



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.



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