

Galileo® G3 Scales Alignment with California State Early Learning Standards 48-Months



**Assessment
Technology
Incorporated**

Assessment Technology, Incorporated

6700 E. Speedway Boulevard
Tucson, Arizona 85710

Phone: 520.323.9033 • Fax: 520.323.9139

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I. Galileo® G3 Scales Alignment with California State Early Learning Standards

State early learning standards provide early childhood programs with important guidance for the provision of standards-aligned learning opportunities via a comprehensive curriculum integrated with assessment activities. The guidance provided by the state early learning standards can inform and facilitate developmentally appropriate practice leading to early learners' success now, and in the future as these children make the transition to the early grades. The standards can be used by programs in a number of ways to guide everyday local decision-making and action leading to positive outcomes for children. They can be included in:

- the selection and use of quality curriculum and assessment tools as part of an overall approach to promoting positive outcomes for children;
- the selection and implementation of developmentally appropriate learning opportunities in a variety of developmental domains;
- the establishment of school readiness goals consistent with state and local expectations;
- the monitoring of children's progress;
- the integration of child assessment data with various aspects of early childhood program planning and design;
- the collection of child assessment data for other early childhood reporting systems; and
- the promotion of child well-being, success and continuous quality improvement in programs.

Galileo Pre-K Online is uniquely designed to support systemic implementation of California early learning standards. Galileo Pre-K Online is a complete, fully integrated, research-based, and standards-aligned curriculum, assessment, and reporting system. Galileo Pre-K Online includes a comprehensive curriculum with an empirically based scope and sequence as well as tools supporting planning, individualization, assessment, and the documentation of progress. Since 1987, Galileo Pre-K has been successfully implemented by Head Start, public-school preschool, and proprietary early childhood programs. Galileo Pre-K Online is currently used in early childhood programs to support a collaborative, data-driven, and goal-directed approach to promoting positive outcomes for children.

A. Alignment with California Early Learning Standards

The Galileo G3 scales for ages 3 through 5 provided by ATI to early childhood programs are aligned with, and reflect the scope and intent of, state early learning standards for children ages 3 through 5. These reliable, valid scales form the basis for the comprehensive Galileo curriculum as well as the integrated Galileo assessment tools by defining research-based and empirically based developmental sequences in 12 domains of knowledge. This alignment document is organized into sections displaying the state standards along with the aligned capabilities from the Galileo G3 scales. The Galileo G3 scales represent 12 domains of knowledge. In addition, the *Galileo School Readiness Scale* draws capabilities from across these domains to provide information about child progress towards mastery of the essential capabilities for school readiness. The following table indicates the number of capabilities included in each of the Galileo G3 scales.

TABLE 1
Galileo® G3 Scales

3-5 Galileo G3 Scales	Capabilities
Physical Development and Health	74
Social and Emotional Development	47
Approaches to Learning	30
Language Development	33
Literacy Knowledge and Skills	50
Mathematics Knowledge and Skills	47
Nature and Science	56
Creative Arts	36
Logic and Reasoning	36
Social Studies	45
English Language Acquisition	30
Technology	33
School Readiness	88

B. Comprehensive Coverage to Support the Provision of Learning Opportunities and the Assessment of Children’s Progress

The knowledge areas comprising the Galileo G3 scales for ages 3 through 5 provide comprehensive coverage of a domain of knowledge in a way that makes it possible to implement a comprehensive curriculum, effectively assess children’s learning, and provide meaningful developmentally appropriate learning opportunities. Overall, the state early learning standards are comprehensively represented through the wide variety of knowledge areas comprising the 12 developmental domains. These knowledge areas make it possible for preschool programs to effectively assess the broad range and depth of knowledge and skills acquired by young children during the early years of learning, including capabilities important for school readiness. The knowledge areas within the Galileo *G3 Nature and Science Scale*, for example, are indicated in Table 2.

TABLE 2
Galileo® G3 Nature and Science Scale Knowledge Areas

3-5 Galileo G3 Nature and Science Knowledge Areas
Using Senses and Scientific Devices to Learn
Observing and Describing Living Things
Observing and Describing Physical Phenomena
Classifying Living Things
Classifying Physical Phenomena
Predicting Outcomes About Living Things
Predicting Physical Phenomena
Gathering and Presenting Data
Explaining Events and Outcomes
Questioning and Developing Hypotheses

As you read through the alignment in this document, you will note that the domain from California’s early learning standards is labeled at the top of each table. The knowledge areas/concepts of California standards are then listed, as well as any subcategories in California standards. In the left column are the details of how the Galileo G3 scales and the included capabilities correspond to the state standards. The column on the right side of each section also details how the *Galileo School Readiness Scale* capabilities (which are a compilation of select Galileo G3 capabilities) correspond to the state standards.

C. Comprehensive, Validated Development Sequences Extending Key Knowledge, Behaviors, and Skills

The state early learning standards provide important information about key knowledge, behaviors, and skills acquired by young children and serve as a useful guide for the selection of a comprehensive curriculum as well as assessment instruments to assess children’s progress. The Galileo G3 scales illustrated in this document are comprised of in-depth, comprehensive, and empirically based developmental sequences for Galileo knowledge areas and capabilities, reflecting the state early learning standards. In this regard, the Galileo G3 scales make it possible for early childhood programs to implement a research-based, standards-aligned, comprehensive, and developmentally appropriate approach to the provision of learning opportunities and the assessment of young children. As just one example of this capability, each Galileo knowledge area is comprised of a full range of capabilities forming empirically based developmental sequences. These empirically based sequences make it possible for early childhood programs to implement a comprehensive curriculum and to effectively and confidently use the results of assessment to provide developmentally appropriate learning opportunities to children based on individual abilities, strengths, interests, and needs. Moreover, the Galileo G3 scales can be effectively utilized to measure growth over an extended period of time and to document program impact on children’s learning.



**California Preschool Learning Foundations, 48 months
Alignment to Galileo® 3 through 5 Years G3 Assessment Scales
and Galileo School Readiness Scale**

II. Social-Emotional Development

Self

3-5: Galileo G3 Scale Goal	Galileo School Readiness Scale
1.0 Self-Awareness	
1.1 Describe their physical characteristics, behavior, and abilities positively	
Social & Emotional Development (SED) 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 5. Describes his/her physical attributes (what I look like). 7. Says positive things about his/her appearance. 8. Talks positively about a recent accomplishment.	
2.0 Self-Regulation	
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self control	
Social & Emotional Development (SED) 14. Comfortably accepts guidance and directions from a familiar adult. 16. Seeks support from familiar adults to resolve conflicts with peers.	
3.0 Social and Emotional Understanding	
3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different	
Social & Emotional Development (SED) 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 35. Plays without disrupting or destroying the work of others. 40. Expresses encouragement in a variety of ways (e.g., clapping, cheering). 41. Recognizes the impact of his/her actions on others' feelings. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	Social & Emotional Development 71. Plays without disrupting or destroying the work of others.

4.0 Empathy and Caring

4.1 Demonstrate concern for the needs of others and people in distress

Social & Emotional Development (SED)

40. Expresses encouragement in a variety of ways (e.g., clapping, cheering).

41. Recognizes the impact of his/her actions on others' feelings.

46. Expresses empathy or caring for others by consoling, comforting, or helping.

5.0 Initiative in Learning

5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems

Approaches to Learning (AL)

1. Explores most areas of the classroom.
2. Participates in an increasing variety of experiences independently.
3. Combines materials, objects, equipment in new ways to produce multiple uses.
4. Selects activities or objects from a choice of at least two in a daily routine.
5. Selects activities that are within her/his capabilities, most of the time.
6. Initiates preferred purposeful activities when playing in interest centers.
7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).

Approaches to Learning

61. Combines materials, objects, equipment in new ways to produce multiple uses.
62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).

Social Interaction

3-5: Galileo® G3 Scale Goal		Galileo School Readiness Scale	
1.0 Interactions with Familiar Adults			
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings			
Social & Emotional Development (SED) 14. Comfortably accepts guidance and directions from a familiar adult.			
Approaches to Learning (AL) 22. Shares part or all of something with an adult. 25. Is helpful to an adult when prompted.			
2.0 Interactions with Peers			
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts			
Approaches to Learning (AL) 23. Shares part or all of something with a peer. 24. Takes turns playing with a toy or object. 26. Voluntarily helps a peer.		Approaches to Learning 63. Takes turns playing with a toy or object.	
2.2 Participate in simple sequences of pretend play			
Creative Arts (CA) 30. Uses dramatic play to express feelings (e.g., fear). 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity.			
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression			
Social & Emotional Development (SED) 16. Seeks support from familiar adults to resolve conflicts with peers.			
3.0 Group Participation			
3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles			
Social & Emotional Development (SED) 12. Follows established rules and routines in the classroom.		Social & Emotional Development 68. Follows established rules and routines in the classroom.	
Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.		Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	

4.0 Cooperation and Responsibility

4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset

Social & Emotional Development (SED)

37. Chooses to express self to others safely/respectfully in calm situations.

43. Chooses to express self to others safely/respectfully in difficult situations.

Social Studies Knowledge & Skills (SSK)

4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

Social & Emotional Development

72. Chooses to express self to others safely/respectfully in calm situations.

Cognition & General Knowledge

31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

Relationships

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Attachments to Parents	
1.1 Seek security and support from their primary family attachment figures	
<p>Social & Emotional Development (SED) 16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>Physical Development & Health (PDH) 35. Understands that parents and teachers are helpful resources.</p>	
1.2 Contribute to maintaining positive relationships with their primary family attachment figures	
<p>Social & Emotional Development (SED) 16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>Approaches to Learning (AL) 22. Shares part or all of something with an adult. 25. Is helpful to an adult when prompted.</p> <p>Physical Development & Health (PDH) 35. Understands that parents and teachers are helpful resources.</p>	
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher’s assistance	
<p>Social & Emotional Development (SED) 27. Insists on routines for transitions (e.g., when parents drop-off the child at the center). 29. Accepts arrival and departure transitions as routine parts of the day.</p>	
2.0 Close Relationships with Teachers and Caregivers	
2.1 Seek security and support from their primary teachers and caregivers	
<p>Social & Emotional Development (SED) 16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>Physical Development & Health (PDH) 35. Understands that parents and teachers are helpful resources.</p>	

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

2.2 Contribute to maintaining positive relationships with primary teachers and caregivers

Approaches to Learning (AL)

22. Shares part or all of something with an adult.

25. Is helpful to an adult when prompted.

Social Studies Knowledge & Skills (SSK)

4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

Cognition & General Knowledge

31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

3.0 Friendships

3.1 Choose to play with one or two special peers whom they identify as friends

Logic & Reasoning (LR)

14. Practices building relationships with other children (offering direction, help).

III. Language and Literacy

Listening and Speaking

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Language Use and Conventions	
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting and rejecting	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 19. Responds to comments or questions from others during a conversation. 21. Changes inflection during a conversation to communicate meaning.	
1.3 Use accepted language and style during communication with familiar adults and children	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
1.4 Use language to construct short narratives that are real or fictional	
Language Development (LD) 33. Makes up a story from beginning, to middle, to end.	
2.0 Vocabulary	
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 25. Uses descriptive words with objects (e.g. pretty flowers).	
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 25. Uses descriptive words with objects (e.g. pretty flowers).	
2.3 Understand and use simple words that describe the relations between objects	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 25. Uses descriptive words with objects (e.g. pretty flowers).	

3.0 Grammar

3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas

Language Development (LD)

23. Combines words to create meaningful short sentences.

3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives

Language Development (LD)

22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).

Reading

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Concepts about Print	
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions	
Literacy Knowledge & Skills (LK) 16. Handles books and other reading material with care.	
1.2 Recognize print as something that can be read	
Literacy Knowledge & Skills (LK) 22. Recognizes that a spoken word/speech can be written and read. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	Language & Literacy 46. Recognizes that a spoken word/speech can be written and read. 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).
3.0 Alphabets and Word/Print Recognition	
3.1 Recognize the first letter of own name	
Literacy Knowledge & Skills (LK) 45. Identifies all the letters in her/his name.	Language & Literacy 56. Identifies all the letters in her/his name.
3.2 Match some letter names to their printed form	
Literacy Knowledge & Skills (LK) 46. Names 1 or more letters. 47. Points to and names the first letter in familiar words. 48. Names 10 or more letters.	Language & Literacy 57. Points to and names the first letter in familiar words. 58. Names 10 or more letters.
4.0 Comprehension and Analysis of Age-Appropriate Text	
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork	
Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork	
Language Development (LD) 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	Language & Literacy 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).

5.0 Literacy Interest and Response

5.1 Demonstrate enjoyment of literacy and literacy-related activities

Literacy Knowledge & Skills (LK)

- 13. Selects books, sometimes, over other activities when given a choice.
- 14. Request rereading of favorite book.
- 15. Makes connections between her/his own experiences and those presented in books/stories.
- 17. Views reading materials one page at a time (front to back), most of the time.
- 18. Engages in pretend reading with other children, doll, or toy animal.
- 19. Requests a favorite book by title, author, or illustrator.
- 20. Initiates conversation with a peer or an adult about a story, book or poem.

Language & Literacy

- 44. Requests a favorite book by title, author, or illustrator.

5.2 Engage in routines associated with literacy activities

Literacy Knowledge & Skills (LK)

- 13. Selects books, sometimes, over other activities when given a choice.
- 14. Request rereading of favorite book.
- 18. Engages in pretend reading with other children, doll, or toy animal.

Writing

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Writing Strategies	
1.1 Experiment with grasp and body position using a variety of drawing and writing tools	
Literacy Knowledge & Skills (LK) 38. Holds pencil with thumb and forefinger. 39. Uses a variety of writing tools and materials to communicate with others.	
1.2 Write using scribbles that are different from pictures	
Literacy Knowledge & Skills (LK) 35. Communicates by scribbling and with some letter-like shapes. 37. Draws horizontal and vertical lines. 41. Writes some letters. 42. Writes using inventive spelling. 44. Communicates by writing complete words.	Language & Literacy 53. Communicates by scribbling and with some letter-like shapes.
1.3 Write marks to represent own name	
Literacy Knowledge & Skills (LK) 40. Copies her/his name from a sample. 44. Communicates by writing complete words.	Language & Literacy 54. Copies her/his name from a sample.

IV. English Language Development

Listening

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Children Listen with Understanding	
Beginning: 1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker	
English Language Development (ELD) 1. Plays with English-speaking children.	
Middle: 1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity	
English Language Development (ELD) 1. Plays with English-speaking children. 2. Follows teacher directions by listening and copying the actions of peers. 5. Communicates nonverbally in response to words (e.g., snack, lunch, bathroom, juice). 6. Shakes head “yes” or “no” to answer questions appropriately. 7. Identifies objects, colors, or body parts by pointing. 22. Points to and identifies pictures using one word descriptions. 24. Answers the question with one word, “What is this book about?” 29. Answers questions about a story (e.g., who, what, where, when, and how).	
Later: 1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity	
English Language Development (ELD) 7. Identifies objects, colors, or body parts by pointing. 8. Responds to questions (e.g., who, what, where, why, when, and how). 12. Gives one word answers to questions. 22. Points to and identifies pictures using one word descriptions. 24. Answers the question with one word, “What is this book about?” 29. Answers questions about a story (e.g., who, what, where, when, and how).	
Beginning: 1.2 Begin to follow simple directions in English, especially when there are contextual cues	
English Language Development (ELD) 9. Follows a simple direction (e.g., open the door, hang up your jacket). 10. Follows multi-step directions.	

3-5: Galileo® G3 Scale Goal**Galileo School Readiness Scale****Middle: 1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues**

English Language Development (ELD)
 9. Follows a simple direction (e.g., open the door, hang up your jacket).

Later: 1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues

English Language Development (ELD)
 9. Follows a simple direction (e.g., open the door, hang up your jacket).
 10. Follows multi-step directions.

Middle: 1.3 Begin to demonstrate an understanding of words in English related to basic concepts

English Language Development (ELD)
 15. Uses a verb and noun together.
 16. Participates/talks with peers during free play.
 17. Answers teacher's questions during structured class time.
 20. Tells/talks about a personal experience in English.
 21. Expresses emotions (e.g., happiness, sadness, anger) with English words.

Later: 1.3 Demonstrate an understanding of words in English related to more advanced concepts

English Language Development (ELD)
 15. Uses a verb and noun together.
 16. Participates/talks with peers during free play.
 17. Answers teacher's questions during structured class time.
 19. Talks in complete sentences.
 20. Tells/talks about a personal experience in English.
 21. Expresses emotions (e.g., happiness, sadness, anger) with English words.

Speaking

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Children Use Nonverbal and Verbal Strategies to Communicate with Others	
1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others	
English Language Development (ELD) 14. Asks for items in English (e.g., water, toy, pencil, book).	
Middle: 1.1 Combine nonverbal and some verbal communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech)	
English Language Development (ELD) 14. Asks for items in English (e.g., water, toy, pencil, book). 16. Participates/talks with peers during free play. 18. Asks questions (e.g., who, what, where, why, when, and how). 19. Talks in complete sentences. 20. Tells/talks about a personal experience in English. 21. Expresses emotions (e.g., happiness, sadness, anger) with English words.	
Later: 1.1 Show increasing reliance on verbal communication in English to be understood by others	
English Language Development (ELD) 14. Asks for items in English (e.g., water, toy, pencil, book). 16. Participates/talks with peers during free play. 18. Asks questions (e.g., who, what, where, why, when, and how). 19. Talks in complete sentences. 20. Tells/talks about a personal experience in English. 21. Expresses emotions (e.g., happiness, sadness, anger) with English words.	
Middle: 1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech)	
English Language Development (ELD) 14. Asks for items in English (e.g., water, toy, pencil, book). 15. Uses a verb and noun together.	

3-5: Galileo® G3 Scale Goal**Galileo School Readiness Scale****Later: 1.2 Use new English vocabulary to share knowledge of concepts**

English Language Development (ELD)

16. Participates/talks with peers during free play.

17. Answers teacher's questions during structured class time.

18. Asks questions (e.g., who, what, where, why, when, and how).

20. Tells/talks about a personal experience in English.

21. Expresses emotions (e.g., happiness, sadness, anger) with English words.

24. Answers the question with one word, "What is this book about?"

27. Answers questions in English during circle time.

28. Talks about a story read in English.

29. Answers questions about a story (e.g., who, what, where, when, and how).

Middle: 1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English)

English Language Development (ELD)

16. Participates/talks with peers during free play.

Later: 1.3 Sustain a conversation in English about a variety of topics

English Language Development (ELD)

16. Participates/talks with peers during free play.

Middle: 1.4 Use two- and three-word utterances in English to communicate

English Language Development (ELD)

16. Participates/talks with peers during free play.

17. Answers teacher's questions during structured class time.

19. Talks in complete sentences.

20. Tells/talks about a personal experience in English.

21. Expresses emotions (e.g., happiness, sadness, anger) with English words.

Middle: 1.5 Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English

Language Development (LD)

22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).

Later: 1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors

Language Development (LD)

22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

Beginning: 1.6 Ask a variety of types of questions (e.g., “what”, “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers and assistants, or others, with the assistance of an interpreter if necessary)

English Language Development (ELD)
 14. Asks for items in English (e.g., water, toy, pencil, book).
 18. Asks questions (e.g., who, what, where, why, when, and how).

Middle: 1.6 Begin to use “what” and “why” questions in English, sometimes with errors

English Language Development (ELD)
 18. Asks questions (e.g., who, what, where, why, when, and how).

Later: 1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors

English Language Development (ELD)
 18. Asks questions (e.g., who, what, where, why, when, and how).

3.0 Children Use Language to Create Oral Narratives about their Personal Experiences

Middle: 3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching)

English Language Development (ELD)
 20. Tells/talks about a personal experience in English.

Later: 3.1 Produce simple narratives in English that are real or fictional

Language Development (LD)
 33. Makes up a story from beginning, to middle, to end.

Reading

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

1.0 Children Demonstrate an Appreciation and Enjoyment of Reading and Literature

1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language

English Language Development (ELD)

- 22. Points to and identifies pictures using one word descriptions.
- 23. Puts thumb up or thumb down to answer question in circle time.
- 24. Answers the question with one word, "What is this book about?"
- 25. Puts pictures in sequence to retell a story.
- 27. Answers questions in English during circle time.
- 29. Answers questions about a story (e.g., who, what, where, when, and how).

Middle: 1.1 Begin to participate in reading activities, using books written in English when the language is predictable

English Language Development (ELD)

- 22. Points to and identifies pictures using one word descriptions.
- 23. Puts thumb up or thumb down to answer question in circle time.
- 24. Answers the question with one word, "What is this book about?"
- 25. Puts pictures in sequence to retell a story.
- 27. Answers questions in English during circle time.
- 29. Answers questions about a story (e.g., who, what, where, when, and how).

Later: 1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books)

English Language Development (ELD)

- 22. Points to and identifies pictures using one word descriptions.
- 23. Puts thumb up or thumb down to answer question in circle time.
- 24. Answers the question with one word, "What is this book about?"
- 25. Puts pictures in sequence to retell a story.
- 27. Answers questions in English during circle time.
- 29. Answers questions about a story (e.g., who, what, where, when, and how).

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

Beginning: 1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books

Literacy Knowledge & Skills (LK)

18. Engages in pretend reading with other children, doll, or toy animal.

Middle: 1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books

English Language Development (ELD)

24. Answers the question with one word, “What is this book about?”

28. Talks about a story read in English.

29. Answers questions about a story (e.g., who, what, where, when, and how).

Literacy Knowledge & Skills (LK)

18. Engages in pretend reading with other children, doll, or toy animal.

Later: 1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English

English Language Development (ELD)

24. Answers the question with one word, “What is this book about?”

28. Talks about a story read in English.

29. Answers questions about a story (e.g., who, what, where, when, and how).

Literacy Knowledge & Skills (LK)

18. Engages in pretend reading with other children, doll, or toy animal.

2.0 Children Show an Increasing Understanding of Book Reading

Middle: 2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English

Literacy Knowledge & Skills (LK)

15. Makes connections between her/his own experiences and those presented in books/stories.

Later: 2.1 Begin to engage in extended conversations in English about stories

English Language Development (ELD)

28. Talks about a story read in English.

3-5: Galileo® G3 Scale Goal**Galileo School Readiness Scale****Beginning: 2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary)**

Language Development (LD)

- 5. Retells a familiar story, poem or song in his/her own words.
- 31. Recalls story events using some spoken dialogue.

Language & Literacy

- 33. Retells a familiar story, poem or song in his/her own words.

Middle: 2.2 Retell a story using the home language and some English when read or told a story in English

Language Development (LD)

- 5. Retells a familiar story, poem or song in his/her own words.

Language & Literacy

- 33. Retells a familiar story, poem or song in his/her own words.

Later: 2.2 Retell in English the majority of a story read or told in English

Language Development (LD)

- 5. Retells a familiar story, poem or song in his/her own words.

Language & Literacy

- 33. Retells a familiar story, poem or song in his/her own words.

3.0 Children Demonstrate an Understanding of Print Conventions

Beginning: 3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages)

<p>Literacy Knowledge & Skills (LK)</p> <p>21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p> <p>24. Recognizes that pages are read from top to bottom.</p> <p>25. Recognizes that sentences are read from left to right.</p>	<p>Language & Literacy</p> <p>45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p> <p>48. Recognizes that pages are read from top to bottom.</p> <p>49. Recognizes that sentences are read from left to right.</p>
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Middle: 3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language

<p>Literacy Knowledge & Skills (LK)</p> <p>21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p>	<p>Language & Literacy</p> <p>45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p>
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Later: 3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read

<p>Literacy Knowledge & Skills (LK)</p> <p>24. Recognizes that pages are read from top to bottom.</p> <p>25. Recognizes that sentences are read from left to right.</p>	<p>Language & Literacy</p> <p>48. Recognizes that pages are read from top to bottom.</p> <p>49. Recognizes that sentences are read from left to right.</p>
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4.0 Children Demonstrate Awareness that Print Carries Meaning

Middle: 4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English

<p>Literacy Knowledge & Skills (LK)</p> <p>31. Reads a printed label or a sign on a familiar object, some of the time.</p>	
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Later: 4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English

<p>Literacy Knowledge & Skills (LK)</p> <p>31. Reads a printed label or a sign on a familiar object, some of the time.</p>	
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5.0 Children Demonstrate Progress in their Knowledge of the Alphabet in English

Beginning: 5.1 Interact with material representing the letters of the English alphabet

<p>Literacy Knowledge & Skills (LK)</p> <p>26. Asks adults to read printed information such as signs, labels, advertisements.</p> <p>27. Recognizes his/her name in print.</p> <p>30. Identifies familiar short words in print, some of the time.</p> <p>31. Reads a printed label or a sign on a familiar object, some of the time.</p> <p>33. Reads familiar words in a sentence from a book/poem, with assistance.</p>	<p>Language & Literacy</p> <p>50. Reads a printed label or a sign on a familiar object, some of the time.</p> <p>51. Reads familiar words in a sentence from a book/poem, with assistance.</p>
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Middle: 5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English)

<p>Literacy Knowledge & Skills (LK)</p> <p>45. Identifies all the letters in her/his name.</p> <p>46. Names 1 or more letters.</p> <p>47. Points to and names the first letter in familiar words.</p> <p>48. Names 10 or more letters.</p> <p>49. Identifies 1 or more sounds to corresponding letters.</p> <p>50. Identifies 10 or more sounds to corresponding letters.</p>	<p>Language & Literacy</p> <p>56. Identifies all the letters in her/his name.</p> <p>57. Points to and names the first letter in familiar words.</p> <p>58. Names 10 or more letters.</p>
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Beginning: 5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English

<p>Literacy Knowledge & Skills (LK)</p> <p>27. Recognizes his/her name in print.</p> <p>45. Identifies all the letters in her/his name.</p>	<p>Language & Literacy</p> <p>56. Identifies all the letters in her/his name.</p>
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Middle: 5.2 Identify some letters of the alphabet in English

<p>Literacy Knowledge & Skills (LK)</p> <p>45. Identifies all the letters in her/his name.</p> <p>46. Names 1 or more letters.</p> <p>47. Points to and names the first letter in familiar words.</p> <p>48. Names 10 or more letters.</p>	<p>Language & Literacy</p> <p>56. Identifies all the letters in her/his name.</p> <p>57. Points to and names the first letter in familiar words.</p> <p>58. Names 10 or more letters.</p>
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Later: 5.2 Identify ten or more letters of the alphabet in English

<p>Literacy Knowledge & Skills (LK)</p> <p>45. Identifies all the letters in her/his name.</p> <p>46. Names 1 or more letters.</p> <p>47. Points to and names the first letter in familiar words.</p> <p>48. Names 10 or more letters.</p>	<p>Language & Literacy</p> <p>56. Identifies all the letters in her/his name.</p> <p>57. Points to and names the first letter in familiar words.</p> <p>58. Names 10 or more letters.</p>
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6.0 Children Demonstrate Phonological Awareness

Beginning: 6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English

English Language Development (ELD)

- 4. Appropriately moves hands and feet during finger plays (e.g., hokie pokie, itsy-bitsy spider).
- 26. Recites a learned English poem or song.

Middle: 6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English

Literacy Knowledge & Skills (LK)

- 4. Recognizes rhymes in poems, readings, or conversation, most of the time.
- 5. Distinguishes between some ending consonant sounds in spoken language.

Language & Literacy

- 39. Recognizes rhymes in poems, readings, or conversation, most of the time.

Later: 6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English

English Language Development (ELD)

- 26. Recites a learned English poem or song.

Beginning: 6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English

English Language Development (ELD)

- 4. Appropriately moves hands and feet during finger plays (e.g., hokie pokie, itsy-bitsy spider).
- 26. Recites a learned English poem or song.

Middle: 6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support

Literacy Knowledge & Skills (LK)

- 2. Distinguishes between some beginning consonant sounds in spoken language.

Later: 6.2 Recognize and produce words that have a similar onset (initial sound) in English

Literacy Knowledge & Skills (LK)

- 2. Distinguishes between some beginning consonant sounds in spoken language.

Later: 6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support

Literacy Knowledge & Skills (LK)

- 6. Creates rhyming words in play activities.
- 8. Puts sounds together to make short words (e.g., k-a-t, cat).
- 9. Segments short words into their component sounds (e.g., trick, t-r-i-k).

Language & Literacy

- 40. Puts sounds together to make short words (e.g., k-a-t, cat).
- 41. Segments short words into their component sounds (e.g., trick, t-r-i-k).

Writing

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

1.0 Children Use Writing to Communicate their Ideas

Beginning: 1.1 Begin to understand that writing can be used to communicate

Literacy Knowledge & Skills (LK)

- 34. Uses scribble on paper to communicate a message.
- 35. Communicates by scribbling and with some letter-like shapes.
- 36. Draws figures and shapes to convey meanings.
- 39. Uses a variety of writing tools and materials to communicate with others.
- 44. Communicates by writing complete words.

Language & Literacy

- 52. Uses scribble on paper to communicate a message.
- 53. Communicates by scribbling and with some letter-like shapes.

Middle: 1.1 Begin to understand that what is said in the home language or in English can be written down and read by others

Literacy Knowledge & Skills (LK)

- 22. Recognizes that a spoken word/speech can be written and read.

Language & Literacy

- 46. Recognizes that a spoken word/speech can be written and read.

Later: 1.1 Develop an increasing understanding that what is said in English can be written down and read by others

Literacy Knowledge & Skills (LK)

- 22. Recognizes that a spoken word/speech can be written and read.

Language & Literacy

- 46. Recognizes that a spoken word/speech can be written and read.

Middle: 1.2 Begin to use marks or symbols to represent spoken language in the home language or in English

Literacy Knowledge & Skills (LK)

- 34. Uses scribble on paper to communicate a message.
- 35. Communicates by scribbling and with some letter-like shapes.
- 36. Draws figures and shapes to convey meanings.
- 39. Uses a variety of writing tools and materials to communicate with others.
- 44. Communicates by writing complete words.

Language & Literacy

- 52. Uses scribble on paper to communicate a message.
- 53. Communicates by scribbling and with some letter-like shapes.

Later: 1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English

Literacy Knowledge & Skills (LK)

- 34. Uses scribble on paper to communicate a message.
- 35. Communicates by scribbling and with some letter-like shapes.
- 36. Draws figures and shapes to convey meanings.
- 39. Uses a variety of writing tools and materials to communicate with others.
- 44. Communicates by writing complete words.

Language & Literacy

- 52. Uses scribble on paper to communicate a message.
- 53. Communicates by scribbling and with some letter-like shapes.

3-5: Galileo® G3 Scale Goal**Galileo School Readiness Scale****Middle: 1.3 Attempt to copy their own name in English or in the writing system of their home language**

Literacy Knowledge & Skills (LK)

40. Copies her/his name from a sample.

Language & Literacy

54. Copies her/his name from a sample.

Later: 1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language

Literacy Knowledge & Skills (LK)

43. Write her/his name, without assistance.

Language & Literacy

55. Write her/his name, without assistance.

V. Mathematics

Number Sense

3-5: Galileo® G3 Scale Goal		Galileo School Readiness Scale	
1.0 Children Begin to Understand Numbers and Quantities in their Everyday Environment			
1.1 Recite numbers in order to ten with increasing accuracy			
Mathematics Knowledge & Skills (MK) 4. Counts to find how many are in a group up to 10.		Cognition & General Knowledge 3. Counts to find how many are in a group up to 10.	
1.2 Begin to recognize and name a few written numerals			
Mathematics Knowledge & Skills (MK) 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10.			
1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy			
Mathematics Knowledge & Skills (MK) 1. Uses one-to-one correspondence when counting objects. 2. Counts to find how many are in a group up to 5.		Cognition & General Knowledge 1. Counts to find how many are in a group up to 5.	
1.5 Use the number name of the last object counted to answer the question, “How many . . . ?”			
Mathematics Knowledge & Skills (MK) 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10. 11. Separates a group into two sets and identifies the number of items in both sets.		Cognition & General Knowledge 3. Counts to find how many are in a group up to 10. 7. Separates a group into two sets and identifies the number of items in both sets.	
2.0 Children Begin to Understand Number Relationships and Operations in their Everyday Environment			
2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same”			
Mathematics Knowledge & Skills (MK) 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).			
2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group			
Mathematics Knowledge & Skills (MK) 15. Adds one to a small group, when asked. 16. Indicates that a small group has more after some have been added. 18. Indicates that a small group has less after taking some away. 19. Indicates that one was taken away from a small group.			

3-5: Galileo® G3 Scale Goal**Galileo School Readiness Scale****2.3 Understand that putting two groups of objects together will make a bigger group**

Mathematics Knowledge & Skills (MK)

17. Adds two small groups by combining the groups and counting all the objects.

Cognition & General Knowledge

8. Adds two small groups by combining the groups and counting all the objects.

2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5)

Mathematics Knowledge & Skills (MK)

15. Adds one to a small group, when asked.

16. Indicates that a small group has more after some have been added.

18. Indicates that a small group has less after taking some away.

19. Indicates that one was taken away from a small group.

Algebra and Functions (Classification and Patterning)

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Children Begin to Sort and Classify Objects in their Everyday Environment	
1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy	
<p>Mathematics Knowledge & Skills (MK)</p> <p>25. Sorts diverse objects based on a physical attribute (e.g., shape).</p> <p>26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).</p> <p>27. Sorts diverse objects based on multiple attributes (e.g., size and shape).</p>	<p>Cognition & General Knowledge</p> <p>10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
2.0 Children Begin to Recognize Simple, Repeating Patterns	
2.1 Begin to identify or recognize a simple repeating pattern	
<p>Mathematics Knowledge & Skills (MK)</p> <p>38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).</p> <p>39. Repeats an alternating visual pattern (e.g., red/green/red/green).</p> <p>40. Repeats an alternating auditory pattern (e.g., loud/soft claps).</p> <p>42. Creates an alternating visual pattern using art or play materials.</p> <p>43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
2.2 Attempt to create a simple repeating pattern or participate in making one	
<p>Mathematics Knowledge & Skills (MK)</p> <p>38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).</p> <p>39. Repeats an alternating visual pattern (e.g., red/green/red/green).</p> <p>40. Repeats an alternating auditory pattern (e.g., loud/soft claps).</p> <p>42. Creates an alternating visual pattern using art or play materials.</p> <p>43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	

Measurement

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Children Begin to Compare and Order Objects	
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length	
<p>Mathematics Knowledge & Skills (MK) 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p> <p>Science Knowledge & Skills (SK) 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	<p>Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
1.2 Order three objects by size	
<p>Mathematics Knowledge & Skills (MK) 30. Arranges objects in order by size. 31. Places an object in its proper position in a group ordered by size.</p>	

Geometry

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

1.0 Children Begin to Identify and Use Common Shapes in their Everyday Environment

1.1 Identify simple two-dimensional shapes, such as a circle and square

Mathematics Knowledge & Skills (MK)

34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.

35. Places a circle, square, or triangle appropriately on a foam board.

2.0 Children Begin to Understand Positions in Space

2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside

Mathematics Knowledge & Skills (MK)

32. Understands object directionality concepts (e.g., right, left, up, down).

33. Understands object position concepts (e.g., under, top, bottom, inside, behind).

Mathematical Reasoning

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

1.0 Children Use Mathematical Thinking to Solve Problems that Arise in their Everyday Environment

1.1 Begin to apply simple mathematical strategies to solve problems in their environment

Logic & Reasoning (LR)

17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).

18. Uses concrete materials to solve a problem (e.g., blocks to count).

21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).

22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).

Cognition & General Knowledge

14. Uses concrete materials to solve a problem (e.g., blocks to count).

VI. Visual and Performing Arts

Visual Art

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Notice, Respond, and Engage	
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them	
Creative Arts (CA) 24. Describes a self-made art project (tells what it is about) to a child or adult.	
2.0 Develop Skills in Visual Art	
2.1 Make straight and curved marks and lines; begin to draw rough circle shapes	
Creative Arts (CA) 18. Draws representations of human and animal figures. 20. Draws recognizable environmental objects (e.g., house, trees, ball). 23. Draws some details in representations of animals, people, or objects.	Approaches to Learning 65. Draws representations of human and animal figures.
2.2 Begin to create paintings or drawings that suggest people, animals, and objects	
Creative Arts (CA) 18. Draws representations of human and animal figures. 20. Draws recognizable environmental objects (e.g., house, trees, ball). 23. Draws some details in representations of animals, people, or objects.	Approaches to Learning 65. Draws representations of human and animal figures.
2.3 Make somewhat regular-shaped balls and coils out of dough or clay	
Creative Arts (CA) 21. Participates in various art activities (e.g., paint, sculpture, collage, masks).	
2.4 Begin to use paper and other materials to assemble simple collages	
Creative Arts (CA) 17. Creates collages with various materials and textures (e.g., fabrics, pictures). 21. Participates in various art activities (e.g., paint, sculpture, collage, masks).	
2.5 Begin to recognize and name materials and tools used for visual arts	
Creative Arts (CA) 22. Selects materials that will be needed for a self-initiated art project.	

3-5: Galileo® G3 Scale Goal**Galileo School Readiness Scale****2.6 Demonstrate some motor control when working with visual arts tools**

Physical Development & Health (PDH)

67. Correctly holds a pencil or crayon.

74. Uses computer keyboard/mouse for writing/drawing, without assistance.

Physical Development & Health

86. Correctly holds a pencil or crayon.

88. Uses computer keyboard/mouse for writing/drawing, without assistance.

3.0 Create, Invent, and Express through Visual Art**3.1 Create art and sometimes name the work**

Creative Arts (CA)

21. Participates in various art activities (e.g., paint, sculpture, collage, masks).

3.2 Begin to draw figures or objects

Creative Arts (CA)

18. Draws representations of human and animal figures.

20. Draws recognizable environmental objects (e.g., house, trees, ball).

23. Draws some details in representations of animals, people, or objects.

29. Draws a series of pictures that depict a story.

Approaches to Learning

65. Draws representations of human and animal figures.

3.3 Begin to use intensity of marks and color to express a feeling or mood

Creative Arts (CA)

28. Uses a variety of colors to create moods or feelings in artwork.

Music

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

1.0 Notice, Respond, and Engage

1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music

Creative Arts (CA)

2. Shows an interest in listening to short musical selections.

1.2 Recognize simple repeating melody and rhythm patterns

Creative Arts (CA)

3. Sings or hums familiar songs or tunes.

6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).

Approaches to Learning

66. Sings or hums familiar songs or tunes.

1.3 Identify the sources of a limited variety of musical sounds

Creative Arts (CA)

8. Matches the type of sound to a particular instrument.

1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo

Creative Arts (CA)

4. Uses movement to express what is being felt/heard in various songs or tunes.

9. Synchronizes movements to different patterns of beat/tempo, most of the time.

Approaches to Learning

67. Uses movement to express what is being felt/heard in various songs or tunes.

2.0 Develop Skills in Music

2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song

Creative Arts (CA)

6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).

7. Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.).

8. Matches the type of sound to a particular instrument.

2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others

Creative Arts (CA)

3. Sings or hums familiar songs or tunes.

6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).

14. Matches pitch and tempo during a singing activity most of the time.

Approaches to Learning

66. Sings or hums familiar songs or tunes.

3.0 Create, Invent, and Express through Music

3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones

Creative Arts (CA)

- 1. Shows an interest in using musical instruments to produce sounds.
- 3. Sings or hums familiar songs or tunes.
- 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).
- 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).

Approaches to Learning

- 66. Sings or hums familiar songs or tunes.

3.2 Move or use body to demonstrate beat and tempo, often spontaneously

Creative Arts (CA)

- 9. Synchronizes movements to different patterns of beat/tempo, most of the time.

3.3 Improvise vocally and instrumentally

Creative Arts (CA)

- 1. Shows an interest in using musical instruments to produce sounds.
- 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).
- 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).

Approaches to Learning

- 66. Sings or hums familiar songs or tunes.

Drama

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

1.0 Notice, Respond, and Engage

1.2 Identify preferences and interests related to participating in drama

Creative Arts (CA)

- 30. Uses dramatic play to express feelings (e.g., fear).
- 31. Acts out a real or make-believe character during dramatic play.
- 32. Acts out stories or situations during a dramatic play activity.

1.3 Demonstrate knowledge of simple plot of a participatory drama

Creative Arts (CA)

- 32. Acts out stories or situations during a dramatic play activity.
- 33. Describes the story or situation that will occur during dramatic play.
- 34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).
- 35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).

Logic & Reasoning (LR)

- 1. Decides on a scene to act out.
- 2. Mimics a movie, book, or past experience.

Approaches to Learning

- 64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).

2.0 Develop Skills to Create, Invent, and Express through Drama

2.1 Demonstrate basic role-play skills with imagination and creativity

Creative Arts (CA)

- 31. Acts out a real or make-believe character during dramatic play.

Logic & Reasoning (LR)

- 4. Assigns parts to self and peers to act out scene.
- 5. Uses body to act out pretend scene.
- 7. Talks to peers in pretend character.
- 8. Reacts to peers remaining in pretend character.
- 9. Acts out different roles (e.g., child, adult) in dramatic play situations.

2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers

Logic & Reasoning (LR)

- 3. Uses objects to represent characters (e.g., stuffed animal as the dad).
- 6. Uses drawings to embellish scene.

Dance

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Notice, Respond, and Engage	
1.1 Engage in dance movements	
Creative Arts (CA) 4. Uses movement to express what is being felt/heard in various songs or tunes. 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.
1.4 Explore and use different steps and movements to create or form a dance	
Creative Arts (CA) 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	
2.0 Develop Skills in Dance	
2.1 Begin to be aware of own body in space	
Creative Arts (CA) 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	
2.3 Begin to respond to tempo and timing through movement	
Creative Arts (CA) 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	
3.0 Create, Invent, and Express through Dance	
3.1 Begin to act out and dramatize through music and movement patterns	
Creative Arts (CA) 4. Uses movement to express what is being felt/heard in various songs or tunes. 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow). 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).	Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults	
Creative Arts (CA) 4. Uses movement to express what is being felt/heard in various songs or tunes.	Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.

VII. Physical Development

Fundamental Movement Skills

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Balance	
1.1 Maintain balance while holding still; sometimes may need assistance	
Physical Development & Health (PDH) 54. Balances on one foot for five seconds.	
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable	
Physical Development & Health (PDH) 47. Moves around obstacles with balance and direction. 53. Jumps forward several times, maintaining balance most of the time. 56. Hops with direction and control, most of the time. 57. Jumps backward without losing balance. 58. Skips with direction and control, most of the time.	Physical Development & Health 58. Skips with direction and control, most of the time.
2.0 Locomotor Skills	
2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet)	
Physical Development & Health (PDH) 45. Walks to a destination without help. 49. Walks along a line on the floor, most of the time. 51. Walks along a wide beam, most of the time.	
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs	
Physical Development & Health (PDH) 48. Stops and turns while running.	
2.3 Jump for height (up or down) and for distance with beginning competence	
Physical Development & Health (PDH) 46. Jumps in place and off low objects, such as a step. 53. Jumps forward several times, maintaining balance most of the time.	
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping	
Physical Development & Health (PDH) 56. Hops with direction and control, most of the time. 58. Skips with direction and control, most of the time. 59. Gallops maintaining direction and control, most of the time.	Physical Development & Health 85. Skips with direction and control, most of the time.

3.0 Manipulative Skills

3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking

Physical Development & Health (PDH)
 60. Throws a ball a short distance with accuracy, most of the time.
 61. Kicks a ball a short distance with accuracy, most of the time.
 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time.
 63. Dribbles a large ball several times with both hands.
 64. Dribbles a large ball several times with one hand.

3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing

Physical Development & Health (PDH)
 19. Unzips zippers.
 20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.
 21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.
 22. Puts on front-opening garment, without assistance.
 23. Puts on pull-over garment, without assistance.
 24. Puts on shoes correctly, without assistance.
 25. Ties own shoes, without assistance.
 65. Begins to use a fork.
 66. Eats with a fork and a spoon, or other appropriate utensils.
 67. Correctly holds a pencil or crayon.
 68. Cuts with scissors along a straight line.
 69. Cuts with scissors along a curved line.
 70. Uses scissors to cut out a pre-formed simple shape.

Physical Development & Health
 86. Correctly holds a pencil or crayon.
 87. Uses scissors to cut out a pre-formed simple shape.

Perceptual-Motor Skills and Movement Concepts

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
3.0 Directional Awareness	
3.1 Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”)	
Language Development (LD) 10. Understands positional words (e.g., top, bottom, on, in).	Language & Literacy 36. Understands positional words (e.g., top, bottom, on, in).
3.2 Move forward and backward or up and down easily	
Physical Development & Health (PDH) 46. Jumps in place and off low objects, such as a step. 48. Stops and turns while running. 50. Climbs up and down stairs. 56. Hops with direction and control, most of the time. 57. Jumps backward without losing balance. 58. Skips with direction and control, most of the time.	Physical Development & Health 83. Climbs up and down stairs. 85. Skips with direction and control, most of the time.
3.3 Can place an object on top of or under something with some accuracy	
Language Development (LD) 10. Understands positional words (e.g., top, bottom, on, in).	Language & Literacy 36. Understands positional words (e.g., top, bottom, on, in).
3.4 Use any two body parts together	
Physical Development & Health (PDH) 55. Pedals a tricycle, steers and makes turns around obstacles and corners. 60. Throws a ball a short distance with accuracy, most of the time. 61. Kicks a ball a short distance with accuracy, most of the time. 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time. 63. Dribbles a large ball several times with both hands. 68. Cuts with scissors along a straight line. 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape. 71. Strings large beads on a piece of yarn.	Physical Development & Health 87. Uses scissors to cut out a pre-formed simple shape.

Active Physical Play

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Active Participation	
1.1 Initiate or engage in simple physical activities for a short to moderate period of time	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).
2.0 Cardiovascular Endurance	
2.1 Engage in frequent bursts of active play that involves the heart, the lungs and the vascular system	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).
3.0 Muscular Strength, Muscular Endurance, and Flexibility	
3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing).	

VIII. Health

Health Habits

3-5: Galileo® G3 Scale Goal		Galileo School Readiness Scale
1.0 Basic Hygiene		
1.1 Demonstrate knowledge of some steps in the hand washing routine		
Physical Development & Health (PDH) 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands.		
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling		
Physical Development & Health (PDH) 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 10. Disposes of tissues appropriately in a container. 11. Covers mouth with hand/tissue when coughing or sneezing. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating).	Physical Development & Health 76. Requests or initiates hand washing when needed (e.g., before eating).	
2.0 Oral Health		
2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction		
Physical Development & Health (PDH) 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 12. Brushes teeth in a correct fashion, without assistance.		
3.0 Knowledge of Wellness		
3.2 Begin to understand that healthcare providers try to keep people well and help them when they are not well		
Physical Development & Health (PDH) 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands). 44. Tells why people need to go to the doctor and dentist.		

Safety

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Injury Prevention	
1.1 Follow safety rules with adult support and prompting	
Physical Development & Health (PDH) 36. Follows fire safety/fire drill rules, without assistance. 37. Follows outdoor and indoor play rules, without prompts. 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).	Physical Development & Health (PDH) 79. Follows fire safety/fire drill rules, without assistance. 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill)	
Physical Development & Health (PDH) 36. Follows fire safety/fire drill rules, without assistance.	Physical Development & Health (PDH) 79. Follows fire safety/fire drill rules, without assistance.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision	
Physical Development & Health (PDH) 39. Describes basic traffic safety rules, without assistance.	

Nutrition

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Nutrition Knowledge	
1.1 Identify different kinds of foods	
Physical Development & Health (PDH) 3. Independently selects and eats a variety of food types. 5. Identifies examples of foods that are healthy.	Physical Development & Health 74. Independently selects and eats a variety of food types. 75. Identifies examples of foods that are healthy.
2.0 Nutrition Choices	
2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes	
Physical Development & Health (PDH) 3. Independently selects and eats a variety of food types. 5. Identifies examples of foods that are healthy.	Physical Development & Health 74. Independently selects and eats a variety of food types. 75. Identifies examples of foods that are healthy.
2.2 Indicate food preferences that reflect familial and cultural practices	
Physical Development & Health (PDH) 3. Independently selects and eats a variety of food types.	Physical Development & Health 74. Independently selects and eats a variety of food types.

