



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