



GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) REVISION CROSSWALK

Mapping Changes from the 2013 Standards to the 2026 Standards for Pre-K Children

CROSSWALK KEY:

Gray italics = Previous (2013) GELDS content that was revised, relocated, expanded, consolidated, or removed.

Black text = Current (2026) GELDS content.

New indicator – no direct equivalent = New content added in 2026.

Moved to... = Indicator relocated to another domain or standard.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

An analysis of changes in developmental expectations and indicator alignment for children ages 48–60 months

PHYSICAL DEVELOPMENT AND MOTOR SKILLS (PDM) STRAND: HEALTH & WELL-BEING

Previous GELDS (2013)	Current GELDS (2026)
Standard PDM1 – The child will practice healthy and safe habits.	Standard PDM1 – The child will practice healthy and safe habits.
<i>PDM1.4a Stays awake and alert except during voluntary naptime.</i>	PDM1.4a Stays awake and alert during the day, with voluntary rest or naps as needed.
<i>PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.</i>	PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities that increase strength, endurance, and flexibility for increasing periods of time, according to their abilities.
<i>PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.</i>	PDM1.4c Consistently identifies dangerous situations and communicates understanding of consequences.
PDM1.4d Communicates the importance of safety rules.	PDM1.4d Communicates the importance of safety rules.
<i>PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.</i>	PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs and can communicate about those practices or needs.
PDM1.4f Can name people who keep them safe and healthy.	PDM1.4f Can name people who keep them safe and healthy.
Standard PDM2 – The child will participate in activities related to nutrition.	Standard PDM2 – The child will participate in activities related to nutrition.
PDM2.4a Helps prepare nutritious snacks and meals.	PDM2.4a Helps to prepare nutritious snacks and meals.
<i>PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.</i>	PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods, including foods from their family and cultural traditions.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

STRAND: USE OF SENSES

Previous GELDS (2013)	Current GELDS (2026)
Standard PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	Standard PDM3 – The child will show awareness of how their body moves and fits in the environment.
<i>PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.</i>	PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance, and location while keeping balance during more complex movement activities.
PDM3.4b Demonstrates spatial awareness through play activities.	PDM3.4b Demonstrates spatial awareness through play activities and uses body control to move safely in group play.
Standard PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.	Standard PDM4 – The child will use senses (sight, touch, hearing, smell, and taste) to explore and process information.
PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.	PDM4.4a Discriminates between a variety of sights, smells, sounds, textures, and tastes.
<i>PDM4.4b Takes things apart and invents new structures using the parts.</i>	Moved to APL5.4d

STRAND: MOTOR SKILLS

Previous GELDS (2013)	Current GELDS (2026)
Standard PDM5 – The child will demonstrate gross motor skills.	Standard PDM5 – The child will demonstrate gross motor skills.
PDM5.4a Coordinates movements to perform more complex tasks.	PDM5.4a Coordinates movements to perform more complex tasks.
PDM5.4b Demonstrates coordination and balance in a variety of activities.	PDM5.4b Demonstrates coordination and balance in a variety of activities.
Standard PDM6 – The child will demonstrate fine motor skills.	Standard PDM6 – The child will demonstrate fine motor skills.
PDM6.4a Performs fine-motor tasks that require small-muscle strength and control.	PDM6.4a Performs fine-motor tasks that require small-muscle strength and control.
PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.	PDM6.4b Uses hand-eye coordination to handle small objects with ease.
<i>PDM6.4c Able to perform more complex fine-motor tasks with accuracy 50% of the time.</i>	PDM6.4c Begins to perform more complex fine motor tasks with increasing accuracy.

Summary

The 2026 GELDS Physical Development and Motor Skills domain builds on the 2013 standards by emphasizing body awareness, movement control, communication about health and safety, and developmentally appropriate skill progression. Revisions also reflect a more inclusive approach that recognizes individual abilities and incorporates cultural relevance within nutrition and health-related practices. The relocation of the "takes things apart and invents new structures" indicator (PDM4.4b) to the APL domain further sharpens PDM's focus on physical development while placing exploratory and creative thinking skills in a more appropriate learning domain.

SOCIAL EMOTIONAL DEVELOPMENT (SED)

STRAND: DEVELOPING A SENSE OF SELF

Previous GELDS (2013)	Current GELDS (2026)
Standard SED1 – The child will develop self-awareness.	Standard SED1 – The child will develop self-awareness.
<i>SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.</i>	SED1.4a Identifies self as belonging to groups and in a larger world picture.
SED1.4b Identifies personal characteristics, preferences, thoughts and feelings.	SED1.4b Identifies personal characteristics, preferences, thoughts, and feelings.
SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.	SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.
SED1.4d Shows independence in his/her own choices.	SED1.4d Shows independence in their own choices.
Standard SED2 – The child will engage in self-expression.	Standard SED2 – The child will engage in self-expression.
<i>SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.</i>	SED2.4a Uses complete sentences and actions in English and/or their home language to express needs, ideas, opinions, and preferences.
SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.	SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.
SED2.4c Uses pretend-play to show emotions of self and others.	SED2.4c Uses pretend-play to present emotions of self and others.
<i>SED2.4d With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.</i>	SED2.4d With adult guidance, distinguishes between own emotions and the conditions that cause each.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

STRAND: SELF-REGULATION

Previous GELDS (2013)	Current GELDS (2026)
Standard SED3 – The child will begin to demonstrate self-control.	Standard SED3 – The child will begin to demonstrate self-control.
SED3.4a Independently follows rules and routines.	SED3.4a Independently follows rules and routines.
SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed.	SED3.4b Regulates own emotions and behaviors and seeks out adult support when needed.
<i>SED3.4d Manages transitions and adapts to changes in schedules and routines independently.</i>	SED3.4c Manages transitions and adapts to changes in schedules and routines independently.
<i>SED3.4c Regulates a wide range of impulses.</i>	SED3.4d Regulates a wide range of impulses.

STRAND: DEVELOPING A SENSE OF SELF WITH OTHERS

Previous GELDS (2013)	Current GELDS (2026)
Standard SED4 – The child will develop relationships and social skills with adults.	Standard SED4 – The child will develop relationships and social skills with adults.
SED4.4a Transitions well into new, unfamiliar settings.	SED4.4a Transitions well into new, unfamiliar settings.
SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.	SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.
<i>SED4.4c Shows affection to familiar adults by using more complex words and actions.</i>	SED4.4c Initiates affection with familiar adults.
SED4.4d Seeks out adults as a resource for help and assistance.	SED4.4d Seeks out adults as a resource for help and assistance.
Standard SED5 – The child will develop relationships and social skills with peers.	Standard SED5 – The child will develop relationships and social skills with peers.
SED5.4a Develops and maintains friendships with other children.	SED5.4a Develops and maintains friendships with other children.
SED5.4b Plays cooperatively with a few peers for a sustained period of time.	SED5.4b Plays cooperatively with a few peers for a sustained period of time.
SED5.4c Attempts to resolve peer conflicts using appropriate strategies.	SED5.4c Attempts to resolve peer conflicts using appropriate strategies.
<i>SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.</i>	SED5.4d Expresses concern for and understanding of peers' feelings by attempting to comfort and help.
<i>SED5.4e Shows respect for peers' personal space and belongings.</i>	SED5.4e Shows respect for peers' belongings.

Summary

The 2026 GELDS Social and Emotional Development (SED) domain maintains the overall structure and developmental expectations of the 2013 standards while refining language to be more child-centered and strengths-based. Revisions place greater emphasis on children's sense of belonging, self-expression in home languages, emotional understanding, empathy, and relationships with others, while clarifying expectations related to self-regulation, independence, and social competence.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

APPROACHES TO PLAY & LEARNING (APL)

STRAND: INITIATIVE AND EXPLORATION

Previous GELDS (2013)	Current GELDS (2026)
Standard APL1 – The child will demonstrate initiative and self-direction.	Standard APL1 – The child will demonstrate initiative and self-direction.
<i>APL1.4a Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.</i>	APL1.4a Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks independently.
<i>APL1.4b Selects and carries out activities without adult prompting.</i>	APL1.4b Independently selects and carries out activities.
APL1.4c Sets goals and develops and follows through on plans.	APL1.4c Sets goals and develops and follows through on plans.
Standard APL2 – The child will demonstrate interest and curiosity.	Standard APL2 – The child will demonstrate interest and curiosity.
APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.	APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks.
<i>APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.</i>	APL2.4b Communicates curiosity and seeks to learn new information.
<i>APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.</i>	APL2.4c Experiments to increase understanding about unfamiliar objects in the environment.

STRAND: ATTENTIVENESS AND PERSISTENCE

Previous GELDS (2013)	Current GELDS (2026)
Standard APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	Standard APL3 – The child will sustain attention to a specific activity and demonstrate persistence.
APL3.4a Engages in independent activities and continues tasks over a period of time.	APL3.4a Engages in independent activities and continues tasks over a period of time.
<i>APL3.4b Practices to improve skills that have been accomplished.</i>	APL3.4b Practices skills that have been accomplished to improve and gain confidence.
APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.	APL3.4c Works cooperatively with others to achieve a goal or accomplish a task.
APL3.4d Persists in trying to complete a task after previous attempts have failed.	APL3.4d Persists in trying to complete a task after repeated attempts.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

STRAND: PLAY

Previous GELDS (2013)	Current GELDS (2026)
Standard APL4 – The child will engage in a progression of imaginative play.	Standard APL4 – The child will engage in imaginative play.
APL4.4a Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.	APL4.4a Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.
Standard APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	Standard APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.
APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.	APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.
APL5.4b Demonstrates flexibility in taking on various roles in a group setting.	APL5.4b Demonstrates flexibility in taking on various roles in a group setting.
APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.	APL5.4c Demonstrates inventiveness, imagination, and creativity to solve a problem.
<i>**PDM4.4b Takes things apart and invents new structures using the parts.</i>	APL5.4d Takes things apart and invents new structures using the parts.
<i>APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.</i>	APL5.4e Considers a variety of possible solutions and exhibits flexibility if an alternative approach is suggested by a peer or adult.
<i>APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting.</i>	APL5.4f Recovers quickly from setbacks and differences in opinion in a group setting.

Summary

The 2026 GELDS Approaches to Play and Learning domain preserves the core standards from 2013 while strengthening the focus on children's independence, curiosity, experimentation, confidence, and persistence. Revised indicators emphasize active engagement in learning, self-directed exploration, and the development of positive learning behaviors that support lifelong learning. Additionally, the indicator related to taking things apart and creating new structures (formerly PDM4.4b) was moved into this domain to better align creative problem-solving and exploration with approaches to learning.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

COMMUNICATION, LANGUAGE, & LITERACY (CLL)

STRAND: RECEPTIVE LANGUAGE

Previous GELDS (2013)	Current GELDS (2026)
Standard CLL1 — The child will listen to conversations and demonstrate comprehension.	Standard CLL1 — The child will develop comprehension through listening to conversations, songs, stories, and books.
CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.	CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.
<i>CLL1.4b Listens to and follows multi-step directions.</i>	<i>(Use 3YO indicator) CLL1.3c Listens to and follows multi-step directions.</i>
CLL1.4c Extends/expands thoughts or ideas expressed.	CLL1.4b Responds to questions using expanded sentences and with greater detail.
Standard CLL2 — The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.	Standard CLL2 — The child will acquire vocabulary introduced through conversations, songs, activities, stories, and books.
<i>CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.</i>	CLL2.4a Demonstrates understanding of increasingly complex vocabulary during routines, conversations, and play.
<i>CLL2.4b Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations.</i>	CLL2.4b Demonstrates understanding of increasingly complex vocabulary from activities, stories, songs, and books.
	CLL2.4c Makes real-world connections between vocabulary and real-life experiences independently.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

STRAND: EXPRESSIVE LANGUAGE

Previous GELDS (2013)	Current GELDS (2026)
Standard CLL3 — The child will use nonverbal communication for a variety of purposes.	
<i>CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.</i>	CLL3.4a Uses gestures and facial expressions to enhance verbal communication.
<i>CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language, and actions.</i>	CLL3.4b Intentionally uses a wide range of nonverbal gestures, facial expressions, and body language to clearly express feelings and respond to others' emotions.
Standard CLL4 — The child will use increasingly complex spoken language.	
CLL4.4a Uses spoken language that can be understood with ease.	CLL4.4a Uses spoken language that can be understood with ease.
<i>CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.</i>	CLL4.4b Uses expanded sentences and varied sentence structures to participate in conversations and express ideas.
CLL4.4c Describes activities, experiences, and stories with more detail.	CLL4.4c Describes activities, experiences, and stories with more detail.
<i>New indicator – no direct equivalent</i>	CLL4.4d Asks questions to engage in conversation and to learn more about themselves, others, and the world
<i>CLL4.4d Uses new and expanded vocabulary in a variety of situations.</i>	CLL4.4e Uses new and expanded vocabulary to share ideas, explain thinking, and tell stories.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

STRAND: EARLY READING

Previous GELDS (2013)	Current GELDS (2026)
Standard CLL8 — The child will demonstrate awareness of print concepts.	Standard: CLL5 — The child will demonstrate print awareness and understand how print represents spoken language.
<i>CLL8.4a Demonstrates interest in different kinds of literature, such as fiction books and non-fiction books and poetry, on a range of topics.</i>	CLL5.4a Demonstrates interest in different kinds of literature, such as fiction and nonfiction books, and poetry, on a range of topics.
<i>CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.</i>	CLL5.4b Recognizes that letters form words and that words, separated by spaces, combine to form sentences in print.
<i>CLL8.4e Identifies the front, back, top, and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.</i>	CLL5.4c Independently holds a book right side up, turns pages, and mimics reading skills while re-telling a familiar story.
<i>CLL8.4d Recognizes and reads environmental print.</i>	CLL5.4d Recognizes and reads environmental print.
<i>CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.</i>	CLL5.4e With prompting and support, tracks words from left to right, top to bottom, and page to page.
Standard CLL5 — The child will acquire meaning from a variety of materials read to him/her.	Standard: CLL6 — The child will acquire meaning from a variety of materials read with them.
<i>CLL5.4a Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content.</i>	CLL6.4a Before reading, uses prior knowledge, story title and pictures to make predictions about story content.
<i>CLL5.4b Retells familiar stories.</i>	CLL6.4b Retells familiar stories.
<i>CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.</i>	CLL6.4c Discusses books or stories read aloud and can identify characters and setting in a story.
<i>CLL5.4d Makes real-world connections between stories and real-life experiences.</i>	CLL6.4d Makes real-world connections between stories and real-life experiences independently.
<i>CLL5.4e Develops an alternate ending for a story.</i>	CLL6.4e Develops an alternate ending for a story.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

Standard CLL6 — The child will develop early phonological awareness (awareness of units of sound).	Standard CLL7 — The child will develop early phonological awareness (awareness of the units of sound) and phonemic awareness (manipulating the individual sounds in words).
<i>CLL6.4a Listens and differentiates between sounds that are the same and different.</i>	CLL7.4a Matches and begins to create new rhymes, songs, and chants.
<i>CLL6.4b Identifies and produces rhyming words.</i>	CLL7.4b Identifies and produces rhyming words with real or invented words.
<i>CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.</i>	CLL7.4c Produces words with the same beginning sound (phoneme) with guidance.
<i>CLL6.4d Segments sentences into individual words.</i>	CLL7.4d Segments sentences into individual words.
<i>CLL6.4e Segments words into syllables.</i>	CLL7.4e Segments words into syllables.
<i>CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.</i>	CLL7.4f Manipulates and blends sounds (phonemes) with adult guidance.

Standard: CLL7 — The child will demonstrate increasing knowledge of the alphabet.	Standard: CLL8 — The child will demonstrate increasing knowledge of the alphabet.
<i>CLL7.4a With prompting and support, recognizes and names some upper and lower case letters of the alphabet.</i>	CLL8.4a Recognizes and names at least half of the letters of the alphabet (upper case or lower case), including letters in their own name, as well as letters often found in the environment.
<i>New indicator – no direct equivalent</i>	CLL8.4b Identifies the beginning letter of a word and produces the corresponding letter sound with adult support.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

STRAND: EARLY WRITING

Previous GELDS (2013)	Current GELDS (2026)
<i>No previous standard</i>	Standard CLL9 — The child will demonstrate emerging writing skills.
<i>CLL9.4d Writes some letters of the alphabet.</i>	CLL9.4a Writes some letters of the alphabet (upper or lower case).
<i>CLL9.4b Uses writing tools.</i>	CLL9.4b Consistently holds and uses a variety of writing tools with fingers, sometimes using a three-finger grasp.
<i>New indicator – no direct equivalent</i>	CLL9.4c Shows increasing awareness that writing goes from left to right and top to bottom.
<i>New indicator – no direct equivalent</i>	CLL9.4d Begins to write own name using mostly correct letters in order.
Standard CLL9 — The child will use writing for a variety of purposes.	Standard CLL10 — The child will use writing and drawing for a variety of purposes.
<i>New indicator – no direct equivalent</i>	CLL10.4a Revises drawings or writing by adding details to express ideas or in response to interactions with others.
<i>CLL9.4a Draws pictures and copies letters and/or numbers to communicate</i>	CLL10.4b Dictates stories or personal experiences to accompany drawings or writing.
<i>CLL9.4c Uses writing for a variety of purposes.</i>	CLL10.4c Uses different kinds of marks or drawings to show when making a list, telling a story, or sharing information.
<i>New indicator – no direct equivalent</i>	CLL10.4d Plans what to write and creates marks, letters, or drawings to represent ideas.
<i>New indicator – no direct equivalent</i>	CLL10.4e Begins to use invented spelling to represent words, often including beginning sounds.

SUMMARY OF MAJOR CLL REVISIONS

- Receptive and Expressive Language expanded to include conversations, songs, stories, books, routines, and play.
- Greater emphasis on intentional communication through gestures, facial expressions, and body language.
- Early Reading standards were reorganized and strengthened.
 - Print Concepts expanded to Print Awareness and understanding how print represents spoken language.
 - Phonological Awareness expanded to include Phonemic Awareness.
 - New focus on rhyming, beginning sounds, and letter-sound correspondence.
 - Alphabet knowledge expectations increased, including recognition of at least half the alphabet.
- Early Writing expanded into two standards:
 - CLL9 – Emerging Writing Skills
 - CLL10 – Writing and Drawing for a Variety of Purposes
- Writing expectations now include name writing, print concepts, planning, revising, dictation, invented spelling, and using writing to communicate ideas.
- Revisions reflect the Science of Reading with a stronger emphasis on oral language, foundational literacy skills, and emergent writing.

Summary

The 2026 GELDS Communication, Language, and Literacy domain significantly expands the 2013 framework by strengthening oral language, vocabulary, print awareness, phonological and phonemic awareness, and alphabet knowledge while adding a comprehensive progression for emergent writing. The revisions reflect Science of Reading research and place greater emphasis on communication, comprehension, language development, foundational literacy skills, and purposeful writing experiences for young children.

COGNITIVE DEVELOPMENT: MATH (CD-MA)

STRAND: NUMBER, QUANTITY, AND OPERATIONS

Previous Strand name: Number & Quantity

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	Standard CD-MA1 – The child will organize, represent, and build knowledge of number and quantity.
CD-MA1.4a Recites numbers up to 20 in sequence.	CD-MA1.4a Recites numbers up to 20 in sequence.
CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.	CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.
CD-MA1.4c Matches numerals to sets of objects with the same number, 0–10.	CD-MA1.4c Matches numerals to sets of objects with the same number, 0–10.
<i>CD-MA1.4e Quickly recognizes and names how many items are in a set of up to four items.</i>	CD-MA1.4d Quickly recognizes and names how many items are in a set of up to five items (subitizing).
CD-MA2.4e Understands that the last number counted represents quantity (cardinality).	CD-MA1.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).
<i>Standard CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.</i>	Standard CD-MA2 – The child will explore, compare, describe relationships, and solve problems using number and quantity.
<i>CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.</i>	CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands that they are the same independently.
CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.	CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.
<i>CD-MA1.4d Describes sets as having more, less, same as/equal.</i>	CD-MA2.4c Demonstrates understanding of quantity by comparing and estimating amounts and explaining which group has more, fewer, or the same.
CD-MA2.4d Describes data from classroom graphs using numerical math language.	CD-MA2.4d Describes data from classroom graphs using numerical math language.
<i>CD-MA1.4f Tells numbers that come before and after a given number up to 10.</i>	CD-MA2.4e Tells numbers that come before and after a given number up to 10.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.	Standard CD-MA3 – The child will reason, estimate, and share solutions when solving problems with number and quantity.
CD-MA2.4c Practices combining, separating, and naming quantities.	CD-MA3.4a Practices putting together, taking apart, and naming quantities (composition and decomposition).
CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.	CD-MA3.4b Estimates “how many” using mathematical terms and understands how to check the estimate.
CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	CD-MA3.4c Uses simple strategies to solve number mathematical problems and communicates how they solved it.
CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	CD-MA3.4d Uses reasoning skills to determine the solution to a number mathematical problem and communicates why.

STRAND: MEASUREMENT AND COMPARISON

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	Standard CD-MA4 – The child will explore and communicate about distance, weight, length, height, and time.
CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.	CD-MA4.4a Uses mathematical terms to describe experiences involving measurement.
CD-MA3.4c Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity), and weight.	CD-MA4.4b Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity), and weight.
Portions of former CD-MA7 Mathematical Reasoning	Standard CD-MA5 – The child will reason, estimate, and share solutions when solving problems with measurement.
CD-MA3.4b Compares objects using two or more attributes, such as length, weight, and size.	CD-MA5.4a Compares objects using two or more attributes, such as length, weight, and size.
CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	CD-MA5.4b Uses simple strategies to solve measurement mathematical problems and communicates how they solved it.
CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	CD-MA5.4c Uses reasoning skills to determine the solution to a measurement mathematical problem and communicates why.
CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.	CD-MA5.4d Estimates objects’ measurable characteristics or attributes using mathematical terms and understands how to check the estimate.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

STRAND: PATTERNS

(New Strand)

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-MA4 – The child will sort, seriate, classify and create patterns.	Standard CD-MA6 – The child will sort, put items in order (seriate), classify, and create patterns.
CD-MA3.4d Associates and describes the passage of time with actual events.	CD-MA6.4a Associates and describes the passage of time with actual events.
CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.	CD-MA6.4b Independently orders (seriates) objects using one characteristic and describes the criteria used.
CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.	CD-MA6.4c Sorts and classifies objects using one or more attributes or relationships.
CD-MA4.4c Creates and extends simple, repeating patterns.	CD-MA6.4d Creates and extends simple, repeating patterns.
CD-MA7- The child will use mathematical problem solving, reasoning, estimation, and communication.	Standard CD-MA7 – The child will reason, estimate, and share solutions when solving problems with patterns.
New indicator – no direct equivalent	CD-MA7.4a Uses simple strategies to create and extend patterns and communicates how they solved it.
New indicator – no direct equivalent	CD-MA7.4b Uses reasoning skills to determine what comes next in a pattern and communicates why.

STRAND: SPATIAL THINKING

(separated from Geometry)

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	Standard CD-MA8 – The child will explore, recognize, and describe spatial relationships between objects.
CD-MA5.4a Uses appropriate directional language to indicate where things are in the environment: positions, distances, order.	CD-MA8.4a Uses appropriate directional language to indicate where things are in the environment: positions, distances, and order.
CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.	CD-MA8.4b Uses consistent intentional actions to fit objects together and begins to describe how they did it.
New standard – no equivalent	Standard CD-MA9 – The child will reason, visualize, and share solutions when solving problems with spatial thinking.
New indicator – no direct equivalent	CD-MA9.4a Uses simple strategies to determine how objects should be moved or organized within a space and communicates how they solved it.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

STRAND: GEOMETRY

(separated from Spatial Thinking)

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.	Standard CD-MA10 – The child will explore, recognize, and describe shapes.
CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.	CD-MA10.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.
<i>New indicator – no direct equivalent</i>	CD-MA10.4b Draws circles and squares and begins to draw triangles and rectangles.
CD-MA6.4b Combines simple shapes to form new shapes.	CD-MA10.4c Experiments with combining, stacking, and arranging two-dimensional and three-dimensional shapes to build, design, and problem-solve during play.

SUMMARY OF MAJOR CD-MA REVISIONS

- Mathematical Reasoning was embedded throughout the domain, replacing the stand-alone Mathematical Reasoning standard with dedicated reasoning and problem-solving standards in Number, Measurement, Patterns, and Spatial Thinking.
- Number & Quantity was expanded to Number, Quantity, and Operations, with increased emphasis on composition and decomposition of numbers, estimation, problem-solving, and explaining mathematical thinking.
- Comparing quantities was expanded, moving beyond identifying more, less, and equal to comparing, estimating, and explaining quantities.
- Measurement standards were strengthened through the addition of dedicated reasoning, estimation, communication, and problem-solving indicators.
- Patterns became a distinct strand, with new expectations for reasoning about, extending, predicting, and explaining patterns.
- Spatial Thinking and Geometry were separated into independent strands, allowing for more focused development of spatial reasoning and geometric concepts.
 - Spatial Thinking now includes problem-solving related to moving, organizing, and visualizing objects within space.
 - Geometry includes a new expectation for drawing basic shapes and expanded opportunities for building, designing, and problem-solving with shapes.
- Throughout the domain, there is a stronger emphasis on estimation, mathematical communication, problem-solving, and explaining both how and why solutions work, reflecting a deeper focus on mathematical reasoning

Summary

The 2026 GELDS Mathematics (CD-MA) domain significantly expands the 2013 framework by adding dedicated reasoning standards across number, measurement, patterns, and spatial thinking. In addition to maintaining core mathematical concepts, the revised standards place a stronger emphasis on problem-solving, estimation, mathematical communication, and explaining reasoning, encouraging children to share both how they arrived at solutions and why those solutions work. New expectations also include skills such as composition and decomposition of numbers, spatial reasoning, shape drawing, and expanded subitizing.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

COGNITIVE DEVELOPMENT: SOCIAL STUDIES: (CD-SS)

STRAND: FAMILY

Previous GELDS (2013)	Current GELDS (2026)
<i>Standard CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.</i>	Standard CD-SS1 – The child will demonstrate an understanding of their family and an emerging awareness of their own culture and ethnicity.
<i>CD-SS1.4a Describes his/her family structure and family roles.</i>	CD-SS1.4a Describes their family structure and family roles.
CD-SS1.4b Describes similarities and differences between self and others.	CD-SS1.4b Describes similarities and differences between self and others.

STRAND: PEOPLE AND COMMUNITY

Previous GELDS (2013)	Current GELDS (2026)
<i>Standard CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.</i>	Standard CD-SS2 – The child will demonstrate an understanding of their community and an emerging awareness of others' cultures and ethnicity.
CD-SS2.4a Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.	CD-SS2.4a Identifies and follows rules of the classroom community and displays a competence in engaging in appropriate social behavior.
CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.	CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom, and community.
CD-SS2.4c Recognizes similarities and differences between own culture and that of others.	CD-SS2.4c Recognizes similarities and differences between own culture and that of others.
<i>Standard CD-SS3 – The child will demonstrate awareness of the geography in his/her community.</i>	Standard CD-SS3 – The child will demonstrate awareness of the geography in their community.
CD-SS3.4a Creates simple representations of home, school and community.	CD-SS3.4a Creates simple representations of home, school, and community.
CD-SS3.4b Identifies and describes aspects of his/her community.	CD-SS3.4b Identifies and describes aspects of their community.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-SS4 – The child will demonstrate an awareness of economics in his/her community.	Standard CD-SS4 – The child will demonstrate an awareness of economics in their community.
CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important.	CD-SS4.4a Completes jobs to contribute to their community and communicates why it is important
CD-SS4.4b Describes the roles and responsibilities of a variety of occupations	CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.
CD-SS4.4c Describes how people interact economically, the exchange of goods and services.	CD-SS4.4c Describes how people interact economically, the exchange of goods and services.
<i>CD-SS4.4d Explores the uses of technology and understands its role in the environment.</i>	*Indicator removed from Social Studies. Moved to CD-SC4.4e Explores the uses of technology and understands its role in the environment.

STRAND: HISTORY

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-SS5 – The child will understand the passage of time and how events are related.	Standard CD-SS5 – The child will understand the passage of time and how events are related.
CD-SS5.4a Recognizes and describes sequence of events with accuracy.	CD-SS5.4a Recognizes and describes sequence of events with accuracy.
CD-SS5.4b Differentiates between past, present and future.	CD-SS5.4b Differentiates between past, present, and future.

Summary

The 2026 GELDS Social Studies (CD-SS) domain retains the structure and developmental expectations of the 2013 standards, with only minor language updates to improve inclusivity and consistency. The primary content change is the relocation of the technology indicator from Social Studies to the Science domain, while expectations related to family, community, culture, geography, economics, and history remain largely unchanged.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

COGNITIVE DEVELOPMENT: SCIENCE (CD-SC)

STRAND: SCIENTIFIC SKILLS AND METHODS

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-SC1 – The child will demonstrate scientific inquiry skills.	Standard CD-SC1 – The child will demonstrate scientific inquiry skills.
CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.	CD-SC1.4a Uses senses to observe, classify, and learn about objects and environment.
CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding.	CD-SC1.4b Uses simple tools correctly to experiment, observe, and increase understanding.
CD-SC1.4c Records observations through dictating to an adult and drawing pictures or using other forms of writing.	CD-SC1.4c Records observations through dictating to an adult and drawing pictures or using other forms of writing.
CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties.	CD-SC1.4d Experiments, compares, and formulates hypotheses related to scientific properties.

STRAND: EARTH AND SPACE

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	Standard CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.
CD-SC2.4a Describes properties of water, including changes to the states of water.	CD-SC2.4a Describes properties of water, including changes to the states of water.
CD-SC2.4b Explores and begins to describe properties of rocks, soil, sand and mud.	CD-SC2.4b Explores and begins to describe properties of rocks, soil, sand, and mud.
CD-SC2.4c Makes simple observations of characteristics, movement, and seasonal changes of sun, moon, stars and clouds. Compares daytime/nighttime cycle.	CD-SC2.4c Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars, and clouds. Compares the daytime/nighttime cycle.
CD-SC2.4d Uses appropriate vocabulary to discuss climate and changes in weather.	CD-SC2.4d Using appropriate vocabulary to discuss climate and changes in the weather

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

STRAND: LIVING THINGS

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-SC3 – The child will demonstrate knowledge related to living things and their environments.	Standard CD-SC3 – The child will demonstrate knowledge of living things and their environments.
<i>CD-SC3.4a Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles of living things.</i>	CD-SC3.4a Observes, explores, and describes a variety of animals and plants; describes their basic needs and life cycles.
CD-SC3.4b Discriminates between living and non-living things	CD-SC3.4b Discriminates between living and non-living things.
CD-SC3.4c Identifies and describes the functions of many body parts.	CD-SC3.4c Identifies and describes the functions of many body parts.

STRAND: PHYSICAL SCIENCE

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-SC4 – The child will demonstrate knowledge related to physical science.	Standard CD-SC4 – The child will demonstrate knowledge related to physical science.
CD-SC4.4a Explores and describes position and movement of objects and toys.	CD-SC4.4a Explores and describes position and movement of objects and toys.
CD-SC4.4b Investigates and describes different types or speeds of motion.	CD-SC4.4b Investigates and describes different types or speeds of motion.
CD-SC4.4c Describes materials by their physical properties and states of matter.	CD-SC4.4c Describes materials by their physical properties and states of matter.
CD-SC4.4d Uses classroom objects to function as simple machines to enhance child-directed play.	CD-SC4.4d Uses classroom objects to function as simple machines to enhance child directed play.
<i>CD-SS4.4d Explores the uses of technology and understands its role in the environment.</i>	CD-SC4.4e Explores the uses of technology and understands its role in the environment.

STRAND: INTERACTION WITH ENVIRONMENT

Previous GELDS (2013)	Current GELDS (2026)
<i>Standard CD-SC5 – The child will demonstrate an awareness of and the need to protect their environment.</i>	Standard CD-SC5 – The child will demonstrate an awareness of and care for their environment.
<i>CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.</i>	CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to take care of the environment.

Summary

The 2026 GELDS Science (CD-SC) domain largely maintains the structure and content of the 2013 standards, with only minor revisions to wording for clarity and consistency. Updates emphasize environmental stewardship, the role of technology, and child-friendly language while preserving the existing expectations for scientific inquiry, earth and space science, living things, physical science, and environmental awareness.

COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT (CD-CR)

STRAND: CREATIVE MOVEMENT & DANCE

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-CR1 – The child will participate in dance to express creativity.	Standard CD-CR1 – The child will participate in dance to express creativity.
CD-CR1.4a Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.	CD-CR1.4a Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity

STRAND: VISUAL ARTS

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-CR2 – The child will create and explore visual art forms to develop artistic expression.	Standard CD-CR2 – The child will create and explore visual art forms to develop artistic expression.
CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.	CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.
CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.	CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.
CD-CR2.4c Shows appreciation for different types of art and the creative work of others.	CD-CR2.4c Shows appreciation for different types of art and the creative work of others.

STRAND: MUSIC

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.	Standard CD-CR3 – The child will use their voice, instruments, and objects to express creativity.
CD-CR3.4a Uses familiar rhymes, songs or chants, and musical instruments to express creativity.	CD-CR3.4a Uses familiar rhymes, songs, or chants, and musical instruments to express creativity.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

STRAND: DRAMA

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-CR4 – The child will use dramatic play to express creativity.	Standard CD-CR4 – The child will use dramatic play to express creativity.
CD-CR4.4a Participates in dramatic play presentations.	CD-CR4.4a Participates in dramatic play presentations.
CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.	CD-CR4.4b Uses dialogue, actions, objects, and imagination to tell a creative story.
CD-CR4.4c Represents a character by using voice inflections and facial expressions.	CD-CR4.4c Represents a character by using voice inflections and facial expressions.
CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity.	CD-CR4.4d Participates in dramatic play to express thoughts, feelings, and creativity.

Summary

The 2026 GELDS Creative Expression (CD-CR) domain remains virtually unchanged from the 2013 version, with only minor language updates for inclusivity and consistency. The standards continue to emphasize children's expression of creativity through dance, visual arts, music, and dramatic play, with no significant changes to developmental expectations.

COMPREHENSIVE CROSSWALK OF THE PREVIOUS AND CURRENT GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS) FOR 48–60 MONTH CHILDREN

COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES (CD-CP)

STRAND: THINKING SKILLS

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-CP1 – The child will demonstrate awareness of cause and effect.	Standard CD-CP1 – The child will demonstrate awareness of cause and effect.
<i>CD-CP1.4a Recognizes cause-and-effect relationships.</i>	CD-CP1.4a Recognizes cause-and-effect relationships and uses this understanding to make simple choices.
CD-CP1.4b Explains why simple events occur using reasoning skills.	CD-CP1.4b Explains why simple events occur using reasoning skills.
<i>CD-CP1.4c Draws conclusions based on facts and evidence.</i>	CD-CP1.4c Draws conclusions based on facts and evidence and explains their thinking using simple observations.
Standard CD-CP2 – The child will use prior knowledge to build new knowledge.	Standard CD-CP2 – The child will use prior knowledge to build new knowledge.
CD-CP2.4a Explains how to use objects in new situations.	CD-CP2.4a Explains how to use objects in new situations.
CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.	CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.
CD-CP2.4c Uses information gained about familiar objects and people, and can apply to a new situation.	CD-CP2.4c Uses information gained about familiar objects and people, and can apply to a new situation.
CD-CP2.4d Makes, checks and verifies predictions.	CD-CP2.4d Makes, checks, and verifies predictions.
CD-CP2.4e Explains how an activity is built on or uses past knowledge.	CD-CP2.4e Explains how an activity is built on or uses past knowledge.

STRAND: PROBLEM SOLVING

Previous GELDS (2013)	Current GELDS (2026)
Standard CD-CP3 – The child will demonstrate problem solving skills.	Standard CD-CP3 – The child will demonstrate problem-solving skills.
<i>CD-CP3.4a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.</i>	CD-CP3.4a Communicates how they might use different objects or materials to solve problems.
CD-CP3.4b Uses both familiar and new strategies to solve a problem.	CD-CP3.4b Uses both familiar and new strategies to solve a problem.
CD-CP3.4c With adult guidance and questioning determines and evaluates solutions prior to attempting to solve a problem.	CD-CP3.4c With adult guidance and questioning, considers possible solutions to a problem before deciding which one to use.

Summary

The 2026 GELDS Cognitive Processes (CD-CP) domain maintains the core structure and expectations from the 2013 standards while refining language to place greater emphasis on children's thinking, reasoning, communication, and decision-making. Updates highlight how children apply knowledge, explain their thinking, make predictions, and consider solutions, creating a more explicit focus on cognitive processes and problem-solving development.