

Galileo® G3 Scales Alignment with California State Early Learning Standards

60-Months



**Assessment
Technology
Incorporated**

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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, 60 months
Alignment to Galileo® 3 through 5 Years G3 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 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	
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. 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).	
2.0 Self-Regulation	
2.1 Regulate their attention, thought feelings, and impulses more contently, although adult guidance is sometimes necessary.	
Social & Emotional Development (SED) 22. Shows the ability to compromise in conflict resolution. 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 & Emotional Development 70. Shows the ability to compromise in conflict resolution. 72. Chooses to express self to others safely/respectfully in calm situations.
3.0 Social and Emotional Understanding	
3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	
Social & Emotional Development (SED) 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.	
4.0 Empathy and Caring	
4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.	
Social & Emotional Development (SED) 40. Expresses encouragement in a variety of ways (e.g., clapping, cheering). 46. Expresses empathy or caring for others by consoling, comforting, or helping.	

5.0 Initiative in Learning

5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.

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).
- 19. Tries out new ideas to see if they will work.
- 20. Suggests an alternative solution to solve a problem, without assistance.
- 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).

Social Interaction

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Interactions with Familiar Adults	
1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	
Social & Emotional Development (SED) 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play.	
2.0 Interactions with Peers	
2.1 More actively and intentionally cooperate with each other.	
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.
2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	
Logic & Reasoning (LR) 1. Decides on a scene to act out. 4. Assigns parts to self and peers to act out 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. 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg). 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane). 13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs). 14. Practices building relationships with other children (offering direction, help).	Cognition & General Knowledge 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).

3-5: Galileo® G3 Scale Goal**Galileo School Readiness Scale****2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.**

Social & Emotional Development (SED)

- 18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).
- 19. Expresses wants and needs in conflict situations.
- 20. Says, signs, or gestures to a child who is being offensive to stop the behavior.
- 21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.
- 22. Shows the ability to compromise in conflict resolution.
- 23. Uses negotiation to reach a solution.
- 25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).

Social & Emotional Development

- 70. Shows the ability to compromise in conflict resolution.

3.0 Group Participation**3.1 Participate positively and cooperatively as group members.**

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 Have growing capacities for self control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.**

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 & Emotional Development

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

Relationships

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Attachments to Parents	
1.1 Take greater initiative in seeking support from their primary family attachment figures.	
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.	
1.3 After experience with outofhome care, comfortably depart from primary family attachment figures. Also maintain wellbeing while apart from primary family attachment figures during the day.	
Social & Emotional Development (SED) 29. Accepts arrival and departure transitions as routine parts of the day.	
2.0 Close Relationships with Teachers and Caregivers	
2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.	
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.	
2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.	
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 Friendships are more reciprocal, exclusive, and enduring.	
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 both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 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. 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
1.3 Use accepted language and style during communication with both familiar and unfamiliar 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 extended narratives that are real or fictional.	
Language Development (LD) 32. Draws pictures or uses dramatic play or music to tell a story. 33. Makes up a story from beginning, to middle, to end.	
2.0 Vocabulary	
2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	
Language Development (LD) 7. Understands nouns commonly found in books for young children. 8. Understands action words (e.g., give, run). 12. Understands words that describe the qualities of objects (e.g., color, soft, cold). 15. Uses appropriate words or gestures to share information or experiences.	Language & Literacy 34. Understands nouns commonly found in books for young children. 35. Understands action words (e.g., give, run).

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

2.2 Understand and use accepted words for categories of objects encountered in everyday life.

Language Development (LD)

- 7. Understands nouns commonly found in books for young children.
- 12. Understands words that describe the qualities of objects (e.g., color, soft, cold).
- 15. Uses appropriate words or gestures to share information or experiences.

Language & Literacy

- 34. Understands nouns commonly found in books for young children.

2.3 Understand and use both simple and complex words that describe the relations between objects.

Language Development (LD)

- 10. Understands positional words (e.g., top, bottom, on, in).
- 12. Understands words that describe the qualities of objects (e.g., color, soft, cold).

Language & Literacy

- 36. Understands positional words (e.g., top, bottom, on, in).

3.0 Grammar

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

Language Development (LD)

- 23. Combines words to create meaningful short sentences.
- 30. Uses compound sentences (e.g., sentences joined by and, but, or).

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

Language Development (LD)

- 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
- 28. Uses past and future tenses (e.g., went, will).
- 29. Uses possessive endings (e.g., Jose's, Emma's).
- 30. Uses compound sentences (e.g., sentences joined by and, but, or).

Reading

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

1.0 Concepts about Print

1.1 Display appropriate book-handling behaviors and knowledge of print conventions.

Literacy Knowledge & Skills (LK)

- 16. Handles books and other reading material with care.
- 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).
- 24. Recognizes that pages are read from top to bottom.
- 25. Recognizes that sentences are read from left to right.

Language & Literacy

- 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).
- 48. Recognizes that pages are read from top to bottom.
- 49. Recognizes that sentences are read from left to right.

1.2 Understand that print is something that is read and has specific meaning.

Literacy Knowledge & Skills (LK)

- 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).

2.0 Phonological Awareness

2.1 Orally blend and delete words and syllables without the support of pictures or objects.

Literacy Knowledge & Skills (LK)

- 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).

2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.

Literacy Knowledge & Skills (LK)

- 4. Recognizes rhymes in poems, readings, or conversation, most of the time.
- 6. Creates rhyming words in play activities.

Language & Literacy

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

3.0 Alphabets and Word/Print Recognition

3.1 Recognize own name or other common words in print.

Literacy Knowledge & Skills (LK)

- 27. Recognizes his/her name in print.
- 30. Identifies familiar short words in print, some of the time.
- 31. Reads a printed label or a sign on a familiar object, some of the time.

Language & Literacy

- 50. Reads a printed label or a sign on a familiar object, some of the time.

3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.

Literacy Knowledge & Skills (LK)

- 45. Identifies all the letters in her/his name.
- 46. Names 1 or more letters.
- 48. Names 10 or more letters.

Language & Literacy

- 56. Identifies all the letters in her/his name.
- 58. Names 10 or more letters.

3-5: Galileo® G3 Scale Goal**Galileo School Readiness Scale****3.3 Begin to recognize that letters have sounds.**

Literacy Knowledge & Skills (LK)

- 49. Identifies 1 or more sounds to corresponding letters.
- 50. Identifies 10 or more sounds to corresponding letters.

4.0 Comprehension and Analysis of Age-Appropriate Text**4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.**

Language Development (LD)

- 4. Asks questions and/or makes comments about a story, poem, or song.
- 31. Recalls story events using some spoken dialogue.

Language & Literacy

- 32. Asks questions and/or makes comments about a story, poem, or song.

5.0 Literacy Interest and Response**5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.**

Language Development (LD)

- 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.
- 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 more complex routines associated with literacy activities.

Language Development (LD)

- 13. Selects books, sometimes, over other activities when given a choice.
- 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).

Language & Literacy

- 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).

Writing

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Writing Strategies	
1.1 Adjust grasp and body position for increased control in drawing and writing.	
Language Development (LD) 38. Holds pencil with thumb and forefinger.	
1.2 Write letters or letter-like shapes to represent words or ideas.	
Language Development (LD) 35. Communicates by scribbling and with some letter-like shapes. 39. Uses a variety of writing tools and materials to communicate with others. 44. Communicates by writing complete words.	Language & Literacy 53. Communicates by scribbling and with some letter-like shapes.
1.3 Write first name nearly correctly.	
Language Development (LD) 43. Write her/his name, without assistance.	Language & Literacy 55. Write her/his name, without assistance.

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).

Literacy Knowledge & Skills (LK)

- 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).
- 24. Recognizes that pages are read from top to bottom.
- 25. Recognizes that sentences are read from left to right.

Language & Literacy

- 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).
- 48. Recognizes that pages are read from top to bottom.
- 49. Recognizes that sentences are read from left to right.

Middle: 3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.

Literacy Knowledge & Skills (LK)

- 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).

Language & Literacy

- 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).

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.

Literacy Knowledge & Skills (LK)

- 24. Recognizes that pages are read from top to bottom.
- 25. Recognizes that sentences are read from left to right.

Language & Literacy

- 48. Recognizes that pages are read from top to bottom.
- 49. Recognizes that sentences are read from left to right.

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

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.

Literacy Knowledge & Skills (LK)

31. Reads a printed label or a sign on a familiar object, some of the time.

Later: 4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.

Literacy Knowledge & Skills (LK)

31. Reads a printed label or a sign on a familiar object, some of the time.

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.

Literacy Knowledge & Skills (LK)

26. Asks adults to read printed information such as signs, labels, advertisements.
27. Recognizes his/her name in print.
30. Identifies familiar short words in print, some of the time.
31. Reads a printed label or a sign on a familiar object, some of the time.
33. Reads familiar words in a sentence from a book/poem, with assistance.

Language & Literacy

50. Reads a printed label or a sign on a familiar object, some of the time.
51. Reads familiar words in a sentence from a book/poem, with assistance.

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).

Literacy Knowledge & Skills (LK)

45. Identifies all the letters in her/his name.
46. Names 1 or more letters.
47. Points to and names the first letter in familiar words.
48. Names 10 or more letters.
49. Identifies 1 or more sounds to corresponding letters.
50. Identifies 10 or more sounds to corresponding letters.

Language & Literacy

56. Identifies all the letters in her/his name.
57. Points to and names the first letter in familiar words.
58. Names 10 or more letters.

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.

Literacy Knowledge & Skills (LK)

27. Recognizes his/her name in print.
45. Identifies all the letters in her/his name.

Language & Literacy

56. Identifies all the letters in her/his name.

3-5: Galileo® G3 Scale Goal**Galileo School Readiness Scale****Middle: 5.2 Identify some letters of the alphabet in English.**

Literacy Knowledge & Skills (LK)

- 45. Identifies all the letters in her/his name.
- 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

- 56. Identifies all the letters in her/his name.
- 57. Points to and names the first letter in familiar words.
- 58. Names 10 or more letters.

Later: 5.2 Identify ten or more letters of the alphabet in English.

Literacy Knowledge & Skills (LK)

- 45. Identifies all the letters in her/his name.
- 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

- 56. Identifies all the letters in her/his name.
- 57. Points to and names the first letter in familiar words.
- 58. Names 10 or more letters.

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.

3-5: Galileo® G3 Scale Goal**Galileo School Readiness Scale****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 expand their understanding of numbers and quantities in their everyday environment.	
1.1 Recite numbers in order to twenty with increasing accuracy.	
Mathematics Knowledge & Skills (MK) 5. Counts to find out how many are in a group greater than 10.	
1.2 Recognize and know the name of some written numerals.	
Mathematics Knowledge & Skills (MK) 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20.	
1.4 Count up to ten 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. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
2.0 Children expand their understanding of number relationships and operations in their everyday environment.	
2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).	
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 one or taking away one changes the number in a small group of objects by exactly one.	
Mathematics Knowledge & Skills (MK) 16. Indicates that a small group has more after some have been added. 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 and that a group of objects can be taken apart into smaller groups.**

Mathematics Knowledge & Skills (MK)

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

20. Indicates how many are left after taking one from a small group.

Cognition & General Knowledge

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

9. Indicates how many are left after taking one from a small group.

2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.

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

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.

1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).

Mathematics Knowledge & Skills (MK)

25. Sorts diverse objects based on a physical attribute (e.g., shape).

26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).

27. Sorts diverse objects based on multiple attributes (e.g., size and shape).

Cognition & General Knowledge

10. Sorts diverse objects based on a physical attribute (e.g., shape).

2.0 Children expand their understanding of simple, repeating patterns.

2.1 Recognize and duplicate simple repeating patterns.

Mathematics Knowledge & Skills (MK)

39. Repeats an alternating visual pattern (e.g., red/green/red/green).

42. Creates an alternating visual pattern using art or play materials.

43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).

2.2 Begin to extend and create simple repeating patterns.

Mathematics Knowledge & Skills (MK)

38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).

39. Repeats an alternating visual pattern (e.g., red/green/red/green).

40. Repeats an alternating auditory pattern (e.g., loud/soft claps).

43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).

Measurement

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

1.0 Children expand their understanding of comparing, ordering, and measuring objects.

1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).

Mathematics Knowledge & Skills (MK)

28. Identifies the shorter or taller of two persons or things.

29. Identifies the shortest or tallest in a group.

30. Arranges objects in order by size.

31. Places an object in its proper position in a group ordered by size.

47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

1.2 Order four or more objects by size.

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.

Science Knowledge & Skills (SK)

4. Describes what an animal is doing as it is being observed.

1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.

Mathematics Knowledge & Skills (MK)

46. Uses non-standard units (e.g., paper clips) to measure length.

47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

Cognition & General Knowledge

12. Uses non-standard units (e.g., paper clips) to measure length.

Geometry

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

1.0 Children identify and use a variety of shapes in their everyday environment.

1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.

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.
- 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.
- 37. Identifies the sides and corners in a shape.

1.2 Combine different shapes to create a picture or design.

Mathematics Knowledge & Skills (MK)

- 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.

2.0 Children expand their understanding of positions in space.

2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.

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 expand the use of mathematical thinking to solve problems that arise in their everyday environment.

1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.

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.
17. Adds two small groups by combining the groups and counting all the objects.
18. Indicates that a small group has less after taking some away.
19. Indicates that one was taken away from a small group.
20. Indicates how many are left after taking one from a small group.
21. Shows where to divide a whole object to make two halves.
22. Exchanges two halves for a whole.
23. Separates a group of objects in half.

Cognition & General Knowledge

8. Adds two small groups by combining the groups and counting all the objects.
9. Indicates how many are left after taking one from a small group.

VI. Visual and Performing Arts

Visual Art

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Notice, Respond, and Engage	
1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	
Creative Arts (CA) 24. Describes a self-made art project (tells what it is about) to a child or adult.	
1.2 Begin to plan art and show increasing care and persistence in completing it.	
Creative Arts (CA) 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 22. Selects materials that will be needed for a self-initiated art project. 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 Draw single circle and add lines to create representations of people and things.	
Creative Arts (CA) 20. Draws recognizable environmental objects (e.g., house, trees, ball). 23. Draws some details in representations of animals, people, or objects.	
2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	
Creative Arts (CA) 20. Draws recognizable environmental objects (e.g., house, trees, ball). 23. Draws some details in representations of animals, people, or objects.	
2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	
Creative Arts (CA) 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 25. Uses various tools to create art projects (e.g., rollers, string, straws).	

3-5: Galileo® G3 Scale Goal**Galileo School Readiness Scale****2.4 Use paper and other materials to make two- and three-dimensional assembled works.**

Creative Arts (CA)

17. Creates collages with various materials and textures (e.g., fabrics, pictures).

19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials .

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

2.5 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.

25. Uses various tools to create art projects (e.g., rollers, string, straws).

2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.

Creative Arts (CA)

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

3.0 Create, Invent, and Express Through Visual Art**3.1 Intentionally create content in a work of art.**

Creative Arts (CA)

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

3.2 Draw more detailed figures or objects with more control of line and shape.

Creative Arts (CA)

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

3.3 Use intensity of marks and color more frequently 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 Verbally reflect on music and describe music by using an expanded vocabulary	
Creative Arts (CA) 5. Talks about the kinds of music enjoyed (e.g., favorites).	
1.2 Demonstrate more complex repeating melody and rhythm patterns.	
Creative Arts (CA) 3. Sings or hums familiar songs or tunes. 14. Matches pitch and tempo during a singing activity most of the time.	Approaches to Learning 66. Sings or hums familiar songs or tunes.
1.3 Identify the sources of a wider variety of music and music-like sounds.	
Creative Arts (CA) 8. Matches the type of sound to a particular instrument.	
1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	
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.
2.0 Develop Skills in Music	
2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	
Creative Arts (CA) 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 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	
Creative Arts (CA) 3. Sings or hums familiar songs or tunes. 10. Invents songs or tunes using voice or musical instruments.	Approaches to Learning 66. Sings or hums familiar songs or tunes.

3.0 Create, Invent, and Express Through Music

3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.

Creative Arts (CA)

- 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).
- 12. Identifies differences in tempo, tone, and volume, most of the time.
- 13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).

3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.

Creative Arts (CA)

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

3.3 Explore, improvise, and create brief melodies with voice or instrument.

Creative Arts (CA)

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

Drama

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Notice, Respond, and Engage	
1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	
Creative Arts (CA) 33. Describes the story or situation that will occur during dramatic play.	
2.0 Develop Skills to Create, Invent, and Express Through Drama	
2.1 Demonstrate extended role-play skills with increased imagination and creativity.	
Creative Arts (CA) 31. Acts out a real or make-believe character during dramatic play.	
2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers	
Logic & Reasoning (LR) 5. Uses body to act out pretend scene. 6. Uses drawings to embellish scene. 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg). 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).	Cognition & General Knowledge 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).

Dance

3-5: Galileo® G3 Scale Goal		Galileo School Readiness Scale	
1.0 Notice, Respond, and Engage			
1.1 Further engage and participate 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.		
2.0 Develop Skills in Dance			
2.3 Demonstrate some advanced skills in responding 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 Extend understanding and skills for acting out and dramatizing through music and movement patterns.			
Creative Arts (CA) 4. Uses movement to express what is being felt/heard in various songs or tunes. 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.		
3.2 Invent and recreate dance movements.			
Creative Arts (CA) 9. Synchronizes movements to different patterns of beat/tempo, most of the time.			
3.3 Improvise more complex dances that have a beginning, middle, and an end.			
Creative Arts (CA) 9. Synchronizes movements to different patterns of beat/tempo, most of the time.			
3.4 Communicate and express feelings intentionally through dance.			
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 Show increasing balance and control when holding still.	
Physical Development & Health (PDH) 54. Balances on one foot for five seconds.	
1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another	
Physical Development & Health (PDH) 45. Walks to a destination without help. 46. Jumps in place and off low objects, such as a step. 47. Moves around obstacles with balance and direction. 48. Stops and turns while running. 49. Walks along a line on the floor, most of the time. 50. Climbs up and down stairs. 51. Walks along a wide beam, most of the time. 52. Climbs a short ladder (e.g., on playground toys). 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 83. Climbs up and down stairs. 84. Climbs a short ladder (e.g., on playground toys). 85. Skips with direction and control, most of the time.
2.0 Locomotor Skills	
2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	
Physical Development & Health (PDH) 49. Walks along a line on the floor, most of the time. 51. Walks along a wide beam, most of the time.	
2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	
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. 57. Jumps backward without losing balance.	

3-5: Galileo® G3 Scale Goal

Galileo School Readiness Scale

2.4 Demonstrate increasing ability and body coordination in 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 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, 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 Show increasing 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.
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	
1.0 Body Awareness			
2.0 Spatial Awareness			
2.1 Use own body, general space, and other people’s space when locating or relating to other people or objects in space.			
Physical Development & Health (PDH)			
47. Moves around obstacles with balance and direction.			
3.0 Directional Awareness			
3.2 Can change directions quickly and accurately.			
Physical Development & Health (PDH)			
48. Stops and turns while running.			
3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.			
Physical Development & Health (PDH)			
71. Strings large beads on a piece of yarn.			
72. Builds short structures with blocks or other materials (e.g., 3 blocks high).			
73. Builds tall structures with blocks or other materials (e.g., 10 blocks high).			

Active Physical Play

3-5: Galileo® G3 Scale Goal	Galileo School Readiness Scale
1.0 Active Participation	
1.1 Initiate more complex physical activities for a sustained period of time.	
Physical Development & Health (PDH) 16. Participates actively in outdoor group games (e.g., kickball). 64. Dribbles a large ball several times with one hand.	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).
2.0 Cardiovascular Endurance	
2.1 Engage in sustained active play of increasing intensity 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).
3.1 Engage in increasing amounts of 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 more steps in the handwashing routine	
Physical Development & Health (PDH) 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands.	
1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	
Physical Development & Health (PDH) 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. 12. Brushes teeth in a correct fashion, without assistance. 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 more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	
Physical Development & Health (PDH) 9. Begins to independently brush his/her teeth with supervision.	
3.0 Knowledge of Wellness	
3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	
Physical Development & Health (PDH) 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 more independently though may still need 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. 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 39. Describes basic traffic safety rules, without assistance. 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance. 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).	Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance. 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 81. Identifies potentially dangerous situations/activities, without assistance. 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).
1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.	
Physical Development & Health (PDH) 36. Follows fire safety/fire drill rules, without assistance. 37. Follows outdoor and indoor play rules, without prompts. 39. Describes basic traffic safety rules, without assistance.	Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance.
1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support 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 a larger variety of foods and may know some of the related food groups.	
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 greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	
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.
2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	
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.