

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment									
Georgia Early Learning and Development Standards Domain: Physical Development and Motor Skills PDM				Every Child Ready Standards					
Strand	Standard	Age	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Health and Well-Being	PDM1 – The child will practice healthy and safe habits.	36-48 Months	PDM1.3a Stays awake except during nap time.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).			
Health and Well-Being	PDM1 – The child will practice healthy and safe habits.	48-60 Months	PDM1.4a Stays awake and alert except during voluntary nap time.	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).				
Health and Well-Being	PDM1 – The child will practice healthy and safe habits.	36-48 Months	PDM1.3b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.		
Health and Well-Being	PDM1 – The child will practice healthy and safe habits.	48-60 Months	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.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.
Health and Well-Being	PDM1 – The child will practice healthy and safe habits.	36-48 Months	PDM1.3c Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.	PD.6.AA Begins to recognize and accepts help in following safety procedures.	PD.6.B With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.			
Health and Well-Being	PDM1 – The child will practice healthy and safe habits.	48-60 Months	PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.			
Health and Well-Being	PDM1 – The child will practice healthy and safe habits.	36-48 Months	PDM1.3d Communicates to peers and adults when dangerous situations are observed.	PD.6.AA Begins to recognize and accepts help in following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.			
Health and Well-Being	PDM1 – The child will practice healthy and safe habits.	48-60 Months	PDM1.4d Communicates the importance of safety rules.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.			
Health and Well-Being	PDM1 – The child will practice healthy and safe habits.	36-48 Months	PDM1.3e Attends to personal health routines and self-care needs independently.	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.			
Health and Well-Being	PDM1 – The child will practice healthy and safe habits.	48-60 Months	PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.	PD.4.E Understands and describes the importance of self-care and hygiene routines.			
Health and Well-Being	PDM1 – The child will practice healthy and safe habits.	48-60 Months	PDM1.4f Can name people who keep them safe and healthy.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.			
Health and Well-Being	PDM2 – The child will participate in activities related to nutrition.	36-48 Months	PDM2.3a Helps prepare nutritious snacks.	PD.5.A Recognizes and identifies a variety of different foods.	PD.5.B Demonstrates understanding of types of foods and preferences.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.
Health and Well-Being	PDM2 – The child will participate in activities related to nutrition.	48-60 Months	PDM2.4a Helps prepare nutritious snacks and meals.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.
Health and Well-Being	PDM2 – The child will participate in activities related to nutrition.	36-48 Months	PDM2.3b Distinguishes healthy food choices from less-healthy food choices.	PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.A Recognizes and identifies a variety of different foods.	PD.5.B Demonstrates understanding of types of foods and preferences.			
Health and Well-Being	PDM2 – The child will participate in activities related to nutrition.	48-60 Months	PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.
Use of Senses	PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	36-48 Months	PDM3.3a Acts and moves with purpose and recognizes differences in direction, distance and location with some adult assistance.	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	
Use of Senses	PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	48-60 Months	PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	
Use of Senses	PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	36-48 Months	PDM3.3b Demonstrates awareness of his/her own body in relation to others.	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	
Use of Senses	PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	48-60 Months	PDM3.4b Demonstrates spatial awareness through play activities.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.	
Use of Senses	PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.	36-48 Months	PDM4.3a Uses senses purposefully to learn about objects.	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Uses senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.		
Use of Senses	PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.	48-60 Months	PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.			
Use of Senses	PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.	36-48 Months	PDM4.3b Takes things apart and attempts to put them back together.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.			
Use of Senses	PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.	48-60 Months	PDM4.4b Takes things apart and invents new structures using the parts.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.			

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Motor Skills	PDM5 – The child will demonstrate gross motor skills.	36-48 Months	PDM5.3a Coordinates movements to perform a task.	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.			
Motor Skills	PDM5 – The child will demonstrate gross motor skills.	48-60 Months	PDM5.4a Coordinates movements to perform more complex tasks.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.			
Motor Skills	PDM5 – The child will demonstrate gross motor skills.	36-48 Months	PDM5.3b Demonstrates coordination and balance.	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.			
Motor Skills	PDM5 – The child will demonstrate gross motor skills.	48-60 Months	PDM5.4b Demonstrates coordination and balance in a variety of activities.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.			
Motor Skills	PDM6 – The child will demonstrate fine motor skills.	36-48 Months	PDM6.3a Refines grasp to manipulate tools and objects.	PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.3.A Draws vertical and horizontal lines with a model using a listed grasp.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.	
Motor Skills	PDM6 – The child will demonstrate fine motor skills.	48-60 Months	PDM6.4a Performs fine motor tasks that require small-muscle strength and control.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.			
Motor Skills	PDM6 – The child will demonstrate fine motor skills.	36-48 Months	PDM6.3b Uses hand-eye coordination to manipulate smaller objects with increasing control.	PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.	
Motor Skills	PDM6 – The child will demonstrate fine motor skills.	48-60 Months	PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.			
Motor Skills	PDM6 – The child will demonstrate fine motor skills.	48-60 Months	PDM6.4c Able to perform more complex fine motor tasks with accuracy 50% of the time.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.	PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.				

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment							
Georgia Early Learning and Development Standards Domain: Social and Emotional Development SED				Every Child Ready Standards			
Strand	Standard	Age	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4
Developing a Sense of Self	SED1 – The child will develop self-awareness.	36-48 Months	SED1.3a Recognizes self as a unique individual.	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	
Developing a Sense of Self	SED1 – The child will develop self-awareness.	48-60 Months	SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.	SOC.1.A Understands family relationships in relation to self.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
Developing a Sense of Self	SED1 – The child will develop self-awareness.	36-48 Months	SED1.3b Demonstrates knowledge of personal information.	IS.3.AA Responds to own name.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	SOC.1.AA Identifies and recognizes self and family members.
Developing a Sense of Self	SED1 – The child will develop self-awareness.	48-60 Months	SED1.4b Identifies personal characteristics, preferences, thoughts and feelings.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.		
Developing a Sense of Self	SED1 – The child will develop self-awareness.	36-48 Months	SED1.3c Shows sense of satisfaction in his/her own abilities, preferences and accomplishments.	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	
Developing a Sense of Self	SED1 – The child will develop self-awareness.	48-60 Months	SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.1.E Identifies that they can have different emotions about the same situation.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.
Developing a Sense of Self	SED1 – The child will develop self-awareness.	36-48 Months	SED1.3d Shows emerging sense of independence in his/her own choices.	IS.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.	IS.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.
Developing a Sense of Self	SED1 – The child will develop self-awareness.	48-60 Months	SED1.4d Shows independence in his/her own choices.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL.8.D Creates and follows through with simple plans independently.	
Developing a Sense of Self	SED2 – The child will engage in self-expression.	36-48 Months	SED2.3a Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	
Developing a Sense of Self	SED2 – The child will engage in self-expression.	48-60 Months	SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.		
Developing a Sense of Self	SED2 – The child will engage in self-expression.	36-48 Months	SED2.3b With adult guidance, uses verbal and nonverbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy and enthusiasm.	IS.2.AA Co-regulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	
Developing a Sense of Self	SED2 – The child will engage in self-expression.	48-60 Months	SED2.4b With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.		
Developing a Sense of Self	SED2 – The child will engage in self-expression.	48-60 Months	SED2.4c Uses pretend-play to show emotions of self and others.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	
Developing a Sense of Self	SED2 – The child will engage in self-expression.	48-60 Months	SED2.4d With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.1.E Identifies that they can have different emotions about the same situation.	
Self-Regulation	SED3 – The child will begin to demonstrate self-control.	36-48 Months	SED3.3a Remembers and follows simple group rules and displays appropriate social behavior.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.7.B Independently follows two- to three-step verbal adult directions.	
Self-Regulation	SED3 – The child will begin to demonstrate self-control.	48-60 Months	SED3.4a Independently follows rules and routines.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	
Self-Regulation	SED3 – The child will begin to demonstrate self-control.	36-48 Months	SED3.3b Regulates own emotions and behaviors with adult support when needed.	IS.2.AA Co-regulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	
Self-Regulation	SED3 – The child will begin to demonstrate self-control.	48-60 Months	SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.	
Self-Regulation	SED3 – The child will begin to demonstrate self-control.	36-48 Months	SED3.3c Regulates impulses with adult guidance.	IS.2.AA Co-regulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	
Self-Regulation	SED3 – The child will begin to demonstrate self-control.	48-60 Months	SED3.4c Regulates a wide range of impulses.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.	
Developing a Sense of Self with Others	SED4 – The child will develop relationships and social skills with adults.	36-48 Months	SED3.3d Manages transitions and adapts to changes in schedules and routines with adult support.	ATL.5.AA Stops preferred activities with one on one assistance or coregulation.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	
Self-Regulation	SED3 – The child will begin to demonstrate self-control.	48-60 Months	SED3.4d Manages transitions and adapts to changes in schedules and routines independently.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Developing a Sense of Self with Others	SED4 – The child will develop relationships and social skills with adults.	36-48 Months	SED4.3a Shows signs of security and trust when separated from familiar adults.	ATL.5.AA Stops preferred activities with one on one assistance or coregulation.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	
Developing a Sense of Self with Others	SED4 – The child will develop relationships and social skills with adults.	48-60 Months	SED4.4a SED4.4b Transitions well into new, unfamiliar settings.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	
Developing a Sense of Self with Others	SED4 – The child will develop relationships and social skills with adults.	36-48 Months	SED4.3b Uses a familiar adult's facial expression to decide how to respond.	IS.2.AA Co-regulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	
Developing a Sense of Self with Others	SED4 – The child will develop relationships and social skills with adults.	48-60 Months	SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.	
Developing a Sense of Self with Others	SED4 – The child will develop relationships and social skills with adults.	36-48 Months	SED4.3c Shows affection to familiar adults by using words and actions.	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	
Developing a Sense of Self with Others	SED4 – The child will develop relationships and social skills with adults.	48-60 Months	SED4.4c Shows affection to familiar adults by using more complex words and actions.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.1.E Identifies that they can have different emotions about the same situation.	
Developing a Sense of Self with Others	SED4 – The child will develop relationships and social skills with adults.	36-48 Months	SED4.3d Seeks out adult for help.	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	
Developing a Sense of Self with Others	SED4 – The child will develop relationships and social skills with adults.	48-60 Months	SED4.4d Seeks out adults as a resource for help and assistance.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.	
Developing a Sense of Self with Others	SED5 – The child will develop relationships and social skills with peers.	36-48 Months	SED5.3a Initiates play with one or two other children.	IS.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	
Developing a Sense of Self with Others	SED5 – The child will develop relationships and social skills with peers.	48-60 Months	SED5.4a Develops and maintains friendships with other children.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	
Developing a Sense of Self with Others	SED5 – The child will develop relationships and social skills with peers.	36-48 Months	SED5.3b Engages in mutual/ cooperative play.	ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	
Developing a Sense of Self with Others	SED5 – The child will develop relationships and social skills with peers.	48-60 Months	SED5.4b Plays cooperatively with a few peers for a sustained period of time.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	
Developing a Sense of Self with Others	SED5 – The child will develop relationships and social skills with peers.	36-48 Months	SED5.3c Seeks adult support to resolve some peer conflicts.	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	
Developing a Sense of Self with Others	SED5 – The child will develop relationships and social skills with peers.	48-60 Months	SED5.4c Attempts to resolve peer conflicts using appropriate strategies.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.	
Developing a Sense of Self with Others	SED5 – The child will develop relationships and social skills with peers.	36-48 Months	SED5.3d Recognizes and names the feelings of peers.	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	
Developing a Sense of Self with Others	SED5 – The child will develop relationships and social skills with peers.	48-60 Months	SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	
Developing a Sense of Self with Others	SED5 – The child will develop relationships and social skills with peers.	36-48 Months	SED5.3e Shows emerging respect for peers' personal space and belongings.	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	
Developing a Sense of Self with Others	SED5 – The child will develop relationships and social skills with peers.	48-60 Months	SED5.4e Shows respect for peers' personal space and belongings.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment						
Georgia Early Learning and Development Standards Domain: APL Approaches to Play and Learning				Every Child Ready Standards		
Strand	Standard	Age	Indicator	Alignment 1	Alignment 2	Alignment 3
Initiative and Exploration	APL1 – The child will demonstrate initiative and self-direction.	36-48 Months	APL1.3a Initiates new tasks by himself/herself.	IS.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.	IS.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.
Initiative and Exploration	APL1 – The child will demonstrate initiative and self-direction.	48-60 Months	APL1.4a Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.
Initiative and Exploration	APL1 – The child will demonstrate initiative and self-direction.	36-48 Months	APL1.3b Makes choices and completes some independent activities.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
Initiative and Exploration	APL1 – The child will demonstrate initiative and self-direction.	48-60 Months	APL1.4b Selects and carries out activities without adult prompting.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Initiative and Exploration	APL1 – The child will demonstrate initiative and self-direction.	36-48 Months	APL1.3c Makes plans and follows through on intentions.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.
Initiative and Exploration	APL1 – The child will demonstrate initiative and self-direction.	48-60 Months	APL1.4c Sets goals and develops and follows through on plans.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	ATL.8.E Plans simple steps for future activity goal.
Initiative and Exploration	APL2 – The child will demonstrate interest and curiosity.	36-48 Months	APL2.3a Demonstrates an increased willingness to participate in both familiar and new experiences.	ATL.5.AA Stops preferred activities with one on one assistance or coregulation.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.
Initiative and Exploration	APL2 – The child will demonstrate interest and curiosity.	48-60 Months	APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.
Initiative and Exploration	APL2 – The child will demonstrate interest and curiosity.	36-48 Months	APL2.3b Asks questions about unfamiliar objects, people, and experiences.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
Initiative and Exploration	APL2 – The child will demonstrate interest and curiosity.	48-60 Months	APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Initiative and Exploration	APL2 – The child will demonstrate interest and curiosity.	36-48 Months	APL2.3c Explores and manipulates both familiar and unfamiliar objects in the environment.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
Initiative and Exploration	APL2 – The child will demonstrate interest and curiosity.	48-60 Months	APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Attentiveness and Persistence	APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	36-48 Months	APL3.3a Engages in an activity for sustained periods of time to achieve a goal.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).
Attentiveness and Persistence	APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	48-60 Months	APL3.4a Engages in independent activities and continues tasks over a period of time.	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).
Attentiveness and Persistence	APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	36-48 Months	APL3.3b Wants to complete activities and do them well.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
Attentiveness and Persistence	APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	48-60 Months	APL3.4b Practices to improve skills that have been accomplished.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Attentiveness and Persistence	APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	36-48 Months	APL3.3c Begins to work cooperatively with others to achieve a goal or accomplish a task.	ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).
Attentiveness and Persistence	APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	48-60 Months	APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).
Attentiveness and Persistence	APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	36-48 Months	APL3.3d Keeps working on activity even after setbacks.	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Attentiveness and Persistence	APL3 – The child will sustain attention to a specific activity and demonstrate persistence.	48-60 Months	APL3.4d Persists in trying to complete a task after previous attempts have failed.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
Play	APL4 – The child will engage in a progression of imaginative play.	36-48 Months	APL4.3a Uses imagination to create a variety of ideas, role-plays and fantasy situations.	ATL.1.AA Engages in exploratory or sensory play.	ATL.1.A Plays simple games and copies the play of others.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
Play	APL4 – The child will engage in a progression of imaginative play.	48-60 Months	APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.
Play	APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	36-48 Months	APL5.3a Occasionally joins in cooperative play and learning in a group setting.	ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).
Play	APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	48-60 Months	APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).
Play	APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	36-48 Months	APL5.3b Plans, initiates and completes cooperative activities with adult guidance.	ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).
Play	APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	48-60 Months	APL5.4b Demonstrates flexibility in taking on various roles in a group setting.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.
Play	APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	36-48 Months	APL5.3c Finds a creative, inventive way of doing a familiar task or solving a problem with adult guidance.	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
Play	APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	48-60 Months	APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
Play	APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	36-48 Months	APL5.3d Demonstrates emerging flexibility in his/her approach to play and learning.	ATL.5.AA Stops preferred activities with one on one assistance or coregulation.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.
Play	APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	48-60 Months	APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
Play	APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.	48-60 Months	APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment						
Georgia Early Learning and Development Standards Domain: CLL Communication, Language, and Literacy				Every Child Ready Standards		
Strand	Standard	Age	Indicator	Alignment 1	Alignment 2	Alignment 3
Receptive Language	CLL1 – The child will listen to conversations and demonstrate comprehension.	36-48 Months	CLL1.3a Listens and responds to conversations and group discussions.	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.
Receptive Language	CLL1 – The child will listen to conversations and demonstrate comprehension.	48-60 Months	CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.
Receptive Language	CLL1 – The child will listen to conversations and demonstrate comprehension.	36-48 Months	CLL1.3b Listens to and follows multi-step directions with support.	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.
Receptive Language	CLL1 – The child will listen to conversations and demonstrate comprehension.	48-60 Months	CLL1.4b Listens to and follows multi-step directions.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.
Receptive Language	CLL1 – The child will listen to conversations and demonstrate comprehension.	36-48 Months	CLL1.3c Responds to more complex questions with appropriate answers.	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.
Receptive Language	CLL1 – The child will listen to conversations and demonstrate comprehension.	48-60 Months	CLL1.4c Extends/expands thoughts or ideas expressed.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.
Receptive Language	CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.	36-48 Months	CLL2.3a Demonstrates understanding of vocabulary through everyday conversations.	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.
Receptive Language	CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.	48-60 Months	CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.
Receptive Language	CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.	36-48 Months	CLL2.3b Listens and understands new vocabulary from activities, stories and books.	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.
Receptive Language	CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.	48-60 Months	CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.
Expressive Language	CLL3 – The child will use nonverbal communication for a variety of purposes.	36-48 Months	CLL3.3a Uses gestures and actions to enhance verbal communication of needs and wants.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.
Expressive Language	CLL3 – The child will use nonverbal communication for a variety of purposes.	48-60 Months	CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Expressive Language	CLL3 – The child will use nonverbal communication for a variety of purposes.	36-48 Months	CLL3.3b Communicates feelings using nonverbal gestures and actions.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.
Expressive Language	CLL3 – The child will use nonverbal communication for a variety of purposes.	48-60 Months	CLL3.4b Communicates feelings using appropriate nonverbal gestures, body language and actions.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Expressive Language	CLL4 – The child will use increasingly complex spoken language.	36-48 Months	CLL4.3a Speaks clearly enough to be understood.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.

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Expressive Language	CLL4 – The child will use increasingly complex spoken language.	48-60 Months	CLL4.4a Uses spoken language that can be understood with ease.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.E Modifies conversations based on the context or listener.
Expressive Language	CLL4 – The child will use increasingly complex spoken language.	36-48 Months	CLL4.3b Demonstrates use of expanded sentences and sentence structures.	LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").
Expressive Language	CLL4 – The child will use increasingly complex spoken language.	48-60 Months	CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").
Expressive Language	CLL4 – The child will use increasingly complex spoken language.	36-48 Months	CLL4.3c Describes activities and experiences using details.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.
Expressive Language	CLL4 – The child will use increasingly complex spoken language.	48-60 Months	CLL4.4c Describes activities, experiences and stories with more detail.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.E Modifies conversations based on the context or listener.
Expressive Language	CLL4 – The child will use increasingly complex spoken language.	36-48 Months	CLL4.3d Uses expanded vocabulary in a variety of situations.	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.
Expressive Language	CLL4 – The child will use increasingly complex spoken language.	48-60 Months	CLL4.4d Uses new and expanded vocabulary in a variety of situations.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.
Early Reading	CLL5 – The child will acquire meaning from a variety of materials read to him/her.	36-48 Months	CLL5.3a Prior to reading, uses pictures to predict story content.	LL-NC.2.AA Responds to illustrations or photos by using at least one word.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).
Early Reading	CLL5 – The child will acquire meaning from a variety of materials read to him/her.	48-60 Months	CLL5.4a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.
Early Reading	CLL5 – The child will acquire meaning from a variety of materials read to him/her.	36-48 Months	CLL5.3b With prompting and support, retells a simple story using pictures.	LL-NC.3.AA Joins in acting out a book as it's read aloud.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.
Early Reading	CLL5 – The child will acquire meaning from a variety of materials read to him/her.	48-60 Months	CLL5.4b Retells familiar stories.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.
Early Reading	CLL5 – The child will acquire meaning from a variety of materials read to him/her.	36-48 Months	CLL5.3c Answers questions about a story.	LL-NC.2.AA Responds to illustrations or photos by using at least one word.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).
Early Reading	CLL5 – The child will acquire meaning from a variety of materials read to him/her.	48-60 Months	CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.
Early Reading	CLL5 – The child will acquire meaning from a variety of materials read to him/her.	48-60 Months	CLL5.4d Makes real-world connections between stories and real-life experiences.	LL-NC.4.AA Says or reenacts one event in a personal narrative by using at least one word.	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.
Early Reading	CLL5 – The child will acquire meaning from a variety of materials read to him/her.	48-60 Months	CLL5.4e Develops an alternate ending for a story.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.
Early Reading	CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	36-48 Months	CLL6.3a Listens and matches rhythm, volume and pitch of rhymes, songs and chants.	LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."
Early Reading	CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	48-60 Months	CLL6.4a Listens and differentiates between sounds that are the same and different.	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."	LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.

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Early Reading	CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	36-48 Months	CLL6.3b Identifies and produces rhyming words with adult guidance.	LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."
Early Reading	CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	48-60 Months	CLL6.4b Identifies and produces rhyming words.	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."	LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.
Early Reading	CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	48-60 Months	CLL6.4c Isolates the initial (beginning) sounds in words with	LL-PA.4.AA Listens to and repeats the correct beginning sounds.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).
Early Reading	CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	36-48 Months	CLL6.3d Segments sentences into individual words with adult guidance.	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.	LL-PA.4.D Identifies the final consonant sound in one-syllable words.	LL-PA.4.E Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can."
Early Reading	CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	48-60 Months	CLL6.4d Segments sentences into individual words.	LL-PA.5.C Isolates the rime of CVC words.	LL-PA.5.D Blends onset-rimes to form familiar CVC words.	LL-PA.5.E Segments onset-rimes in familiar CVC words.
Early Reading	CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	36-48 Months	CLL6.3e Segments words into syllables with adult guidance.	LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.
Early Reading	CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	48-60 Months	CLL6.4e Segments words into syllables.	LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.	LL-PA.2.D Blends the syllables in two- to three-syllable words.	LL-PA.2.E Blends the syllables in four-syllable words.
Early Reading	CLL6 – The child will develop early phonological awareness (awareness of the units of sound).	48-60 Months	CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.	LL-PA.6.C Segments a two-phoneme word.	LL-PA.6.D Blends three phonemes in familiar CVC words.	LL-PA.6.E Segments three phonemes in familiar CVC words to identify the individual phonemes.
Early Reading	CLL7 – The child will demonstrate increasing knowledge of the alphabet.	36-48 Months	CLL7.3a With prompting and support, can identify some alphabet letter names.	LL-AK.1.AA Identifies the first letter in their name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.
Early Reading	CLL7 – The child will demonstrate increasing knowledge of the alphabet.	48-60 Months	CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.	LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.
Early Reading	CLL8 – The child will demonstrate awareness of print concepts.	36-48 Months	CLL8.3a Shares self-selected familiar books and engages in pretend reading with others.	LL-BK.1.AA Requests that books be read by an adult.	LL-BK.1.A Treats books with care.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.
Early Reading	CLL8 – The child will demonstrate awareness of print concepts.	48-60 Months	CLL8.4a Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-BK.1.D Looks at books independently or with peers.	LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.
Early Reading	CLL8 – The child will demonstrate awareness of print concepts.	36-48 Months	CLL8.3b Discriminates words from pictures independently.	LL-BK.3.AA Identifies familiar images or logos in environmental print.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.
Early Reading	CLL8 – The child will demonstrate awareness of print concepts.	48-60 Months	CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).
Early Reading	CLL8 – The child will demonstrate awareness of print concepts.	36-48 Months	CLL8.3c Independently holds a book right side up and turns pages from right to left.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.2.B Uses illustrations to tell a familiar story.
Early Reading	CLL8 – The child will demonstrate awareness of print concepts.	48-60 Months	CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.

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Early Reading	CLL8 – The child will demonstrate awareness of print concepts.	36-48 Months	CLL8.3d Recognizes environmental print.	LL-BK.3.AA Identifies familiar images or logos in environmental print.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.
Early Reading	CLL8 – The child will demonstrate awareness of print concepts.	48-60 Months	CLL8.4d Recognizes and reads environmental print.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).
Early Reading	CLL8 – The child will demonstrate awareness of print concepts.	36-48 Months	CLL8.3e With adult guidance, points to the title of familiar books or stories and where to begin reading a story.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.2.B Uses illustrations to tell a familiar story.
Early Reading	CLL8 – The child will demonstrate awareness of print concepts.	48-60 Months	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.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.
Early Reading	CLL9 – The child will use writing for a variety of purposes.	36-48 Months	CLL9.3a Creates letter-like symbols. May use invented spelling to label drawings.	LL-WR.4.AA Makes any mark on paper.	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.
Early Reading	CLL9 – The child will use writing for a variety of purposes.	48-60 Months	CLL9.4a Draws pictures and copies letters and/or numbers to communicate.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.
Early Reading	CLL9 – The child will use writing for a variety of purposes.	36-48 Months	CLL9.3b Uses writing tools with adult guidance.	D.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.
Early Reading	CLL9 – The child will use writing for a variety of purposes.	48-60 Months	CLL9.4b Uses writing tools.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.
Early Reading	CLL9 – The child will use writing for a variety of purposes.	36-48 Months	CLL9.3c Shows emerging awareness that writing can be used for a variety of purposes.	LL-WR.2.AA Draws to represent something or to communicate a thought.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.
Early Reading	CLL9 – The child will use writing for a variety of purposes.	48-60 Months	CLL9.4c Uses writing for a variety of purposes.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.
Early Reading	CLL9 – The child will use writing for a variety of purposes.	48-60 Months	CLL9.4d Writes some letters of the alphabet.	LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment									
Georgia Early Learning and Development Standards Domain: CD Cognitive Development and General Knowledge: Math				Every Child Ready Standards					
Strand	Standard	Age	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Number and Quantity	CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	36-48 Months	CD-MA1.3a Recites numbers up to 10 in sequence.	M-NC.1.AA Says number words in order from 1–2 from memory.	M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.			
Number and Quantity	CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	48-60 Months	CD-MA1.4a Recites numbers up to 20 in sequence.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.1.E Says number words in order from 1–20 from memory.			
Number and Quantity	CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	36-48 Months	CD-MA1.3b Recognizes numerals and quantities in the everyday environment.	M-NC.2.AA Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.			
Number and Quantity	CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	48-60 Months	CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.			
Number and Quantity	CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	36-48 Months	CD-MA1.3c Matches numerals to sets of objects with the same number, 0–5.	M-NC.6.AA Matches a set of objects with the number symbol to represent the set for quantities 0–2.	M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.			
Number and Quantity	CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	48-60 Months	CD-MA1.4c Matches numerals to sets of objects with the same number, 0–10.	M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.	M-NC.6.E Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same.			
Number and Quantity	CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	36-48 Months	CD-MA1.3d Identifies quantity and comparisons of quantity.	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.			
Number and Quantity	CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	48-60 Months	CD-MA1.4d Describes sets as having more, less, same as/equal.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.			
Number and Quantity	CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	36-48 Months	CD-MA1.3e Quickly recognizes and names how many items are in a set of up to three items.	M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.			
Number and Quantity	CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	48-60 Months	CD-MA1.4e Quickly recognizes and names how many items are in a set of up to four items.	M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.			
Number and Quantity	CD-MA1 – The child will organize, represent and build knowledge of number and quantity.	48-60 Months	CD-MA1.4f Tells numbers that come before and after a given number up to 10.	M-NC.5.C Says the names of numerals 0–7 shown in random order.	M-NC.5.D Says the names of numerals 0–10 shown in random order.	M-NC.5.E Says the names of numerals 0–20 shown in random order.			
Number and Quantity	CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.	36-48 Months	CD-MA2.3a Matches two equal sets using one-to-one correspondence independently.	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.			
Number and Quantity	CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.	48-60 Months	CD-MA2.4a Matches two equal sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.			
Number and Quantity	CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.	36-48 Months	CD-MA2.3b Counts up to five objects using one-to-one correspondence with adult guidance.	M-NC.2.AA Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.			
Number and Quantity	CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.	48-60 Months	CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.			
Number and Quantity	CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.	36-48 Months	CD-MA2.3c Recognizes that objects or sets can be combined or separated.	M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.
Number and Quantity	CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.	48-60 Months	CD-MA2.4c Practices combining, separating and naming quantities.	M-NC.7.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.	M-NC.7.E Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.	M-NC.8.C Counts a set of 1–7 objects. Takes objects away and counts how many are left.	M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.	M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.
Number and Quantity	CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.	36-48 Months	CD-MA2.3d Participates in creating and using real and pictorial graphs or other simple representations of data.	M-DAP.1.AA Verbally or nonverbally participates in graphing discussions.	M-DAP.1.A Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph.	M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.	M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).	M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).
Number and Quantity	CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.	48-60 Months	CD-MA2.4d Describes data from classroom graphs using numerical math language.	M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.	M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"	M-DAP.1.E Identifies trends and makes inferences from data.	M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.	M-DAP.2.E Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares four groups.
Number and Quantity	CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.	48-60 Months	CD-MA2.5 With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).	M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.	M-NC.3.E Create sets of 0–10 and uses cardinality to identify the last number counted.			
Measurement and Comparison	CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	36-48 Months	CD-MA3.3a Labels objects using size words.	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.			
Measurement and Comparison	CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	48-60 Months	CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.			
Measurement and Comparison	CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	36-48 Months	CD-MA3.3b Compares two or more objects using a single attribute, such as length, weight and size. Matches items of similar sizes.	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.			
Measurement and Comparison	CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	48-60 Months	CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.			

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Measurement and Comparison	CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	36-48 Months	CD-MA3.3c Uses a variety of standard and non-standard tools to measure object attributes with assistance.	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.			
Measurement and Comparison	CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	48-60 Months	CD-MA3.4c Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.			
Measurement and Comparison	CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	36-48 Months	CD-MA3.3d Predicts upcoming events from prior knowledge.	M-M.2.AA Demonstrates understanding of familiar daily routines.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).			
Measurement and Comparison	CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.	48-60 Months	CD-MA3.4d Associates and describes the passage of time with actual events.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.			
Measurement and Comparison	CD-MA4 – The child will sort, seriate, classify and create patterns.	36-48 Months	CD-MA4.3a Independently orders objects using one characteristic.	M-PFA.2.AA Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys.	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.			
Measurement and Comparison	CD-MA4 – The child will sort, seriate, classify and create patterns.	48-60 Months	CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.	M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.	M-PFA.2.E Orders groups of different amounts using numerical order.			
Measurement and Comparison	CD-MA4 – The child will sort, seriate, classify and create patterns.	36-48 Months	CD-MA4.3b Sorts objects by one attribute, such as color, shape or size.	M-PFA.1.AA Matches one item that is similar to a given group with a provided example.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.			
Measurement and Comparison	CD-MA4 – The child will sort, seriate, classify and create patterns.	48-60 Months	CD-MA4.4b Sorts and classifies objects which demonstrates an understanding of relationships.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regrouping according to a different attribute.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.			
Measurement and Comparison	CD-MA4 – The child will sort, seriate, classify and create patterns.	36-48 Months	CD-MA4.3c Identifies and duplicates simple, repeating patterns.	M-PFA.3.AA Copies simple AB patterns through rhythm and movement.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.			
Measurement and Comparison	CD-MA4 – The child will sort, seriate, classify and create patterns.	48-60 Months	CD-MA4.4c Creates and extends simple, repeating patterns.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (such as blue-red-blue, blue-red-blue).			
Geometry and Spatial Thinking	CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	36-48 Months	CD-MA5.3a Follows simple directions which demonstrates an understanding of directionality, order and position of objects.	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.			
Geometry and Spatial Thinking	CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	48-60 Months	CD-MA5.4a Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.	M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.			
Geometry and Spatial Thinking	CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	36-48 Months	CD-MA5.3b Begins using more deliberate manipulation to fit objects together.	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.			
Geometry and Spatial Thinking	CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.	48-60 Months	CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.			
Geometry and Spatial Thinking	CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.	36-48 Months	CD-MA6.3a Independently recognizes basic two-dimensional shapes in the environment.	M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).			
Geometry and Spatial Thinking	CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.	48-60 Months	CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).			
Geometry and Spatial Thinking	CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.	48-60 Months	CD-MA6.4b Combines simple shapes to form new shapes.	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.			
Mathematical Reasoning	CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.	36-48 Months	CD-MA7.3a Practices estimating using mathematical terms and numbers with adult guidance.	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.			
Mathematical Reasoning	CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.	48-60 Months	CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.			
Mathematical Reasoning	CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.	36-48 Months	CD-MA7.3b Shows interest in solving mathematical problems.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.			
Mathematical Reasoning	CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.	48-60 Months	CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.			
Mathematical Reasoning	CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.	36-48 Months	CD-MA7.3c Uses emerging reasoning skills to determine a solution to a mathematical problem.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.			
Mathematical Reasoning	CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.	48-60 Months	CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.			

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment						
Georgia Early Learning and Development Standards Domain: Cognitive Development and General Knowledge: Social Studies				Every Child Ready Standards		
Strand	Standard	Age	Indicator	Alignment 1	Alignment 2	Alignment 3
Family	CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.	36-48 Months	CD-SS1.3a Identifies self in relationship to his/her family unit.	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	SOC.1.B Discusses the activities or celebrations that their family does together.
Family	CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.	48-60 Months	CD-SS1.4a Describes his/her family structure and family roles.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
Family	CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.	36-48 Months	CD-SS1.3b Identifies similarities and differences between self and others.	IS.3.AA Responds to own name.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
Family	CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.	48-60 Months	CD-SS1.4b Describes similarities and differences between self and others.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
People and Community	CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.	36-48 Months	CD-SS2.3a Remembers rules of the classroom community and displays appropriate social behavior.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.7.B Independently follows two- to three-step verbal adult directions
People and Community	CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.	48-60 Months	CD-SS2.4a Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.
People and Community	CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.	36-48 Months	CD-SS2.3b Explains traditions and cultural celebrations of his/her own family.	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	SOC.1.B Discusses the activities or celebrations that their family does together.
People and Community	CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.	48-60 Months	CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
People and Community	CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.	36-48 Months	CD-SS2.3c Asks simple questions about others' cultures.	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	SOC.1.B Discusses the activities or celebrations that their family does together.
People and Community	CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.	48-60 Months	CD-SS2.4c Recognizes similarities and differences between own culture and that of others.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment						
People and Community	CD-SS3 – The child will demonstrate awareness of the geography in his/her community.	36-48 Months	CD-SS3.3a Identifies locations of people and objects.	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.4.B Recognizes and describes common geographical features within their region.
People and Community	CD-SS3 – The child will demonstrate awareness of the geography in his/her community.	48-60 Months	CD-SS3.4a Creates simple representations of home, school and community	SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.	SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.
People and Community	CD-SS3 – The child will demonstrate awareness of the geography in his/her community.	36-48 Months	CD-SS3.3b Identifies and describes some aspects of his/her community.	SOC.2.AA Shows interest in a variety of familiar community members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.
People and Community	CD-SS3 – The child will demonstrate awareness of the geography in his/her community.	48-60 Months	CD-SS3.4b Identifies and describes aspects of his/her community.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
People and Community	CD-SS4 – The child will demonstrate an awareness of economics in his/her community.	36-48 Months	CD-SS4.3a Completes jobs to contribute to his/her community.	SOC.2.AA Shows interest in a variety of familiar community members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.
People and Community	CD-SS4 – The child will demonstrate an awareness of economics in his/her community.	48-60 Months	CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
People and Community	CD-SS4 – The child will demonstrate an awareness of economics in his/her community.	36-48 Months	CD-SS4.3b Recognizes a variety of occupations and work associated with him/her.	SOC.2.AA Shows interest in a variety of familiar community members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.
People and Community	CD-SS4 – The child will demonstrate an awareness of economics in his/her community.	48-60 Months	CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
People and Community	CD-SS4 – The child will demonstrate an awareness of economics in his/her community.	36-48 Months	CD-SS4.3c Recognizes that people work to earn a living.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more."	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.
People and Community	CD-SS4 – The child will demonstrate an awareness of economics in his/her community.	48-60 Months	CD-SS4.4c Describes how people interact economically and the exchange of goods and services.	SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.	SOC.3.E Discusses the purpose of saving money for a future purchase.
People and Community	CD-SS4 – The child will demonstrate an awareness of economics in his/her community.	36-48 Months	CD-SS4.3d Explores the uses of technology.	Tech.1.AA Observes adults using technology devices.	Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support.	Tech.1.B Participates in digital activities that use learning applications and programs with adult support.
People and Community	CD-SS4 – The child will demonstrate an awareness of economics in his/her community.	48-60 Months	CD-SS4.4d Explores the uses of technology and understands its role in the environment.	Tech.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
History and Events	CD-SS5 – The child will understand the passage of time and how events are related.	36-48 Months	CD-SS5.3a Recognizes and describes sequence of events.	SOC.5.AA Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to sequence past and present experiences using visual supports.
History and Events	CD-SS5 – The child will understand the passage of time and how events are related.	48-60 Months	CD-SS5.4a Recognizes and describes sequence of events with accuracy	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.
History and Events	CD-SS5 – The child will understand the passage of time and how events are related.	48-60 Months	CD-SS5.4b Differentiates between past, present and future.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment									
Georgia Early Learning and Development Standards Domain: CD Cognitive Development and General Knowledge: Science				Every Child Ready Standards					
Strand	Standard	Age	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Scientific Skills and Methods	CD-SC1 – The child will demonstrate scientific inquiry skills.	36-48 Months	CD-SC1.3a Uses senses to observe and experience objects and environment.	SC-SP.1.AA Uses senses to observe the environment.	SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	SC-SP.1.B Observes and describes cause and effect.			
Scientific Skills and Methods	CD-SC1 – The child will demonstrate scientific inquiry skills.	48-60 Months	CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.			
Scientific Skills and Methods	CD-SC1 – The child will demonstrate scientific inquiry skills.	36-48 Months	CD-SC1.3b Uses simple tools to experiment and observe.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.			
Scientific Skills and Methods	CD-SC1 – The child will demonstrate scientific inquiry skills.	48-60 Months	CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.			
Scientific Skills and Methods	CD-SC1 – The child will demonstrate scientific inquiry skills.	36-48 Months	CD-SC1.3c Records observations through drawings or dictations with adult guidance.	SC-SP.3.AA Observes teacher recording of common scientific observations and data.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.			
Scientific Skills and Methods	CD-SC1 – The child will demonstrate scientific inquiry skills.	48-60 Months	CD-SC1.4c Records observations through dictating to an adult and drawing pictures or using other forms of writing.	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	SC-SP.3.E Makes recommendations based on observations and conclusions.			
Scientific Skills and Methods	CD-SC1 – The child will demonstrate scientific inquiry skills.	36-48 Months	CD-SC1.3d Participates in simple experiments and discusses scientific properties.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.			
Scientific Skills and Methods	CD-SC1 – The child will demonstrate scientific inquiry skills.	48-60 Months	CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.			
Earth and Space	CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	36-48 Months	CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	SC-LES.3.AA Points to and observes the sky.	SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars.	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.			
Earth and Space	CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	48-60 Months	CD-SC2.4a Describes properties of water, including changes to the states of water.	SC-LES.3.C Develops basic understanding about space, such as Earth is a planet and there are other planets.	SC-LES.3.D Compares and contrasts Earth and space, such as people can breathe on Earth but not in space.	SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.			
Earth and Space	CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	36-48 Months	CD-SC2.3b Investigates properties of rocks, soil, sand and mud using adult- and child-directed activities.	SC-LES.1.AA Notices and looks at the natural world around them.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves.	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.			
Earth and Space	CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	48-60 Months	CD-SC2.4b Explores and begins to describe properties of rocks, sand, soil and mud.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.			
Earth and Space	CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	36-48 Months	CD-SC2.3c Asks questions/shows curiosity about objects in the sky and describes appropriate daytime and nighttime activities.	SC-LES.3.AA Points to and observes the sky.	SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars.	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.			
Earth and Space	CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	48-60 Months	CD-SC2.4c Makes simple observations of the characteristics, movement and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.	SC-LES.3.C Develops basic understanding about space, such as Earth is a planet and there are other planets.	SC-LES.3.D Compares and contrasts Earth and space, such as people can breathe on Earth but not in space.	SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.			
Earth and Space	CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	36-48 Months	CD-SC2.3d Observes and discusses changes in weather from day to day.	SC-LES.2.AA Uses senses to observe and respond to changes in the weather.	SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.			
Earth and Space	CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.	48-60 Months	CD-SC2.4d Uses appropriate vocabulary to discuss climate and changes in weather.	SC-LES.2.C Compares and contrasts the different seasons.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.	SC-LES.2.E Discusses the importance of weather forecasting to prepare for.			
Living Things	CD-SC3 – The child will demonstrate knowledge related to living things and their environments.	36-48 Months	CD-SC3.3a Observes and explores a variety of plants and animals as well as their environments and life cycles.	SC-LES.4.AA Points to and observes animals in the environment.	SC-LES.4.A Identifies various animals.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.5.AA Points to and observes plants in the environment.	SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.
Living Things	CD-SC3 – The child will demonstrate knowledge related to living things and their environments.	48-60 Months	CD-SC3.4a Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.4.E Describes and discusses the relationship between humans and animals.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.5.D Observes and describes plant habitats and life cycles.	SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.
Living Things	CD-SC3 – The child will demonstrate knowledge related to living things and their environments.	36-48 Months	CD-SC3.3b Identifies the physical properties of some living and non-living things.	SC-LES.1.AA Notices and looks at the natural world around them.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves.	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.			
Living Things	CD-SC3 – The child will demonstrate knowledge related to living things and their environments.	48-60 Months	CD-SC3.4b Discriminates between living and non-living things.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.			
Living Things	CD-SC3 – The child will demonstrate knowledge related to living things and their environments.	36-48 Months	CD-SC3.3c Identifies and describes the functions of a few body parts.	SC-LES.4.AA Points to and observes animals in the environment.	SC-LES.4.A Identifies various animals.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.			
Living Things	CD-SC3 – The child will demonstrate knowledge related to living things and their environments.	48-60 Months	CD-SC3.4c Identifies and describes the functions of many body parts.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.4.E Describes and discusses the relationship between humans and animals.			
Physical Science	CD-SC4 – The child will demonstrate knowledge related to physical science.	36-48 Months	CD-SC4.3a Independently investigates objects and toys that require positioning and movement.	SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.	SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.			
Physical Science	CD-SC4 – The child will demonstrate knowledge related to physical science.	48-60 Months	CD-SC4.4a Explores and describes position and movement of objects and toys.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P.4.E Compares and contrasts how different factors change the motion of objects.			
Physical Science	CD-SC4 – The child will demonstrate knowledge related to physical science.	36-48 Months	CD-SC4.3b Investigates different types or speeds of motion.	SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.	SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.			
Physical Science	CD-SC4 – The child will demonstrate knowledge related to physical science.	48-60 Months	CD-SC4.4b Investigates and describes different types or speeds of motion.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P.4.E Compares and contrasts how different factors change the motion of objects.			

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Physical Science	CD-SC4 – The child will demonstrate knowledge related to physical science.	36-48 Months	CD-SC4.3c Explores and identifies physical properties and states of matter of common classroom objects.	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so			
Physical Science	CD-SC4 – The child will demonstrate knowledge related to physical science.	48-60 Months	CD-SC4.4c Describes materials by their physical properties and states of matter.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.			
Physical Science	CD-SC4 – The child will demonstrate knowledge related to physical science.	36-48 Months	CD-SC4.3d Uses classroom objects that function as simple machines.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.			
Physical Science	CD-SC4 – The child will demonstrate knowledge related to physical science.	48-60 Months	CD-SC4.4d Uses classroom objects to function as simple machines to enhance child-directed play	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	ATL.8.E Plans simple steps for future activity goal.			
Interaction with the Environment	CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.	36-48 Months	CD-SC5.3a Participates in efforts to protect the environment.	SOC.2.AA Shows interest in a variety of familiar community members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.			
Interaction with the Environment	CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.	48-60 Months	CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.			

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment						
Georgia Early Learning and Development Standards Domain: CD Cognitive Development and General Knowledge: Creative Development				Every Child Ready Standards		
Strand	Standard	Age	Indicator	Alignment 1	Alignment 2	Alignment 3
Creative Movement and Dance	CD-CR1 – The child will participate in dance to express creativity.	36-48 Months	CD-CR1.3a Repeats choreographed movements and begins to express creativity in movements.	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.
Creative Movement and Dance	CD-CR1 – The child will participate in dance to express creativity.	48-60 Months	CD-CR1.4a Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
Visual Arts	CD-CR2 – The child will create and explore visual art forms to develop artistic expression.	36-48 Months	CD-CR2.3a Uses a variety of tools and art media to express individual creativity.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.
Visual Arts	CD-CR2 – The child will create and explore visual art forms to develop artistic expression.	48-60 Months	CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	C-ARTS.3.E Reviews their original art and makes changes to the final product.
Visual Arts	CD-CR2 – The child will create and explore visual art forms to develop artistic expression.	36-48 Months	CD-CR2.3b Observes and discusses visual art forms.	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
Visual Arts	CD-CR2 – The child will create and explore visual art forms to develop artistic expression.	48-60 Months	CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.
Visual Arts	CD-CR2 – The child will create and explore visual art forms to develop artistic expression.	36-48 Months	CD-CR2.3c Shares ideas about personal creative work.	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
Visual Arts	CD-CR2 – The child will create and explore visual art forms to develop artistic expression.	48-60 Months	CD-CR2.4c Shows appreciation for different types of art and the creative work of others.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.
Music	CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.	36-48 Months	CD-CR3.3a Participates in classroom activities with musical instruments and singing to express creativity.	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.
Music	CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.	48-60 Months	CD-CR3.4a Uses familiar rhymes, songs or chants and musical instruments to express creativity	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.4.E Creates and performs original music or songs for others.
Drama	CD-CR4 – The child will use dramatic play to express creativity.	36-48 Months	CD-CR4.3a Participates in dramatic play presentations with adult guidance.	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
Drama	CD-CR4 – The child will use dramatic play to express creativity.	48-60 Months	CD-CR4.4a Participates in dramatic play presentations.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
Drama	CD-CR4 – The child will use dramatic play to express creativity.	36-48 Months	CD-CR4.3b Re-creates a familiar story using action and objects (props) individually or cooperatively.	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
Drama	CD-CR4 – The child will use dramatic play to express creativity.	48-60 Months	CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
Drama	CD-CR4 – The child will use dramatic play to express creativity.	36-48 Months	CD-CR4.3c Creates various voice inflections and facial expressions in play.	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
Drama	CD-CR4 – The child will use dramatic play to express creativity.	48-60 Months	CD-CR4.4c Represents a character by using voice inflections and facial expressions.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
Drama	CD-CR4 – The child will use dramatic play to express creativity.	36-48 Months	CD-CR4.3d Identifies real and make-believe situations through dramatic play.	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Drama	CD-CR4 – The child will use dramatic play to express creativity.	48-60 Months	CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
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Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment							
Georgia Standards					Every Child Ready Standards		
Domain	Strand	Standard	Age	Indicator	Alignment 1	Alignment 2	Alignment 3
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP1 – The child will demonstrate awareness of cause and effect.	36-48 Months	CD-CP1.3a Intentionally carries out an action with an understanding of the effect it will cause.	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP1 – The child will demonstrate awareness of cause and effect.	48-60 Months	CD-CP1.4a Recognizes cause-and-effect relationships.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP1 – The child will demonstrate awareness of cause and effect.	36-48 Months	CD-CP1.3b Expresses beginning understanding of reasoning skills.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP1 – The child will demonstrate awareness of cause and effect.	48-60 Months	CD-CP1.4b Explains why simple events occur using reasoning skills.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	ATL.8.E Plans simple steps for future activity goal.
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP1 – The child will demonstrate awareness of cause and effect.	48-60 Months	CD-CP1.4c Draws conclusions based on facts and evidence.	SC-SP.3.C Concludes prior knowledge and recorded information.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	SC-SP.3.E Makes recommendations based on observations and conclusions.
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP2 – The child will use prior knowledge to build new knowledge.	36-48 Months	CD-CP2.3a Uses objects as intended in new activities.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP2 – The child will use prior knowledge to build new knowledge.	48-60 Months	CD-CP2.4a Explains how to use objects in new situations.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP2 – The child will use prior knowledge to build new knowledge.	36-48 Months	CD-CP2.3b Uses observation and imitation to acquire knowledge.	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP2 – The child will use prior knowledge to build new knowledge.	48-60 Months	CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP2 – The child will use prior knowledge to build new knowledge.	36-48 Months	CD-CP2.3c Identifies familiar objects and people in new situations.	ATL.5.AA Stops preferred activities with one on one assistance or coregulation.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP2 – The child will use prior knowledge to build new knowledge.	48-60 Months	CD-CP2.4c Uses information gained about familiar objects and people and can apply to a new situation.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP2 – The child will use prior knowledge to build new knowledge.	36-48 Months	CD-CP2.3d Uses clues and sequence of events to infer and predict what will happen next.	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP2 – The child will use prior knowledge to build new knowledge.	48-60 Months	CD-CP2.4d Makes, checks and verifies predictions.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP2 – The child will use prior knowledge to build new knowledge.	36-48 Months	CD-CP2.3e Discusses how new learning related to concrete objects is based on prior knowledge.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
CD Cognitive Development and General Knowledge: Cognitive Processes	Thinking Skills	CD-CP2 – The child will use prior knowledge to build new knowledge.	48-60 Months	CD-CP2.4e Explains how an activity is built on or uses past knowledge.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
CD Cognitive Development and General Knowledge: Cognitive Processes	Problem Solving	CD-CP3 – The child will demonstrate problem-solving skills.	36-48 Months	CD-CP3.3a Demonstrates multiple uses for objects to solve problems.	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
CD Cognitive Development and General Knowledge: Cognitive Processes	Problem Solving	CD-CP3 – The child will demonstrate problem-solving skills.	48-60 Months	CD-CP3.4a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.

Georgia Early Learning and Development Standards and Every Child Ready Standards Alignment Crosswalk

CD Cognitive Development and General Knowledge: Cognitive Processes	Problem Solving	CD-CP3 – The child will demonstrate problem-solving skills.	36-48 Months	CD-CP3.3b Tests different possibilities to determine the best solution to a problem.	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
CD Cognitive Development and General Knowledge: Cognitive Processes	Problem Solving	CD-CP3 – The child will demonstrate problem-solving skills.	48-60 Months	CD-CP3.4b Uses both familiar and new strategies to solve a problem.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
CD Cognitive Development and General Knowledge: Cognitive Processes	Problem Solving	CD-CP3 – The child will demonstrate problem-solving skills.	48-60 Months	CD-CP3.4c With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.