

Galileo® G3 Assessment Scales Alignment with Your State Standards Michigan



Assessment
Technology
Incorporated

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Galileo® G3 Assessment Scales Alignment with Your State Standards

The state standards provide early childhood programs with important guidance for the provision of learning opportunities and the alignment of assessment activities to inform and facilitate developmentally appropriate practice leading to children's success at birth, now, and in the future as they make the transition to the early grades. These 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, including:

- the selection and implementation of curriculum and assessment tools as part of an overall approach to promoting positive outcomes for children;
- connecting child assessment data to various aspects of early childhood program planning and design;
- establishing school readiness goals consistent with state and local expectations;
- monitoring children's progress;
- guiding the collection of child assessment data for other early childhood reporting systems; and
- promoting continuous quality improvement in programs, child well-being and success.

Galileo Pre-K Online is uniquely designed to support systemic implementation of your state standards. Galileo is an extensively integrated, research-based, online educational management system currently used in early childhood programs to support a collaborative, data-driven, and goal-directed approach to promoting positive outcomes for children. In fact, since 1987, Galileo Pre-K Online has been successfully implemented in support of Head Start, public-school preschool, and proprietary early childhood programs' efforts in achieving these fundamental goals.

Galileo Pre-K Online is a complete and fully integrated assessment, curriculum, and reporting system linking assessment, planning, individualization and the documentation of progress aligned to your state standards. For example, the integrated set of goals established through the state standards can assist early childhood programs establish school readiness goals for children, monitor children's progress, align curricula and conduct program planning in ways that promote all aspects of child development and early learning. Galileo Pre-K Online is uniquely designed to facilitate these goals through the implementation of a program-wide, systemic approach to educational decision-making and action leading to positive outcomes for children.

Alignment with Your State Standards

The Galileo[®] G3 Assessment Scales provided by ATI to early childhood programs are aligned with, and reflect the scope and intent of, the state standards for children ages 3 to 5. The Galileo G3 Assessment Scales are organized into 12 domains of knowledge. This alignment document is also organized into 11 sections displaying the Galileo G3 Assessment Scales,

accompanying capabilities, and alignment with state standards. The following table displays the names of the Galileo G3 Assessment Scales. In addition, the number of capabilities assessed in each domain by each scale is indicated.

TABLE 1
Galileo G3 Assessment Scales

3-5 Galileo G3 Assessment 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

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

As can be seen in the example following for Nature and Science, the knowledge areas comprising Galileo G3 Assessment Scales for ages 3 to 5 provide comprehensive coverage of a domain of knowledge in a way that makes it possible to effectively assess children’s learning and provide meaningful learning opportunities guided by practical assessment information. Overall, the state standards are comprehensively represented through the 73 knowledge areas

comprising the 11 domain areas. 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 Assessment Scale, for example, are indicated in Table 2.

TABLE 2

Galileo® G3 Nature and Science Assessment Scale Knowledge Areas

3-5 Galileo G3 Nature and Science Knowledge Areas
<ul style="list-style-type: none">• 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 each *Galileo G3 Assessment Scale* in this document, you will note that the domain is labeled at the top of each table. The knowledge areas/concepts of your state standards are then listed, as well as any subcategories in your state standards. In the left column are the details of how the

Galileo scales and goals correspond to the state standards Galileo. The columns on the right side of each section detail how the *Galileo Schools Readiness Scales* goals (which are a compilation of select Galileo G3 goals) correspond to the state standards.

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

The state standards provide important information about key knowledge, behaviors, and skills acquired by young children and serve as a useful guide for the provision of learning opportunities and the choice of assessment instruments to assess children’s progress. In this regard, the *Galileo G3 Assessment 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 validated developmental sequences. These empirically validated sequences make it

possible for early childhood programs 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 Assessment Scales* can be effectively utilized to measure growth over an extended period of time and to document program impact on children’s learning. The *Galileo G3 Assessment Scales* on the following pages are comprised of in-depth, comprehensive, and empirically validated developmental sequences for Galileo knowledge areas and capabilities, reflecting the state standards.

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Michigan Early Childhood Standards of Quality for Prekindergarten

Alignment to Galileo® 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

Approaches to Learning

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
HABITS OF MIND	
1. EARLY LEARNING EXPECTATION: CREATIVITY-IMAGINATION-VISUALIZATION. DEMONSTRATE A GROWING ABILITY TO USE ORIGINALITY OR VISION WHEN APPROACHING LEARNING; USE IMAGINATION, SHOW ABILITY TO VISUALIZE A SOLUTION OR NEW CONCEPT.	
1.1 Can be playful with peers and adults. (no matching goal)	
1.2 Make connections with situations or events, people or stories.	
Literacy 15. Makes connections between her/his own experiences and those presented in books/stories.	
1.3 Create new images or express ideas.	
Language 32. Draws pictures or uses dramatic play or music to tell a story. 33. Makes up a story from beginning, to middle, to end.	
1.4 Propose or explore possibilities to suggest what an object or idea might be 'otherwise.'	
Nature and Science 50. Provides two explanations for why an event/outcome occurred (e.g., birds left).	Cognition & General Knowledge 23. Provides two explanations for why an event/outcome occurred (e.g., birds left).
1.5 Expand current knowledge onto a new solution, new thinking or new concept.	
Nature and Science 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	
1.6 Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	
Approaches to Learning 1. Explores most areas of the classroom. 2. Participates in an increasing variety of experiences independently. 3. Combines materials, objects, equipment in new ways to produce multiple uses. 6. Initiates preferred purposeful activities when playing in interest centers.	Approaches to Learning 61. Combines materials, objects, equipment in new ways to produce multiple uses.
1.7 Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	
Approaches to Learning 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).	Approaches to Learning 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2. EARLY LEARNING EXPECTATION: INITIATIVE-ENGAGEMENT-PERSISTENCE-ATTENTIVENESS. DEMONSTRATE THE QUALITY OF SHOWING INTEREST IN LEARNING; PURSUE LEARNING INDEPENDENTLY.	
2.1 Initiate ‘shared thinking’ with peers and adults.	
Nature and Science 40. Participates in simple investigations to answer questions. 42. Confirms observations with another child/adult. 48. Shares ideas/thoughts when observing the natural world/physical phenomena.	
2.2 Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	
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.	
2.3 Demonstrate increasing ability to set goals and to develop and follow through on plans.	
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.	Approaches to Learning 59. Sets a goal, and with adult help, plans a small number of steps to achieve it. 60. Revises, with adult help, a plan that has not produced the intended result.
2.4 Show growing capacity to maintain concentration in spite of distractions and interruptions.	
Approaches to Learning 11. Maintains concentration in an activity despite distractions or interruptions. 15. Persists with a difficult or non-preferred activity.	
2.5 Explore, experiment and ask questions freely.	
Approaches to Learning 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).	Approaches to Learning 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).
3. EARLY LEARNING EXPECTATION: CURIOSITY–INQUIRY-QUESTIONING- TINKERING-RISK TAKING. DEMONSTRATE AN INTEREST AND EAGERNESS IN SEEKING INFORMATION (E.G., BE ABLE TO SEE THINGS FROM A DIFFERENT PERSPECTIVE, FIDDLING WITH SOMETHING TO FIGURE IT OUT OR ATTEMPTING A REASONABLE SOLUTION).	
3.1 Demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).	
Approaches to Learning 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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.2 Express a 'sense of wonder.'	
Approaches to Learning 1. Explores most areas of the classroom. 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).	Approaches to Learning 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).
3.3 Choose to take opportunities to explore, investigate or question in any domain.	
Approaches to Learning 1. Explores most areas of the classroom. 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). Nature & Science 54. Asks "Why" questions to learn more about a current/past event. 55. Asks "What will happen if" questions to help predict a future event. 56. Asks "How" objects and events are different/same.	Approaches to Learning 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). Cognition & General Knowledge 25. Asks "What will happen if" questions to help predict a future event.
3.4 Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).	
Approaches to Learning 21. Revises, with adult help, a plan that has not produced the intended result.	Approaches to Learning 60. Revises, with adult help, a plan that has not produced the intended result.
4. EARLY LEARNING EXPECTATION: RESILIENCE-OPTIMISM-CONFIDENCE. DEMONSTRATE THE CAPACITY TO COPE WITH CHANGE, PERSIST, MOVE AHEAD WITH SPIRIT, VITALITY AND A GROWING BELIEF IN ONE'S ABILITY TO REALIZE A GOAL.	
4.1 Manage reasonable frustration.	
Social & Emotional Development 9. Engages in reassuring self-talk or changing goals when frustrated or frightened.	
4.2 Meet new and varied tasks with energy, creativity, and interest.	
Approaches to Learning 2. Participates in an increasing variety of experiences independently. 6. Initiates preferred purposeful activities when playing in interest centers.	
4.3 Explore and ask questions.	
Approaches to Learning 1. Explores most areas of the classroom. Nature & Science 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world. 54. Asks "Why" questions to learn more about a current/past event. 55. Asks "What will happen if" questions to help predict a future event. 56. Asks "How" objects and events are different/same.	Cognition & General Knowledge 25. Asks "What will happen if" questions to help predict a future event.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4.4 Begin to organize projects or play; make and carryout plans.	
<p>Approaches to Learning 16. Checks to see if a simple task has been completed, without being asked. 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.</p>	
4.5 Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.	
<p>Creative Arts 32. Acts out stories or situations during a dramatic play activity.</p>	
4.6 Begin to set aside fear of failure when self-initiating new tasks.	
<p>Social & Emotional Development 9. Engages in reassuring self-talk or changing goals when frustrated or frightened.</p>	
5. EARLY LEARNING EXPECTATION: REASONING-PROBLEM SOLVING-REFLECTION. DEMONSTRATE A GROWING CAPACITY TO MAKE MEANING, USING ONE’S HABITS OF MIND TO FIND A SOLUTION OR FIGURE SOMETHING OUT.	
5.1 Begin to hypothesize or make inferences.	
<p>Nature and Science 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.</p>	<p>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).</p>
5.2 Show an increasing ability to ask questions appropriate to the circumstance.	
<p>Approaches to Learning 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). Nature & Science 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world. 54. Asks "Why" questions to learn more about a current/past event. 55. Asks "What will happen if" questions to help predict a future event. 56. Asks "How" objects and events are different/same.</p>	<p>Approaches to Learning 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). Cognition & General Knowledge 25. Asks "What will happen if" questions to help predict a future event.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5.3 Show an increasing ability to predict outcomes by checking out and evaluating their predictions.	
<p>Nature and Science</p> <p>35. Predicts which way a scale will tip when a weight is added to one side.</p> <p>36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).</p> <p>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</p> <p>39. Predicts that the steeper the incline, the faster an object will move.</p>	<p>Cognition & General Knowledge</p> <p>19. Predicts which way a scale will tip when a weight is added to one side.</p> <p>20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p>
5.4 Attempt a variety of ways of solving problems.	
<p>Logic & Reasoning</p> <p>15. Seeks assistance from an adult when attempting to solve a problem.</p> <p>16. Seeks assistance from peers when attempting to solve a problem.</p> <p>17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).</p> <p>18. Uses concrete materials to solve a problem (e.g., blocks to count).</p> <p>19. Tries out new ideas to see if they will work.</p> <p>20. Suggests an alternative solution to solve a problem, without assistance.</p> <p>21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).</p> <p>22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).</p>	<p>Cognition & General Knowledge</p> <p>14. Uses concrete materials to solve a problem (e.g., blocks to count).</p>
5.5 Demonstrate enjoyment in solving problems.	
<p>Logic & Reasoning</p> <p>19. Tries out new ideas to see if they will work.</p>	
5.6 Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.	
<p>Nature and Science</p> <p>40. Participates in simple investigations to answer questions.</p> <p>41. Uses observation as a way to gather data about an object or an event.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5.7 Share through words or actions the acquisition of increasingly complex concepts.	
<p>Nature and Science 42. Confirms observations with another child/adult. 48. Shares ideas/thoughts when observing the natural world/physical phenomena. 50. Provides two explanations for why an event/outcome occurred (e.g., birds left). 51. Attempts to explain why living things change (e.g., leaves turn brown). 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>	<p>Cognition & General Knowledge 23. Provides two explanations for why an event/outcome occurred (e.g., birds left). 24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>
5.8 Show an increasing ability to observe detail and attributes of objects, activities, and processes.	
<p>Nature and Science 41. Uses observation as a way to gather data about an object or an event. 48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p>	
SOCIAL DISPOSITIONS	
6. EARLY LEARNING EXPECTATION: PARTICIPATION-COOPERATION-PLAY- NETWORKING-CONTRIBUTION. DEMONSTRATE INCREASING ABILITY TO BE TOGETHER WITH OTHERS, IN PLAY OR INTELLECTUAL LEARNING OPPORTUNITIES AND/OR MAKING POSITIVE EFFORTS FOR THE GOOD OF ALL; JOIN A COMMUNITY OF LEARNERS IN PERSON AND DIGITALLY AS APPROPRIATE.	
6.1 Learn from and through relationships and interactions.	
<p>Approaches to Learning 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</p> <p>Nature and Science 48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p>	
6.2 Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.	
<p>Approaches to Learning 6. Initiates preferred purposeful activities when playing in interest centers. 28. Establishes proximity to peers during an unstructured child-directed activity. 29. Maintains proximity to peers during an unstructured child-directed activity.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
6.3 Begin to develop and practice the use of problem-solving and conflict resolution skills.	
<p>Logic & Reasoning</p> <p>15. Seeks assistance from an adult when attempting to solve a problem.</p> <p>16. Seeks assistance from peers when attempting to solve a problem.</p> <p>17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).</p> <p>18. Uses concrete materials to solve a problem (e.g., blocks to count).</p> <p>19. Tries out new ideas to see if they will work.</p> <p>20. Suggests an alternative solution to solve a problem, without assistance.</p> <p>21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).</p> <p>22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).</p> <p>Social & Emotional Development</p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>17. Moves around another child that is in her/his way (e.g., going up a slide).</p> <p>18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).</p> <p>19. Expresses wants and needs in conflict situations.</p> <p>20. Says, signs, or gestures to a child who is being offensive to stop the behavior.</p> <p>21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p> <p>22. Shows the ability to compromise in conflict resolution.</p> <p>23. Uses negotiation to reach a solution.</p> <p>24. Maintains a negotiated plan.</p> <p>25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>	<p>Cognition & General Knowledge</p> <p>14. Uses concrete materials to solve a problem (e.g., blocks to count).</p> <p>Social & Emotional Development</p> <p>70. Shows the ability to compromise in conflict resolution.</p>
6.4 Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).	
<p>Social Studies</p> <p>41. Shows recognition of and respect for differences between genders.</p> <p>42. Shows respect for those with special needs.</p> <p>43. Shows respect for members of different cultures.</p> <p>44. Shows respect for varying family structures.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
6.5 Show an increasing capacity to consider or take into account another’s perspective.	
Social & Emotional Development 41. Recognizes the impact of his/her actions on others' feelings. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	
6.6 Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.	
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.
6.7 Contribute individual strengths, imagination or interests to a group.	
Social Studies 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. Literacy 20. Initiates conversation with a peer or an adult about a story, book or poem.	Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
6.8 Successfully develop and keep friendships. (no matching goal)	
6.9 Participate successfully as group members.	
Approaches to Learning 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner. 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.
6.10 Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.	
Social Studies 1. Shares personal family stories and traditions. 2. Identifies family members and relationship to each. 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
7. EARLY LEARNING EXPECTATION: RESPECT FOR SELF AND OTHERS – MENTAL AND BEHAVIORAL HEALTH. EXHIBIT A GROWING REGARD FOR ONE’S MIND AND CAPACITY TO LEARN; DEMONSTRATE THE CAPACITY OF CONSIDERATION FOR OTHERS; SHOW A GROWING CAPACITY TO SELF-REGULATE AND DEMONSTRATE SELF-EFFICACY.	
7.1 Show increasing respect for the rights of others.	
Social & Emotional Development 42. Respects the rights of others.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
7.2 Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.	
Approaches to Learning 25. Is helpful to an adult when prompted. 26. Voluntarily helps a peer.	
7.3 Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	
Social & Emotional Development 9. Engages in reassuring self-talk or changing goals when frustrated or frightened.	
7.4 Use positive communication and behaviors (do not mock, belittle, or exclude others).	
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.
7.5 Resolve (or attempt to resolve) conflicts respectfully.	
Social & Emotional Development 16. Seeks support from familiar adults to resolve conflicts with peers. 17. Moves around another child that is in her/his way (e.g., going up a slide). 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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
7.6 Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.	
<p>Approaches to Learning</p> <p>2. Participates in an increasing variety of experiences independently.</p> <p>4. Selects activities or objects from a choice of at least two in a daily routine.</p> <p>5. Selects activities that are within her/his capabilities, most of the time.</p> <p>6. Initiates preferred purposeful activities when playing in interest centers.</p> <p>Social & Emotional Development</p> <p>4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").</p> <p>6. Talks about his/her interests (what I like to do).</p> <p>8. Talks positively about a recent accomplishment.</p>	
7.7 Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.	
<p>Social & Emotional Development</p> <p>41. Recognizes the impact of his/her actions on others' feelings.</p> <p>46. Expresses empathy or caring for others by consoling, comforting, or helping.</p>	
7.8 Can resist and effectively respond to inappropriate peer pressure (as age appropriate). (no matching goal)	
7.9 Demonstrate positive feelings about their own gender, family, race, culture and language.	
<p>Social & Emotional Development</p> <p>4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").</p> <p>5. Describes his/her physical attributes (what I look like).</p> <p>7. Says positive things about his/her appearance.</p>	
7.10 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	
<p>Social & Emotional Development</p> <p>4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").</p> <p>6. Talks about his/her interests (what I like to do).</p> <p>8. Talks positively about a recent accomplishment.</p> <p>9. Engages in reassuring self-talk or changing goals when frustrated or frightened.</p> <p>37. Chooses to express self to others safely/respectfully in calm situations.</p> <p>43. Chooses to express self to others safely/respectfully in difficult situations.</p>	<p>Social & Emotional Development</p> <p>72. Chooses to express self to others safely/respectfully in calm situations.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
7.11 Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.	
<p>Social & Emotional Development 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 8. Talks positively about a recent accomplishment.</p> <p>Social Studies 5. Demonstrates increasing ability to make independent choices.</p>	
8. EARLY LEARNING EXPECTATION: RESPONSIBILITY-ETHICAL ACTIONS. ARE BECOMING ACCOUNTABLE OR RELIABLE FOR THEIR ACTIONS TO SELF AND OTHERS.	
8.1 Contribute to the community (classroom, school, neighborhood) as age appropriate.	
<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>
8.2 Grow in understanding of the need for rules and boundaries in their learning and social environments.	
<p>Social & Emotional Development 12. Follows established rules and routines in the classroom.</p>	<p>Social & Emotional Development 68. Follows established rules and routines in the classroom.</p>
8.3 Show an increasing ability to follow simple, clear, and consistent directions and rules.	
<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>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
8.4 Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.	
<p>Logic & Reasoning</p> <p>15. Seeks assistance from an adult when attempting to solve a problem.</p> <p>16. Seeks assistance from peers when attempting to solve a problem.</p> <p>17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).</p> <p>18. Uses concrete materials to solve a problem (e.g., blocks to count).</p> <p>19. Tries out new ideas to see if they will work.</p> <p>20. Suggests an alternative solution to solve a problem, without assistance.</p> <p>21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).</p> <p>22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).</p> <p>Social & Emotional Development</p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>17. Moves around another child that is in her/his way (e.g., going up a slide).</p> <p>18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).</p> <p>19. Expresses wants and needs in conflict situations.</p> <p>20. Says, signs, or gestures to a child who is being offensive to stop the behavior.</p> <p>21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p> <p>22. Shows the ability to compromise in conflict resolution.</p> <p>23. Uses negotiation to reach a solution.</p> <p>24. Maintains a negotiated plan.</p> <p>25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>	<p>Cognition & General Knowledge</p> <p>14. Uses concrete materials to solve a problem (e.g., blocks to count).</p> <p>Social & Emotional Development</p> <p>70. Shows the ability to compromise in conflict resolution.</p>
8.5 Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.	
<p>Social Studies</p> <p>4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p>Cognition & General Knowledge</p> <p>31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
8.6 Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	
<p>Nature and Science 31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>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).</p>	
8.7 Use materials purposefully, safely and respectfully more of the time.	
<p>Social & Emotional Development 15. Uses classroom materials safely and for their intended purpose.</p>	
8.8 Respect the property of others and that of the community. (no matching goal)	

Creative Arts

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1. EARLY LEARNING EXPECTATION: VISUAL ARTS. CHILDREN SHOW HOW THEY FEEL, WHAT THEY THINK, AND WHAT THEY ARE LEARNING THROUGH EXPERIENCES IN THE VISUAL ARTS.	
1.1 Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).	
<p>Creative Arts</p> <p>22. Selects materials that will be needed for a self-initiated art project.</p> <p>24. Describes a self-made art project (tells what it is about) to a child or adult.</p> <p>26. Recombines and experiments with art materials to see what happens.</p> <p>27. Describes the steps/plan for constructing a self-initiated art project.</p>	
1.2 Begin to plan and carry out projects and activities with increasing persistence.	
<p>Approaches to Learning</p> <p>15. Persists with a difficult or non-preferred activity.</p>	
1.3 Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).	
<p>Creative Arts</p> <p>17. Creates collages with various materials and textures (e.g., fabrics, pictures).</p> <p>21. Participates in various art activities (e.g., paint, sculpture, collage, masks).</p> <p>25. Uses various tools to create art projects (e.g., rollers, string, straws).</p> <p>26. Recombines and experiments with art materials to see what happens.</p> <p>28. Uses a variety of colors to create moods or feelings in artwork.</p>	
1.4 Create representations that contain increasing detail.	
<p>Creative Arts</p> <p>18. Draws representations of human and animal figures.</p> <p>20. Draws recognizable environmental objects (e.g., house, trees, ball).</p> <p>23. Draws some details in representations of animals, people, or objects.</p> <p>29. Draws a series of pictures that depict a story.</p>	<p>Approaches to Learning</p> <p>65. Draws representations of human and animal figures.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p>2. EARLY LEARNING EXPECTATION: INSTRUMENTAL AND VOCAL MUSIC. CHILDREN SHOW HOW THEY FEEL, WHAT THEY THINK, AND WHAT THEY ARE LEARNING THROUGH LISTENING, PARTICIPATING IN, AND CREATING INSTRUMENTAL AND VOCAL MUSIC EXPERIENCES.</p>	
<p>2.1 Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.</p>	
<p>Creative Arts 3. Sings or hums familiar songs or tunes. 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow). 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.</p>	<p>Approaches to Learning 66. Sings or hums familiar songs or tunes.</p>
<p>2.2 Begin to understand that music comes in a variety of musical styles.</p>	
<p>Creative Arts 5. Talks about the kinds of music enjoyed (e.g., favorites).</p>	
<p>2.3 Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).</p>	
<p>Creative Arts 12. Identifies differences in tempo, tone, and volume, most of the time. 14. Matches pitch and tempo during a singing activity most of the time.</p>	
<p>2.4 Become more familiar with and experiment with a variety of musical instruments.</p>	
<p>Creative Arts 1. Shows an interest in using musical instruments to produce sounds. 7. Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.). 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared). 13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3. EARLY LEARNING EXPECTATION: MOVEMENT AND DANCE. CHILDREN SHOW HOW THEY FEEL, WHAT THEY THINK, AND WHAT THEY ARE LEARNING THROUGH MOVEMENT AND DANCE EXPERIENCES.	
3.1 Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.	
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.
3.2 Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).	
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.
3.3 Begin to identify and create movement in place and through space.	
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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4. EARLY LEARNING EXPECTATION: DRAMATIC PLAY. CHILDREN SHOW HOW THEY FEEL, WHAT THEY THINK, AND WHAT THEY ARE LEARNING THROUGH DRAMATIC PLAY.	
4.1 Grow in the ability to pretend and to use objects as symbols for other things.	
<p>Creative Arts</p> <p>31. Acts out a real or make-believe character during dramatic play.</p> <p>32. Acts out stories or situations during a dramatic play activity.</p> <p>33. Describes the story or situation that will occur during dramatic play.</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>36. Uses dramatic play to ask questions to gain new knowledge from others.</p> <p>Logic & Reasoning</p> <p>3. Uses objects to represent characters (e.g., stuffed animal as the dad).</p> <p>5. Uses body to act out pretend scene.</p> <p>6. Uses drawings to embellish scene.</p> <p>7. Talks to peers in pretend character.</p> <p>8. Reacts to peers remaining in pretend character.</p> <p>9. Acts out different roles (e.g., child, adult) in dramatic play situations.</p> <p>10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</p> <p>11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</p> <p>12. Acknowledges a difference between pretend game and the reality of the classroom.</p> <p>13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).</p>	<p>Approaches to Learning</p> <p>64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p> <p>Cognition & General Knowledge</p> <p>15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</p> <p>16. Acknowledges a difference between pretend game and the reality of the classroom.</p>
4.2 Use dramatic play to represent concepts, understand adult roles, characters, and feelings.	
<p>Creative Arts</p> <p>30. Uses dramatic play to express feelings (e.g., fear).</p> <p>31. Acts out a real or make-believe character during dramatic play.</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>36. Uses dramatic play to ask questions to gain new knowledge from others.</p>	<p>Approaches to Learning</p> <p>64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4.3 Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).	
Creative Arts 33. Describes the story or situation that will occur during dramatic play.	
4.4 Contribute ideas and offer suggestions to build the dramatic play theme.	
Creative Arts 33. Describes the story or situation that will occur during dramatic play. Logic & Reasoning 1. Decides on a scene to act out.	
4.5 Begin to differentiate between fantasy and reality.	
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.
5. EARLY LEARNING EXPECTATION: AESTHETIC APPRECIATION. CHILDREN DEVELOP RICH AND REWARDING AESTHETIC LIVES.	
5.1 Develop healthy self-concepts through creative arts experiences.	
Creative Arts 24. Describes a self-made art project (tells what it is about) to a child or adult.	
5.2 Show eagerness and pleasure when approaching learning through the creative arts.	
Creative Arts 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow). 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 26. Recombines and experiments with art materials to see what happens.	
5.3 Show growing satisfaction with their own creative work and growing respect for the creative work of others.	
Creative Arts 24. Describes a self-made art project (tells what it is about) to a child or adult.	
5.4 Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).	
Creative Arts 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). 28. Uses a variety of colors to create moods or feelings in artwork.	Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5.5 Are comfortable sharing their ideas and work with others.	
Creative Arts 5. Talks about the kinds of music enjoyed (e.g., favorites). 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.	
5.6 Use the creative arts to express their view of the world.	
Creative Arts 18. Draws representations of human and animal figures. 20. Draws recognizable environmental objects (e.g., house, trees, ball). 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 29. Draws a series of pictures that depict a story.	Approaches to Learning 65. Draws representations of human and animal figures.
5.7 Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.	
Creative Arts 5. Talks about the kinds of music enjoyed (e.g., favorites).	
5.8 Begin to appreciate their artistic heritage and that of other cultures. (no matching goal)	
5.9 Can talk about their creations with peers and adults.	
Creative Arts 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.	
5.10 Begin to develop creative arts vocabulary. (no matching goal)	

Language and Early Literacy Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1. EARLY LEARNING EXPECTATION: EMERGENT READING. CHILDREN BEGIN TO UNDERSTAND WRITTEN LANGUAGE READ TO THEM FROM A VARIETY OF MEANINGFUL MATERIALS, USE READING-LIKE BEHAVIORS, AND MAKE PROGRESS TOWARDS BECOMING CONVENTIONAL READERS.	
A. IN COMPREHENSION STRATEGIES: RETELL A FEW IMPORTANT EVENTS AND IDEAS THEY HAVE HEARD FROM WRITTEN MATERIALS (E.G., IN STORIES AND IN BOOKS ABOUT THINGS AND EVENTS).	
1.A.1 Enlarge their vocabularies both with words from conversation and instructional materials and activities. (no matching goal)	
1.A.2 Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).	
<p>Literacy 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues. 12. Makes guesses about why things happen or change in a story. 15. Makes connections between her/his own experiences and those presented in books/stories.</p> <p>Language 4. Asks questions and/or makes comments about a story, poem, or song. 16. Asks questions to obtain information or assistance.</p>	<p>Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song. 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.</p>
1.A.3 Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time . . .”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].	
<p>Language 7. Understands nouns commonly found in books for young children. 14. Repeats or tries different words/sentences to get another child or adult to respond.</p>	<p>Language & Literacy 34. Understands nouns commonly found in books for young children.</p>
1.A.4 Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).	
<p>Literacy 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.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
B. IN PRINT AND ALPHABETIC KNOWLEDGE:	
1.B.1 Show progress in identifying and associating letters with their names and sounds.	
<p>Literacy</p> <p>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.</p>	<p>Language & Literacy</p> <p>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.</p>
1.B.2 Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.	
<p>Literacy</p> <p>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>	<p>Language & Literacy</p> <p>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.</p>
1.B.3 Participate in play activities with sounds (e.g., rhyming games, finger plays).	
<p>Literacy</p> <p>4. Recognizes rhymes in poems, readings, or conversation, most of the time. 6. Creates rhyming words in play activities.</p>	<p>Language & Literacy</p> <p>39. Recognizes rhymes in poems, readings, or conversation, most of the time.</p>
C. IN CONCEPTS ABOUT READING:	
1.C.1 Understand that ideas can be written and then read by others.	
<p>Literacy</p> <p>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).</p>	<p>Language & Literacy</p> <p>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).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.C.2 Understand print and book handling concepts including directionality, title, etc.	
<p>Literacy</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>21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p> <p>24. Recognizes that pages are read from top to bottom.</p> <p>25. Recognizes that sentences are read from left to right.</p>	<p>Language & Literacy</p> <p>45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p> <p>48. Recognizes that pages are read from top to bottom.</p> <p>49. Recognizes that sentences are read from left to right.</p>
1.C.3 Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).	
<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>
1.C.4 Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).	
<p>Literacy</p> <p>26. Asks adults to read printed information such as signs, labels, advertisements.</p>	
1.C.5 Develop an understanding of the roles of authors and illustrators.	
<p>Literacy</p> <p>19. Requests a favorite book by title, author, or illustrator.</p>	<p>Language & Literacy</p> <p>44. Requests a favorite book by title, author, or illustrator.</p>
2. EARLY LEARNING EXPECTATION: WRITING SKILLS. CHILDREN BEGIN TO DEVELOP WRITING SKILLS TO COMMUNICATE AND EXPRESS THEMSELVES EFFECTIVELY FOR A VARIETY OF PURPOSES.	
2.1 Begin to understand that their ideas can be written and then read by themselves or others.	
<p>Literacy</p> <p>22. Recognizes that a spoken word/speech can be written and read.</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>46. Recognizes that a spoken word/speech can be written and read.</p> <p>47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2.2 Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.	
Literacy 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. 37. Draws horizontal and vertical lines. 38. Holds pencil with thumb and forefinger. 39. Uses a variety of writing tools and materials to communicate with others. 40. Copies her/his name from a sample. 41. Writes some letters. 42. Writes using inventive spelling. 43. Write her/his name, without assistance. 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. 54. Copies her/his name from a sample. 55. Write her/his name, without assistance.
2.3 Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).	
Literacy 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).
2.4 Represent their own or imaginary experiences through writing (with/without illustrations).	
Literacy 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 39. Uses a variety of writing tools and materials to communicate with others.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
2.5 Begin to write familiar words such as their own name.	
Literacy 43. Write her/his name, without assistance. 44. Communicates by writing complete words.	Language & Literacy 55. Write her/his name, without assistance.
2.6 Attempt to read or pretend to read what they have written to friends, family members, and others.	
Literacy 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.
2.7 Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing). (no matching goal)	
2.8 Develop greater control over the physical skills needed to write letters and numbers.	
Physical Development & Health 67. Correctly holds a pencil or crayon.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3. EARLY LEARNING EXPECTATION: SPOKEN LANGUAGE: EXPRESSIVE. CHILDREN DEVELOP ABILITIES TO EXPRESS THEMSELVES CLEARLY AND COMMUNICATE IDEAS TO OTHERS.	
3.1 Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).	
<p>Language</p> <p>4. Asks questions and/or makes comments about a story, poem, or song.</p> <p>5. Retells a familiar story, poem or song in his/her own words.</p> <p>15. Uses appropriate words or gestures to share information or experiences.</p> <p>16. Asks questions to obtain information or assistance.</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p> <p>19. Responds to comments or questions from others during a conversation.</p>	<p>Language & Literacy</p> <p>32. Asks questions and/or makes comments about a story, poem, or song.</p> <p>33. Retells a familiar story, poem or song in his/her own words.</p>
3.2 Show increasing comfort and confidence when speaking.	
<p>Language</p> <p>14. Repeats or tries different words/sentences to get another child or adult to respond.</p> <p>15. Uses appropriate words or gestures to share information or experiences.</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p> <p>18. Takes turns being a speaker.</p> <p>19. Responds to comments or questions from others during a conversation.</p> <p>20. Adjusts conversation to changes in topic.</p> <p>21. Changes inflection during a conversation to communicate meaning.</p>	
3.3 Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).	
<p>Literacy</p> <p>6. Creates rhyming words in play activities.</p> <p>7. Distinguishes between some vowel sounds in spoken language.</p> <p>8. Puts sounds together to make short words (e.g., k-a-t, cat).</p>	<p>Language & Literacy</p> <p>40. Puts sounds together to make short words (e.g., k-a-t, cat).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.4 Continue to develop vocabulary by using words learned from stories and other sources in conversations.	
<p>Language</p> <p>7. Understands nouns commonly found in books for young children.</p> <p>8. Understands action words (e.g., give, run).</p> <p>9. Understands negative words (e.g., not, no).</p> <p>10. Understands positional words (e.g., top, bottom, on, in).</p> <p>11. Understands pronouns (e.g., she, he, it).</p> <p>12. Understands words that describe the qualities of objects (e.g., color, soft, cold).</p> <p>13. Understands past and future tense (e.g., went, will).</p> <p>14. Repeats or tries different words/sentences to get another child or adult to respond.</p> <p>15. Uses appropriate words or gestures to share information or experiences.</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	<p>Language & Literacy</p> <p>34. Understands nouns commonly found in books for young children.</p> <p>35. Understands action words (e.g., give, run).</p> <p>36. Understands positional words (e.g., top, bottom, on, in).</p>
3.5 Speak in increasingly more complex combinations of words and in sentences.	
<p>Language</p> <p>23. Combines words to create meaningful short sentences.</p> <p>30. Uses compound sentences (e.g., sentences joined by and, but, or).</p>	
3.6 Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).	
<p>Language</p> <p>18. Takes turns being a speaker.</p> <p>19. Responds to comments or questions from others during a conversation.</p> <p>20. Adjusts conversation to changes in topic.</p> <p>21. Changes inflection during a conversation to communicate meaning.</p>	
3.7 Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling). (no matching goal)	
3.8 Use nonverbal expressions and gestures to match and reinforce spoken expression.	
<p>Language</p> <p>15. Uses appropriate words or gestures to share information or experiences.</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.9 Show progress in speaking both their home language and English (if non-English-speaking children). (no matching goal)	
3.10 If appropriate, show progress in learning alternative communication strategies such as sign language. (no matching goal)	
4. EARLY LEARNING EXPECTATION: SPOKEN LANGUAGE: RECEPTIVE. CHILDREN GROW IN THEIR CAPACITY TO USE EFFECTIVE LISTENING SKILLS AND UNDERSTAND WHAT IS SAID TO THEM.	
4.1 Gain information from listening (e.g., to conversations, stories, songs, poems).	
Language 1. Listens attentively to a conversation, story, poem, or song.	
4.2 Show progress in listening to and following spoken directions.	
Language 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.	
4.3 Show progress in listening attentively, avoiding interrupting others, learning to be respectful.	
Language 1. Listens attentively to a conversation, story, poem, or song.	
4.4 Respond with understanding to speech directed at them.	
Language 19. Responds to comments or questions from others during a conversation.	
4.5 Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker). (no matching goal)	
4.6 Understand and respond appropriately to non-verbal expressions and gestures. (no matching goal)	
4.7 Show progress in listening to and understanding both their home language and English (if non-English-speaking children). (no matching goal)	
5. EARLY LEARNING EXPECTATION: VIEWING IMAGES AND OTHER MEDIA MATERIALS. CHILDREN BEGIN TO DEVELOP STRATEGIES THAT ASSIST THEM IN VIEWING A VARIETY OF IMAGES AND MULTIMEDIA MATERIALS EFFECTIVELY AND CRITICALLY.	
5.1 View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).	
Literacy 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues. 31. Reads a printed label or a sign on a familiar object, some of the time.	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues. 50. Reads a printed label or a sign on a familiar object, some of the time.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p>5.2 Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).</p>	
<p>Language 16. Asks questions to obtain information or assistance.</p> <p>Literacy 15. Makes connections between her/his own experiences and those presented in books/stories.</p>	
<p>5.3 Begin to compare information across sources and discriminate between fantasy and reality.</p>	
<p>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).</p>	<p>Cognition & General Knowledge 16. Acknowledges a difference between pretend game and the reality of the classroom.</p>
<p>6. EARLY LEARNING EXPECTATION: POSITIVE ATTITUDES ABOUT LITERACY. CHILDREN DEVELOP POSITIVE ATTITUDES ABOUT THEMSELVES AS LITERATE BEINGS--AS READERS, WRITERS, SPEAKERS, VIEWERS, AND LISTENERS.</p>	
<p>6.1 Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.</p>	
<p>Language 1. Listens attentively to a conversation, story, poem, or song. 15. Uses appropriate words or gestures to share information or experiences. 16. Asks questions to obtain information or assistance. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 33. Makes up a story from beginning, to middle, to end.</p> <p>Literacy 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.</p>	<p>Language & Literacy 44. Requests a favorite book by title, author, or illustrator.</p>
<p>6.2 Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).</p>	
<p>Literacy 15. Makes connections between her/his own experiences and those presented in books/stories.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
6.3 Make connections with situations or events, people or stories.	
Literacy 15. Makes connections between her/his own experiences and those presented in books/stories.	
6.4 Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	
Approaches to Learning 1. Explores most areas of the classroom. 2. Participates in an increasing variety of experiences independently.	
6.5 Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	
Language 1. Listens attentively to a conversation, story, poem, or song. 16. Asks questions to obtain information or assistance. 19. Responds to comments or questions from others during a conversation.	
7. EARLY LEARNING EXPECTATION: DIVERSITY OF COMMUNICATION. CHILDREN BEGIN TO UNDERSTAND THAT COMMUNICATION IS DIVERSE AND THAT PEOPLE COMMUNICATE IN A VARIETY OF WAYS.	
7.1 Understand that some people communicate in different languages and other forms of English. (no matching goal)	
7.2 Become aware of the value of the language used in their homes. (no matching goal)	
7.3 Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).	
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).
7.4 Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.	
Literacy 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.

Dual Language Learning

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1. EARLY LEARNING EXPECTATION: RECEPTIVE ENGLISH LANGUAGE SKILLS. DEMONSTRATE AN INCREASING ABILITY TO COMPREHEND OR UNDERSTAND THE ENGLISH LANGUAGE AT AN APPROPRIATE DEVELOPMENTAL LEVEL.	
1.1 Observe peers and adults with increasing attention to understand language and intent.	
<p>English Language Acquisition</p> <p>2. Follows teacher directions by listening and copying the actions of peers.</p> <p>5. Communicates nonverbally in response to words (e.g., snack, lunch, bathroom, juice).</p> <p>6. Shakes head “yes” or “no” to answer questions appropriately.</p> <p>7. Identifies objects, colors, or body parts by pointing.</p> <p>8. Responds to questions (e.g., who, what, where, why, when, and how).</p> <p>9. Follows a simple direction (e.g., open the door, hang up your jacket).</p> <p>10. Follows multi-step directions.</p> <p>22. Points to and identifies pictures using one word descriptions.</p> <p>23. Puts thumb up or thumb down to answer question in circle time.</p> <p>24. Answers the question with one word, “What is this book about?”</p> <p>25. Puts pictures in sequence to retell a story.</p> <p>27. Answers questions in English during circle time.</p> <p>28. Talks about a story read in English.</p> <p>29. Answers questions about a story (e.g., who, what, where, when, and how).</p>	
1.2 Respond with non-verbal actions and basic English words or phrases to communicate.	
<p>English Language Acquisition</p> <p>5. Communicates nonverbally in response to words (e.g., snack, lunch, bathroom, juice).</p> <p>6. Shakes head “yes” or “no” to answer questions appropriately.</p> <p>7. Identifies objects, colors, or body parts by pointing.</p> <p>8. Responds to questions (e.g., who, what, where, why, when, and how).</p> <p>9. Follows a simple direction (e.g., open the door, hang up your jacket).</p> <p>10. Follows multi-step directions.</p> <p>22. Points to and identifies pictures using one word descriptions.</p> <p>23. Puts thumb up or thumb down to answer question in circle time.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.3 Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.	
English Language Acquisition 5. Communicates nonverbally in response to words (e.g., snack, lunch, bathroom, juice).	
1.4 Increase understanding of multiple meanings of words. (no matching goal)	
1.5 Exhibit a growing vocabulary of basic and high-frequency words.	
English Language Acquisition 11. Responds to greeting with “hello” or “good-bye”. 12. Gives one word answers to questions. 14. Asks for items in English (e.g., water, toy, pencil, book). 15. Uses a verb and noun together. 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). 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.	
1.6 Demonstrate a beginning of phonological awareness and phonics.	
Literacy 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).	Language & Literacy 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).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2. EARLY LEARNING EXPECTATION: EXPRESSIVE ENGLISH LANGUAGE SKILLS. DEMONSTRATE AN INCREASING ABILITY TO SPEAK OR USE ENGLISH AT AN APPROPRIATE DEVELOPMENTAL LEVEL.	
2.1 Express basic needs using common words or phrases in English.	
English Language Acquisition 14. Asks for items in English (e.g., water, toy, pencil, book). 21. Expresses emotions (e.g., happiness, sadness, anger) with English words.	
2.2 Participate with peers and adults in simple exchanges in English.	
English Language Acquisition 16. Participates/talks with peers during free play. 17. Answers teacher’s questions during structured class time.	
2.3 As age appropriate, attempt to use longer sentences or phrases in English.	
English Language Acquisition 19. Talks in complete sentences.	
2.4 Continue to use and build home language as needed to build understanding of words and concepts in second language. (no matching goal)	
3. EARLY LEARNING EXPECTATION: ENGAGEMENT IN ENGLISH LITERACY ACTIVITIES. DEMONSTRATE INCREASED UNDERSTANDING AND RESPONSE TO BOOKS, STORYTELLING, AND SONGS PRESENTED IN ENGLISH AND INCREASED PARTICIPATION IN ENGLISH LITERACY ACTIVITIES.	
3.1 Demonstrate increasing attention to stories and book reading.	
English Language Acquisition 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. 28. Talks about a story read in English. 29. Answers questions about a story (e.g., who, what, where, when, and how). 30. Identifies the beginning, middle, and end of a story.	
3.2 Name or recall characters in stories.	
English Language Acquisition 28. Talks about a story read in English. 29. Answers questions about a story (e.g., who, what, where, when, and how).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.3 Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.	
English Language Acquisition 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?" 27. Answers questions in English during circle time. 29. Answers questions about a story (e.g., who, what, where, when, and how).	
3.4 Begin to talk about books, stories, make predictions or take a guess about the book.	
English Language Acquisition 28. Talks about a story read in English.	
4. EARLY LEARNING EXPECTATION: ENGAGEMENT IN WRITING. DEMONSTRATE IN INCREASING ABILITY TO WRITE WORDS OR ENGAGE IN EARLY STAGES OF WRITING IN ENGLISH.	
ALPHABET	
4.1 Engage in early drawing or emergent writing attempts.	
Literacy 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. 37. Draws horizontal and vertical lines.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
4.2 Copy letters of the English alphabet as age appropriate.	
Literacy 40. Copies her/his name from a sample.	Language & Literacy 54. Copies her/his name from a sample.
WORDS	
4.3 Write or copying important words (name, friends, and family).	
English Language Acquisition 41. Writes some letters. 42. Writes using inventive spelling. 44. Communicates by writing complete words.	
4.4 Write name and using a capital letter at the beginning.	
English Language Acquisition 43. Write her/his name, without assistance.	
4.5 Copy words or labels from integrated learning (math, science, arts) experiences. (no matching goal)	
4.6 Use drawing and emergent writing together.	
Literacy 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings.	Language & Literacy 53. Communicates by scribbling and with some letter-like shapes.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5. EARLY LEARNING EXPECTATION: SOCIAL INTERACTION. INTERACT WITH PEERS IN PLAY, CLASSROOM AND SOCIAL SITUATIONS USING ENGLISH WITH INCREASING ABILITY AND COMFORT; USE FIRST LANGUAGE WHEN APPROPRIATE AND SHARE HOME CULTURE.	
5.1 Demonstrate and also accept positive verbal and non-verbal interactions from peers.	
<p>English Language Acquisition 1. Plays with English-speaking children. 28. Talks about a story read in English.</p> <p>Social & Emotional Development 31. Responds appropriately to greeting by familiar peers. 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play.</p>	
IN ENGLISH:	
5.2 Engage with the teacher and others in a positive manner.	
<p>Approaches to Learning 22. Shares part or all of something with an adult. 23. Shares part or all of something with a peer. 24. Takes turns playing with a toy or object. 25. Is helpful to an adult when prompted. 26. Voluntarily helps a peer.</p>	<p>Approaches to Learning 63. Takes turns playing with a toy or object.</p>
5.3 Communicate emotions appropriately and beginning to label feelings.	
<p>English Language Acquisition 21. Expresses emotions (e.g., happiness, sadness, anger) with English words.</p>	
5.4 Show both verbal and non-verbal attempts to participate with peers.	
<p>English Language Acquisition 1. Plays with English-speaking children.</p> <p>Approaches to Learning 24. Takes turns playing with a toy or object.</p>	<p>Approaches to Learning 63. Takes turns playing with a toy or object.</p>
IN THE FIRST LANGUAGE:	
5.5 Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.).	
<p>Social Studies 1. Shares personal family stories and traditions.</p>	
5.6 Demonstrate pride and recognition of first language. (no matching goal)	
5.7 Build skills in first language. (no matching goal)	

Technology Literacy-Early Learning and Technology

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1. EARLY LEARNING EXPECTATION: CREATIVITY AND INNOVATION. USE A VARIETY OF DEVELOPMENTALLY APPROPRIATE DIGITAL TOOLS TO LEARN AND CREATE.	
1.1 Can describe and creatively use a variety of technological tools independently or with peer or adult help.	
<p>Technology</p> <p>3. Says or signs the name of different technology devices (e.g., cell phone, digital camera, laptop, computer, tablet or pad, tape player, digital music player).</p> <p>6. Provides directions for using a familiar technology device when asked.</p> <p>13. Can turn on a technology device with supervision (e.g., computer, laptop, tablet or pad).</p> <p>15. Types random letters on a computer keyboard.</p> <p>16. Uses a mouse or finger pad to move a cursor around the screen.</p> <p>19. Types letters or numbers as directed by an adult or an age appropriate software program.</p> <p>20. Writes messages with invented spelling on a keyboard to keypad.</p> <p>21. Is able to use a mouse or finger pad to point to images on a computer screen.</p> <p>22. Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button).</p> <p>23. Is able to use a computer to create artwork with assistance.</p> <p>24. Is able to use a computer to create written communications with assistance.</p> <p>25. Types own name on a keyboard or keypad without assistance.</p> <p>29. Independently uses a familiar device to play music (e.g., a digital music player, CD player, tape player).</p> <p>30. Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera)</p> <p>31. Uses an age appropriate software program with a partner or in a small group.</p> <p>32. Independently uses an age appropriate software program.</p> <p>33. Uses a computer or laptop to answer a simple question or do research with assistance.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.2 Understand that technology tools can be used throughout the day.	
Technology 9. Provides examples of how technology can be used in daily life (e.g., using internet to find information). 10. Suggests the use of a technology device to complete a task.	
1.3 Understand that different technology tools have different uses, including communicating feelings and ideas.	
Technology 8. Talks about the ways technology can be used to communicate with others (e.g., email, text messaging, typing letters in a word processing program). 9. Provides examples of how technology can be used in daily life (e.g., using internet to find information).	
2. EARLY LEARNING EXPECTATION: COMMUNICATION AND COLLABORATION. WORK TOGETHER WHEN USING DEVELOPMENTALLY APPROPRIATE DIGITAL TOOLS.	
2.1 Respond to other children’s technology products vocally or within the technology tool.	
Technology 12. Uses vocabulary related to technology (e.g., computer, laptop, tablet, pad, screen, mouse). 31. Uses an age appropriate software program with a partner or in a small group.	
2.2 Work with one or more other children to plan and create a product with a technology tool.	
Technology 31. Uses an age appropriate software program with a partner or in a small group. Approaches to Learning 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.	
3. EARLY LEARNING EXPECTATION: RESEARCH AND INFORMATION LITERACY. WITH ADULT SUPPORT AND SUPERVISION, INTERACT WITH DEVELOPMENTALLY APPROPRIATE INTERNET BASED RESOURCES. WITH ADULT SUPPORT, USE DEVELOPMENTALLY APPROPRIATE DIGITAL RESOURCES TO LOCATE AND USE INFORMATION RELATING TO A TOPIC UNDER STUDY.	
3.1 Begin to be able to navigate developmentally appropriate websites.	
Technology 22. Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.2 Understand that the internet can be used to locate information as well as for entertainment.	
Technology 9. Provides examples of how technology can be used in daily life (e.g., using internet to find information). 30. Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera) 33. Uses a computer or laptop to answer a simple question or do research with assistance.	
3.3 Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).	
Technology 9. Provides examples of how technology can be used in daily life (e.g., using internet to find information). 11. Makes connections between technology-based materials and familiar storybooks (e.g., recognizes a rabbit on the computer screen and talks about a familiar storybook about a rabbit). 12. Uses vocabulary related to technology (e.g., computer, laptop, tablet, pad, screen, mouse).	
4. EARLY LEARNING EXPECTATION: CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING. EXPLAIN SOME WAYS THAT TECHNOLOGY CAN BE USED TO SOLVE PROBLEMS.	
4.1 Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.	
Technology 8. Talks about the ways technology can be used to communicate with others (e.g., email, text messaging, typing letters in a word processing program). 9. Provides examples of how technology can be used in daily life (e.g., using internet to find information). 10. Suggests the use of a technology device to complete a task.	
4.2 When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).	
Technology 10. Suggests the use of a technology device to complete a task. 33. Uses a computer or laptop to answer a simple question or do research with assistance.	
5. EARLY LEARNING EXPECTATION: DIGITAL CITIZENSHIP. BEGIN TO UNDERSTAND HOW TECHNOLOGY CAN BE USED APPROPRIATELY OR INAPPROPRIATELY.	
5.1 Begin to state and follow rules for safe use of the computer and other technology tools.	
Social & Emotional Development 12. Follows established rules and routines in the classroom.	Social & Emotional Development 68. Follows established rules and routines in the classroom.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5.2 Begin to understand how technology can be used inappropriately (e.g., using another's cell phone without permission, using the Internet without supervision). (no matching goal)	
5.3 Identify the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling). (no matching goal)	
5.4 Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone). (no matching goal)	
5.5 Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.	
Social & Emotional Development 12. Follows established rules and routines in the classroom.	Social & Emotional Development 68. Follows established rules and routines in the classroom.
6. EARLY LEARNING EXPECTATION: TECHNOLOGY OPERATIONS AND CONCEPTS. BEGIN TO LEARN TO USE AND TALK ABOUT TECHNOLOGY TOOLS APPROPRIATELY.	
6.1 Can follow simple directions to use common technology tools.	
Language 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.	
6.2 Recognize and name the major parts of a computer and other devices.	
Technology 14. Points to the different components of a computer or laptop when asked by an adult (e.g., screen, mouse, keyboard).	
6.3 Understand the need for and demonstrate basic care for technology equipment.	
Technology 9. Provides examples of how technology can be used in daily life (e.g., using internet to find information).	
6.4 Use adaptive devices to operate a software program as necessary. (no matching goal)	

Social, Emotional and Physical Health and Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SOCIAL AND EMOTIONAL DEVELOPMENT AND HEALTH	
1. EARLY LEARNING EXPECTATION: UNDERSTANDING OF SELF. CHILDREN DEVELOP AND EXHIBIT A HEALTHY SENSE OF SELF.	
1.1 Show an emerging sense of self-awareness.	
<p>Social & Emotional Development</p> <ol style="list-style-type: none"> 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. 9. Engages in reassuring self-talk or changing goals when frustrated or frightened. 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). 	
1.2 Continue to develop personal preferences.	
<p>Social & Emotional Development</p> <ol style="list-style-type: none"> 6. Talks about his/her interests (what I like to do). 	
1.3 Demonstrate growing confidence in expressing their feelings, needs and opinions.	
<p>Social & Emotional Development</p> <ol style="list-style-type: none"> 19. Expresses wants and needs in conflict situations. 37. Chooses to express self to others safely/respectfully in calm situations. 43. Chooses to express self to others safely/respectfully in difficult situations. 	<p>Social & Emotional Development</p> <ol style="list-style-type: none"> 72. Chooses to express self to others safely/respectfully in calm situations.
1.4 Become increasingly more independent.	
<p>Approaches to Learning</p> <ol style="list-style-type: none"> 2. Participates in an increasing variety of experiences independently. 	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.5 Recognize and have positive feelings about their own gender, family, race, culture and language.	
<p>Social & Emotional Development 3. Knows his/her gender. 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").</p> <p>Social Studies 1. Shares personal family stories and traditions. 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.</p>	
1.6 Identify a variety of feelings and moods (in themselves and others).	
<p>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). 41. Recognizes the impact of his/her actions on others' feelings. 46. Expresses empathy or caring for others by consoling, comforting, or helping.</p>	
2. EARLY LEARNING EXPECTATION: EXPRESSING EMOTIONS. CHILDREN SHOW INCREASING ABILITY TO REGULATE HOW THEY EXPRESS THEIR EMOTIONS.	
2.1 Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	
<p>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.</p>	<p>Social & Emotional Development 72. Chooses to express self to others safely/respectfully in calm situations.</p>
2.2 Grow in their ability to follow simple, clear, and consistent directions and rules.	
<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>
2.3 Use materials purposefully, safely, and respectfully more and more of the time.	
<p>Social & Emotional Development 15. Uses classroom materials safely and for their intended purpose.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2.4 Begin to know when and how to seek help from an adult or peer.	
<p>Social & Emotional Development 14. Comfortably accepts guidance and directions from a familiar adult. 16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>Logic & Reasoning 15. Seeks assistance from an adult when attempting to solve a problem. 16. Seeks assistance from peers when attempting to solve a problem.</p>	
2.5 Manage transitions and follow routines most of the time.	
<p>Social & Emotional Development 12. Follows established rules and routines in the classroom. 13. Makes transitions between activities with minimal assistance.</p>	<p>Social & Emotional Development 68. Follows established rules and routines in the classroom.</p>
2.6 Can adapt to different environments. (no matching goal)	
3. EARLY LEARNING EXPECTATION: RELATIONSHIPS WITH OTHERS. CHILDREN DEVELOP HEALTHY RELATIONSHIPS WITH OTHER CHILDREN AND ADULTS.	
3.1 Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.	
<p>Social & Emotional Development 32. Initiates greeting of familiar peers. 35. Plays without disrupting or destroying the work of others. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others. 43. Chooses to express self to others safely/respectfully in difficult situations.</p>	<p>Social & Emotional Development 71. Plays without disrupting or destroying the work of others. 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</p>
3.2 Begin to develop and practice the use of problem-solving and conflict resolution skills.	
<p>Social & Emotional Development 16. Seeks support from familiar adults to resolve conflicts with peers. 17. Moves around another child that is in her/his way (e.g., going up a slide). 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).</p>	<p>Social & Emotional Development 70. Shows the ability to compromise in conflict resolution.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.3 Recognize similarities and differences in people (gender, family, race, culture, language).	
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).	
3.4 Increase their capacity to take another's perspective.	
Social & Emotional Development 41. Recognizes the impact of his/her actions on others' feelings. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	
3.5 Show increasing respect for the rights of others.	
Social & Emotional Development 42. Respects the rights of others.	
3.6 Show progress in developing and keeping friendships.	
Logic & Reasoning 14. Practices building relationships with other children (offering direction, help).	
3.7 Participate successfully as a group member.	
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.
3.8 Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.	
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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
PHYSICAL DEVELOPMENT	
4. EARLY LEARNING EXPECTATION: BODY CONTROL AND ACTIVITY. CHILDREN INCREASE THEIR ABILITY TO UNDERSTAND AND CONTROL THEIR BODIES AND LEARN THAT REGULAR PHYSICAL ACTIVITY CAN ENHANCE THEIR OVERALL PHYSICAL, SOCIAL, AND MENTAL HEALTH.	
4.1 Begin to recognize and learn the names of body parts. (no matching goal)	
4.2 Begin to understand spatial awareness for themselves, others, and their environment.	
<p>Physical Development & Health 47. Moves around obstacles with balance and direction. 48. Stops and turns while running.</p> <p>Social & Emotional Development 17. Moves around another child that is in her/his way (e.g., going up a slide).</p>	
4.3 Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.	
<p>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.</p>	<p>Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).</p>
4.4 Increasingly develops greater self-awareness; identifies his or her own interest and strengths.	
<p>Social & Emotional Development 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).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p align="center">5. EARLY LEARNING EXPECTATION: GROSS MOTOR DEVELOPMENT. CHILDREN EXPERIENCE GROWTH IN GROSS MOTOR DEVELOPMENT AND USE LARGE MUSCLES TO IMPROVE A VARIETY OF GROSS MOTOR SKILLS IN A VARIETY OF BOTH STRUCTURED AND UNSTRUCTURED AND PLANNED AND SPONTANEOUS SETTINGS.</p>	
<p align="center">5.1 Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</p>	
<p>Physical Development & Health 45. Walks to a destination without help. 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). 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.</p>	<p>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.</p>
<p align="center">5.2 Show their ability to use different body parts in a rhythmic pattern</p>	
<p>Physical Development & Health 63. Dribbles a large ball several times with both hands. 64. Dribbles a large ball several times with one hand.</p> <p>Creative Arts 9. Synchronizes movements to different patterns of beat/tempo, most of the time.</p>	
<p align="center">5.3 Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.</p>	
<p>Physical Development & Health 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.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p align="center">5.4 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a 'leader' in a game).</p>	
<p>Physical Development & Health 47. Moves around obstacles with balance and direction. 55. Pedals a tricycle, steers and makes turns around obstacles and corners.</p> <p>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.</p>	<p>Social & Emotional Development 72. Chooses to express self to others safely/respectfully in calm situations.</p>
<p align="center">6. EARLY LEARNING EXPECTATION: FINE MOTOR DEVELOPMENT. CHILDREN EXPERIENCE GROWTH IN FINE MOTOR DEVELOPMENT AND USE SMALL MUSCLES TO IMPROVE A VARIETY OF FINE MOTOR SKILLS BOTH IN STRUCTURED AND UNSTRUCTURED SETTINGS.</p>	
<p align="center">6.1 Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).</p>	
<p>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.</p>	<p>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.</p>
<p align="center">6.2 Use fine motor skills they are learning in daily activities (e.g., dressing themselves).</p>	
<p>Physical Development & Health 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. 24. Puts on shoes correctly, without assistance. 25. Ties own shoes, without assistance.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
7. EARLY LEARNING EXPECTATION: POSITIVE ACTIVITY. CHILDREN PARTICIPATE IN ACTIVITIES THAT ENCOURAGE SELF-MOTIVATION, EMPHASIZE COOPERATION, AND MINIMIZE COMPETITION.	
7.1 Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.	
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.
7.2 Take pride in their own abilities and increase self-motivation.	
Social & Emotional Development 8. Talks positively about a recent accomplishment.	
7.3 Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.	
Social Studies 42. Shows respect for those with special needs.	
7.4 Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.	
Social Studies 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. Approaches to Learning 22. Shares part or all of something with an adult. 23. Shares part or all of something with a peer. 24. Takes turns playing with a toy or object. 25. Is helpful to an adult when prompted. 26. Voluntarily helps a peer. 27. Says, signs, or gestures when it is her/his turn in a game or activity. 28. Establishes proximity to peers during an unstructured child-directed activity. 29. Maintains proximity to peers during an unstructured child-directed activity. 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.	Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. Approaches to Learning 63. Takes turns playing with a toy or object.
HEALTH, SAFETY AND NUTRITION	
8. EARLY LEARNING EXPECTATION: HEALTHY EATING. CHILDREN BECOME AWARE OF AND BEGIN TO DEVELOP NUTRITIONAL HABITS THAT CONTRIBUTE TO GOOD HEALTH.	
8.1 Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.	
Physical Development & Health 3. Independently selects and eats a variety of food types. 4. Serves self an appropriate amount of food. 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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p align="center">8.2 Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.</p>	
<p>Physical Development & Health 4. Serves self an appropriate amount of food.</p>	
<p align="center">8.3 Use age/developmentally-appropriate eating utensils safely and correctly.</p>	
<p>Physical Development & Health 2. Feeds his/herself without help. 65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
8.4 Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions. (no matching goal)	
9. EARLY LEARNING EXPECTATION: HEALTHY CHOICES. CHILDREN BEGIN TO HAVE KNOWLEDGE ABOUT AND MAKE AGE-APPROPRIATE HEALTHY CHOICES IN DAILY LIFE.	
9.1 Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.	
<p>Physical Development & Health</p> <p>6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 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). 19. Unzips zippers. 20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 22. Puts on front-opening garment, without assistance. 23. Puts on pull-over garment, without assistance. 24. Puts on shoes correctly, without assistance. 25. Ties own shoes, without assistance. 26. Uses bathroom, without assistance. 27. Initiates a trip to the bathroom, without being prompted. 28. Completes bathroom activities (clothing up/down, wiping, flushing) independently. 29. Disposes of toilet paper/paper towels appropriately. 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). 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</p>
9.2 Grow in understanding of the importance of good health and its relationship to physical activity.	
<p>Physical Development & Health</p> <p>18. Talks about ways exercise keeps us healthy, with assistance. 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
9.3 Talk about ways to prevent spreading germs and diseases to other people.	
Physical Development & Health 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).	
9.4 Develop an understanding of basic oral hygiene.	
Physical Development & Health 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision.	
9.5 Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods). (no matching goal)	
9.6 Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines). (no matching goal)	
9.7 Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].	
Physical Development & Health 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance.	Physical Development & Health 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 81. Identifies potentially dangerous situations/activities, without assistance.
10. EARLY LEARNING EXPECTATION: PERSONAL SAFETY. CHILDREN RECOGNIZE THAT THEY HAVE A ROLE IN PREVENTING ACCIDENTS OR POTENTIAL EMERGENCIES.	
10.1 Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).	
Physical Development & Health 36. Follows fire safety/fire drill rules, without assistance.	Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance.
10.2 Identify persons to whom they can turn for help in an emergency situation.	
Physical Development & Health 35. Understands that parents and teachers are helpful resources.	
10.3 Begin to know important facts about themselves (e.g., address, phone number, parent’s name).	
Social & Emotional Development 1. Knows his/her own first and last names. 2. Knows his/her age. 3. Knows his/her gender.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p align="center">10.4 Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say ‘No’ to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).</p>	
<p>Physical Development & Health 36. Follows fire safety/fire drill rules, without assistance. 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.</p>	<p>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.</p>
<p align="center">10.5 Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other’s blood and vomit).</p>	
<p>Physical Development & Health 36. Follows fire safety/fire drill rules, without assistance.</p>	<p>Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance.</p>
<p align="center">10.6 Begin to try new activities with ‘just manageable’ risk (e.g., riding a tricycle, climbing safely, jumping, exploring).</p>	
<p>Approaches to Learning 5. Selects activities that are within her/his capabilities, most of the time.</p>	
<p align="center">10.7 Exhibit a growing capacity to self-regulate, demonstrate self- efficacy and know acceptable boundaries.</p>	
<p>Social & Emotional Development 17. Moves around another child that is in her/his way (e.g., going up a slide). 37. Chooses to express self to others safely/respectfully in calm situations. 43. Chooses to express self to others safely/respectfully in difficult situations.</p>	<p>Social & Emotional Development 72. Chooses to express self to others safely/respectfully in calm situations.</p>

Early Learning in Mathematics

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1. EARLY LEARNING EXPECTATION: MATH PRACTICES. CHILDREN BEGIN TO DEVELOP PROCESSES AND STRATEGIES FOR SOLVING MATHEMATICAL PROBLEMS.	
1.1 Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).	
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.
1.2 Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).	
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.
1.3 Begin to develop and use various approaches to problem solving based upon their trial and error experiences.	
Logic & Reasoning 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). 18. Uses concrete materials to solve a problem (e.g., blocks to count). 21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away). 22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).	Cognition & General Knowledge 14. Uses concrete materials to solve a problem (e.g., blocks to count).
1.4 Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.	
Logic & Reasoning 21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.5 Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.	
<p>Nature & Science</p> <p>27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>28. Predicts that a plant will die if it does not receive water.</p> <p>29. Predicts that an animal will seek shelter in bad weather.</p> <p>30. Predicts that a plant will die if it does not receive sufficient light.</p> <p>31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</p> <p>33. Predicts that plants may be destroyed when an animal population increases.</p> <p>34. Predicts that it is likely to rain when dark clouds come.</p> <p>35. Predicts which way a scale will tip when a weight is added to one side.</p> <p>36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).</p> <p>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</p> <p>39. Predicts that the steeper the incline, the faster an object will move.</p> <p>40. Participates in simple investigations to answer questions.</p> <p>41. Uses observation as a way to gather data about an object or an event.</p>	<p>Cognition & General Knowledge</p> <p>18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>19. Predicts which way a scale will tip when a weight is added to one side.</p> <p>20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p>
2. EARLY LEARNING EXPECTATION: MATHEMATICAL LITERACY. CHILDREN BEGIN TO USE THE LANGUAGE OF MATHEMATICS BY APPLYING EMERGING SKILLS IN REPRESENTING, DISCUSSING, READING, WRITING, AND LISTENING (E.G., BY TRANSLATING A PROBLEM OR ACTIVITY INTO A NEW FORM; A PICTURE, DIAGRAM, MODEL, SYMBOL, OR WORDS).	
2.1 Participate regularly in informal conversations about mathematical concepts and number relationships. (no matching goal)	
2.2 Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.	
<p>Nature & Science</p> <p>46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p>Cognition & General Knowledge</p> <p>21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2.3 Begin to use symbols to represent real objects and quantities.	
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.	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.
2.4 Make progress from matching and recognizing number symbols to reading and writing numerals.	
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.
2.5 Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.	
Early Math 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
2.6 Begin to recognize that information comes in many forms and can be organized and displayed in different ways.	
Early Math 41. Uses observation as a way to gather data about an object or an event. 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).
2.7 Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).	
Early Math 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p>3. EARLY LEARNING EXPECTATION: CLASSIFICATION AND PATTERNS. CHILDREN BEGIN TO DEVELOP SKILLS OF RECOGNIZING, COMPARING AND CLASSIFYING OBJECTS, RELATIONSHIPS, EVENTS AND PATTERNS IN THEIR ENVIRONMENT AND IN EVERYDAY LIFE.</p>	
<p>3.1 Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.</p>	
<p>Early Math 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). 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks). 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).</p>	
<p>3.2 Identify patterns in their environment.</p>	
<p>Early Math 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).</p>	
<p>3.3 Investigate patterns and describe relationships. (no matching goal)</p>	
<p>3.4 Recognize patterns in various formats (e.g., things that can be seen, heard, felt).</p>	
<p>Early Math 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). 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks). 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).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4. EARLY LEARNING EXPECTATION: COUNTING AND CARDINALITY. CHILDREN EXTEND THEIR UNDERSTANDING OF NUMBERS AND THEIR RELATIONSHIP TO ONE ANOTHER AND THINGS IN THE ENVIRONMENT.	
4.1 Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.	
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.
4.2 Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.	
Early Math 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
4.3 Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).	
Early Math 1. Uses one-to-one correspondence when counting objects.	
4.4 Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).	
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.	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.
4.5 Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.	
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.	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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4.6 Show growth in understanding that number words and numerals represent quantities.	
<p>Early Math</p> <p>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. 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.</p>	<p>Cognition & General Knowledge</p> <p>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. 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.</p>
4.7 Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life. (no matching goal)	
4.8 Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates). (no matching goal)	
4.9 Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.” [Note: Expectations relating to place value (tens and ones) begin with Kindergarten]	
<p>Early Math</p> <p>4. Counts to find how many are in a group up to 10.</p>	<p>Cognition & General Knowledge</p> <p>3. Counts to find how many are in a group up to 10.</p>
5. EARLY LEARNING EXPECTATION: SIMPLE OPERATIONS AND BEGINNING ALGEBRAIC THINKING. CHILDREN BEGIN TO DEVELOP SKILLS OF SORTING AND ORGANIZING INFORMATION, SEEING PATTERNS, AND USING INFORMATION TO MAKE PREDICTIONS AND SOLVE NEW PROBLEMS.	
5.1 Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.	
<p>Early Math</p> <p>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.</p> <p>Logic & Reasoning</p> <p>21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5.2 Can generate problems that involve predicting, collecting, and analyzing information.	
<p>Nature & Science</p> <p>27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>28. Predicts that a plant will die if it does not receive water.</p> <p>29. Predicts that an animal will seek shelter in bad weather.</p> <p>30. Predicts that a plant will die if it does not receive sufficient light.</p> <p>31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</p> <p>33. Predicts that plants may be destroyed when an animal population increases.</p> <p>34. Predicts that it is likely to rain when dark clouds come.</p> <p>35. Predicts which way a scale will tip when a weight is added to one side.</p> <p>36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).</p> <p>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</p> <p>39. Predicts that the steeper the incline, the faster an object will move.</p> <p>40. Participates in simple investigations to answer questions.</p> <p>41. Uses observation as a way to gather data about an object or an event.</p> <p>46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p>Cognition & General Knowledge</p> <p>18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>19. Predicts which way a scale will tip when a weight is added to one side.</p> <p>20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>
5.3 Use simple estimation to make better guesses. (no matching goal)	
5.4 Identify likenesses and differences.	
<p>Logic & Reasoning</p> <p>24. Describes the similarities/differences between two events (e.g., day/night).</p> <p>25. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>	<p>Cognition & General Knowledge</p> <p>11. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>
5.5 Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).	
<p>Logic & Reasoning</p> <p>25. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>	<p>Cognition & General Knowledge</p> <p>11. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5.6 Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.	
Logic & Reasoning 25. Provides rationale for sorting objects into specific groups (e.g., all flat).	Cognition & General Knowledge 11. Provides rationale for sorting objects into specific groups (e.g., all flat).
5.7 Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.	
Nature & Science 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).
6. EARLY LEARNING EXPECTATION: MEASURING. CHILDREN EXPLORE AND DISCOVER SIMPLE WAYS TO MEASURE.	
6.1 Show awareness that things in their environment can be measured.	
Early Math 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 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.
6.2 Begin to understand concepts of weight.	
Nature & Science 35. Predicts which way a scale will tip when a weight is added to one side.	Cognition & General Knowledge 19. Predicts which way a scale will tip when a weight is added to one side.
6.3 Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).	
Social Studies 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 35. Begins to use or respond to the language of time such as related to daily routines or schedules. 36. Identifies events that might occur in the future. 37. Labels days by function (e.g., school day, field trip day). 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). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
6.4 Show an awareness of temperature as it affects their daily lives.	
Nature & Science 15. Associates objects/events with different temperatures (e.g., ice-low temp.). 37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).	
6.5 Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children). (no matching goal)	
6.6 Begin to use non-standard measures (e.g., length of hand) for length and area of objects.	
Early Math 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 46. Uses non-standard units (e.g., paper clips) to measure length.	Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length.
6.7 Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.	
Early Math 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups). Nature & Science 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).	Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
7. EARLY LEARNING EXPECTATION: GEOMETRY. CHILDREN BUILD THEIR VISUAL THINKING SKILLS THROUGH EXPLORATIONS WITH SHAPE AND THE SPACES IN THEIR CLASSROOMS AND NEIGHBORHOODS.	
7.1 Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.	
Early Math 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.	
7.2 Investigate and begin to predict the results of combining, subdividing, and changing shapes.	
Early Math 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
7.3 Begin to recognize and appreciate geometric shapes in their environment.	
<p>Early Math 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board. 37. Identifies the sides and corners in a shape.</p>	
7.4 Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind). Identify patterns in their environment.	
<p>Early Math 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).</p>	
7.5 Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.	
<p>Early Math 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). 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks). 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).</p>	
7.6 Investigate patterns and describe relationships.	
<p>Early Math 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). 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks). 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).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
7.7 Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	
<p>Early Math</p> <p>38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).</p> <p>39. Repeats an alternating visual pattern (e.g., red/green/red/green).</p> <p>40. Repeats an alternating auditory pattern (e.g., loud/soft claps).</p> <p>41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).</p> <p>42. Creates an alternating visual pattern using art or play materials.</p> <p>43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	

Early Learning in Science

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1. EARLY LEARNING EXPECTATION: OBSERVATION AND INQUIRY. CHILDREN DEVELOP POSITIVE ATTITUDES AND GAIN KNOWLEDGE ABOUT SCIENCE THROUGH OBSERVATION AND ACTIVE PLAY.	
1.1 Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.	
<p>Nature & Science</p> <p>1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</p> <p>2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).</p> <p>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	<p>Cognition & General Knowledge</p> <p>13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
1.2 Ask questions related to their own interest and observations.	
<p>Nature & Science</p> <p>54. Asks "Why" questions to learn more about a current/past event.</p> <p>55. Asks "What will happen if" questions to help predict a future event.</p> <p>56. Asks "How" objects and events are different/same.</p>	<p>Cognition & General Knowledge</p> <p>25. Asks "What will happen if" questions to help predict a future event.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.3 Talk about their own predictions, explanations and generalizations based on past and current experiences.	
<p>Nature & Science</p> <p>27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>28. Predicts that a plant will die if it does not receive water.</p> <p>29. Predicts that an animal will seek shelter in bad weather.</p> <p>30. Predicts that a plant will die if it does not receive sufficient light.</p> <p>31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</p> <p>33. Predicts that plants may be destroyed when an animal population increases.</p> <p>34. Predicts that it is likely to rain when dark clouds come.</p> <p>35. Predicts which way a scale will tip when a weight is added to one side.</p> <p>36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).</p> <p>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</p> <p>39. Predicts that the steeper the incline, the faster an object will move.</p> <p>47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p> <p>48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p>49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>50. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>51. Attempts to explain why living things change (e.g., leaves turn brown).</p> <p>52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>	<p>Cognition & General Knowledge</p> <p>18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>19. Predicts which way a scale will tip when a weight is added to one side.</p> <p>20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>23. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.4 Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).	
Nature & Science 41. Uses observation as a way to gather data about an object or an event. 42. Confirms observations with another child/adult. 43. Repeats a procedure/action several times to confirm outcomes/patterns.	
1.5 Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).	
Nature & Science 40. Participates in simple investigations to answer questions. 41. Uses observation as a way to gather data about an object or an event.	
2. EARLY LEARNING EXPECTATION: LIVING AND NON-LIVING THINGS. CHILDREN SHOW A BEGINNING AWARENESS OF SCIENTIFIC KNOWLEDGE RELATED TO LIVING AND NON-LIVING THINGS.	
2.1 Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).	
Nature & Science 45. Uses more than one approach to gather data/answer a question (e.g., book, adult). 46. Presents observations in a variety of ways (e.g., drawings, charts, maps). 48. Shares ideas/thoughts when observing the natural world/physical phenomena.	Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2.2 Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).	
<p>Nature & Science</p> <p>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). 22. Classifies objects by their state (e.g., liquid, solid, gas). 23. Classifies objects into living and non-living categories. 24. Classifies objects based on whether they are found in nature or made by people. 25. Classifies objects based on their physical composition (e.g., metal, rock, soil). 26. Classifies objects based on whether or not they require electricity/battery.</p>	<p>Cognition & General Knowledge</p> <p>17. Classifies objects into living and non-living categories.</p>
2.3 Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).	
<p>Nature & Science</p> <p>4. Describes what an animal is doing as it is being observed. 41. Uses observation as a way to gather data about an object or an event.</p>	
2.4 Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).	
<p>Nature & Science</p> <p>8. Describes/draws the type of shelter used by familiar animals. 9. Draws/talks about what living things need to survive (e.g., plants need water). 33. Predicts that plants may be destroyed when an animal population increases.</p>	
2.5 Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).	
<p>Nature & Science</p> <p>8. Describes/draws the type of shelter used by familiar animals. 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2.6 Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions). (no matching goal)	
2.7 Observe, describe, and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).	
Nature & Science 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). 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).
3. EARLY LEARNING EXPECTATION: KNOWLEDGE ABOUT THE EARTH. CHILDREN SHOW A BEGINNING AWARENESS OF SCIENTIFIC KNOWLEDGE RELATED TO THE EARTH.	
3.1 Can talk about observable characteristics of different seasons.	
Nature & Science 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).	
3.2 Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.	
Nature & Science 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night). 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).	
3.3 Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.	
Nature & Science 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).	
3.4 Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).	
Nature & Science 12. Draws/talks about different weather conditions (e.g., sunny, rainy).	
3.5 Talk about ways to be safe during bad weather and in outdoor explorations.	
Nature & Science 12. Draws/talks about different weather conditions (e.g., sunny, rainy). 32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife. Physical Development & Health 41. Identifies potentially dangerous situations/activities, without assistance.	Cognition & General Knowledge 81. Identifies potentially dangerous situations/activities, without assistance.

Early Learning in the Social Studies

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1. EARLY LEARNING EXPECTATION: RELATIONSHIP IN PLACE. CHILDREN BEGIN TO UNDERSTAND AND INTERPRET THEIR RELATIONSHIP AND PLACE WITHIN THEIR OWN ENVIRONMENT.	
1.1 Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.	
Nature & Science 48. Shares ideas/thoughts when observing the natural world/physical phenomena.	
1.2 Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.	
Literacy 15. Makes connections between her/his own experiences and those presented in books/stories.	
1.3 Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants. (no matching goal)	
1.4 Engage in conversations that reflect experiences in and observations of the environment.	
Nature & Science 48. Shares ideas/thoughts when observing the natural world/physical phenomena.	
1.5 Demonstrate a developing sense of respect for nature and its components.	
Social Studies 22. Identifies trees and flowers in real world or in pictures. 25. Identifies that animals live in plants (e.g., birds nest in trees or cacti). 26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert). 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).	
1.6 Use and understand words for location and 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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2. EARLY LEARNING EXPECTATION: HOW PEOPLE ARE INFLUENCED. CHILDREN BEGIN TO RECOGNIZE THAT MANY DIFFERENT INFLUENCES SHAPE PEOPLE’S THINKING AND BEHAVIOR.	
2.1 Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).	
<p>Social Studies</p> <ol style="list-style-type: none"> 1. Shares personal family stories and traditions. 2. Identifies family members and relationship to each. 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). <p>Social & Emotional Development</p> <ol style="list-style-type: none"> 1. Knows his/her own first and last names. 	<p>Cognition & General Knowledge</p> <ol style="list-style-type: none"> 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
2.2 Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.	
<p>Social Studies</p> <ol style="list-style-type: none"> 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). <p>Social & Emotional Development</p> <ol style="list-style-type: none"> 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. 	
2.3 Show an understanding of family and how families are alike and different.	
<p>Social Studies</p> <ol style="list-style-type: none"> 1. Shares personal family stories and traditions. 2. Identifies family members and relationship to each. 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). 44. Shows respect for varying family structures. 	<p>Cognition & General Knowledge</p> <ol style="list-style-type: none"> 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
2.4 Talk about ways members of a family can work together to help one another.	
<p>Social Studies</p> <ol style="list-style-type: none"> 2. Identifies family members and relationship to each. 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). 	<p>Cognition & General Knowledge</p> <ol style="list-style-type: none"> 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2.5 Begin to recognize that people celebrate events in a variety of ways.	
Social Studies 1. Shares personal family stories and traditions.	
2.6 Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.	
Social Studies 43. Shows respect for members of different cultures.	
2.7 Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	
Social Studies 8. Demonstrates awareness of the outcomes of one's own choices. 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.
2.8 Participate in creating their own classroom celebrations. (no matching goal)	
3. EARLY LEARNING EXPECTATION: UNDERSTANDING TIME. CHILDREN SHOW GROWTH IN THEIR UNDERSTANDING OF THE CONCEPT OF TIME AND BEGIN TO REALIZE THAT THEY ARE A PART OF A HISTORY, WHICH INCLUDES PEOPLE, PLACES, EVENTS, AND STORIES ABOUT THE PRESENT AND THE PAST.	
3.1 Use words to describe time (e.g., yesterday, today, tomorrow).	
Social Studies 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 35. Begins to use or respond to the language of time such as related to daily routines or schedules.	Cognition & General Knowledge 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.
3.2 Can talk about recent and past events.	
Social Studies 1. Shares personal family stories and traditions. 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.	
3.3 Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.	
Nature & Science 5. Talks about characteristics of living things (e.g., leaf is soft). 7. Draws/talks about changes in her/himself over time. 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.4 Gather information and learns new concepts through experimentation and discovery, making connections what they already know.	
Nature & Science 40. Participates in simple investigations to answer questions. 41. Uses observation as a way to gather data about an object or an event. 45. Uses more than one approach to gather data/answer a question (e.g., book, adult). 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	
3.5 Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.	
Social Studies 2. Identifies family members and relationship to each. 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).	Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
3.6 Contribute to their community (classroom, school, neighborhood) as age appropriate.	
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.
4. EARLY LEARNING EXPECTATION: WHY WE HAVE RULES AND LAWS. CHILDREN BEGIN TO LEARN ABOUT THE REASONS FOR RULES AND LAWS, THE IMPORTANCE OF A DEMOCRATIC PROCESS, AND THE RESPONSIBILITIES OF BEING A MEMBER OF A CLASSROOM, A FAMILY, AND A COMMUNITY.	
4.1 Grow in their understanding of the need for rules and boundaries in their learning and social environment.	
Physical Development & Health 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).	Physical Development & Health 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).
4.2 Begin to understand consequences of following and breaking (disobeying) rules.	
Social & Emotional Development 45. Usually recognizes that inappropriate behavior leads to consequences. 47. Accepts the consequences for own inappropriate behavior most of the time.	
4.3 Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tell them when they are breaking a rule, who helps enforce rules).	
Social Studies 9. Describes or illustrates the roles/responsibilities of community workers. Physical Development & Health 35. Understands that parents and teachers are helpful resources.	Cognition & General Knowledge 27. Describes or illustrates the roles/responsibilities of community workers.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4.4 Show increasing respect for the rights of others.	
Social & Emotional Development 42. Respects the rights of others.	
5. EARLY LEARNING EXPECTATION: BASIC IDEAS ABOUT ECONOMICS. CHILDREN INCREASE THEIR UNDERSTANDING ABOUT HOW BASIC ECONOMIC CONCEPTS RELATE TO THEIR LIVES.	
5.1 Can talk about some of the workers and services in their community.	
Social Studies 9. Describes or illustrates the roles/responsibilities of community workers.	Cognition & General Knowledge 27. Describes or illustrates the roles/responsibilities of community workers.
5.2 Can talk about some of the ways people earn a living.	
Social Studies 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").	
5.3 Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards). (no matching goal)	
5.4 Make simple choices about how to spend money. (no matching goal)	
6. EARLY LEARNING EXPECTATION: PEOPLE AND THEIR ENVIRONMENT. CHILDREN INCREASE THEIR UNDERSTANDING OF THE RELATIONSHIP BETWEEN PEOPLE AND THEIR ENVIRONMENT AND BEGIN TO RECOGNIZE THE IMPORTANCE OF TAKING CARE OF THE RESOURCES IN THEIR ENVIRONMENT.	
6.1 Begin to identify what families need to thrive (e.g., food, shelter, clothing, love). (no matching goal)	
6.2 Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).	
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. 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).	
6.3 Engages in activities that promote a sense of contribution.	
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.
6.4 Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.	
Nature & Science 7. Draws/talks about changes in her/himself over time. 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal.	