



GELDS

The Georgia Early Learning and Development Standards



Georgia Department of Early Care and Learning



I.
GELDS
Background

Why Early Learning Standards?

- The first years of life are *critical* for later outcomes.
- By defining the desired content and outcomes of young children's education, early learning standards can lead to *greater opportunities* for positive development and learning in these early years.
- They build *discussion* and *consensus* between stakeholder groups (teachers, families, child-advocacy groups, policy-makers, etc.)
 - They create statewide *consistency* about important educational outcomes and opportunities.



Background

- Georgia began revising the state's early learning standards in 2010.
- The revision stemmed from a need for **higher-quality** standards for children birth through 5 and a need for better alignment with the Common Core Georgia Performance Standards (CCGPS) for K-12.
- Top researchers in early childhood education conducted an alignment study that examined **content, rigor, and age-appropriateness.**



Background

Researchers conducted a series of analyses on the following documents:

- Georgia's Pre-K Content Standards
- Georgia Early Learning Standards (GELS) for birth through age three
- CCGPS/GPS for Kindergarten-3rd Grade
 - Head Start Child Development and Early Learning Framework (HSCDEL F)
 - Work Sampling System (WSS)

They examined content, rigor, balance, horizontal alignment, and vertical alignment.



Background

Georgia's Considerations:

- How to increase the quality and improve alignment?
- How to strengthen early learning programs and create durable linkages between standards, curriculum, and assessment that would help with transitioning children to the K-3rd grade years?
- How to come to consensus within our agency?
 - Developmental vs. Disciplinary Content?
 - How to honor the learning and development of young children while building a bridge to Kindergarten?



Background

- Based on the researchers' recommendations, Georgia developed a new set of standards that will take the place of the **Georgia Early Learning Standards (GELS)** for birth through 3 and the **Pre-K Content Standards.**



Georgia Early
Learning
Standards (GELS)
birth through 3

Pre-K Content
Standards



GELDS
Georgia Early Learning Development Standards



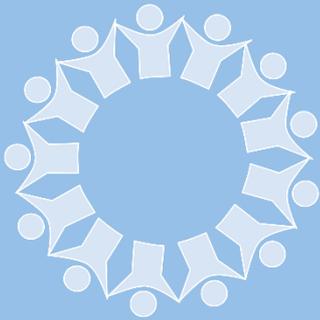
II.
GELDS
Structure and
Language

The GELDS have **FIVE** domains of learning

**PHYSICAL
DEVELOPMENT
AND MOTOR
SKILLS**
PDM



**SOCIAL AND
EMOTIONAL
DEVELOPMENT**
SED



**APPROACHES
TO PLAY AND
LEARNING**
APL



**COMMUNICATION,
LANGUAGE AND
LITERACY**
CLL



**COGNITIVE
DEVELOPMENT
AND GENERAL
KNOWLEDGE**
CD



Each domain is organized into strands, standards,
and age-appropriate indicators

PHYSICAL DEVELOPMENT AND MOTOR SKILLS

PDM



PDM Strands:

1. Health and Well-Being
2. Use of Senses
3. Motor Skills

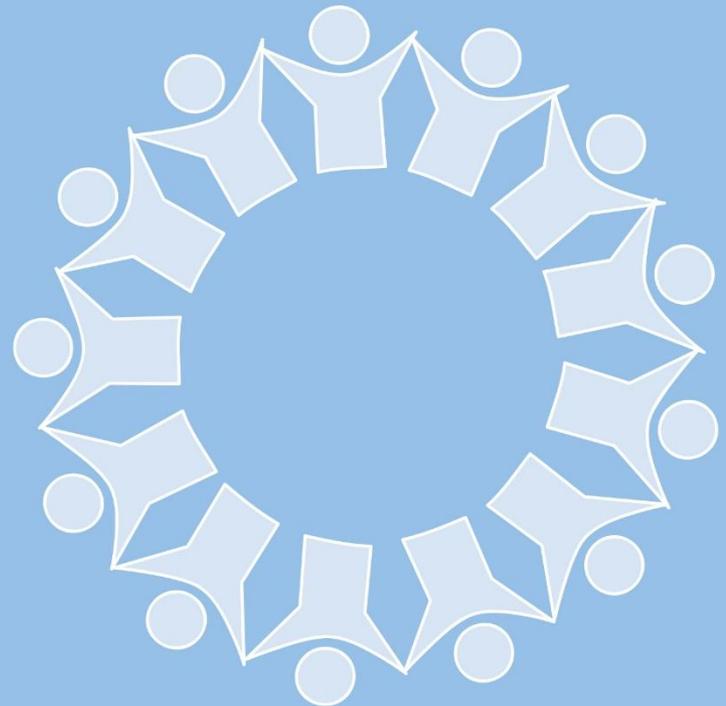


SED Strands:

1. Developing a Sense of Self
2. Self-Regulation
3. Developing a Sense of Self with Others



SOCIAL AND EMOTIONAL DEVELOPMENT SED



APPROACHES TO PLAY AND LEARNING

APL



APL Strands:

1. Initiative and
Exploration

2. Attentiveness
and Persistence

3. Play



CLL Strands:

1. Receptive Language
2. Expressive Language
3. Early Reading
4. Early Writing



COMMUNICATION, LANGUAGE AND LITERACY CLL



COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

CD



Cognitive
Development has
FOUR SUB-
DOMAINS:

1. Math
2. Science
3. Social Studies
4. Creative Development
5. Cognitive Processes

CD-Math Strands:

1. Number and Quantity
2. Measurement and Comparison
3. Geometry and Spatial Thinking
4. Mathematical Reasoning



COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

CD



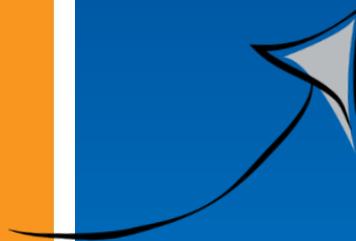
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

CD



CD-Social Studies Strands:

1. Family
2. People and Community
3. History and Events



CD-Science Strands:

1. Scientific Skills and Methods
2. Earth and Space
3. Living Things
4. Physical Science
5. Interaction with the Environment



COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

CD



COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

CD



CD-Creative Development Strands:

1. Creative Movement and Dance
2. Visual Arts
3. Music
4. Dramatic Play



CD-Cognitive
Processes Strands:

1. Thinking Skills

2. Problem-Solving
Skills



**COGNITIVE
DEVELOPMENT
AND GENERAL
KNOWLEDGE**

CD



GELDS: Structure and Alignment

Learning Domain:
Cognitive Development: Mathematics
(Strand 2 – Measurement and Comparison)

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

Age-Appropriate Indicators

Common Core
Georgia
Performance
Standard

CD-MA4.0b
Explores objects with different characteristics.

0-12 months

CD-MA4.1b
Differentiates between two objects with different characteristics with adult guidance.

12-24 months

CD-MA4.2b
Matches objects with similar attributes or characteristics.

24-36 months

CD-MA4.3b
Sorts objects by one attribute such as color, shape or size.

36-48 months

CD-MA4.4b
Sorts and classifies objects using one or more attributes (color, shape, size) or relationships (animals on a farm or zoo).

48-60 months

MCCK.MD.3
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Kindergarten

GELDS: Structure and Alignment

Communication, Language, and Literacy
(Strand 1 – Receptive Language)

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

Age-Appropriate Indicators

CLL1.0c
Responds to repeated words and phrases.

0-12 months

CLL1.1c
Responds to adult questions with answers.

12-24 months

CLL1.2c
Responds to questions with appropriate answers.

24-36 months

CLL1.3c
Responds to more complex questions with appropriate answers.

36-48 months

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

48-60 months

Common Core Georgia Performance Standard

ELACCKSL2
Confirms understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Kindergarten

Individualizing Instruction with GELDS

Child A, Child B, and Child C are all the same in age in the same three-year-old class. However, developmentally, they are quite different.

Indicators for
Age: 24-36 months



PDM6.2a

Coordinates the use of hands and fingers.

Indicators for
Age: 36-48 months

PDM6.3a

Refines grasp to manipulate tools and objects.

Indicators for
Age: 48-60 months

PDM6.4a

Performs fine motor tasks that require small-muscle strength and control.

Child A is on target for his/her age. Teaching Child A how to use homemade tweezers to pick up small pompoms and marshmallows is an appropriate PDM6.3a activity that will get him/her ready to move on to PDM6.4a.



PDM6.2a

Coordinates the use of hands and fingers.

PDM6.3a

Refines grasp to manipulate tools and objects.

PDM6.4a

Performs fine motor tasks that require small-muscle strength and control.

Child B is just beginning to use hands and fingers with coordination and needs some help getting to PDM6.3a. Putting beads on a pipe cleaner or creating shapes with play dough will help Child B move to the next level. If given a fine motor sewing activity like Child C, Child B could lose interest or become frustrated.



PDM6.2a

Coordinates the use of hands and fingers.

PDM6.3a

Refines grasp to manipulate tools and objects.

PDM6.4a

Performs fine motor tasks that require small-muscle strength and control.

Child C has mastered PDM6.2a and PDM6.3a and is ready for the next learning challenge: PDM6.4a. More complex fine motor activities like lacing and sewing will move Child C forward.

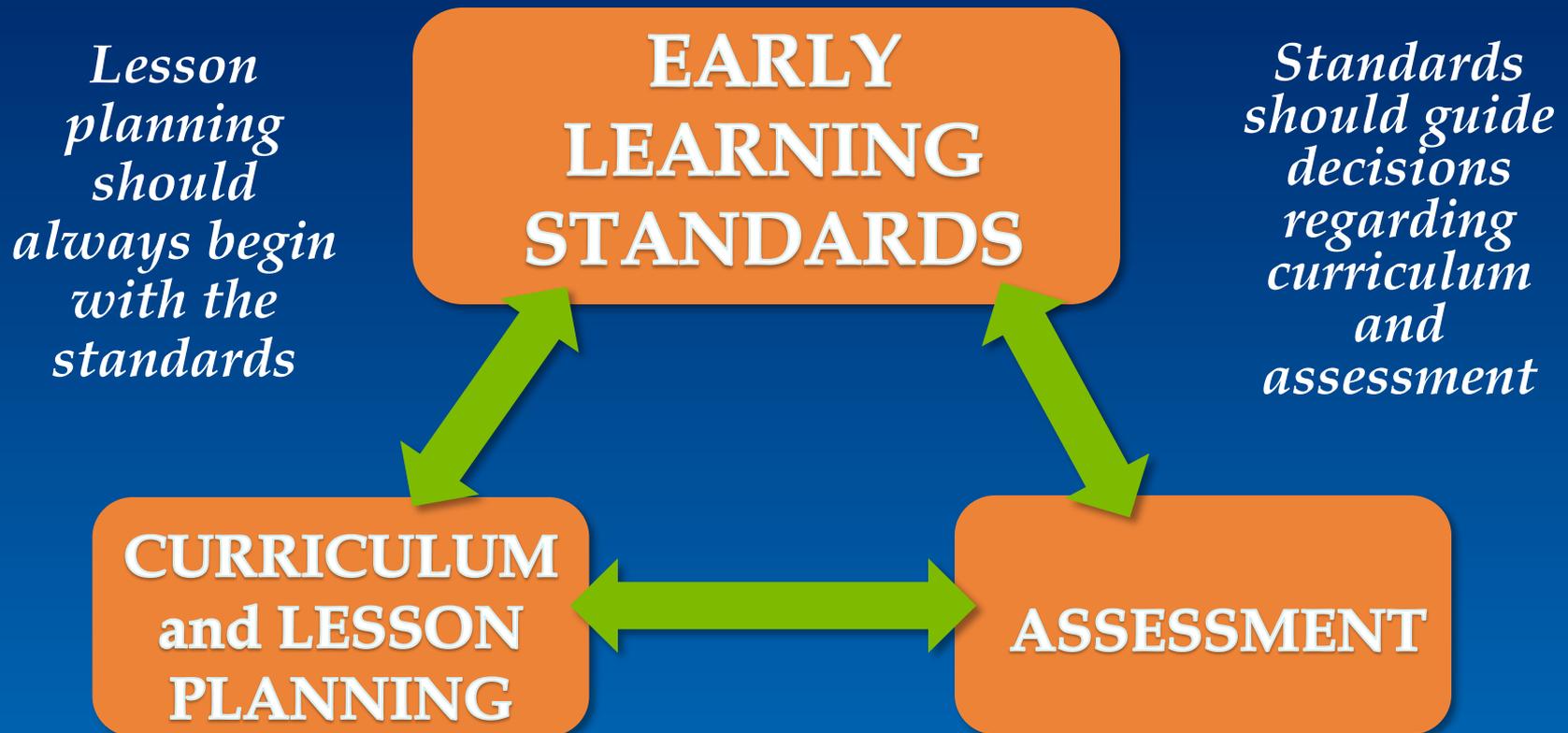
A circular arrangement of colorful human figures holding hands, surrounding the text. The figures are in various colors: light blue, green, pink, orange, yellow, and light green. They are arranged in a circle, with their arms raised and hands touching, forming a ring around the central text.

III.
Lesson
Planning
with GELDS

How Do Teachers Use Early Learning Standards?

- To plan instruction
- To measure a child's progress
- To guide curriculum and assessment decisions

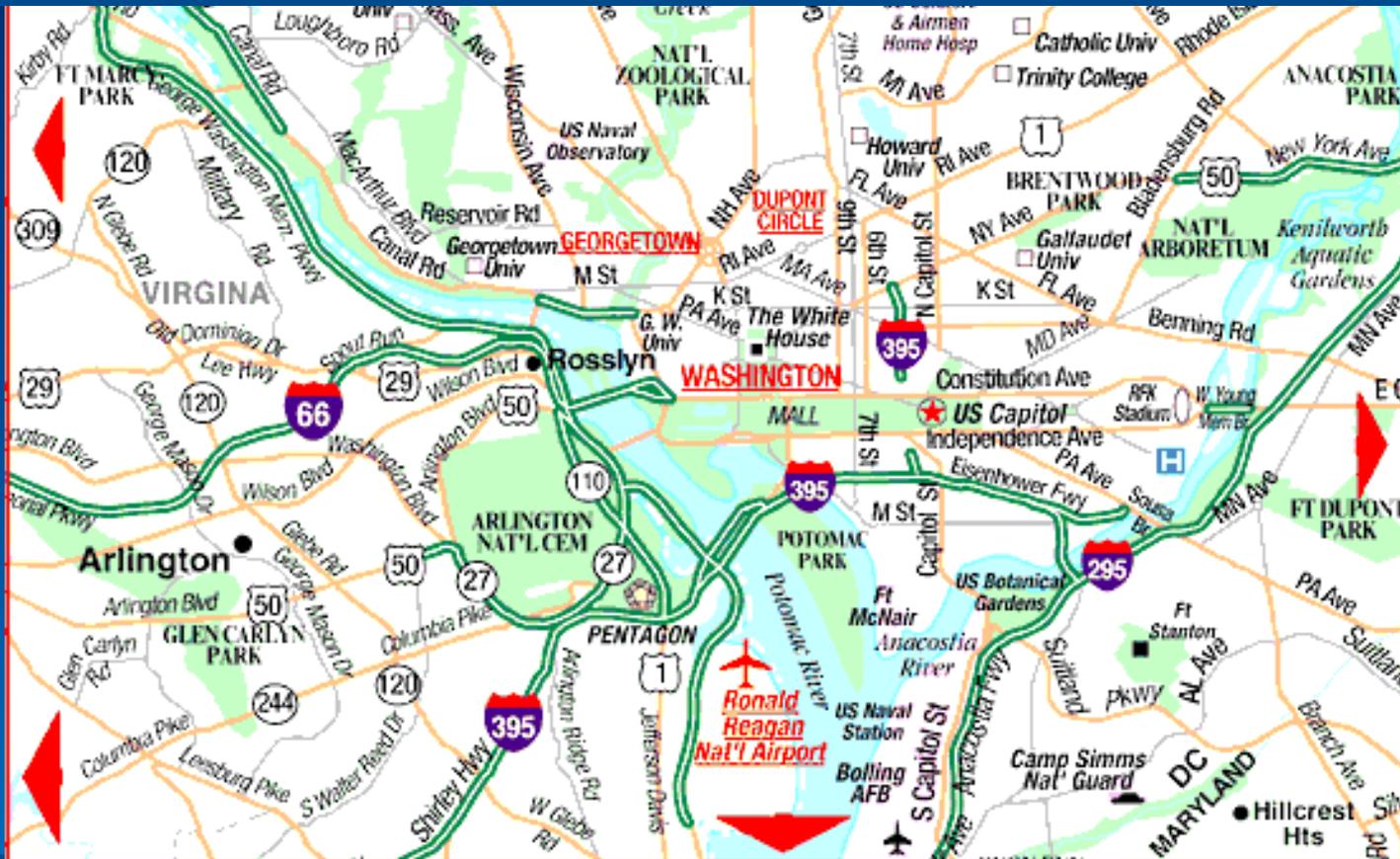
How Do Teachers Use Early Learning Standards?





Why is Lesson Planning
with GELDS Important?

Imagine going on a trip without having any idea where you were going or how you would get there and you don't have a map to help you find your way.



Lesson Planning with GELDS

That is similar to going into a classroom without a lesson plan. A **lesson plan** gives you **structure** to standards you are trying to teach and the learning activities you implement each day. It is the difference between **having a map** when you are planning a trip or just trying to figure out where you are going using the road signs.

Lesson Planning with GELDS

When teachers don't have a plan, they often find themselves **scrambling** for things to do with the children. This causes more **behavior issues** and more **stress** on the teacher. Part of classroom management is making sure you have **intentional plans** and **organized materials**.

Lesson Planning with GELDS

Getting familiar with the GELDS will help you....

1. Plan better lessons and activities.
2. Understand where children are developmentally and pinpoint their strengths and needs.
3. Understand which skills (indicators) to cover.

Lesson Planning with GELDS

Be sure that you are *INTENTIONAL* in what you teach. That means that you are:

- Basing your lessons on where children are developmentally.
- Choosing specific GELDS indicators across different domains to teach each week.
- Taking into consideration children's individual needs and interests.

Lesson Planning with GELDS

Choosing a Lesson Plan Template

- For this presentation, the lesson plan template can be found on the GELDS website under resources.
- There are *many* different templates teachers may use to plan lessons. It may depend on the age you teach, your center policy or curriculum. We want to share a suggested template developed exclusively for Georgia early learning teachers to support the GELDs.

Here is the sample lesson plan template

WEEK OF:	CLASS:	AGE GROUP:	THEME:
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EXPLORATION & PLAY GELDS: GELDS: GELDS: GELDS:	MEALS & SNACKS GELDS:	OUTDOORS GELDS:	TRANSITIONS / ARRIVAL / DEPARTURE GELDS:
	STORY TIME (list book titles) GELDS:		ADAPTATIONS
	MUSIC & MOVEMENT GELDS:		

You would fill in this lesson plan with activities for the week!

DID I PLAN FOR...? PDM SED APL CLL MA SS SC CR CP

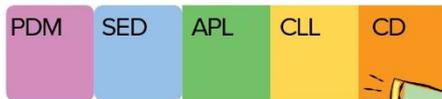
KEY: SG = SMALL GROUP LG = LARGE GROUP I = INDIVIDUALIZED INSTRUCTION

Lesson Planning with GELDS

When you are writing your lesson plans, you will use a GELDS code to show which skills you are covering with each activity.

 **PDM**
domain

DOMAINS are the five areas of learning. These large, overarching categories are color-coded.



Each Domain contains **STRANDS**, groupings of similar standards.

Each Strand contains **STANDARDS**.

The CD domain is divided into five sub-domains

 **1.**
standard

STANDARDS are general statements of knowledge within a Strand. A Strand can have one or more Standards.

 **2**
age

AGE groups are as follows:
0 = 0-12 months
1 = 12-24 months
2 = 24-36 months
3 = 36-48 months
4 = 48-60 months

 **a**
indicator

INDICATORS are statements that describe a specific, measurable and observable skill children exhibit as they develop. There can be multiple Indicators per age as noted by the letters a, b, c, d, e and f.

Lesson Planning with GELDS

- When you sit down to plan with certain GELDS in mind, you might be thinking about an overall topic or themes such as “Things that Go” or “Farm Animals
- Or you might make a plan around a particular school event or upcoming holidays. Other teachers use their children’s interests to decide what to plan.



THEME: The Five Senses	AGE GROUP: 3-year-olds
EXPLORATION & PLAY 1. Have children use homemade tweezers (straws bent in half) to put cotton balls and pompoms into plastic cups. 2. Sort the pompoms by color. GELDS: PDM6.3a, CD-MA4.3b	MEALS & SNACKS 1. Have children taste bananas and oranges, describe the textures and smells. Encourage them to use new vocabulary. 2. Encourage children to try new snacks and tell why they like them.

Lesson Planning with GELDS

Exploration and Play

- Exploration and Play is a large portion of the day. Different programs call this time different things – free play, center time, table time.
- It can and should include some teacher directed activities as well as some child choice activities.
- These activities should be appropriate for the age of the children in your class.
- Think about using really open-ended materials – that means they have more than one purpose. Dittos and worksheets usually only have one correct answer, they are very abstract and not hands on for young child.

THEME: The Five Senses

AGE GROUP: 3

EXPLORATION & PLAY

1. Have children use homemade tweezers (straws bent in half) to put cotton balls and pompoms into plastic cups.
2. Sort the pompoms by color.

GELDS: PDM6.3a, CD-MA4.3b

Have children create their own sensory bin using a shoe box. Have them explain and describe the things they choose to include.

GELDS: PDM4.3a, CLL4.3a, APL1.3b

Add birdseed to play dough and have children create shapes using cookie cutters. Prompt them to describe the shapes they create as well as the textures.

GELDS: PDM6.3a, CD-MA6.3a

Lesson Planning with GELDS

Music and Movement

- Engage children in gross motor movement using beanbags, scarves and other props. Singing, clapping, chanting, marching, skipping and dancing to the music help children develop and use creativity, coordination and rhythm.
- Use a variety of age-appropriate recorded music, as well as teacher-led songs and chants.

MUSIC & MOVEMENT

1. Have children close their eyes. Allow one to move to a corner of the room and use a musical instrument. Ask the children with closed eyes to point in the direction of the sound.
2. Play music with different speeds and have children move to the music while holding textured scarves/fabric. Explain how they listen to the speed of the song.

GELDS: **PDM4.3a**, **CD-CR1.3a**, **CD-CR3.3a**

Lesson Planning with GELDS

Meals and Outdoor Time

- It may not seem necessary to make a plan to teach concepts during meals or outdoor time but sometimes this is the easiest time to take a moment to have a conversation with a child or to plan something that you know they are interested in doing.
- There are several GELDS indicators that are about nutrition, you can also introduce new vocabulary at snack time or practice language or math skills.

MEALS & SNACKS

1. Have children taste bananas and oranges then describe the textures, tastes and smells. Encourage them to use new vocabulary.
2. Encourage children to try new snacks and foods and tell why they do or don't like them.

APL2.3a

GELDS: **PDM4.3a**

OUTDOORS

1. After reading *Listening Walk*, take the children outside on their own listening walk. Have children close their eyes and describe sounds.
2. Create a chart story of their listening walk.
3. Bring a large parachute outside. Place balls in the center. Ask children to team up to "pop" balls off the parachute.

GELDS: **PDM4.3a, SED5.3b**

Lesson Planning with GELDS

Story Time

- Reading and telling stories helps children become familiar with sounds, words, language and the value of books. This all builds the child's early literacy skills, helping him/her to go on to read successfully later in life. Be sure to read to children on an individual basis, in a small group or large group.
- Plan specifically which books you will read each week so you can have them on hand.
- Always make sure you are familiar with the book ahead of time to make sure it is appropriate for your children.

STORY TIME (list book titles)

1. Read *Polar Bear, Polar Bear, What Do You Hear?* After reading, have children close their eyes while you (teacher) make a variety of sounds. Have children guess the sounds.
2. Read *Listening Walk*.

GELDS: **CLL5.3c, CLL1.3a, PDM4.3a**

Remember:
The number 3
before the lower
case letter means
this plan is for a
3-year-old

Lesson Planning with GELDS

Transitions/Arrival/Departure

- What is the purpose of making a plan for those things?
- We know children often spend a lot of time waiting – do they like to wait – NO, it is stressful and it often causes management problems because they are not developmentally ready to wait for long periods of time.

TRANSITIONS / ARRIVAL / DEPARTURE

How can you address some skills during transitions?

Get with a partner and share.....

GELDS: ???????

Lesson Planning with GELDS

Adaptations

- Teachers may need to plan specific activities to meet a particular child's needs.
- For dual language learners, place books in the reading area or recorded stories in the listening area that are written/narrated in that child's home language (CLL5.2b).
- Some children with sensory challenges may not prefer to touch paint or sand, so they can be given a zip-seal bag partially filled with that substance so they can manipulate it through the bag (PDM4.2a).

Lesson Planning with GELDS

Activity:

- Each group will pick a theme/topic.
- Then, your group will come up with five activities related to the topic.
- Each activity must be coded with a GELDS indicator (use different domains)

WEEK OF: _____ CLASS: _____ AGE GROUP: _____ THEME: _____

EXPLORATION & PLAY GELDS: _____ GELDS: _____ GELDS: _____ GELDS: _____ GELDS: _____	MEALS & SNACKS GELDS: _____	OUTDOORS GELDS: _____	TRANSITIONS / ARRIVAL / DEPARTURE GELDS: _____
	STORY TIME (list book titles) GELDS: _____		ADAPTATIONS
	MUSIC & MOVEMENT GELDS: _____		

DID I PLAN FOR...? PDM SED APL CLL MA SS SC CR CP

KEY: SG = SMALL GROUP LG = LARGE GROUP I = INDIVIDUALIZED INSTRUCTION

Family Engagement and the GELDS:

Why do families need to be
involved in learning and
development?



Family Engagement and the GELDS

- Regular communication between families and programs and between individual teachers and families reinforces roles that families and early childhood programs play in supporting children's development.
- Teachers can engage parents in early learning when they share children's progress and growth.
 - Regular updates on children's growth can encourage families to engage in more learning-related activities at home.



Family Engagement and the GELDS

By understanding the GELDS, families can...

- Extend learning at home
- Better understand the learning and development of their child
- Become a true partner with their child's teacher and learning program
- Recognize if their child needs early intervention or special supports



Family Engagement and the GELDS

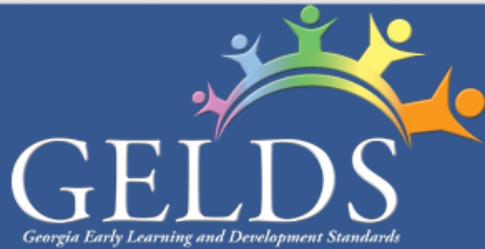
- When children's progress can be tied to classroom activities and home activities, development and learning are strongly reinforced
- Discussing changes in a child's readiness skills can open a dialogue about the child's strengths and any areas of potential concern for families or teachers.
 - Families and teachers must work in partnership to ensure that children continue to receive appropriate instruction and related experiences to further their development.



Family Engagement and the GELDS

- Positive family-program connections have been linked to greater academic motivation, grade promotion, and socio-emotional skills across all young children
- Early family engagement sets the tone for families to stay involved for a lifetime
- Supports a smoother transition to kindergarten
- Creates stronger families, schools, and communities!





Welcome to The Georgia Early Learning and Development Standards (GELDS)



Georgia has a long history as a leader in promoting early learning and development outcomes for children. Over the last decade, Georgia has worked to extend the standards down to birth and to align them to the K-12 system. This year, Georgia introduced its latest set of high-quality, research-based early learning standards for children birth to age five called the **Georgia Early Learning and Development Standards (GELDS)**. The GELDS are the result of a two-year alignment study and revision project that began in 2010. The purpose of the GELDS is to promote quality learning experiences for children and address the question, "What should children from birth to age five know and be able to do?" They are a set of appropriate, attainable standards for Georgia's youngest learners and are designed to be flexible enough to support children's individual rates of development, approaches to learning, and cultural context.

Resources on website:

- Searchable database of all standards
- Indicators with rationales and examples of learning in action
- Video clips
- Training webinars
- Printable lesson plan templates
- Digital version of GELDS Resource Guide

Find GELDS on Social Media

GELDS on

<http://www.pinterest.com/brightfromstart>



GELDS on

<http://www.youtube.com/GeorgiaELDS>



A circular arrangement of 15 stylized human figures, each with a different colored head and body, holding hands in a circle. The colors include light blue, green, pink, orange, yellow, and light green. The figures are arranged in a ring around the central text.

IV.
Questions/
Comments

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