Georgia Early Learning and Development (GELDS)

48-60 months

Physical Development and Motor Skills PDM

Strand HEALTH & WELL-BEING

Standard The child will practice healthy and safe habits. PDM1

- a Stays awake and alert except during voluntary nap time. PDM1.4A
- b 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. PDM1.4B
- c Consistently follows basic safety rules and anticipates consequences of not following safety rules. PDM1.4C
- d Communicates the importance of safety rules. PDM1.4D
- e Identifies the importance of and participates in activities related to health and self-care needs. PDM1.4E
- f Can name people who keep them safe and healthy. PDM1.4F

Standard The child will participate in activities related to nutrition. PDM2

- a Helps prepare nutritious snacks and meals. PDM2.4A
- b Sorts foods into food groups and communicates the benefits of healthy foods. PDM2.4B

Strand USE OF SENSES

Standard The child will demonstrate an awareness of the body in space and child's relationship to objects in space. PDM3

- a Acts and moves with purpose and independently recognizes differences in direction, distance and location. PDM3.4A
- b Demonstrates spatial awareness through play activities. PDM3.4B

Standard The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information. PDM4

- a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes. PDM4.4A
- b Takes things apart and invents new structures using the parts. PDM4.4B

Strand MOTOR SKILLS

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Standard The child will demonstrate gross motor skills. PDM5

a Coordinates movements to perform more complex tasks. PDM5.4A

b Demonstrates coordination and balance in a variety of activities. PDM5.4B

Standard The child will demonstrate fine motor skills. PDM6

a Performs fine motor tasks that require small-muscle strength and control. PDM6.4A

b Uses hand-eye coordination to manipulate small objects with ease. PDM6.4B

c Able to perform more complex fine motor tasks with accuracy 50% of the time. PDM6.4C

Social and Emotional Development SED

Strand **DEVELOPING A SENSE OF SELF**

Standard The child will develop self-awareness. SED1

a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture. SED1.4A

b Identifies personal characteristics, preferences, thoughts and feelings. SED1.4B

c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks. SED1.4C

d Shows independence in his/her own choices. SED1.4D

Standard The child will engage in self-expression. SED2

a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences. SED2.4A

b With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions. SED2.4B

c Uses pretend-play to show emotions of self and others. SED2.4C

d With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each. SED2.4D

Strand **SELF-REGULATION**

Standard The child will begin to demonstrate self-control. SED3

a Independently follows rules and routines. SED3.4A

b Regulates own emotions and behaviors, and seeks out adult support when needed. SED3.4B

c Regulates a wide range of impulses. SED3.4C

d Manages transitions and adapts to changes in schedules and routines independently. SED3.4D

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...and DEVELOPING A SENSE OF SELF WITH OTHERS

Standard The child will develop relationships and social skills with adults. SED4

a Transitions well into new, unfamiliar settings. SED4.4A

b Uses a familiar adult's suggestions to decide how to respond to a specific situation. SED4.4B

c Shows affection to familiar adults by using more complex words and actions. SED4.4C

d Seeks out adults as a resource for help and assistance. SED4.4D

Standard The child will develop relationships and social skills with peers. SED5

a Develops and maintains friendships with other children. SED5.4A

b Plays cooperatively with a few peers for a sustained period of time. SED5.4B

c Attempts to resolve peer conflicts using appropriate strategies. SED5.4C

d Shows emerging empathy and understanding of peers by attempting to comfort and help. SED5.4D

e Shows respect for peers' personal space and belongings. SED5.4E

Approaches to Play and Learning APL

Strand **INITIATIVE AND EXPLORATION**

Standard The child will demonstrate initiative and self-direction. APL1

a Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself. APL1.4A

b Selects and carries out activities without adult prompting. APL1.4B

c Sets goals and develops and follows through on plans. APL1.4C

Standard The child will demonstrate interest and curiosity. APL2

a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks. APL2.4A

b Asks questions and seeks new information. With assistance, looks for new information and wants to know more. APL2.4B

c Increasingly seeks out and explores unfamiliar objects in the environment. APL2.4C

Strand **ATTENTIVENESS AND PERSISTENCE**

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Standard The child will sustain attention to a specific activity and demonstrate persistence. APL3

a Engages in independent activities and continues tasks over a period of time. APL3.4A

b Practices to improve skills that have been accomplished. APL3.4B

c Works cooperatively with others to successfully achieve a goal or accomplish a task. APL3.4C

d Persists in trying to complete a task after previous attempts have failed. APL3.4D

Strand PLAY

Standard The child will engage in a progression of imaginative play. APL4

a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy. APL4.4A

Standard The child will demonstrate a cooperative and flexible approach to play and learning. APL5

a Willingly joins in sustained cooperative play and learning with others to complete a task. APL5.4A

b Demonstrates flexibility in taking on various roles in a group setting. APL5.4B

c Demonstrates inventiveness, imagination and creativity to solve a problem. APL5.4C

d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult. APL5.4D

e Recovers quickly from setbacks and differences in opinion in a group setting. APL5.4E

Communication, Language and Literacy CLL

Strand RECEPTIVE LANGUAGE

Standard The child will listen to conversations and demonstrate comprehension. CLL1

a Listens and responds on topic to conversations and group discussions for an extended period. CLL1.4A

b Listens to and follows multi-step directions. CLL1.4B

c Extends/expands thoughts or ideas expressed. CLL1.4C

Standard The child will acquire vocabulary introduced in conversations, activities, stories and/or books. CLL2

a Demonstrates understanding of more complex vocabulary through everyday conversations. CLL2.4A

b Connects new vocabulary from activities, stories and books with prior experiences and conversations. CLL2.4B

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Strand **EXPRESSIVE LANGUAGE**

Standard The child will use nonverbal communication for a variety of purposes. CLL3

- a Uses more complex gestures and actions to enhance verbal communication of needs and wants. CLL3.4A
- b Communicates feelings using appropriate nonverbal gestures, body language and actions. CLL3.4B

Standard The child will use increasingly complex spoken language. CLL4

- a Uses spoken language that can be understood with ease. CLL4.4A
- b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally. CLL4.4B
- c Describes activities, experiences and stories with more detail. CLL4.4C
- d Uses new and expanded vocabulary in a variety of situations. CLL4.4D

Strand **EARLY READING**

Standard The child will acquire meaning from a variety of materials read to him/her. CLL5

- a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content. CLL5.4A
- b Retells familiar stories. CLL5.4B
- c Discusses books or stories read aloud and can identify characters and setting in a story. CLL5.4C
- d Makes real-world connections between stories and real-life experiences. CLL5.4D
- e Develops an alternate ending for a story. CLL5.4E

Standard The child will develop early phonological awareness (awareness of the units of sound). CLL6

- a Listens and differentiates between sounds that are the same and different. CLL6.4A
- b Identifies and produces rhyming words. CLL6.4B
- c Isolates the initial (beginning) sounds in words with adult guidance. CLL6.4C
- d Segments sentences into individual words. CLL6.4D
- e Segments words into syllables. CLL6.4E
- f Manipulates and blends sounds (phonemes) with adult guidance. CLL6.4F

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Standard The child will demonstrate increasing knowledge of the alphabet. CLL7

a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet. CLL7.4A

Standard The child will demonstrate awareness of print concepts. CLL8

a Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics. CLL8.4A

b Understands that letters form words. Understands that words are separated by spaces in print. CLL8.4B

c With prompting and support, tracks words from left to right, top to bottom and page to page. CLL8.4C

d Recognizes and reads environmental print. CLL8.4D

e 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. CLL8.4E

Strand **EARLY WRITING**

Standard The child will use writing for a variety of purposes. CLL9

a Draws pictures and copies letters and/or numbers to communicate. CLL9.4A

b Uses writing tools. CLL9.4B

c Uses writing for a variety of purposes. CLL9.4C

d Writes some letters of the alphabet. CLL9.4D

Cognitive Development and General Knowledge: Math CD-MA

Strand **NUMBER AND QUANTITY**

Standard The child will organize, represent and build knowledge of number and quantity. CD-MA1

a Recites numbers up to 20 in sequence. CD-MA1.4A

b Recognizes numerals and uses counting as part of play and as a means for determining quantity. CD-MA1.4B

c Matches numerals to sets of objects with the same number, 0–10. CD-MA1.4C

d Describes sets as having more, less, same as/equal. CD-MA1.4D

e Quickly recognizes and names how many items are in a set of up to four items. CD-MA1.4E

f Tells numbers that come before and after a given number up to 10. CD-MA1.4F

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Standard The child will manipulate, compare, describe relationships and solve problems using number and quantity. CD-MA2

- a Matches two equal sets using one-to-one correspondence and understands they are the same. CD-MA2.4A
- b Counts at least 10 objects using one-to-one correspondence. CD-MA2.4B
- c Practices combining, separating and naming quantities. CD-MA2.4C
- d Describes data from classroom graphs using numerical math language. CD-MA2.4D
- e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality). CD-MA2.4E

Strand **MEASUREMENT AND COMPARISON**

Standard The child will explore and communicate about distance, weight, length, height and time. CD-MA3

- a Uses mathematical terms to describe experiences involving measurement. CD-MA3.4A
- b Compares objects using two or more attributes, such as length, weight and size. CD-MA3.4B
- c Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight. CD-MA3.4C
- d Associates and describes the passage of time with actual events. CD-MA3.4D

Standard The child will sort, seriate, classify and create patterns. CD-MA4

- a Independently orders objects using one characteristic and describes the criteria used. CD-MA4.4A
- b Sorts and classifies objects using one or more attributes or relationships. CD-MA4.4B
- c Creates and extends simple, repeating patterns. CD-MA4.4C

Strand **GEOMETRY AND SPATIAL THINKING**

Standard The child will explore, recognize and describe spatial relationships between objects. CD-MA5

- a Uses appropriate directional language to indicate where things are in their environment: positions, distances, order. CD-MA5.4A
- b Uses deliberate manipulation and describes process for fitting objects together. CD-MA5.4B

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Standard The child will explore, recognize and describe shapes and shape concepts. CD-MA6

a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes. CD-MA6.4A

b Combines simple shapes to form new shapes. CD-MA6.4B

Strand MATHEMATICAL REASONING

Standard The child will use mathematical problem solving, reasoning, estimation and communication. CD-MA7

a Estimates using mathematical terms and understands how to check the estimate. CD-MA7.4A

b Uses simple strategies to solve mathematical problems and communicates how he/she solved it. CD-MA7.4B

c Uses reasoning skills to determine the solution to a mathematical problem and communicates why. CD-MA7.4C

Cognitive Development and General Knowledge: Social Studies CD-SS

Strand FAMILY

Standard The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity. CD-SS1

a Describes his/her family structure and family roles. CD-SS1.4A

b Describes similarities and differences between self and others. CD-SS1.4B

Strand PEOPLE AND COMMUNITY

Standard The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity. CD-SS2

a Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior. CD-SS2.4A

b Explains diverse customs and cultural celebrations within the home, classroom and community. CD-SS2.4B

c Recognizes similarities and differences between own culture and that of others. CD-SS2.4C

Standard The child will demonstrate an awareness of the geography in his/her community. CD-SS3

a Creates simple representations of home, school and community. CD-SS3.4A

b Identifies and describes aspects of his/her community. CD-SS3.4B

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Standard The child will demonstrate an awareness of economics in his/her community. CD-SS4

a Completes jobs to contribute to his/her community and communicates why it is important. CD-SS4.4A

b Describes the roles and responsibilities of a variety of occupations. CD-SS4.4B

c Describes how people interact economically and the exchange of goods and services. CD-SS4.4C

d Explores the uses of technology and understands its role in the environment. CD-SS4.4D

Strand **HISTORY AND EVENTS**

Standard The child will understand the passage of time and how events are related. CD-SS5

a Recognizes and describes sequence of events with accuracy. CD-SS5.4A

b Differentiates between past, present and future. CD-SS5.4B

Cognitive Development and General Knowledge: Science CD-SC

Strand **SCIENTIFIC SKILLS AND METHODS**

Standard The child will demonstrate scientific inquiry skills. CD-SC1

a Uses senses to observe, classify and learn about objects and environment. CD-SC1.4A

b Uses simple tools correctly to experiment, observe and increase understanding. CD-SC1.4B

c Records observations through dictating to an adult and drawing pictures or using other forms of writing. CD-SC1.4C

d Experiments, compares and formulates hypotheses related to scientific properties. CD-SC1.4D

Strand **EARTH AND SPACE**

Standard The child will demonstrate knowledge related to the dynamic properties of earth and sky. CD-SC2

a Describes properties of water, including changes to the states of water. CD-SC2.4A

b Explores and begins to describe properties of rocks, sand, soil and mud. CD-SC2.4B

c Makes simple observations of the characteristics, movement and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle. CD-SC2.4C

d Uses appropriate vocabulary to discuss climate and changes in weather. CD-SC2.4D

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Strand **Living Things**

Standard The child will demonstrate knowledge of living things and their environments. CD-SC3

a Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles. CD-SC3.4A

b Discriminates between living and non-living things. CD-SC3.4B

c Identifies and describes the functions of many body parts. CD-SC3.4C

Strand **PHYSICAL SCIENCE**

Standard The child will demonstrate knowledge related to physical science. CD-SC4

a Explores and describes position and movement of objects and toys. CD-SC4.4A

b Investigates and describes different types or speeds of motion. CD-SC4.4B

c Describes materials by their physical properties and states of matter. CD-SC4.4C

d Uses classroom objects to function as simple machines to enhance child-directed play. CD-SC4.4D

Strand **INTERACTION WITH ENVIRONMENT**

Standard The child will demonstrate an awareness of and the need to protect his/her environment. CD-SC5

a Understands that people have an impact on the environment and participates in efforts to protect the environment. CD-SC5.4A

Cognitive Development and General Knowledge: Creative Development CD-CR

Strand **CREATIVE MOVEMENT AND DANCE**

Standard The child will participate in dance to express creativity. CD-CR1

a Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity. CD-CR1.4A

Strand **VISUAL ARTS**

Standard The child will create and explore visual art forms to develop artistic expression. CD-CR2

a Uses materials to create original work for self-expression and to express individual creativity. CD-CR2.4A

b Observes and discusses visual art forms and compares their similarities and differences. CD-CR2.4B

c Shows appreciation for different types of art and the creative work of others. CD-CR2.4C

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Strand **MUSIC**

Standard The child will use his/her voice, instruments and objects to express creativity. CD-CR3

a Uses familiar rhymes, songs or chants and musical instruments to express creativity. CD-CR3.4A

Strand **DRAMA**

Standard The child will use dramatic play to express creativity. CD-CR4

a Participates in dramatic play presentations. CD-CR4.4A

b Uses dialogue, actions, objects and imagination to tell a creative story. CD-CR4.4B

c Represents a character by using voice inflections and facial expressions. CD-CR4.4C

d Participates in dramatic play to express thoughts, feelings and creativity. CD-CR4.4D

Strand **THINKING SKILLS**

Standard The child will demonstrate awareness of cause and effect. CD-CP1

a Recognizes cause-and-effect relationships. CD-CP1.4A

b Explains why simple events occur using reasoning skills. CD-CP1.4B

c Draws conclusions based on facts and evidence. CD-CP1.4C

Standard The child will use prior knowledge to build new knowledge. CD-CP2

a Explains how to use objects in new situations. CD-CP2.4A

b Uses observation and imitation to transfer knowledge to new experiences. CD-CP2.4B

c Uses information gained about familiar objects and people and can apply to a new situation. CD-CP2.4C

d Makes, checks and verifies predictions. CD-CP2.4D

e Explains how an activity is built on or uses past knowledge. CD-CP2.4E

Strand **PROBLEM SOLVING**

Standard The child will demonstrate problem-solving skills. CD-CP3

a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems. CD-CP3.4A

b Uses both familiar and new strategies to solve a problem. CD-CP3.4B

c With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem. CD-CP3.4C