from a small pitcher and usually stops before it spills. P3S1c</p> <p>Hayden spreads peanut butter on a cracker with a spreader. P3S1d</p>
<p>Dresses self P3S2 →</p>	<p>Joey unsnaps his shirt when he gets undressed. P3S2a</p> <p>Bianca buttons the large buttons on her sweater. P3S2b</p> <p>Chandler undresses himself before his bath. P3S2c</p> <p>Sadie dresses herself with minimal help from her grandmother. P3S2d</p> <p>Lorenzo puts his socks and shoes on with minimal help. P3S2e</p>
<p>Attends to personal hygiene P3S3 →</p>	<p>Mason takes care of his own toileting needs with minimal help. P3S3a</p> <p>Teri brushes her teeth all by herself. P3S3b</p> <p>Julio washes and dries his hands after fingerpainting. P3S3c</p>

continued...

Physical Development: 36 to 48 months—3 year olds

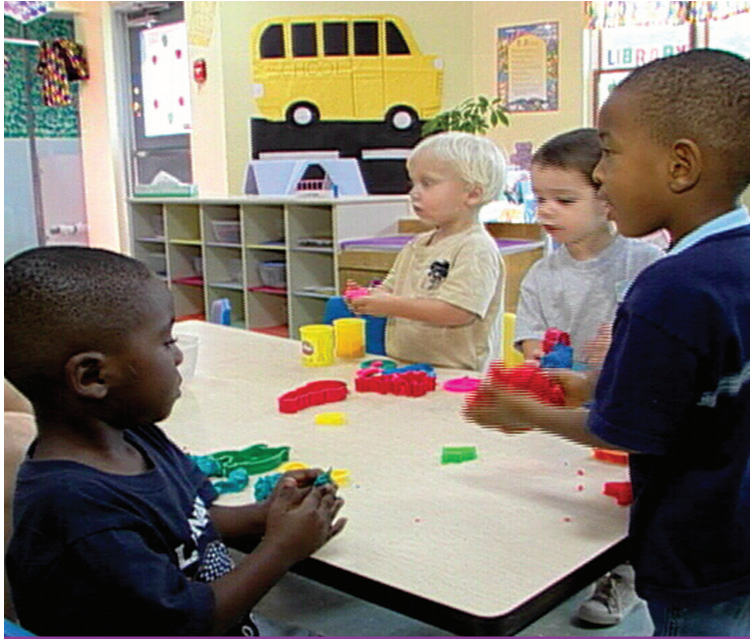
Standard: The child will begin to acquire self-help skills. P3S
(continued)

Indicators	Sample Behaviors
<p>Attends to routine tasks P3S4</p> 	<p>Reanna throws away her paper cup and napkin after her snack. P3S4a</p> <p>Gunther turns off simple electronic devices when he is finished using them. P3S4b</p> <p>Andrea puts the toys away during cleanup time, but she may need to be reminded. P3S4c</p> <p>Colin wheels himself to different activities in his classroom using his wheelchair. P3S4d</p>

Physical Development: 36 to 48 months—3 year olds

Standard: The child will begin to practice healthy and safe habits. ^{P3H}

Indicators	Sample Behaviors
<p>Pays attention to safety instructions ^{P3H1}</p>	<p>Miranda follows the fire drill procedures when her teacher gives directions. ^{P3H1a}</p> <p>Ross says, “Stop!” when his cousin Nick throws sand. ^{P3H1b}</p>
<p>Attends to personal health needs ^{P3H2}</p>	<p>Justine will lie down when she is tired. ^{P3H2a}</p> <p>Miguel goes to the water fountain and drinks when he is thirsty. ^{P3H2b}</p> <p>Marsha tells her teacher she needs her sweater when she goes out to the playground on a cold day. ^{P3H2c}</p>
<p>Identifies healthy food choices ^{P3H3}</p>	<p>Gale chooses pictures of healthy foods and tears them out of newspaper ads to put on the class poster about “Foods That Keep Us Healthy.” ^{P3H3a}</p> <p>Reza chooses healthy snacks to eat; he asks his mother for strawberries and cantaloupe. ^{P3H3b}</p>
<p>Relates own identification information ^{P3H4}</p>	<p>Sophie says, “My name is Sophie Brown” when asked to say her first and last name. ^{P3H4a}</p> <p>Brandon holds up three fingers when asked how old he is. ^{P3H4b}</p>



Georgia Early Learning Standards

Three 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.

*...through play,
they learn about
getting along
with others and
how to solve
interpersonal
conflicts.*

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.

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 con-

trol 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 three 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 three year old *builds relationships with adults, shows feelings of security and trust, and uses adults as a resource for learning and assistance;*
2. **Personal relationship with peers**, which details ways a three year old *demonstrates social skills with other children, shows sensitivity toward them, and develops childhood friendships;*
3. **Self-awareness**, which describes ways a three year old *shows behaviors that reflect self-concept and demonstrates self-confidence;*
4. **Self-control** which describes ways a three year old *regulates emotions and behaviors and follows routines and social rules in groups;* and
5. **Self-expression** which illustrates ways a three 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 Three Year Olds section of the GELS are only a few examples of many that could have been chosen. They should be considered representative of the numerous emotional and social skills demonstrated by three year olds.

Emotional and Social Development: 36 to 48 months—3 year olds


Standard: The child will begin to develop personal relationships with adults. *S3A*

Indicators	Sample Behaviors
<p>Builds relationships with adults <i>S3A1</i></p>	<p>Julia asks her mother’s permission before she tries to pour milk on her cereal for the first time. <i>S3A1a</i></p> <p>Caleb offers to help his teacher hang his painting on the wall. <i>S3A1b</i></p> <p>Yusef tells his teacher about a game he played with his brother before coming to the Center this morning. <i>S3A1c</i></p> <p>Elijah looks up at adults when they speak to him, as people do in his home culture; his friend Nela nods her head but doesn’t make eye contact, as people do in hers. <i>S3A1d</i></p> <p>Satasha refers to her teacher by name and says “Ms. Lucy, look at this bug.” <i>S3A1e</i></p> <p>Carina enjoys playing simple board games with her grandmother. <i>S3A1f</i></p>
<p>Shows feelings of security and trust <i>S3A2</i></p>	<p>Haley calms down when her teacher comes over to see if she is hurt after falling off the tricycle. <i>S3A2a</i></p> <p>Erik hugs his mother goodbye without much discomfort when she drops him off at the Center. <i>S3A2b</i></p> <p>Melanie is comfortable exploring leaves while Ms. Cynthia watches from across the yard. <i>S3A2c</i></p> <p>Jackson is comfortable playing with his toys in his bedroom while his grandfather reads a book in the living room. <i>S3A2d</i></p> <p>Sarah Elizabeth plays with the blocks happily while her teacher is in the house-keeping area. <i>S3A2e</i></p>

continued...

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop personal relationships with adults. *S3A*
(continued)

Indicators	Sample Behaviors
<p>Uses adults as a resource <i>S3A3</i></p> 	<p>Rohil goes to his teacher for help; he tells her when he can't hear, so she can check the batteries in his hearing aids. <i>S3A3a</i></p> <p>When Faye has trouble opening the paint jar she asks Ms. Felyce for help. <i>S3A3b</i></p> <p>Charlie asks his grandfather to help him fix his broken tricycle. <i>S3A3c</i></p> <p>Zuriñe asks her mother if she will help her make cookies to bring to school for snack. <i>S3A3d</i></p> <p>Jacob asks his teacher to explain where the sun goes at night. <i>S3A3e</i></p>

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop personal relationships with peers. ^{S3P}

Indicators	Sample Behaviors
<p>Demonstrates social skills with other children ^{S3P1} →</p>	<p>Burke's uncle takes him to an indoor playground where he joins other children jumping in the plastic ball pit. ^{S3P1a}</p> <p>Karla plays in the sandbox with Mikey, and, soon, Daisy and Welton join them too. ^{S3P1b}</p> <p>With her teacher's guidance, Constance agrees to take turns riding the tricycle; she will wait until Leslie is finished. ^{S3P1c}</p> <p>With help, Juan agrees to share the snack with the other children at Mrs. Cortez's house. ^{S3P1d}</p> <p>Stephanie and Erika take turns using the same box of crayons as they draw pictures together at the art table. ^{S3P1e}</p> <p>Mack lets Billy know that he is finished playing with the fire engine, and Billy can play with it now. ^{S3P1f}</p> <p>Anslee works together with a few other children to help their teacher make a Beach Play area outdoors; they set up beach chairs, towels, and an empty plastic swimming pool. ^{S3P1g}</p>

continued...

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop personal relationships with peers. S3P
(continued)

Indicators	Sample Behaviors
<p>Shows sensitivity to the feelings of other children S3P2</p>	<p>AnnMarie tells Ms. Doris that Zoe is sad, because her parakeet died last night. S3P2a</p> <p>Bill tells Felix that he looks funny with the clown wig on, and they laugh together. S3P2b</p> <p>Diego sits beside Willie and puts his arm around his shoulder to make him feel better when Willie's dump truck gets broken. S3P2c</p> <p>Danice pats her little brother on the back and kisses his cheek when he cries about losing his favorite bunny. S3P2d</p> <p>Isaiah smiles, claps, and jumps up and down when his big sister hits the ball at her T-ball game. S3P2e</p> <p>Alexandra signs "Stop it!" instead of hitting when Liz tries to take away her paint brush; she knows that hitting hurts. S3P2f</p> <p>Nils sees a picture of a child crying in a book and asks why the child is crying. S3P2g</p>
<p>Develops friendships with other children S3P3</p>	<p>Mandy and Sarita say they are best friends; they stay together throughout the day's activities. S3P3a</p> <p>Brian and his friend John argue over who gets the magnifying glass; later, Brian invites John over so they can look through it together. S3P3b</p> <p>Tamika says "I know the names of all my friends," as she names each child in the circle. S3P3c</p> <p>Nipporn asks his mother if Glen can come over to their house to play. S3P3d</p>

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to acquire self-awareness. *S3SA*

Indicators	Sample Behaviors
<p>Shows behaviors that reflect child’s self-concept <i>S3SA1</i></p>	<p>Jocelyn asks her mother to get her favorite cereal when she goes grocery shopping. <i>S3SA1a</i></p> <p>Josh puts a puzzle together and proudly shows it to his teacher. <i>S3SA1b</i></p> <p>Aaliyah tells Tim that she will be the doctor when they play together in the Dramatic Play area. <i>S3SA1c</i></p> <p>Owen tells Ms. Carol that he wears underwear, and his sister wears diapers, because “I am a big boy.” <i>S3SA1d</i></p> <p>Autumn teaches her little sister how to play hide and seek. <i>S3SA1e</i></p> <p>Jesse smiles and declares that he is “brave” when he climbs to the top of the climbing structure on the playground. <i>S3SA1f</i></p>
<p>Demonstrates confidence in own abilities <i>S3SA2</i></p>	<p>Ivana calls her teacher over to see the creation she made with fabric, wallpaper scraps, and glue. <i>S3SA2a</i></p> <p>Carson says “I can do it!” as he tries to open the milk carton. <i>S3SA2b</i></p> <p>Audrey finishes one puzzle and then chooses another with more pieces. <i>S3SA2c</i></p> <p>Matt proudly says “cat, bat, hat” when his teacher asks him to say some words that rhyme with his name. <i>S3SA2d</i></p> <p>Isabella smiles enthusiastically while her parents listen to her sing a song and do the hand motions too. <i>S3SA2e</i></p> <p>Dominique asks her teacher to write “I can ride a big wheel,” on the chart listing “Things I Do Well.” <i>S3SA2f</i></p>

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to demonstrate self-control. *S3SC*

Indicators	Sample Behaviors
<p>Regulate own emotions and behaviors most of the time <i>S3SC1</i></p>	<p>Caroline calls for her grandmother when her cousin tears the drawing she just finished. <i>S3SC1a</i></p> <p>Harris can wait for some things; he chooses another activity in the classroom when he sees all the easels are being used. <i>S3SC1b</i></p> <p>With her teacher’s guidance, Belinda goes to the Quiet Area to listen to music when she gets upset. <i>S3SC1c</i></p> <p>Angelito uses his words and says, “Give it back” when his sister takes away his horn. <i>S3SC1d</i></p> <p>Erin waits her turn; she tells her teacher that it will be her turn to go down the slide after Toby and Ruth. <i>S3SC1e</i></p>
<p>Follows routines and social rules in a group setting most of the time <i>S3SC2</i></p>	<p>Tristen can say some of the Center rules, such as “We walk in the hallway,” but sometimes he forgets to follow them. <i>S3SC2a</i></p> <p>Marisa follows the rule to ride the tricycle in the safe area on the playground. <i>S3SC2b</i></p> <p>Blake Alan says, “Aunt Kathleen lets us go outside with our shoes off”; he recognizes that different places have different rules. <i>S3SC2c</i></p> <p>Aniya remembers that it is important to wash her hands before lunch. <i>S3SC2d</i></p> <p>When he finishes his painting, Douglas follows the class routine and tells Chula it is her turn at the easel. <i>S3SC2e</i></p>

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to engage in self-expression. *S3SE*

Indicators	Sample Behaviors
<p>Expresses self creatively through art and music <i>S3SE1</i> →</p>	<p>Maxine rolls and pounds playdough and makes some new creations. <i>S3SE1a</i></p> <p>Jamie draws some loops and shapes with markers just for fun. <i>S3SE1b</i></p> <p>Donna draws a picture and says that it is her mother. <i>S3SE1c</i></p> <p>Brian uses a paintbrush to make a picture for his grandmother. <i>S3SE1d</i></p> <p>Rylie paints a picture and tells her teacher it is a little girl crying. <i>S3SE1e</i></p> <p>Micah plays with an African rain stick, turning it over and over and shaking it to hear it make musical sounds. <i>S3SE1f</i></p> <p>Tiauna relaxes in her bean bag chair, looking out the window and singing a silly song she has made up. <i>S3SE1g</i></p>
<p>Demonstrates imagination through dramatic play <i>S3SE2</i> →</p>	<p>Devon puts a paper cup over his ear and pretends to call his uncle on the telephone. <i>S3SE2a</i></p> <p>Rae plays with other children in the Dramatic Play area; they play “nail salon” and “paint” each others’ nails with colored water and nail polish brushes. <i>S3SE2b</i></p> <p>Jayson and a few other children take big boxes and pretend to build a train. <i>S3SE2c</i></p> <p>Daniella talks to a puppet about how mad she is that her mother won’t let her sleep in the top bunk at home. <i>S3SE2d</i></p> <p>Nickolas and Bryanna dress up in old grown up clothes and pretend to take their dolls to the zoo. <i>S3SE2e</i></p> <p>Sydney and Kiana get scarves, feathers, and old jewelry out of the dress up box and perform for their visiting relatives. <i>S3SE2f</i></p>



Georgia Early Learning Standards

Three 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.

*...they
[children] can
discover that
learning is a
series of
rewarding
challenges.*

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 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 opportu-

nity 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 three 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 three year old exhibits curiosity, begins to show persistence in a variety of tasks, and finds creative solutions to problems.

"Approaches to Learning" encompasses a wide range of skills and behaviors. The standard, indicators, and sample behaviors included in the Three 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 three year olds.

Approaches to Learning: 36 to 48 months—3 year olds

Standard: The child will begin to acquire learning approaches that support development and school success. ^{A3L}

Indicators	Sample Behaviors
<p>Shows curiosity in learning new things ^{A3L1} →</p>	<p>Eliana explores new objects; she looks through a magnifying glass and closely observes the grass seeds that have sprouted in her classroom. ^{A3L1a}</p> <p>Russell explores while playing; he puts an egg beater in a tub of water and excitedly watches the water churn as he cranks the handle. ^{A3L1b}</p> <p>Talia tries new sensory experiences; she helps her mother knead bread dough and looks inquisitively through the oven window to watch it rise as it bakes. ^{A3L1c}</p> <p>Rodrigo chooses to participate in unfamiliar activities; he joins in when his teacher spreads out a big parachute and invites children to hold on and wave it up and down. ^{A3L1d}</p> <p>Nia experiments with materials; with her teacher's guidance, she places a marble in a plastic container of cream, puts on the lid, shakes it for awhile, and is delighted to find that she has made butter. ^{A3L1e}</p> <p>Kelvin shows interest in learning new things; he asks his father to put the hermit crab on the table, and together they observe the way it moves. ^{A3L1f}</p>

continued...

Approaches to Learning: 36 to 48 months—3 year olds

Standard: The child will begin to acquire learning approaches that support (continued) development and school success. *A3L*

Indicators	Sample Behaviors
<p>Begins to show persistence in a variety of tasks <i>A3L2</i> →</p>	<p>Arthur sustains attention in an activity independently; he gets out his box of building toys and spends time building a structure. <i>A3L2a</i></p> <p>Maureen works toward completing a task; she returns to the art project she started yesterday and adds more to it. <i>A3L2b</i></p> <p>Julissa sustains attention in an activity initiated by an adult; her mother puts a knot on the end of a string and places the first bead on it and then Julissa continues making a necklace. <i>A3L2c</i></p> <p>Edwin follows through on a task; he goes to the cabinet, fills the measuring scoop with dog food, and pours it into Pepe’s bowl just like his grandfather showed him. <i>A3L2d</i></p> <p>Quinton stays engaged in some activities for an extended period of time; he listens to a story at the Listening Center in his classroom, wearing headphones to listen and looking at the pictures in the book at the same time. <i>A3L2e</i></p> <p>Jayda tries difficult tasks; she gets her safety scissors and keeps trying until she can make a few cuts in the paper without help. <i>A3L2f</i></p> <p>Robbie ignores distractions when he’s interested in an activity; he continues to work on his painting even though other children are finished and moving on to another activity. <i>A3L2g</i></p> <p>Portia focuses her attention on activities she finds interesting; she sits on the sidewalk for an extended period of time watching ants crawl in an out of an ant pile. <i>A3L2h</i></p>

Approaches to Learning: 36 to 48 months—3 year olds

Standard: The child will begin to acquire learning approaches that support (continued) development and school success. **A3L**

Indicators	Sample Behaviors
<p>Finds creative solutions to problems A3L3 →</p>	<p>Beau uses his imagination; when his teacher tells the children they can't go in the wagon outside because it is raining, Beau invites Yasmin and Carl to sit in a big box with him and pretend it's a wagon. A3L3a</p> <p>Kristin finds that she only has a little bit of red and a little bit of blue paint left, and she hasn't finished her picture; she experiments by mixing the paint together and finishes with the new color purple. A3L3b</p> <p>Osvaldo notices that the bird feeder in his yard is empty; he takes initiative to fill it by getting a cup of bird seed, standing on a sturdy chair so he can reach, and pouring it in as his mother watches. A3L3c</p> <p>Emmie and Ziad show inventiveness when they make a tent by putting a sheet over some chairs and pretending they are camping outside. A3L3d</p>



Georgia Early Learning Standards

Three 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.

If the family speaks both English and their native language, the child may use words from both languages...

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 three 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 three year old *responds to spoken words and follows directions and requests*;
2. **Expressive language**, which details the ways a three year old *communicates nonverbally using motions and gestures, demonstrates oral language skills using words, uses oral language in social situations and for creative expression, and asks questions*;
3. **Foundations for reading**, which describes the ways a three year old *acquires story sense, shows book awareness, builds prints awareness, and distinguishes the different sounds of language*; and
4. **Foundations for writing**, which details the ways a three year old *scribbles, draws pictures, dictates messages, and expresses creativity using skills for writing*.

“Language and Literacy Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Three 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 three year olds.

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will to begin construct meaning from spoken words. (receptive language) L3R

Indicators	Sample Behaviors
<p>Responds to spoken words <small>L3R1</small></p> 	<p>Vanessa finds the book about sisters when her big sister tells her to go get it, so they can read it together. <small>L3R1a</small></p> <p>Stuart goes by himself to get his mittens and hat from his room when his aunt says he can go outside to play. <small>L3R1b</small></p> <p>Jill chooses another shirt when her father tells her to pick one that is different than the one she wore yesterday. <small>L3R1c</small></p> <p>Alina makes a funny face when Mrs. Garcia asks her to make one. <small>L3R1d</small></p> <p>Isaac finds the puzzle with the animal shapes when his teacher asks him to find it. <small>L3R1e</small></p> <p>Manoosh finds the correct book on the shelf when his teacher asks him to get the same book they were reading before naptime. <small>L3R1f</small></p>
<p>Follows directions and requests <small>L3R2</small></p> 	<p>Hugo gets the big red dump truck when his family child care teacher tells him to choose a toy to take outside to play. <small>L3R2a</small></p> <p>Cesar follows two different directions when told to put the crayons away and then choose a book for the class to read. <small>L3R2b</small></p> <p>With her teacher's supervision, Tschnavia follows the 3-step directions for "feeding the class pet" when she gets the rabbit food, puts the food in the dish, and places the dish in the cage. <small>L3R2c</small></p>

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language)* L3E

Indicators	Sample Behaviors
<p>Communicates nonverbally, using motions and gestures <small>L3E1</small> →</p>	<p>Darren taps Carly on the shoulder, takes her hand, and they walk over to the block area together. <small>L3E1a</small></p> <p>Twan uses sign language to show where he wants to sit at the table when he goes to the restaurant with his family. <small>L3E1b</small></p> <p>Brandi lets her friends know she wants some “alone time” by choosing the Quiet Center for her next activity. <small>L3E1c</small></p> <p>Isaiah makes funny faces to make his baby sister laugh. <small>L3E1d</small></p>
<p>Demonstrates oral language skills, using words <small>L3E2</small> →</p>	<p>Roberto often uses the language spoken at home to speak to people at the Center; sometimes he mixes words from his home language and English in the same sentence. <small>L3E2a</small></p> <p>Andrea is beginning to understand about time; she says, “It’s sleep time” when it’s dark outside. <small>L3E2b</small></p> <p>Alexis can answer questions such as, “What are you playing with?” <small>L3E2c</small></p> <p>When his father drops him off at Mrs. McMann’s house, Bob tells her about the restaurant he went to the night before. <small>L3E2d</small></p> <p>Nurit says, “I put the papers inside the box.” <small>L3E2e</small></p> <p>LaShawna says, “I don’t know” whenever someone asks her “Why did you do that?” <small>L3E2f</small></p> <p>Gordon’s sentences are getting longer; sometimes he puts five or six words together. <small>L3E2g</small></p> <p>Ricardo says, “I want a piece of chicken.” <small>L3E2h</small></p> <p>Julius and his friends can say/sign more than 300 different words. <small>L3E2i</small></p>

continued...

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

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language) L3E
(continued)

Indicators	Sample Behaviors
<p>Uses oral language in social situations <small>L3E3</small> →</p>	<p>Skylar says “You’re welcome” to her teacher after she said “thank you” to her for cleaning up the spilled juice. <small>L3E3a</small></p> <p>Dewayne says “hello” to his teacher and friends as he enters the classroom. <small>L3E3b</small></p> <p>Tamara joins in when her family talks together at dinnertime. <small>L3E3c</small></p> <p>James explains the rules to his friend – “One person at a time on the slide.” <small>L3E3d</small></p> <p>Sydney talks with her friend about her birthday that will be on Saturday. <small>L3E3e</small></p> <p>Grant speaks clearly enough for adults to understand. <small>L3E3f</small></p>
<p>Uses oral language for creative expression <small>L3E4</small> →</p>	<p>Muhammed speaks for two different animals while playing with them in the Dramatic Play area in his classroom. <small>L3E4a</small></p> <p>Shae imitates the voice of the character puppet she is playing with. <small>L3E4b</small></p> <p>Pete makes up stories to entertain his visiting relatives. <small>L3E4c</small></p> <p>Leah uses language in playful ways; she laughs when she sings silly songs and rhymes. <small>L3E4d</small></p>
<p>Asks questions <small>L3E5</small> →</p>	<p>Carla asks simple questions such as “What’s for dinner?” <small>L3E5a</small></p> <p>Georgie wants to know “When can we go outside?” <small>L3E5b</small></p> <p>Meg learns new things by asking questions such as “Where does the sun go at night?” <small>L3E5c</small></p> <p>Rogério asks lots of “why” questions such as “Why doesn’t that man have hair?” <small>L3E5d</small></p>

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop foundations for reading. L3FR

Indicators	Sample Behaviors
<p>Acquires story sense <small>L3FR.1</small> →</p>	<p>Judy guesses what the story is about by looking at the pictures. <small>L3FR.1a</small></p> <p>Dennis tells a story while looking through a book. <small>L3FR.1b</small></p> <p>Calista answers a few questions about what happened in a familiar story. <small>L3FR.1c</small></p> <p>Elijah sits and listens to a story from beginning to end when it's one he enjoys. <small>L3FR.1d</small></p> <p>Adele tries to tell a simple story but sometimes forgets her place and starts over. <small>L3FR.1e</small></p> <p>With his teacher's help, Cecil puts three story cards in order and tells what happened after hearing her tell the story about the brown bear. <small>L3FR.1f</small></p>
<p>Shows book awareness <small>L3FR.2</small> →</p>	<p>Caleb pretends to read books while his sister does her homework. <small>L3FR.2a</small></p> <p>Abey asks her mother to read the same book over and over. <small>L3FR.2b</small></p> <p>Walker chooses to go to the Book Nook during free choice time in his classroom. <small>L3FR.2c</small></p> <p>Monique and Mrs. Fierro talk about the book they just read together. <small>L3FR.2d</small></p> <p>Gratred carefully takes a book from the book shelf and then returns it to the shelf appropriately; he treats the book gently without tearing the pages. <small>L3FR.2e</small></p> <p>Anika smiles when her teacher reads the book about moving to a new house, because she and her family just moved. <small>L3FR.2f</small></p> <p>Asa replies “<i>Goodnight, Moon</i>” when his father holds up the book and asks him what the name of the book is. <small>L3FR.2g</small></p> <p>Shelby uses her fingertips to turn pages, usually one at a time, “reading” each page from front to back. <small>L3FR.2h</small></p>

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop foundations for reading. L3FR
(continued)

Indicators	Sample Behaviors
<p>Builds print awareness L3FR3 →</p>	<p>Kade goes to his cubby at the Center, looks at the nametag and says, “That says Kade.” L3FR3a</p> <p>Carol picks up the plastic letter “C” she is playing with and says, “That’s like my name.” L3FR3b</p> <p>Damonte takes a drawing to his teacher, points to the name written on it, and asks, “Whose is this?” L3FR3c</p> <p>Ashlee points to the print under the pictures on a page in one of her favorite books and says, “Read this” to her teacher. L3FR3d</p> <p>Melvin looks at the writing on the back of the cake mix box and says to Mrs. Rodriguez “What goes in next?” L3FR3e</p> <p>Gianna “reads” the teacher-made book, identifying cereals, restaurants, and grocery stores whose logos are pasted on the pages. L3FR3f</p>
<p>Begins to distinguish the different sounds of language (phonological awareness) L3FR4 →</p>	<p>Dallas sings along with the rhyming songs he hears on the music player. L3FR4a</p> <p>Daquisha can hear the difference between “box” and “socks” and can point to pictures of each when her teacher asks her to find them. L3FR4b</p> <p>Kyleigh says, “cat” when her grandmother asks her if she knows another word that sounds like “bat” and “sat.” L3FR4c</p> <p>Eddie makes up silly words by changing the sounds, such as hamburger, pamburger, famburger! L3FR4d</p> <p>Tatum says that “table” starts with the same sound as “Tatum.” L3FR4e</p> <p>Leonardo joins in as the class claps out the syllables in his name during Circle Time. L3FR4f</p>

Language and Literacy Development: 36 to 48 months—3 year olds


Standard: The child will begin to develop foundations for writing. *L3FW*

Indicators	Sample Behaviors
<p>Scribbles <i>L3FW1</i> →</p>	<p>Ivy holds the crayon with her thumb and fingers as she scribbles. <i>L3FW1a</i></p> <p>Nelson scribbles lines and shapes on a notepad, pretending to take orders at the restaurant in the Dramatic Play area. <i>L3FW1b</i></p> <p>Tiana scribbles a pretend shopping list to give to her mother. <i>L3FW1c</i></p> <p>DeAngelo scribbles all over the paper and a few of the marks are starting to look like letter shapes. <i>L3FW1d</i></p>
<p>Draws pictures <i>L3FW2</i> →</p>	<p>Hudson draws a round shape and says it is his puppy. <i>L3FW2a</i></p> <p>Marina draws a picture and says it is three pigs, after listening to the story her big brother just read to her. <i>L3FW2b</i></p> <p>Dakshesh draws a picture of his family and tells about it at Circle Time. <i>L3FW2c</i></p>
<p>Dictates messages <i>L3FW3</i> →</p>	<p>Paulina tells her mother what words to write in a letter to her grandparents inviting them to visit her preschool. <i>L3FW3a</i></p> <p>Justice gives his scribbled message to his teacher and asks him to write “I love you,” so his father will know what it says. <i>L3FW3b</i></p> <p>Noelle asks Mrs. Johnson to write “This is Noelle swinging on the swing” under the picture she drew. <i>L3FW3c</i></p>

continued...

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop foundations for writing. L3FW
(continued)

Indicators	Sample Behaviors
<p>Expresses creativity using skills for writing L3FW4</p> 	<p>Morris makes strokes in the sand with a stick. L3FW4a</p> <p>Dolores puts her fingers in the soap bubbles and makes soapy squiggles on the kitchen counter while her father washes the dishes. L3FW4b</p> <p>Bobby dips a cotton swab in paint and makes a picture with dots, curvy lines, and zigzags. L3FW4c</p> <p>Cleo makes a shape with playdough and says it looks like a “C for Cleo”. L3FW4d</p>



Georgia Early Learning Standards

Three 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

They develop memory skills and can remember where they left their favorite book...

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. 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 three 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 three year old *identifies basic shapes and colors, sorts and matches objects, builds number concepts, builds measurement concepts, begins to solve simple mathematical problems, arranges objects in simple patterns and thinks creatively;*
2. **Early scientific inquiry skills**, which describes ways a three year old *actively explores the environment, uses language to describe things in the environment, asks questions about the environment; and uses tools to experiment;*
3. **Foundations for social studies**, which details ways a three year old *recognizes family roles and personal relationships, recognizes individual preferences and differences, recognizes community roles and relationships, and explores concepts of place and location.*

“Cognitive Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Three 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 three year olds.

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C3M

Indicators	Sample Behaviors
<p>Identifies basic shapes <small>C3M1</small> →</p>	<p>Chidori points to a circle when his father asks him to find one in his book about shapes. <small>C3M1a</small></p> <p>Paulquesia says “square” when her grandmother asks her what shape her piece of toast is. <small>C3M1b</small></p> <p>Luis says “circle” when Ms. Jackie points to the clock on the kitchen wall and asks him what shape it is. <small>C3M1c</small></p> <p>Ella chooses a musical instrument during Circle Time and says “This is a triangle.” <small>C3M1d</small></p> <p>Harley says, “This is part of the train puzzle,” when he finds the piece shaped like a caboose. <small>C3M1e</small></p> <p>Mirabel glues triangles and squares onto a piece of paper to represent a house and tells her teacher what it is. <small>C3M1f</small></p>
<p>Sorts and matches objects <small>C3M2</small> →</p>	<p>Alisha sorts a group of buttons into little ones and big ones. <small>C3M2a</small></p> <p>Nasir matches a red crayon to a picture of a red crayon in a magazine. <small>C3M2b</small></p> <p>Deanna sorts the flowers into three piles of different colors. <small>C3M2c</small></p> <p>Reid sorts a pile of old locks and keys and then tries to match some of them to see if any of the keys open the locks. <small>C3M2d</small></p> <p>MaryEllen matches pairs of identical pictures from a stack of picture cards. <small>C3M2e</small></p>

continued...

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for mathematical (continued) reasoning and logical thinking. C3M

Indicators	Sample Behaviors
<p>Builds number concepts <small>C3M3</small> →</p>	<p>Laila recites numbers from one to ten although sometimes they aren't all in order. <small>C3M3a</small></p> <p>Gilberto uses some size words; while he plays at Mrs. Tam's for the day, he says proudly, "I am big, and my baby brother is little." <small>C3M3b</small></p> <p>Niles imitates the way his sister counts objects; he lines up some pennies, moves his finger across the row, and counts, "1, 2, 3, 4, 5" even though there are 8. <small>C3M3c</small></p> <p>Haley makes sure each cereal bowl has a spoon in it at the breakfast table; she's practicing one-to-one correspondence. <small>C3M3d</small></p> <p>Gavin matches plastic containers with their lids to see if he has as many tops as bottoms. <small>C3M3e</small></p> <p>Reuben places 3 small plastic apples into each of 6 baskets. <small>C3M3f</small></p>
<p>Builds measurement concepts <small>C3M4</small> →</p>	<p>Mirella sees a serving spoon next to a tea spoon on the kitchen table; she points to the serving spoon when her mother uses sign language to ask her which one is longer. <small>C3M4a</small></p> <p>Willie fills the measuring cup with flour to help make play dough for his class. <small>C3M4b</small></p> <p>Damion says to his friend Marquis, "My daddy comes after naptime." <small>C3M4c</small></p> <p>Karissa says, "Let's go to Mrs. King's house now" after she finishes her breakfast. <small>C3M4d</small></p> <p>Pierce's friend asks him when he's going to the park; he says, "Later, when my grandma picks me up." <small>C3M4e</small></p> <p>Yasmine tells Abbey that she is older, because "I am taller than you." <small>C3M4f</small></p>

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for mathematical (continued) reasoning and logical thinking. C3M

Indicators	Sample Behaviors
<p>Solves simple problems using mathematical thinking and logical reasoning C3M5</p>	<p>Dominique completes a puzzle with 5 connecting pieces. C3M5a</p> <p>There is only one graham cracker left at snack time, and Declan and Mateo both want it. Declan finds a solution - he breaks it in two, gives one piece to Mateo, and keeps the other for himself. C3M5b</p> <p>Yael's teacher gave her some napkins and asked her to give one to each child at the snack table; after giving them all out, Yael came back to her and said, "We don't have enough; we need one more for Dahlia." C3M5c</p> <p>While playing with two teddy bears, Jake says "I need another bear, so I'll have a papa bear, a mama bear, and a baby bear!" C3M5d</p> <p>Fiorella chooses a paper chocolate ice cream cone to put in the chocolate column of the "Favorite Ice Cream" chart. C3M5e</p>
<p>Arranges objects in simple patterns C3M6</p>	<p>Phoebe copies a pattern; she makes a chain of links with a green, yellow, green, yellow pattern just like her grandfather made. C3M6a</p> <p>Jaydon copies the pattern of big, small, big, small, big, and small blocks that his teacher made. C3M6b</p> <p>Amya finishes the simple pattern her teacher started; she put a blue car on the end of the train that started with a red car, then a blue one, then another red one, a blue, and a red. C3M6c</p>

continued...

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for mathematical (continued) reasoning and logical thinking. C3M

Indicators	Sample Behaviors
<p>Thinks creatively using logical reasoning and mathematical thinking <small>C3M7</small> →</p>	<p>Gage glues different shapes of construction paper on his paper and says, “This is my grandma’s house.” <small>C3M7a</small></p> <p>Candice put 3 pegs in the peg board and says “This is my birthday cake, and these are the candles!” <small>C3M7b</small></p> <p>While playing with wooden shapes, Dwain puts two triangle shapes together and says, with surprise, “Look, I made a square!” <small>C3M7c</small></p>
<p>→ Identifies basic colors <small>C3M8</small> →</p>	<p>Elwyn takes his red socks out of the laundry basket when his mother tells him to do so. <small>C3M8a</small></p> <p>Arabella tells her teacher that she painted the sky with blue paint. <small>C3M8b</small></p> <p>Garrett asks for the yellow mustard to put on his sandwich. <small>C3M8c</small></p>

Cognitive Development: 36 to 48 months—3 year olds

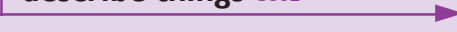
Standard: The child will begin to demonstrate early scientific inquiry skills. ^{C3S}

Indicators	Sample Behaviors
<p>Actively explores the environment ^{C3S1} →</p>	<p>Jared smells different containers to try and identify what is inside. ^{C3S1a}</p> <p>Angel experiments with a sponge and a bar of soap while playing in the bathtub; she discovers that the sponge stays on top of the water, and the soap goes to the bottom. ^{C3S1b}</p> <p>Jason puts a cotton ball in water and observes the change of color when he adds food coloring. ^{C3S1c}</p> <p>Trevor puts a seed in a cup of soil, waters it, and puts it in front of a classroom window; a few days later he observes cause and effect when a small plant starts to grow. ^{C3S1d}</p> <p>Kelsey observes a snail crawling on the sidewalk and notices the slimy trail it leaves behind. ^{C3S1e}</p> <p>Junji takes care of the environment when he brings newspapers from home and places them in the recycle bin at the Center. ^{C3S1f}</p> <p>When Erakwanda sees it is raining outside, she gets her umbrella before going to Mrs. Pollack's house for the day. ^{C3S1g}</p> <p>Joel examines a rock, a cotton ball, a piece of flannel, a button, and a stick and gives the cotton ball and piece of flannel to his teacher to glue on the "soft" collage they are making. ^{C3S1h}</p>

continued...

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to to demonstrate early scientific inquiry skills. C3S
(continued)

Indicators	Sample Behaviors
<p>Uses language to describe things C3S2</p> 	<p>Without looking inside, Kiera reaches into a paper bag with a fuzzy ball, a block, and an animal figure; she grabs the block and identifies it before taking it out of the bag. C3S2a</p> <p>Dakota watches a caterpillar crawling on the window sill and describes to his mother that it “has stripes on it.” C3S2b</p> <p>Alondra compares two plants side by side in the classroom and describes to her teacher that one is growing taller than the other. C3S2c</p> <p>Geraldo describes cause and effect; he splashes his hands in a tub of water and says, “Look at the bubbles I made.” C3S2d</p> <p>Alexandria smells the flowers on the kitchen table and says, “This one smells good.” C3S2e</p> <p>Abram uses sign language to describe to his teacher that the magnet picks up the key but not the piece of paper. C3S2f</p> <p>Deshayne tells his friend to put the trash in the trash can “to keep the earth clean.” C3S2g</p>

continued...

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to to demonstrate early scientific inquiry skills. C3S
(continued)

Indicators	Sample Behaviors
<p>Asks questions about the environment C3S3 →</p>	<p>Shania asks, “Where does the sun go at night?” C3S3a</p> <p>Esteban asks, “Why did the goldfish die?” C3S3b</p> <p>Josie asks, “The acorn has a hat?” and looks inquisitively at her aunt. C3S3c</p> <p>Axel looks through a magnifying glass at the dirt outside and asks, “What’s that?” when he sees a worm. C3S3d</p> <p>Callie looks at the two plants on the window sill and asks, “Why is this plant taller than this one?” C3S3e</p> <p>Marvin asks, “Will the wind blow the tree down?” while looking out the window with his father during the storm. C3S3f</p>
<p>Uses tools to experiment C3S4 →</p>	<p>Nina gets a toy screw driver to try to fix the wheel on the dump truck. C3S4a</p> <p>Dante makes a ramp with blocks and watches a small car roll down. C3S4b</p> <p>Carolina uses a manual egg beater at the water table in her classroom and watches the water churn. C3S4c</p> <p>Kai uses tongs to experiment with picking up different objects like cotton balls and sponges. C3S4d</p> <p>Diamond uses a cloth tape measure and pretends to measure the table. C3S4e</p>

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for social studies. C3SS

Indicators	Sample Behaviors
<p>Recognizes family roles and personal relationships <small>C3SS1</small></p>	<p>Jimmy may cry briefly when his grandfather drops him off at the Center, but he calms down quickly when his teacher reassures him. <small>C3SS1a</small></p> <p>Ricardo says, “I live with Daddy and Abuela (grandma).” <small>C3SS1b</small></p> <p>Jordyn says, “Here comes Daisy’s mommy.” <small>C3SS1c</small></p> <p>Darren says, “I have a big brother and a baby sister.” <small>C3SS1d</small></p> <p>April helps with the family chores by helping to clear the table after a meal. <small>C3SS1e</small></p> <p>Kylee draws a picture of some of the roles in her family; she says, “This is my daddy washing clothes; my mommy washes the dishes.” <small>C3SS1f</small></p>
<p>Recognizes individual preferences and differences <small>C3SS2</small></p>	<p>Heather says, “I’ll be the mommy” and tells Xander, “you be the daddy” when they play together. <small>C3SS2a</small></p> <p>Raven says, “I have black hair like Ruben.” <small>C3SS2b</small></p> <p>Ariel says, “Franklin has brown skin.” <small>C3SS2c</small></p> <p>Raul says, “She has an ear like me,” when he sees a little girl with hearing aids. <small>C3SS2d</small></p> <p>Haylee asks what Señor Gomez is saying when he speaks Spanish to Haylee’s teacher. <small>C3SS2e</small></p> <p>Ezekiel says he likes to climb on the jungle gym, but his brother doesn’t. <small>C3SS2f</small></p>

continued...

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for social studies. C3SS
(continued)

Indicators	Sample Behaviors
<p>Recognizes community roles and relationships C3SS3 →</p>	<p>Jaxon’s “Helping Hands” job this week is “puzzle helper;” he makes sure all the puzzle pieces are picked up during clean up time. C3SS3a</p> <p>Dereese sees an ambulance speeding by with its lights flashing and siren blaring and asks, “Is somebody sick?” C3SS3b</p> <p>Emilio climbs on the fire truck and sees the big hose and ladder when the fire fighter comes to visit the Center. C3SS3c</p> <p>Camilla looks at a book with a picture of an adult looking at a little girl’s teeth and says “She’s a dentist.” C3SS3d</p> <p>Trace goes with his father to take the dog to the “doggie doctor” and tells Mrs. Smith about it when he gets dropped off at her house the next day. C3SS3e</p>
<p>Explore concepts of place and location C3SS4 →</p>	<p>Misty goes up to the gate and asks her mother if she can go out; she knows she is supposed to stay inside her backyard. C3SS4a</p> <p>Fabienne rides a tricycle through the playground at school; he notices that the path is smooth and other places are rocky and bumpy; he decides to stay on the path. C3SS4b</p> <p>Majed names the different stores and other locations he recognizes as he rides in the car to school. C3SS4c</p> <p>Lynn tells her teacher that she’s going to ride on an airplane to go visit her grandma and grandpa who live far away. C3SS4d</p> <p>When it’s time to go outside, Kevin leads Shawn, who is new to the school, from their classroom to the playground. C3SS4e</p>



Georgia Early Learning Standards

Glossary

The following definitions explain the way each term is used in this document.

Approaches to Learning - a section of the Early Learning Standards that serves as a foundation for the other areas of learning and development. This section pertains to *how* children go about learning new skills and concepts rather than *what* new skills and concepts they should learn. It describes ways children approach learning with curiosity, persistence, and creativity.

Cognitive Development - the section of the Early Learning Standards that addresses the way children use their minds to explore the world around them. This section describes ways children develop foundations for mathematical reasoning and logical thinking, scientific inquiry, and social studies.

Context - that which surrounds and gives meaning to something else; a setting

Creativity - showing originality or imagination

Curiosity - a desire to know or learn about something

Domain - an area of child development. The five domains included in the GELS are Physical Development, Emotional and Social Development, Approaches to Learning, Language and Literacy Development, and Cognitive Development.

Emotional and Social Development - the section of the Early Learning Standards that addresses the way children learn about themselves and how to get along with other people. This section also describes how children develop self-awareness, self-control, and self-expression.

Expressive language - the process of using sounds, words, and body movements to communicate. Throughout the GELS, children can use words by speaking, signing, with adaptive equipment, and in their home language.

Fine motor skills – actions using small muscle groups in the hands and fingers such as grasping, squeezing, block building, finger feeding, scribbling, and painting

Gestures – body motions used to express a thought or feeling

Gross motor skills – actions using the large muscles in the arms and legs such as crawling, walking, running, climbing, pulling up, and throwing

Imitate – to copy the actions, appearance, or behaviors of another person, animal, or object

Indicators – components of each standard that indicate what children need to learn to be able to accomplish the standard

Language and Literacy Development – the section of the Early Learning standards about the way children learn to communicate with sounds and words, with gestures, and, eventually, to read and write. Babbling, talking, listening, using sign language, singing songs, repeating rhymes, listening to stories, looking at books, and drawing are some of the ways children learn language and early literacy skills.

Oral language – expressing thoughts or feelings with sounds and words, in English or the child’s home language; children may use sign language and adaptive equipment instead of words

Parents – adults, most commonly family members, who are the primary caregivers of children in their home including mothers, fathers, grandparents, foster parents, stepparents, aunts, uncles, nannies, babysitters, and others who care for the child in the home on a regular basis

Peers – children who are about the same age and stage of development

Persistence – sticking with a task over a period of time

Phonological awareness – learning the similarities and differences in the sounds of language

Physical Development – the section of the Early Learning standards that pertains to the way children move their bodies using large muscles, like arms and legs, to crawl, walk, run, and dance. It includes using small muscles, like hands and fingers, to feed themselves, scribble with crayons, paint, and make finger movements as they sing songs. This section also includes ways children learn take care of their physical needs and develop skills relating to health and safety.

Receptive language – the process of gaining meaning from spoken words

Sample behaviors – examples of ways children *might* show they are working toward a skill or concept; the words in **bold letters** indicate the skill or concept illustrated in the example

Scientific inquiry – the process of exploring, experimenting, asking questions about, and describing the environment

Self-help skills – behaviors necessary to care for oneself such as dressing, feeding, and toileting

Standards – general statements of skills, behaviors, and concepts that children develop within a developmental domain

Story sense – becoming aware of the different parts of a story

Teachers – adults who work directly with children in group settings including classroom teachers and teaching assistants, paraprofessionals, caregivers, family child care providers, home based teachers and others who have direct contact with children in groups on a regular basis.



Georgia Early Learning Standards

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Georgia Early Learning Standards

Appendix A

Standards and Indicators

Continuum Chart

Physical Development

Standard: The child will begin to develop gross motor skills. P0G, P1G, P2G, P3G

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Gains control of head and body P0G1	Begins to control movements using arms and legs P1G1	Controls body movements P2G1	Controls body movements P3G1
Demonstrates beginning coordination and balance, often with support P0G2	Demonstrates beginning coordination and balance P1G2	Demonstrates coordination and balance P2G2	Demonstrates coordination and balance P3G2
	Expresses self through movement P1G3	Expresses creativity through movement P2G3	Expresses creativity through movement P3G3

Physical Development

Standard: The child will begin to develop fine motor skills. P0F, P1F, P2F, P3F

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Gains control of hands and fingers P0F1	Gains control of hands and fingers P1F1	Controls hands and fingers P2F1	Controls hands and fingers P3F1
Begins to coordinate motions using eyes and hands P0F2	Shows eye-hand coordination P1F2	Shows eye-hand coordination P2F2	Shows eye-hand coordination P3F2

Standard: The child will begin to acquire self-help skills. P0S, P1S, P2S, P3S

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Begins to help with feeding P0S1	Helps with feeding P1S1	Feeds self P2S1	Feeds self P3S1
Begins to help with dressing P0S2	Helps with dressing P1S2	Helps with dressing P2S2	Dresses self P3S2
Begins to help with personal hygiene P0S3	Helps with personal hygiene P1S3	Helps with personal hygiene P2S3	Attends to personal hygiene P3S3
	Helps with routine tasks P1S4	Helps with routine tasks P2S4	Attends to routine tasks P3S4

Standard: The child will begin to practice healthy and safe habits. P0H, P1H, P2H, P3H

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Responds to verbal or physical signal of danger P0H1	Responds to verbal or physical signal of danger P1H1	Pays attention to safety instructions P2H1	Pays attention to safety instructions P3H1
	Shows beginning awareness of personal health needs P1H2	Begins to attend to personal health needs P2H2	Attends to personal health needs P3H2
		Names different foods P2H3	Identifies healthy food choices P3H3
			Relates own identification information P3H4

Emotional and Social Development

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

S0A, S1A, S2A, S3A

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Shows attachment toward significant adults S0A1	Begins to build relationships with adults S1A1	Builds relationships with adults S2A1	Builds relationships with adults S3A1
Reacts differently toward familiar and unfamiliar adults S0A2	Shows feelings of security with familiar adults S1A2	Shows feelings of security and trust S2A2	Shows feelings of security and trust S3A2
			Uses adults as a resource S3A3

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

S0P, S1P, S2P, S3P

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Shows awareness of other children S0P1	Shows awareness of other children S0P1	Demonstrates beginning social skills with other children S2P1	Demonstrates social skills with other children S3P1
Shows awareness of feelings displayed by other children S0P2	Shows awareness of feelings displayed by other children S0P2	Shows sensitivity to the feelings of other children S2P2	Shows sensitivity to the feelings of other children S3P2
		Begins to develop friendships with other children S2P3	Develops friendships with other children S3P3

Standard: The child will begin to acquire self-awareness. **S0SA, S1SA, S2SA, S3SA**

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Shows beginning sense of self S0SA1	Shows awareness of self as an individual S1SA1	Shows behaviors that reflect child's self-concept S2SA1	Shows behaviors that reflect child's self-concept S3SA1
Shows beginning awareness of own abilities S0SA2	Shows awareness of own abilities S1SA2	Demonstrates confidence in own abilities S2SA2	Demonstrates confidence in own abilities S3SA2

Emotional and Social Development

Standard: The child will begin to demonstrate self-control. *S1SC, S2SC, S3SC*

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
	Regulates emotions and behaviors with adult support <i>S1SC1</i>	Begins to regulate emotions and behaviors independently <i>S2SC1</i>	Regulates own emotions and behaviors most of the time <i>S3SC1</i>
	Follows simple routines and rules in a group setting with adult support <i>S1SC2</i>	Begins to follow simple routines and a few rules in a group setting independently <i>S2SC2</i>	Follows routines and social rules in a group setting most of the time <i>S3SC2</i>

Standard: The child will begin to engage in self-expression. *S1SE, S2SE, S3SE*

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
	Expresses self creatively through art and music <i>S1SE1</i>	Expresses self creatively through art and music <i>S2SE1</i>	Expresses self creatively through art and music <i>S3SE1</i>
	Demonstrates imagination through dramatic play <i>S1SE2</i>	Demonstrates imagination through dramatic play <i>S2SE2</i>	Demonstrates imagination through dramatic play <i>S3SE2</i>

Approaches to Learning

Standard: The child will begin to acquire learning approaches that support development and school success. A0L, A1L, A2L, A3L

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Begins to show curiosity by exploring with the senses A0L1	Begins to show curiosity in the environment A1L1	Shows curiosity in learning new things A2L1	Shows curiosity in learning new things A3L1
Repeats actions A0L2	Begins to focus on activities of interest A1L2	Shows persistence in activities of interest A2L2	Begins to show persistence in variety of tasks A3L2
	Begins to find different ways to solve simple problems A1L3	Begins to find novel solutions to problems A2L3	Finds creative solutions to problems A3L3

Language and Literacy Development

Standard: The child will begin to construct meaning from spoken words. (receptive language) L0R, L1R, L2R, L3R

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Responds to frequently spoken words and sounds L0R1	Responds to spoken words L1R1	Responds to spoken words L2R1	Responds to spoken words L3R1
Follows simple directions and requests L0R2	Follows simple directions and requests L1R2	Follows directions and requests L2R2	Follows directions and requests L3R2

Language and Literacy Development

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language)* L0E, L1E, L2E, L3E

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Uses motions and gestures to begin to communicate L0E1	Communicates nonverbally, using motions and gestures L1E1	Communicates nonverbally, using motions and gestures L2E1	Communicates nonverbally, using motions and gestures L3E1
Uses sounds to communicate L0E2	Demonstrates beginning oral language skills, using sounds and words L1E2	Demonstrates oral language skills, using words L2E2	Demonstrates oral language skills, using words L3E2
Uses sounds in social situations L0E3	Uses sounds and words in social situations L1E3	Uses oral language in social situations L2E3	Uses oral language in social situations L3E3
Begins to express self freely and creatively, using sounds L0E4	Begins to express self freely and creatively, using sounds and words L1E4	Uses oral language for creative expression L2E4	Uses oral language for creative expression L3E4
	Asks simple questions L1E5	Asks questions L2E5	Asks questions L3E5

* "Words" may be spoken or signed, in English, the child's primary language, or with adaptive equipment.

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

L0FR, L1FR, L2FR, L3FR

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Begins to attend to stories L0FR1	Listens to stories for short periods of time L1FR1	Begins to follow what happens in a story L2FR1	Acquires story sense L3FR1
Explores books as objects L0FR2	Begins to explore physical features of a book L1FR2	Shows beginning book awareness L2FR2	Shows book awareness L3FR2
Becomes aware of pictures L0FR3	Becomes aware of pictures in print L1FR3	Becomes aware of pictures and symbols in print L2FR3	Builds print awareness L3FR3
		Begins to distinguish different sounds of language (phonological awareness) L2FR4	Distinguishes different sounds of language (phonological awareness) L3FR4

Language and Literacy Development

Standard: The child will begin to develop the foundations for writing. L1FW, L2FW, L3FW

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
	Scribbles spontaneously <small>L1FW1</small>	Scribbles <small>L2FW1</small>	Scribbles <small>L3FW1</small>
		Draws simple pictures <small>L2FW2</small>	Draws pictures <small>L3FW2</small>
		Dictates messages <small>L2FW3</small>	Dictates messages <small>L3FW3</small>
		Expresses creativity using skills for writing <small>L2FW4</small>	Expresses creativity using skills for writing <small>L3FW4</small>

Cognitive Development

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C0M, C1M, C2M, C3M

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Explores objects with different shapes and sizes C0M1	Explores basic shapes C1M1	Begins to identify basic shapes C2M1	Identifies basic shapes C3M1
	Begins to sort and match objects, with guidance C1M2	Begins to sort and match objects C2M2	Sorts and matches objects C3M2
	Shows awareness of early concepts related to amount C1M3	Builds beginning number concepts C2M3	Builds number concepts C3M3
	Explores concepts related to measurement C1M4	Builds beginning measurement concepts C2M4	Builds measurement concepts C3M4
	Begins to solve simple problems using logical reasoning C1M5	Begins to solve simple problems using logical reasoning and mathematical thinking C2M5	Solves simple problems using mathematical thinking and logical reasoning C3M5
		Explores concepts related to patterning C2M6	Arranges objects in simple patterns C3M6
		Thinks creatively using logical reasoning and mathematical thinking C2M7	Thinks creatively using logical reasoning and mathematical thinking C3M7
			Identifies basic colors C3M8

Cognitive Development

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

C0S, C1S, C2S, C3S

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Actively explores the environment C0S1	Actively explores the environment C1S1	Actively explores the environment C2S1	Actively explores the environment C3S1
	Uses sounds and simple words to describe things in the environment C1S2	Uses language to describe things in the environment C2S2	Uses language to describe things in the environment C3S2
	Uses sounds and simple words to ask questions about the environment C1S3	Asks questions about the environment C2S3	Asks questions about the environment C3S3
	Uses simple tools C1S4	Uses tools to experiment C2S4	Uses tools to experiment C3S4

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

C0SS, C1SS, C2SS, C3SS

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Begins to recognize significant family and personal relationships C0SS1	Recognizes significant family and personal relationships C1SS1	Recognizes family roles and personal relationships C2SS1	Recognizes family roles and personal relationships C3SS1
	Begins to recognize individual preferences and differences C1SS2	Recognizes obvious individual preferences and differences C2SS2	Recognizes individual preferences and differences C3SS2
		Recognizes community roles and relationships C2SS3	Recognizes community roles and relationships C3SS3
		Explores concepts of place and location C2SS4	Explores concepts of place and location C3SS4



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: Indicators		Pre-K Performance Indicators	K Georgia 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: Indicators		Pre-K Performance Indicators	K Georgia Performance Standards
From Infant through 3 years old			
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 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: Indicators		Pre-K Performance Indicators	K Georgia Performance Standards
From Infant through 3 years old			
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: Indicators		Pre-K Performance Indicators	K Georgia 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 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 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 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 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: Indicators		Pre-K Performance Indicators	K Georgia 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

Georgia Early Learning Standards: Indicators From Infant through 3 years old	Pre-K Performance Indicators	K Georgia Performance Standards
Scribbles spontaneously (1)  Scribbles L3FW1 L1FW1	Experiments with a variety of writing tools, materials, and surfaces LD 6 a	
Scribbles spontaneously (1)  Scribbles L3FW1 L1FW1 Draws simple pictures (2)  Draws pictures L3FW2	Uses scribbles, shapes, pictures and letters, or other forms of writing Stages of writing: <ul style="list-style-type: none"> • Pictures • Scribbles (squiggle lines and shapes) • Letter-like forms • Copies letters/words from environment • Uses letters to represent sounds in words • Labels objects in drawings • Connects words to form sentences • Creates a story with beginning, middle, and end LD 6 b 	Uses drawings, letters, and phonetically spelled words to create meaning. ELAKWIb See also: ELAKWIc
Draws simple pictures (2)  Draws pictures L3FW2 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 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: Indicators		Pre-K Performance Indicators	K Georgia Performance Standards
From Infant through 3 years old			
Shows awareness of early concepts related to amount (I) C1M3	Builds number concepts C3M3	Counts by rote MD 1 a	MKN1a, SKCS2a
Begins to sort and match objects, with guidance (I) C1M2	Sorts and matches objects C3M2	Arranges sets of objects in one-to-one correspondence MD 1 b	MKN1a
Shows awareness of early concepts related to amount (I) C1M3	Builds number concepts C3M3		
		Counts objects using one-to-one correspondence MD 1 c	MKN1a
Shows awareness of early concepts related to amount (I) C1M3	Builds number concepts C3M3	Compares sets of objects using language MD 1 d	MKN1e, MKN2a, MKN2b, MKN2c
		Begins to understand concept of part and whole using real objects MD 1 e	MKN1g
		Begins to identify ordinal numbers MD 1 f	MKN1d
Shows awareness of early concepts related to amount (I) C1M3	Builds number concepts C3M3	Associates numeral name with set of objects MD 1 g	MKN1c
		Begins to understand the concept of currency as a means of exchange MD 1 h	SSKE3b, MKN1h, MKN1i, MKN1j
		Begins to understand the concept of estimation MD 1 i	MKN1f, SKCS2b
Shows awareness of early concepts related to amount (I) C1M3	Builds number concepts C3M3	Begins to recognize numbers MD 1 j	MKN1c

Mathematical Development

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

Georgia Early Learning Standards: Indicators		Pre-K Performance Indicators	K Georgia 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: Indicators		Pre-K Performance Indicators	K Georgia 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: Indicators		Pre-K Performance Indicators	K Georgia Performance Standards
From Infant through 3 years old			
Explores objects with different shapes and sizes C0M1	Identifies basic shapes C3M1	Recognizes, describes, and compares basic geometric shapes MD 4 a	MKG1a, MKG1e, SKCS5a
Thinks creatively using logical reasoning and mathematical thinking (2) C2M7	Thinks creatively using logical reasoning and mathematical thinking C3M7	Uses classroom materials to create shapes MD 4 b	MKG1c, MKG1d, MKG1e
Explores concepts of place and location (2) C2SS4	Explores concepts of place and location C3SS4	Uses language to indicate where things are in space: positions, directions, distances, order MD 4 c	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: Indicators		Pre-K Performance Indicators	K Georgia Performance Standards
From Infant through 3 years old			
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Associates and describes the passage of time with actual events MD 5 a	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) C1S2	Uses language to describe things in the environment C3S2	Uses mathematical language to describe experiences involving measurement MD 5 b	MKM1a, MKM1b, MKM1c, MKM1d
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Measures the passage of time using non-standard or standard measures MD 5 c	SKE1a
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Measures the length of objects using non-standard or standard measures MD 5 d	MKM1a, MKM1b, MKM1c, MKM1d, SKCS3a
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Measures the volume (capacity) of objects using non-standard or standard measures MD 5 e	MKM1a, MKM1b, MKM1c, MKM1d
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Measures and compares the weight of objects using non-standard or standard measures MD 5 f	MKM1a, MKM1b, MKM1c, MKM1d, SKCS4b, SKCS4c, SKCS6b
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Orders two or more objects by size (seriation) MD 5 g	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: Indicators		Pre-K Performance Indicators	K Georgia 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: Indicators		Pre-K Performance Indicators	K Georgia Performance Standards
From Infant	through 3 years old		
Actively explores the environment C0S1 →	Actively explores the environment C3S1	Observes, explores, and describes a wide variety of animals and plants SD 2 a	SKL1bSKL1cSKL2d
Actively explores the environment C0S1 →	Actively explores the environment C3S1	Recognizes there are basic requirements for all common life forms SD 2 b	SD 2bSKL1aSKCS6c
Uses sounds and simple words to describe things in the environment (I) C1S2 →	Uses language to describe things in the environment C3S2	Observes, explores, and describes a variety of non-living objects SD 2 c	SKE2cSKL1a
Actively explores the environment C0S1 →	Actively explores the environment C3S1	Understands that plants and animals have varying life cycles SD 2 d	
Actively explores the environment C0S1 → Uses sounds and simple words to describe things in the environment (I) C1S2 →	Actively explores the environment C3S1 Uses language to describe things in the environment C3S2	Participates in activities related to preserving the environment SD 2 e	

Scientific Development

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

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia 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) CIS2	Uses language to describe things in the environment C3S2	Describes objects by their physical properties SD 3 b	SKE2aSKE 2bSKPI aSKCS4b
Uses simple tools (I) CIS4	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: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Uses sounds and simple words to describe things in the environment (I) CIS2	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	SKE1 b, SKE1 c, 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: Indicators From Infant → through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Begins to recognize significant family and personal relationships COSSI	Recognizes family roles and personal relationships C3SS1	Begins to understand family structures and roles SS 1 a	SSKE1 SSKE2
Recognizes community roles and relationships (2) C2SS3	Recognizes community roles and relationships C2SS3	Participates in classroom jobs and contributes to the classroom community SS 1 b	SSKE1 SSKE2
Recognizes community roles and relationships (2) C2SS3	Recognizes community roles and relationships C2SS3	Becomes aware of the roles, responsibilities and services provided by community workers SS 1 c	SSKCG2SSKE1
Begins to recognize significant family and personal relationships COSSI	Recognizes family roles and personal relationships C3SS1	Becomes aware of family and community celebrations and events SS 1 d	SSKH1 SSKG1

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

Georgia Early Learning Standards: Indicators From Infant → through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Begins to recognize individual preferences and differences (1) C1SS2	Recognizes individual preferences and differences C3SS2	Identifies similarities and differences among people SS 2 a	SSIP 1
Begins to recognize individual preferences and differences (1) C1SS2	Recognizes individual preferences and differences C3SS2	Demonstrates an emerging awareness and respect for culture and ethnicity SS 2 b	SSKG1
Begins to recognize individual preferences and differences (1) C1SS2	Recognizes individual preferences and differences C3SS2	Demonstrates emerging awareness and respect for abilities SS 2 c	SSIP 1SSKCG2

Social Studies Development

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

Georgia Early Learning Standards: Indicators		Pre-K Performance Indicators	K Georgia 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: Indicators		Pre-K Performance Indicators	K Georgia 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: Indicators		Pre-K Performance Indicators	K Georgia 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: Indicators		Pre-K Performance Indicators	K Georgia Performance Standards
From Infant	through 3 years old		
Demonstrates imagination through dramatic play (I) SISE2	Demonstrates imagination through dramatic play S3SE2	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	Uses oral language for creative expression L3E4	Recreates a story or poem through drama CD 3 b	
Demonstrates imagination through dramatic play (I) SISE2	Demonstrates imagination through dramatic play S3SE2	Participates in activities using symbolic materials and gestures to represent real objects and situations CD 3 c	

Social and Emotional Development

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

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

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

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

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



Georgia Early Learning Standards

Appendix C

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

Physical Development

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

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

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

Physical Development

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

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

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

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

Physical Development

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

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

Emotional and Social Development

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

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

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

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

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

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

Emotional and Social Development

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

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

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

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

Approaches to Learning

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

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

Language and Literacy Development

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

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

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

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

Language and Literacy Development

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

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

Language and Literacy Development

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

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

Cognitive Development

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

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

Cognitive Development

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

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

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

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