

Galileo® G3 Scales Alignment with Kansas State Early Learning Standards



**Assessment
Technology
Incorporated**

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I. Galileo® G3 Scales Alignment with Kansas 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 Kansas 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 Kansas 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 Kansas' early learning standards is labeled at the top of each table. The knowledge areas/concepts of Kansas standards are then listed, as well as any subcategories in Kansas 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.



Kansas Early Learning Standards Pre 3
Alignment to Galileo® 3-5 Years G-3 Scales & Galileo® School Readiness
Scale

II. Approaches to Learning (ATL)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
PERSISTENCE & ENGAGEMENT IN LEARNING: Engagement and Attention	
ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	
Approaches to Learning 11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time. 15. Persists with a difficult or non-preferred activity.	
ATL.p3.2: Ignores distractions briefly when engrossed in an activity.	
Approaches to Learning 11. Maintains concentration in an activity despite distractions or interruptions.	
ATL.p3.3: Remembers and follows one or two step directions.	
Language 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.	
PERSISTENCE & ENGAGEMENT IN LEARNING: Persistence	
ATL.p3.4: Practices an activity many times until successful.	
No matching goal.	
INITIATIVE: Curiosity and Initiative	
ATL.p3.5: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).	
Approaches to Learning 1. Explores most areas of the classroom. 3. Combines materials, objects, equipment in new ways to produce multiple uses.	Approaches to Learning 61. Combines materials, objects, equipment in new ways to produce multiple uses.
ATL.p3.6: Initiates play with other children.	
Language 33. Makes up a story from beginning, to middle, to end.	

ATL.p3.7: Explores, practices, understands social roles through play.

<p>Creative Arts</p> <p>34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p> <p>35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p>	<p>Approaches to Learning</p> <p>35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p>
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INITIATIVE: Sense of Competence

ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others.

<p>Social & Emotional Development</p> <p>4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").</p> <p>8. Talks positively about a recent accomplishment.</p>	
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ATL.p3.9: Knows self as part of family, culture, spiritual group or community.

<p>Social Studies</p> <p>1. Shares personal family stories and traditions.</p> <p>2. Identifies family members and relationship to each.</p> <p>3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).</p>	<p>Cognition & General Knowledge</p> <p>26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).</p>
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ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.

<p>Social & Emotional Development</p> <p>21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p> <p>23. Uses negotiation to reach a solution.</p> <p>25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p> <p>43. Chooses to express self to others safely/respectfully in difficult situations.</p>	
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CREATIVITY: Problem Solving

ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.

<p>Approaches to Learning</p> <p>9. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).</p> <p>10. Experiments with a variety of strategies to solve a problem or complete a task.</p> <p>14. Corrects her/his own mistakes, some of the time.</p> <p>16. Checks to see if a simple task has been completed, without being asked.</p> <p>Social & Emotional Development</p> <p>23. Uses negotiation to reach a solution.</p>	
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ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it.

Approaches to Learning
14. Corrects her/his own mistakes, some of the time.

ATL.p3.13: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).

No matching goal.

CREATIVITY: Creativity and Flexibility

ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.

Approaches to Learning
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.
6. Initiates preferred purposeful activities when playing in interest centers.
8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).

Approaches to Learning
61. Combines materials, objects, equipment in new ways to produce multiple uses.

ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.

Approaches to Learning
3. Combines materials, objects, equipment in new ways to produce multiple uses.
8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).
10 Experiments with a variety of strategies to solve a problem or complete a task.

Approaches to Learning
61. Combines materials, objects, equipment in new ways to produce multiple uses.

ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.

Social & Emotional Development
21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.
23. Uses negotiation to reach a solution.

III. Physical Health and Development (PHD)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
LARGE MOTOR SKILLS	
PHD.p3.1: Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).	
Physical Development & Health 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. 55. Pedals a tricycle, steers and makes turns around obstacles and corners. 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. 59. Gallops maintaining 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.
FINE MOTOR SKILLS	
PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).	
Physical Development & Health 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. 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). 74. Uses computer keyboard/mouse for writing/drawing, without assistance.	Physical Development & Health 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape. 88. Uses computer keyboard/mouse for writing/drawing, without assistance.

PHYSICAL FITNESS

PHD.p3.3: Participates in active play exhibiting strength and stamina.

Physical Development & Health
 15. Exercises large muscles (e.g., running, swinging, hopping, throwing).
 16. Participates actively in outdoor group games (e.g., kickball).
 17. Identifies a variety of games/exercises that help enhance fitness.
 18. Talks about ways exercise keeps us healthy, with assistance.

Physical Development & Health
 77. Participates actively in outdoor group games (e.g., kickball).

NUTRITION/HEALTHY EATING

PHD.p3.4: Eats a variety of foods.

Physical Development & Health
 1. Chews all food completely prior to swallowing.
 2. Feeds his/herself without help.
 3. Independently selects and eats a variety of food types.

Physical Development & Health
 74. Independently selects and eats a variety of food types.

PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.

Physical Development & Health
 2. Feeds his/herself without help.

PERSONAL HYGIENE

PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.

Physical Development & Health
 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.

PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).

<p>Physical Development & Health</p> <p>6. Washes and dries hands with some supervision.</p> <p>7. Insists on washing and drying own hands.</p> <p>8. Brushes teeth with help.</p> <p>9. Begins to independently brush his/her teeth with supervision.</p> <p>12. Brushes teeth in a correct fashion, without assistance.</p> <p>14. Requests or initiates hand washing when needed (e.g., before eating).</p> <p>26. Uses bathroom, without assistance.</p> <p>27. Initiates a trip to the bathroom, without being prompted.</p> <p>28. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</p> <p>29. Disposes of toilet paper/paper towels appropriately.</p> <p>30. Remains dry and unsoiled between bathroom trips.</p>	<p>Physical Development & Health</p> <p>76. Requests or initiates hand washing when needed (e.g., before eating).</p> <p>78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</p>
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SAFETY

PHD.p3.8: Knows common safety rules that have been discussed or taught.

<p>Physical Development & Health</p> <p>36. Follows fire safety/fire drill rules, without assistance.</p> <p>37. Follows outdoor and indoor play rules, without prompts.</p> <p>38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).</p> <p>39. Describes basic traffic safety rules, without assistance.</p> <p>40. Identifies nonedible/poisonous substances, without assistance.</p> <p>41. Identifies potentially dangerous situations/activities, without assistance.</p> <p>42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).</p>	<p>Physical Development & Health</p> <p>79. Follows fire safety/fire drill rules, without assistance.</p> <p>80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).</p> <p>81. Identifies potentially dangerous situations/activities, without assistance.</p> <p>82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).</p>
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PHD.p3.9: Alerts adults to potentially harmful situations.

<p>Physical Development & Health</p> <p>35. Understands that parents and teachers are helpful resources.</p> <p>38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).</p> <p>41. Identifies potentially dangerous situations/activities, without assistance.</p>	<p>Physical Development & Health</p> <p>80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).</p> <p>81. Identifies potentially dangerous situations/activities, without assistance.</p>
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IV. Social and Emotional Development (SED)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
CHARACTER DEVELOPMENT: SED.CD.: FOUNDATIONS OF CHARACTER DEVELOPMENT	
SED.CD.p3.1: Responds to positive and negative feedback from familiar adults.	
Social & Emotional Development 14. Comfortably accepts guidance and directions from a familiar adult.	
CHARACTER DEVELOPMENT: SED.CD.: Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	
Social & Emotional Development 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry. 41. Recognizes the impact of his/her actions on others' feelings. 45. Usually recognizes that inappropriate behavior leads to consequences. 47. Accepts the consequences for own inappropriate behavior most of the time.	
CHARACTER DEVELOPMENT: SED.CD.: Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture	
SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	
Social & Emotional Development 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry. 41. Recognizes the impact of his/her actions on others' feelings. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	
CHARACTER DEVELOPMENT: SED.CD.: Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.	
SED.CD.p3.4: Expresses interests, acceptance, affection for others.	
Social & Emotional Development 32. Initiates greeting of familiar peers. 40. Expresses encouragement in a variety of ways (e.g., clapping, cheering). 43. Chooses to express self to others safely/respectfully in difficult situations. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	

RESPONSIBLE DECISION MAKING & PROBLEM SOLVING: SED.R.: Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals

SED.R.p3.1: Begin to understand consequences of own actions with adult support.

Social & Emotional Development
 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.
 41. Recognizes the impact of his/her actions on others' feelings.
 44. Recognizes inappropriate behavioral choices of self most of the time.
 45. Usually recognizes that inappropriate behavior leads to consequences.
 47. Accepts the consequences for own inappropriate behavior most of the time.

RESPONSIBLE DECISION MAKING & PROBLEM SOLVING: SED.R.: Organize personal time and managing personal responsibilities effectively

SED. R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.

Social & Emotional Development
 13. Makes transitions between activities with minimal assistance.
 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.
 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).

RESPONSIBLE DECISION MAKING & PROBLEM SOLVING: SED.R.: Play a developmentally appropriate role in classroom management and school governance

SED.R.p3.3: Demonstrates confidence by participating in familiar classroom routines.

Social & Emotional Development
 13. Makes transitions between activities with minimal assistance.
 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.
 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).

SED.R.p3.4: Interacts with familiar adults with varying degrees of comfort.

Social & Emotional Development
 14. Comfortably accepts guidance and directions from a familiar adult.
 16. Seeks support from familiar adults to resolve conflicts with peers.

SED.R.p3.5: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.

Approaches to Learning
 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.
 Creative Arts
 15. Works with other children on a cooperative art project (e.g., mural).

RESPONSIBLE DECISION MAKING & PROBLEM SOLVING: SED.R.: Develop, implement and model effective problem solving skills

SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.

Social & Emotional Development
 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.

SED.R.p3.7: Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.

Social & Emotional Development
 16. Seeks support from familiar adults to resolve conflicts with peers.
 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.
 24. Maintains a negotiated plan.
 25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).

Social & Emotional Development
 70. Shows the ability to compromise in conflict resolution.

PERSONAL DEVELOPMENT: SED.PD.: Understand and analyze thoughts and emotions

SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.

Social & Emotional Development
 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).
 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.
 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.

SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.

Social & Emotional Development
 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.

PERSONAL DEVELOPMENT: SED.PD.: Identify and assess personal qualities and external supports

SED.PD. P3.3: Describes self by using several basic characteristics.

Social & Emotional Development
 1. Knows his/her own first and last names.
 2. Knows his/her age.
 3. Knows his/her gender.
 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").
 5. Describes his/her physical attributes (what I look like).
 6. Talks about his/her interests (what I like to do).
 7. Says positive things about his/her appearance.
 8. Talks positively about a recent accomplishment.

SED.PD.p3.4: States basic personal information (e.g., name and age).

Social & Emotional Development
 1. Knows his/her own first and last names.
 2. Knows his/her age.

SED.PD.p3.5: Displays awareness of own thoughts and feelings.

Social & Emotional Development
 6. Talks about his/her interests (what I like to do).
 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).

PERSONAL DEVELOPMENT: SED.PD.: SELF-MANAGEMENT: Understand and practice strategies for managing thoughts and behaviors

SED.PD.p3.6: Makes known personal needs and desires.

Social & Emotional Development
 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).
 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.

SED.PD.p3.7: Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.

Social & Emotional Development
 21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.
 23. Uses negotiation to reach a solution.
 25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).
 43. Chooses to express self to others safely/respectfully in difficult situations.

PERSONAL DEVELOPMENT: SED.PD.: SELF-MANAGEMENT: Reflect on perspectives and emotional responses

SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.

Social & Emotional Development
 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.

PERSONAL DEVELOPMENT: SED.PD.: SELF-MANAGEMENT: Set, monitor, adapt and evaluate goals to achieve success in school and life

SED.PD.p3.9: Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.

<p>Social & Emotional Development 8. Talks positively about a recent accomplishment. 12. Follows established rules and routines in the classroom.</p> <p>Approaches to Learning 17. While playing, says what s/he wants to accomplish, when asked. 18. Sets a goal prior to beginning of an activity or a project. 19. Says, signs, or gestures whether or not a simple task has been completed. 20. Sets a goal, and with adult help, plans a small number of steps to achieve it. 21. Revises, with adult help, a plan that has not produced the intended result.</p>	<p>Social & Emotional Development 68. Follows established rules and routines in the classroom.</p> <p>Approaches to Learning 59. Sets a goal, and with adult help, plans a small number of steps to achieve it.</p>
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SOCIAL DEVELOPMENT: SED.SD.: SOCIAL AWARENESS: Demonstrate awareness of the thoughts, feelings and perspective of others

SED.SD.p3.1: Expresses concern for the needs of others and people in distress.

<p>Social & Emotional Development 46. Expresses empathy or caring for others by consoling, comforting, or helping.</p> <p>Social Studies 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p>Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>
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SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).

No matching goal.

SOCIAL DEVELOPMENT: SED.SD.: SOCIAL AWARENESS: Demonstrate awareness of cultural issues and a respect for human dignity and differences

SED.SD.p3.3: Compares own characteristics with those of others.

<p>Social Studies 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).</p>	
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SOCIAL DEVELOPMENT: SED.SD.: INTERPERSONAL SKILLS: Demonstrate communication and social skills to interact effectively

SED.SD.p3.4: Follows rules and simple directions (1-2 steps).

<p>Social & Emotional Development 12. Follows established rules and routines in the classroom.</p> <p>Language 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.</p>	<p>Social & Emotional Development 68. Follows established rules and routines in the classroom.</p>
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SED.SD.p3.5: Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns).

<p>Social Studies 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p>Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>
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SED.SD.p3.6: Begins to participate in conversational turn taking.

<p>Language 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation.</p>	
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SOCIAL DEVELOPMENT: SED.SD.: INTERPERSONAL SKILLS: Develop and maintain positive relationships

SED.SD.p3.7: Shows interest in having a friend.

<p>Social & Emotional Development 36. Says, signs, or gestures the names of friends.</p>	
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SOCIAL DEVELOPMENT: SED.SD.: INTERPERSONAL SKILLS: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts

SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.

<p>Social & Emotional Development 16. Seeks support from familiar adults to resolve conflicts with peers. 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. 24. Maintains a negotiated plan.</p>	<p>Social & Emotional Development 70. Shows the ability to compromise in conflict resolution.</p>
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V. Communications and Literacy Standards (CL)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
LITERATURE: CL.L.: Key Ideas and Details	
CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content.	
Language 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story.	
Literacy 10. Uses picture cues to tell what is happening in a story. Language 32. Draws pictures or uses dramatic play or music to tell a story.	Language & Literacy 42. Uses picture cues to tell what is happening in a story.
LITERATURE: CL.L.: Craft and Structure	
CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book.	
Literacy 11. Predicts story events using picture or verbal cues. 12. Makes guesses about why things happen or change in a story. Language 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 43. Predicts story events using picture or verbal cues.
CL.L.p3.4 : Interacts with a variety of common types of texts (e.g., storybooks, poems, songs).	
Literacy 26. Asks adults to read printed information such as signs, labels, advertisements. 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.
CL.L.p3.5: Understands that books have both illustrations and print.	
Literacy 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues. 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).

LITERATURE: CL.L.: Integration of Knowledge and Ideas

CL.L.p3.6: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.

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

CL.L.p3.7: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).

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

LITERATURE: CL.L.: Range of Reading and Level of Text Complexity

CL.L.p3.8: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story).

Literacy
13. Selects books, sometimes, over other activities when given a choice.
14. Request rereading of favorite book.
16. Handles books and other reading material with care.
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.

INFORMATIONAL TEXT (NON-FICTION): CL.IT.: Key Ideas and Details

CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text.

Language
4. Asks questions and/or makes comments about a story, poem, or song.

Language & Literacy
32. Asks questions and/or makes comments about a story, poem, or song.

CL.IT.p3.2: Retells some details of the text using pictures or props as a support.

Language
5. Retells a familiar story, poem or song in his/her own words.
31. Recalls story events using some spoken dialogue.
32. Draws pictures or uses dramatic play or music to tell a story.

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

INFORMATIONAL TEXT (NON-FICTION): CL.IT.: Craft and Structure

CL.IT.p3.3: Exhibits curiosity and interest in learning new vocabulary.

Language

14. Repeats or tries different words/sentences to get another child or adult to respond.

CL.IT.p3.4: Identifies the front and back cover of a book.

Literacy

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).

CL.IT.p3.5: Understands that books have both illustrations and print.

Literacy

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).

INFORMATIONAL TEXT (NON-FICTION): CL.IT.: Integration of Knowledge and Ideas

CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.

No matching goal.

CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).

Language

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

Literacy

12. Makes guesses about why things happen or change in a story.

Language & Literacy

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

CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

No matching goal.

INFORMATIONAL TEXT (NON-FICTION): CL.IT.: Range of Reading and Level of Text Complexity

CL.IT.p3.9: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”).

<p>Literacy</p> <p>13. Selects books, sometimes, over other activities when given a choice.</p> <p>14. Request rereading of favorite book.</p> <p>15. Makes connections between her/his own experiences and those presented in books/stories.</p> <p>16. Handles books and other reading material with care.</p> <p>17. Views reading materials one page at a time (front to back), most of the time.</p> <p>18. Engages in pretend reading with other children, doll, or toy animal.</p> <p>19. Requests a favorite book by title, author, or illustrator.</p> <p>20. Initiates conversation with a peer or an adult about a story, book or poem.</p> <p>Language</p> <p>5. Retells a familiar story, poem or song in his/her own words.</p> <p>31. Recalls story events using some spoken dialogue.</p>	<p>Language & Literacy</p> <p>33. Retells a familiar story, poem or song in his/her own words.</p> <p>44. Requests a favorite book by title, author, or illustrator.</p>
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FOUNDATIONAL SKILLS: CL.F.: Print Concepts (CL.F-PC)

CL.F.p3.1: Demonstrates understanding of the organization and basic features of print.

<p>Literacy</p> <p>17. Views reading materials one page at a time (front to back), most of the time.</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>29. Recognizes that words are separated by spaces.</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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CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).

<p>Literacy</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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CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).

<p>Literacy</p> <p>23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p>	<p>Language & Literacy</p> <p>47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p>
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CL.F.p3.1c: Recognizes letters in their name.

<p>Literacy</p> <p>27. Recognizes his/her name in print.</p>	
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FOUNDATIONAL SKILLS: CL.F.: Phonological Awareness

CL.F.p3.2: Plays with the sounds of language.

Literacy

- 4. Recognizes rhymes in poems, readings, or conversation, most of the time.
- 6. Creates rhyming words in play activities.
- 7. Distinguishes between some vowel sounds in spoken language.
- 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

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

CL.F.p3.2a: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).

Literacy

- 1. Recognizes matching and dissimilar sounds of consonants and vowels.
- 2. Distinguishes between some beginning consonant sounds in spoken language.
- 4. Recognizes rhymes in poems, readings, or conversation, most of the time.
- 5. Distinguishes between some ending consonant sounds in spoken language.
- 7. Distinguishes between some vowel sounds in spoken language.

Language & Literacy

- 37. Recognizes matching and dissimilar sounds of consonants and vowels.
- 39. Recognizes rhymes in poems, readings, or conversation, most of the time.

CL.F.p3.2b: Distinguishes whether two words rhyme or not.

Literacy

- 3. Says both syllables of a two-syllable word, with distinct separation.
- 4. Recognizes rhymes in poems, readings, or conversation, most of the time.
- 6. Creates rhyming words in play activities.

Language & Literacy

- 38. Says both syllables of a two-syllable word, with distinct separation.
- 39. Recognizes rhymes in poems, readings, or conversation, most of the time.

CL.F.p3.2c: Blends compound words and syllables in spoken words (e.g., base+ball= baseball; /d+ad= dad).

Literacy

- 8. Puts sounds together to make short words (e.g., k-a-t, cat).

Language & Literacy

- 40. Puts sounds together to make short words (e.g., k-a-t, cat).

CL.F.p3.2d: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).

Literacy

- 1. Recognizes matching and dissimilar sounds of consonants and vowels.

Language & Literacy

- 37. Recognizes matching and dissimilar sounds of consonants and vowels.

FOUNDATIONAL SKILLS: CL.F.: Phonics and Word Recognition

CL.F.p3.3: Knows and applies age-appropriate word analysis skills.

<p>Literacy</p> <ol style="list-style-type: none"> 1. Recognizes matching and dissimilar sounds of consonants and vowels. 2. Distinguishes between some beginning consonant sounds in spoken language. 3. Says both syllables of a two-syllable word, with distinct separation. 4. Recognizes rhymes in poems, readings, or conversation, most of the time. 5. Distinguishes between some ending consonant sounds in spoken language. 6. Creates rhyming words in play activities. 7. Distinguishes between some vowel sounds in spoken language. 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). 	<p>Language & Literacy</p> <ol style="list-style-type: none"> 37. Recognizes matching and dissimilar sounds of consonants and vowels. 38. Says both syllables of a two-syllable word, with distinct separation. 39. Recognizes rhymes in poems, readings, or conversation, most of the time. 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).
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CL.F.p3.3a: Begins to identify own name in print.

<p>Literacy</p> <ol style="list-style-type: none"> 27. Recognizes his/her name in print. 	
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CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.

<p>Literacy</p> <ol style="list-style-type: none"> 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. 	<p>Language & Literacy</p> <ol style="list-style-type: none"> 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.
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FOUNDATIONAL SKILLS: CL.F.: Fluency

CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).

<p>Literacy</p> <ol style="list-style-type: none"> 16. Handles books and other reading material with care. 17. Views reading materials one page at a time (front to back), most of the time. 32. Tracks by moving his/her finger along text as it is read by an adult. 	
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WRITING: CL.W.: Text Types and Purposes

CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.

<p>Literacy</p> <p>34. Uses scribble on paper to communicate a message.</p> <p>35. Communicates by scribbling and with some letter-like shapes.</p> <p>36. Draws figures and shapes to convey meanings.</p> <p>39. Uses a variety of writing tools and materials to communicate with others.</p> <p>42. Writes using inventive spelling.</p> <p>44. Communicates by writing complete words.</p>	<p>Language & Literacy</p> <p>52. Uses scribble on paper to communicate a message.</p> <p>53. Communicates by scribbling and with some letter-like shapes.</p>
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WRITING: CL.W.: Production and Distribution of Writing

CL.W.p3.2: Uses consistent marks to represent name when writing.

<p>Literacy</p> <p>43. Write her/his name, without assistance.</p>	<p>Language & Literacy</p> <p>55. Write her/his name, without assistance.</p>
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CL.W.p3.3: With guidance and support, imitates shapes and strokes.

<p>Literacy</p> <p>40. Copies her/his name from a sample.</p>	<p>Language & Literacy</p> <p>54. Copies her/his name from a sample.</p>
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CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”).

<p>Technology</p> <p>10. Suggests the use of a technology device to complete a task.</p> <p>33. Uses a computer or laptop to answer a simple question or do research with assistance.</p>	
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WRITING: CL.W.: Research to Build and Present Knowledge

CL.W.p3.5: Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).

<p>Approaches to Learning</p> <p>30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</p>	
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CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.

<p>Language</p> <p>31. Recalls story events using some spoken dialogue.</p>	
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SPEAKING & LISTENING: CL.SL.: Comprehension and Collaboration

CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.

Language
 18. Takes turns being a speaker.
 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.

CL.SL.p3.1a: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion).

Language
 18. Takes turns being a speaker.
 19. Responds to comments or questions from others during a conversation.
 20. Adjusts conversation to changes in topic.

CL.SL.p3.1b: Continues a conversation through three or more exchanges.

Language
 18. Takes turns being a speaker.
 19. Responds to comments or questions from others during a conversation.

CL.SL.p3.2: Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.

Language
 4. Asks questions and/or makes comments about a story, poem, or song.

Language & Literacy
 32. Asks questions and/or makes comments about a story, poem, or song.

SPEAKING & LISTENING: CL.SL.: Presentation of Knowledge and Ideas

CL.SL.p3.3: Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.

Language
 15. Uses appropriate words or gestures to share information or experiences.
 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.
 25. Uses descriptive words with objects (e.g. pretty flowers).

CL.SL.p3.4: Able to describe objects and actions depicted in pictures.

Language
25. Uses descriptive words with objects (e.g. pretty flowers).

Literacy
10. Uses picture cues to tell what is happening in a story.
11. Predicts story events using picture or verbal cues.

Language & Literacy
10. Uses picture cues to tell what is happening in a story.
11. Predicts story events using picture or verbal cues.

CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.

Language
17. Uses appropriate words or gestures to relate feelings, needs, or opinions.

LANGUAGE STANDARDS: CL.LS.: Conventions of Standard English

CL.LS.p3.1: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.

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

CL.LS.p3.1a: Begins to make letter like forms and print some letters (e.g., letters in their name).

Literacy
35. Communicates by scribbling and with some letter-like shapes.
41. Writes some letters.
42. Writes using inventive spelling.

Language & Literacy
53. Communicates by scribbling and with some letter-like shapes.

CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.

Language
15. Uses appropriate words or gestures to share information or experiences.
17. Uses appropriate words or gestures to relate feelings, needs, or opinions.

CL.LS.p3.1c: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

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

CL.LS.p3.1d: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).

Language
4. Asks questions and/or makes comments about a story, poem, or song.
16. Asks questions to obtain information or assistance.

Language & Literacy
32. Asks questions and/or makes comments about a story, poem, or song.

CL.LS.p3.1e: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

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

CL.LS.p3.1f: Communicates using at least 3-4 word sentences.

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

CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.

Literacy
35. Communicates by scribbling and with some letter-like shapes.
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.

LANGUAGE STANDARDS: CL.LS.: Vocabulary Acquisition and Use

CL.LS.p3.3: Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).

No matching goal.

CL.LS.p3.4: With guidance and support from adults, explores word relationships and nuances in word meanings.

No matching goal.

CL.LS.p3.4a: Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).

No matching goal.

CL.LS.p3.4b: Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

No matching goal.

CL.LS.p3.5: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.

Language
14. Repeats or tries different words/sentences to get another child or adult to respond.

VI. Mathematics (M)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
COUNTING & CARDINALITY: M.CC.: Know number names and the count sequence	
M.CC.p3.1: Counts in sequence to 10.	
Early Math 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.
M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.	
Early Math 7. Writes numerals to indicate 6 or less objects. 8. Writes numerals to indicate between 7 and 10 objects. 9. Writes numerals to indicate between 11 and 20 objects. 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20.	Cognition & General Knowledge 4. Writes numerals to indicate 6 or less objects. 5. Writes numerals to indicate between 7 and 10 objects. 6. Writes numerals to indicate between 11 and 20 objects.
COUNTING & CARDINALITY: M.CC.: Count to tell the number of objects	
M.CC.p3.3: Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).	
Early Math 1. Uses one-to-one correspondence when counting objects.	
M.CC.p3.4: Spontaneously counts for own purposes.	
Early Math 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. 5. Counts to find out how many are in a group greater than 10. 6. Counts backward to find how many are left.	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.
M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).	
Early Math 11. Separates a group into two sets and identifies the number of items in both sets. 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. 20. Indicates how many are left after taking one from a small group.	Cognition & General Knowledge 7. Separates a group into two sets and identifies the number of items in both sets. 9. Indicates how many are left after taking one from a small group.

COUNTING & CARDINALITY: M.CC.: Compare Numbers

M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.

Early Math

10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).

11. Separates a group into two sets and identifies the number of items in both sets.

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.

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

Cognition & General Knowledge

7. Separates a group into two sets and identifies the number of items in both sets.

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

M.CC.p3.7: When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).

Early Math

24. Matches objects to an example.

OPERATIONS & ALGEBRAIC THINKING: M.OA.: Understand addition as putting together and adding to and understand subtraction as taking apart and taking from

M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”).

Early Math

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.

Cognition & General Knowledge

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

M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.

Early Math

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

MEASUREMENT & DATA: M.MD.: Describe and compare measurable attributes

M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute (e.g., weight, capacity, length) and begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims “That’s heavier!”).

<p>Early Math</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>
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MEASUREMENT & DATA: M.MD.: Classify objects and count the number of objects in each category

M.MD.p3.2: Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).

<p>Early Math</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>
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GEOMETRY: M.G.: Identify and Describe Shapes

M.G.p3.1: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).

<p>Early Math</p> <p>34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.</p> <p>37. Identifies the sides and corners in a shape.</p>	
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M.G.p3.2: Correctly names shapes regardless of their orientations or overall size.

<p>Early Math</p> <p>34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.</p> <p>35. Places a circle, square, or triangle appropriately on a foam board.</p> <p>36. Creates new shapes from familiar shapes by folding, cutting, or twisting.</p>	
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GEOMETRY: M.G.: Analyze, compare, create and compose shapes

M.G.p3.3: Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length).

Early Math

37. Identifies the sides and corners in a shape.

M.G.p3.4: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.

Early Math

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

VII. Science Standards (S)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
MOTION & STABILITY: FORCES & INTERACTIONS	
S.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).	
Nature and Science 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). 35. Predicts which way a scale will tip when a weight is added to one side. 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed). 37. Predicts changes in objects when heat/cold is applied (e.g., ice melts). 38. Predicts changes in objects when liquid is added (e.g., sand, paper). 39. Predicts that the steeper the incline, the faster an object will move.	Cognition & General Knowledge 19. Predicts which way a scale will tip when a weight is added to one side. 20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).
ENERGY	
S.p3.2: Makes simple observations of the characteristics of the sun (e.g., “The sun is bright!” “ It’s hot out here in the sun.” “At night it gets dark because the sun goes away”).	
Nature and Science 12. Draws/talks about different weather conditions (e.g., sunny, rainy).	
FROM MOLECULES TO ORGANISMS: STRUCTURES & PROCESSES	
S.p3.3: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	
Nature and Science 17. Distinguishes plants from animals. 18. Distinguishes between land and water animals. 19. Classifies animals into groups by the way they move (e.g., flying, running). 20. Classifies animals into those that are domestic and those that are wild. 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).	

S.p3.4: Understands that living things need air, water and food.

Nature and Science

- 28. Predicts that a plant will die if it does not receive water.
- 30. Predicts that a plant will die if it does not receive sufficient light.
- 32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.
- 33. Predicts that plants may be destroyed when an animal population increases.

EARTH'S SYSTEMS

S.p3.5: Identifies weather occurrences (e.g., sun, rain and snow).

Nature and Science

- 12. Draws/talks about different weather conditions (e.g., sunny, rainy).
- 34. Predicts that it is likely to rain when dark clouds come.

S.p3.6: Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).

Nature and Science

- 41. Uses observation as a way to gather data about an object or an event.
- 44. Describes her/his data to other peers/adults.
- 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).

Cognition & General Knowledge

- 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).

EARTH & HUMAN ACTIVITY

S.p3.7: Comments on an animal's appearance, behavior or habitat.

Nature and Science

- 17. Distinguishes plants from animals.
- 18. Distinguishes between land and water animals.
- 19. Classifies animals into groups by the way they move (e.g., flying, running).
- 20. Classifies animals into those that are domestic and those that are wild.
- 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).
- 31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).

S.p3.8: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).

Nature and Science

- 17. Distinguishes plants from animals.
- 18. Distinguishes between land and water animals.
- 19. Classifies animals into groups by the way they move (e.g., flying, running).
- 20. Classifies animals into those that are domestic and those that are wild.
- 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).

S.p3.9: Makes comments about the weather. (e.g., it's cold, it's windy).

Nature and Science

- 12. Draws/talks about different weather conditions (e.g., sunny, rainy).
- 15. Associates objects/events with different temperatures (e.g., ice-low temp.).

S.p3.10: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).

Social Studies

- 27. Throws trash in garbage can.
- 28. Points out recycling container in the classroom.
- 29. Tells what goes into the recycling container in the classroom.
- 30. Makes use of used materials when possible (e.g., scratch paper, uses both front and back of paper).
- 31. Describes what recycling is.
- 32. Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps).
- 33. Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).

VIII. Social Studies (SS)

3-5: Galileo® G3 Assessment Scale Goal		Galileo School Readiness Scale
GOVERNMENT		
SS.p3.1: Names family members by relationships (e.g., dad, sister, cousin).		
Social Studies 2. Identifies family members and relationship to each.		
ECONOMICS		
SS.p3.2: Trades or exchanges materials or objects with others.		
No matching goal.		
SS.p3.3: Discriminates between “yours” and “mine.”		
Social & Emotional Development 18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).		
GEOGRAPHY		
SS.p3.4: Uses words to indicate direction.		
Social Studies 14. Demonstrates and uses terms related to location, direction, and distance.	Cognition & General Knowledge 28. Demonstrates and uses terms related to location, direction, and distance.	
SS.p3.5: Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).		
Social Studies 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground. 17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).		
SS.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.		
Social Studies 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.	

KANSAS, UNITED STATES & WORLD HISTORY

SS.p3.7 Questions why and/or how people are similar or different.

Social Studies

- 41. Shows recognition of and respect for differences between genders.
- 42. Shows respect for those with special needs.
- 43. Shows respect for members of different cultures.
- 44. Shows respect for varying family structures.
- 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).

SS.p3.8: Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby...” , “ or before I moved into my new house... ”).

Social Studies

- 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).
- 36. Identifies events that might occur in the future.
- 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.
- 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.
- 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").

Cognition & General Knowledge

- 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).

IX. Creative Arts (CA)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
DANCE: CA.p3.1: Physical:	
CA.p3.1a: Explores moving all body parts in isolation.	
No matching goal.	
CA.p3.1b: Explores cross lateral movements.	
No matching goal.	
DANCE: CA.p3.2: Responding:	
CA.p3.2a: Moves one body part in response to a simple rhythm pattern.	
Creative Arts 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	
CA.p3.2b: Demonstrates the difference between still and moving.	
Physical Development & Health 48. Stops and turns while running.	
CA.p3.2c: Moves over, under and around objects.	
Physical Development & Health 47. Moves around obstacles with balance and direction.	
DANCE: CA.p3.3: Creating:	
CA.p3.3a: Creates high, medium and low shapes.	
No matching goal.	
CA.p3.3b: Explores and creates patterns.	
Early Math 38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).	
CA.p3.3c: Combines axial and locomotor movements together.	
Physical Development & Health 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.	

DANCE: CA.p3.4: Understanding:

CA.p3.4a: Listens to musical cues and teacher instruction.

Creative Arts

- 8. Matches the type of sound to a particular instrument.
- 9. Synchronizes movements to different patterns of beat/tempo, most of the time.

CA.p3.4b: Dances with purpose attentive to music and instruction.

Creative Arts

- 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.

MUSIC: CA.p3.5: Physical:

CA.p3.5a: Repeats sound and rhythm patterns.

Creative Arts

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

Early Math

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

CA.p3.5b: Sings simple songs.

Creative Arts

- 3. Sings or hums familiar songs or tunes.

Approaches to Learning

- 66. Sings or hums familiar songs or tunes.

MUSIC: CA.p3.6: Responding:

CA.p3.6a: Moves to traditional music: march, gallop, hop, tiptoe.

Creative Arts

- 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.

Physical Development & Health

- 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.
- 59. Gallops maintaining direction and control, most of the time.

Physical Development & Health

- 85. Skips with direction and control, most of the time.

MUSIC: CA.p3.7: Creating:

CA.p3.7a: Repeats song patterns and rhythmic movements to music.

Creative Arts
 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.

Early Math
 38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).
 40. Repeats an alternating auditory pattern (e.g., loud/soft claps).

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

CA.p3.7b: Sings 5-8 note scale.

Creative Arts
 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.

MUSIC: CA.p3.8: Understanding:

CA.p3.8a: Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.

Creative Arts
 4. Uses movement to express what is being felt/heard in various songs or tunes.
 8. Matches the type of sound to a particular instrument.
 10. Invents songs or tunes using voice or musical instruments.
 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).
 14. Matches pitch and tempo during a singing activity most of the time.

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

ACTING\THEATER: CA.p3.9: Physical:

CA.p3.9a: Recites nursery rhymes and simple songs.

Creative Arts
 3. Sings or hums familiar songs or tunes.

Approaches to Learning
 66. Sings or hums familiar songs or tunes.

CA.p3.9b: Recalls familiar stories.

Language 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.
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CA.p3.9c: Memorizes words in books and stories.

Literacy 28. Predicts what word might come next in a familiar story, some of the time.	
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ACTING\THEATER: CA.p3.10: Responding:

CA.p3.10a: Identifies feelings - happy, sad, mad, etc.

Social & Emotional Development 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).	
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CA.p3.10b: Beginning to differentiate between real and pretend.

Logic & Reasoning 12. Acknowledges a difference between pretend game and the reality of the classroom. 13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).	Cognition & General Knowledge 16. Acknowledges a difference between pretend game and the reality of the classroom.
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CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together.

Creative Arts 3. Sings or hums familiar songs or tunes. 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow). 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	Approaches to Learning 66. Sings or hums familiar songs or tunes.
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CA.p3.10d: Beginning to take a role in dramatic play.

Creative Arts 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.	
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ACTING\THEATER: CA.p3.11: Creating:

CA.p3.11a: Follows simple instructions to recreate story and dramatic movement.

Language 3. Follows a small set of step-by-step directions, without prompts.	
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CA.p3.11b: Uses costumes to disguise self and become a character in everyday environment.

Logic & Reasoning
 6. Uses drawings to embellish scene.
 9. Acts out different roles (e.g., child, adult) in dramatic play situations.
 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).

ACTING\THEATER: CA.p3.12: Understanding:

CA.p3.12a: Creates action and verbalization with costume prompt.

No matching goal.

CA.p3.12b: Creates story with props/manipulatives.

Logic & Reasoning
 3. Uses objects to represent characters (e.g., stuffed animal as the dad).
 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).

VISUAL ARTS: CA.p3.13: Physical:

CA.p3.13a: Begins use of scissors.

Physical Development & Health
 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
 87. Uses scissors to cut out a pre-formed simple shape.

CA.p3.13b: Explores with natural and recycled objects.

Social Studies
 30. Makes use of used materials when possible (e.g., scratch paper, uses both front and back of paper).

VISUAL ARTS: CA.p3.14: Responding:**CA.p3.14a: Explores more complex art activities.**

Creative Arts

- 19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials .
- 20. Draws recognizable environmental objects (e.g., house, trees, ball).
- 21. Participates in various art activities (e.g., paint, sculpture, collage, masks).
- 23. Draws some details in representations of animals, people, or objects.
- 24. Describes a self-made art project (tells what it is about) to a child or adult.
- 25. Uses various tools to create art projects (e.g., rollers, string, straws).
- 26. Recombines and experiments with art materials to see what happens.

CA.p3.14b: Mixes two basic shapes - abstract rather than representational.

Creative Arts

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

VISUAL ARTS: CA.p3.15: Creating:**CA.p3.15a: Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.**

Creative Arts

- 22. Selects materials that will be needed for a self-initiated art project.
- 23. Draws some details in representations of animals, people, or objects.
- 24. Describes a self-made art project (tells what it is about) to a child or adult.
- 27. Describes the steps/plan for constructing a self-initiated art project.
- 29. Draws a series of pictures that depict a story.

CA.p3.15b: Works independently.

Creative Arts

- 22. Selects materials that will be needed for a self-initiated art project.
- 27. Describes the steps/plan for constructing a self-initiated art project.

VISUAL ARTS: CA.p3.16: Understanding:

CA.p3.16a: Mixes colors to create a new color.

Creative Arts

- 26. Recombines and experiments with art materials to see what happens.
- 28. Uses a variety of colors to create moods or feelings in artwork.

CA.p3.16b: Names shapes.

Early Math

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