

Correlation of GA Early Learning Standards, GA Pre-K Content Standards and Kindergarten Standards with Work Sampling System
Language and Literacy Development

Adapted* by Elise Bellair, Cobb County School District

Pre-K LD 1 Children will develop skills in listening for the purpose of comprehension

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
Follows simple directions and requests L0R2 <ul style="list-style-type: none"> • Opens mouth for food when adult says, "Open wide for ---." • Crawls over to familiar adult when adult pats floor and asks, "Would you like to read a book with me?" • Gives toy to familiar adult when she uses signs to ask for it • Looks and stops when adult says "stop" 	Follows simple directions and requests L1R2 <ul style="list-style-type: none"> • Goes over to sink when teacher says, "Time to wash hands for lunch." • Gets down from sofa when told • Gets jacket from cubby and brings it to adult as asked • Picks up book and brings it to adult when asked 	Follows directions and requests L2R2 <ul style="list-style-type: none"> • Follows 2-step related directions • Picks up clothes, puts them in laundry basket when asked to help clean up • Throws away napkin and takes plate to sink after lunch when reminded • Gets ball and waits for adult to go outside and play when told 	Follows directions and requests L3R2 <ul style="list-style-type: none"> • Gets the big red dump truck when told to choose a toy to take outside to play • Follows two different/unrelated directions • Follows 3-step related directions 	Listens to and follows spoken directions LD 1 a <ul style="list-style-type: none"> • Follows directions such as, "Hang up your jacket and come to the group area." • Repeats an instruction to a friend 	<u>Listening:</u> Follows two- or three- step directions A 2	Follows two-part oral directions ELAKLSV1b
Responds to frequently spoken words and sounds L0R1 <ul style="list-style-type: none"> • Turns head toward adult's voice when spoken to • Smiles when name is called by familiar person • Reaches for bottle when adult says, "Your bottle is ready." • Touches mirror when adult says "Where's the baby?" • Turns to look at teddy bear when someone says, "Here's Teddy." • Waves hand when familiar adult says "Bye-bye, see you tomorrow." 	Responds to spoken words L1R1 <ul style="list-style-type: none"> • Looks at many objects when they are named • Picks up spoon when adult says to use it instead of eating with fingers • Points to eyes, nose, and mouth when asked • Points to his puppy when someone asks, "Where's --?" • Walks over to father when he opens arms wide and says, "Give me a hug." • Goes over to snack table when teacher asks if she's hungry 	Responds to spoken words L2R1 <ul style="list-style-type: none"> • Finds a book when asked to find a book she would like to read • Bends down to look when asked "Are your shoes under your cot?" • Picks up block and heads for bookcase when hears, "It's clean-up time - let's put the blocks on the shelf." • Holds up two fingers when asked how old he is • Laughs when adult points to his knee and says, "Is this my nose?" 	Responds to spoken words L3R1 <ul style="list-style-type: none"> • Finds the book about sisters when her big sister tells her to go get it • Goes by himself to get mittens and hat when told he can go outside to play • Chooses another shirt when told to pick one that is different than yesterday's shirt • Makes a funny face when told • Finds the puzzle with the animal shapes when told • Finds correct book on shelf when asked to get the same book they were reading before 	Responds to questions LD 1 b <ul style="list-style-type: none"> • Answers questions from familiar adults and peers • Responds to questions during causal conversation 	<u>Listening:</u> Gains meaning by listening A 1	
Responds to frequently spoken words and sounds L0R1 <i>Refer to Sample Behaviors above</i>	Responds to spoken words L1R1 <i>Refer to Sample Behaviors above</i>	Responds to spoken words L2R1 <i>Refer to Sample Behaviors above</i>	Responds to spoken words L3R1 <i>Refer to Sample Behaviors above</i>	Listens to recordings and shows understanding through body language or by inter-acting appropriately LD 1 c <ul style="list-style-type: none"> • Sings along with songs on tape • Turns pages of books 	<u>Listening:</u> Gains meaning by listening A 1	

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Begins to attend to stories L0FR1 <ul style="list-style-type: none"> Smiles when sits in adult's lap while he reads a story to her Sits and looks at teacher who is telling a story with puppets 	Listens to stories for short periods of time L1FR1 <ul style="list-style-type: none"> Makes pleasant sounds when shown pictures in a short book Watches teacher do a short finger play and wiggles fingers too Sits in mother's lap and listens to a story for a few minutes Gets stuffed tiger after seeing one in a book 	Begins to follow what happens in a story L2FR1 <ul style="list-style-type: none"> Points to pictures in the story and names them Fills in next word when adult pauses during a familiar story Tells what happens next in a story heard many times Asks teacher to read his favorite story Is beginning to repeat phrases from stories that are repetitive Can listen to brief story if it's of high interest Laughs when is read a funny book 	Acquires story sense L3FR1 <ul style="list-style-type: none"> Guesses what the story is about by looking at the pictures Tells a story while looking through a book Answers a few questions about what happened in a familiar story Sits and listens to a favorite story from beginning to end Tries to tell a simple story but sometimes forgets her place and starts over Puts three story cards in order with assistance and retells the story 	Listens to stories read aloud and shows understanding through body language or by interacting appropriately LD 1 d <ul style="list-style-type: none"> Leans forward or smiles as books are read during group time Repeats the rhyme in a repetitive book 	Listening: Gains meaning by listening A 1	Listens to and reads a variety of literary and informational texts to gain knowledge and for pleasure ELAKR6a
				Begins to distinguish fact from fiction in a read aloud text LD 1 e <ul style="list-style-type: none"> Tells whether story is real or make-believe 	Reading: Shows beginning understanding of concepts in print C 2	Begins to tell fact from fiction in a read aloud text ELAKR6d
Begins to attend to stories L0FR1 <i>Refer to Sample Behaviors above</i>	Listens to stories for short periods of time L1FR1 <i>Refer to Sample Behaviors above</i>	Begins to follow what happens in a story L2FR1 <i>Refer to Sample Behaviors above</i>	Acquires story sense L3FR1 <i>Refer to Sample Behaviors above</i>	Makes predictions from pictures and titles LD 1 f <ul style="list-style-type: none"> Predicts what happens next in a picture walk using picture clues or title of a book 	Reading: Comprehends and responds to stories read aloud C 4	Makes predictions from pictures and titles ELAKR6b
Becomes aware of pictures L0FR3 <ul style="list-style-type: none"> Looks at pictures of children's faces taped to wall nearby Points to individual pictures in book with one picture on each page 	Becomes aware of pictures in print L1FR3 <ul style="list-style-type: none"> Points to picture of dog when asked, "Where's the dog?" Says, "Baby" when adult points to picture and says "What's this?" 	Becomes aware of pictures and symbols in print L2FR3 <ul style="list-style-type: none"> Points to favorite cereal box and names it when at grocery store Says, "Stop" when sees a stop sign in a magazine Names favorite restaurant when sees the sign in front Looks at poster with picture recipe as teacher reads it Plays with alphabet blocks and plastic letter magnets 	Builds print awareness L3FR3 <ul style="list-style-type: none"> Identifies own name on cubby Picks up the plastic letter "C" she is playing with and says, "That's like my name." Takes drawing to teacher, points to name written on it, and asks, "Whose is this?" Points to print in favorite books and says, "Read this" to adult Looks at the writing on the back of a cake mix box and asks "What goes in next?" <i>Continued below</i> 	Uses pictures or symbols to identify concepts LD 1 g <ul style="list-style-type: none"> Tells what comes next in a pictorial schedule 	Listening: Gains meaning by listening A 1 Reading: Shows beginning understanding of concepts in print C 2	Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text ELAKR6f

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		on refrigerator	• “Reads” the teacher-made book, identifying logos of familiar objects			
Begins to attend to stories L0FR1 <i>Refer to Sample Behaviors above</i>	Listens to stories for short periods of time L1FR1 <i>Refer to Sample Behaviors above</i>	Begins to follow what happens in a story L2FR1 <i>Refer to Sample Behaviors above</i>	Acquires story sense L3FR1 <i>Refer to Sample Behaviors above</i>	Becomes increasingly familiar with the structure of stories (characters, events, plot resolution of story) LD 1 h • Retells main events in a story • Discusses characters in a story • Uses illustrations to predict printed text, such as saying, “Goldilocks is running away!”	<u>Reading:</u> Comprehends and responds to stories read aloud C 4	Asks and answers questions about essential narrative elements ELAKR6c

Pre-K LD 2 Children will learn to discriminate the sounds of language (phonological awareness)

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		<p>Begins to distinguish the different sounds of language (phonological awareness) L2FR4</p> <ul style="list-style-type: none"> • Sings simple rhyming songs with the other children • Tries to repeat a nursery rhyme • Opens and shuts hands and repeats words to a finger play along with adult 	<p>Begins to distinguish the different sounds of language (phonological awareness) L3FR4</p> <ul style="list-style-type: none"> • Sings along with rhyming songs on the music player • Hears difference between “box”- “socks”; points to pictures of each when asked • Says, “cat” when asked if she knows another word that sounds like “bat” • Makes up silly words by changing the sounds, such as hamburger, pamburger! • Says that “table” starts with the same sound as “Tatum” • Joins in as class claps out syllables in his name 	<p>Differentiates sounds that are the same and different LD 2 a</p> <ul style="list-style-type: none"> • Recognizes that “Mark” and “Matt” begin with the same sound • Identifies common environmental sounds or animal sounds 	<p>Listening: Demonstrates phonological awareness A 3</p>	
		<p>Begins to distinguish the different sounds of language (phonological awareness) L2FR4</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Begins to distinguish the different sounds of language (phonological awareness) L3FR4</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Repeats rhymes, poems and finger plays LD 2 b</p> <ul style="list-style-type: none"> • Repeats rhymes such as “Humpty Dumpty” • Repeats finger plays and poems such as “Itsy Bitsy Spider” 	<p>Listening: Demonstrates phonological awareness A 3</p>	<p>Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and nonrhyming words ELAKR2a See also: ELAKLSV1c, ELAKLSV1d</p>
		<p>Begins to distinguish the different sounds of language (phonological awareness) L2FR4</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Begins to distinguish the different sounds of language (phonological awareness) L3FR4</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Recognizes the same beginning sounds in different words (alliteration) LD 2 c</p> <ul style="list-style-type: none"> • Plays with repetitive sounds such as snakes slither or the big blue ball bounces 	<p>Listening: Demonstrates phonological awareness A 3</p>	<p>Identifies component sounds in spoken words ELAKR2b</p>
		<p>Begins to distinguish the different sounds of language (phonological awareness) L2FR4</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Begins to distinguish the different sounds of language (phonological awareness) L3FR4</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Shows growing ability to hear and discriminate separate syllables in words LD 2 d</p> <ul style="list-style-type: none"> • Claps hands for syllables in names or other familiar words 	<p>Listening: Demonstrates phonological awareness A 3</p>	<p>Blends and segments syllables in spoken words ELAKR2c</p>

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		Begins to distinguish the different sounds of language (phonological awareness) L2FR4 <i>Refer to Sample Behaviors above</i>	Begins to distinguish the different sounds of language (phonological awareness) L3FR4 <i>Refer to Sample Behaviors above</i>	Creates and invents words by substituting one sound for another LD 2 e • Sings the "Name Game" or "Willoughby Wallaby Woo" and substitutes different beginning sounds for names	<u>Listening:</u> Demonstrates phonological awareness A 3	Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and nonrhyming words ELAKR2a

Pre-K LD 3 Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books

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<p>Uses sounds to communicate L0E2</p> <ul style="list-style-type: none"> • Uses different cries, body movements to indicate hunger or tiredness • Makes voice louder when wants attention • Repeats sounds like “da-da-da” or “ba-ba” • Babbles different sounds • Has a playful conversation when he makes a sound, adult imitates it, then child makes the sound again • Says “mama” to her mother’s delight!L0E2f • Says a few words that family can understand • Makes sounds while pointing to toy as if to ask “Will you get that for me?” 	<p>Demonstrates beginning oral language skills, using sounds and words L1E2</p> <ul style="list-style-type: none"> • Exclaims “uh-oh!” when he drops his spoon to the floor • Babbles strings of word-like sounds using appropriate sounds/inflections • Says “bye” when adult takes him to the car to go for a ride • Says, “Pooh” as she points to stuffed bear • Responds using signs/sounds when sees tray of fruit and answers the question “What do you want to eat?” • Says, “car side” when she wants to take her toy car outside • Says, “more cookie” while eating dessert • Says/signs about 15 different approximations of words 	<p>Demonstrates oral language skills, using words L2E2</p> <ul style="list-style-type: none"> • Picks up toy phone, holds it to ear, says, “Hi, ---” to show what phone is for • Often uses the pronoun “me” • Uses some plurals such as dogs, cars, and cats • Uses 3-word phrases • Says first and last names • Describes things by saying “pretty birds” or “yucky food” • Says/signs more than 50 different words 	<p>Demonstrates oral language skills, using words L3E2</p> <ul style="list-style-type: none"> • Often uses the language spoken at home to speak to people at center; sometimes mixes words from home language and English in same sentence • Is beginning to understand about time; says, “It’s sleep time” when it’s dark outside • Can answer questions such as, “What are you playing with?” • Tells familiar adult about the restaurant he went to the night before • Says, “I put the papers inside the box.” • Says, “I don’t know” whenever someone asks “Why did you do that?” • Uses five or six-word sentences • Says, “I want a piece of chicken.” • Can say/sign more than 300 different words 	<p>Increases vocabulary through everyday communication LD 3 a</p> <ul style="list-style-type: none"> • Participates in “Daily Message/Daily News” • Expresses ideas heard in stories 	<p>Speaking: Uses expanded vocabulary and language for a variety of purposes B 2</p>	<p>Increases vocabulary to reflect a growing range of interests and knowledge ELAKLSV1f</p>
<p>Uses sounds in social situations L0E3</p> <ul style="list-style-type: none"> • Makes cooing sounds (ooh, ah, ee) when familiar adult speaks to her • Makes sounds back and forth with adult while clothes are changed • Makes unhappy sounds as if to say “I don’t like this” • Laughs and makes babbling sounds when adult plays “peek a boo” • <i>Continued below</i> 	<p>Uses sounds and words in social situations L1E3</p> <ul style="list-style-type: none"> • Makes word sounds and points to toy to let adult know that he needs help • Says approximation of hello to familiar adult • Can say “yes” and “no” to let adults know wants • Talks into play telephone as if having a conversation with a friend • <i>Continued below</i> 	<p>Uses oral language in social situations L2E3</p> <ul style="list-style-type: none"> • Says “Help me” to ask for help when needed • Keeps conversation going by taking turns talking with adult, pausing to listen, then responding • Sometimes says “please” and “thank you” when asking for desired object • Says, “stop” when another child pushes her • <i>Continued below</i> 	<p>Uses oral language in social situations L3E3</p> <ul style="list-style-type: none"> • Says “You’re welcome” after her teacher thanks her for cleaning up • Says “hello” to teacher and friends when entering the classroom • Joins in when family talks together at dinnertime • Explains the rules to his friend – “One person at a time on the slide.” • <i>Continued below</i> 	<p>Uses new vocabulary words correctly within the context of play or other classroom experiences LD 3 b</p> <ul style="list-style-type: none"> • After discussing community helpers, child says, “I want to be a veterinarian and take care of animals.” • Creates a story for a wordless picture book 	<p>Speaking: Uses expanded vocabulary and language for a variety of purposes B 2</p>	<p>Listens to a variety of texts and uses new vocabulary in oral language ELAKR5a</p>

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<ul style="list-style-type: none"> Babbles happily as crawls into lap of familiar adult 	<ul style="list-style-type: none"> Makes word sounds back to teacher, so they can have a conversation 	<ul style="list-style-type: none"> Tells family member about a few things that happened at daycare today Speaks clearly enough for most non-family members to understand 	<ul style="list-style-type: none"> Talks with her friend about her birthday that will be on Saturday Speaks clearly enough for adults to understand 			
<p>Uses sounds to communicate L0E2</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Demonstrates beginning oral language skills, using sounds and words L1E2</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Demonstrates oral language skills, using words L2E2</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Demonstrates oral language skills, using words L3E2</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Connects new vocabulary with prior educational experiences LD 3 c</p> <ul style="list-style-type: none"> Helps create a language experience chart after participating in a field trip 	<p>Speaking: Uses expanded vocabulary and language for a variety of purposes B 2</p>	<p>Communicates effectively when relating experiences and retelling stories heard ELAKLSV1g</p>

Pre-K LD 4 Children will develop and expand expressive language skills (speaking)

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Uses sounds to communicate L0E2 <i>Refer to Sample Behaviors above</i>	Demonstrates beginning oral language skills, using sounds and words L1E2 <i>Refer to Sample Behaviors above</i>	Demonstrates oral language skills, using words L2E2 <i>Refer to Sample Behaviors above</i>	Demonstrates oral language skills, using words L3E2 <i>Refer to Sample Behaviors above</i>	Uses language for a variety of purposes LD 4 a <ul style="list-style-type: none"> • Uses language to express needs, feelings or preferences • Uses different voices for characters in a story 	Speaking: Uses expanded vocabulary and language for a variety of purposes B 2	Listens to a variety of texts and uses new vocabulary in oral language ELAKR5a See also: ELAKLSV1e
Uses sounds in social situations L0E3 <i>Refer to Sample Behaviors above</i>	Uses sounds and words in social situations L1E3 <i>Refer to Sample Behaviors above</i>	Uses oral language in social situations L2E3 <i>Refer to Sample Behaviors above</i>	Uses oral language in social situations L3E3 <i>Refer to Sample Behaviors above</i>	Engages in conversations with adults and children LD 4 b <ul style="list-style-type: none"> • Asks and answers questions for information and to solve problems • Tells personal narrative • Engages in turn-taking conversations 	Speaking: Uses expanded vocabulary and language for a variety of purposes B 2	Listens and speaks appropriately with peers and adults ELAKLSV1a See also: ELAKR5a
Uses sounds to communicate L0E2 <i>Refer to Sample Behaviors above</i>	Demonstrates beginning oral language skills, using sounds and words L1E2 <i>Refer to Sample Behaviors above</i>	Demonstrates oral language skills, using words L2E2 <i>Refer to Sample Behaviors above</i>	Demonstrates oral language skills, using words L3E2 <i>Refer to Sample Behaviors above</i>	Uses complete sentences of increasing length in conversation LD 4 c <ul style="list-style-type: none"> • Uses descriptive words • Expands on ideas 	Speaking: Speaks clearly enough to be understood without contextual clues B 1	Uses complete sentences when speaking ELAKLSV1h See also: ELAKR5a
Uses sounds in social situations L0E3 <i>Refer to Sample Behaviors above</i>	Uses sounds and words in social situations L1E3 <i>Refer to Sample Behaviors above</i>	Uses oral language in social situations L2E3 <i>Refer to Sample Behaviors above</i>	Uses oral language in social situations L3E3 <i>Refer to Sample Behaviors above</i>	Uses language to pretend or create LD 4 d <ul style="list-style-type: none"> • Pretends with words or actions • Tells real or make-believe stories 	Speaking: Uses expanded vocabulary and language for a variety of purposes B 2	Retells important facts in the student's own words ELAKR6h See also: ELAKR5a

Pre-K LD 5 Children will begin to develop age-appropriate strategies that will assist in reading

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Begins to attend to stories L0FR1 <i>Refer to Sample Behaviors above</i>	Listens to stories for short periods of time L1FR1 <i>Refer to Sample Behaviors above</i>	Begins to follow what happens in a story L2FR1 <i>Refer to Sample Behaviors above</i>	Acquires story sense L3FR1 <i>Refer to Sample Behaviors above</i>	Demonstrates an interest in books or stories LD 5 a • Chooses to look at books independently • Requests that books be read	Reading: Shows appreciation for books and reading C 1	Recognizes print and pictures can inform, entertain, and persuade ELAKR1a
Explores books as objects L0FR2 • Looks at cover of book that is placed on floor in front of her • Watches while sibling reads picture book next to her • Explores cloth and vinyl books by chewing on them • Reaches for a familiar book • Explores how a book works by opening and closing it • Tries to turn pages of a book while sitting in adult's lap	Begins to explore physical features of a book L1FR2 • Carries a cardboard book around • Brings book to adult to read to him • Turns the pages of a cloth book but might turn several at a time • Points to a few pictures when looking at a book • Turns a book right side up when it is given upside down	Shows beginning book awareness L2FR2 • Can turn the pages of a board book easily • Looks through a picture book as if reading it • Looks at the covers of books and finds favorite one • Enjoys spending time looking at books on his own	Shows book awareness L3FR2 • Pretends to read books while sister does homework • Asks mother to read same book over and over • Chooses to go to Book Nook during free choice time in classroom • Talks with teacher about the book they just read together • Carefully takes book from book shelf and then returns it to shelf appropriately • Smiles when teacher reads book about moving to a new house • Gives name of book when adult holds it up and asks • Uses fingertips to turn pages, usually one at a time, "reading" each page front to back	Discusses books or stories read aloud LD 5 b • Asks questions about a story or illustration • Adds personal information to a story	Reading: Shows appreciation for books and reading C 1	
Explores books as objects L0FR2 <i>Refer to Sample Behaviors above</i>	Begins to explore physical features of a book L1FR2 <i>Refer to Sample Behaviors above</i>	Shows beginning book awareness L2FR2 <i>Refer to Sample Behaviors above</i>	Shows book awareness L3FR2 <i>Refer to Sample Behaviors above</i>	Exhibits book-handling skills LD 5 c • Looks at books appropriately, left to right, top to bottom, turning one page at a time, front to back of book	Reading: Shows appreciation for books and reading C 1	Tracks text read from left to right and top to bottom ELAKR1c

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Becomes aware of pictures L0FR3 <i>Refer to Sample Behaviors above</i>	Becomes aware of pictures in print L1FR3 <i>Refer to Sample Behaviors above</i>	Becomes aware of pictures and symbols in print L2FR3 <i>Refer to Sample Behaviors above</i>	Builds print awareness L3FR3 <i>Refer to Sample Behaviors above</i>	Associates symbols with objects, concepts and functions LD 5 d <ul style="list-style-type: none"> • Recognizes familiar logos • Checks class job chart to find out whose job it is to wash the tables after snack • Uses labels in classroom to put away materials 	Reading: Shows beginning understanding of concepts in print C 2	Recognizes print and pictures can inform, entertain, and persuade ELAKR1a
Becomes aware of pictures L0FR3 <i>Refer to Sample Behaviors above</i>	Becomes aware of pictures in print L1FR3 <i>Refer to Sample Behaviors above</i>	Becomes aware of pictures and symbols in print L2FR3 <i>Refer to Sample Behaviors above</i>	Builds print awareness L3FR3 <i>Refer to Sample Behaviors above</i>	Recognizes that print represents spoken words LD 5 e <ul style="list-style-type: none"> • Sees a word in the environment and asks the teacher about the word 	Reading: Shows beginning understanding of concepts in print C 2	Demonstrates that print has meaning and represents spoken language in written form ELAKR1b
Begins to attend to stories L0FR1 <i>Refer to Sample Behaviors above</i>	Listens to stories for short periods of time L1FR1 <i>Refer to Sample Behaviors above</i>	Begins to follow what happens in a story L2FR1 <i>Refer to Sample Behaviors above</i>	Acquires story sense L3FR1 <i>Refer to Sample Behaviors above</i>	Dramatizes, tells and retells poems and stories LD 5 f <ul style="list-style-type: none"> • Uses puppets or flannel board to retell a story • Tells a story to friends 	Reading: Comprehends and responds to stories read aloud C 4	Retells familiar events and stories to include beginning, middle, and end ELAKR6e
Becomes aware of pictures L0FR3 <i>Refer to Sample Behaviors above</i>	Becomes aware of pictures in print L1FR3 <i>Refer to Sample Behaviors above</i>	Becomes aware of pictures and symbols in print L2FR3 <i>Refer to Sample Behaviors above</i>	Builds print awareness L3FR3 <i>Refer to Sample Behaviors above</i>	Identifies some individual letters of the alphabet LD 5 g <ul style="list-style-type: none"> • Identifies letters when using alphabet play dough cutters • Identifies letters in name or in the environment 	Reading: Begins to develop knowledge about letters C 3	Distinguishes among written letters, words, and sentences ELAKR1d
Becomes aware of pictures L0FR3 <i>Refer to Sample Behaviors above</i>	Becomes aware of pictures in print L1FR3 <i>Refer to Sample Behaviors above</i>	Becomes aware of pictures and symbols in print L2FR3 <i>Refer to Sample Behaviors above</i>	Builds print awareness L3FR3 <i>Refer to Sample Behaviors above</i>	Shares books and engages in pretend-reading with other children LD 5 h <ul style="list-style-type: none"> • Shares a book with another child at the library center 	Reading: Comprehends and responds to stories read aloud C 4	Demonstrates that print has meaning and represents spoken language in written form ELAKR1b

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
Explores books as objects L0FR2 <i>Refer to Sample Behaviors above</i>	Begins to explore physical features of a book L1FR2 <i>Refer to Sample Behaviors above</i>	Shows beginning book awareness L2FR2 <i>Refer to Sample Behaviors above</i>	Shows book awareness L3FR2 <i>Refer to Sample Behaviors above</i>	Recognizes books as a source of information LD 5 i <ul style="list-style-type: none"> • Asks the teacher to read a book about the classroom pet • Sees a fire truck outside and selects book about fire trucks 	Reading: Shows appreciation for books and reading C 1	Recognizes print and pictures can inform, entertain, and persuade ELAKR1a
Explores books as objects L0FR2 <i>Refer to Sample Behaviors above</i>	Begins to explore physical features of a book L1FR2 <i>Refer to Sample Behaviors above</i>	Shows beginning book awareness L2FR2 <i>Refer to Sample Behaviors above</i>	Shows book awareness L3FR2 <i>Refer to Sample Behaviors above</i>	Connects information and events in books to real-life experiences LD 5 j <ul style="list-style-type: none"> • When reading a book about a dog, talks about the pet at home 	Reading: Shows appreciation for books and reading C 1	Connects life experiences to read-aloud text ELAKR6g
Begins to attend to stories L0FR1 <i>Refer to Sample Behaviors above</i>	Listens to stories for short periods of time L1FR1 <i>Refer to Sample Behaviors above</i>	Begins to follow what happens in a story L2FR1 <i>Refer to Sample Behaviors above</i>	Acquires story sense L3FR1 <i>Refer to Sample Behaviors above</i>	Participates in oral reading activities LD 5 k <ul style="list-style-type: none"> • Participates in oral reading activities (morning message, rebus story, experience story) 	Reading: Comprehends and responds to stories read aloud C 4	Reads previously taught grade-level text with appropriate text ELAKR4b
				Recognizes that sentences are composed of separate words LD 5 l <ul style="list-style-type: none"> • Counts words in a sentence using a big book read aloud • Counts words in sentences during the morning message 	Reading: Shows beginning understanding of concepts in print C 2	Recognizes that sentences in print are made up of separate words ELAKR1e
Becomes aware of pictures L0FR3 <i>Refer to Sample Behaviors above</i>	Becomes aware of pictures in print L1FR3 <i>Refer to Sample Behaviors above</i>	Becomes aware of pictures and symbols in print L2FR3 <i>Refer to Sample Behaviors above</i>	Builds print awareness L3FR3 <i>Refer to Sample Behaviors above</i>	Uses pictures or symbols to identify concepts LD 5 m <ul style="list-style-type: none"> • Tells what comes next in a pictorial schedule 	Reading: Comprehends and responds to stories read aloud C 4	Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text ELAKR6f

Pre-K LD 6 Children will begin to develop age-appropriate writing skills

Infants Indicators	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kindergarten GPS
	<p>Scribbles spontaneously L1FW1</p> <ul style="list-style-type: none"> • Makes a few dots on paper with a fat crayon • Makes random marks on paper with a marker 	<p>Scribbles L2FW1</p> <ul style="list-style-type: none"> • Imitates older doing homework • Scribbles on paper with marker; some scribbles look like lines • Scribbles with crayon; some scribbles are circular • Scribbles on small chalk board with chalk 	<p>Scribbles L3FW1</p> <ul style="list-style-type: none"> • Holds the crayon with her thumb and fingers as she scribbles • Scribbles lines and shapes, pretending to take orders at a restaurant • Scribbles a pretend shopping list to give to her mother • Scribbles all over the paper; a few of the marks are starting to look like letter shapes 	<p>Experiments with a variety of writing tools, materials and surfaces LD 6 a</p> <ul style="list-style-type: none"> • Draws or writes using pencils, markers, crayons, paint, shaving cream • Draws or writes on paper, cardboard, chalkboard, dry-erase board 	<p><u>Writing:</u> Represents ideas and stories through pictures, dictation and play D 1</p>	
	<p>Scribbles spontaneously L1FW1 <i>Refer to Sample Behaviors above</i></p>	<p>Scribbles L2FW1 <i>Refer to Sample Behaviors above</i></p> <p>Draws simple pictures L2FW2</p> <ul style="list-style-type: none"> • Draws circular shapes and lines and says to adult, "See my car" • Finger paints a picture and uses signs to say that it is a flower 	<p>Scribbles L3FW1 <i>Refer to Sample Behaviors above</i></p> <p>Draws pictures L3FW2</p> <ul style="list-style-type: none"> • Draws a round shape and says it is a puppy • Draws a picture and says it is three pigs, after listening to the story • Draws a picture of his family and tells about it at Circle Time 	<p>Uses scribbles, shapes, pictures and letters, or other forms of writing Stages of writing:</p> <ul style="list-style-type: none"> * Pictures * Scribbles (squiggle lines and shapes) * Letter-like forms * Copies letters/words from the environment * Uses letters to represent sounds in words * Labels objects in drawings * Connects words to form sentences * Creates a story with beginning, middle and end LD 6 b <p>Sample Behaviors</p> <ul style="list-style-type: none"> • Uses scribble writing and letter-like forms • Draws pictures to represent ideas • Copies word cards from the writing center • Writes name or names of friends • Copies words from environment 	<p><u>Writing:</u> Uses letter-like shapes, symbols and letters to convey meaning D 2</p>	<p>Uses drawings, letters, and phonetically spelled words to create meaning ELAKW1b See also: ELAKW1c</p>

Infants Indicators	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kindergarten GPS
		<p>Draws simple pictures L2FW2 <i>Refer to Sample Behaviors above</i></p> <p>Expresses creativity using skills for writing L2FW4</p> <ul style="list-style-type: none"> • Makes squiggles in the sand with finger • Puts finger in some shaving cream and makes dots on flat surface 	<p>Draws pictures L3FW2 <i>Refer to Sample Behaviors above</i></p> <p>Expresses creativity using skills for writing L3FW4</p> <ul style="list-style-type: none"> • Makes strokes in the sand with a stick • Puts fingers in soap bubbles and makes soapy squiggles on the counter • Dips a cotton swab in paint and makes a picture with dots, curvy lines, zigzags • Makes a shape with play dough and says it looks like a "C for C--" 	<p>Understands that print is used to communicate ideas and information (writing for a purpose) LD 6 c</p> <ul style="list-style-type: none"> • Writes list in the dramatic play area • Makes signs in the block center • Writes messages for friends or adults • Writes name on work to show ownership 	<p>Writing: Understands purposes for writing D 3</p>	<p>Demonstrates an understanding that there were systematic and predictable relationships between print and spoken sounds ELAKR3a</p>
		<p>Dictates messages L2FW3</p> <ul style="list-style-type: none"> • Asks adult to write his name at the top of his painting • Asks big sister to write "Happy Birthday" on picture she drew for their grandfather • Asks adult to write "for mommy" on her artwork 	<p>Dictates messages L3FW3</p> <ul style="list-style-type: none"> • Tells her mother what words to write in a letter • Asks teacher to write "I love you," under his scribbles so father will know what it says • Asks teacher to write the label for the picture she has drawn 	<p>Begins to dictate words, phrases, and sentences to an adult recording on paper LD 6 d</p> <ul style="list-style-type: none"> • Tells an adult a story to record • Identifies objects in drawing/painting for adult to record 	<p>Writing: Represents ideas and stories through pictures, dictation and play D 1</p>	<p>Writes or dictates to describe familiar persons, places, objects or experiences ELAKW1a</p>
				<p>Uses left-to-right patterns LD 6 e</p> <ul style="list-style-type: none"> • Uses tracking when reading and writing the morning message and stories 	<p>Reading: Shows beginning understanding of concepts in print C 2</p>	<p>Uses left-to-right pattern of writing ELAKW1d</p>

Not Correlated to GA Pre-K Standard

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kindergarten GPS
Uses motions and gestures to begin to communicate nonverbally L0E1 <ul style="list-style-type: none"> Shows interest in toy by reaching for it Raises arms to signal that he wants to be picked up Kicks legs against high chair to signal that she wants to get down Closes mouth when doesn't want to eat Laughs to show enjoyment of funny faces familiar person makes Bounces and sways excitedly when hears music playing 	Communicates nonverbally, using motions and gestures L1E1 <ul style="list-style-type: none"> Pulls bib off when he's through eating Shakes head "no" when adult asks if she is hungry Waves bye-bye to mother when taken to caregiver Sometimes kicks feet when angry to signal that she doesn't know how to use her words yet Walks over to high chair to show adult that he is ready to eat 	Communicates nonverbally, using motions and gestures L2E1 <ul style="list-style-type: none"> Takes friend by the hand and leads her to the art area to paint Tugs on pants when needs to go to the bathroom Looks over at sibling and smiles when she knocks down block tower he built Looks over at teacher for reassurance when he falls down on playground. Runs enthusiastically to door when father comes to pick her from caregiver 	Communicates nonverbally, using motions and gestures L3E1 <ul style="list-style-type: none"> Taps classmate on shoulder, takes her hand, and they walk over to the block area Uses sign language to show where he wants to sit at the table Lets friends know she wants some "alone time" by choosing to go to the Quiet Center Makes funny faces to make baby sister laugh 	Not correlated to GA Pre-K Standard	N/A	
	Asks simple questions L1E5 <ul style="list-style-type: none"> Pushes the stroller to the door as if to ask "Can we go outside?" Finds blanket to ask, "Is it naptime?" Says, "Nana?" to ask "Can I have a banana?" Asks, "Kitty gone?" when can't find cat 	Asks questions L2E5 <ul style="list-style-type: none"> Joins children in the block area to signal that he is asking to play Asks, "Can I play?" when he wants to join some children in the sandbox Voice goes up at the end of the sentence when asking questions Asks questions while playing with friends, although the questions may wander from topic to topic 	Asks questions L3E5 <ul style="list-style-type: none"> Asks simple questions such as "What's for dinner?" Wants to know "When can we go outside?" Learns new things by asking questions such as "Where does the sun go at night?" Asks lots of "why" questions such as "Why doesn't that man have hair?" 	Not correlated to GA Pre-K Standard	N/A	
			Identifies basic colors C3M8 <ul style="list-style-type: none"> Takes his red socks out of the laundry basket when told to do so Tells her teacher that she painted the sky with blue paint Asks for the yellow mustard to put on his sandwich 	Not correlated to GA Pre-K Standard	N/A	