

Correlation of Georgia Early Learning and Development Standards Pre-K and WSHS H4 (5th Edition)
GELDS Domain: Social and Emotional Development

Georgia Early Learning and Development Standards Pre-K Social and Emotional Development- SED		Work Sampling for Head Start 5 th Edition H4 Domain II: Social and Emotional Development Domain IV: Logic & Reasoning Domain V: Language Development Domain IX: Creative Arts Expression	
Strand <i>Content Standard</i> Performance Indicators		WSHS Functional Component	Performance Indicators
Strand 1: Developing a sense of self			
<i>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.	II: Social and Emotional Development B. Self-Concept & Self-Efficacy	3. Shows awareness of what it means to be a leader.
SED1.4b	Identifies personal characteristics, preferences, thoughts, and feelings.	B. Self-Concept & Self-Efficacy	1. Demonstrates self-confidence.
SED1.4c	Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks	B. Self-Concept & Self-Efficacy	2. Shows some self-direction.
SED1.4d	Shows independence in his/her own choices.	B. Self-Concept & Self-Efficacy	2. Shows some self-direction.
<i>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.	V: Language Development B. Expressive language	B1. Speaks clearly enough to be understood without contextual clues.

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		IX: Creative Arts Expression D. Drama	D1. Participates in creative movement, dance, and drama.
SED2.4b	With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.	D. Emotional & Behavioral Health IV: Logic & Reasoning A. Reasoning & Problem Solving	D1. Identifies some feelings and responds to those of others. A1. Begins to make sense of problems and uses simple strategies to solve them.
SED2.4c	Uses pretend play to show emotions of self and others.	IV: Logic & Reasoning B. Symbolic Representation IX: Creative Arts Expression D. Drama	1. Represents ideas and stories through pictures, dictation, and play. D1. Participates in creative movement, dance, and drama.
SED2.4d	With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.	II: Social and Emotional Development D. Emotional & Behavioral Health	1. Identifies some feelings and responds to those of others.

Strand 2: Self-regulation			
Standard SED3: The child will begin to demonstrate self-control.			
SED3.4a	Independently follows rules	C. Self-Regulation	1. Follows simple classroom

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	and routines.		rules and routines.
SED3.4b	Regulates own emotions and behaviors and seeks out adult support when needed.	D. Emotional & Behavioral Health	1. Identifies some feelings and responds to those of others.
SED3.4c	Regulates a range of impulses.	D. Emotional & Behavioral Health	1. Identifies some feelings and responds to those of others.
SED3.4d	Manages transitions and adapts to changes in schedules and routines independently.	C. Self-Regulation	2. Manages transitions.

Strand 3: Developing a sense of self with others.			
<i>Standard SED4: The child will develop relationships and social skills with adults.</i>			
SED4.4a	Transitions well into new, unfamiliar settings.	A. Social Relationships	2. Interacts easily with familiar adults.
SED4.4b	Uses a familiar adult's suggestions to decide how to respond to a specific situation.	A. Social Relationships	3. Begins to use simple strategies to resolve conflict.
SED4.4c	Shows affection to familiar adults by using more complex words and actions.	D. Emotional & Behavioral Health	1. Identifies some feelings and responds to those of others.
SED4.4d	Seeks out adults as a resource for help and assistance.	A. Social Relationships	3. Begins to use simple strategies to resolve conflict.
<i>Standard SED5: The child will develop relationships and social skills with peers.</i>			
SED5.4a	Develops and maintains	A. Social Relationships	1. Interacts easily with one or

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	friendships with other children.		more children.
SED5.4b	Plays cooperatively with a few peers for a sustained period of time.	A. Social Relationships C. Self-Regulation	A1. Interacts easily with one or more children. C1. Follows simple classroom rules and routines.
SED5.4c	Attempts to resolve peer conflicts using appropriate strategies.	A. Social Relationships	3. Begins to use simple strategies to resolve conflict.
SED5.4d	Shows emerging empathy and understanding of peers by attempting to comfort and help.	D. Emotional & Behavioral Health	1. Identifies some feeling and responds to those of others.
SED5.4e	Shows respect for peers' personal space and belongings.	D. Emotional & Behavioral Health C. Self-Regulation	D1. Identifies some feeling and responds to those of others. C1. Follows simple classroom rules and routines.

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 GELDS Domain: Physical Development and Motor Skills

Georgia Early Learning and Development Standards Pre-K Physical Development and Motor Skills - PDM		Work Sampling System for Head Start 5 th Edition H4 Domain I: Physical Development & Health Domain VIII: Scientific Knowledge & Skills	
Strand <i>Content Standard</i> Performance Indicators		WSHS Functional Component	Performance Indicators
Strand 1: Health and Well Being			
<i>Standard PDM1: The child will practice healthy and safe habits.</i>			
PDM1.4a	Stays awake and alert except during voluntary nap time.	I: Physical Development & Health A. Health Knowledge & Practice	1. Performs some self-care tasks independently.
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.	A. Health Knowledge & Practice	1. Performs some self-care tasks independently.
PDM1.4c	Consistently follows basic safety rules and anticipates consequences of not following safety rules.	A. Health Knowledge & Practice	2. Follows basic safety rules with reminders.
PDM1.4d	Communicates the importance of safety rules.	A. Health Knowledge & Practice	2. Follows basic safety rules with reminders.
PDM1.4e	Identifies the importance of and participates in activities related to health and self-care needs.	A. Health Knowledge & Practice	2. Follows basic safety rules with reminders.
PDM1.4f	Can name people who keep	A. Health Knowledge &	2. Follows basic safety rules

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	them safe and healthy.	Practice	with reminders.
<i>Standard PDM2: The child will participate in activities related to nutrition.</i>			
PDM2.4a	Helps prepare nutritious snacks and meals.	A. Health Knowledge & Practice	1. Performs some self-care tasks independently.
PDM2.4b	Sorts foods into food groups and communicates the benefits of healthy foods.	A. Health Knowledge & Practice	1. Performs some self-care tasks independently.
Strand 2: Use of Senses			
<i>Standard PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.</i>			
PDM3.4a	Acts and moves with purpose and independently recognizes differences in direction, distance, and location.	B. Gross Motor Skills	2. Coordinates combined movement patterns to perform simple tasks.
PDM3.4b	Demonstrates spatial awareness through play activities.	B. Gross Motor Skills	1. Moves with increased balance and control.
<i>Standard PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.</i>			
PDM4.4a	Discriminates between a variety of sights, smells, sounds, textures, and tastes.	I: Physical Development & Health C. Fine Motor Skills VIII: Scientific Knowledge & Skills	C2. Uses eye-hand coordination to perform tasks. A1. Uses senses and simple tools to explore solutions to

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		A. Scientific Skills and Method	problems.
PDM4.4b	Takes things apart and invents new structures using the parts.	I: Physical Development & Health B. Fine Motor Skills	2. Uses eye-hand coordination to perform tasks. 3. Shows beginning control of writing, drawing, and art tools.
Strand 3: Motor Skills			
<i>Standard PDM5: The child will demonstrate gross motor skills.</i>			
PDM5.4a	Coordinates movements to perform more complex tasks.	A. Gross Motor Skills	2. Coordinates combined movement patterns to perform simple tasks.
PDM5.4b	Demonstrates coordination and balance in a variety of activities.	A. Gross Motor Skills	1. Moves with increased balance and control.
<i>Standard PDM6: The child will demonstrate fine motor skills.</i>			
PDM6.4a	Performs fine-motor tasks that require small-muscle strength and control.	C. Fine Motor Skills	1. Uses increased strength and control to perform simple tasks. 3. Shows beginning control of writing, drawing, and art tools.
PDM6.4b	Uses hand-eye coordination to manipulate small objects with ease.	C. Fine Motor Skills	2. Uses eye-hand coordination to perform simple tasks.
PDM6.4c	Able to perform more complex fine motor tasks with accuracy 50% of the time.	C. Fine Motor Skills	2. Uses eye-hand coordination to perform simple tasks.

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Georgia Early Learning and Development Standards Pre-K Communication, Language, and Literacy Development- CLL		Work Sampling for Head Start 5 th Edition H4 Domain V: Language Development Domain VI: Literacy Knowledge & Skills Domain IX. Creative Arts Expression Domain XI: English Language Development	
Strand <i>Content Standard</i> Performance Indicators		WSHS Functional Component	Performance Indicators
Strand 1: Receptive Language (Listening)			
<i>Standard CLL1: The child will listen to conversations for a variety of purposes and demonstrate comprehension.</i>			
CLL1.4a	Listens and responds on topic to conversations and group discussions for an extended period.	V: Language Development A. Receptive Language B. Expressive Language XI: English Language Development A. Receptive English Language Skills	A1. Gains meaning by listening. B2. Follows rules for conversation. A1. Gains meaning by listening. A2. Follows directions.
CLL1.4b	Listens to and follows multi-step directions.	A. Receptive Language	2. Follows two- or three-step directions.
CLL1.4c	Extends/expands thoughts or ideas expressed.	A. Receptive Language B. Expressive Language	A1. Gains meaning by listening. B3. Uses expanded vocabulary and language for a variety of purposes.
<i>Standard CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, or books.</i>			
CLL2.4a	Demonstrates understanding	A. Receptive Language	A1. Gains meaning by listening.

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	of more complex vocabulary through everyday conversations.	B. Expressive Language	B2. Speaks clearly enough to be understood without contextual cues.
CLL2.4b	Connects new vocabulary from activities, stories, or books with prior experiences and conversations.	A. Receptive Language B. Expressive Language	A1. Gains meaning by listening. B1. Follows rules for conversation.

Strand 2: Expressive Language			
<i>Standard CLL3: The child will use non-verbal communication for a variety of purposes.</i>			
CLL3.4a	Uses more complex gestures and actions to enhance verbal communication of needs and wants.	VI: Literacy Knowledge & Skills E. Early Writing	1. Uses letter-like shapes, symbols, and letters to convey meaning.
CLL3.4b	Communicates feelings using appropriate non-verbal gestures, body language, and actions.	IX. Creative Arts Expression D. Drama VI: Literacy Knowledge & Skills E. Early Writing	D1. Participates in creative movement, dance, and drama. E1. Uses letter-like shapes, symbols, and letters to convey meaning.
<i>Standard CLL4: The child will use increasingly complex spoken language.</i>			
CLL4.4a	Uses spoken language that can be understood with ease.	V: Language Development B. Expressive Language XI: English Language	B1. Speaks clearly enough to be understood without contextual cues.

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		Development B. Expressive English Language Skills	B1. Speaks in social situations.
CLL4.4b	Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.	V: Language Development B. Expressive Language	3. Uses expanded vocabulary and language for a variety of purposes.
CLL4.4c	Describes activities, experiences, and stories with more detail.	B. Expressive Language	3. Uses expanded vocabulary and language for a variety of purposes.
CLL4.4d	Uses new and expanded vocabulary in a variety of situations.	B. Expressive Language	3. Uses expanded vocabulary and language for a variety of purposes.

Strand 3: Early Reading			
<i>Standard CLL5: The child will acquire meaning from a variety of materials read to him or her.</i>			
CLL5.4a	Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content.	V: Language Development A. Receptive Language XI: English Language Development A. Receptive English Language Skills	A1. Gains meaning by listening. A3. Develops awareness of the sounds of English.
CLL5.4b	Retells familiar stories.	VI: Literacy Knowledge & Skills A. Book Appreciation & Knowledge	2. Recounts some key ideas and details from text.
CLL5.4c	Discusses books or stories read	VI: Literacy Knowledge & Skills	

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	aloud and can identify characters and setting in a story.	A. Book Appreciation & Knowledge XI: English Language Development C. Engagement in English Literacy Activities	2. Recounts some key ideas and details from text. C1. Shows appreciation and understanding of books and reading.
CLL5.4d	Makes real-world connections between stories and real-life experiences.	A. Book Appreciation & Knowledge	2. Recounts some key ideas and details from text.
CLL5.4e	Develops an alternate ending for a story.	A. Book Appreciation & Knowledge	2 Recounts some key ideas and details from text.
<i>Standard CLL6: The child will develop early phonological awareness (awareness of the units of sound).</i>			
CLL6.4a	Listens and differentiates between sounds that are the same and different.	VI: Literacy Knowledge & Skills B. Phonological Awareness XI: English Language Development A. Receptive English Language Skills	B2. Demonstrates phonological awareness. A3. Develops awareness of the sounds of English.
CLL6.4b	Identifies and produces rhyming words.	B. Phonological Awareness	2. Demonstrates phonological awareness.
CLL6.4c	Isolates the initial (beginning)	B. Phonological Awareness	2. Demonstrates phonological

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	sounds in words with adult guidance.		awareness.
CLL6.4d	Segments sentences into individual words.	B. Phonological Awareness	2. Demonstrates phonological awareness.
CLL6.4e	Segments words into syllables.	B. Phonological Awareness	2. Demonstrates phonological awareness.
CLL6.4f	Manipulates and blends sounds (phonemes) with adult guidance.	B. Phonological Awareness	2. Demonstrates phonological awareness.
<i>Standard CLL7: The child will demonstrate increasing knowledge of the alphabet.</i>			
CLL7.4a	With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.	VI: Literacy Knowledge & Skills C. Alphabet Knowledge	1. Begins to develop knowledge of letters.
<i>Standard CLL8: The child will demonstrate awareness of print concepts.</i>			
CLL8.4a	Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	VI: Literacy Knowledge & Skills A. Book Appreciation & Knowledge XI: English Language Development C. Engagement in English	A1. Shows appreciation and understanding of books and reading. C1. Shows appreciation and understanding of books and

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		Literacy Activities	reading.
CLL8.4b	Understands that letters are grouped together to form words. Understands that words are separated by spaces in print.	VI: Literacy Knowledge & Skills D. Print Concepts & Conventions E. Early Writing	1. Understands purposes for writing. 1. Uses letter-like shapes, symbols, and letters to convey meaning.
CLL8.4c	With prompting and support, tracks words from left to right, top to bottom, and page to page.	A. Book Appreciation & Knowledge	1. Shows appreciation and understanding of books and reading.
CLL8.4d	Recognizes and reads environmental print.	A. Book Appreciation & Knowledge	1. Shows appreciation and understanding of books and reading.
CLL.8.4e	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.	A. Book Appreciation & Knowledge	1. Shows appreciation and understanding of books and reading.
Strand 4: Early Writing			
<i>Standard CLL9: The child will use writing for a variety of purposes.</i>			
CLL9.4a	Draws pictures and copies letters and/or numbers to communicate.	VI: Literacy Knowledge & Skills D. Print Concepts & Conventions	D1. Understands purposes for writing.

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		E. Early Writing	E1. Uses letter-like shapes, symbols, and letters to convey meaning. E2. Shows beginning control of writing, drawing, and art tools.
CLL9.4b	Uses writing tools.	E. Early Writing	2. Shows beginning control of writing, drawing, and art tools.
CLL9.4c	Uses writing for a variety of purposes.	D. Print Concepts & Conventions	1. Understands purposes for writing.
CLL9.4d	Writes some letters of the alphabet.	E. Early Writing	1. Uses letter-like shapes, symbols, and letters to convey meaning.

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GELDS Domain: Cognitive Development- Social Studies

Georgia Early Learning and Development Standards Pre-K Cognitive Development – Social Studies- CD-SS		Work Sampling for Head Start 5 th Edition H4 Domain X: Social Studies VIII: Science Knowledge & Skills	
Strand <i>Content Standard</i> Performance Indicators		WSS Functional Component	Performance Indicators
Strand 1: Family			
<i>Standard CD-SS1: The child will demonstrate understanding of her/her family and an emerging awareness of his/her own culture and ethnicity.</i>			
CD-SS1.4a	Describes his/her family structure and family roles.	X: Social Studies A. Self, Family, & Community	1. Identifies similarities and differences in personal and family characteristics. 3. Begins to understand family needs, roles, and relationships.
CD-SS1.4b	Describes similarities and differences between self and others.	A. Self, Family, & Community	1. Identifies similarities and differences in personal and family characteristics.
Strand 2: People and Community			
<i>Standard CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of others' culture and ethnicity.</i>			
CD-SS2.4a	Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.	A. Self, Family, & Community	5. Demonstrates awareness of rules.

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CD-SS2.4b	Explains diverse customs and cultural celebrations within the home, classroom, and community.	A. Self, Family, & Community	1. Identifies similarities and differences in personal and family characteristics. 2. Demonstrates beginning awareness of community, city, and state.
CD-SS2.4c	Recognizes similarities and differences between own culture and that of others.	A. Self, Family, & Community	1. Identifies similarities and differences in personal and family characteristics.
<i>Standard CD-SS3: The child will demonstrate an awareness of geography in his/her community.</i>			
CD-SS3.4a	Creates simple representations of home, school, and community.	B. People and the Environment	1. Describes the location of things in the environment.
CD-SS3.4b	Identifies and describes aspects of his/her community.	A. Self, Family, & Community	2. Demonstrates beginning awareness of community, city, and state.
<i>Standard CD-SS4: The child will demonstrate an awareness of economics in his/her community.</i>			
CD-SS4.4a	Completes jobs to contribute to his/her community and communicates why it is important.	A. Self, Family, & Community	5. Demonstrates awareness of rules.
CD-SS4.4b	Describes the roles and responsibilities of a variety of occupations.	A. Self, Family, & Community	4. Identifies some people's jobs and what is required to perform them.
CD-SS4.4c	Describes how people interact economically. The exchange of	A. Self, Family, & Community	4. Identifies some people's jobs and what is required to

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	goods and services.		perform them.
CD-SS4.4d	Explores the uses of technology and understands its role in the environment.	VIII: Science Knowledge & Skills A. Scientific Skills & Method	3. Begins to be aware of how technology affects their life.
Strand 3: History and Events			
<i>Standard CD-SS5: The child will understand that events happened in the past and how these events relate to self and others.</i>			
CD-SS5.4a	Recognizes and describes sequence of events with accuracy.	A. Self, Family, & Community	4. Identifies some people’s jobs and what is required to perform them.
CD-SS5.4b	Differentiates between past, present, and future.	B. People and the Environment	3. Shows some awareness of the ways people affect their environment.

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Georgia Early Learning and Development Standards Pre-K Cognitive Development – Science- CD-S		Work Sampling for Head Start 5 th Edition H 4 Domain VIII: Science Knowledge & Skills Domain X: Social Studies	
Strand <i>Content Standard</i> Performance Indicators		WSS Functional Component	Performance Indicators
Strand 1: Scientific Skills and Methods			
<i>Standard CD-SC1: The child will demonstrate scientific inquiry skills.</i>			
CD-SC1.4a	Uses senses to observe, classify, and learn about objects and environment.	VIII: Science Knowledge & Skills A. Scientific Skills and Method	1. Uses senses and simple tools to explore solutions to problems.
CD-SC1.4b	Uses simple tools correctly to experiment, observe and increase understanding.	A. Scientific Skills and Method	1. Uses senses and simple tools to explore solutions to problems.
CD-SC1.4c	Records observations through dictating to an adult and drawing pictures or using other forms of writing.	A. Scientific Skills and Method	2. Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.
CD-SC1.4d	Experiments, compares, and formulates hypotheses related to scientific properties.	B. Conceptual Knowledge of the Natural & Physical World	1. Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds.

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Strand 2: Earth and Space			
Standard CD-SC2: The child will demonstrate knowledge related to dynamic properties of the earth and sky.			
CD-SC2.4a	Describes properties of water, including changes to the states of water.	B. Conceptual Knowledge of the Natural & Physical World	8. Explores rocks, water, soil, and sand.
CD-SC2.4b	Explores and begins to describe properties of rocks, soil, sand, and mud.	B. Conceptual Knowledge of the Natural & Physical World	8. Explores rocks, water, soil, and sand.
CD-SC2.4c	Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars, and clouds. Compares the day time/night time cycle.	B. Conceptual Knowledge of the Natural & Physical World	7. Observes the sky and the natural and human-made objects in it.
Standard CD-SC3: The child will demonstrate knowledge related to weather and climate.			
CD-SC3.4a	Uses appropriate vocabulary to discuss climate and changes in weather.	B. Conceptual Knowledge of the Natural & Physical World	9. Observes weather and seasonal changes.
Strand 3: Living Creatures			
Standard CD-SC4: The child will demonstrate knowledge related to living things and their environment.			
CD-SC4.4a	Observes, explores, and describes a variety of animals and plants. Describes their basic needs and life cycles of	B. Conceptual Knowledge of the Natural & Physical World	1. Makes meaning from explorations, and generates ideas and solutions based on their own observations of the

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	living things.		natural and human-made worlds.
CD-SC4.4b	Discriminates between living and non-living things	B. Conceptual Knowledge of the Natural & Physical World	6. Explores the needs of living things.
CD-SC4.4c	Identifies and describes the functions of many body parts.	B. Conceptual Knowledge of the Natural & Physical World	5. Explores the characteristics of living things.
Strand 4: Physical Science			
<i>Standard CD-SC5: The child will demonstrate knowledge related to physical science.</i>			
CD-SC5.4a	Explores and describes position and movement of objects and toys.	B. Conceptual Knowledge of the Natural & Physical World	3. Explores how objects and materials move in different circumstances. 4. Explores and describes light and sound.
CD-SC5.4b	Investigates and describes different types or speeds of motion.	B. Conceptual Knowledge of the Natural & Physical World	3. Explores how objects and materials move in different circumstances.
CD-SC5.4c	Describes materials by their physical properties and states of matter.	B. Conceptual Knowledge of the Natural & Physical World	2. Explores the properties of objects and materials, and how they change.
CD-SC5.4d	Uses classroom objects to function as simple machines to enhance child directed play.	B. Conceptual Knowledge of the Natural & Physical World	3. Explores how objects and materials move in different circumstances.

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Strand 5: Interaction with the Environment			
<i>Standard CD-SC6: The child will demonstrate an awareness of, and the need to protect, his/her environment.</i>			
CD-SC6.4a	Understands that people have an impact on the environment and participates in efforts to protect the environment.	VIII: Science Knowledge & Skills A. Scientific Skills and Method X: Social Studies B. People & the Environment	A3. Begins to be aware of how technology affects their life. B2. Shows awareness of the environment. B3. Shows some awareness of ways people affect their environment.

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GELDS Domain: Cognitive Development- Math

Georgia Early Learning and Development Standards Pre-K Cognitive Development – Math- CD-MA		Work Sampling for Head Start 5 th Edition H 4 Domain VII: Mathematics Knowledge & Skills	
Strand <i>Content Standard</i> Performance Indicators		WSS Functional Component	Performance Indicators
Strand 1: Number and Quantity			
<i>Standard CD-MA1: The child will organize, represent, and build knowledge of quantity and number</i>			
CD-MA1.4a	Recites numbers up to 20 in sequence.	VII: Mathematics Knowledge & Skills A. Number Concepts & Quantities	1. Counts with understanding.
CD-MA1.4b	Recognizes numerals and uses counting as part of play and as a means for determining quantity.	B. Number Relationships & Operations A. Number Concepts & Quantities	B3. Uses words and representations to describe mathematical ideas. A2. Shows beginning understanding of quantity.
CD-MA1.4c	Matches numerals to sets of objects with the same number, 0-10.	A. Number Concepts & Quantities	1. Counts with understanding.
CD-MA1.4d	Describes sets as having more, less, same as/equal.	B. Number Relationships & Operations A. Number Concepts & Quantities	B1. Reasons quantitatively and begins to use some tools. A2. Shows beginning understanding of quantity.
CD-MA1.4e	Quickly recognizes and names how many items are in a set of up four items.	D. Patterns A. Number Concepts & Quantities	D1 Begins to recognize patterns and makes simple generalizations. A2. Shows beginning understanding of quantity.

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CD-MA1.4f	Tells numbers that come before and after a given number up to 10.	B. Number Relationships & Operations A. Number Concepts & Quantities	B3. Uses words and representations to describe mathematical ideas. A1. Counts with understanding.
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Standard CD-MA2 The child will manipulate, compare, and describe relationships using quantity and number.			
CD-MA2.4a	Matches two equal sets using one-to-one correspondence and understands they are the same.	A. Number Concepts & Quantities	2. Shows beginning understanding of number and quantity.
CD-MA2.4b	Counts at least 10 objects using one-to one correspondence.	A. Number Concepts & Quantities	1. Counts with understanding.
CD-MA2.4c	Practices combining, separating, and naming quantities.	B. Number Relationships & Operations	1. Reasons quantitatively and begins to use some tools. 2. Understands and begins to apply addition and subtraction to problems. 3. Uses words and representations to describe mathematical ideas.
CD-MA2.4d	Describes data from classroom graphs using numerical math language.	B. Number Relationships & Operations	1. Reasons quantitatively and begins to use some tools. 3. Uses words and representations to describe mathematical ideas.
CD-MA2.4e	With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).	A. Number Concepts & Quantities	1. Counts with understanding.
Strand 2: Measurement and Comparison			
Standard CD-MA3: The child will explore and communicate			

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<i>about distance, weight, length, height and time.</i>			
CD-MA3.4a	Uses mathematical terms to describe experiences involving measurement.	B. Number Relationships & Operations E. Measurement & Comparison	B3. Uses words and representations to describe mathematical ideas. E1. Participates in measuring activities.
CD-MA3.4b	Compares objects using two or more attributes, such as length, weight, and size.	D. Patterns	2. Orders, compares, and describes objects according to a single attribute.
CD-MA3.4c	Uses a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity), and weight.	E. Measurement & Comparison	1. Participates in measuring activities.
CD-MA3.4d	Associates and describes the passage of time with actual events.	E. Measurement & Comparison	1. Participates in measuring activities.
<i>Standard CD-MA4: The child will sort, order, classify and create patterns.</i>			
CD-MA4.4a	Independently orders objects using one characteristic and describes the criteria used.	D. Patterns	1. Begins to recognize patterns and makes simple generalizations.
CD-MA4.4b	Sorts and classifies objects using one or more attributes or relationships	D. Patterns	2. Orders, compares, and describes objects according to a single attribute.
CD-MA4.4c	Creates and extends simple,	D. Patterns	1. Begins to recognize patterns

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	repeating patterns.		and makes simple generalizations.
Strand 3: Geometry and Spatial Thinking			
<i>Standard CD-MA5: The child will explore, recognize, and describe spatial relationships between objects</i>			
CD-MA5.4a	Uses appropriate directional language to indicate where things are in their environment: positions, distances, order	C. Geometry & Spatial Sense	1. Shows understanding of and uses several positional words.
CD-MA5.4b	Uses deliberate manipulation and describes process for fitting objects together.	C. Geometry & Spatial Sense	3. Composes and decomposes shapes.
<i>Standard CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.</i>			
CD-MA6.4a	Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes.	C. Geometry & Spatial Sense D. Patterns	C2. Begins to recognize and describe the attributes of shapes. D1 Shows understanding of some comparative words.
CD-MA6.4b	Combines simple shapes to form new shapes.	C. Geometry & Spatial Sense	3. Composes and decomposes shapes.
Strand 4: Mathematical Processes			
<i>Standard CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication.</i>			
CD-MA7.4a	Estimates using mathematical terms and understands how to check the estimate.	B. Number Relationships & Operations	1. Reasons quantitatively and begins to use some tools. 2. Understands and begins to apply addition and subtraction

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			to problems.
CD-MA7.4b	Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	B. Number Relationships & Operations	1. Reasons quantitatively and begins to use some tools. 3. Uses words and representations to describe mathematical ideas.
CD-MA7.4c	Uses reasoning skills to determine the solution to a mathematical problem and communicates why.	B. Number Relationships & Operations	1. Reasons quantitatively and begins to use some tools. 3. Uses words and representations to describe mathematical ideas.

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 GELDS Domain: Cognitive Development- Cognitive Processes

Georgia Early Learning and Development Standards Pre-K Cognitive Development – Cognitive Processes- CD-CP		Work Sampling for Head Start 5 th Edition H4 Domain II: Social & Emotional Development Domain III: Approaches to Learning Domain VIII: Science Knowledge & Skills Domain IV: Logic & Reasoning Domain V: Language Development	
Strand <i>Content Standard</i> Performance Indicators		WSHS Functional Component	Performance Indicators
Strand 1: Thinking Skills			
<i>Standard CD-CP1: The child will demonstrate awareness of cause and effect.</i>			
CD-CP1.4a	Recognizes cause and effect relationships.	VIII: Science Knowledge & Skills B. Conceptual Knowledge of the Natural & Physical World	1. Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds.
CD-CP1.4b	Explains why simple events occur using reasoning skills.	IV: Logic & Reasoning B. Symbolic Representation	1. Represents ideas and stories through pictures, dictation, and play.
CD-CP1.4c	Draws conclusions based on facts and evidence.	VIII: Science Knowledge & Skills A. Scientific Skills & Method	2. Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.

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Standard CD-CP2: The child will use prior knowledge to build new knowledge.			
CD-CP2.4a	Explains how to use objects in new situations.	IV: Logic & Reasoning B. Symbolic Representations	1. Represents ideas and stories through pictures, dictation, and play.
CD-CP2.4b	Uses observation and imitation to transfer knowledge to new experiences.	VIII: Science Knowledge & Skills B. Conceptual Knowledge of the Natural & Physical World	1. Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds.
CD-CP2.4c	Uses information gained about familiar objects and people and can apply to a new situation.	III: Approaches to Learning C. Cooperation	1. Participates in the group life of the class.
CD-CP2.4d	Makes, checks, and verifies predictions.	VIII: Science Knowledge & Skills A. Inquiry Skills and Practices	2. Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.
CD-CP2.4e	Explains how an activity is built on or uses past knowledge.	V: Language Development B. Expressive Language	3. Uses expanded vocabulary and language for a variety of purposes.

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Strand 2: Problem Solving			
Standard CD-CP3: The child will demonstrate problem solving skills.			
CD-CP3.4a	Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	IV: Logic & Reasoning A. Reasoning & Problem Solving II: Social & Emotional Development A. Social Relations	A1. Begins to make sense of problems and uses simple strategies to solve them. A3. Begins to use simple strategies to resolve conflict.
CD-CP3.4	Uses both familiar and new strategies to solve a problem.	VIII: Science Knowledge & Skills A. Scientific Skills and Method	A1. Uses senses and simple tools to explore solutions to problems.
CD-CP3.4c	With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.	III: Approaches to Learning A. Initiative & Curiosity B. Persistence & Attentiveness	A3. Asks questions and begins to solve problems that arise during exploration. B1. Attends to task and seeks help when encountering a problem.

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GELDS Domain: Approaches to Play and Learning

Georgia Early Learning and Development Standards Pre-K Approaches to Play and Learning- APL		Work Sampling for Head Start - 5 th Edition H4 Domain III: Approaches to Learning	
Strand <i>Content Standard</i> Performance Indicators		WSHS Functional Component	Performance Indicators
Strand 1: Initiative and Exploration			
<i>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.	III: Approaches to Learning A. Initiative and Curiosity	1. Shows eagerness and curiosity as a learner.
APL1.4b	Selects and carries out activities without adult prompting.	A. Initiative and Curiosity	2. Approaches tasks with flexibility and inventiveness.
APL1.4c	Sets goals and develops and follows through on plans.	A. Initiative and Curiosity	3. Asks questions and begins to solve problems that arise during explorations.
<i>Standard APL2: The child will demonstrate interest and curiosity.</i>			
APL2.4a	Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks.	A. Initiative and Curiosity	1. Shows eagerness and curiosity as a learner.
APL2.4b	Asks questions and seeks new information. With assistance, looks for new information and wants to know more.	A. Initiative and Curiosity	3. Asks questions and begins to solve problems that arise during explorations.
APL2.4c	Increasingly seeks out and	A. Initiative and Curiosity	1. Shows eagerness and

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	explores unfamiliar objects in the environment.		curiosity as a learner.
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Strand 2: Attentiveness and 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.	B. Persistence & Attentiveness	1. Attends to tasks and seeks help when encountering a problem.
APL3.4b	Practices skills that have been accomplished to improve.	B. Persistence & Attentiveness	1. Attends to tasks and seeks help when encountering a problem.
APL3.4c	Works cooperatively with others to successfully achieve a goal or accomplish a task.	C. Cooperation	1. Participates in the group life of the class.
APL3.4d	Persists in trying to complete a task after previous attempts have failed.	B. Persistence & Attentiveness	1. Attends to tasks and seeks help when encountering a problem.

Strand 3: Play			
Standard APL4: The child will engage in a progression of imaginative play.			
APL4.4a	Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.	A. Initiative and Curiosity	2. Approaches tasks with flexibility and inventiveness.

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<i>Standard APL5: The child will demonstrate a cooperative and flexible approach to play and learning.</i>			
APL5.4a	Willingly joins in sustained cooperative play and learning with others to complete a task.	C. Cooperation	1. Participates in the group life of the class.
APL5.4b	Demonstrates flexibility in taking on various roles in a group setting.	C. Cooperation	1. Participates in the group life of the class.
APL5.4c	Demonstrates inventiveness, imagination, and creativity to solve a problem.	A. Initiative and Curiosity	2. Approaches tasks with flexibility and inventiveness.
APL 5.4d	Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.	A. Initiative and Curiosity	2. Approaches tasks with flexibility and inventiveness.
APL5.4e	Recovers quickly from setbacks and differences in opinion in a group setting.	A. Initiative and Curiosity	2. Approaches tasks with flexibility and inventiveness.

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 GELDS Domain: Cognitive Development- Creative Development

Georgia Early Learning and Development Standards Pre-K Cognitive Development – Creative Development- CD-CR		Work Sampling for Head Start 5 th Edition H4 Domain IX: Creative Arts Expression	
Strand <i>Content Standard</i> Performance Indicators		WSS Functional Component	Performance Indicators
Strand 1: Creative Movement and Dance			
<i>Standard CD-CR1: The child will participate in dance to express creativity.</i>			
CD-CR1.4a	Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity.	B. Creative Movement & Dance	1. Participates in creative movement, dance, and drama.
Strand 2: Visual Arts			
<i>Standard CD-CR2: The child will create and explore visual art forms to develop artistic expression</i>			
CD-CR2.4a	Uses materials to create original work for self-expression and to express individual creativity.	C. Art	1. Uses a variety of art materials for tactile experience and exploration.
CD-CR2.4b	Observes and discusses visual art forms and compares their similarities and differences.	C. Art	2. Responds to artistic creations or events.
CD-CR2.4c	Shows appreciation for different types of art and the creative work of others.	C. Art	2. Responds to artistic creations or events.

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 GELDS Domain: Cognitive Development- Creative Development

Strand 3: Music			
<i>Standard CD-CR3: The child will use his/her voice, instruments, and objects to express creativity.</i>			
CD-CR3.4a	Uses familiar rhymes, songs or chants and musical instruments to express creativity.	A. Music	1. Participates in group music experiences.
Strand 4: Drama			
<i>Standard CD-CR4: The child will use dramatic play to express creativity.</i>			
CD-CR4.4a	Participates in dramatic play presentations.	D. Drama	1. Participates in creative movement, dance, and drama.
CD-CR4.4b	Uses dialogue, actions, objects, and imagination to tell a creative story.	D. Drama	1. Participates in creative movement, dance, and drama.
CD-CR4.4c	Represents a character by using voice inflections and facial expressions.	D. Drama	1. Participates in creative movement, dance, and drama.
CD-CR4.4d	Participates in dramatic play to express thoughts, feelings, and creativity.	D. Drama	1. Participates in creative movement, dance, and drama.