



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

* 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. P0F

Indicators	Sample Behaviors
Gains control of hands and fingers P0F1	Brent puts his fingers in his mouth. P0F1a Gabriela brings a rattle that is placed in her hand to her mouth. P0F1b David grasps his favorite blanket, lets go, grasps it again, and lets go again. P0F1c Renee transfers a toy key ring from one hand to the other. P0F1d Michele dumps out all the shapes from the container. P0F1e Landon, a visually impaired child, reaches out and feels the soft blocks on his high chair tray. P0F1f
Begins to coordinate motions using eyes and hands P0F2	Sally looks at her fingers and hands. P0F2a Matthew reaches for the teething ring and brings it to his mouth. P0F2b Aaron holds a block in each hand and bangs them together. P0F2c Abbie crawls towards a stuffed bear and picks it up. P0F2d Sergio puts a one-piece puzzle together, grasping the puzzle's knob in his hand. P0F2e

Physical Development: Birth to 12 months—Infants

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

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

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

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



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

Emotional and Social Development: Birth to 12 months—Infants

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

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

Emotional and Social Development: Birth to 12 months—Infants

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

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



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



Georgia Early Learning Standards

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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

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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
Responds to frequently spoken words and sounds LOR1	Eve turns her head toward her mother's voice when she speaks to her. LOR1a Rodney smiles when his brother calls his name. LOR1b Fiona reaches for the bottle when her teacher says, "Your bottle is ready." LOR1c Sebastian touches the mirror when his babysitter says "Where's the baby?" LOR1d Helen turns to look at her teddy bear when her sister says, "Here's Teddy." LOR1e Rafael waves his hand when his teacher says "Bye-bye, see you tomorrow." LOR1f
Follows simple directions and requests LOR2	Yasmin opens her mouth for food when her grandmother says, "Open wide for some yummy peas." LOR2a 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 Scott gives the stuffed dog to his physical therapist when she uses signs to ask for it. LOR2c 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

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

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

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

* "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. LOFR

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



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

Cognitive Development: Birth to 12 months—Infants

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

Indicators	Sample Behaviors
Actively explores the environment <i>C0S1</i>	Clint stares at the black, white, and red pictures attached to the side of his crib. <i>C0S1a</i> Jacqueline follows her father's fingers with her eyes as he wiggles them back and forth in front of her. <i>C0S1b</i> Silas brings objects to his mouth in order to explore tastes and textures. <i>C0S1c</i> Joselyn kicks at toys hanging from the floor gym in her classroom to make them move. <i>C0S1d</i> Rodolfo shakes the rattle repeatedly to hear the musical sounds. <i>C0S1e</i> Samara looks intently at the stuffed panda bear in her hand for a sustained period of time. <i>C0S1f</i> 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> 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>

Cognitive Development: Birth to 12 months—Infants

Standard: The child will begin to develop foundations for social studies. C0SS

Indicators	Sample Behaviors
Begins to recognize significant family and personal relationships C0SS1 →	Arturo smiles when his grandfather picks him up out of his crib. C0SS1a Lynn clings to her mother and turns her head away when an unfamiliar neighbor reaches out to touch her in the grocery store. C0SS1b Budd laughs when his brother plays with him in the car. C0SS1c Suzie reaches for Mrs. Reese when she is dropped off at her house for the day. C0SS1d