



# **Galileo® G3 Scales Alignment with North Carolina Foundations for Early Learning and Development**

**Birth through 5-Years-Old**

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**Galileo® G3 Scales Alignment  
with North Carolina Foundations for Early Learning  
and Development**

**Ages Birth Through 5 Years**

*Imagine Learning, Inc.*

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# I. Introduction to Galileo® G3 Scales Alignment with North Carolina Foundations for Early Learning and Development Birth Through 5 Years

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

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

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

## A. Alignment with the North Carolina Foundations for Early Learning and Development

The Galileo G3 assessment scales for ages birth through 5 provided by ATI to early childhood programs are aligned with, and reflect the scope and intent of, *the North Carolina Foundations for Early Learning and Development* for children ages birth through 5. These reliable, valid scales form the basis for the comprehensive Galileo curriculum as well as the integrated Galileo assessment tools by defining research-based and empirically-based developmental sequences (progression) in five age ranges, birth to 8 months, 8 to 18 months, 18 to 24 months, 2 to 3 years, and 3 through 5 years.

This alignment document is organized into sections displaying the *North Carolina Foundations for Early Learning and Development* along with the aligned capabilities from the Galileo G3 scales. The Galileo G3 scales for birth to age 3 years are organized into 5 domains of knowledge. The Galileo G3 scales for 3 through 5 years are organized into 12 domains of knowledge. In addition, the Galileo *School Readiness Scales* draw capabilities from across these domains to provide information about child progress towards mastery of the essential capabilities for school readiness within each age range. The following table indicates the number of capabilities included in each of the Galileo G3 scales.

TABLE 1  
Galileo® G3 Scales

Galileo G3 Scales	
<b>00-08 Months G3 scales</b>	<b>Capabilities</b>
Approaches to Learning	24
Cognitive Development & General Knowledge	53
Language, Communication, Reading & Writing	34
Physical Development & Health	39
Social & Emotional Development	58
<b>08-18 Months G3 scales</b>	<b>Capabilities</b>
Approaches to Learning	29
Cognitive Development & General Knowledge	65
Language, Communication, Reading & Writing	39
Physical Development & Health	42
Social & Emotional Development	71
<b>18-24 Months G3 scales</b>	<b>Capabilities</b>
Approaches to Learning	27
Cognitive Development & General Knowledge	56
Language, Communication, Reading & Writing	52
Physical Development & Health	47
Social & Emotional Development	64
<b>2-3 Years G3 scales</b>	<b>Capabilities</b>
Approaches to Learning	26
Cognitive Development & General Knowledge	55
Language, Communication, Reading & Writing	43
Physical Development & Health	41
Social & Emotional Development	53

TABLE 1 – Continued  
Galileo® G3 Scales

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

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

The knowledge areas comprising the Galileo G3 scales for birth through age 5 provide comprehensive coverage of a domain of knowledge in a way that makes it possible to implement a comprehensive curriculum, effectively assess children’s learning, and provide meaningful developmentally appropriate learning opportunities. Overall, the *North Carolina Foundations for Early Learning and Development* is comprehensively represented through the wide variety of knowledge areas comprising the 12 developmental domains in the 3 through 5 years scale and the 5 developmental domains in the younger age range. These knowledge areas make it possible for early childhood 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 Physical Development and Health* for 3 through 5 year-olds, for example, are indicated in Table 2.

TABLE 2

Galileo® G3 3-5 Years Physical Development & Health Scale Knowledge Areas

3-5 Galileo G3 Physical Development & Health
Obtaining Nutrition
Practicing Hygiene
Exercising
Dressing
Toileting
Understanding of Health and Safety Practices
Developing Gross Motor Control and Balances
Developing Fine Motor Dexterity
Developing Hand-Eye Coordination

As you read through the alignment in this document, you will note that the domain from the *North Carolina Foundations for Early Learning and Development* is labeled at the top of each table. The knowledge areas/subdomains, goals, developmental progressions and indicators of the framework are then listed. The columns present the details of how the Galileo G3 scales and the included capabilities correspond to the framework’s domain structure. Underlined capabilities are also reflected in the Galileo G3 *School Readiness Scale* for the corresponding age range.

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

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

## II. Galileo® G3 Scales Alignment with North Carolina Foundations for Early Learning and Development Ages Birth to 5 Years

### Domain A: Approaches to Play and Learning

Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.
- NA dictates what alignment is not applicable in Galileo Birth - PreK.

Sub-Domain: Curiosity, Information-Seeking & Eagerness	Galileo® G3 Assessment Scale Goal
<b>Goal APL-1: Children show curiosity and express interest in the world around them.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>• Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near). <i>APL-1a</i>.</li> <li>• Show interest in themselves (watch own hands, play with own feet). <i>APL-1b</i>.</li> <li>• React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). <i>APL-1c</i>.</li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>2. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p>3. Gazes at parents, caregivers, and teachers when being fed or changed.</p> <p>5. Positions or moves their body toward an interesting object.</p> <p>6. Shows continued interaction with adults by vocalizing and smiling while a book is being read.</p> <p>16. Turns toward and tracks voices, people, and objects.</p> <p>19. Inspects their own hands, fingers, feet, and toes by touching, looking, and mouthing.</p> <p><u>20. Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 5.</u></p> <p>23. Reacts with movement to the sound of music.</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>1. Responds to loud noises by being startled or crying.</p> <p><u>6. Looks longer at human faces than at objects. SR 7.</u></p> <p><u>7. Inspects her/his own hands, feet, fingers, and/or toes. SR 1.</u></p> <p>8. Smiles at familiar faces.</p> <p>9. Babbles and then pauses to wait for familiar adults to respond.</p> <p><u>10. Touches and mouths objects for sensory exploration. SR 8.</u></p> <p>40. Begins to smile as a social interaction.</p> <p>53. Moves away from loud noises.</p> <p><b>Language, Communication, Reading &amp; Writing 00-08 months</b></p> <p>2. Startles, blinks, or opens her/his eyes wide when hearing a loud noise.</p> <p>3. Turns her/his head in the direction of a sound (e.g., telephone ringing).</p>

- 4. Gazes at the face of an adult and makes facial expressions as the adult talks.
- 14. Takes turns making sounds with an adult.
- 22. Gazes into the eyes of familiar adults during nursing or drinking from a bottle.
- 23. Watches the faces of familiar adults during routine activities (e.g., diaper changing, bathing).
- 24. Smiles in response to a smiling face.
- 25. Follows a moving object with her/his eyes.
- Physical Development and Health 00-08 months**
- 10. Follows a human face with her/his eyes.
- 11. Examines her/his own hands.
- 13. Plays with her/his fingers and puts hands in mouth.
- 14. Grasps the fingers of another person.
- 29. Becomes calm when hearing voices of familiar adults or environmental sounds.
- 30. Turns head in response to a sound.
- 31. Turns and smiles when her/his name is spoken by a familiar adult.
- 32. Watches adults involved in listening and vocalizing activities. SR 25.
- Social and Emotional Development 00-08 months**
- 1. Exhibits mutual eye gazes during routine activities.
- 2. Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out.
- 12. Responds to sound by cooing when songs are sung by familiar adults.
- 13. Responds to light and dark by squinting when lights are turned on in a dark room.
- 17. Enjoys playing with new toys (e.g., new sand toys in the sand box).
- 20. Kicks legs in excitement and settles when seeing a familiar adult.
- 32. Smiles at others.
- 33. When babbling or cooing, pauses to wait for a response from an adult. SR 29.
- 35. Gains the attention of peers through vocalizations, reaching out, and smiling. SR 32.
- 42. Tries to imitate the kisses of familiar adults.
- 44. Touches or imitates another child sitting nearby.
- 45. Realizes she/he has control over her/his hands.
- 46. Begins to look and smile at her/himself in the mirror.
- 47. Explores the face and other body parts of parents, caregivers, and teachers.

**Younger Toddlers**

- Imitate what others are doing. *APL-1d.*
- Show curiosity about their surroundings (with pointing, facial expressions, words). *APL-1e.*

**Approaches to Learning 08-18 months**

Sub-Domain: Curiosity, Information-Seeking & Eagerness

Galileo® G3 Assessment Scale Goal

- Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). *APL-1f*.

1. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.
2. Explores objects using a variety of senses (e.g., mouthing, waving, banging).
4. Imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).
5. Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.
6. Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).
14. Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.

**Cognitive Development and General Knowledge 08-18 months**

1. Shakes toys to elicit a response or sound.
2. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).
3. Touches and mouths objects for sensory exploration.
5. Crawls to explore their environment.
8. Makes faces back at familiar adults.
18. Places items in containers and then pours them out, repeatedly. SR 9.
19. Activates toys such as a jack-in-the-box.
35. Points to objects in the environment (e.g., pictures of family, body parts, animals, favorite book).
38. Enacts familiar events or household chores.

**Language, Communication, Reading & Writing 08-18 months**

14. Takes turns making sounds with an adult.

**Physical Development and Health 08-18 months**

3. Show interest in people and objects.
11. Tracks a moving object with interest.
12. Points to objects/people that attract her/his attention.
35. Begins to imitate words and word sounds.
42. Demonstrates an interest in actively exploring the environment.

**Social and Emotional Development 08-18 months**

2. Imitates the actions of familiar adults (e.g., clapping). SR 30.
3. Claps and smiles in a back and forth manner with a parent, caregiver, or teacher.
13. Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). SR 32.
45. Imitates and terminates a social smile and repeats the behavior as adults respond.
46. Tries to imitate the kisses of familiar adults.
49. Touches or imitates another child sitting nearby.
55. Repeats an action when it makes people laugh.

57. Smiles and claps hands when they successfully accomplish a task (e.g., climbing up stairs).

**Older Toddlers**

- Discover things that interest and amaze them and seek to share them with others. *APL-1g.*
- Show pleasure in new skills and in what they have done. *APL-1h.*
- Watch what others are doing and often try to participate. *APL-1i.*

**Approaches to Learning 18-24 months**

2. Plays side-by-side with another child using the same or similar toys.

3. Imitates adult activities such as reading a magazine or helping to set the table. SR 3.

24. Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). SR 7.

**Cognitive Development and General Knowledge 18-24 months**

10. Plays "dress-up", imitating the behaviors of familiar adults.

35. Wants to tell her/his age to a familiar adult.

52. Takes an adult's hand, leads the adult to the block area, and gives the adult a block.

55. Brings others into their play (e.g., "Let's go on a bus ride. Here are the seats, and you be the driver").

**Language, Communication, Reading & Writing 18-24 months**

27. Brings books over to adults to read.

**Physical Development and Health 18-24 months**

3. Approaches or stands next to other children and adults in play situations.

**Social and Emotional Development 18-24 months**

5. Participates in parallel play. SR 40.

6. Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).

58. Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.

59. Shows "drawing" or scribbling to a familiar adult.

**Social and Emotional Development 2-3 years**

50. Shares successes at independent accomplishments with adults (e.g., opens her/his own lunchbox and showing how they did it).

**Younger Preschoolers**

- Discover things that interest and amaze them and seek to share them with others. *APL-1j.*
- Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). *APL-1k.*
- Show interest in a growing range of topics, ideas, and tasks. *APL-1l.*

**Approaches to Learning 2-3 years**

1. Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.

2. Imitates adult activities such as reading a magazine or helping to set the table.

3. Shows interest in sorting (e.g., sorting colored pegs into single-color piles, putting the small buttons in one container and the big buttons in another). SR 2.

4. Enjoys opportunities to help parents, caregivers, and teachers (e.g., assisting with setting the table or folding the clothes). SR 1.

16. Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors.

**Cognitive Development and General Knowledge 2-3 years**

15. Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors.

20. Asks to hear her/his favorite song over and over.

22. Wants to tell her/his age to a familiar adult.

23. Wants to be assigned a “job”.

30. Asks questions that include “How many?” or “How much?”.

**Language, Communication Reading, & Writing 2-3 years**

30. Asks adults to read printed information such as signs, labels, advertisements. SR 21.

35. Brings a “cake” from the sand area and asks familiar adults to “eat it”.

37. Shows scribbling work to others.

**Physical Development and Health 2-3 years**

10. Imitates the hand motions of finger plays (e.g., “Where is Thumpkin”). SR 29.

20. Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on).

21. Insists on washing and drying his/her own hands.

23. Helps with toileting by pulling her/his pants down and up. SR 32.

**Social and Emotional Development 2-3 years**

38. Enjoys an activity of interest (e.g., art) with a friend.

50. Shares successes at independent accomplishments with adults (e.g., opens her/his own lunchbox and showing how they did it).

51. Shows interest in wanting to dress her/him self.

52. Shows increased interest in toileting.

**Older Preschoolers**

- Discover things that interest and amaze them and seek to share them with others. *APL-1m.*
- Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). *APL-1n.*
- Show interest in a growing range of topics, ideas, and tasks. *APL-1o.*
- Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). *APL-1p.*

**Social and Emotional Development 2-3 years**

38. Enjoys an activity of interest (e.g., art) with a friend.

50. Shares successes at independent accomplishments with adults (e.g., opens her/his own lunchbox and showing how they did it).

51. Shows interest in wanting to dress her/him self.

52. Shows increased interest in toileting.

**Physical Development and Health 3-5 years**

7. Insists on washing and drying own hands.

9. Begins to independently brush his/her teeth with supervision.

26. Uses bathroom, without assistance.

**Approaches to Learning 3-5 years**

4. Selects activities or objects from a choice of at least two in a daily routine.

**Goal APL-2: Children actively seek to understand the world around them.**

**Infants**

- Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste. *APL-2a.*
- With appropriate supports, move toward interesting people, sounds, objects, and activities. *APL-2b.*

**Approaches to Learning 00-08 months**

- 2. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.
- 4. Explores objects using a variety of senses (e.g., mouthing, waving, banging).
- 5. Positions or moves their body toward an interesting object.
- 7. Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.
- 10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.
- 11. Bangs an object repeatedly while exploring its properties. SR 3.
- 16. Turns toward and tracks voices, people, and objects.
- 17. Rolls from their backs to their stomachs when looking for a toy.
- 18. Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).

**Cognitive Development and General Knowledge 00-08 months**

- 4. Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).
- 10. Touches and mouths objects for sensory exploration. SR 8.
- 11. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).

**Language, Communication, Reading & Writing 00-08 months**

- 3. Turns her/his head in the direction of a sound (e.g., telephone ringing).

**Social and Emotional Development 00-08 months**

- 55. Moves toward and gets a favorite toy, then smiles.

**Younger Toddlers**

- Initiate activities that interest them and try to get others involved. *APL-2c.*
- Use toys and other objects to make things happen (kick a ball, push a button on a toy). *APL-2d.*
- Move toward people and things that are new and/or interesting. *APL-2e.*

**Approaches to Learning 08-18 months**

- 1. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.
- 4. Imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).
- 8. Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.
- 11. Fills a container with small objects and dumps them out repeatedly. SR 4.

- 12. Asks or gestures that they want the same song or story repeated over and over again.
- 18. Requests that a favorite book be read over again.
- 22. Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).

**Cognitive Development and General Knowledge 08-18 months**

- 1. Shakes toys to elicit a response or sound.
- 7. Enjoys rolling a ball to familiar adults.
- 13. Shows objects to familiar adults.
- 16. Fills and dumps sand, toys, and blocks.
- 18. Places items in containers and then pours them out, repeatedly. SR 9.
- 19. Activates toys such as a jack-in-the-box.
- 24. Reaches for a mobile or other similar object to make it move.
- 58. Uses a stick or object to obtain something out of reach. SR 11.

**Language, Communication, Reading & Writing 08-18 months**

- 27. Points at a book to have the same story read again and again. SR 24.
- 36. Shows scribbling or markings to others.

**Physical Development and Health 08-18 months**

- 42. Demonstrates an interest in actively exploring the environment.

**Social and Emotional Development 08-18 months**

- 6. Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.
- 54. Tries to encourage games (e.g., covers eyes to encourage a game of peek-a-boo).
- 58. Moves his/her body to fit inside a tunnel toy with a peer or sibling.

**Older Toddlers**

- Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, become absorbed in figuring out a situation). *APL-2f.*
- Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box). *APL-2g.*
- Communicate what they want to do or know using gestures, facial expressions, or words (ask “What dat?”). *APL-2h.*

**Approaches to Learning 18-24 months**

- 1. Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).
- 22. Views objects from all sides.

**Cognitive Development and General Knowledge 18-24 months**

- 3. Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.
- 9. Pulls on the hand of adults when wanting to communicate.
- 35. Wants to tell her/his age to a familiar adult.
- 37. Enjoys messy activities, such as finger painting.

**Language, Communication, Reading & Writing 18-24 months**

- 2. Uses some sign or body language to indicate a need (e.g., “more” “eat”).
- 3. Points to body parts when asked.
- 5. Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.
- 32. Points to appropriate picture in a book when asked by an adult. SR 22.
- 43. Climbs into a box and making motor sounds.
- Social and Emotional Development 18-24 months**
- 47. Moves their body to fit inside a tunnel toy with a peer or sibling.
- 48. Pays attention to her/his reflection in the mirror.
- 59. Shows “drawing” or scribbling to a familiar adult.
- 62. Uses words to get her/his needs met (e.g., “More juice.”). SR 44.

**Younger Preschoolers**

- Ask questions about the people and things around them. *APL-2i.*
- Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). *APL-2j.*
- Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). *APL-2k.*

- Approaches to Learning 2-3 years**
- 5. Explores new toys to see how they work.
  - 7. Looks at insects, leaves, or other things from nature, examines and watches them move or grow.
  - 10. Tries various shapes in a shape-sorting toy until the shape finally fits.
  - 24. Experiments with a variety of strategies to solve a problem or complete a task.
  - 26. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). SR 5.
- Cognitive Development and General Knowledge 2-3 years**
- 4. Explores objects by taking things apart, stacking sorting, tracing, etc.
  - 10. Makes play dough creations.
  - 11. Asks questions while a book is being read by a familiar adult.
  - 14. Inspects/manipulates moving parts of toys (e.g., wheels).
  - 15. Persistently asks “Why?”.
  - 18. Pokes, drops, pushes, pulls, and squeezes objects to see what will happen.
  - 30. Asks questions that include “How many?” or “How much?”.
  - 37. Uses materials such as pencils, paints, and play dough in different and varied ways.
- Language, Communication, Reading & Writing 2-3 years**
- 13. Asks questions to obtain information or assistance. SR 17.
- Physical Development and Health 2-3 years**
- 16. Pulls apart large pop-it beads and tries to push them together again.
  - 18. Watches lines and squiggles appear as they move a writing tool (marker, paint brush) over a piece of paper.

**Older Preschoolers**

- Ask questions to find out more about the things that interest them, including questions about future events. *APL-2l.*
- Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). *APL-2m.*
- Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). *APL-2n.*

**Social and Emotional Development 3-5 years**

22. Shows the ability to compromise in conflict resolution. SR 70.

26. Gets materials needed for an activity, without prompts.

30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby). SR 69.

**Approaches to Learning 3-5 years**

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). SR 62.

**Logic and Reasoning 3-5 years**

20. Suggests an alternative solution to solve a problem, without assistance.

28. Predicts the effects of an action.

29. States the cause of an effect (e.g., what caused the tricycle to stop).

**Language 3-5 years**

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

**Literacy 3-5 years**

26. Asks adults to read printed information such as signs, labels, advertisements.

33. Reads familiar words in a sentence from a book/poem, with assistance. SR 51.

**Nature and Science 3-5 years**

1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.

**Science 3-5 years**

43. Repeats a procedure/action several times to confirm outcomes/patterns.

45. Uses more than one approach to gather data/answer a question (e.g., book, adult).

49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). SR 22.

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. SR 25.

56. Asks "How" objects and events are different/same.

**Goal APL-3: Children engage in increasingly complex play.**

**Infants**

- Show interest in other children playing (watch, turn toward). *APL-3a.*
- Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”). *APL-3b.*
- Play with simple objects, using them to make sounds and other interesting results. *APL-3c.*
- Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”). *APL-3d.*

**Approaches to Learning 00-08 months**

4. Explores objects using a variety of senses (e.g., mouthing, waving, banging).
8. Kicks or swats a mobile to repeat a sound or motion.
11. Bangs an object repeatedly while exploring its properties. SR 3.

20. Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 5.

**Cognitive Development and General Knowledge 00-08 months**

9. Babbles and then pauses to wait for familiar adults to respond.
11. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).
12. Shakes toys to elicit a response or sound.
16. Imitates familiar sounds and movements.
28. Reaches for a mobile or other similar object to make it move.

**Language, Communication, Reading & Writing 00-08 months**

14. Takes turns making sounds with an adult.
15. Explores sounds through babbling and imitation.
28. Imitates cooing sounds made by familiar adults.
29. Mimics hand clapping and waving bye-bye.
33. Imitates writing by scribbling, without regard to direction or location. SR 20.

**Social and Emotional Development 00-08 months**

9. Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.
33. When babbling or cooing, pauses to wait for a response from an adult. SR 29.
42. Tries to imitate the kisses of familiar adults.
44. Touches or imitates another child sitting nearby.
53. Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over). SR 30.

**Younger Toddlers**

- Play alongside other children, sometimes imitating their actions. *APL-3e.*
- Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car). *APL-3f.*
- Take turns in simple games (pat-a-cake, peek-a-boo). *APL-3g.*
- Offer toys and objects to others. *APL-3h.*

**Approaches to Learning 08-18 months**

4. Imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).
7. Plays side-by-side with another child using the same or similar toys. SR 3.
14. Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.
20. Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 8.
27. Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). SR 7.

	<p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>9. Holds a toy phone to her/his ear and “talks”.</p> <p>36. Plays for brief periods of time with another child.</p> <p>39. Pretends to call familiar people on a play phone.</p> <p><b>Language, Communication, Reading &amp; Writing 08-18 months</b></p> <p>14. Takes turns making sounds with an adult.</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p><u>2. Imitates the actions of familiar adults (e.g., clapping). SR 30.</u></p> <p>3. Claps and smiles in a back and forth manner with a parent, caregiver, or teacher.</p> <p><u>6. Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.</u></p> <p>45. Imitates and terminates a social smile and repeats the behavior as adults respond.</p> <p>48. Offers a toy to a familiar adult.</p>
<p><b>Older Toddlers</b></p>	
<ul style="list-style-type: none"> <li>• Try to involve other children in play. <i>APL-3i.</i></li> <li>• Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). <i>APL-3j.</i></li> <li>• Play with others with a common purpose (play a chase game). <i>APL-3k.</i></li> <li>• Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie). <i>APL-3l.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p>2. Plays side-by-side with another child using the same or similar toys.</p> <p><u>3. Imitates adult activities such as reading a magazine or helping to set the table. SR 3.</u></p> <p><u>19. Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door.) SR 2.</u></p> <p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>10. Plays “dress-up”, imitating the behaviors of familiar adults.</p> <p>18. Pretends to call familiar people on a play phone.</p> <p>48. Uses objects for other than their intended purposes.</p> <p>53. Begins to enjoy small-group activities facilitated by an adult.</p> <p>55. Brings others into their play (e.g., “Let’s go on a bus ride. Here are the seats, and you be the driver”).</p> <p><b>Language, Communication, Reading &amp; Writing 18-24 months</b></p> <p>38. Engages in “pretend” reading with other children during play activities.</p> <p>41. Attempts to feed, dress, or cuddle their dolls and stuffed animals.</p> <p>42. Crawls around on hands and knees, pretending to be a dog or cat.</p> <p>43. Climbs into a box and making motor sounds.</p> <p>44. Uses a toy telephone to “talk to Grampa.”</p> <p><b>Physical Development and Health 18-24 months</b></p> <p>3. Approaches or stands next to other children and adults in play situations.</p> <p><b>Social and Emotional Development 18-24 months</b></p>

	<p>5. <u>Participates in parallel play. SR 40.</u></p> <p>6. Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).</p> <p>46. Initiates play with a familiar peer.</p> <p>47. Moves their body to fit inside a tunnel toy with a peer or sibling.</p>
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**Younger Preschoolers**

<ul style="list-style-type: none"> <li>• Engage in dramatic play themes that include interacting with other children, but often are not coordinated. <i>APL-3m.</i></li> <li>• Talk to peers and share materials during play. <i>APL-3n.</i></li> <li>• Engage in make-believe play with imaginary objects. <i>APL-3o.</i></li> <li>• Use language to begin and carry on play with others. <i>APL-3p.</i></li> <li>• Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). <i>APL-3q.</i></li> </ul>	<p><b>Approaches to Learning 2-3 years</b></p> <p>2. Imitates adult activities such as reading a magazine or helping to set the table.</p> <p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>32. Pretends to be a character from a story or show.</p> <p>41. Brings others into their play (e.g., “Let’s go on a bus ride. Here are the seats, and you be the driver”).</p> <p>42. Takes on roles during pretend play.</p> <p>48. Initiates interactions with playmates.</p> <p><b>Language, Communication, Reading &amp; Writing 2-3 years</b></p> <p>16. Initiates conversations with others using toys, experiences, books, or pretend play.</p> <p>28. Engages in "pretend" reading with other children during play activities.</p> <p>29. Uses “reading” in play activities.</p> <p>34. Pretends to cook food using housekeeping props.</p> <p>35. Brings a “cake” from the sand area and asks familiar adults to “eat it”.</p> <p>36. Stacks several blocks and then calls it “my house”.</p> <p><b>Social and Emotional Development 2-3 years</b></p> <p>2. Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).</p> <p><u>4. Engages in positive social play alongside, and occasionally with, other children. SR 34.</u></p> <p><u>6. Takes on the role of an adult figure in pretend play. SR 38.</u></p> <p>9. Verbally or nonverbally invites a peer to play.</p> <p>33. Shares occasionally with other children.</p> <p>36. Initiates play with a familiar peer.</p>
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**Older Preschoolers**

<ul style="list-style-type: none"> <li>• Develop and sustain more complex pretend play themes in cooperation with peers. <i>APL-3r.</i></li> <li>• Use more complex and varied language to share ideas and influence others during play. <i>APL-3s.</i></li> <li>• Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). <i>APL-3t.</i></li> </ul>	<p><b>Logic and Reasoning 3-5 years</b></p> <p>2. Mimics a movie, book, or past experience.</p> <p>3. Uses objects to represent characters (e.g., stuffed animal as the dad).</p> <p>4. Assigns parts to self and peers to act out 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>
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Sub-Domain: Play and Imagination

Galileo® G3 Assessment Scale Goal

- Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). *APL-3u.*

10. Uses dramatic play to make-believe with objects (e.g., cooking an egg). SR.15  
 14. Practices building relationships with other children (offering direction, help).

**Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.**

**Infants**

- Use everyday household objects for play (spoons, pots and pans, plastic bowls). *APL-4a.*
- Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult’s attention). *APL-4b.*
- React to unexpected events with laughter and interest. *APL-4c.*

- Approaches to Learning 00-08 months**  
 2. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.  
**Cognitive Development and General Knowledge 00-08 months**  
 3. Laughs aloud when lightly tickled.  
 11. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).  
 28. Reaches for a mobile or other similar object to make it move.  
**Language, Communication, Reading & Writing 00-08 months**  
 3. Turns her/his head in the direction of a sound (e.g., telephone ringing).  
 29. Mimics hand clapping and waving bye-bye.

**Younger Toddlers**

- Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). *APL-4d.*

- Approaches to Learning 08-18 months**  
27. Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). SR 7.  
58. Uses a stick or object to obtain something out of reach. SR 11.  
**Social and Emotional Development 08-18 months**  
 16. Uses familiar objects in new and different ways (e.g., a shoe as a telephone).

**Older Toddlers**

- Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). *APL-4e.*
- Pretend to be somebody or something other than themselves. *APL-4f.*
- Pretend one object is really something different (use Legos® as food while stirring a pot). *APL-4g.*

- Approaches to Learning 18-24 months**  
19. Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door.) SR 2.  
21. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake). SR 8.  
**Cognitive Development and General Knowledge 18-24 months**  
 10. Plays "dress-up", imitating the behaviors of familiar adults.  
 18. Pretends to call familiar people on a play phone.  
**Language, Communication, Reading & Writing 18-24 months**  
 17. Invents new words for fun and experimenting.  
 18. Practices conversational skills during pretend play.

- 38. Engages in "pretend" reading with other children during play activities.
- 41. Attempts to feed, dress, or cuddle their dolls and stuffed animals.
- 42. Crawls around on hands and knees, pretending to be a dog or cat.
- 43. Climbs into a box and making motor sounds.
- 44. Uses a toy telephone to "talk to Grampa."

**Younger Preschoolers**

- Offer new ideas about how to do or make things. *APL-4h.*
- Add new actions, props, or dress-up items to pretend play. *APL-4i.*
- Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways. *APL-4j.*
- Experiment with language, musical sounds, and movement. *APL-4k.*

**Approaches to Learning 2-3 years**

- 1. Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.
- 18. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).
- 23. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).
- 24. Experiments with a variety of strategies to solve a problem or complete a task.
- 25. Combines materials, objects, equipment in new ways to produce multiple uses. SR 6.

**Cognitive Development and General Knowledge 2-3 years**

- 37. Uses materials such as pencils, paints, and play dough in different and varied ways.
- 55. Makes up words to describe objects, events, emotions.

**Language, Communication, Reading and Writing 2-3 years**

- 7. Practices conversational skills during pretend play.
- 28. Engages in "pretend" reading with other children during play activities.
- 29. Uses "reading" in play activities.
- 34. Pretends to cook food using housekeeping props.
- 35. Brings a "cake" from the sand area and asks familiar adults to "eat it".
- 36. Stacks several blocks and then calls it "my house".

**Physical Development and Health 2-3 years**

- 30. Sings simple songs and finger plays.

**Social and Emotional Development 2-3 years**

- 48. Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.

**Older Preschoolers**

- Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. *APL-4l.*
- Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. *APL-4m.*

**Logic and Reasoning 3-5 years**

- 2. Mimics a movie, book, or past experience.
- 3. Uses objects to represent characters (e.g., stuffed animal as the dad).

Sub-Domain: Play and Imagination	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. <i>APL-4n.</i></li> <li>Make up stories, songs, or dances for fun during play. <i>APL-4o.</i></li> </ul>	<ol style="list-style-type: none"> <li>Assigns parts to self and peers to act out scene.</li> <li>Uses drawings to embellish scene.</li> <li>Talks to peers in pretend character.</li> <li>Reacts to peers remaining in pretend character.</li> <li>Acts out different roles (e.g., child, adult) in dramatic play situations.</li> <li><u>10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</u></li> <li>Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</li> <li><u>12. Acknowledges a difference between pretend game and the reality of the classroom. SR 16.</u></li> <li>Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).</li> <li>Practices building relationships with other children (offering direction, help).</li> </ol>

Sub-Domain: Risk-Taking, Problem-Solving, and Flexibility		Galileo® G3 Assessment Scale Goal
<b>Goal APL-5: Children are willing to try new and challenging experiences.</b>		
<b>Infants</b>		
<ul style="list-style-type: none"> <li>Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. <i>APL-5a.</i></li> <li>Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp). <i>APL-5b.</i></li> <li>Look to adult for cues and when reassured, proceed. <i>APL-5c.</i></li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <ol style="list-style-type: none"> <li>Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</li> <li>Explores objects using a variety of senses (e.g., mouthing, waving, banging).</li> <li>Positions or moves their body toward an interesting object.</li> <li>Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.</li> <li><u>10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></li> <li><u>11. Bangs an object repeatedly while exploring its properties. SR 3.</u></li> <li>Turns toward and tracks voices, people, and objects.</li> <li>Rolls from their backs to their stomachs when looking for a toy.</li> <li>Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).</li> </ol> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <ol style="list-style-type: none"> <li>Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).</li> <li><u>10. Touches and mouths objects for sensory exploration. SR 8.</u></li> <li>Reaches for a mobile or other similar object to make it move.</li> <li>Moves toward a familiar adult when a stranger appears.</li> </ol>	

Sub-Domain: Risk-Taking, Problem-Solving, and Flexibility

Galileo® G3 Assessment Scale Goal

	<p>49. Looks to parents, caregivers, and teachers for help.</p> <p><b>Language, Communication, Reading &amp; Writing 00-08 months</b></p> <p><u>16. Investigates books by chewing, shaking, and banging.</u> SR 13.</p> <p>27. Pushes her/his body up with arms when on tummy.</p> <p>31. Reaches, grasps, and places objects in her/his mouth.</p> <p><b>Social and Emotional Development 00-08 months</b></p> <p>37. Looks to familiar adults for help when he/she falls down while attempting to walk.</p>
<p><b>Younger Toddlers</b></p>	
<ul style="list-style-type: none"> <li>• Try unfamiliar experiences and interact with new people, with a familiar adult nearby. <i>APL-5d.</i></li> <li>• Move away from a familiar adult to explore but check in frequently. <i>APL-5e.</i></li> <li>• Show interest in toys that offer a challenge and try to work them. <i>APL-5f.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>64. Uses trial and error to fit different shapes into holes or to stack things in order.</p> <p><b>Physical Development and Health 08-18 months</b></p> <p>3. Show interest in people and objects.</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>14. Enjoys playing with new toys (e.g., new sand toys in the sand box).</p> <p>15. Explores a new food with all their senses.</p> <p>41. Moves nearer to a familiar adult when noticing a stranger entering the room.</p> <p>47. Frequently check for familiar adults in new situations.</p> <p>52. Looks across the room to familiar adults periodically when playing with peers.</p> <p>53. Plays away from familiar adults with occasional trips to touch them.</p> <p>68. Initiates simple games and chooses things to explore.</p> <p>70. Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty.</p>
<p><b>Older Toddlers</b></p>	
<ul style="list-style-type: none"> <li>• Explore freely without a familiar adult nearby. <i>APL-5g.</i></li> <li>• Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide). <i>APL-5h.</i></li> <li>• Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”). <i>APL-5i.</i></li> <li>• Want to do things their own way (say “Me do it!”; push an adult’s hand away if the person is trying to help). <i>APL-5j.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p>1. Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).</p> <p>5. Begins to explore the environment independently.</p> <p>6. Eagerly seeks and takes pleasure in learning new skills.</p> <p><u>27. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).</u> SR 5.</p> <p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>43. Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.</p> <p>44. Demonstrates assertiveness by saying “No!” or “Me Do it” when adults try to help with self-care tasks.</p>

	<p>47. Wants to get her/his own way even if it conflicts with adults.</p> <p>56. <u>Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</u> SR 13.</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>11. Demonstrates increasing ability to move around in the environment (e.g., leaving the sandbox to pull a duck toy across the play area).</p> <p>42. Looks across the room to familiar adults periodically when playing with peers.</p> <p>45. Plays away from familiar adults with occasional trips to touch them.</p> <p>56. Initiates simple games and chooses things to explore.</p>
<p><b>Younger Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>Express a belief that they can do things that are hard. <i>APL-5k.</i></li> <li>Choose to participate in an increasing variety of familiar and new experiences. <i>APL-5l.</i></li> <li>Accept new challenges when offered. <i>APL-5m.</i></li> <li>Try things they are not sure they can do, while avoiding dangerous risks. <i>APL-5n.</i></li> </ul>	<p><b>Approaches to Learning 2-3 years</b></p> <p>1. Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.</p> <p>5. Explores new toys to see how they work.</p> <p>9. Participates independently in an increasing variety of experiences.</p> <p>24. Experiments with a variety of strategies to solve a problem or complete a task.</p> <p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>45. Persists with objects, or with frustrating toys.</p> <p><b>Social and Emotional Development 2-3 years</b></p> <p>45. Refers to her/himself by positive characteristics (e.g., “smart” or “strong”).</p> <p>49. Demonstrates growing competence and confidence during activities (e.g., climbs higher and higher on a playground structure).</p>
<p><b>Older Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>Express a belief that they can do things that are hard. <i>APL-5o.</i></li> <li>Approach new experiences independently. <i>APL-5p.</i></li> <li>Ask to participate in new experiences that they have observed or heard about. <i>APL-5q.</i></li> <li>Independently seek new challenges. <i>APL-5r.</i></li> </ul>	<p><b>Social and Emotional Development 3-5 years</b></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><b>Approaches to Learning 3-5 years</b></p> <p>2. Participates in an increasing variety of experiences independently.</p> <p><u>7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).</u> SR 62.</p>
<p><b>Goal APL-6: Children use a variety of strategies to solve problems.</b></p>	
<p><b>Infants</b></p>	
<ul style="list-style-type: none"> <li>Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item). <i>APL-6a.</i></li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>4. Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p>

Sub-Domain: Risk-Taking, Problem-Solving,  
and Flexibility

Galileo® G3 Assessment Scale Goal

- Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse). *APL-6b*.
- Use trial and error to get something done, get what they want, or solve simple problems. *APL-6c*.

5. Positions or moves their body toward an interesting object.  
10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.

11. Bangs an object repeatedly while exploring its properties. SR 3.

14. Asks or gestures that they want the same song or story repeated over and over again. SR 6.

17. Rolls from their backs to their stomachs when looking for a toy.

18. Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).

**Cognitive Development and General Knowledge 00-08 months**

4. Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).

10. Touches and mouths objects for sensory exploration. SR 8.

11. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).

12. Shakes toys to elicit a response or sound.

17. Reaches for breast or bottle when hungry.

25. Cries when in need of something.

43. Stretches out arms in a motion to be picked up.

44. Cries in different ways for different reasons (e.g., hunger, pain, fear). SR 9.

45. Reaches for objects within view. SR 10.

51. Points, gestures, and makes sound to indicate what she/he wants.

**Language, Communication, Reading, & Writing 00-08 months**

7. Uses some sign or body language to indicate a need (e.g., "more" "eat").

9. Makes sucking motions to communicate hunger.

12. Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).

13. Uses word-like sounds to get needs met (e.g., points to dessert and jabbars). SR 19.

16. Investigates books by chewing, shaking, and banging. SR 13.

17. Reaches for a book.

31. Reaches, grasps, and places objects in her/his mouth.

**Physical Development and Health 00-08 months**

8. Begins to crawl.

16. Picks up small objects with thumb and forefinger.

**Social and Emotional Development 00-08 months**

5. Stiffens/leans away from a stranger who tries to pick them up.

15. Reaches for and grasps objects.

18. Cries when hungry, uncomfortable, or unhappy.

Sub-Domain: Risk-Taking, Problem-Solving, and Flexibility

Galileo® G3 Assessment Scale Goal

- 21. Raises arms to familiar adults for comfort or to be picked up.
- 34. Cries, rocks back and forth, and lifts arms to signal for help.
- 35. Gains the attention of peers through vocalizations, reaching out, and smiling. SR 32.
- 36. Vocalizes and points to get the attention of a familiar adult.
- 50. Protests when given a non-preferred food rather than a preferred food.
- 54. Cries in particular ways to get needs met.
- 55. Moves toward and gets a favorite toy, then smiles.

**Younger Toddlers**

- Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/ her; try to put a ball in a box—if it will not fit, gets a bigger box). *APL-6d.*
- Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something). *APL-6e.*
- After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, speak). *APL-6f.*
- Vary actions on purpose to solve a problem (bang, then turn shape to fit in sorter; shake handle, then pull, to open a drawer). *APL-6g.*

- Approaches to Learning 08-18 months**
- 22. Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).
  - 25. Attempts to open a container to get an object.
- Cognitive Development and General Knowledge 08-18 months**
- 44. Pokes, drops, pushes pulls, and squeezes things to see what will happen.
  - 58. Uses a stick or object to obtain something out of reach. SR 11.
  - 63. Uses trial and error to fit different shapes into holes or to stack things in order.
  - 64. Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.
- Social and Emotional Development 08-18 months**
- 18. Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.

**Older Toddlers**

- Try a variety of strategies to get what they want or solve a problem. *APL-6h.*
- Use language to obtain help to solve a problem (tell adults, "My car broke."). *APL-6i.*
- Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry). *APL-6j.*

- Approaches to Learning 18-24 months**
- 27. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). SR 5.
  - 41. Uses trial and error to fit different shapes into holes or to stack things in order.
  - 43. Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.
  - 44. Demonstrates assertiveness by saying "No!" or "Me Do it" when adults try to help with self-care tasks.
  - 48. Uses objects for other than their intended purposes.
  - 56. Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). SR 13.
- Language, Communication, Reading & Writing 18-24 months**

Sub-Domain: Risk-Taking, Problem-Solving,  
and Flexibility

Galileo® G3 Assessment Scale Goal

- 10. Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").
  - 14. Uses two-word sentences to share ideas, feelings, or needs.
  - 19. Repeats or tries different words/sentences to get another child or adult to respond.
  - 20. Asks questions to obtain information or assistance. SR 27.
- Social and Emotional Development 18-24 months**
- 10. Uses familiar objects in new and different ways (e.g., a shoe as a telephone).
  - 12. Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.
  - 37. Moves around another child that is in her/his way (e.g., going up a slide).
  - 62. Uses words to get her/his needs met (e.g., "More juice."). SR 44.

**Younger Preschoolers**

- Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). *APL-6k.*
- Purposefully use a variety of strategies to solve different types of problems. *APL-6l.*
- Talk to themselves to work through the steps to solve a problem. *APL-6m.*

**Approaches to Learning 2-3 years**

- 11. Insists on completing a task even when assistance is needed.
- 16. Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors.
- 23. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).
- 24. Experiments with a variety of strategies to solve a problem or complete a task.
- 26. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). SR 5.

**Cognitive Development and General Knowledge 2-3 years**

- 45. Persists with objects, or with frustrating toys.
- 53. Finds solutions basic everyday problems (e.g., peels paper off a crayon to continue coloring).
- 54. Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).

**Language, Communication, Reading & Writing 2-3 years**

- 30. Asks adults to read printed information such as signs, labels, and advertisements. SR 21.

**Social and Emotional Development 2-3 years**

- 19. Engages in reassuring self-talk or changing goals when frustrated or frightened.
- 30. Seeks help from familiar adults when another child takes her/his toy.
- 37. Seeks help from familiar adults after unsuccessfully attempting to complete a task.

**Older Preschoolers**

Sub-Domain: Risk-Taking, Problem-Solving, and Flexibility	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>• Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). <i>APL-6n.</i></li> <li>• Describe the steps they will use to solve a problem. <i>APL-6o.</i></li> <li>• Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. <i>APL-6p.</i></li> <li>• Explain how they solved a problem to another person. <i>APL-6q.</i></li> </ul>	<p><b>Approaches to Learning 3-5 years</b></p> <p>10. Experiments with a variety of strategies to solve a problem or complete a task.</p> <p><b>Logic and Reasoning 3-5 years</b></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><u>18. Uses concrete materials to solve a problem (e.g., blocks to count). SR 14.</u></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><b>Nature and Science 3-5 years</b></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>42. Confirms observations with another child/adult.</p> <p>43. Repeats a procedure/action several times to confirm outcomes/patterns.</p> <p>44. Describes her/his data to other peers/adults.</p> <p>45. Uses more than one approach to gather data/answer a question (e.g., book, adult).</p>

Sub-Domain: Attentiveness, Effort, and Persistence		Galileo® G3 Assessment Scale Goal
<b>Goal APL-7: Children demonstrate initiative.</b>		
<b>Infants</b>		
<ul style="list-style-type: none"> <li>• Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like). <i>APL-7a.</i></li> <li>• Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the “feel” of it, exploring it with mouth or hand). <i>APL-7b.</i></li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>2. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p>4. Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>8. Kicks or swats a mobile to repeat a sound or motion.</p> <p><u>10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></p> <p><u>11. Bangs an object repeatedly while exploring its properties. SR 3.</u></p> <p><u>14. Asks or gestures that they want the same song or story repeated over and over again. SR 6.</u></p> <p>18. Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).</p>	

**Cognitive Development and General Knowledge 00-08 months**

- 10. Touches and mouths objects for sensory exploration. SR 8.
- 11. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).
- 12. Shakes toys to elicit a response or sound.
- 24. Shows pleasure when presented with a familiar object.
- 28. Reaches for a mobile or other similar object to make it move.
- 31. Vocalizes when being read a familiar book by a familiar adult.
- 32. Protests when left with unfamiliar people (e.g. cries, attempts to reach for familiar adult).
- 33. Moves toward a familiar adult when a stranger appears.
- 48. Smiles while banging a block or other object on the floor.
- 50. Makes choices related to toys and clothing.
- 51. Points, gestures, and makes sound to indicate what she/he wants.

**Language, Communication, Reading & Writing 00-08 months**

- 16. Investigates books by chewing, shaking, and banging. SR 13.
- 21. Points at a book to have the same story read again and again. SR 21.
- 31. Reaches, grasps, and places objects in her/his mouth.

**Social and Emotional Development 00-08 months**

- 3. Turns head, looking away, frowning, and/or arching her/his back to end or avoid interactions.
- 4. Demonstrates a strong preference for familiar adults by becoming upset when these adults leave the room.
- 6. Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.
- 50. Protests when given a non-preferred food rather than a preferred food.
- 57. Plays with a preferred toy more than others.

**Younger Toddlers**

- Express choices with actions or simple language (choose Cheerios® or a cracker). *APL-7c.*
- Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs). *APL-7d.*

**Approaches to Learning 08-18 months**

- 11. Fills a container with small objects and dumps them out repeatedly. SR 4.
- 12. Asks or gestures that they want the same song or story repeated over and over again.
- 16. Repeats a new skill, such as going up and down a step. SR 5.
- 18. Requests that a favorite book be read over again.
- 19. Plays the same music and movement activity over and over.

**Cognitive Development and General Knowledge 08-18 months**

18. Places items in containers and then pours them out, repeatedly. SR 9.

21. States clear preferences regarding colors, foods, and clothes.

23. Enjoys repeating a newly learned activity.

29. Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).

31. Shows a preference for favorite books.

37. Shows preference among play partners.

50. Makes choices related to toys and clothing.

**Social and Emotional Development 00-08 months**

56. Protests when given a non-preferred food rather than a preferred food.

**Older Toddlers**

- Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls). *APL-7e.*
- Show increasing interest in performing tasks independently (put on jacket and try to zip it up). *APL-7f.*
- Show and/or tell others what they have done. *APL-7g.*

**Approaches to Learning 18-24 months**

3. Imitates adult activities such as reading a magazine or helping to set the table. SR 3.

14. Insists on completing a task even when assistance is needed.

15. Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).

**Cognitive Development and General Knowledge 18-24 months**

38. Chooses to solve simple tasks (e.g., attempting a simple puzzle).

39. Identifies her/his own clothing items.

43. Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.

44. Demonstrates assertiveness by saying "No!" or "Me Do it" when adults try to help with self-care tasks.

49. Uses a spoon to get food into her/his mouth.

56. Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). SR 13.

**Physical Development and Health 18-24 months**

24. Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on.)

26. Helps set the table.

27. Helps feed self.

30. Brushes teeth with help.

32. Feeds her/himself first using hands and then with a spoon.

47. Washes and dries hands with some supervision.

**Social and Emotional Development 18-24 months**

56. Initiates simple games and chooses things to explore.

59. Shows "drawing" or scribbling to a familiar adult.

Sub-Domain: Attentiveness, Effort, and Persistence	Galileo® G3 Assessment Scale Goal
	<p>60. Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty.</p> <p>63. Shows interest in wanting to dress her/himself.</p> <p>64. Shows increased interest in toileting.</p>
<b>Younger Preschoolers</b>	
<ul style="list-style-type: none"> <li>Show increasing independence and purpose when making choices (“I want to go to blocks.”). <i>APL-7h</i>.</li> <li>Express goals or plans and follow through on them (“I’m going to draw my house.”). <i>APL-7i</i>.</li> </ul>	<p><b>Approaches to Learning 2-3 years</b></p> <p>9. Participates independently in an increasing variety of experiences.</p> <p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>9. Chooses toys or activities based on who is playing.</p> <p><b>Approaches to Learning 3-5 years</b></p> <p><u>20. Sets a goal, and with adult help, plans a small number of steps to achieve it. SR 59.</u></p>
<b>Older Preschoolers</b>	
<ul style="list-style-type: none"> <li>Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). <i>APL-7j</i>.</li> <li>Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). <i>APL-7k</i>.</li> <li>Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). <i>APL-7l</i>.</li> </ul>	<p><b>Social and Emotional Development 2-3 years</b></p> <p>53. Gets materials needed for an activity, without prompts.</p> <p><b>Approaches to Learning 3-5 years</b></p> <p>4. Selects activities or objects from a choice of at least two in a daily routine.</p> <p>6. Initiates preferred purposeful activities when playing in interest centers.</p> <p>17. While playing, says what s/he wants to accomplish, when asked.</p> <p>18. Sets a goal prior to beginning of an activity or a project.</p> <p><u>20. Sets a goal, and with adult help, plans a small number of steps to achieve it. SR 59.</u></p>
<b>Goal APL-8: Children maintain attentiveness and focus.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>Focus and attend to people and things around them. <i>APL-8a</i>.</li> <li>Repeat interesting actions over and over (push button to make toy pop up). <i>APL-8b</i>.</li> <li>Notice when the expected does not happen. <i>APL-8c</i>.</li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>2. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p>3. Gazes at parents, caregivers, and teachers when being fed or changed.</p> <p>4. Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>5. Positions or moves their body toward an interesting object.</p> <p>8. Kicks or swats a mobile to repeat a sound or motion.</p> <p>9. Grasps, releases, re-grasps and re-releases an object.</p> <p><u>10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></p> <p><u>11. Bangs an object repeatedly while exploring its properties. SR 3.</u></p>

- 13. Fills a container with small objects and dumps them out repeatedly.
- 14. Asks or gestures that they want the same song or story repeated over and over again. SR 6.
- 15. Looks at pictures in a book for an extended period of time.
- 16. Turns toward and tracks voices, people, and objects.
- 18. Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).
- 19. Inspects their own hands, fingers, feet, and toes by touching, looking, and mouthing.
- 20. Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 5.

**Cognitive Development and General Knowledge 00-08 months**

- 4. Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).
- 5. Along with adults, looks at picture books.
- 6. Looks longer at human faces than at objects. SR 7.
- 12. Shakes toys to elicit a response or sound.
- 18. Watches and follows the movement of a mobile.
- 19. Watches and follows both horizontal and vertical movements of objects.
- 27. Enjoys repeating a newly learned activity.
- 28. Reaches for a mobile or other similar object to make it move.

**Language, Communication, Reading, & Writing 00-08 months**

- 6. Pays attention to objects in the environment when prompted by an adult.
- 8. Focuses on books/pictures as adults describe them. SR 17.
- 16. Investigates books by chewing, shaking, and banging. SR 13.
- 20. Focuses attention on picture books with bold and colorful images. SR 16.
- 22. Gazes into the eyes of familiar adults during nursing or drinking from a bottle.
- 23. Watches the faces of familiar adults during routine activities (e.g., diaper changing, bathing).
- 25. Follows a moving object with her/his eyes.
- 31. Reaches, grasps, and places objects in her/his mouth.
- 34. Repeats motions to make additional marks on paper.

**Social and Emotional Development 00-08 months**

- 1. Exhibits mutual eye gazes during routine activities.
- 2. Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out.
- 46. Begins to look and smile at her/himself in the mirror.
- 47. Explores the face and other body parts of parents, caregivers, and teachers.
- 49. Repeats an action when it makes people laugh.

53. Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over). SR 30.

**Younger Toddlers**

- Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes). *APL-8d*.
- Focus on an interesting activity or interaction shared with adults for a short period of time. *APL-8e*.

**Approaches to Learning 08-18 months**

- 3. Shows continued interaction with adults by vocalizing and smiling when they are being read to.
- 4. Imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).
- 11. Fills a container with small objects and dumps them out repeatedly. SR 4.
- 12. Asks or gestures that they want the same song or story repeated over and over again.
- 13. Looks at pictures in a book for an extended period of time.
- 14. Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.
- 19. Plays the same music and movement activity over and over.
- 27. Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). SR 7.

**Cognitive Development and General Knowledge 08-18 months**

- 7. Enjoys rolling a ball to familiar adults.
- 8. Makes faces back at familiar adults.
- 16. Fills and dumps sand, toys, and blocks.
- 18. Places items in containers and then pours them out, repeatedly. SR 9.
- 19. Activates toys such as a jack-in-the-box.
- 36. Plays for brief periods of time with another child.
- 62. Chooses to solve simple tasks (e.g., attempting a simple puzzle).

**Language, Communication, Reading, & Writing 08-18 months**

- 5. Focuses on books/pictures as adults describe them. SR 14.
- 14. Takes turns making sounds with an adult.
- 18. Babbles while looking at a book with an adult.
- 22. Focuses attention on picture books with bold and colorful images. SR 15.
- 25. Points to pictures in books as they are named by an adult.

**Social and Emotional Development 08-18 months**

- 3. Claps and smiles in a back and forth manner with a parent, caregiver, or teacher.
- 36. Begins to attend during short, focused activities (e.g., listening to simple stories being read).
- 53. Plays away from familiar adults with occasional trips to touch them.
- 68. Initiates simple games and chooses things to explore.

**Older Toddlers**

Sub-Domain: Attentiveness, Effort, and Persistence

Galileo® G3 Assessment Scale Goal

- Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower). *APL-8f.*
- Keep working on interesting activities with other things going on around them. *APL-8g.*

**Approaches to Learning 18-24 months**

3. Imitates adult activities such as reading a magazine or helping to set the table. SR 3.

12. Plays the same music and movement activity over and over.

**Approaches to Learning 2-3 years**

17. Maintains concentration in an activity despite distractions or interruptions.

**Cognitive Development and General Knowledge 18-24 months**

12. Stacks blocks and knocks them down.

13. Successfully completes simple inset puzzles.

38. Chooses to solve simple tasks (e.g., attempting a simple puzzle).

41. Uses trial and error to fit different shapes into holes or to stack things in order.

50. Threads beads by coordinating a string into the bead opening.

**Language, Communication, Reading & Writing 18-24 months**

8. Listens to the reading of a short picture book (e.g., 10 pages).

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

**Physical Development and Health 18-24 months**

16. Scribbles using a variety of materials (e.g., chalk, finger paints, crayons).

18. String large beads onto a piece of yarn.

**Social and Emotional Development 18-24 months**

60. Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty.

**Approaches to Learning 2-3 years**

17. Maintains concentration in an activity despite distractions or interruptions.

**Younger Preschoolers**

- Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). *APL-8h.*
- Remain engaged in more complex activities that they have chosen. *APL-8i.*
- Maintain focus and return to an activity after a break. *APL-8j.*

**Approaches to Learning 2-3 years**

10. Tries various shapes in a shape-sorting toy until the shape finally fits.

11. Insists on completing a task even when assistance is needed.

15. Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it.

17. Maintains concentration in an activity despite distractions or interruptions.

**Cognitive Development and General Knowledge 2-3 years**

13. Repeatedly does the same puzzles.

45. Persists with objects, or with frustrating toys.

Sub-Domain: Attentiveness, Effort, and Persistence		Galileo® G3 Assessment Scale Goal
		<p>54. Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</p> <p><b>Language, Communication, Reading &amp; Writing 2-3 years</b></p> <p>3. Listens to the reading of a short picture book (e.g., 10 pages).</p>
<b>Older Preschoolers</b>		
<ul style="list-style-type: none"> <li>Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). <i>APL-8k.</i></li> <li>Consistently remain engaged in self-directed activities. <i>APL-8l.</i></li> </ul>		<p><b>Approaches to Learning 3-5 years</b></p> <p>11. Maintains concentration in an activity despite distractions or interruptions.</p> <p>12. Maintains interest in an activity for an appropriate period of time.</p>
<b>Goal APL-9: Children persist at challenging activities.</b>		
<b>Infants</b>		
<ul style="list-style-type: none"> <li>Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). <i>APL-9a.</i></li> </ul>		<p><b>Approaches to Learning 00-08 months</b></p> <p>8. Kicks or swats a mobile to repeat a sound or motion.</p> <p>9. Grasps, releases, re-grasps and re-releases an object.</p> <p>10. <u>Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></p> <p>11. <u>Bangs an object repeatedly while exploring its properties. SR 3.</u></p> <p>13. Fills a container with small objects and dumps them out repeatedly.</p> <p>14. <u>Asks or gestures that they want the same song or story repeated over and over again. SR 6.</u></p> <p><b>Language, Communication, Reading &amp; Writing 00-08 months</b></p> <p>34. Repeats motions to make additional marks on paper.</p> <p><b>Social and Emotional Development 00-08 months</b></p> <p>49. Repeats an action when it makes people laugh.</p>
<b>Younger Toddlers</b>		
<ul style="list-style-type: none"> <li>Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play). <i>APL-9b.</i></li> </ul>		<p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>63. Uses trial and error to fit different shapes into holes or to stack things in order.</p> <p>64. Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.</p>
<b>Older Toddlers</b>		
<ul style="list-style-type: none"> <li>Seek help from others to complete a challenging activity. <i>APL-9c.</i></li> <li>Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit). <i>APL-9d.</i></li> </ul>		<p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>13. Successfully completes simple inset puzzles.</p> <p>41. Uses trial and error to fit different shapes into holes or to stack things in order.</p>

	<p><u>56. Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). SR 13.</u></p> <p><b>Language, Communication, Reading &amp; Writing 18-24 months</b></p> <p>49. Asks adult to write words on her/his drawings or paper.</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>3. Seeks help from trusted parents, caregivers, and teachers.</p> <p><u>8. Seeks support from familiar adults to resolve conflicts with peers. SR 42.</u></p> <p>12. Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.</p> <p>35. Seeks comfort from parents, caregivers, and teachers when hurt or frightened.</p> <p>36. Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).</p> <p>61. Seeks help from familiar adults after unsuccessfully attempting to complete a task.</p>
<p><b>Younger Preschoolers</b></p> <ul style="list-style-type: none"> <li>• Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). <i>APL-9e.</i></li> <li>• When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). <i>APL-9f.</i></li> <li>• Keep working to complete tasks, including those that are somewhat difficult. <i>APL-9g.</i></li> </ul>	<p><b>Approaches to Learning 2-3 years</b></p> <p>10. Tries various shapes in a shape-sorting toy until the shape finally fits.</p> <p>16. Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors.</p> <p>17. Maintains concentration in an activity despite distractions or interruptions.</p> <p>23. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).</p> <p>24. Experiments with a variety of strategies to solve a problem or complete a task.</p> <p><u>26. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). SR 5.</u></p> <p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>5. Asks for help when needed.</p> <p>45. Persists with objects, or with frustrating toys.</p> <p>54. Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</p> <p><b>Social and Emotional Development 2-3 years</b></p> <p>37. Seeks help from familiar adults after unsuccessfully attempting to complete a task.</p>
<p><b>Older Preschoolers</b></p> <ul style="list-style-type: none"> <li>• Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). <i>APL-9h.</i></li> <li>• When something does not work, try different ways to complete the task (when a block tower falls, try putting the</li> </ul>	<p><b>Approaches to Learning 3-5 years</b></p> <p><u>20. Sets a goal, and with adult help, plans a small number of steps to achieve it. SR 59.</u></p> <p><b>Logic and Reasoning 3-5 years</b></p>

Sub-Domain: Attentiveness, Effort, and Persistence

Galileo® G3 Assessment Scale Goal

blocks together in a different way to build the tower again). *APL-9i*.

- Plan and follow through on longer-term tasks (planting a seed and caring for the plant). *APL-9j*.
- Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). *APL-9k*.

15. Seeks assistance from an adult when attempting to solve a problem.

16. Seeks assistance from peers when attempting to solve a problem.

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

19. Tries out new ideas to see if they will work.

30. Uses trial and error to solve a problem or puzzle.

32. Uses solution from a basic puzzle to solve a more difficult puzzle.

## Domain B: Emotional and Social Development

Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.
- NA dictates what alignment is not applicable in Galileo Birth - PreK.

Sub-Domain: Developing a Sense of Self	Galileo® G3 Assessment Scale Goal
<b>Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>• Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). <i>ESD-1a</i>.</li> <li>• Show interest in their image in a mirror (stare, smile, reach out to touch). <i>ESD-1b</i>.</li> <li>• Respond to their name with sounds or movement. <i>ESD-1c</i>.</li> <li>• Express likes and dislikes (smile, cry, and protest). <i>ESD-1d</i>.</li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>19. Inspects their own hands, fingers, feet, and toes by touching, looking, and mouthing.</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p><u>7. Inspects her/his own hands, feet, fingers, and/or toes. SR 1.</u></p> <p>23. Responds by turning and smiling when her/his name is spoken by familiar adults.</p> <p>32. Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).</p> <p>50. Makes choices related to toys and clothing.</p> <p><b>Language, Communication, Reading &amp; Writing 00-08 months</b></p> <p>5. Turns and smiles when her/his name is called by an adult.</p> <p><b>Physical Development and Health 00-08 months</b></p> <p>11. Examines her/his own hands.</p> <p>13. Plays with her/his fingers and puts hands in mouth.</p> <p>31. Turns and smiles when her/his name is spoken by a familiar adult.</p> <p><b>Social and Emotional Development 00-08 months</b></p> <p>4. Demonstrates a strong preference for familiar adults by becoming upset when these adults leave the room.</p> <p>6. Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.</p> <p>46. Begins to look and smile at her/himself in the mirror.</p> <p>50. Protests when given a non-preferred food rather than a preferred food.</p> <p>55. Moves toward and gets a favorite toy, then smiles.</p>
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>• Show awareness of specific body parts. <i>ESD-1e</i>.</li> <li>• Recognize themselves in a mirror (point to self, make faces in mirror). <i>ESD-1f</i>.</li> <li>• Express choices with gestures, signs, or words (select a toy they want). <i>ESD-1g</i>.</li> </ul>	<p><b>Approaches to Learning 08-18 months</b></p> <p>12. Asks or gestures that they want the same song or story repeated over and over again.</p> <p>18. Requests that a favorite book be read over again.</p> <p>21. States clear preferences regarding colors, foods, and clothes.</p> <p>50. Makes choices related to toys and clothing.</p>

	<p><b>Language, Communication, Reading &amp; Writing 08-18 months</b></p> <p>7. Points to body parts when asked.</p> <p><u>27. Points at a book to have the same story read again and again. SR 24.</u></p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>56. Protests when given a non-preferred food rather than a preferred food.</p> <p>60. Pays attention to her/his reflection in the mirror.</p> <p>61. Points to and names several of her/his own body parts.</p> <p>62. Points to her/himself in a photograph.</p> <p>71. Uses words to get her/his needs met (e.g., “More juice.”).</p>
<p><b>Older Toddlers</b></p>	
<ul style="list-style-type: none"> <li>• Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, “I help Daddy!”). <i>ESD-1h.</i></li> <li>• Use their own name or a personal pronoun to refer to themselves (I, me, and mine). <i>ESD-1i.</i></li> <li>• Make choices and have favorite clothes, toys, and activities. <i>ESD-1j.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p>11. Remembers the location of and searches for a favorite object.</p> <p>12. Plays the same music and movement activity over and over.</p> <p>16. Requests that a favorite book be read over again.</p> <p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>6. Describes activities, such as “Me eat”.</p> <p>14. Verbalizes “mine” when showing a favorite object.</p> <p>26. Insists that most objects are “mine”.</p> <p>32. Asks to hear her/his favorite song over and over.</p> <p>39. Identifies her/his own clothing items.</p> <p>40. Begins to develop her/his own likes and dislikes.</p> <p><b>Language, Communication, Reading &amp; Writing 18-24 months</b></p> <p>25. Picks out their favorite book from several choices.</p> <p>40. Shows scribbling or markings to others.</p> <p><b>Physical Development and Health 18-24 months</b></p> <p><u>33. Makes personal food choices from several healthy options. SR 39.</u></p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>48. Pays attention to her/his reflection in the mirror.</p> <p>51. Uses “I”, “mine”, and “me” often.</p> <p>52. Points to and names several of their own body parts.</p> <p>53. Points to her/himself in a photograph.</p> <p>54. Notices that another child has features (e.g., brown hair) similar to her/his own.</p> <p>59. Shows “drawing” or scribbling to a familiar adult.</p>
<p><b>Younger Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>• Describe self (characteristics that can be seen, things they can do, things they like, possessions). <i>ESD-1k.</i></li> </ul>	<p><b>Approaches to Learning 2-3 years</b></p> <p>13. Requests that a favorite book be read over again.</p> <p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>22. Wants to tell her/his age to a familiar adult.</p>

## Sub-Domain: Developing a Sense of Self

## Galileo® G3 Assessment Scale Goal

- Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, “I am a girl.”). *ESD-1l*.
- Use own first and last name. *ESD-1m*.
- Choose activities they like and name their favorite activities. *ESD-1n*.

**Language, Communication, Reading & Writing 2-3 years**  
41. Recognizes the first letter in her/his first name. *SR 22*.

**Social and Emotional Development 2-3 years**

- 38. Enjoys an activity of interest (e.g., art) with a friend.
- 43. Identifies other children as “boys” and “girls”.
- 45. Refers to her/himself by positive characteristics (e.g., “smart” or “strong”).
- 47. Talks about the neighborhood, city, or area in which she/he lives.
- 50. Shares successes at independent accomplishments with adults (e.g., opens her/his own lunchbox and showing how they did it).

**Social and Emotional Development 3-5 years**

- 1. Knows his/her own first and last names.

### Older Preschoolers

- Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). *ESD-1o*.
- Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). *ESD-1p*.
- Choose to spend more time on preferred activities, and express awareness of skills they are developing. *ESD-1q*.

**Cognitive Development and General Knowledge 18-24 months**

- 25. Begins to identify with children of the same age and gender.

**Social and Emotional Development 3-5 years**

- 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).
- 8. Talks positively about a recent accomplishment.

### Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.

#### Infants

- Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). *ESD-2a*.
- Show pleasure at things they have done (wiggle, coo, laugh). *ESD-2b*.
- Explore the environment with support from a familiar, trusted adult. *ESD-2c*.

**Approaches to Learning 00-08 months**

- 8. Kicks or swats a mobile to repeat a sound or motion.
- 12. Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).
- 14. Asks or gestures that they want the same song or story repeated over and over again. *SR 6*.

**Cognitive Development and General Knowledge 00-08 months**

- 9. Babbles and then pauses to wait for familiar adults to respond.
- 12. Shakes toys to elicit a response or sound.
- 28. Reaches for a mobile or other similar object to make it move.
- 43. Vocalizes to communicate needs.
- 48. Smiles while banging a block or other object on the floor.
- 51. Points, gestures, and makes sound to indicate what she/he wants.

**Language, Communication, Reading & Writing 00-08 months**

12. Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).

21. Points at a book to have the same story read again and again. SR 21.

**Social and Emotional Development 00-08 months**

18. Cries when hungry, uncomfortable, or unhappy.

21. Raises arms to familiar adults for comfort or to be picked up.

33. When babbling or cooing, pauses to wait for a response from an adult. SR 29.

49. Repeats an action when it makes people laugh.

50. Protests when given a non-preferred food rather than a preferred food.

51. Smiles and claps hands when they successfully accomplish a task (e.g., climbing upstairs).

52. Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.

53. Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over). SR 30.

55. Moves toward and gets a favorite toy, then smiles.

**Physical Development and Health 08-18 months**

42. Demonstrates an interest in actively exploring the environment.

**Younger Toddlers**

- Explore the environment on their own, but check in with a familiar, trusted adult occasionally. *ESD-2d*.
- Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). *ESD-2e*.
- Bring others things they like or show them things they have done. *ESD-2f*.

**Cognitive Development and General Knowledge 08-18 months**

1. Shakes toys to elicit a response or sound.

13. Shows objects to familiar adults.

23. Enjoys repeating a newly learned activity.

24. Reaches for a mobile or other similar object to make it move.

63. Uses trial and error to fit different shapes into holes or to stack things in order.

64. Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.

**Physical Development and Health 08-18 months**

36. Shows scribbling or markings to others.

37. Repeats motions to make additional marks on paper. SR 22.

**Social and Emotional Development 08-18 months**

1. Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.

52. Looks across the room to familiar adults periodically when playing with peers.

53. Plays away from familiar adults with occasional trips to touch them.

55. Repeats an action when it makes people laugh.

**Older Toddlers**

- Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. *ESD-2g*.
- Explore the environment independently to satisfy their own interests (seek out toy or favorite materials). *ESD-2h*.
- Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, "I'm strong!"). *ESD-2i*.
- Attempt to reach goals without help from others (push adult away, say "Me do it myself!"). *ESD-2j*.

**Approaches to Learning 18-24 months**

5. Begins to explore the environment independently.

9. Explores most areas of the classroom.

15. Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).

**Cognitive Development and General Knowledge 18-24 months**

4. States clear preferences regarding colors, foods, and clothes.

35. Wants to tell her/his age to a familiar adult.

38. Chooses to solve simple tasks (e.g., attempting a simple puzzle).

41. Uses trial and error to fit different shapes into holes or to stack things in order.

43. Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.

44. Demonstrates assertiveness by saying "No!" or "Me Do it" when adults try to help with self-care tasks.

56. Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). SR 13.

**Language, Communication, Reading & Writing 18-24 months**

40. Shows scribbling or markings to others.

45. Demonstrates an interest in actively exploring the environment.

**Social and Emotional Development 18-24 months**

11. Demonstrates increasing ability to move around in the environment (e.g., leaving the sandbox to pull a duck toy across the play area).

45. Plays away from familiar adults with occasional trips to touch them.

56. Initiates simple games and chooses things to explore.

59. Shows "drawing" or scribbling to a familiar adult.

60. Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty.

63. Shows interest in wanting to dress her/himself.

64. Shows increased interest in toileting.

**Social and Emotional Development 2-3 years**

50. Shares successes at independent accomplishments with adults (e.g., opens her/his own lunchbox and showing how they did it).

**Younger Preschoolers**

Sub-Domain: Developing a Sense of Self	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. <i>ESD-2k</i>.</li> <li>Express the belief that they can do many things. <i>ESD-2l</i>.</li> <li>Try new activities and attempt new challenges. <i>ESD-2m</i>.</li> </ul>	<p><b>Approaches to Learning 2-3 years</b></p> <ul style="list-style-type: none"> <li>1. Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.</li> <li>5. Explores new toys to see how they work.</li> <li>12. Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).</li> </ul> <p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <ul style="list-style-type: none"> <li>22. Wants to tell her/his age to a familiar adult.</li> </ul> <p><b>Language, Communication, Reading &amp; Writing 2-3 years</b></p> <ul style="list-style-type: none"> <li>37. Shows scribbling work to others.</li> </ul> <p><b>Social and Emotional Development 2-3 years</b></p> <ul style="list-style-type: none"> <li>45. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").</li> <li>46. Insists on doing thing on her/his own (e.g., carrying own plate to the table).</li> <li>49. Demonstrates growing competence and confidence during activities (e.g., climbs higher and higher on a playground structure).</li> <li>50. Shares successes at independent accomplishments with adults (e.g., opens her/his own lunchbox and showing how they did it).</li> </ul>
<p><b>Older Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. <i>ESD-2n</i>.</li> <li>Express the belief that they can do many things. <i>ESD-2o</i>.</li> <li>Stick with tasks even when they are challenging. <i>ESD-2p</i>.</li> <li>Express opinions about their abilities in different areas ("I'm a good friend." "I can run fast." "I know all my letters!"). <i>ESD-2q</i>.</li> </ul>	<p><b>Social and Emotional Development 3-5 years</b></p> <ul style="list-style-type: none"> <li>4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").</li> <li>6. Talks about his/her interests (what I like to do).</li> <li>7. Says positive things about his/her appearance.</li> <li>8. Talks positively about a recent accomplishment.</li> <li>9. Engages in reassuring self-talk or changing goals when frustrated or frightened.</li> </ul> <p><b>Approaches to Learning 3-5 years</b></p> <ul style="list-style-type: none"> <li>2. Participates in an increasing variety of experiences independently.</li> </ul>

Sub-Domain: Developing a Sense of Self With Others	Galileo® G3 Assessment Scale Goal
<p><b>Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b></p>	
<p><b>Infants</b></p>	
<ul style="list-style-type: none"> <li>Enjoy being held, cuddled, and talked to by familiar adults. <i>ESD-3a</i>.</li> <li>Recognize and reach out to familiar people. <i>ESD-3b</i>.</li> <li>Seek to be near their caregivers; stop crying when they come near. <i>ESD-3c</i>.</li> <li>Show signs of separation anxiety when a familiar caregiver leaves. <i>ESD-3d</i>.</li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <ul style="list-style-type: none"> <li>3. Gazes at parents, caregivers, and teachers when being fed or changed.</li> </ul> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <ul style="list-style-type: none"> <li>2. Appears to be comforted by familiar voices.</li> <li>8. Smiles at familiar faces.</li> </ul>

<ul style="list-style-type: none"> <li>• Make eye contact with others. <i>ESD-3e</i>.</li> <li>• Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for “so big”). <i>ESD-3f</i>.</li> </ul>	<p>14. Makes faces back at familiar adults.</p> <p>16. Imitates familiar sounds and movements.</p> <p>23. Responds by turning and smiling when her/his name is spoken by familiar adults.</p> <p>32. Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).</p> <p>33. Moves toward a familiar adult when a stranger appears.</p> <p>39. Imitates facial expressions, sounds, and gestures.</p> <p><b>Language, Communication, Reading &amp; Writing 00-08 months</b></p> <p>14. Takes turns making sounds with an adult.</p> <p>22. Gazes into the eyes of familiar adults during nursing or drinking from a bottle.</p> <p>24. Smiles in response to a smiling face.</p> <p>28. Imitates cooing sounds made by familiar adults.</p> <p>29. Mimics hand clapping and waving bye-bye.</p> <p><u>33. Imitates writing by scribbling, without regard to direction or location. SR 20.</u></p> <p><b>Social and Emotional Development 00-08 months</b></p> <p>1. Exhibits mutual eye gazes during routine activities.</p> <p>4. Demonstrates a strong preference for familiar adults by becoming upset when these adults leave the room.</p> <p>5. Stiffens/leans away from a stranger who tries to pick them up.</p> <p>6. Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.</p> <p>7. Imitates the actions of familiar adults (e.g., clapping).</p> <p>12. Responds to sound by cooing when songs are sung by familiar adults.</p> <p><u>33. When babbling or cooing, pauses to wait for a response from an adult. SR 29.</u></p> <p>40. Imitates and terminates a social smile and repeats the behavior as adults respond.</p> <p>41. Reaches for and prefers to be held by familiar adults.</p>
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**Younger Toddlers**

<ul style="list-style-type: none"> <li>• Show preference for and emotional connection with adults who take care of them on a regular basis (“check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves). <i>ESD-3g</i>.</li> <li>• Offer toys and objects to familiar adults. <i>ESD-3h</i>.</li> </ul>	<p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>29. Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).</p> <p>34. Looks at, goes over to, and touches familiar adults.</p> <p>48. Looks to parents, caregivers, and teachers for help.</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>1. Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.</p> <p>22. Looks toward familiar adults for help when becoming upset.</p> <p>25. Demonstrates the ability to be comforted by familiar adults when frightened.</p> <p>41. Moves nearer to a familiar adult when noticing a stranger entering the room.</p>
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	<p>44. Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).</p> <p>48. Offers a toy to a familiar adult.</p> <p>51. Shows preferences for familiar adults when hurt or needing comfort.</p> <p>52. Looks across the room to familiar adults periodically when playing with peers.</p> <p>53. Plays away from familiar adults with occasional trips to touch them.</p>
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**Older Toddlers**

<ul style="list-style-type: none"> <li>• Form close relationships with their primary caregivers and other familiar adults. <i>ESD-3i.</i></li> <li>• Seek help from trusted adults when upset (when fearful or having difficulty with something). <i>ESD-3j.</i></li> <li>• Are less likely to get upset when primary caregiver is with them. <i>ESD-3k.</i></li> <li>• Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do). <i>ESD-3l.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>36. Points, gestures, and makes sounds to indicate what she/he wants.</p> <p><b>Language, Communication, Reading &amp; Writing 18-24 months</b></p> <p>2. Uses some sign or body language to indicate a need (e.g., "more" "eat").</p> <p>19. Repeats or tries different words/sentences to get another child or adult to respond.</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>3. Seeks help from trusted parents, caregivers, and teachers.</p> <p><u>8. Seeks support from familiar adults to resolve conflicts with peers. SR 42.</u></p> <p>19. Seeks comfort from familiar adults when hurt or frightened.</p> <p>29. Look to their parents, caregivers, and teachers for help when unable to complete a task.</p> <p>30. Uses words or crying to get someone's attention.</p> <p>33. Moves nearer to a familiar adult when noticing a stranger entering the room.</p> <p>34. Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.</p> <p>35. Seeks comfort from parents, caregivers, and teachers when hurt or frightened.</p> <p>44. With the help of teachers, begins to effectively handle separation from parents when they leave her/him at the early care/education setting.</p> <p>45. Plays away from familiar adults with occasional trips to touch them.</p> <p>61. Seeks help from familiar adults after unsuccessfully attempting to complete a task.</p>
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**Younger Preschoolers**

<ul style="list-style-type: none"> <li>• Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem- solving, and approval). <i>ESD-3m.</i></li> <li>• Show affection for adults they are close to. <i>ESD-3n.</i></li> <li>• Given time, form positive relationships with new teachers or caregivers. <i>ESD-3o.</i></li> <li>• Show ease and comfort in their interactions with familiar adults. <i>ESD-3p.</i></li> </ul>	<p><b>Social and Emotional Development 18-24 months</b></p> <p>1. Shows affection, such as hugs and kisses.</p> <p><b>Approaches to Learning 2-3 years</b></p> <p><u>4. Enjoys opportunities to help parents, caregivers, and teachers (e.g., assisting with setting the table or folding the clothes). SR 1.</u></p> <p>5. Asks for help when needed.</p> <p><b>Social and Emotional Development 2-3 years</b></p>
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	37. Seeks help from familiar adults after unsuccessfully attempting to complete a task.
<b>Older Preschoolers</b>	
<ul style="list-style-type: none"> <li>Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval). <i>ESD-3q.</i></li> <li>Form positive relationships with new teachers or caregivers over time. <i>ESD-3r.</i></li> <li>Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). <i>ESD-3s.</i></li> </ul>	<p><b>Social and Emotional Development 3-5 years</b></p> <p>14. Comfortably accepts guidance and directions from a familiar adult.</p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>19. Expresses wants and needs in conflict situations.</p>
<b>Goal ESD-4: Children form relationships and interact positively with other children.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>Notice other infants and children (look at them, turn in other's direction, reach for them, touch them). <i>ESD-4a.</i></li> </ul>	<p><b>Approaches to Learning 00-08 months</b>  <u>20. Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 5.</u></p> <p><b>Cognitive Development and General Knowledge 00-08 months</b>  <u>6. Looks longer at human faces than at objects. SR 7.</u></p> <p><b>Physical Development and Health 00-08 months</b>  10. Follows a human face with her/his eyes.</p> <p><b>Social and Emotional Development 00-08 months</b>  <u>9. Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.</u>  22. Looks at and possibly cries themselves when another child cries.  25. Shows beginning signs of jealousy and attempts to adapt (e.g., crawls to and raises arms toward parent who is holding another child).  <u>35. Gains the attention of peers through vocalizations, reaching out, and smiling. SR 32.</u>  44. Touches or imitates another child sitting nearby.</p>
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>Show pleasure at the arrival of familiar peers. <i>ESD-4b.</i></li> <li>Enjoy playing alongside other children. <i>ESD-4c.</i></li> <li>Imitate actions of older siblings and playmates. <i>ESD-4d.</i></li> <li>Offer toys and objects to other children. <i>ESD-4e.</i></li> </ul>	<p><b>Approaches to Learning 00-08 months</b>  <u>20. Participates in spontaneous interactions with peers, like making silly faces or imitating sounds.</u></p> <p><b>Approaches to Learning 08-18 months</b>  <u>7. Plays side-by-side with another child using the same or similar toys. SR 3.</u></p> <p><b>Social and Emotional Development 08-18 months</b>  <u>6. Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.</u>  49. Touches or imitates another child sitting nearby.</p>
<b>Older Toddlers</b>	
<ul style="list-style-type: none"> <li>Show affection or preference for particular children (spontaneously hug, want to play, call other child a friend). <i>ESD-4f.</i></li> <li>Remember and use names of familiar playmates. <i>ESD-4g.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b>  2. Plays side-by-side with another child using the same or similar toys.</p> <p><b>Language, Communication, Reading &amp; Writing 18-24 months</b></p>

<ul style="list-style-type: none"> <li>• Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me."). <i>ESD-4h.</i></li> <li>• Participate in play with other children. <i>ESD-4i.</i></li> <li>• Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys). <i>ESD-4j.</i></li> </ul>	<p>22. Engages in short conversation with other children and/or adults.</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>1. Shows affection, such as hugs and kisses.</p> <p><u>5. Participates in parallel play. SR 40.</u></p> <p>6. Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).</p> <p>32. Waits to take her/his turn.</p> <p>39. Stands up for her/his ownership rights (e.g., says "mine" to a child who takes her/his toy).</p> <p>40. Recognizes the name of a friend.</p> <p>46. Initiates play with a familiar peer.</p> <p>49. Indicates ownership of an object when it is taken by another child (e.g., says "Mine, mine!").</p>
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**Younger Preschoolers**

<ul style="list-style-type: none"> <li>• Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). <i>ESD-4k.</i></li> <li>• Form and maintain friendships with a few other children. <i>ESD-4l.</i></li> <li>• Identify another child as a friend. <i>ESD-4m.</i></li> <li>• Approach other children easily, expecting positive interactions. <i>ESD-4n.</i></li> <li>• Show ease and comfort in their interactions with familiar children. <i>ESD-4o.</i></li> </ul>	<p><b>Approaches to Learning 2-3 years</b></p> <p>6. Plays beside other children, imitating the play of another child.</p> <p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>26. Identifies a "best friend".</p> <p>46. Imitates other children's play or begins to play with others in associative play.</p> <p><b>Social and Emotional Development 2-3 years</b></p> <p>1. Participates in parallel play.</p> <p>2. Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).</p> <p><u>4. Engages in positive social play alongside, and occasionally with, other children. SR 34.</u></p> <p>9. Verbally or nonverbally invites a peer to play.</p> <p>23. Uses words or crying to get someone's attention.</p> <p>24. Plays beside another child for short periods of time.</p> <p>26. Waits to take her/his turn.</p> <p>29. Stands up for her/his ownership rights (e.g., says "mine" to a child who takes her/his toy).</p> <p>31. Tells another child "No. Stop!" when her/his toy is taken.</p> <p>33. Shares occasionally with other children.</p> <p>36. Initiates play with a familiar peer.</p>
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**Older Preschoolers**

<ul style="list-style-type: none"> <li>• Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). <i>ESD-4p.</i></li> <li>• Form and maintain friendships with other children of diverse cultural backgrounds and abilities. <i>ESD-4q.</i></li> <li>• Seek and give support with children they identify as friends. <i>ESD-4r.</i></li> <li>• Use language effectively to have conversations<sup>SSEP</sup> with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). <i>ESD-4s.</i></li> <li>• Play and interact cooperatively with other children (work on project together, exchange ideas). <i>ESD-4t.</i></li> </ul>	<p><b>Social and Emotional Development 3-5 years</b></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><u>22. Shows the ability to compromise in conflict resolution. SR 70.</u></p> <p>23. Uses negotiation to reach a solution.</p> <p>33. Verbally or nonverbally invites a peer to play.</p> <p>36. Says, signs, or gestures the names of friends.</p>
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	<p>38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</p> <p>39. Sustains a cooperative participation with others.</p> <p><b>Social Studies 3-5 years</b></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><b>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b></p>	
<p><b>Infants</b></p>	
<ul style="list-style-type: none"> <li>Emerging</li> </ul>	<p>Emerging</p>
<p><b>Younger Toddlers</b></p>	
<ul style="list-style-type: none"> <li>Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). <i>ESD-5a.</i></li> <li>Follow simple directions some of the time. <i>ESD-5b.</i></li> <li>Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity). <i>ESD-5c.</i></li> <li>Accept adult help to resolve problems and conflicts, and cooperate when an adult redirects them from a situation that poses a problem. <i>ESD-5d.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>22. Follows two-step directions.</p> <p>57. Occasionally says "no" instead of hitting or crying when another child takes her/his toy.</p> <p><b>Language, Communication, Reading &amp; Writing 08-18 months</b></p> <p>6. Follows a one-step direction from an adult. SR 16.</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>8. Seeks help from trusted parents, caregivers, and teachers.</p> <p>22. Looks toward familiar adults for help when becoming upset.</p> <p><u>26. Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying. SR 33.</u></p> <p>33. Begins to recognize boundaries while not yet having the capacity to stop impulses.</p> <p>34. Responds positively to redirection by familiar adults.</p> <p>37. Cries, rocks back and forth, and lifts arms to signal for help.</p> <p>42. Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.</p> <p>44. Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).</p> <p>71. Uses words to get her/his needs met (e.g., "More juice.").</p>
<p><b>Older Toddlers</b></p>	
<ul style="list-style-type: none"> <li>Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. <i>ESD- 5e.</i></li> <li>Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, runs outside). <i>ESD-5f.</i></li> <li>Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table). <i>ESD-5g.</i></li> <li>Show caring and cooperation (help to put away toys, offer to help another person). <i>ESD-5h.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p><u>25. Stomps feet to loud music and tiptoes to soft music. SR 6.</u></p> <p><b>Physical Development and Health 18-24 months</b></p> <p>46. Lays down or remains quiet during rest periods.</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>33. Begins to recognize boundaries while not yet having the capacity to stop impulses.</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>22. Begins to end tantrums with some redirection.</p> <p>25. Responds positively to redirection by familiar adults.</p>

<ul style="list-style-type: none"> <li>• Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support. <i>ESD-5i</i>.</li> <li>• Accept “no” without getting overly upset. <i>ESD-5j</i>.</li> </ul>	<p>27. Follows directions with adult assistance.</p> <p>28. Begins to attend during short, focused activities (e.g., listening to simple stories being read).</p> <p><u>31. Listens to and follows simple rules in small group activity. SR 43.</u></p> <p>32. Waits to take her/his turn.</p> <p>38. Puts away toys when asked by a familiar adult.</p>
<p><b>Younger Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>• Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. <i>ESD- 5k</i>.</li> <li>• Often make requests clearly and effectively. <i>ESD-5l</i>.</li> <li>• Show awareness that their actions affect others (move carefully around classmate’s block structure). <i>ESD-5m</i>.</li> <li>• Wait for a short time to get what they want (a turn with a toy, a snack). <i>ESD-5n</i>.</li> <li>• Work to resolve conflicts effectively, with guidance and support. <i>ESD-5o</i>.</li> <li>• Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures. <i>ESD-5p</i>.</li> </ul>	<p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>12. Sometimes says “Please” and “Thank you” without prompting.</p> <p><b>Language, Communication, Reading &amp; Writing 2-3 years</b></p> <p>13. Asks questions to obtain information or assistance. SR 17.</p> <p><b>Physical Development and Health 2-3 years</b></p> <p>32. Uses language to communicate with parents, caregivers, teachers, and peers.</p> <p><b>Social and Emotional Development 2-3 years</b></p> <p><u>7. Responds to another child’s or adult’s distress with efforts to assist. SR 37.</u></p> <p>8. Starts to imitate adult social behaviors such as using words like “please” and “thank you”.</p> <p>16. Plays without disrupting or destroying the work of others.</p> <p><u>20. Begins using emotionally charged words (e.g., “I’m mad”) to get needs met, as opposed to simply acting out needs. SR 39.</u></p> <p><u>21. Feels badly and expresses concern about breaking established rules. SR 40.</u></p> <p>25. Listens to and follows simple rules in small group activity.</p> <p>26. Waits to take her/his turn.</p> <p>30. Seeks help from familiar adults when another child takes her/his toy.</p> <p><b>Social Studies 3-5 years</b></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><b>Older Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>• Follow social rules, transitions, and routines that have been explained to them. <i>ESD-5q</i>.</li> <li>• Make requests clearly and effectively most of the time. <i>ESD-5r</i>.</li> <li>• Balance their own needs with those of others in the group. <i>ESD-5s</i>.</li> <li>• Anticipate consequences and plan ways to solve problems effectively, with guidance and support. <i>ESD-5t</i>.</li> <li>• Use a variety of strategies to solve problems and conflicts with increasing independence. <i>ESD-5u</i>.</li> <li>• Express respect and caring for all people, including people with disabilities and those from different cultures. <i>ESD-5v</i>.</li> </ul>	<p><b>Social and Emotional Development 3-5 years</b></p> <p><u>12. Follows established rules and routines in the classroom. SR 68.</u></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>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><u>22. Shows the ability to compromise in conflict resolution. SR 70.</u></p>

	<p>23. Uses negotiation to reach a solution.</p> <p>25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p> <p><u>30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby). SR 69.</u></p> <p><b>Social Studies 3-5 years</b></p> <p>4. <u>Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. SR 31.</u></p> <p>6. Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).</p> <p>8. Demonstrates awareness of the outcomes of one's own choices.</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>
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Sub-Domain: Learning About Feelings		Galileo® G3 Assessment Scale Goal
<b>Goal ESD-6: Children identify, manage, and express their feelings.</b>		
<b>Infants</b>		
<ul style="list-style-type: none"> <li>Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. <i>ESD-6a.</i></li> <li>Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). <i>ESD-6b.</i></li> <li>Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy). <i>ESD-6c.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>14. Makes faces back at familiar adults.</p> <p><b>Language, Communication, Reading &amp; Writing 00-08 months</b></p> <p>4. Gazes at the face of an adult and makes facial expressions as the adult talks.</p> <p>24. Smiles in response to a smiling face.</p> <p><b>Social and Emotional Development 00-08 months</b></p> <p>3. Turns head, looking away, frowning, and/or arching her/his back to end or avoid interactions.</p> <p>5. Stiffens/leans away from a stranger who tries to pick them up.</p> <p>6. Demonstrates a strong preference for familiar adults by becoming upset when these adults leave the room.</p> <p>18. Cries when hungry, uncomfortable, or unhappy.</p> <p>20. Kicks legs in excitement and settles when seeing a familiar adult.</p> <p>24. Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.</p> <p><b>Language, Communication, Reading &amp; Writing 08-18 months</b></p> <p>12. Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).</p>	
<b>Younger Toddlers</b>		
<ul style="list-style-type: none"> <li>Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. <i>ESD-6d.</i></li> </ul>	<p><b>Social and Emotional Development 08-18 months</b></p>	

Sub-Domain: Learning About Feelings

Galileo® G3 Assessment Scale Goal

- Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout “Whee!” when excited). *ESD-6e*.
- Separate from parent or main caregiver without being overcome by stress.*ESD-6f*.
- Find comfort and calm down in a familiar setting or with a familiar person. *ESD-6g*.

1. Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.
  5. Shows affection, such as hugs and kisses.
  7. Begins to enjoy and initiate humor, such as laughing in response to games.
  8. Seeks help from trusted parents, caregivers, and teachers.
  10. Responds to touch by relaxing (e.g., when back is rubbed).
  25. Demonstrates the ability to be comforted by familiar adults when frightened.
  37. Cries, rocks back and forth, and lifts arms to signal for help.
  42. Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.
  43. Seeks comfort from parents, caregivers, and teachers when hurt or frightened.
- Language, Communication, Reading & Writing 08-18 months**
4. Uses some sign or body language to indicate a need (e.g., “more” “eat”).
  9. Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).
  12. Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers).
  17. Uses two-word sentences to share ideas, feelings, or needs.

Older Toddlers

- Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. *ESD-6h*.
- Communicate to make needs known. *ESD-6i*.
- Manage emotions and control impulses with guidance and support (Say “I don’t like that!” instead of hitting; wait by door instead of running ahead when excited to go out). *ESD-6j*.
- Display emotional outbursts less often. *ESD-6k*.

- Cognitive Development and General Knowledge 18-24 months**
9. Pulls on the hand of adults when wanting to communicate.
  54. Points to pictures that represent feelings and names the emotions.
  36. Points, gestures, and makes sounds to indicate what she/he wants.
- Social and Emotional Development 18-24 months**
1. Shows affection, such as hugs and kisses.
  22. Begins to end tantrums with some redirection.
  20. Pats a crying child on the back as their parents, caregivers, and teachers help the hurt child.
  30. Uses words or crying to get someone’s attention.
  34. Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.
  36. Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).

Younger Preschoolers

- Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. *ESD-6l*.

- Cognitive Development and General Knowledge 2-3 years**
28. Uses words to describe feelings (e.g., “happy”).

Sub-Domain: Learning About Feelings	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Use a variety of words or signs to express and manage feelings more clearly. <i>ESD-6m.</i></li> <li>Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!"). <i>ESD-6n.</i></li> </ul>	<p>40. Points to pictures that represent feelings and names the emotions.</p> <p>49. Claps to express appreciation or joy.</p> <p><b>Social and Emotional Development 2-3 years</b></p> <p>10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.</p> <p>31. Tells another child "No. Stop!" when her/his toy is taken.</p>
<b>Older Preschoolers</b>	
<ul style="list-style-type: none"> <li>Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. <i>ESD-6o.</i></li> <li>Independently manage and express feelings effectively most of the time. <i>ESD-6p.</i></li> <li>Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip.").<i>ESD-6q.</i></li> <li>Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). <i>ESD-6r.</i></li> <li>Use problem-solving strategies when feeling angry or frustrated. <i>ESD-6s.</i></li> </ul>	<p><b>Social and Emotional Development 3-5 years</b></p> <p>9. Engages in reassuring self-talk or changing goals when frustrated or frightened.</p> <p>10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.</p> <p>11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).</p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</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><b>Language 3-5 Years</b></p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>
<b>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>Become upset when another infant is crying. <i>ESD-7a.</i></li> <li>Respond differently to positive vs. negative emotional expressions of others. <i>ESD-7b.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>14. Makes faces back at familiar adults.</p> <p><b>Language, Communication, Reading &amp; Writing 00-08 months</b></p> <p>4. Gazes at the face of an adult and makes facial expressions as the adult talks.</p> <p>24. Smiles in response to a smiling face.</p> <p><b>Social and Emotional Development 00-08 months</b></p> <p>2. Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out.</p> <p>22. Looks at and possibly cries themselves when another child cries.</p> <p>44. Touches or imitates another child sitting nearby.</p>
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>Try to comfort another child or an adult who is upset (bring comfort object, pat the person on the back). <i>ESD-7c.</i></li> </ul>	<p><b>Social and Emotional Development 08-18 months</b></p> <p><u>9. Shows empathy for familiar others, especially those perceived to be hurt or sad. SR 34.</u></p> <p>20. Looks at, and possibly cries too, when another child cries.</p>

Sub-Domain: Learning About Feelings	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort). <i>ESD-7d.</i></li> <li>Match their tone and emotions to that of others during interactions. <i>ESD-7e.</i></li> </ul>	<p>27. Pats a crying child on the back as parents, caregivers, or teachers help the hurt child.</p>
<b>Older Toddlers</b>	
<ul style="list-style-type: none"> <li>Try to comfort another child or an adult who is upset (bring comfort object, pat the person on the back). <i>ESD-7f.</i></li> <li>Communicate concern for others (share a toy with someone who doesn't have one, ask, "are you OK?"). <i>ESD-7g.</i></li> <li>Offer to help meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). <i>ESD-7h.</i></li> <li>Recognize facial expressions or actions associated with different emotions. <i>ESD-7i.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>54. Points to pictures that represent feelings and names the emotions.</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>4. Shows empathy for familiar others, especially those perceived to be hurt or sad.</p> <p>20. Pats a crying child on the back as their parents, caregivers, and teachers help the hurt child.</p> <p><u>21. Begins to recognize that others smile when they smile, and others look unhappy when they cry. SR 43.</u></p>
<b>Younger Preschoolers</b>	
<ul style="list-style-type: none"> <li>Try to comfort another child or an adult who is upset (bring comfort object, pat the person on the back). <i>ESD-7j.</i></li> <li>Communicate concern for others (share a toy with someone who doesn't have one, ask, "are you OK?"). <i>ESD-7k.</i></li> <li>Offer to help meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). <i>ESD-7l.</i></li> <li>Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). <i>ESD-7m.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>28. Uses words to describe feelings (e.g., "happy").</p> <p>40. Points to pictures that represent feelings and names the emotions.</p> <p>47. Comforts crying peers.</p> <p><b>Social and Emotional Development 2-3 years</b></p> <p><u>7. Responds to another child's or adult's distress with efforts to assist. SR 37.</u></p> <p>17. Begins to recognize that others smile when they smile, and others look unhappy when they cry.</p>
<b>Older Preschoolers</b>	
<ul style="list-style-type: none"> <li>Communicate understanding and empathy for others' feelings. <i>ESD-7n.</i></li> <li>Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). <i>ESD-7o.</i></li> <li>Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (complement each other during play, work out conflicts, show respect for opinions expressed by others). <i>ESD-7p.</i></li> </ul>	<p><b>Social and Emotional Development 3-5 years</b></p> <p><u>21. Shows the ability to compromise in conflict resolution. SR 70.</u></p> <p>23. Uses negotiation to reach a solution.</p> <p>34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.</p> <p><u>35. Plays without disrupting or destroying the work of others. SR 71.</u></p> <p><u>37. Chooses to express self to others safely/respectfully in calm situations. SR 72.</u></p> <p>39. Sustains a cooperative participation with others.</p> <p>40. Expresses encouragement in a variety of ways (e.g., clapping, cheering).</p> <p>41. Recognizes the impact of his/her actions on others' feelings.</p> <p>42. Respects the rights of others.</p>

Sub-Domain: Learning About Feelings

Galileo® G3 Assessment Scale Goal

- 43. Chooses to express self to others safely/respectfully in difficult situations.
- 46. Expresses empathy or caring for others by consoling, comforting, or helping.

## Domain C: Health and Physical Development

Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.
- NA dictates what alignment is not applicable in Galileo Birth - PreK

Sub-Domain: Physical Health and Growth	Galileo® G3 Assessment Scale Goal
<b>Goal HPD-1: Children develop healthy eating habits.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>• Show interest in feeding routines. <i>HPD-1a.</i></li> <li>• Help with feeding themselves (eat finger foods, hold bottle. <i>HPD-1b.</i></li> <li>• Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). <i>HPD-1c.</i></li> <li>• Show food preferences. <i>HPD-1d.</i></li> <li>• Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). <i>HPD-1e.</i></li> <li>• Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. <i>HPD-1f.</i></li> </ul>	<p><b>Approaches to Learning 00-08 months</b> 21. Raises bottle as the level of milk drops.</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b> 17. Reaches for breast or bottle when hungry. 22. Anticipates feeding time (e.g., responds to stimuli such as appearance of a bottle). 46. Raises her/his bottle as the level of liquid drops.</p> <p><b>Language, Communication, Reading &amp; Writing 00-08 months</b> 9. Makes sucking motions to communicate hunger.</p> <p><b>Physical Development and Health 00-08 months</b> 18. Reaches for and holds bottle while being fed by an adult. 19. Moves pureed food to the back of the mouth to swallow. <u>20. Begins to feed her/himself simple finger foods. SR 28.</u> 21. Drinks from a cup with help. 24. Responds to adult feeding cues by kicking feet or turning head. 26. Eats meals on a fairly regular schedule. <u>27. Begins to accept single, pureed solid foods. SR 26.</u> <u>28. Eats adequate meals during mealtime. SR 23.</u> 33. Takes meals from a bottle at mealtime. 36. Reaches for a drinking cup. 39. Shows nutritional needs are met (e.g., pushes bottle away, stops sucking, falls asleep).</p>
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>• Try new foods. <i>HP1-g.</i></li> <li>• Feed themselves with some assistance (may use hands, utensils or cups). <i>HPD-1h.</i></li> <li>• Ask for or accept food when hungry. <i>HPD-1i.</i></li> <li>• Eat enough to meet nutritional needs, even when amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). <i>HPD-1j.</i></li> <li>• Eat a variety of small pieces of age-appropriate table foods. <i>HPD-1k.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 08-18 months</b> 30. Asks for more (e.g., food, objects, activity). 46. Raises her/his bottle as the level of liquid drops.</p> <p><b>Physical Development and Health 08-18 months</b> 18. Drinks from a cup with help. 19. Uses vocalizations and/or gestures to indicate basic needs. 20. Regularly feeds him/herself finger foods. 29. Eats adequate meals during mealtime. 30. Begins to eat balanced meals on a regular schedule.</p>

	<p><u>31. Consumes a variety of healthy foods from all food groups when offered by an adult. SR 28.</u></p> <p>38. Eats healthy snacks.</p> <p>39. Drinks water when offered.</p> <p>41. Shows nutritional needs are met (e.g., pushes bottle away, stops sucking, falls asleep).</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>15. Explores a new food with all their senses.</p>
<p><b>Older Toddlers</b></p>	
<ul style="list-style-type: none"> <li>• Try new foods. <i>HPD-1l.</i></li> <li>• Feed themselves using utensil and hands. <i>HPD-1m.</i></li> <li>• Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food). <i>HPD-1n.</i></li> <li>• Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). <i>HPD-1o.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>21. States clear preferences regarding colors, foods, and clothes.</p> <p><b>Approaches to Learning 18-24 months</b></p> <p>15. Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).</p> <p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>40. Begins to develop her/his own likes and dislikes.</p> <p>49. Uses a spoon to get food into her/his mouth.</p> <p><b>Physical Development and Health 18-24 months</b></p> <p>21. Eats with a spoon with some assistance.</p> <p>27. Helps feed self.</p> <p><u>31. Consumes a variety of healthy foods from all food groups when offered by an adult. SR 38.</u></p> <p>32. Feeds her/himself first using hands and then with a spoon.</p> <p><u>33. Makes personal food choices from several healthy options. SR 39.</u></p> <p>34. Takes age-appropriate amounts of food with encouragement from adults.</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>9. Explores a new food with all their senses.</p>
<p><b>Younger Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>• Try new foods. <i>HPD-1p.</i></li> <li>• Feed themselves with utensils independently. <i>HPD-1q.</i></li> <li>• Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda). <i>HPD-1r.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>35. Uses a spoon to get food into her/his mouth.</p> <p><b>Physical Development and Health 2-3 years</b></p> <p>2. Develops self-care skills, such as helping to dress him/herself.</p> <p>24. Begins to use a fork.</p> <p>29. Feeds his/herself without help.</p> <p><b>Physical Development and Health 3-5 years</b></p> <p>5. Identifies examples of foods that are healthy.</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>9. Explores a new food with all their senses.</p>
<p><b>Older Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>• Try new foods. <i>HPD-1s.</i></li> </ul>	<p><b>Physical Development and Health 3-5 years</b></p>

Sub-Domain: Physical Health and Growth	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>• Feed themselves with utensils independently. <i>HPD-1t.</i></li> <li>• Given a selection of familiar foods, identify which foods are nutritious and which are not. <i>HPD-1u.</i></li> <li>• Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). <i>HPD-1v.</i></li> <li>• Name foods and beverages that help to build healthy bodies. <i>HPD-1w.</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Chews all food completely prior to swallowing.</li> <li>2. Feeds his/herself without help.</li> <li>3. <u>Independently selects and eats a variety of food types. SR 74.</u></li> <li>4. Serves self an appropriate amount of food.</li> <li>5. Identifies examples of foods that are healthy.</li> </ol> <p><b>Social and Emotional Development 18-24 months</b></p> <ol style="list-style-type: none"> <li>9. Explores a new food with all their senses.</li> </ol>
<p><b>Goal HPD-2: Children engage in active physical play indoors and outdoors.</b></p>	
<p><b>Infants</b></p>	
<ul style="list-style-type: none"> <li>• Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). <i>HPD-2a.</i></li> <li>• Move their bodies to explore the indoor and outdoor environment. <i>HPD-2b.</i></li> <li>• Develop strength and stamina by continuing movements over short periods of time. <i>HPD-2c.</i></li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <ol style="list-style-type: none"> <li>5. Positions or moves their body toward an interesting object.</li> <li>7. Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.</li> <li>8. Kicks or swats a mobile to repeat a sound or motion.</li> <li>11. <u>Bangs an object repeatedly while exploring its properties. SR 3.</u></li> <li>17. Rolls from their backs to their stomachs when looking for a toy.</li> </ol> <p><b>Language, Communication, Reading &amp; Writing 00-08 months</b></p> <ol style="list-style-type: none"> <li>26. Brings hands together at the middle of her/his body.</li> <li>27. Pushes her/his body up with arms when on tummy.</li> </ol> <p><b>Physical Development and Health 00-08 months</b></p> <ol style="list-style-type: none"> <li>1. Rolls over from back to front.</li> <li>4. Turns head from side to side, kicks feet, and moves hands.</li> <li>6. <u>Stands firmly on legs and bounces actively when held in standing position. SR 24.</u></li> <li>7. Pushes chest and head up from a flat surface.</li> <li>8. Begins to crawl.</li> <li>9. Sits without adult support.</li> </ol> <p><b>Physical Development and Health 08-18 months</b></p> <ol style="list-style-type: none"> <li>42. Demonstrates an interest in actively exploring the environment.</li> </ol>
<p><b>Younger Toddlers</b></p>	
<ul style="list-style-type: none"> <li>• Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). <i>HPD-2d.</i></li> <li>• Anticipate and ask for outdoor play (point at door and say, “Out!”, resist coming indoors). <i>HPD-2e.</i></li> <li>• Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). <i>HPD-2f.</i></li> <li>• Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. <i>HPD-2g.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <ol style="list-style-type: none"> <li>5. Crawls to explore their environment.</li> </ol> <p><b>Physical Development and Health 08-18 months</b></p> <ol style="list-style-type: none"> <li>6. Crawls on hands and knees.</li> <li>7. <u>Walks without help. SR 26.</u></li> <li>9. Climbs up and walks down stairs with adult assistance.</li> <li>42. Demonstrates an interest in actively exploring the environment.</li> </ol>
<p><b>Older Toddlers</b></p>	

## Sub-Domain: Physical Health and Growth

## Galileo® G3 Assessment Scale Goal

- Develop strength and stamina by spending moderate periods of time playing vigorously. *HPD-2h.*
- Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”). *HPD-2i.*
- With guidance and support, transition from active to quiet activities. *HPD-2j.*

### Physical Development and Health 18-24 months

4. Climbs up and walks down stairs with adult assistance. SR 32.

6. Pushes and pulls large objects.

7. Stands on tiptoes to reach for an object.

8. Runs although she/he may have difficulty stopping and turning. SR 35.

45. Demonstrates an interest in actively exploring the environment.

46. Lays down or remains quiet during rest periods.

### Social and Emotional Development 18-24 months

11. Demonstrates increasing ability to move around in the environment (e.g., leaving the sandbox to pull a duck toy across the play area).

### Social and Emotional Development 2-3 years

49. Demonstrates growing competence and confidence during activities (e.g., climbs higher and higher on a playground structure).

50. Shares successes at independent accomplishments with adults (e.g., opens her/his own lunchbox and showing how they did it).

## Younger Preschoolers

- Develop strength and stamina by spending moderate periods of time playing vigorously. *HPD-2k.*
- Choose a variety of structured and unstructured physical activities indoors and outdoors. *HPD-2l.*
- Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). *HPD-2m.*
- Transition from active to quiet activities with limited guidance and support. *HPD-2n.*

### Approaches to Learning 2-3 years

7. Looks at insects, leaves, or other things from nature, examines and watches them move or grow.

8. Explores most areas of the classroom.

15. Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it.

### Cognitive Development and General Knowledge 2-3 years

44. Demonstrates the ability to move in time with music.

### Physical Development and Health 18-24 months

46. Lays down or remains quiet during rest periods.

### Physical Development and Health 2-3 years

5. Runs although she/he may have difficulty stopping and turning.

6. Walks to a destination without help. SR 26.

7. Jumps in place and off low objects, such as a step.

8. Stops and turns while running.

41. Makes use of inside and outside environments to play in. SR 30.

## Older Preschoolers

- Develop strength and stamina by spending extended periods of time playing vigorously. *HPD-2o.*
- Communicate ways exercise keeps us healthy and makes us feel good. *HPD-2p.*

### Physical Development and Health 3-5 years

15. Exercises large muscles (e.g., running, swinging, hopping, throwing).

16. Participates actively in outdoor group games (e.g., kickball). SR 77.

Sub-Domain: Physical Health and Growth	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). <i>HPD-2q.</i></li> <li>Transition independently from active to quiet activities most of the time. <i>HPD-2r.</i></li> </ul>	17. Identifies a variety of games/exercises that help enhance fitness. 18. Talks about ways exercise keeps us healthy, with assistance. 31. Has calm and settled rest periods.
<b>Goal HPD-3: Children develop healthy sleeping habits.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>Sleep for longer periods at a time (more at night, and less during the day). <i>HPD-3a.</i></li> <li>Settle down and fall asleep after a routine that includes a familiar series of events. <i>HPD-3b.</i></li> <li>Develop a personal sleep routine or pattern. <i>HPD-3c.</i></li> </ul>	<b>Physical Development and Health 00-08 months</b> 2. Shows alertness during waking periods. <u>25. Responds positively to sleeping routines by relaxing when rocked. SR 22.</u>
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>Cooperate with sleep routines (choose a book, get preferred sleep toy). <i>HPD-3d.</i></li> <li>Use simple sounds, gestures, or words to show they are tired (say, "Night, night."). <i>HPD-3e.</i></li> </ul>	<b>Physical Development and Health 08-18 months</b> 1. <u>Cooperates with daily routines. SR 25.</u> 2. Demonstrates regular sleeping habits. 24. Responds positively to sleeping routines by relaxing when rocked. 28. Participates in sleeping routines, such as listening to a story before a nap.
<b>Older Toddlers</b>	
<ul style="list-style-type: none"> <li>Use language about sleep (say, "Time for bed," after clearing lunch things; give sign for sleep). <i>HPD-3f.</i></li> <li>With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). <i>HPD-3g.</i></li> <li>Fall asleep on their own. <i>HPD-3h.</i></li> </ul>	<b>Physical Development and Health 18-24 months</b> <u>2. Actively participates in everyday health routines (e.g., washing hands). SR 34.</u> 25. Participates in sleeping routines, such as listening to a story before a nap. 44. Uses vocalizations, gestures or words to indicate basic needs. 46. Lays down or remains quiet during rest periods.
<b>Younger Preschoolers</b>	
<ul style="list-style-type: none"> <li>Recognize and communicate signs of being tired. <i>HPD-3i.</i></li> <li>With increasing independence, start and participate in sleep routines. <i>HPD-3j.</i></li> </ul>	<b>Physical Development and Health 18-24 months</b> 44. Uses vocalizations, gestures or words to indicate basic needs. <b>Physical Development and Health 2-3 years</b> 28. Participates in sleeping/napping routines by getting and arranging comfort items. 40. Has calm and settled rest periods.
<b>Older Preschoolers</b>	
<ul style="list-style-type: none"> <li>Communicate ways sleep keeps us healthy and makes us feel good. <i>HPD-3k.</i></li> <li>Independently start and participate in sleep routines most of the time. <i>HPD-3l.</i></li> </ul>	<b>Physical Development and Health 2-3 years</b> 28. Participates in sleeping/napping routines by getting and arranging comfort items. <b>Physical Development and Health 3-5 years</b> 31. Has calm and settled rest periods. 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).

**Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.****Infants**

- Gain control of arm and leg movements. *HPD-4a.*
- Maintain upright posture when sitting and standing. *HPD-4b.*
- Move in and out of various positions by rolling, pushing up, and pulling to stand. *HPD-4c.*
- Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). *HPD-4d.*

**Approaches to Learning 00-08 months**

- 5. Positions or moves their body toward an interesting object.
- 7. Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.
- 8. Kicks or swats a mobile to repeat a sound or motion.
- 11. Bangs an object repeatedly while exploring its properties. SR 3.
- 17. Rolls from their backs to their stomachs when looking for a toy.

**Cognitive Development and General Knowledge 00-08 months**

- 11. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).
- 12. Shakes toys to elicit a response or sound.
- 13. Enjoys rolling a ball to familiar adults.
- 28. Reaches for a mobile or other similar object to make it move.
- 42. Stretches out arms in a motion to be picked up.
- 45. Reaches for objects within view. SR 10.
- 46. Raises her/his bottle as the level of liquid drops.
- 48. Smiles while banging a block or other object on the floor.
- 51. Points, gestures, and makes sound to indicate what she/he wants.

**Language, Communication, Reading, & Writing 00-08 months**

- 17. Reaches for a book.
- 26. Brings hands together at the middle of her/his body.
- 27. Pushes her/his body up with arms when on tummy.
- 29. Mimics hand clapping and waving bye-bye.
- 30. Holds toys with both hands. SR 14.
- 31. Reaches, grasps, and places objects in her/his mouth.
- 32. Passes an object from one hand to another. SR 27.

**Physical Development and Health 00-08 months**

- 1. Rolls over from back to front.
- 4. Turns head from side to side, kicks feet, and moves hands.
- 5. Sits with adult support.
- 6. Stands firmly on legs and bounces actively when held in standing position. SR 24.
- 7. Pushes chest and head up from a flat surface.
- 8. Begins to crawl.
- 9. Sits without adult support.

**Younger Toddlers**

Sub-Domain: Motor Development	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). <i>HPD-4e.</i></li> <li>Move their arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). <i>HPD-4f.</i></li> <li>Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). <i>HPD-4g.</i></li> </ul>	<p><b>Approaches to Learning 08-18 months</b></p> <p>9. Begins to explore the environment independently.</p> <p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>5. Crawls to explore their environment.</p> <p>7. Enjoys rolling a ball to familiar adults.</p> <p>16. Fills and dumps sand, toys, and blocks.</p> <p><b>Language, Communication, Reading, &amp; Writing 08-18 months</b></p> <p>29. Passes an object from one hand to another.</p> <p><b>Physical Development and Health 08-18 months</b></p> <p>6. Crawls on hands and knees.</p> <p>7. <u>Walks without help. SR 26.</u></p> <p>8. Sits in a chair without adult support.</p> <p>9. Climbs up and walks down stairs with adult assistance.</p>
<b>Older Toddlers</b>	
<ul style="list-style-type: none"> <li>Move their arms and legs to complete a task (kick, jump, step, pedal, push away). <i>HPD-4h.</i></li> <li>Move through the world with a variety of movements and with increasing independence (run, jump, pedal). <i>HPD-4i.</i></li> <li>Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). <i>HPD-4j.</i></li> <li>Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). <i>HPD-4k.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p><u>26. Stomps feet to loud music and tiptoes to soft music. SR 6.</u></p> <p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>28. Pulls/pushes a wagon or cart around the play area possibly putting toys in it.</p> <p><b>Physical Development and Health 18-24 months</b></p> <p>1. Shows independence as she/he moves around in a safe environment.</p> <p>4. <u>Climbs up and walks down stairs with adult assistance. SR 32.</u></p> <p>5. <u>Walks to a destination without help. SR 33.</u></p> <p>6. Pushes and pulls large objects.</p> <p>7. Stands on tiptoes to reach for an object.</p> <p>8. <u>Runs although she/he may have difficulty stopping and turning. SR 35.</u></p>
<b>Younger Preschoolers</b>	
<ul style="list-style-type: none"> <li>Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. <i>HPD-4l.</i></li> <li>Refine movements and show generally good coordination (e.g., throwing and catching). <i>HPD-4m.</i></li> <li>Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). <i>HPD-4n.</i></li> <li>Move their bodies in space with good coordination (running, hopping in place, galloping). <i>HPD-4o.</i></li> </ul>	<p><b>Physical Development and Health 2-3 years</b></p> <p>5. Runs although she/he may have difficulty stopping and turning.</p> <p>6. <u>Walks to a destination without help. SR 26.</u></p> <p>7. Jumps in place and off low objects, such as a step.</p> <p>8. Stops and turns while running.</p> <p>9. <u>Walks up and down stairs independently, using alternating feet, and without holding rail. SR 31.</u></p>
<b>Older Preschoolers</b>	

Sub-Domain: Motor Development

Galileo® G3 Assessment Scale Goal

- Coordinate movement of upper and lower body. *HPD-4p.*
- Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). *HPD-4q.*
- Move quickly through the environment and be able to stop (run fast, pedal fast). *HPD-4r.*
- Show awareness of own body in relation to other people and objects while moving through space. *HPD-4s.*

**Physical Development and Health 3-5 years**

15. Exercises large muscles (e.g., running, swinging, hopping, throwing).
45. Walks to a destination without help.
46. Jumps in place and off low objects, such as a step.
47. Moves around obstacles with balance and direction.
48. Stops and turns while running.
49. Walks along a line on the floor, most of the time.
50. Climbs up and down stairs. SR 83.
51. Climbs up and down stairs.
52. Climbs a short ladder (e.g., on playground toys). SR 84.
53. Jumps forward several times, maintaining balance most of the time.
54. Balances on one foot for five seconds.
55. Pedals a tricycle, steers and makes turns around obstacles and corners.
56. Hops with direction and control, most of the time.
57. Jumps backward without losing balance.
58. Skips with direction and control, most of the time. SR 85.
59. Gallops maintaining direction and control, most of the time.
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.

**Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.**

**Infants**

- Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. *HPD-5a.*
- Transfer objects from one hand to the other. *HPD-5b.*
- Use a pincer grasp to pick up an object with finger and thumb. *HPD-5c.*

**Approaches to Learning 00-08 months**

9. Grasps, releases, re-grasps and re-releases an object.
10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.
13. Fills a container with small objects and dumps them out repeatedly.

**Cognitive Development and General Knowledge 00-08 months**

11. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).
12. Shakes toys to elicit a response or sound.

**Language, Communication, Reading, & Writing 00-08 months**

30. Holds toys with both hands. SR 14.
31. Reaches, grasps, and places objects in her/his mouth.

	<p><u>32. Passes an object from one hand to another. SR 27.</u>  <u>33. Imitates writing by scribbling, without regard to direction or location. SR 20.</u></p> <p><b>Physical Development and Health 00-08 months</b></p> <p>14. Grasps the fingers of another person.  15. Looks at objects as he/she transfers them from hand to hand.  16. Picks up small objects with thumb and forefinger.</p>
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>• Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). <i>HPD-5d.</i></li> <li>• Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). <i>HPD-5e.</i></li> <li>• Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling). <i>HPD-5f.</i></li> </ul>	<p><b>Approaches to Learning 08-18 months</b></p> <p><u>11. Fills a container with small objects and dumps them out repeatedly. SR 4.</u>  22. Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).</p> <p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>1. Shakes toys to elicit a response or sound.  7. Enjoys rolling a ball to familiar adults.  16. Fills and dumps sand, toys, and blocks.  <u>18. Places items in containers and then pours them out, repeatedly. SR 9.</u>  19. Activates toys such as a jack-in-the-box.  41. Explores pegboards with fingers, trying to put objects into holes.</p> <p><b>Language, Communication, Reading, &amp; Writing 08-18 months</b></p> <p>28. Holds toys with both hands.  29. Passes an object from one hand to another.  <u>33. Holds large crayons and transfers them from one hand to another. SR 20.</u>  <u>34. Imitates writing by scribbling without regard to direction or location. SR 21.</u>  35. Imitates writing by scribbling without regard to direction or location.  39. Uses a variety of writing tools (e.g., pencils, crayons, markers, paints).</p> <p><b>Physical Development and Health 08-18 months</b></p> <p>13. Puts objects in a box.  14. Picks up small objects with thumb and forefinger.  <u>15. Looks at objects as he/she transfers them from hand to hand. SR 27.</u>  16. Builds a tower of two to four cubes.</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>11. Reaches for and grasps objects.</p>
<b>Older Toddlers</b>	
<ul style="list-style-type: none"> <li>• Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). <i>HPD-5g.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p>13. Tries various shapes in a shape-sorting toy until the shape finally fits.</p>

Sub-Domain: Motor Development

Galileo® G3 Assessment Scale Goal

- Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). *HPD-5h.*
- Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel). *HPD-5i.*

**Cognitive Development and General Knowledge 18-24 months**

- 1. Places items in containers and then pours them out, repeatedly. SR 10.
- 12. Stacks blocks and knocks them down.
- 13. Successfully completes simple inset puzzles.
- 41. Uses trial and error to fit different shapes into holes or to stack things in order.
- 49. Uses a spoon to get food into her/his mouth.
- 50. Threads beads by coordinating a string into the bead opening.

**Language, Communication, Reading, & Writing 18-24 months**

- 47. Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). SR 17.
- 51. Holds pencil with thumb and forefinger. SR 26.

**Physical Development and Health 18-24 months**

- 9. Puts objects in a box.
- 10. Tries to turn the key on a wind-up toy.
- 12. Imitates the hand motions of finger plays (e.g., "Where is Thumpkin?").
- 13. Builds a tower of two to four cubes.
- 14. Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). SR 37.
- 15. Empties and fills containers.
- 16. Scribbles using a variety of materials (e.g., chalk, finger paints, crayons).
- 17. Hold book firmly with two hands.
- 18. String large beads into a piece of yarn.

**Younger Preschoolers**

- Draw simple shapes and figures (square for block, circles). *HPD-5j.*
- Engage in activities that require hand-eye coordination (build with manipulatives, mold Play- Doh®, work puzzles with smaller pieces). *HPD-5k.*
- Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). *HPD-5l.*

**Cognitive Development and General Knowledge 2-3 years**

- 1. Successfully completes simple inset puzzles.
- 4. Explores objects by taking things apart, stacking sorting, tracing, etc.
- 10. Makes play dough creations.
- 24. Sings several songs, poems, or finger plays with adults. SR 8.
- 33. Completes three-or four-piece puzzles.
- 35. Uses a spoon to get food into her/his mouth.
- 36. Threads beads by coordinating a string into the bead opening.
- 37. Uses materials such as pencils, paints, and play dough in different and varied ways

**Language, Communication, Reading, & Writing 2-3 years**

- 5. Sings simple songs or finger plays with help from an adult.
- 36. Stacks several blocks and then calls it "my house".
- 39. Draws figures and shapes to convey meaning. SR 23.

**Physical Development and Health 2-3 years**

Sub-Domain: Motor Development		Galileo® G3 Assessment Scale Goal	
		<p>10. <u>Imitates the hand motions of finger plays (e.g., “Where is Thumpkin”). SR 29.</u></p> <p>14. Strings large beads onto a piece of yarn.</p> <p>15. Empties and fills containers.</p> <p>16. Pulls apart large pop-it beads and tries to push them together again.</p> <p>17. Uses one hand to turn the pages of a book.</p> <p>18. Watches lines and squiggles appear as they move a writing tool (marker, paint brush) over a piece of paper.</p>	
<b>Older Preschoolers</b>			
<ul style="list-style-type: none"> <li>• Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). <i>HPD-5m.</i></li> <li>• Engage in complex hand- eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). <i>HPD-5n.</i></li> <li>• Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). <i>HPD-5o.</i></li> </ul>		<p><b>Physical Development and Health 3-5 years</b></p> <p>65. Begins to use a fork.</p> <p>66. Eats with a fork and a spoon, or other appropriate utensils.</p> <p><u>67. Correctly holds a pencil or crayon. SR 86.</u></p> <p>68. Cuts with scissors along a straight line.</p> <p>69. Cuts with scissors along a curved line.</p> <p><u>70. Uses scissors to cut out a pre-formed simple shape. SR 87.</u></p> <p>71. Strings large beads on a piece of yarn.</p> <p>72. Builds short structures with blocks or other materials (e.g., 3 blocks high).</p> <p>73. Builds tall structures with blocks or other materials (e.g., 10 blocks high).</p> <p><u>74. Uses computer keyboard/mouse for writing/drawing, without assistance. SR 88.</u></p>	

Sub-Domain: Self-Care		Galileo® G3 Assessment Scale Goal	
<b>Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b>			
<b>Infants</b>			
<ul style="list-style-type: none"> <li>• Use different sounds to let caregivers know they need attention. <i>HPD-6a.</i></li> <li>• Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). <i>HPD-6b.</i></li> </ul>		<p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>25. Cries when in need of something.</p> <p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p> <p>9. Makes sucking motions to communicate hunger.</p> <p><u>13. Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). SR 19.</u></p> <p><b>Social and Emotional Development 00-08 months</b></p> <p>18. Cries when hungry, uncomfortable, or unhappy.</p> <p>24. Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.</p> <p>27. Engages in self-calming behavior (e.g., sucks on her/his hand to calm before sleep).</p> <p>29. Returns to sleep once awakened by a sound or movement.</p>	

Sub-Domain: Self-Care	Galileo® G3 Assessment Scale Goal
	<p>30. Uses transitional objects (e.g., blanket, bear, pacifier) to calm her/himself when tired.</p> <p>34. Cries, rocks back and forth, and lifts arms to signal for help.</p> <p>36. Vocalizes and points to get the attention of a familiar adult.</p>
<p><b>Younger Toddlers</b></p>	
<ul style="list-style-type: none"> <li>• Use gestures, words, or sign language to communicate what they need. <i>HPD-6c.</i></li> <li>• Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). <i>HPD-6d.</i></li> </ul>	<p><b>Approaches to Learning 08-18 months</b></p> <p>10. Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).</p> <p>12. Asks or gestures that they want the same song or story repeated over and over again.</p> <p>18. Requests that a favorite book be read over again.</p> <p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>12. Reaches out to be picked up when she/he wants attention.</p> <p>30. Asks for more (e.g., food, objects, activity).</p> <p>32. Points to indicate needs.</p> <p>49. Vocalizes to communicate needs.</p> <p>59. Reaches out to be picked up when she/he wants attention.</p> <p><b>Language, Communication, Reading, &amp; Writing 08-18 months</b></p> <p>32. Pulls at his/her diaper when it is wet.</p> <p><b>Physical Development and Health 08-18 months</b></p> <p>19. Uses vocalizations and/or gestures to indicate basic needs.</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>21. Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.</p> <p><u>26. Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying. SR 33.</u></p> <p>28. Engages in self-calming behavior (e.g., sucks on her/his hand to calm before sleep).</p> <p>31. Uses transitional objects (e.g., blanket, bear, pacifier) to calm her/himself when tired.</p> <p>37. Cries, rocks back and forth, and lifts arms to signal for help.</p> <p>39. Vocalizes and points to get the attention of a familiar adult.</p> <p>42. Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.</p> <p>71. Uses words to get her/his needs met (e.g., "More juice.").</p>
<p><b>Older Toddlers</b></p>	

Sub-Domain: Self-Care	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). <i>HPD-6e</i>.</li> <li>Soothe themselves when needed (find a quiet area for alone time, look at book before nap). <i>HPD-6f</i>.</li> </ul>	<p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>9. Pulls on the hand of adults when wanting to communicate.</p> <p><b>Language, Communication, Reading, &amp; Writing 18-24 months</b></p> <p>2. Uses some sign or body language to indicate a need (e.g., “more” “eat”).</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>28. Engages in self-calming behavior (e.g., sucks on her/his hand to calm before sleep).</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>12. Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.</p> <p>34. Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.</p> <p>36. Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).</p>
<b>Younger Preschoolers</b>	
<ul style="list-style-type: none"> <li>Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). <i>HPD-6g</i>.</li> <li>Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). <i>HPD-6h</i>.</li> </ul>	<p><b>Language, Communication, Reading, &amp; Writing 2-3 years</b></p> <p>13. <u>Asks questions to obtain information or assistance. SR 17.</u></p> <p>17. Asks questions to get the attention of an adult.</p> <p><b>Physical Development and Health 2-3 years</b></p> <p>32. Uses language to communicate with parents, caregivers, teachers, and peers.</p> <p>40. Has calm and settled rest periods.</p> <p><b>Social and Emotional Development 2-3 years</b></p> <p>18. Begins to end tantrums with some redirection.</p> <p>23. Uses words or crying to get someone’s attention.</p> <p>27. Continues to use comfort objects such as blankets and stuffed animals to calm her/him self.</p> <p>37. Seeks help from familiar adults after unsuccessfully attempting to complete a task.</p>
<b>Older Preschoolers</b>	
<ul style="list-style-type: none"> <li>Use language to ask adults or peers specifically for the kind of help needed in a particular situation. <i>HPD-6i</i>.</li> <li>Consistently use strategies to calm themselves when needed. <i>HPD-6j</i>.</li> </ul>	<p><b>Social and Emotional Development 3-5 years</b></p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</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>25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p> <p>28. Comforts self by engaging in calming/soothing activities some of the time.</p>

**Goal HPD-7: Children develop independence in caring for themselves and their environment.****Infants**

- Tolerate care routines (mouth care, hand washing, diapering, dressing, and bathing). *HPD-7a.*
- Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). *HPD-7b.*

**Approaches to Learning 00-08 months**

3. Gazes at parents, caregivers, and teachers when being fed or changed.

21. Raises bottle as the level of milk drops.

**Cognitive Development and General Knowledge 00-08 months**

46. Raises her/his bottle as the level of liquid drops.

**Physical Development and Health 00-08 months**

17. Coordinates sucking, swallowing, and breathing during feeding.

18. Reaches for and holds bottle while being fed by an adult.

19. Moves pureed food to the back of the mouth to swallow.

20. Begins to feed her/himself simple finger foods. SR 28.

21. Drinks from a cup with help.

22. Relaxes during bathing and washing routines.

25. Responds positively to sleeping routines by relaxing when rocked. SR 22.

**Younger Toddlers**

- Cooperate and help with care routines and cleanup (mouth care, hand washing, diapering, dressing, bathing). *HPD-7c.*
- Drink from a cup and feed themselves with their fingers or a spoon. *HPD-7d.*

**Cognitive Development and General Knowledge 08-18 months**

46. Raises her/his bottle as the level of liquid drops.

**Physical Development and Health 08-18 months**

1. Cooperates with daily routines. SR 25.

18. Drinks from a cup with help.

20. Regularly feeds him/herself finger foods.

21. Provides assistance in picking up toys.

22. Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). SR 29.

24. Responds positively to sleeping routines by relaxing when rocked.

27. Relaxes during bathing routines and grabs for the wash cloth.

28. Participates in sleeping routines, such as listening to a story before a nap.

29. Eats adequate meals during mealtime.

30. Begins to eat balanced meals on a regular schedule.

31. Consumes a variety of healthy foods from all food groups when offered by an adult. SR 28.

36. Cooperates with daily cleaning of gums and teeth.

39. Drinks water when offered.

41. Shows nutritional needs are met (e.g., pushes bottle away, stops sucking, falls asleep).

**Older Toddlers**

- Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. *HPD-7e.*
- Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting). *HPD-7f.*
- Feed themselves with a spoon. *HPD-7g.*
- Help with meal and snack routines. *HPD-7h.*
- Take care of objects (put toys away, handle materials carefully, water plants or garden). *HPD-7i.*

**Cognitive Development and General Knowledge 18-24 months**

8. Begins to take care of her/his hair using a comb or brush.
43. Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.

**Language, Communication, Reading, & Writing 18-24 months**

6. Finds her/his shoes when it is time to get dressed.

**Physical Development and Health 18-24 months**

2. Actively participates in everyday health routines (e.g., washing hands). SR 34.
  19. Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). SR 36.
  20. Provides assistance in picking up toys.
  21. Eats with a spoon with some assistance.
  22. Takes off an open shirt or coat without help.
  23. Unzips zippers.
  24. Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on).
  25. Participates in sleeping routines, such as listening to a story before a nap.
  26. Helps set the table.
  27. Helps feed self.
  28. Participates in bathing/washing routines (e.g., using a washcloth or towel).
  29. Participates in "getting ready for" routines (e.g., going to sink to look for toothbrush or choosing a book to read).
  30. Brushes teeth with help.
  32. Feeds her/himself first using hands and then with a spoon.
  41. Participates in the daily cleaning of teeth.
  47. Washes and dries hands with some supervision.
- Social and Emotional Development 18-24 months**
63. Shows interest in wanting to dress her/himself.
  64. Shows increased interest in toileting.

**Younger Preschoolers**

- Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. *HPD-7j.*
- Dress and undress themselves with occasional assistance. *HPD-7k.*
- Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). *HPD-7l.*
- Serve food for themselves. *HPD-7m.*
- Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). *HPD-7n.*
- Name people who help children stay healthy. *HPD-7o.*

**Approaches to Learning 2-3 years**

4. Enjoys opportunities to help parents, caregivers, and teachers (e.g., assisting with setting the table or folding the clothes). SR 1.

12. Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).

**Cognitive Development and General Knowledge 2-3 years**

19. Participates in rearranging areas of the room.

**Language, Communication, Reading, & Writing 2-3 years**

2. Finds her/his shoes when it is time to get dressed.

**Physical Development and Health 2-3 years**

2. Actively participates in everyday health routines (e.g., washing hands).
4. Begins to put away toys when clean-up is announced.
12. Properly uses corrective and assistive visual devices consistently (e.g., glasses).
19. Unzips zippers.
20. Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on).
21. Insists on washing and drying his/her own hands.
22. Dresses him/herself with help for difficult steps (e.g., getting their arms into sleeve holes).
23. Helps with toileting by pulling her/his pants down and up. SR 32.
24. Begins to use a fork.
25. Participates in “getting ready for” routines (going to sink to look for toothbrush or choosing a book to read).
26. Brushes teeth with help. SR 6.
27. Participates in bathing/washing routines (e.g., using a washcloth or towel).
28. Participates in sleeping/napping routines by getting and arranging comfort items.
29. Feeds his/herself without help.
35. Uses assistive audiological devices, such as hearing aids, if appropriate.
37. Begins to independently brush their teeth with supervision.
39. Washes and dries hands with some supervision. SR 27.
- Physical Development and Health 3-5 years**
44. Tells why people need to go to the doctor and dentist.
- Social and Emotional Development 2-3 years**
52. Shows increased interest in toileting.

### Older Preschoolers

- Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. *HPD-7p.*
- Dress and undress themselves independently. *HPD-7q.*
- Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). *HPD-7r.*
- Eat with a fork. *HPD-7s.*
- Perform tasks to maintain the indoor and outdoor learning environment independently. *HPD-7t.*
- Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). *HPD-7u.*

### Physical Development and Health 3-5 years

2. Feeds his/herself without help.
5. Identifies examples of foods that are healthy. SR 75.
6. Washes and dries hands with some supervision.
8. Brushes teeth with help.
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). SR 76.
18. Talks about ways exercise keeps us healthy, with assistance.
19. Unzips zippers.
20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.

Sub-Domain: Self-Care	Galileo® G3 Assessment Scale Goal
	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. <u>Completes bathroom activities (clothing up/down, wiping, flushing) independently. SR 78.</u> 29. Disposes of toilet paper/paper towels appropriately. 30. Remains dry and unsoiled between bathroom trips. 34. Uses assistive audiological devices, such as hearing aids, if appropriate. 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands). 44. Tells why people need to go to the doctor and dentist.

Sub-Domain: Safety Awareness	Galileo® G3 Assessment Scale Goal
<b>Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). <i>HPD-8a.</i></li> <li>Notice and imitate adults' reactions to new people and situations. <i>HPD-8b.</i></li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>3. Gazes at parents, caregivers, and teachers when being fed or changed.</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>2. Appears to be comforted by familiar voices.</p> <p>23. Responds by turning and smiling when her/his name is spoken by familiar adults.</p> <p>32. Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).</p> <p>33. Moves toward a familiar adult when a stranger appears.</p> <p>39. Imitates facial expressions, sounds, and gestures.</p> <p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p> <p>4. Gazes at the face of an adult and makes facial expressions as the adult talks.</p> <p>22. Gazes into the eyes of familiar adults during nursing or drinking from a bottle.</p> <p>28. Imitates cooing sounds made by familiar adults.</p> <p>29. Mimics hand clapping and waving bye-bye.</p> <p><b>Social and Emotional Development 00-08 months</b></p> <p>1. Exhibits mutual eye gazes during routine activities.</p> <p>2. Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out.</p> <p>4. Demonstrates a strong preference for familiar adults by becoming upset when these adults leave the room.</p>

Sub-Domain: Safety Awareness	Galileo® G3 Assessment Scale Goal
	<p>6. Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.</p> <p>7. Imitates the actions of familiar adults (e.g., clapping).</p> <p>23. Looks toward familiar adults for help when becoming upset.</p> <p>26. Stops crying, often when cuddled/picked up by a familiar adult.</p> <p>28. Relaxes when cuddled and rocked or spoken to in a soft voice.</p> <p>39. Cuddles head on the neck and shoulder of a familiar adult.</p> <p>56. Frequently checks for familiar adults in new situations.</p>
<p><b>Younger Toddlers</b></p> <ul style="list-style-type: none"> <li>• Watch for adult reactions to unfamiliar things or situations that might be dangerous. <i>HPD-8c.</i></li> <li>• Show some caution about unfamiliar and/or unsafe situations. <i>HPD-8d.</i></li> <li>• Respond to simple warnings that prevent harm (“Stop!” “Hot!” “Wait!”). <i>HPD-8e.</i></li> </ul>	<p><b>Cognitive Development and General 08-18 months</b></p> <p>29. Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>1. Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.</p> <p>4. Becomes distressed in the presence of unfamiliar adults.</p> <p>22. Looks toward familiar adults for help when becoming upset.</p> <p>30. Moves away from a sticky plant when redirected by parents, caregivers, and teachers.</p> <p>33. Begins to recognize boundaries while not yet having the capacity to stop impulses.</p> <p>34. Responds positively to redirection by familiar adults.</p> <p>41. Moves nearer to a familiar adult when noticing a stranger entering the room.</p> <p>47. Frequently check for familiar adults in new situations.</p> <p>52. Looks across the room to familiar adults periodically when playing with peers.</p> <p>53. Plays away from familiar adults with occasional trips to touch them.</p>
<p><b>Older Toddlers</b></p> <ul style="list-style-type: none"> <li>• Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). <i>HPD-8f.</i></li> <li>• Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead). <i>HPD-8g.</i></li> <li>• With guidance, recognize and avoid situations that might cause harm. <i>HPD-8h.</i></li> </ul>	<p><b>Language, Communication, Reading and Writing 18-24 months</b></p> <p>35. Makes connections between her/his own experiences and those presented in books/stories.</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>23. Engages in reassuring self-talk or changing goals when frustrated or frightened.</p> <p>32. Waits to take her/his turn.</p> <p>33. Moves nearer to a familiar adult when noticing a stranger entering the room.</p> <p><b>Physical Development and Health 3-5 years</b></p> <p>47. Moves around obstacles with balance and direction.</p>

Sub-Domain: Safety Awareness	Galileo® G3 Assessment Scale Goal
	55. Pedals a tricycle, steers and makes turns around obstacles and corners.
<b>Younger Preschoolers</b>	
<ul style="list-style-type: none"> <li>• Know what their bodies can do, and play within their abilities to avoid injury to self or others. <i>HPD-8i.</i></li> <li>• Usually recognize and avoid objects and situations that might cause harm. <i>HPD-8j.</i></li> <li>• Usually follow basic safety rules. <i>HPD-8k.</i></li> <li>• Call a trusted adult when someone gets injured or is in an unsafe situation. <i>HPD-8l.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 2-3 years</b> 5. Asks for help when needed.</p> <p><b>Social and Emotional Development 2-3 years</b> 25. Listens to and follows simple rules in small group activity.</p> <p><b>Social and Emotional Development 3-5 years</b> <u>41. Identifies potentially dangerous situations/activities, without assistance. SR 81.</u></p> <p><b>Social Studies 3-5 years</b> 8. Demonstrates awareness of the outcomes of one's own choices.</p>
<b>Older Preschoolers</b>	
<ul style="list-style-type: none"> <li>• Avoid potentially dangerous behaviors. <i>HPD-8m.</i></li> <li>• Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. <i>HPD-8n.</i></li> <li>• Independently follow basic safety rules. <i>HPD-8o.</i></li> <li>• Identify people who can help them in the community (police, firefighter, nurse). <i>HPD-8p.</i></li> </ul>	<p><b>Physical Development and Health 3-5 years</b> <u>36. Follows fire safety/fire drill rules, without assistance. SR 79.</u> <u>38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). SR 80.</u> 39. Describes basic traffic safety rules, without assistance. 40. Identifies nonedible/poisonous substances, without assistance. <u>41. Identifies potentially dangerous situations/activities, without assistance. SR 81.</u></p> <p><b>Social Studies 3-5 years</b> <u>9. Describes or illustrates the roles/responsibilities of community workers. SR 27.</u></p>

# Domain D: Language Development and Communication

Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.
- NA dictates what alignment is not applicable in Galileo Birth - PreK.

Sub-Domain: Learning to Communicate	Galileo® G3 Assessment Scale Goal
<b>Goal LDC-1: Children understand communications from others.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>• Engage in individual and reciprocal sound exploration and play (make “raspberries” or other sounds with someone). <i>LDC-1a.</i></li> <li>• Show interest in voices, and focus on speech directed at them. <i>LDC-1b.</i></li> <li>• Respond to different tones in speech directed at them. <i>LDC-1c.</i></li> <li>• Respond to simple requests (“Come here.” or “Do you want more?”). <i>LDC-1d.</i></li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>2. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p>16. Turns toward and tracks voices, people, and objects.</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>9. Babbles and then pauses to wait for familiar adults to respond.</p> <p>23. Responds by turning and smiling when her/his name is spoken by familiar adults.</p> <p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p> <p>5. Turns and smiles when her/his name is called by an adult.</p> <p><u>10. Begins to coo using vowel sounds and other sounds consistent with the home language. SR 12.</u></p> <p><u>11. Babbles using repeated syllables (e.g., “ma ma ma”). SR 15.</u></p> <p>14. Takes turns making sounds with an adult.</p> <p>15. Explores sounds through babbling and imitation.</p> <p>28. Imitates cooing sounds made by familiar adults.</p>
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>• Respond to others by using words or signs. <i>LDC-1e.</i></li> <li>• Respond to gestures, facial expressions, tone of voice, and some words that show emotions. <i>LDC-1f.</i></li> <li>• Follow simple directions and/or visual cues (“Put your pillow on the mat.” “Please sit by me.”). <i>LDC-1g.</i></li> </ul>	<p><b>Approaches to Learning 08-18 months</b></p> <p>1. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p>14. Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.</p> <p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>4. Follows one-step directions.</p> <p>22. Follows two-step directions.</p> <p><b>Language, Communication, Reading, &amp; Writing 08-18 months</b></p> <p>2. Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers).</p> <p>6. Follows a one-step direction from an adult. SR 16.</p>

	<p>17. Uses two-word sentences to share ideas, feelings, or needs.</p> <p>24. Uses gestures, sounds, or facial expressions to show a memory for familiar stories, rhymes, or songs.</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p><u>9. Shows empathy for familiar others, especially those perceived to be hurt or sad. SR 34.</u></p> <p>27. Pats a crying child on the back as parents, caregivers, or teachers help the hurt child.</p>
<p><b>Older Toddlers</b></p> <ul style="list-style-type: none"> <li>Respond when others talk to them, using a larger variety of words or signs. <i>LDC-1h.</i></li> <li>Respond to gestures, facial expressions, tone of voice, and some words that show emotions. <i>LDC-1i.</i></li> <li>Follow two-step directions with visual cues if needed (“Pick up the paper and put it in the trash.” “Get your cup and put it on the table.”). <i>LDC-1j.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>5. Follows two-step directions.</p> <p>44. Demonstrates assertiveness by saying “No!” or “Me Do it” when adults try to help with self-care tasks.</p> <p>46. Uses negotiation and language, with the help from adults, to solve problems when playing with peers.</p> <p><b>Language, Communication, Reading, &amp; Writing 18-24 months</b></p> <p>2. Uses some sign or body language to indicate a need (e.g., “more” “eat”).</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>4. Shows empathy for familiar others, especially those perceived to be hurt or sad.</p> <p><u>21. Begins to recognize that others smile when they smile, and others look unhappy when they cry. SR 43.</u></p> <p>30. Uses words or crying to get someone’s attention.</p> <p>51. Uses “I”, “mine”, and “me” often.</p>
<p><b>Younger Preschoolers</b></p> <ul style="list-style-type: none"> <li>Show understanding of increasingly complex sentences. <i>LDC-1k.</i></li> <li>With prompting and support, respond to requests for information or action. <i>LDC-1l.</i></li> <li>Follow simple multistep directions with visual cues if needed. <i>LDC-1m.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p><u>7. Washes hands or picks up toys when directed to do so. SR 4.</u></p> <p><u>25. Puts an object “on top of” or “under” the table, upon request. SR 9.</u></p> <p><b>Language, Communication, Reading, &amp; Writing 2-3 years</b></p> <p>2. Finds her/his shoes when it is time to get dressed.</p> <p>4. Reacts to funny portions of a story by smiling or laughing.</p> <p>20. Responds to comments or questions from others during a conversation.</p> <p><b>Physical Development and Health 2-3 years</b></p> <p>33. Expands understandable vocabulary.</p> <p>34. Responds to instructions during group time.</p> <p><b>Social and Emotional Development 2-3 years</b></p> <p>22. Follows directions, with adult assistance.</p> <p>25. Listens to and follows simple rules in small group activity.</p> <p>32. Puts away toys when asked by a familiar adult.</p>
<p><b>Older Preschoolers</b></p>	

Sub-Domain: Learning to Communicate

Galileo® G3 Assessment Scale Goal

- Show understanding of increasingly complex sentences. *LDC-1n.*
- Respond to requests for information or action. *LDC-1o.*
- Follow more detailed multistep directions. *LDC-1p.*

**Language 3-5 years**

3. Follows a small set of step-by-step directions, without prompts.
5. Retells a familiar story, poem or song in his/her own words. SR 33.
7. Understands nouns commonly found in books for young children. SR 34.
8. Understands action words (e.g., give, run). SR 35.
9. Understands negative words (e.g., not, no).
10. Understands positional words (e.g., top, bottom, on, in). SR 36.
11. Understands pronouns (e.g., she, he, it).
12. Understands words that describe the qualities of objects (e.g., color, soft, cold).
13. Understands past and future tense (e.g., went, will).

**Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.**

**Infants**

- Respond differently to facial expressions and tones of voice. *LDC-2a.*
- Pay brief attention to the same object the caregiver is looking at. *LDC-2b.*
- Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear). *LDC-2c.*

**Approaches to Learning 00-08 months**

2. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.

**Cognitive Development and General Knowledge 00-08 months**

5. Along with adults, looks at picture books.
9. Babbles and then pauses to wait for familiar adults to respond.
14. Makes faces back at familiar adults.
16. Imitates familiar sounds and movements.
23. Responds by turning and smiling when her/his name is spoken by familiar adults.
30. Uses different facial expressions to express different emotions.
31. Vocalizes when being read a familiar book by a familiar adult.
39. Imitates facial expressions, sounds, and gestures.

**Language, Communication, Reading, & Writing 00-08 months**

4. Gazes at the face of an adult and makes facial expressions as the adult talks.
6. Pays attention to objects in the environment when prompted by an adult.
8. Focuses on books/pictures as adults describe them. SR 17.
14. Takes turns making sounds with an adult.
18. Babbles while looking at a book with an adult. SR 18.

**Physical Development and Health 00-08 months**

29. Becomes calm when hearing voices of familiar adults or environmental sounds.

**Social and Emotional Development 00-08 months**

2. Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out.

33. When babbling or cooing, pauses to wait for a response from an adult. SR 29.

**Younger Toddlers**

- Establish joint attention by looking at an object, at their caregiver, and back at the object. *LDC-2d.*
- Respond to and initiate dialogue with another person. *LDC-2e.*
- Use movement or behavior to initiate interaction with another person. *LDC-2f.*

**Approaches to Learning 08-18 months**

4. Imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).

8. Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.

10. Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).

12. Asks or gestures that they want the same song or story repeated over and over again.

14. Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.

17. Attempts to get help to obtain objects out of reach by seeking adult assistance.

**Cognitive Development and General Knowledge 08-18 months**

8. Attempts to get help to obtain objects out of reach by seeking adult assistance.

15. Shows pleasure when read to by smiling or using words such as "Yea!" or "More!"

30. Asks for more (e.g., food, objects, activity).

34. Looks at, goes over to, and touches familiar adults.

49. Vocalizes to communicate needs.

52. Points to a picture, looking for familiar adults to name the picture.

56. Says "no-no" to express feelings.

59. Reaches out to be picked up when she/he wants attention.

60. Points, gestures, and makes sounds to indicate what she/he wants.

**Language, Communication, Reading, & Writing 08-18 months**

1. Turns and smiles when her/his name is called by an adult.

2. Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers).

4. Uses some sign or body language to indicate a need (e.g., "more" "eat").

5. Focuses on books/pictures as adults describe them. SR 14.

9. Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).

13. Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").

14. Takes turns making sounds with an adult.

18. Babbles while looking at a book with an adult.

	<p>25. Points to pictures in books as they are named by an adult.</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>35. Stops and looks at familiar adults when her/his name is called.</p> <p>37. Cries, rocks back and forth, and lifts arms to signal for help.</p> <p>39. Vocalizes and points to get the attention of a familiar adult.</p> <p>45. Imitates and terminates a social smile and repeats the behavior as adults respond.</p> <p>48. Offers a toy to a familiar adult.</p> <p>54. Tries to encourage games (e.g., covers eyes to encourage a game of peek-a-boo).</p>
<p><b>Older Toddlers</b></p> <ul style="list-style-type: none"> <li>Engage in short dialogues of a few turns. <i>LDC-2g.</i></li> <li>Ask questions or use verbal or nonverbal cues to initiate communication with another. <i>LDC-2h.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p>4. Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.</p> <p><u>10. Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. SR 1.</u></p> <p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>9. Pulls on the hand of adults when wanting to communicate.</p> <p>27. Occasionally asks about a favorite adult when the adult is not present.</p> <p>35. Wants to tell her/his age to a familiar adult.</p> <p>36. Points, gestures, and makes sounds to indicate what she/he wants.</p> <p><b>Language, Communication, Reading, &amp; Writing 18-24 months</b></p> <p>2. Uses some sign or body language to indicate a need (e.g., "more" "eat").</p> <p>10. Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").</p> <p>14. Uses two-word sentences to share ideas, feelings, or needs.</p> <p>16. Uses question words (e.g., "why" and "what").</p> <p>18. Practices conversational skills during pretend play.</p> <p>19. Repeats or tries different words/sentences to get another child or adult to respond.</p> <p><u>20. Asks questions to obtain information or assistance. SR 27.</u></p> <p>22. Engages in short conversation with other children and/or adults.</p> <p>30. Asks adults to repeat favorite rhymes, finger plays, or stories.</p> <p><b>Physical Development and Health 18-24 months</b></p> <p>35. Participates in listening and vocalizing activities (e.g., finger plays and songs).</p> <p><u>38. Begins to use language, such as two-word phrases, to communicate with others. SR 31.</u></p>

Sub-Domain: Learning to Communicate	Galileo® G3 Assessment Scale Goal
	<p>44. Uses vocalizations, gestures or words to indicate basic needs.</p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>30. Uses words or crying to get someone’s attention.</p> <p>36. Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).</p>
<p><b>Younger Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>• Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication). <i>LDC-2i.</i></li> <li>• Initiate and carry on conversations, and ask questions about things that interest them. <i>LDC-2j.</i></li> <li>• With prompting and support, make comments and ask questions related to the topic of discussion. <i>LDC-2k.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>15. Persistently asks “Why?”.</p> <p>22. Wants to tell her/his age to a familiar adult.</p> <p>30. Asks questions that include “How many?” or “How much?”.</p> <p>34. Answers questions about prior events.</p> <p><b>Language, Communication, Reading, &amp; Writing 2-3 years</b></p> <p>7. Practices conversational skills during pretend play.</p> <p>8. <u>Repeats or tries different words/sentences to get another child or adult to respond. SR 14.</u></p> <p>13. <u>Asks questions to obtain information or assistance. SR 17.</u></p> <p>15. Participates in conversations at snack and play times.</p> <p>16. Initiates conversations with others using toys, experiences, books, or pretend play.</p> <p>19. Asks questions to keep a conversation going.</p> <p>20. Responds to comments or questions from others during a conversation.</p> <p>27. <u>Recognizes that a spoken word/speech can be written and read. SR 20.</u></p> <p><b>Physical Development and Health 2-3 years</b></p> <p>32. Uses language to communicate with parents, caregivers, teachers, and peers.</p> <p>17. Begins to recognize that others smile when they smile, and others look unhappy when they cry.</p>
<p><b>Older Preschoolers</b></p>	

Sub-Domain: Learning to Communicate

Galileo® G3 Assessment Scale Goal

- Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). *LDC-2l*.
- Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. *LDC-2m*.
- Initiate and participate in conversations related to interests of their own or the persons they are communicating with. *LDC-2n*.
- Participate in a group discussion, making comments and asking questions related to the topic. *LDC-2o*.
- Appreciate and use humor. *LDC-2p*.

**Social and Emotional Development 18-24 months**

2. Begins to enjoy and initiate humor, such as laughing in response to games.

**Social and Emotional Development 3-5 years**

34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.

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

**Cognitive Development and General Knowledge 2-3 years**

21. Laughs at funny things.

**Language, Communication, Reading, & Writing 2-3 years**

4. Reacts to funny portions of a story by smiling or laughing.

**Language 3-5 years**

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

18. Takes turns being a speaker.

19. Responds to comments or questions from others during a conversation.

20. Adjusts conversation to changes in topic.

**Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

**Infants**

- *Emerging*

**Younger Toddlers**

- Respond to simple statements and questions about pictures, play, people, and things that are happening. *LDC-3a*.

**Cognitive Development and General Knowledge 08-18 months**

10. Twists away when told he/she is not allowed to do something.

**Language, Communication, Reading, & Writing 08-18 months**

2. Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers).

3. Looks in the likely location when asked by an adult where an object/person might be (e.g., "Where is the kitty?").

25. Points to pictures in books as they are named by an adult.

**Older Toddlers**

Sub-Domain: Learning to Communicate

Galileo® G3 Assessment Scale Goal

- Answer simple questions (“What is she doing?” “What happened to the bear in the story?”). *LDC-3b.*
- Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information. *LDC-3c.*

**Language, Communication, Reading, & Writing 18-24 months**

- 1. Looks in the likely location when asked by an adult where an object/person might be (e.g., “Where is the kitty?”). SR 15.
  - 3. Points to body parts when asked.
  - 5. Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.
  - 16. Uses question words (e.g., “why” and “what”).
  - 20. Asks questions to obtain information or assistance. SR 27.
  - 32. Points to appropriate picture in a book when asked by an adult. SR 22.
  - 49. Asks adult to write words on her/his drawings or paper.
- Physical Development and Health 18-24 months**
- 44. Uses vocalizations, gestures or words to indicate basic needs.
- Social and Emotional Development 18-24 months**
- 62. Uses words to get her/his needs met (e.g., “More juice.”).

**Younger Preschoolers**

- Answer longer questions using more detail. *LDC-3d.*
- Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. *LDC-3e.*

**Cognitive Development and General Knowledge 2-3 years**

- 11. Asks questions while a book is being read by a familiar adult.
  - 15. Persistently asks “Why?”.
  - 20. Asks to hear her/his favorite song over and over.
  - 30. Asks questions that include “How many?” or “How much?”.
  - 34. Answers questions about prior events.
- Language, Communication, Reading, & Writing 2-3 years**
- 13. Asks questions to obtain information or assistance. SR 17.
  - 17. Asks questions to get the attention of an adult.
  - 19. Asks questions to keep a conversation going.
  - 20. Responds to comments or questions from others during a conversation.
  - 42. Child asks adult to write a story told by the child.

**Older Preschoolers**

- Answer more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”). *LDC-3f.*
- Ask specific questions to learn more about their world, understand tasks, and solve problems. *LDC-3g.*

**Approaches to Learning 3-5 years**

- 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). SR 62.
- Language 3-5 years**
- 4. Asks questions and/or makes comments about a story, poem, or song. SR 32.
  - 16. Asks questions to obtain information or assistance.
  - 19. Responds to comments or questions from others during a conversation.

**Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.**

**Infants**

- Repeat actions that mean something specific (lift arms to be picked up, point at desired toys). *LDC-4a.*
- Make different sounds for different purposes (whimper when wet, cry loudly when hungry). *LDC-4b.*
- “Jabber” and pretend to talk using many sounds or signs from the languages used around them. *LDC-4c.*

**Approaches to Learning 00-08 months**

12. Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).

**Cognitive Development and General Knowledge 00-08 months**

9. Babbles and then pauses to wait for familiar adults to respond.

30. Uses different facial expressions to express different emotions.

35. Anticipates being lifted to be held, fed or changed and moves body accordingly.

42. Stretches out arms in a motion to be picked up.

44. Cries in different ways for different reasons (e.g., hunger, pain, fear). SR 9.

51. Points, gestures, and makes sound to indicate what she/he wants.

**Language, Communication, Reading, & Writing 00-08 months**

7. Uses some sign or body language to indicate a need (e.g., “more” “eat”).

9. Makes sucking motions to communicate hunger.

10. Begins to coo using vowel sounds and other sounds consistent with the home language. SR 12.

11. Babbles using repeated syllables (e.g., “ma ma ma”). SR 15.

12. Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).

13. Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers).

**Social and Emotional Development 00-08 months**

21. Raises arms to familiar adults for comfort or to be picked up.

33. When babbling or cooing, pauses to wait for a response from an adult. SR 29.

34. Cries, rocks back and forth, and lifts arms to signal for help.

54. Cries in particular ways to get needs met.

**Younger Toddlers**

- Communicate through facial expressions, sounds, and body movements. *LDC-4d.*
- Expect others to understand them and show frustration, often through their behavior, if not understood. *LDC-4e.*

**Approaches to Learning 08-18 months**

10. Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).

12. Asks or gestures that they want the same song or story repeated over and over again.

14. Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.

18. Requests that a favorite book be read over again.

20. Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 8.

65. Demonstrates assertiveness by saying “No!” or “Me Do it” when adults try to help with self-care tasks.

	<p><b>Language, Communication, Reading, &amp; Writing 08-18 months</b></p> <p><u>8. Babbles using repeated syllables (e.g., "ma ma ma"). SR 12.</u></p> <p>9. Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).</p> <p><u>12. Uses word-like sounds to get needs met (e.g., points to dessert and jabbers). SR 19.</u></p> <p>13. Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").</p> <p>14. Takes turns making sounds with an adult.</p> <p>15. Uses gestures, sounds, words, and movements to initiate an interaction or game (e.g., patty-cake).</p> <p><u>16. Says a few basic words (e.g., "mama", "dada"). SR 18.</u></p> <p>17. Uses two-word sentences to share ideas, feelings, or needs.</p> <p><u>27. Points at a book to have the same story read again and again. SR 24.</u></p> <p><b>Physical Development and Health 08-18 months</b></p> <p>34. Participates in listening and vocalizing activities (e.g., finger plays and songs).</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>37. Cries, rocks back and forth, and lifts arms to signal for help.</p> <p>39. Vocalizes and points to get the attention of a familiar adult.</p> <p>42. Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.</p> <p>45. Imitates and terminates a social smile and repeats the behavior as adults respond.</p> <p>71. Uses words to get her/his needs met (e.g., "More juice.").</p>
<b>Older Toddlers</b>	
<ul style="list-style-type: none"> <li>Communicate messages with expression, tone, and inflection. <i>LDC-4f.</i></li> <li>Use speech that is understood most of the time by familiar listeners. <i>LDC-4g.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>7. Speaks in short sentences (of one to three words) using and misusing plurals (e.g., saying "feets" for "feet").</p> <p><b>Language, Communication, Reading, &amp; Writing 2-3 years</b></p> <p>4. Reacts to funny portions of a story by smiling or laughing.</p> <p>24. Combines words to create meaningful short sentences.</p>
<b>Younger Preschoolers</b>	
<ul style="list-style-type: none"> <li>Communicate messages with expression, tone, and inflection appropriate to the situation. <i>LDC-4h.</i></li> <li>Speak clearly enough to be understood by familiar adults and children. <i>LDC-4i.</i></li> </ul>	<p><b>Language, Communication, Reading, &amp; Writing 2-3 years</b></p> <p>4. Reacts to funny portions of a story by smiling or laughing.</p> <p>18. Recognizes that a pause means it is his/her turn to talk.</p>
<b>Older Preschoolers</b>	

Sub-Domain: Learning to Communicate

Galileo® G3 Assessment Scale Goal

- Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. *LDC-4j*.
- Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). *LDC-4k*.
- Speak clearly enough to be understood by most people. *LDC-4l*.

**Language 3-5 years**

14. Repeats or tries different words/sentences to get another child or adult to respond.
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.
19. Responds to comments or questions from others during a conversation.
20. Adjusts conversation to changes in topic.
21. Changes inflection during a conversation to communicate meaning.
23. Combines words to create meaningful short sentences.

**Goal LDC-5: Children describe familiar people, places, things, and events.**

**Infants**

- *Emerging*

**Younger Toddlers**

- Act out familiar scenes and events, and imitate familiar people. *LDC-5a*.

**Approaches to Learning 08-18 months**

27. Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). SR 7.

**Cognitive Development and General Knowledge 08-18 months**

38. Enacts familiar events or household chores.

39. Pretends to call familiar people on a play phone.

**Language, Communication, Reading, & Writing 08-18 months**

34. Imitates writing by scribbling without regard to direction or location. SR 21.

**Physical Development and Health 08-18 months**

35. Begins to imitate words and word sounds.

**Social and Emotional Development 08-18 months**

2. Imitates the actions of familiar adults (e.g., clapping). SR 30.

3. Claps and smiles in a back and forth manner with a parent, caregiver, or teacher.

13. Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). SR 32.

45. Imitates and terminates a social smile and repeats the behavior as adults respond.

**Older Toddlers**

- Talk to themselves and about what they are others about what they “working on,” what they are doing, routines, and events of the day. *LDC-5b*.
- Use dramatic play to act out familiar scenes and events, and imitate familiar people. *LDC-5c*.

**Approaches to Learning 08-18 months**

3. Imitates adult activities such as reading a magazine or helping to set the table. SR3.

19. Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door.) SR 2.

	<p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>10. Plays "dress-up", imitating the behaviors of familiar adults.                      17. Enacts familiar events or household chores.                      35. Wants to tell her/his age to a familiar adult.</p> <p><b>Language, Communication, Reading &amp; Writing 18-24 months</b></p> <p>41. Attempts to feed, dress, or cuddle their dolls and stuffed animals.                      42. Crawls around on hands and knees, pretending to be a dog or cat.                      43. Climbs into a box and making motor sounds.                      44. Uses a toy telephone to "talk to Grampa."</p>
<p><b>Younger Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>• Talk to themselves and about what they are others about what they "working on," what they are doing, routines, and events of the day. <i>LDC-5d.</i></li> <li>• Describe experiences and create or retell short narratives. <i>LDC-5e.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>34. Answers questions about prior events.</p> <p><b>Language, Communication, Reading, &amp; Writing 2-3 years</b></p> <p><u>24. Retells a familiar story, poem, or song in his/her own words. SR 19.</u></p> <p><b>Social and Emotional Development 2-3 years</b></p> <p>44. Talks about her/his family.                      47. Talks about the neighborhood, city, or area in which she/he lives.                      50. Shares successes at independent accomplishments with adults (e.g., opens her/his own lunchbox and showing how they did it).</p>
<p><b>Older Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>• Describe experiences and create and/or retell longer narratives. <i>LDC-5f.</i></li> </ul>	<p><b>Language 3-5 years</b></p> <p>31. Recalls story events using some spoken dialogue.                      33. Makes up a story from beginning, to middle, to end.</p> <p><b>Social Studies 3-5 years</b></p> <p>1. Shares personal family stories and traditions.                      3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).                      9. Describes or illustrates the roles/responsibilities of community workers.</p>
<p><b>Goal LDC-6: Children use most grammatical constructions of their home language well.</b></p>	
<p><b>Infants</b></p>	
<ul style="list-style-type: none"> <li>• Make different sounds for different purposes (whimper when wet, cry loudly when hungry). <i>LDC-6a.</i></li> <li>• "Jabber" and pretend to talk using many sounds or signs from the languages used around them to communicate. <i>LDC-6b.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>9. Babbles and then pauses to wait for familiar adults to respond.  <u>44. Cries in different ways for different reasons (e.g., hunger, pain, fear). SR 9.</u></p> <p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p>

7. Uses some sign or body language to indicate a need (e.g., "more" "eat").
9. Makes sucking motions to communicate hunger.
10. Begins to coo using vowel sounds and other sounds consistent with the home language. SR 12.
11. Babbles using repeated syllables (e.g., "ma ma ma"). SR 15.
12. Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).
13. Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers).
- Social and Emotional Development 00-08 months**
33. When babbling or cooing, pauses to wait for a response from an adult. SR 29.
54. Cries in particular ways to get needs met.

**Younger Toddlers**

- "Jabber" and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. *LDC-6c.*
- Use a few words to communicate (make requests and ask questions). *LDC-6d.*

**Approaches to Learning 08-18 months**

14. Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.

**Cognitive Development and General Knowledge 08-18 months**

15. Shows pleasure when read to by smiling or using words such as "Yea!" or "More!"
56. Says "no-no" to express feelings.
57. Occasionally says "no" instead of hitting or crying when another child takes her/his toy.

**Language, Communication, Reading, & Writing 08-18 months**

8. Babbles using repeated syllables (e.g., "ma ma ma"). SR 12.
10. Produces the sounds found in her/his home language. SR 17.
11. Uses sounds to name people, such as dada and mama.
14. Takes turns making sounds with an adult.
16. Says a few basic words (e.g., "mama", "dada"). SR 18.
17. Uses two-word sentences to share ideas, feelings, or needs.
18. Babbles while looking at a book with an adult.
20. Responds positively to the rhythm and repetition of familiar voices, sounds, rhymes, and songs in their home language.
- Social and Emotional Development 08-18 months**
71. Uses words to get her/his needs met (e.g., "More juice.").

**Older Toddlers**

Sub-Domain: Learning to Communicate	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Communicate in short sentences that follow the word order of their home language. <i>LDC-6e</i>.</li> <li>Combine two and three words. <i>LDC-6f</i>.</li> </ul>	<p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>7. Speaks in short sentences (of one to three words) using and misusing plurals (e.g., saying “feets” for “feet”).</p> <p><b>Language, Communication, Reading, &amp; Writing 18-24 months</b></p> <p>14. Uses two-word sentences to share ideas, feelings, or needs.</p>
<b>Younger Preschoolers</b>	
<ul style="list-style-type: none"> <li>Communicate in longer sentences and use <sup>SEP</sup> more conventional grammar in their home language (plurals, tenses, prepositions). <i>LDC-6g</i>.</li> <li>Make grammatical errors that follow language rules (say, “mouses” instead of “mice”). <i>LDC-6h</i>.</li> </ul>	<p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>7. Speaks in short sentences (of one to three words) using and misusing plurals (e.g., saying “feets” for “feet”).</p> <p><b>Language, Communication, Reading, &amp; Writing 2-3 years</b></p> <p>9. Combines words to create meaningful short sentences.</p> <p>12. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).</p>
<b>Older Preschoolers</b>	
<ul style="list-style-type: none"> <li>Speak in full sentences that are grammatically correct most of the time. <i>LDC-6i</i>.</li> </ul>	<p><b>Language 3-5 years</b></p> <p>22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).</p>
<b>Goal LDC-7: Children respond to and use a growing vocabulary.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>Make specific sounds, facial expressions, and/or gestures for certain people and objects. <i>LDC-7a</i>.</li> <li>Imitate sounds, words, and gestures. <i>LDC-7b</i>.</li> <li>Recognize spoken or signed words for common items. <i>LDC-7c</i>.</li> </ul>	<p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>15. Responds to familiar words (e.g., bottle, blanket, and teddy bear) by looking at, pointing to, or reaching for objects.</p> <p>16. Imitates familiar sounds and movements.</p> <p>39. Imitates facial expressions, sounds, and gestures.</p> <p>51. Points, gestures, and makes sound to indicate what she/he wants.</p> <p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p> <p><u>13. Uses word-like sounds to get needs met (e.g., points to dessert and jabbars). SR 19.</u></p> <p>15. Explores sounds through babbling and imitation.</p> <p>24. Smiles in response to a smiling face.</p> <p>28. Imitates cooing sounds made by familiar adults.</p> <p>29. Mimics hand clapping and waving bye-bye.</p> <p><b>Social and Emotional Development 00-08 months</b></p> <p>7. Imitates the actions of familiar adults (e.g., clapping).</p>
<b>Younger Toddlers</b>	

## Sub-Domain: Learning to Communicate

## Galileo® G3 Assessment Scale Goal

- Show steady increase in words used (e.g., name family members and familiar objects). *LDC-7d.*
- Imitate parts of familiar songs, chants, or rhymes. *LDC-7e.*
- Respond to simple words and phrases that they hear often. *LDC-7f.*
- Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects. *LDC-7g.*

### Cognitive Development and General Knowledge 08-18 months

- 6. Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.
- 42. Associates spoken words with familiar objects or actions.

### Language, Communication, Reading, & Writing 08-18 months

- 12. Uses word-like sounds to get needs met (e.g., points to dessert and jabbers). SR 19.
- 13. Uses one-word utterances or short phrases to influence the actions of others (e.g., “mine”).
- 16. Says a few basic words (e.g., “mama”, “dada”). SR 18.
- 17. Uses two-word sentences to share ideas, feelings, or needs.
- 24. Uses gestures, sounds, or facial expressions to show a memory for familiar stories, rhymes, or songs.

## Older Toddlers

- Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). *LDC-7h.*
- Participate in or repeat familiar songs, chants, or rhymes. *LDC-7i.*
- Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). *LDC-7j.*

### Cognitive Development and General Knowledge 18-24 months

- 3. Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.
- 14. Verbalizes “mine” when showing a favorite object.
- 15. Verbalizes observations, such as “Milk gone!” or “Daddy here!”
- 21. Associates spoken words with familiar objects or actions.
- 32. Asks to hear her/his favorite song over and over.

### Language, Communication, Reading, & Writing 18-24 months

- 9. Uses sounds to name people, such as dada and mama.
- 11. Says a few basic words (e.g., “mama,” “dada”). SR 16.

## Younger Preschoolers

- Repeat familiar songs, chants, or rhymes. *LDC-7k.*
- Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). *LDC-7l.*
- Make up names for things using words they know (e.g., dog doctor for veterinarian). *LDC-7m.*
- Use many kinds of cues in the environment to figure out what words mean. *LDC-7n.*

### Cognitive Development and General Knowledge 2-3 years

- 20. Asks to hear her/his favorite song over and over.
- 55. Makes up words to describe objects, events, emotions.

### Language, Communication, Reading & Writing

- 1. Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.
- 8. Repeats or tries different words/sentences to get another child or adult to respond.
- 14. Uses words to describe activities (e.g., playing catch) or functions of objects (e.g., spoon for eating).
- 27. Recognizes that a spoken word/speech can be written and read.

## Older Preschoolers

Sub-Domain: Learning to Communicate	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Repeat familiar songs, chants, or rhymes. <i>LDC-7o</i>.</li> <li>Use a growing vocabulary that includes many different kinds of words to express ideas clearly. <i>LDC-7p</i>.</li> <li>Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). <i>LDC-7q</i>.</li> </ul>	<p><b>Language 3-5 years</b></p> <p><u>5. Retells a familiar story, poem or song in his/her own words. SR 33.</u></p> <p>12. Understands words that describe the qualities of objects (e.g., color, soft, cold).</p> <p>22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).</p> <p>23. Combines words to create meaningful short sentences.</p> <p>24. Uses negative words (e.g., not, no).</p> <p>25. Uses descriptive words with objects (e.g. pretty flowers).</p> <p>26. Takes apart and puts together compound words.</p> <p>27. Uses pronouns to refer to people and things (e.g., she, he, it).</p> <p>28. Uses past and future tenses (e.g., went, will).</p> <p>29. Uses possessive endings (e.g., Jose’s, Emma’s).</p> <p>30. Uses compound sentences (e.g., sentences joined by and, but, or).</p>

Sub-Domain: Foundations for Reading	Galileo® G3 Assessment Scale Goal
<b>Goal LDC-8: Children develop interest in books and motivation to read.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>Pat and chew on tactile books. <i>LDC-8a</i>.</li> <li>Look at pictures of faces and simple objects. <i>LDC-8b</i>.</li> <li>Listen to simple and repetitive books, stories, and songs. <i>LDC-8c</i>.</li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p><u>10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></p> <p><u>14. Asks or gestures that they want the same song or story repeated over and over again. SR 6.</u></p> <p>15. Looks at pictures in a book for an extended period of time.</p> <p>18. Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>5. Along with adults, looks at picture books.</p> <p>31. Vocalizes when being read a familiar book by a familiar adult.</p> <p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p> <p><u>8. Focuses on books/pictures as adults describe them. SR 17.</u></p> <p><u>16. Investigates books by chewing, shaking, and banging. SR13.</u></p> <p><u>18. Babbles while looking at a book with an adult. SR 18.</u></p> <p><u>20. Focuses attention on picture books with bold and colorful images. SR 16.</u></p> <p><u>21. Points at a book to have the same story read again and again. SR 21.</u></p>
<b>Younger Toddlers</b>	

Sub-Domain: Foundations for Reading

Galileo® G3 Assessment Scale Goal

- Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story). *LDC-8d.*
- Show interest in books (e.g., tactile and picture books). *LDC-8e.*
- Listen to simple and repetitive books, stories, and songs for a brief period of time. *LDC-8f.*
- Carry books around, “name” them, and select books for adults to read out loud. *LDC-8g.*

**Approaches to Learning 08-18 months**

- 12. Asks or gestures that they want the same song or story repeated over and over again.
- 13. Looks at pictures in a book for an extended period of time.
- 18. Requests that a favorite book be read over again.

**Cognitive Development and General Knowledge 08-18 months**

- 31. Shows a preference for favorite books.
- 33. Vocalizes when being read a familiar book by a familiar adult. SR 10.

- 55. Vocalizes when being read a familiar book.

**Language, Communication, Reading, & Writing 08-18 months**

- 21. Explores books made of a variety of materials (e.g., paper, vinyl, cardboard).
- 22. Focuses attention on picture books with bold and colorful images. SR15.
- 23. Picks out their favorite book from several choices.
- 25. Points to pictures in books as they are named by an adult.
- 27. Points at a book to have the same story read again and again. SR 24.

**Older Toddlers**

- Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story). *LDC-8h.*
- Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays. *LDC-8i.*

**Approaches to Learning 18-24 months**

- 4. Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.
- 16. Requests that a favorite book be read over again.

**Cognitive Development and General Knowledge 18-24 months**

- 32. Asks to hear her/his favorite song over and over.

**Language, Communication, Reading, & Writing 18-24 months**

- 25. Picks out their favorite book from several choices.
- 27. Brings books over to adults to read.
- 29. Requests having a favorite book read over and over. SR 23.
- 30. Asks adults to repeat favorite rhymes, finger plays, or stories.

- 33. Pretends to read a book or story.

**Physical Development and Health 18-24 months**

- 39. Sings simple songs and finger plays. SR 33.

**Social and Emotional Development 18-24 months**

- 14. Begins to use a book appropriately (e.g., opens it and looks at the pictures rather than banging it on the floor).
- 50. Shows particular interest in a special book, music selection, or other object, event, or activity.

**Younger Preschoolers**

Sub-Domain: Foundations for Reading

Galileo® G3 Assessment Scale Goal

- Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story). *LDC-8j*.
- Show an interest in books, other print, and reading-related activities. *LDC-8k*.
- Listen to and discuss storybooks, simple information books, and poetry. *LDC-8l*.

**Approaches to Learning 2-3 years**

- 13. Requests that a favorite book be read over again.
- 14. Listens closely and turns the pages of a storybook that is being read by a parent, caregiver, or teacher.

**Cognitive Development and General Knowledge 2-3 years**

- 11. Asks questions while a book is being read by a familiar adult.

**Language, Communication, Reading, & Writing 2-3 years**

- 3. Listens to the reading of a short picture book (e.g., 10 pages).
- 4. Reacts to funny portions of a story by smiling or laughing.
- 5. Sings simple songs or finger plays with help from an adult.
- 6. Responds appropriately to questions about a picture book being read. SR 16.
- 24. Retells a familiar story, poem, or song in his/her own words. SR 19.
- 25. Requests rereading of favorite books.
- 26. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). SR 13.
- 30. Asks adults to read printed information such as signs, labels, and advertisements. SR 21.
- 31. Selects books, sometimes, over other activities when given a choice.

**Social and Emotional Development 2-3 years**

- 11. Begins to use a book appropriately (e.g., opens it and looks at the pictures rather than banging it on the floor).

**Older Preschoolers**

- Engage in reading behaviors independently with increased focus for longer periods of time. *LDC-8m*.
- Use and share books and print in their play. *LDC-8n*.
- Listen to and discuss increasingly complex storybooks, information books, and poetry. *LDC-8o*.

**Literacy 3-5 years**

- 13. Selects books, sometimes, over other activities when given a choice.
- 14. Request rereading of favorite book.
- 17. Views reading materials one page at a time (front to back), most of the time.
- 18. Engages in pretend reading with other children, doll, or toy animal.
- 19. Requests a favorite book by title, author, or illustrator. SR 44.
- 20. Initiates conversation with a peer or an adult about a story, book or poem.

**Goal LDC-9: Children comprehend and use information presented in books and other print media.**

**Infants**

- Emerging*

**Younger Toddlers**

- Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. *LDC-9a*.
- Allow entire short book to be “read” with willingness to look at most pages. *LDC-9b*.

**Approaches to Learning 08-18 months**

- 13. Looks at pictures in a book for an extended period of time.
- 18. Requests that a favorite book be read over again.

Sub-Domain: Foundations for Reading

Galileo® G3 Assessment Scale Goal

- Make appropriate sounds when looking at pictures (say, “Quack, quack” when looking at a duck, “Vrrrrooom” when looking at a car). *LDC-9c.*

19. Plays the same music and movement activity over and over.
- Cognitive Development and General Knowledge 08-18 months**
42. Associates spoken words with familiar objects or actions.
43. Matches sounds to pictures of animals.
- Language, Communication, Reading, & Writing 08-18 months**
24. Uses gestures, sounds, or facial expressions to show a memory for familiar stories, rhymes, or songs.
27. Points at a book to have the same story read again and again. SR 24.
- Social and Emotional Development 08-18 months**
36. Begins to attend during short, focused activities (e.g., listening to simple stories being read).

Older Toddlers

- Chime in on a repeated line in a book while being read to by an adult. *LDC-9d.*
- Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. *LDC-9e.*
- Begin to relate personal experiences to events described in familiar books. *LDC-9f.*
- Answer simple questions about stories. *LDC-9g.*
- Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories). *LDC-9h.*

- Cognitive Development and General Knowledge 18-24 months**
24. Repeats words over and over.
- Cognitive Development and General Knowledge 2-3 years**
43. Joins in or tries to sing songs and finger plays without encouragement.
- Language, Communication, Reading, & Writing 18-24 months**
12. Repeats words heard or gestures seen.
33. Pretends to read a book or story.
34. Repeats portions of familiar books and rhymes. SR 24.
38. Engages in "pretend" reading with other children during play activities.
- Language, Communication, Reading, & Writing 2-3 years**
6. Responds appropriately to questions about a picture book being read. SR 16.
21. Repeat portions of familiar books and rhymes.
22. Makes connections between her/his own experiences and those presented in books/stories.

Younger Preschoolers

- Imitate the special language in storybooks and story dialogue with some accuracy and detail. *LDC-9i.*
- With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. *LDC-9j.*
- Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts. *LDC-9k.*
- Relate personal experiences to events described in familiar books, with prompting and support. *LDC-9l.*
- Ask questions about a story or the information in a book. *LDC-9m.*

- Cognitive Development and General Knowledge 2-3 years**
11. Asks questions while a book is being read by a familiar adult.
- Language, Communication, Reading, & Writing 2-3 years**
21. Repeats portions of familiar books and rhymes.
22. Makes connections between her/his own experiences and those presented in books/stories.
23. Smiles as they ask questions and repeat stories, songs, and rhymes.
28. Engages in "pretend" reading with other children during play activities.
- Literacy 3-5 years**

Sub-Domain: Foundations for Reading	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. <i>LDC-9n</i>.</li> </ul>	<p><u>11. Predicts story events using picture or verbal cues. SR 43.</u></p>
<p><b>Older Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>Imitate the special language in storybooks and story dialogue with accuracy and detail. <i>LDC-9o</i>.</li> <li>Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. <i>LDC-9p</i>.</li> <li>Use knowledge of the world to make sense of more challenging texts. <i>LDC-9q</i>.</li> <li>Relate personal experiences to an increasing variety of events described in familiar and new books. <i>LDC-9r</i>.</li> <li>Ask more focused and detailed questions about a story or the information in a book. <i>LDC-9s</i>.</li> <li>Discuss storybooks by responding to questions about what is happening and predicting what will happen next. <i>LDC-9t</i>.</li> </ul>	<p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>11. Asks questions while a book is being read by a familiar adult.</p> <p><b>Literacy 3-5 years</b></p> <p><u>11. Predicts story events using picture or verbal cues. SR 43.</u></p> <p>15. Makes connections between her/his own experiences and those presented in books/stories.</p> <p>18. Engages in pretend reading with other children, doll, or toy animal.</p> <p><u>23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). SR 47.</u></p> <p>26. Asks adults to read printed information such as signs, labels, and advertisements.</p> <p>28. Predicts what word might come next in a familiar story, some of the time.</p>
<p><b>Goal LDC-10: Children develop book knowledge and print awareness.</b></p>	
<p><b>Infants</b></p>	
<ul style="list-style-type: none"> <li>Explore books and paper by tasting, mouthing, crumpling, banging, and patting. <i>LDC-10a</i>.</li> <li>Look at pictures while cuddling with caregiver. <i>LDC-10b</i>.</li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>6. Shows continued interaction with adults by vocalizing and smiling while a book is being read.</p> <p>15. Looks at pictures in a book for an extended period of time.</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>5. Along with adults, looks at picture books.</p> <p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p> <p><u>8. Focuses on books/pictures as adults describe them. SR 17.</u></p> <p><u>16. Investigates books by chewing, shaking, and banging. SR 13.</u></p> <p><u>18. Babbles while looking at a book with an adult. SR 18.</u></p> <p><u>20. Focuses attention on picture books with bold and colorful images. SR 16.</u></p> <p><u>21. Points at a book to have the same story read again and again. SR 21.</u></p>
<p><b>Younger Toddler</b></p>	
<ul style="list-style-type: none"> <li>Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book). <i>LDC-10c</i>.</li> <li>Identify some environmental print and logos (favorite cereal box, a sign for a familiar store). <i>LDC-10d</i>.</li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>8. Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.</p> <p><b>Language, Communication, Reading, &amp; Writing 08-18 months</b></p> <p><u>19. Turns pages of books. SR 13.</u></p> <p>25. Points to pictures in books as they are named by an adult.</p> <p>26. Recognizes specific books by their covers.</p>

	<p><b>Logic and Reasoning 3-5 Years</b></p> <p>11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</p>
<p><b>Older Toddlers</b></p> <ul style="list-style-type: none"> <li>Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.” <i>LDC-10e.</i></li> <li>Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu). <i>LDC-10f.</i></li> <li>Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over the light switch). <i>LDC-10g.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p><u>3. Imitates adult activities such as reading a magazine or helping to set the table. SR 3.</u></p> <p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>22. Matches sounds to pictures of animals.</p> <p><b>Language, Communication, Reading, &amp; Writing 18-24 months</b></p> <p><u>37. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). SR 20.</u></p> <p><u>50. Uses scribbles on paper to communicate a message. SR 30.</u></p>
<p><b>Younger Preschoolers</b></p> <ul style="list-style-type: none"> <li>Hold a book upright while turning pages one by one front to back, but not always in order. <i>LDC-10h.</i></li> <li>With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member). <i>LDC-10i.</i></li> <li>Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities—where to store things, when they will have a turn). <i>LD-10j.</i></li> </ul>	<p><b>Approaches to Learning 2-3 years</b></p> <p>2. Imitates adult activities such as reading a magazine or helping to set the table.</p> <p>21. Scribbles on a piece of paper to communicate (e.g., making a shopping list).</p> <p><b>Language, Communication, Reading, &amp; Writing 2-3 years</b></p> <p>22. Makes connections between her/his own experiences and those presented in books/stories.</p> <p><u>26. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). SR 13.</u></p> <p><u>27. Recognizes that a spoken word/speech can be written and read. SR 20.</u></p> <p><u>30. Asks adults to read printed information such as signs, labels, and advertisements. SR 21.</u></p> <p>33. Asks adult to write words on her/his drawings or paper.</p> <p><u>40. Communicates by scribbling with some letter-like shapes. SR 25.</u></p> <p>43. Use scribbles on paper to communicate a message.</p>
<p><b>Older Preschoolers</b></p> <ul style="list-style-type: none"> <li>Hold a book upright while turning pages one by one from front to back. <i>LDC-10k.</i></li> <li>Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”). <i>LDC-10l.</i></li> <li>Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). <i>LDC-10m.</i></li> <li>With prompting and support, run their finger under or over print as they pretend to read text. <i>LDC-10n.</i></li> </ul>	<p><b>Literacy 3-5 years</b></p> <p>15. Makes connections between her/his own experiences and those presented in books/stories.</p> <p>17. Views reading materials one page at a time (front to back), most of the time.</p> <p><u>21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). SR 45.</u></p> <p><u>22. Recognizes that a spoken word/speech can be written and read. SR 46.</u></p> <p><u>23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). SR 47.</u></p>

Sub-Domain: Foundations for Reading

Galileo® G3 Assessment Scale Goal

- Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). *LDC-10o*.
- Identify their name and the names of some friends when they see them in print. *LDC-10p*.

- 24. Recognizes that pages are read from top to bottom. SR 48.
- 25. Recognizes that sentences are read from left to right. SR 49.
- 26. Asks adults to read printed information such as signs, labels, and advertisements.
- 27. Recognizes his/her name in print.
- 29. Recognizes that words are separated by spaces.
- 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. SR 50.
- 32. Tracks by moving his/her finger along text as it is read by an adult.

**Goal LDC-11: Children develop phonological awareness.**

**Infants**

- Imitate and take turns with caregivers making different sounds. *LDC-11a*.

**Cognitive Development and General Knowledge 00-08 months**

- 9. Babbles and then pauses to wait for familiar adults to respond.
- 16. Imitates familiar sounds and movements.
- 39. Imitates facial expressions, sounds, and gestures.

**Language, Communication, Reading, & Writing 00-08 months**

- 10. Begins to coo using vowel sounds and other sounds consistent with the home language. SR 12.
- 14. Takes turns making sounds with an adult.
- 15. Explores sounds through babbling and imitation.
- 28. Imitates cooing sounds made by familiar adults.

**Younger Toddlers**

- Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures. *LDC-11b*.

**Approaches to Learning 08-18 months**

- 12. Asks or gestures that they want the same song or story repeated over and over again.
- 14. Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.
- 19. Plays the same music and movement activity over and over.

**Language, Communication, Reading, & Writing 08-18 months**

- 8. Babbles using repeated syllables (e.g., "ma ma ma"). SR 12.
- 14. Takes turns making sounds with an adult.
- 20. Responds positively to the rhythm and repetition of familiar voices, sounds, rhymes, and songs in their home language.
- 27. Points at a book to have the same story read again and again. SR 24.

**Social and Emotional Development 08-18 months**

- 66. Enjoys music and movement activities.

**Older Toddlers**

- Participate in rhyming games. *LDC-11c.*
- Notice sounds that are the same and different. *LDC-11d.*
- Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. *LDC-11e.*

**Approaches to Learning 18-24 months**

- 10. Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. SR 1.
- 12. Plays the same music and movement activity over and over.
- 25. Stomps feet to loud music and tiptoes to soft music. SR 6.
- 42. Demonstrates some movement to rhythms.

**Language, Communication, Reading, & Writing 18-24 months**

- 30. Asks adults to repeat favorite rhymes, finger plays, or stories.
- 34. Repeats portions of familiar books and rhymes. SR 24.

**Younger Preschoolers**

- Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. *LDC-11f.*
- Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. *LDC-11g.*
- Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). *LDC-11h.*

**Cognitive Development and General Knowledge 2-3 years**

- 24. Sings several songs, poems, or finger plays with adults. SR 8.
- 43. Joins in or tries to sing songs and finger plays without encouragement.
- 44. Demonstrates the ability to move in time with music.

**Language, Communication, Reading, & Writing 2-3 years**

- 5. Sings simple songs or finger plays with help from an adult.
- 10. Enjoys repeating rhymes and songs. SR 12.

**Physical Development and Health 2-3 years**

- 30. Sings simple songs and finger plays.

**Older Preschoolers**

- Enjoy rhymes and wordplay, and sometimes add their own variations. *LDC-11i.*
- Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. *LDC-11j.*
- Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. *LDC-11k.*
- Associate sounds with specific words, such as awareness that different words begin with the same sound. *LDC-11l.*

**Literacy 3-5 years**

- 1. Recognizes matching and dissimilar sounds of consonants and vowels. SR 37.
- 2. Distinguishes between some beginning consonant sounds in spoken language.
- 4. Recognizes rhymes in poems, readings, or conversation, most of the time. SR 39.
- 6. Creates rhyming words in play activities.
- 7. Distinguishes between some vowel sounds in spoken language.

**Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.**

**Infants**

- *Emerging*

**Younger Toddlers**

- *Emerging*

**Older Toddlers**

Sub-Domain: Foundations for Reading		Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Demonstrate an interest in letters by asking about and/or naming some of them. <i>LDC-12a.</i></li> </ul>	<b>Language, Communication, Reading, &amp; Writing 18-24 months</b> <u>52. Recognizes the first letter in her/his first name. SR 31.</u>	
<b>Younger Preschoolers</b>		
<ul style="list-style-type: none"> <li>Demonstrate an interest in learning the alphabet. <i>LDC-12b.</i></li> <li>Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. <i>LDC-12c.</i></li> <li>Recognize and name some letters of the alphabet, especially those in their own name. <i>LDC-12d.</i></li> </ul>	<b>Language, Communication, Reading, &amp; Writing 2-3 years</b> <u>27. Recognizes that a spoken word/speech can be written and read. SR 20.</u> <u>30. Asks adults to read printed information such as signs, labels, and advertisements. SR 21.</u> 33. Asks adult to write words on her/his drawings or paper. <u>41. Recognizes the first letter in her/his first name. SR 22.</u>	
<b>Older Preschoolers</b>		
<ul style="list-style-type: none"> <li>Demonstrate an interest in learning the alphabet. <i>LDC-12e.</i></li> <li>Show they know that letters function to represent sounds in spoken words. <i>LDC-12f.</i></li> <li>Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. <i>LDC-12g.</i></li> <li>Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple."). <i>LDC-12h.</i></li> <li>Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. <i>LDC-12i.</i></li> </ul>	<b>Literacy 3-5 years</b> 41. Writes some letters. <u>45. Identifies all the letters in her/his name. SR 56.</u> 46. Names 1 or more letters. <u>47. Points to and names the first letter in familiar words. SR 57.</u> <u>48. Names 10 or more letters. SR 58.</u> 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	

Sub-Domain: Foundations for Writing		Galileo® G3 Assessment Scale Goal
<b>Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b>		
<b>Infants</b>		
<ul style="list-style-type: none"> <li><i>Emerging</i></li> </ul>		
<b>Younger Toddlers</b>		
<ul style="list-style-type: none"> <li>Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon). <i>LDC-13a.</i></li> </ul>	<b>Cognitive Development and General Knowledge 08-18 months</b> 61. Enjoys messy activities, such as finger painting. <b>Language, Communication, Reading, &amp; Writing 08-18 months</b> <u>34. Imitates writing by scribbling without regard to direction or location. SR 21.</u> <u>37. Repeats motions to make additional marks on paper. SR 22.</u> <u>38. Makes purposeful marks on paper. SR 23.</u> 39. Uses a variety of writing tools (e.g., pencils, crayons, markers, paints).	
<b>Older Toddlers</b>		

Sub-Domain: Foundations for Writing

Galileo® G3 Assessment Scale Goal

- Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil). *LDC-13b.*

**Approaches to Learning 18-24 months**

20. Scribbles on a piece of paper to communicate (e.g., makes a "shopping list").

**Language, Communication, Reading, & Writing 18-24 months**

40. Shows scribbling or markings to others.

45. Scribbles spontaneously often using circular motions.

46. Makes purposeful marks on paper. SR 21.

47. Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). SR 17.

48. Draws horizontal and vertical lines. SR 28.

50. Uses scribbles on paper to communicate a message. SR 30.

**Younger Preschoolers**

- Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). *LDC-13c.*
- With prompting and support, communicate their thoughts for an adult to write. *LDC-13d.*
- Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). *LDC-13e.*

**Approaches to Learning 2-3 years**

21. Scribbles on a piece of paper to communicate (e.g., making a shopping list).

**Cognitive Development and General Knowledge 2-3 years**

6. Labels or describes "drawings" or scribbles.

**Language, Communication, Reading, & Writing 2-3 years**

32. Draws horizontal and vertical lines. SR 15.

33. Asks adult to write words on her/his drawings or paper.

37. Shows scribbling work to others.

39. Draws figures and shapes to convey meaning. SR 23.

42. Child asks adult to write a story told by the child.

43. Use scribbles on paper to communicate a message.

**Older Preschoolers**

- Represent thoughts and ideas in drawings and by writing letters or letter-like forms. *LDC-13f.*
- Communicate their thoughts for an adult to write. *LDC-13g.*
- Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). *LDC-13h.*

**Language, Communication, Reading, & Writing 2-3 years**

42. Child asks adult to write a story told by the child.

**Literacy 3-5 years**

34. Uses scribble on paper to communicate a message. SR 52.

35. Communicates by scribbling and with some letter-like shapes. SR 53.

36. Draws figures and shapes to convey meanings.

39. Uses a variety of writing tools and materials to communicate with others.

41. Writes some letters.

42. Writes using inventive spelling.

43. Write her/his name, without assistance. SR 55.

44. Communicates by writing complete words.

**Goal LDC-14: Children use knowledge of letters in their attempts to write.**

**Infants**

- *Emerging*

**Younger Toddlers**

- *Emerging*

**Older Toddlers**

- *Emerging*

**Younger Preschoolers**

- Begin to use letters and approximations of letters to write their name. *LC-14a.*
- Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). *LC-14b.*

**Language, Communication, Reading, & Writing 2-3 years**  
40. Communicates by scribbling with some letter-like shapes. SR 25.

41. Recognizes the first letter in her/his first name. SR 22.

**Older Preschoolers**

- Use known letters and approximations of letters to write their own name and some familiar words. *LC-14c.*
- Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy."). *LC-14d.*

**Literacy 3-5 years**

41. Writes some letters.

42. Writes using inventive spelling.

43. Write her/his name, without assistance. SR 55.

49. Identifies 1 or more sounds to corresponding letters.

50. Identifies 10 or more sounds to corresponding letters.

**Goal LDC-15: Children use writing skills and conventions.****Infants**

- *Emerging*

**Younger Toddlers**

- Hold marker or crayon with the fist. *LC-15a.*
- Dot or scribble with crayons, may progress to vertical lines. *LC-15b.*

**Language, Communication, Reading, & Writing 08-18 months**

33. Holds large crayons and transfers them from one hand to another. SR 20.

34. Imitates writing by scribbling without regard to direction or location. SR 21.

37. Repeats motions to make additional marks on paper. SR 22.

39. Uses a variety of writing tools (e.g., pencils, crayons, markers, paints).

**Older Toddlers**

- Explore a variety of tools that can be used for writing. *LC-15c.*
- Scribble and/or imitate an adult's marks with markers, crayons, paints, etc. *LC-15d.*
- Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. *LC-15e.*

**Approaches to Learning 18-24 months**

20. Scribbles on a piece of paper to communicate (e.g., makes a "shopping list").

**Language, Communication, Reading, & Writing 18-24 months**

45. Scribbles spontaneously often using circular motions.

46. Makes purposeful marks on paper. SR 21.

47. Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). SR 17.

48. Draws horizontal and vertical lines. SR 28.

	<p><u>50. Uses scribbles on paper to communicate a message. SR 30.</u></p> <p><u>51. Holds pencil with thumb and forefinger. SR 26.</u></p> <p><b>Physical Development and Health 18-24 months</b></p> <p>16. Scribbles using a variety of materials (e.g., chalk, finger paints, crayons).</p>
<p><b>Younger Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>• Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). <i>LC-15f.</i></li> <li>• Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”). <i>LC-15g.</i></li> <li>• Play with writing letters and make letter-like forms. <i>LC-15h.</i></li> </ul>	<p><b>Language, Communication, Reading, &amp; Writing 18-24 months</b></p> <p><u>47. Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). SR 17.</u></p> <p><b>Language, Communication, Reading, &amp; Writing 2-3 years</b></p> <p><u>32. Draws horizontal and vertical lines. SR 15.</u></p> <p><u>38. Holds pencil with thumb and forefinger. SR 24.</u></p> <p><u>39. Draws figures and shapes to convey meaning. SR 23.</u></p> <p><u>40. Communicates by scribbling with some letter-like shapes. SR 25.</u></p> <p>43. Use scribbles on paper to communicate a message.</p>
<p><b>Older Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>• Use a variety of writing tools and materials with increasing precision. <i>LC-15i.</i></li> <li>• Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). <i>LC-15j.</i></li> <li>• Use some conventional letters in their writing. <i>LC-15k.</i></li> </ul>	<p><b>Literacy 3-5 years</b></p> <p><u>34. Uses scribble on paper to communicate a message. SR 52.</u></p> <p><u>35. Communicates by scribbling and with some letter-like shapes. SR 53.</u></p> <p>36. Draws figures and shapes to convey meanings.</p> <p>38. Holds pencil with thumb and forefinger.</p> <p>39. Uses a variety of writing tools and materials to communicate with others.</p> <p>41. Writes some letters.</p> <p>44. Communicates by writing complete words.</p>

# Domain E: Cognitive Development

Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.
- NA dictates what alignment is not applicable in Galileo Birth - PreK.

Sub-Domain: Construction of Knowledge:  
Thinking and ReasoningGalileo® G3 Assessment Scale Goal

**Goal CD-1: Children use their senses to construct knowledge about the world around them.**

<b>Infants</b>	
<ul style="list-style-type: none"> <li>• Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects). <i>CD-1a</i>.</li> <li>• Turn head or move toward sounds. <i>CD-1b</i>.</li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>2. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p>4. Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p><u>10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></p> <p>18. Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).</p> <p>19. Inspects their own hands, fingers, feet, and toes by touching, looking, and mouthing.</p> <p>23. Reacts with movement to the sound of music.</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p><u>10. Touches and mouths objects for sensory exploration. SR 8.</u></p> <p>12. Shakes toys to elicit a response or sound.</p> <p>37. Moves to music with familiar adults.</p> <p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p> <p>3. Turns her/his head in the direction of a sound (e.g., telephone ringing).</p> <p><u>16. Investigates books by chewing, shaking, and banging. SR 13.</u></p> <p>31. Reaches, grasps, and places objects in her/his mouth.</p>
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>• Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). <i>CD-1c</i>.</li> <li>• Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). <i>CD-1d</i>.</li> </ul>	<p><b>Approaches to Learning 08-18 months</b></p> <p>2. Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p><u>5. Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.</u></p> <p><u>11. Fills a container with small objects and dumps them out repeatedly. SR 4.</u></p> <p>21. Drops a toy or object and looks for it.</p> <p>29. Stomps feet to loud music and tiptoes to soft music.</p> <p><b>Cognitive Development and General Knowledge 08-18 months</b></p>

1. Shakes toys to elicit a response or sound.
  2. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).
  3. Touches and mouths objects for sensory exploration.
  16. Fills and dumps sand, toys, and blocks.
  18. Places items in containers and then pours them out, repeatedly. SR 9.
  19. Activates toys such as a jack-in-the-box.
  20. Drops a toy or a bottle on the floor and watches to see what happens. SR 8.
  24. Reaches for a mobile or other similar object to make it move.
  63. Uses trial and error to fit different shapes into holes or to stack things in order.
- Language, Communication, Reading, & Writing 08-18 months**
28. Holds toys with both hands.
  29. Passes an object from one hand to another.
- Physical Development and Health 08-18 months**
15. Looks at objects as he/she transfers them from hand to hand. SR 27.
  17. Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around).
- Social and Emotional Development 08-18 months**
58. Moves his/her body to fit inside a tunnel toy with a peer or sibling.

**Older Toddlers**

- Explore objects and materials physically to learn about their properties. *CD-1e.*
- Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel). *CD-1f.*
- Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing). *CD-1g.*

- Approaches to Learning 18-24 months**
6. Eagerly seeks and takes pleasure in learning new skills.
  8. Shows interest in sorting (e.g., sorting colored pegs into single-color piles, putting the small buttons in one container and the big buttons in another). SR 9.
  13. Tries various shapes in a shape-sorting toy until the shape finally fits.
  17. Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it. SR 4.
  22. Views objects from all sides.
  26. Uses objects together as tools.
- Cognitive Development and General Knowledge 18-24 months**
1. Places items in containers and then pours them out, repeatedly. SR 10.
  2. Drops a toy or a bottle on the floor and watches to see what happens.
  12. Stacks blocks and knocks them down.
  16. Explores objects by taking things apart, stacking sorting, tracing, etc. SR 12.

Sub-Domain: Construction of Knowledge:  
Thinking and Reasoning

Galileo® G3 Assessment Scale Goal

	<p>29. Pokes, drops, pushes pulls, and squeezes things to see what will happen.</p> <p>37. Enjoys messy activities, such as finger painting.</p> <p><b>Physical Development and Health 18-24 months</b></p> <p>6. Pushes and pulls large objects.</p> <p>13. Builds a tower of two to four cubes.</p> <p><u>14. Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). SR 37.</u></p>
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**Younger Preschoolers**

<ul style="list-style-type: none"> <li>Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). <i>CD-1h.</i></li> <li>Express knowledge gathered through their senses using play, art, language, and other forms of representation. <i>CD-1i.</i></li> <li>Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). <i>CD-1j.</i></li> </ul>	<p><b>Approaches to Learning 2-3 years</b></p> <p>18. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).</p> <p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>4. Explores objects by taking things apart, stacking sorting, tracing, etc.</p> <p>14. Inspects/manipulates moving parts of toys (e.g., wheels).</p> <p>18. Pokes, drops, pushes, pulls, and squeezes objects to see what will happen.</p> <p><u>29. Lines objects up in one-to-one relationships (e.g., shoe/sock, fork/plate). SR 11.</u></p>
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**Older Preschoolers**

<ul style="list-style-type: none"> <li>Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). <i>CD-1k.</i></li> <li>Express knowledge gathered through their senses using play, art, language, and other forms of representation. <i>CD-1l.</i></li> <li>Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). <i>CD-1m.</i></li> <li>Organize and use information through matching, grouping, and sequencing. <i>CD-1n.</i></li> </ul>	<p><b>Logic and Reasoning 3-5 years</b></p> <p><u>10. Uses dramatic play to make-believe with objects (e.g., cooking an egg). SR 15.</u></p> <p>11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</p> <p><u>12. Acknowledges a difference between pretend game and the reality of the classroom. SR 16.</u></p> <p>13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).</p> <p>23. Identifies which object does not belong in a group.</p> <p><u>25. Provides rationale for sorting objects into specific groups (e.g., all flat). SR 11.</u></p> <p>33. Places 2 to 3 pictures in sequential order.</p> <p><b>Nature and Science 3-5 years</b></p> <p>2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).</p> <p><u>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). SR 13.</u></p>
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**Goal CD-2: Children recall information and use it for new situations and problems.**

**Infants**

<ul style="list-style-type: none"> <li>Search for objects that are hidden or partly hidden. <i>CD-2a.</i></li> <li>Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver</li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>5. Positions or moves their body toward an interesting object.</p> <p>8. Kicks or swats a mobile to repeat a sound or motion.</p>
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Sub-Domain: Construction of Knowledge:  
Thinking and Reasoning

Galileo® G3 Assessment Scale Goal

but hide head on parent’s shoulder when new person comes near). *CD-2b*.

- Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). *CD-2c*.
- Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue “horsey ride”). *CD-2d*.
- Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places. *CD-2e*.

20. Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 5.

22. Drops a toy or object and looks for it. SR 4.

**Cognitive Development and General Knowledge 00-08 months**

- 16. Imitates familiar sounds and movements.
- 22. Anticipates feeding time (e.g., responds to stimuli such as appearance of a bottle).
- 26. Pulls the cover off a toy hidden from view.
- 29. Finds hidden objects.
- 32. Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).
- 33. Moves toward a familiar adult when a stranger appears.
- 34. Begins to differentiate between strangers and familiar people.
- 35. Anticipates being lifted to be held, fed or changed and moves body accordingly.
- 39. Imitates facial expressions, sounds, and gestures.

**Language, Communication, Reading, & Writing 00-08 months**

28. Imitates cooing sounds made by familiar adults.

**Social and Emotional Development 00-08 months**

- 4. Demonstrates a strong preference for familiar adults by becoming upset when these adults leave the room.
- 5. Stiffens/leans away from a stranger who tries to pick them up.
- 6. Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.
- 7. Imitates the actions of familiar adults (e.g., clapping).
- 17. Enjoys playing with new toys (e.g., new sand toys in the sand box).
- 40. Imitates and terminates a social smile and repeats the behavior as adults respond.
- 42. Tries to imitate the kisses of familiar adults.
- 44. Touches or imitates another child sitting nearby.

**Younger Toddlers**

- Search in several places where an object has been hidden recently. *CD-2f*.
- Notice a change in familiar objects, places, or events (frown at parent with a new haircut, look for furniture that was moved). *CD-2g*.
- Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, “water” plants with pitcher). *CD-2h*.
- Imitate behaviors they have seen in the past or in other places. *CD-2i*.
- Identify objects and people in pictures by pointing or looking. *CD-2j*.

**Approaches to Learning 08-18 months**

- 4. Imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).
- 15. Remembers the location of, and searches for a favorite object.
- 21. Drops a toy or object and looks for it.
- 24. Uncovers an object that has been shown to the child and then covered. SR 6.

**Cognitive Development and General Knowledge 08-18 months**

6. Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.

9. Holds a toy phone to her/his ear and “talks”.
35. Points to objects in the environment (e.g., pictures of family, body parts, animals, favorite book).
39. Pretends to call familiar people on a play phone.
42. Associates spoken words with familiar objects or actions.
45. Places items back in their “correct” place.
- Language, Communication, Reading, & Writing 08-18 months**
2. Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers).
3. Looks in the likely location when asked by an adult where an object/person might be (e.g., “Where is the kitty?”).
7. Points to body parts when asked.
34. Imitates writing by scribbling without regard to direction or location. SR 21.
- Social and Emotional Development 08-18 months**
2. Imitates the actions of familiar adults (e.g., clapping). SR 30.
13. Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). SR 32.
46. Tries to imitate the kisses of familiar adults.
61. Points to and names several of her/his own body parts.

**Older Toddlers**

- Search for objects in several places, even when not seen recently. *CD-2k.*
- Show they remember people, objects, and events (tell about them, act them out, point out similar happenings). *CD-2l.*
- Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack). *CD-2m.*
- Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent). *CD-2n.*

- Approaches to Learning 18-24 months**
3. Imitates adult activities such as reading a magazine or helping to set the table. SR 3.
11. Remembers the location of and searches for a favorite object.
24. Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). SR 7.
- Cognitive Development and General Knowledge 18-24 months**
3. Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.
10. Plays “dress-up”, imitating the behaviors of familiar adults.
17. Enacts familiar events or household chores.
19. Makes a detour to retrieve an object.
20. Finds hidden objects.
31. Searches for removed or lost objects.
- Language, Communication, Reading, & Writing 18-24 months**
6. Finds her/his shoes when it is time to get dressed.
34. Repeats portions of familiar books and rhymes. SR 24.
43. Climbs into a box and making motor sounds.

**Younger Preschoolers**

- Recognize whether a picture or object is the same as or different from something they have seen before. *CD-2o*.
- Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). *CD-2p*.
- Describe or act out a memory of a situation or action, with adult support. *CD-2q*.
- Make predictions about what will happen using what they know. *CD-2r*.
- Introduce ideas or actions in play based on previous knowledge or experience. *CD-2s*.
- Ask questions about why things happen and try to understand cause and effect. *CD-2t*.

**Approaches to Learning 2-3 years**

- 2. Imitates adult activities such as reading a magazine or helping to set the table.
- 18. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).
- 22. Acts out familiar life scenes (e.g., picking up a bag or lunch box and saying, "I go to work").

**Cognitive Development and General Knowledge 2-3 years**

- 15. Persistently asks "Why?".
- 32. Pretends to be a character from a story or show.

**Language, Communication, Reading, & Writing 2-3 years**

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

**Social and Emotional Development 2-3 years**

- 53. Gets materials needed for an activity, without prompts.

**Logic and Reasoning 3-5 years**

- 28. Predicts the effects of an action.

**Older Preschoolers**

- Demonstrate their ability to apply what they know about everyday experiences to new situations. *CD-2u*.
- Describe past events in an organized way, including details or personal reactions. *CD-2v*.
- Improve their ability to make predictions and explain why things happen using what they know. *CD-2w*.
- Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. *CD-2x*.
- Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. *CD-2y*.

**Logic and Reasoning 3-5 years**

- 2. Mimics a movie, book, or past experience.
- 3. Uses objects to represent characters (e.g., stuffed animal as the dad).
- 6. Uses drawings to embellish scene.
- 9. Acts out different roles (e.g., child, adult) in dramatic play situations.
- 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg). SR 15.
- 27. Observes the effects of an action.
- 28. Predicts the effects of an action.
- 29. States the cause of an effect (e.g., what caused the tricycle to stop).

**Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.**

**Infants**

- Show awareness of others' reactions to people, objects, and events. *CD-3a*.
- Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object). *CD-3b*.

**Language, Communication, Reading, & Writing 00-08 months**

- 6. Pays attention to objects in the environment when prompted by an adult.
- 8. Focuses on books/pictures as adults describe them. SR 17.

**Social and Emotional Development 00-08 months**

- 2. Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out.

Sub-Domain: Construction of Knowledge:  
Thinking and Reasoning

Galileo® G3 Assessment Scale Goal

**Younger Toddlers**

- Show awareness of others' feelings about things by looking to see how they react. *CD-3c.*

**Social and Emotional Development 08-18 months**  
9. Shows empathy for familiar others, especially those perceived to be hurt or sad. SR 34.

**Older Toddlers**

- Use words like “think,” “remember,” and “pretend.” *CD-3d.*
- Talk about what they and other people want or like. *CD-3e.*

**Cognitive Development and General Knowledge 18-24 months**  
4. States clear preferences regarding colors, foods, and clothes.  
40. Begins to develop her/his own likes and dislikes.  
**Language 3-5 years**  
8. Understands action words (e.g., give, run).

**Younger Preschoolers**

- Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). *CD-3f.*
- Use words like “think” and “know” to talk about thoughts and beliefs. *CD-3g.*
- Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). *CD-3h.*

**Logic and Reasoning 3-5 years**  
12. Acknowledges a difference between pretend game and the reality of the classroom. SR 16.  
13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).  
**Language 3-5 years**  
15. Uses appropriate words or gestures to share information or experiences.  
17. Uses appropriate words or gestures to relate feelings, needs, or opinions.  
**Social Studies 3-5 years**  
40. Predicts future career or what life will be like as an adult (e.g., “I will be a fireman when I grow up.”).

**Older Preschoolers**

- Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). *CD-3i.*
- Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). *CD-3j.*
- Use language to describe their thinking processes with adult support. *CD-3k.*

**Logic and Reasoning 3-5 years**  
12. Acknowledges a difference between pretend game and the reality of the classroom. SR 16.  
13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).  
**Nature and Science 3-5 years**  
48. Shares ideas/thoughts when observing the natural world/physical phenomena.  
**Social Studies 3-5 years**  
43. Shows respect for members of different cultures.  
**Social and Emotional Development 3-5 years**  
42. Respects the rights of others.

Sub-Domain: Creative Expression

Galileo® G3 Assessment Scale Goal

**Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.**

**Infants**

Sub-Domain: Creative Expression	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music). <i>CD-4a</i>.</li> <li>Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet). <i>CD-4b</i>.</li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>2. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p>23. Reacts with movement to the sound of music.</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>37. Moves to music with familiar adults.</p> <p><b>Language, Communication, Reading, &amp; Writing 08-18 months</b></p> <p>21. Explores books made of a variety of materials (e.g., paper, vinyl, cardboard).</p>
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>Show interest or pleasure in response to images, objects, and music (say, "Aaah" and reach for a brightly colored picture, look at or reach toward fluttering leaves). <i>CD-4c</i>.</li> <li>Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music). <i>CD-4d</i>.</li> </ul>	<p><b>Approaches to Learning 08-18 months</b></p> <p>1. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p>13. Looks at pictures in a book for an extended period of time.</p> <p><u>23. Reacts with movement to the sound of music. SR 1.</u></p> <p>15. Shows pleasure when read to by smiling or using words such as "Yea!" or "More!"</p> <p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p> <p>39. Uses a variety of writing tools (e.g., pencils, crayons, markers, paints).</p> <p><b>Social and Emotional Development 08-18 months</b></p> <p>66. Enjoys music and movement activities.</p>
<b>Older Toddlers</b>	
<ul style="list-style-type: none"> <li>Express pleasure in different forms of art (call something "pretty," express preferences, choose to look at book of photographs or listen to music again). <i>CD-4e</i>.</li> <li>Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). <i>CD-4f</i>.</li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p>7. Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.</p> <p>12. Plays the same music and movement activity over and over.</p> <p>16. Requests that a favorite book be read over again.</p> <p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>32. Asks to hear her/his favorite song over and over.</p> <p>51. Uses materials such as pencils, paints, and play dough in different and varied ways.</p> <p><u>47. Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). SR 17.</u></p> <p><b>Social and Emotional Development 18-24 months</b></p> <p>50. Shows particular interest in a special book, music selection, or other object, event, or activity.</p> <p>58. Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.</p> <p><b>Creative Arts 3-5 years</b></p> <p>5. Talks about the kinds of music enjoyed (e.g., favorites).</p>

24. Describes a self-made art project (tells what it is about) to a child or adult.

**Younger Preschoolers**

- Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). *CD-4g.*
- Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). *CD-4h.*

**Approaches to Learning 2-3 years**

1. Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.

**Cognitive Development and General Knowledge 2-3 years**

8. Finds details in a favorite picture book.

10. Makes play dough creations.

32. Pretends to be a character from a story or show.

37. Pretends to be a character from a story or show.

**Language, Communication, Reading, & Writing 2-3 years**

24. Retells a familiar story, poem, or song in his/her own words. SR 19.

25. Requests rereading of favorite books.

**Social and Emotional Development 2-3 years**

38. Enjoys an activity of interest (e.g., art) with a friend.

**Older Preschoolers**

- Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). *CD-4i.*
- Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). *CD-4j.*
- Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). *CD-4k.*

**Creative Arts 3-5 years**

1. Shows an interest in using musical instruments to produce sounds.

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

3. Sings or hums familiar songs or tunes. SR 66.

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

5. Talks about the kinds of music enjoyed (e.g., favorites).

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

10. Invents songs or tunes using voice or musical instruments.

11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).

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

18. Draws representations of human and animal figures. SR 65.

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

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

30. Uses dramatic play to express feelings (e.g., fear).

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

**Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.**

**Infants**

## Sub-Domain: Creative Expression

## Galileo® G3 Assessment Scale Goal

- Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf). *CD-5a.*
- Explore sensory properties of art media (smear paint, pat and pound dough). *CD-5b.*
- Make a variety of sounds with simple instruments, toys, and their own voice. *CD-5c.*
- Express themselves by moving their bodies (wave arms when excited, hug soft toy). *CD-5d.*

### Approaches to Learning 00-08 months

11. Bangs an object repeatedly while exploring its properties. SR 3.

23. Reacts with movement to the sound of music.

### Cognitive Development and General Knowledge 00-08 months

10. Touches and mouths objects for sensory exploration. SR 8.

12. Shakes toys to elicit a response or sound.

52. Demonstrates some movement to rhythms. SR 11.

### Social and Emotional Development 08-18 months

16. Uses familiar objects in new and different ways (e.g., a shoe as a telephone).

## Younger Toddlers

- Use hats and clothes for dress-up make-believe. *CD-5e.*
- Explore art materials freely (make marks, squeeze clay, tear paper). *CD-5f.*
- Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle). *CD-5g.*
- Move to music in their own way. *CD-5h.*

### Approaches to Learning 08-18 months

19. Plays the same music and movement activity over and over.

23. Reacts with movement to the sound of music. SR 1.

### Cognitive Development and General Knowledge 08-18 months

1. Shakes toys to elicit a response or sound.

2. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).

3. Touches and mouths objects for sensory exploration.

### Cognitive Development and General Knowledge 18-24 months

10. Plays "dress-up", imitating the behaviors of familiar adults.

### Language, Communication, Reading, & Writing 08-18 months

33. Holds large crayons and transfers them from one hand to another. SR 20.

39. Uses a variety of writing tools (e.g., pencils, crayons, markers, paints).

## Older Toddlers

- Recreate familiar scenes using play materials, language, and actions. *CD-5i.*
- Experiment and create art with clay, crayons, markers, paint, and collage materials. *CD-5j.*
- Make up simple nonsense songs, sign, chant, and dance (sing "la-la-la-la" on two pitches, twirl around and fall down, "march" by lifting knees high). *CD-5k.*
- Express ideas and feelings through music, movement, and dance. *CD-5l.*

### Approaches to Learning 18-24 months

7. Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.

12. Plays the same music and movement activity over and over.

19. Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door.) SR 2.

26. Stomps feet to loud music and tiptoes to soft music. SR 6.

### Cognitive Development and General Knowledge 18-24 months

18. Pretends to call familiar people on a play phone.

37. Enjoys messy activities, such as finger painting.

42. Demonstrates some movement to rhythms.

51. Uses materials such as pencils, paints, and play dough in different and varied ways.

**Language, Communication, Reading, & Writing 18-24 months**

21. Talks on a toy telephone in pretend play.

47. Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). SR 17.

**Younger Preschoolers**

- Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. *CD-5m.*
- Show creativity and imagination when using materials and assuming roles during pretend play. *CD-5n.*
- Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. *CD-5o.*
- Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. *CD-5p.*
- Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. *CD-5q.*

**Approaches to Learning 2-3 years**

1. Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.

18. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).

19. Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). SR 4.

22. Acts out familiar life scenes (e.g., picking up a bag or lunch box and saying, "I go to work").

**Cognitive Development and General Knowledge 2-3 years**

6. Labels or describes "drawings" or scribbles.

10. Makes play dough creations.

20. Asks to hear her/his favorite song over and over.

24. Sings several songs, poems, or finger plays with adults. SR 8.

32. Pretends to be a character from a story or show.

37. Uses materials such as pencils, paints, and play dough in different and varied ways.

42. Takes on roles during pretend play.

44. Demonstrates the ability to move in time with music.

**Social and Emotional Development 2-3 years**

48. Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.

**Creative Arts 3-5 years**

1. Shows an interest in using musical instruments to produce sounds.

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

**Older Preschoolers**

- Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. *CD-5r.*
- Plan and act out scenes based on books, stories, everyday life, and imagination. *CD-5s.*
- Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. *CD-5t.*
- Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in

**Creative Arts 3-5 years**

1. Shows an interest in using musical instruments to produce sounds.

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

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

11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).

Sub-Domain: Creative Expression	Galileo® G3 Assessment Scale Goal
<p>musical activities (clap previous beat to a new song). <i>CD-5u</i>.</p> <ul style="list-style-type: none"> <li>Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. <i>CD-5v</i>.</li> </ul>	<p>12. Identifies differences in tempo, tone, and volume, most of the time.</p> <p>14. Matches pitch and tempo during a singing activity most of the time.</p> <p>21. Participates in various art activities (e.g., paint, sculpture, collage, masks).</p> <p>32. Acts out stories or situations during a dramatic play activity.</p>

Sub-Domain: Social Connections	Galileo® G3 Assessment Scale Goal
<p><b>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b></p>	
<p><b>Infants</b></p>	
<ul style="list-style-type: none"> <li>Intently observe actions of children, adults, pets, and objects nearby. <i>CD-6a</i>.</li> <li>Seek parents, siblings, caregivers, and teachers for play and for meeting needs. <i>CD-6b</i>.</li> </ul>	<p><b>Approaches to Learning 00-08 months</b></p> <p>12. Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).</p> <p>16. Turns toward and tracks voices, people, and objects.</p> <p><u>22. Drops a toy or object and looks for it. SR 4.</u></p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>18. Watches and follows the movement of a mobile.</p> <p>19. Watches and follows both horizontal and vertical movements of objects.</p> <p>20. Knocks down a block tower or nesting cups.</p> <p>33. Moves toward a familiar adult when a stranger appears.</p> <p>36. Smiles as she/he figures out how to move around an object.</p> <p><u>44. Cries in different ways for different reasons (e.g., hunger, pain, fear). SR 9.</u></p> <p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p> <p>4. Gazes at the face of an adult and makes facial expressions as the adult talks.</p> <p>6. Pays attention to objects in the environment when prompted by an adult.</p> <p>7. Uses some sign or body language to indicate a need (e.g., “more” “eat”).</p> <p>22. Gazes into the eyes of familiar adults during nursing or drinking from a bottle.</p> <p>23. Watches the faces of familiar adults during routine activities (e.g., diaper changing, bathing).</p> <p>25. Follows a moving object with her/his eyes.</p> <p>31. Reaches, grasps, and places objects in her/his mouth.</p> <p><b>Physical Development and Health 00-08 months</b></p> <p>10. Follows a human face with her/his eyes.</p> <p><b>Social and Emotional Development 00-08 months</b></p> <p>2. Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out.</p>

Sub-Domain: Social Connections	Galileo® G3 Assessment Scale Goal
	<p>8. Looks around while being held on the shoulders of a familiar adult.</p> <p>20. Kicks legs in excitement and settles when seeing a familiar adult.</p> <p>21. Raises arms to familiar adults for comfort or to be picked up.</p> <p>23. Looks toward familiar adults for help when becoming upset.</p> <p>34. Cries, rocks back and forth, and lifts arms to signal for help.</p> <p><u>35. Gains the attention of peers through vocalizations, reaching out, and smiling. SR 32.</u></p> <p>36. Vocalizes and points to get the attention of a familiar adult.</p> <p>37. Looks to familiar adults for help when he/she falls down while attempting to walk.</p> <p>54. Cries in particular ways to get needs met.</p>
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>• Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine). <i>CD-6c.</i></li> <li>• Know whom they can go to for help (regular caregiver vs. visitor, parent vs. neighbor). <i>CD-6d.</i></li> </ul>	<p><b>Approaches to Learning 08-18 months</b></p> <p>4. Imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).</p> <p><u>27. Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). SR 4.</u></p> <p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>29. Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).</p> <p>38. Enacts familiar events or household chores.</p> <p>39. Pretends to call familiar people on a play phone.</p> <p>48. Looks to parents, caregivers, and teachers for help.</p> <p><b>Language, Communication, Reading, &amp; Writing 08-18 months</b></p> <p><u>34. Imitates writing by scribbling without regard to direction or location. SR 21.</u></p> <p><b>Social and Emotional Development 08-18 months</b></p> <p><u>2. Imitates the actions of familiar adults (e.g., clapping). SR 30.</u></p> <p>8. Seeks help from trusted parents, caregivers, and teachers.</p> <p>45. Imitates and terminates a social smile and repeats the behavior as adults respond.</p> <p>46. Tries to imitate the kisses of familiar adults.</p>
<b>Older Toddlers</b>	
<ul style="list-style-type: none"> <li>• Use play to show what they know about relationships and roles in families and other familiar contexts. <i>CD-6e.</i></li> <li>• Talk about what others do during the day (“Mommy at work. Mimi at home.”). <i>CD-6f.</i></li> <li>• Help with daily routines (put cups out for lunch, feed pets, wash tables). <i>CD-6g.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p><u>19. Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door.) SR 2.</u></p> <p><b>Approaches to Learning 2-3 years</b></p> <p>22. Acts out familiar life scenes (e.g., picking up a bag or lunch box and saying, “I go to work”).</p>

Sub-Domain: Social Connections	Galileo® G3 Assessment Scale Goal
	<p><b>Cognitive Development and General Knowledge 18-24 months</b> 10. Plays "dress-up", imitating the behaviors of familiar adults.</p> <p><b>Physical Development and Health 18-24 months</b> 26. Helps set the table.</p> <p><b>Cognitive Development and General Knowledge 2-3 years</b> <u>7. Washes hands or picks up toys when directed to do so.</u> SR 4.</p>
<b>Younger Preschoolers</b>	
<ul style="list-style-type: none"> <li>• Talk about close family members, name their relationships to each other, and describe family routines ("Marika is my sister." "My grandma takes care of me at night."). <i>CD-6h.</i></li> <li>• Adopt roles of family and community members during play, given support and realistic props. <i>CD-6i.</i></li> <li>• Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors). <i>CD-6j.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 2-3 years</b> 27. Understands that some family/friends may live far away.</p> <p><b>Social and Emotional Development 2-3 years</b> <u>6. Takes on the role of an adult figure in pretend play.</u> SR 38. 44. Talks about her/his family. 47. Talks about the neighborhood, city, or area in which she/he lives.</p> <p><b>Social Studies 3-5 years</b> <u>9. Describes or illustrates the roles/responsibilities of community workers.</u> SR 27.</p>
<b>Older Preschoolers</b>	
<ul style="list-style-type: none"> <li>• Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. <i>CD-6k.</i></li> <li>• Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. <i>CD-6l.</i></li> <li>• Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). <i>CD-6m.</i></li> </ul>	<p><b>Social Studies 3-5 years</b> 1. Shares personal family stories and traditions. 2. Identifies family members and relationship to each. <u>3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).</u> SR 26. <u>9. Describes or illustrates the roles/responsibilities of community workers.</u> SR 27.</p>
<b>Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>• Show a clear preference for familiar people. <i>CD-7a.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 00-08 months</b> 32. Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult). 33. Moves toward a familiar adult when a stranger appears.</p> <p><b>Social and Emotional Development 00-08 months</b> 4. Demonstrates a strong preference for familiar adults by becoming upset when these adults leave the room. 5. Stiffens/leans away from a stranger who tries to pick them up. 6. Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration. 23. Looks toward familiar adults for help when becoming upset.</p>

Sub-Domain: Social Connections	Galileo® G3 Assessment Scale Goal
	37. Looks to familiar adults for help when he/she falls down while attempting to walk. 38. Responds to the presence of familiar adults by kicking her/his feet and smiling. 41. Reaches for and prefers to be held by familiar adults. 56. Frequently checks for familiar adults in new situations.
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child). <i>CD-7b</i>.</li> </ul>	<b>Cognitive Development and General Knowledge 08-18 months</b> 37. Shows preference among play partners.
<b>Older Toddlers</b>	
<ul style="list-style-type: none"> <li>Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”). <i>CD-7c</i>.</li> </ul>	<b>Cognitive Development and General Knowledge 18-24 months</b> 25. Begins to identify with children of the same age and gender.
<b>Younger Preschoolers</b>	
<ul style="list-style-type: none"> <li>Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, “That’s my family,” or “I’m in Ms. Emily’s class.”). <i>CD-7d</i>.</li> </ul>	<b>Social and Emotional Development 2-3 years</b> 44. Talks about her/his family. 47. Talks about the neighborhood, city, or area in which she/he lives.
<b>Older Preschoolers</b>	
<ul style="list-style-type: none"> <li>Identify and express self as a part of several groups (e.g., family, preschool class, faith community). <i>CD-7e</i>.</li> </ul>	<b>Social Studies 3-5 years</b> 1. Shares personal family stories and traditions. 2. Identifies family members and relationship to each. 43. Shows respect for members of different cultures. 44. Shows respect for varying family structures. <b>Social and Emotional Development 3-5 years</b> 3. Knows his/her gender.
<b>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li><i>Emerging</i></li> </ul>	
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>Compare their own physical features with those of others by looking and touching. <i>CD-8a</i>.</li> </ul>	<b>Social and Emotional Development 08-18 months</b> 49. Touches or imitates another child sitting nearby. <b>Social and Emotional Development 18-24 months</b> 53. Points to her/himself in a photograph.
<b>Older Toddlers</b>	
<ul style="list-style-type: none"> <li>Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. <i>CD-8b</i>.</li> <li>Show awareness of similarities and differences among people and families during play. <i>CD-8c</i>.</li> </ul>	<b>Cognitive Development and General Knowledge 18-24 months</b> 25. Begins to identify with children of the same age and gender. <b>Social and Emotional Development 18-24 months</b>

Sub-Domain: Social Connections		Galileo® G3 Assessment Scale Goal	
		54. Notices that another child has features (e.g., brown hair) similar to her/his own. 55. Identifies other children as “boys” and “girls”.	
<b>Younger Preschoolers</b>			
<ul style="list-style-type: none"> <li>Show acceptance of people who are different from themselves as well as people who are similar. <i>CD-8d</i>.</li> <li>Given support and guidance, explore different cultural practices during play and planned activities. <i>CD-8e</i>.</li> </ul>		<p><b>Social Studies 3-5 years</b></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> <p>45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).</p> <p><b>Creative Arts 3-5 years</b></p> <p>36. Uses dramatic play to ask questions to gain new knowledge from others.</p>	
<b>Older Preschoolers</b>			
<ul style="list-style-type: none"> <li>Show acceptance of people who are different from themselves as well as people who are similar. <i>CD-8f</i>.</li> <li>Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”). <i>CD-8g</i>.</li> <li>Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). <i>CD-8h</i>.</li> </ul>		<p><b>Social Studies 3-5 years</b></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> <p>45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).</p>	
<b>Goal CD-9: Children explore concepts connected with their daily experiences in their community.</b>			
<b>Infants</b>			
<ul style="list-style-type: none"> <li><i>Emerging</i></li> </ul>			
<b>Younger Toddlers</b>			
<ul style="list-style-type: none"> <li><i>Emerging</i></li> </ul>			
<b>Older Toddlers</b>			
<ul style="list-style-type: none"> <li>Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police person). <i>CD-9a</i>.</li> </ul>		<p><b>Approaches to Learning 18-24 months</b></p> <p><u>19. Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). SR 2.</u></p> <p>55. Brings others into their play (e.g., “Let’s go on a bus ride. Here are the seats, and you be the driver”).</p>	
<b>Younger Preschoolers</b>			
<ul style="list-style-type: none"> <li>Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). <i>CD-9b</i>.</li> <li>Notice changes that happen over time (seasons, self or others growing bigger). <i>CD-9c</i>.</li> </ul>		<p><b>Social and Emotional Development 2-3 years</b></p> <p>47. Talks about the neighborhood, city, or area in which she/he lives.</p> <p><b>Nature and Science 3-5 years</b></p> <p>12. Draws/talks about different weather conditions (e.g., sunny, rainy).</p>	

Sub-Domain: Social Connections	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Notice and talk about weather conditions. <i>CD-9d</i>.</li> <li>With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). <i>CD-9e</i>.</li> </ul>	<p>13. Draws/talks about physical changes observed in objects (e.g., ice melting).</p> <p>14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).</p> <p><b>Social Studies 3-5 years</b></p> <p><u>4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. SR 31.</u></p>
<b>Older Preschoolers</b>	
<ul style="list-style-type: none"> <li>Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). <i>CD-9f</i>.</li> <li>Observe and talk about changes in themselves and their families over time. <i>CD-9g</i>.</li> <li>Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear). <i>CD-9h</i>.</li> <li>Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). <i>CD-9i</i>.</li> <li>Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). <i>CD-9j</i>.</li> </ul>	<p><b>Social and Emotional Development 2-3 years</b></p> <p>47. Talks about the neighborhood, city, or area in which she/he lives.</p> <p><b>Nature and Science 3-5 years</b></p> <p>9. Draws/talks about what living things need to survive (e.g., plants need water).</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><b>Social Studies 3-5 years</b></p> <p><u>4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. SR 31.</u></p> <p>38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.</p> <p>39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.</p>

Sub-Domain: Mathematical Thinking and Expression	Galileo® G3 Assessment Scale Goal
<b>Goal CD-10: Children show understanding of numbers and quantities during play and other activities.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li>Indicate they want "more" with signs, sounds, or looks. <i>CD10a</i>.</li> <li>Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 3 blocks longer than a tower with 7 blocks, reach for a basket with three balls rather than a basket with one ball). <i>CD-10b</i>.</li> </ul>	<p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p> <p>7. Uses some sign or body language to indicate a need (e.g., "more" "eat").</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>4. Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).</p> <p>28. Watches and follows the movement of a mobile.</p> <p>51. Points, gestures, and makes sound to indicate what she/he wants.</p>
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li>Explore quantity (for example, filling and dumping containers). <i>CD-10c</i>.</li> <li>Use words or actions that show understanding of the concepts of "more" and "all" (ask for more food, stop asking for more blocks when told they have "all" of the blocks). <i>CD-10d</i>.</li> </ul>	<p><b>Approaches to Learning 08-18 months</b></p> <p><u>11. Fills a container with small objects and dumps them out repeatedly. SR 4.</u></p> <p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>16. Fills and dumps sand, toys, and blocks.</p>

## Sub-Domain: Mathematical Thinking and Expression

## Galileo® G3 Assessment Scale Goal

- Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more). *CD-10e*.

18. Places items in containers and then pours them out, repeatedly. SR 9.

30. Asks for more (e.g., food, objects, activity).

### Cognitive Development and General Knowledge 2-3 years

30. Asks questions that include “How many?” or “How much?”.

### Older Toddlers

- Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” (ask for more food, stop asking for more blocks when told they have “all” of the blocks, become upset when told there is no more Play-Doh®). *CD-10f*.
- Attempt to chant or recite numbers, but not necessarily in the correct order. *CD-10g*.
- Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). *CD-10h*.
- Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls). *CD-10i*.

### Cognitive Development and General Knowledge 08-18 months

30. Asks for more (e.g., food, objects, activity).

### Cognitive Development and General Knowledge 2-3 years

29. Lines objects up in one-to-one relationships (e.g., shoe/sock, fork/plate). SR 11.

30. Asks questions that include “How many?” or “How much?”.

### Early Math 3-5 years

1. Uses one-to-one correspondence when counting objects.

2. Counts to find how many are in a group up to 5.

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

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

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

### Younger Preschoolers

- Rote count in order to 10 with increasing accuracy. *CD-10j*.
- Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question “How many?”. *CD-10k*.
- Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie). *CD-10l*.
- Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group. *CD-10m*.

### Early Math 3-5 years

1. Uses one-to-one correspondence when counting objects.

2. Counts to find how many are in a group up to 5. SR 1.

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

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

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

### Older Preschoolers

- Rote count in order to 20 with increasing accuracy. *CD-10n*.
- Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). *CD-10o*.

### Early Math 3-5 years

1. Uses one-to-one correspondence when counting objects.

3. Counts forward from a number > 1 to find how many are in a group. SR 2.

4. Counts to find how many are in a group up to 10. SR 3.

5. Counts to find out how many are in a group greater than 10.

## Sub-Domain: Mathematical Thinking and Expression

## Galileo® G3 Assessment Scale Goal

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| <ul style="list-style-type: none"> <li>Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” <i>CD-10p</i>.</li> <li>Given a number 0-5, count out that many objects. <i>CD-10q</i>.</li> <li>Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. <i>CD-10r</i>.</li> <li>Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. <i>C-10s</i>.</li> <li>Write numerals or number-like forms during play and daily activities. <i>CD-10t</i>.</li> <li>Match numerals 1-5 to sets of objects, with guidance and support. <i>CD-10u</i>.</li> <li>Recognize some numerals and attempt to write them during play and daily activities. <i>CD-10v</i>.</li> <li>Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). <i>CD-10w</i>.</li> </ul> | <p><u>7. Writes numerals to indicate 6 or less objects. SR 4.</u></p> <p><u>8. Writes numerals to indicate between 7 and 10 objects. SR 5.</u></p> <p><u>9. Writes numerals to indicate between 11 and 20 objects. SR 6.</u></p> <p>10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p> <p><u>11. Separates a group into two sets and identifies the number of items in both sets. SR 7.</u></p> <p>12. Identifies numerals 0 to 5.</p> <p><u>17. Adds two small groups by combining the groups and counting all the objects. SR 8.</u></p> <p>18. Indicates that a small group has less after taking some away.</p> <p>31. Places an object in its proper position in a group ordered by size.</p> |
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### Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.

#### Infants

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Discover objects of different sizes by exploring (put toys in mouth, pick up large objects). <i>CD-11a</i>.</li> </ul> | <p><b>Approaches to Learning 00-08 months</b></p> <p>4. Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p><u>10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></p> <p><u>11. Bangs an object repeatedly while exploring its properties. SR 3.</u></p> <p>13. Fills a container with small objects and dumps them out repeatedly.</p> <p>18. Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p><u>10. Touches and mouths objects for sensory exploration. SR 8.</u></p> <p>11. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).</p> <p>20. Knocks down a block tower or nesting cups.</p> <p><u>45. Reaches for objects within view. SR 10.</u></p> <p><b>Language, Communication, Reading, &amp; Writing 00-08 months</b></p> <p>31. Reaches, grasps, and places objects in her/his mouth.</p> <p><u>32. Passes an object from one hand to another. SR 27.</u></p> <p><b>Physical Development and Health 00-08 months</b></p> |
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Sub-Domain: Mathematical Thinking and Expression

Galileo® G3 Assessment Scale Goal

	<p>15. Looks at objects as he/she transfers them from hand to hand.</p> <p>16. Picks up small objects with thumb and forefinger.</p>
<p><b>Younger Toddlers</b></p> <ul style="list-style-type: none"> <li>Participate in activities that compare the size and weight of objects. <i>CD-11b.</i></li> <li>Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area). <i>CD-11c.</i></li> </ul>	<p><b>Approaches to Learning 08-18 months</b></p> <p>11. <u>Fills a container with small objects and dumps them out repeatedly.</u> SR 4.</p> <p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>2. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).</p> <p>16. Fills and dumps sand, toys, and blocks.</p> <p>18. <u>Places items in containers and then pours them out, repeatedly.</u> SR 9.</p> <p>63. Uses trial and error to fit different shapes into holes or to stack things in order.</p>
<p><b>Older Toddlers</b></p> <ul style="list-style-type: none"> <li>Group objects into categories (cars with cars, plates separated from cups). <i>CD-11d.</i></li> <li>Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby). <i>CD-11e.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p>8. <u>Shows interest in sorting (e.g., sorting colored pegs into single-color piles, putting the small buttons in one container and the big buttons in another).</u> SR 9.</p> <p><b>Cognitive Development and General Knowledge 18-24 months</b></p> <p>16. <u>Explores objects by taking things apart, stacking sorting, tracing, etc.</u> SR 12.</p> <p><b>Language, Communication, Reading, &amp; Writing 18-24 months</b></p> <p>31. <u>Uses words to label and describe pictures/objects in books.</u> SR 25.</p>
<p><b>Younger Preschoolers</b></p> <ul style="list-style-type: none"> <li>Use descriptive language for size, length, or weight (short, tall, long, heavy, big). <i>CD-11f.</i></li> <li>Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). <i>CD-11g.</i></li> <li>Compare the size or weight of two objects and identify which one is longer/ taller/heavier than the other ("That rock is heavier than this one; I can't lift it." "A snake is longer than a worm."). <i>CD-11h.</i></li> <li>Identify familiar objects as the same or different. <i>CD-11i.</i></li> <li>Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf). <i>CD-11j.</i></li> <li>Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors). <i>CD-11k.</i></li> </ul>	<p><b>Approaches to Learning 2-3 years</b></p> <p>3. <u>Shows interest in sorting (e.g., sorting colored pegs into single-color piles, putting the small buttons in one container and the big buttons in another).</u> SR 2.</p> <p>10. Tries various shapes in a shape-sorting toy until the shape finally fits.</p> <p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>29. <u>Lines objects up in one-to-one relationships (e.g., shoe/sock, fork/plate).</u> SR 11.</p> <p>31. <u>Sorts objects (e.g., beads) by color or by size.</u> SR 10.</p> <p><b>Language, Communication, Reading, &amp; Writing 2-3 years</b></p> <p>11. Uses descriptive words with objects (e.g., "pretty flowers").</p> <p><b>Physical Development and Health 2-3 years</b></p> <p>11. Sorts basic shapes (e.g., triangles and squares).</p> <p>13. Sort objects by a dimension, such as size or color.</p> <p><b>Early Math 3-5 years</b></p>

- 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).
- 42. Creates an alternating visual pattern using art or play materials.
- 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

**Older Preschoolers**

- Use descriptive language for size, length, or weight (short, tall, long, heavy, big). *CD-11l.*
- Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). *CD-11m.*
- Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string). *CD-11n.*
- Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest). *CD-11o.*
- Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color). *CD-11p.*
- Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). *CD-11q.*

**Language 3-5 years**

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

**Early Math 3-5 years**

- 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).
- 25. Sorts diverse objects based on a physical attribute (e.g., shape). SR 10.
- 26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).
- 27. Sorts diverse objects based on multiple attributes (e.g., size and shape).
- 39. Repeats an alternating visual pattern (e.g., red/green/red/green).
- 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).
- 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

**Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.**

**Infants**

- Discover different shapes by exploring (put blocks in mouth, roll balls). *CD-12a.*
- Attempt to put objects into other objects (such as putting pieces into holes or other spaces). *CD-12b.*

**Approaches to Learning 00-08 months**

- 4. Explores objects using a variety of senses (e.g., mouthing, waving, banging).
- 10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.
- 11. Bangs an object repeatedly while exploring its properties. SR 3.
- 13. Fills a container with small objects and dumps them out repeatedly.
- 18. Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).

**Cognitive Development and General Knowledge 00-08 months**

- 10. Touches and mouths objects for sensory exploration. SR 8.
- 11. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).

**Language, Communication, Reading, & Writing 00-08 months**

- 31. Reaches, grasps, and places objects in her/his mouth.

Sub-Domain: Mathematical Thinking and Expression

Galileo® G3 Assessment Scale Goal

	<p><u>32. Passes an object from one hand to another. SR 27.</u>  <b>Physical Development and Health 00-08 months</b>                      15. Looks at objects as he/she transfers them from hand to hand.                      16. Picks up small objects with thumb and forefinger.</p>
<p><b>Younger Toddlers</b></p>	
<ul style="list-style-type: none"> <li>Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). <i>CD-12c.</i></li> <li>Put basic shapes into a shape sorter using trial and error. <i>CD-12d.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 08-18 months</b>                      63. Uses trial and error to fit different shapes into holes or to stack things in order.  <b>Social and Emotional Development 08-18 months</b>                      58. Moves his/her body to fit inside a tunnel toy with a peer or sibling.</p>
<p><b>Older Toddlers</b></p>	
<ul style="list-style-type: none"> <li>Respond to and begin to use words describing positions (in, on, over, under, etc.). <i>CD-12e.</i></li> <li>Name or match a few shapes. <i>CD-12f.</i></li> <li>Stack or line up blocks that are the same shape. <i>CD-12g.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b>                      13. Tries various shapes in a shape-sorting toy until the shape finally fits.  <b>Cognitive Development and General Knowledge 18-24 months</b>                      41. Uses trial and error to fit different shapes into holes or to stack things in order.  <b>Language, Communication, Reading, &amp; Writing 2-3 years</b>                      12. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).</p>
<p><b>Younger Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>Show they understand positions in space by using position words during play and by following directions from an adult (say, "Stand behind the chair." "Put the ball in the box."). <i>CD-12h.</i></li> <li>Use 2- and 3-dimensional shapes to create pictures, designs, or structures. <i>CD-12i.</i></li> <li>Find shapes in the environment and describe them in their own words. <i>CD-12j.</i></li> </ul>	<p><b>Language, Communication, Reading, &amp; Writing 2-3 years</b>                      11. Uses descriptive words with objects (e.g., "pretty flowers").                      12. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).  <u>39. Draws figures and shapes to convey meaning. SR 23.</u>  <u>40. Communicates by scribbling with some letter-like shapes. SR 25.</u>  <b>Physical Development and Health 2-3 years</b>  <u>31. Looks at the adult giving directions and then follows the directions. SR 33.</u>  <b>Social and Emotional Development 2-3 years</b>                      22. Follows directions, with adult assistance.</p>
<p><b>Older Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>Consistently use a variety of words for positions in space, and follow directions using these words. <i>CD-12k.</i></li> <li>Use 2- and 3-dimensional shapes to represent real- world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house."). <i>CD-12l.</i></li> </ul>	<p><b>Approaches to Learning 3-5 years</b>                      8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).  <b>Early Math 3-5 years</b>                      32. Understands object directionality concepts (e.g., right, left, up, down).</p>

Sub-Domain: Mathematical Thinking and Expression	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> <li>Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). <i>CD-12m.</i></li> </ul>	33. Understands object position concepts (e.g., under, top, bottom, inside, behind). 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.
<b>Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.</b>	
<b>Infants</b>	
<ul style="list-style-type: none"> <li><i>Emerging</i></li> </ul>	
<b>Younger Toddlers</b>	
<ul style="list-style-type: none"> <li><i>Emerging</i></li> </ul>	
<b>Older Toddlers</b>	
<ul style="list-style-type: none"> <li>Use observation and emerging counting skills (1, 2, 3) during play and other daily activities. <i>CD-13a.</i></li> </ul>	<b>Approaches to Learning 18-24 months</b> 4. Points to an unfamiliar picture in a book and looks at adult to provide the name for the object. 22. Views objects from all sides. <b>Cognitive Development and General Knowledge 18-24 months</b> 2. Drops a toy or a bottle on the floor and watches to see what happens. 29. Pokes, drops, pushes pulls, and squeezes things to see what will happen. <b>Logic and Reasoning 3-5 years</b> Uses concrete materials to solve a problem (e.g., blocks to count).
<b>Younger Preschoolers</b>	
<ul style="list-style-type: none"> <li>Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). <i>CD-13b.</i></li> <li>Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). <i>CD-13c.</i></li> <li>Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots of people,” put Popsicle® sticks in a pile to show the number of children who want crackers for snack). <i>CD-13d.</i></li> </ul>	<b>Approaches to Learning 2-3 years</b> 10. Tries various shapes in a shape-sorting toy until the shape finally fits. 15. Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it. 24. Experiments with a variety of strategies to solve a problem or complete a task. <u>26. Reorganizes objects to solve a problem (e.g., stacking so blocks don’t fall). SR 5.</u> <b>Cognitive Development and General Knowledge 2-3 years</b> 1. Successfully completes simple inset puzzles. 4. Explores objects by taking things apart, stacking sorting, tracing, etc.

Sub-Domain: Mathematical Thinking and Expression

Galileo® G3 Assessment Scale Goal

54. Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).

**Language, Communication, Reading, & Writing 2-3 years**

39. Draws figures and shapes to convey meaning. SR 23.

**Logic and Reasoning 3-5 years**

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

Older Preschoolers

- Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. *CD-13e.*
- Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). *CD-13f.*
- Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question). *CD-13g.*
- Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”). *CD-13h.*

**Approaches to Learning 3-5 years**

8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).

9. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).

10. Experiments with a variety of strategies to solve a problem or complete a task.

**Logic and Reasoning 3-5 years**

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). SR 14.

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).

**Nature and Science 3-5 years**

40. Participates in simple investigations to answer questions.

Sub-Domain: Scientific Exploration and Knowledge

Galileo® G3 Assessment Scale Goal

**Goal CD-14: Children observe and describe characteristics of living things and the physical world.**

Infants

- Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water). *CD-14a.*

**Approaches to Learning 00-08 months**

2. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.

4. Explores objects using a variety of senses (e.g., mouthing, waving, banging).

5. Positions or moves their body toward an interesting object.

7. Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.

10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.

11. Bangs an object repeatedly while exploring its properties.

Sub-Domain: Scientific Exploration and Knowledge

Galileo® G3 Assessment Scale Goal

	<p><u>SR 3.</u></p> <p>16. Turns toward and tracks voices, people, and objects.            17. Rolls from their backs to their stomachs when looking for a toy.            18. Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).</p> <p><b>Cognitive Development and General Knowledge 00-08 months</b></p> <p>4. Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).  <u>10. Touches and mouths objects for sensory exploration.</u></p> <p><u>SR 8.</u></p> <p>11. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).</p> <p><b>Language, Communication, Reading &amp; Writing 00-08 months</b></p> <p>3. Turns her/his head in the direction of a sound (e.g., telephone ringing).</p>
<p><b>Younger Toddlers</b></p>	
<ul style="list-style-type: none"> <li>Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves). <i>CD-14b.</i></li> </ul>	<p><b>Approaches to Learning 08-18 months</b></p> <p>2. Explores objects using a variety of senses (e.g., mouthing, waving, banging).  <u>5. Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.</u>            28. Participates in sand and water activities.</p> <p><b>Cognitive Development and General Knowledge 08-18 months</b></p> <p>3. Touches and mouths objects for sensory exploration.</p>
<p><b>Older Toddlers</b></p>	
<ul style="list-style-type: none"> <li>Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). <i>CD-14c.</i></li> <li>Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors). <i>CD-14d.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p>23. Participates in sand and water activities.</p> <p><b>Physical Development and Health 18-24 months</b></p> <p>45. Demonstrates an interest in actively exploring the environment.</p> <p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>23. Wants to be assigned a “job”.</p> <p><b>Nature and Science 3-5 years</b></p> <p>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><b>Younger Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). <i>CD-14e.</i></li> </ul>	<p><b>Cognitive Development and General Knowledge 2-3 years</b></p> <p>23. Wants to be assigned a “job”.</p> <p><b>Nature and Science 3-5 years</b></p>

Sub-Domain: Scientific Exploration and Knowledge

Galileo® G3 Assessment Scale Goal

- Notice and react to the natural world and the outdoor environment. *CD-14f.*
- Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. *CD-14g.*
- Notice and describe current weather conditions. *CD-14h.*
- Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). *CD-14i.*
- Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper). *CD-14j.*

4. Describes what an animal is doing as it is being observed.
5. Talks about characteristics of living things (e.g., leaf is soft).
6. Describes the typical behaviors/habits of a familiar animal.
12. Draws/talks about different weather conditions (e.g., sunny, rainy).
13. Draws/talks about physical changes observed in objects (e.g., ice melting).
27. Throws trash in garbage can.
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).

Older Preschoolers

- Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). *CD-14k.*
- Notice and react to the natural world and the outdoor environment. *CD-14l.*
- Describe some things plants and animals need to live and grow (sunlight, water, food). *CD-14m.*
- Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). *CD-14n.*
- Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. *CD-14o.*
- Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). *CD-14p.*
- Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). *CD-14q.*

- Cognitive Development and General Knowledge 2-3 years**
23. Wants to be assigned a "job".
- Nature and Science 3-5 years**
9. Draws/talks about what living things need to survive (e.g., plants need water).
  12. Draws/talks about different weather conditions (e.g., sunny, rainy).
  13. Draws/talks about physical changes observed in objects (e.g., ice melting).
  14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).
  15. Associates objects/events with different temperatures (e.g., ice-low temp.).
  23. Classifies objects into living and non-living categories. SR 17.
  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).
- Social Studies 3-5 years**
27. Throws trash in garbage can.
  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).

**Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.**

Infants

Sub-Domain: Scientific Exploration and Knowledge

Galileo® G3 Assessment Scale Goal

- Gather information through sight, hearing, taste, smell, and touch. *CD-15a*.
- Use multiple senses to focus intently on objects, displays, materials, or events. *CD-15b*.

**Approaches to Learning 00-08 months**

2. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.
4. Explores objects using a variety of senses (e.g., mouthing, waving, banging).
5. Positions or moves their body toward an interesting object.
7. Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.
10. Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.
11. Bangs an object repeatedly while exploring its properties. SR 3.
16. Turns toward and tracks voices, people, and objects.
17. Rolls from their backs to their stomachs when looking for a toy.
18. Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).

**Cognitive Development and General Knowledge 00-08 months**

4. Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).
10. Touches and mouths objects for sensory exploration. SR 8.
11. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).

**Language, Communication, Reading & Writing 00-08 months**

3. Turns her/his head in the direction of a sound (e.g., telephone ringing).

**Younger Toddlers**

- Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon). *CD-15c*.
- Use toys and other objects to make things happen (kick a ball, push a button on a toy). *CD-15d*.
- Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth). *CD-15e*.

**Approaches to Learning 08-18 months**

2. Explores objects using a variety of senses (e.g., mouthing, waving, banging).
5. Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.
6. Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).
11. Fills a container with small objects and dumps them out repeatedly. SR 4.
25. Attempts to open a container to get an object.
28. Participates in sand and water activities.

**Cognitive Development and General Knowledge 08-18 months**

1. Shakes toys to elicit a response or sound.
2. Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).
3. Touches and mouths objects for sensory exploration.
16. Fills and dumps sand, toys, and blocks.

Sub-Domain: Scientific Exploration and Knowledge

Galileo® G3 Assessment Scale Goal

	<p>17. Takes things apart.</p> <p><u>18. Places items in containers and then pours them out, repeatedly. SR 9.</u></p> <p>19. Activates toys such as a jack-in-the-box.</p> <p>24. Reaches for a mobile or other similar object to make it move.</p> <p>41. Explores pegboards with fingers, trying to put objects into holes.</p> <p>44. Pokes, drops, pushes pulls, and squeezes things to see what will happen.</p> <p>63. Uses trial and error to fit different shapes into holes or to stack things in order.</p> <p><b>Physical Development and Health 08-18 months</b></p> <p>13. Puts objects in a box.</p> <p><u>15. Looks at objects as he/she transfers them from hand to hand. SR 27.</u></p> <p>17. Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around).</p>
<p><b>Older Toddlers</b></p>	
<ul style="list-style-type: none"> <li>Investigate differences between materials (sand, water, goop, moving air). <i>CD-15f.</i></li> <li>Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass). <i>CD-15g.</i></li> <li>Notice changes in materials when mixing and manipulating (paint, Play-Doh®, food ingredients). <i>CD-15h.</i></li> </ul>	<p><b>Approaches to Learning 18-24 months</b></p> <p>23. Participates in sand and water activities.</p> <p>26. Uses objects together as tools.</p> <p><b>Nature and Science 3-5 years</b></p> <p><u>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). SR 13.</u></p> <p>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</p>
<p><b>Younger Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. <i>CD-15i.</i></li> <li>Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.). <i>CD-15j.</i></li> <li>Ask questions to find out more about the natural world. <i>CD-15k.</i></li> <li>Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars). <i>CD-15l.</i></li> <li>Describe and predict changes that take place when mixing and manipulating materials. <i>CD-15m.</i></li> </ul>	<p><b>Nature and Science 3-5 years</b></p> <p><u>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). SR 13.</u></p> <p>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</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>44. Describes her/his data to other peers/adults.</p> <p><u>46. Presents observations in a variety of ways (e.g., drawings, charts, maps). SR 21.</u></p>
<p><b>Older Preschoolers</b></p>	
<ul style="list-style-type: none"> <li>Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. <i>CD-15n.</i></li> <li>Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). <i>CD-15o.</i></li> </ul>	<p><b>Nature and Science 3-5 years</b></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>

Sub-Domain: Scientific Exploration and Knowledge

Galileo® G3 Assessment Scale Goal

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| <ul style="list-style-type: none"><li>• Compare objects, materials, and phenomena by observing and describing their physical characteristics. <i>CD-15p</i>.</li><li>• Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). <i>CD-15q</i>.</li><li>• Make and check predictions through observations and experimentation, with adult support and guidance. <i>CD-15r</i>.</li><li>• Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). <i>CD-15s</i>.</li></ul> | <ul style="list-style-type: none"><li>3. <u>Uses tools to measure materials and make comparisons (e.g., scales, rulers). SR 13.</u></li><li>34. Predicts that it is likely to rain when dark clouds come.</li><li>35. <u>Predicts which way a scale will tip when a weight is added to one side. SR 19.</u></li><li>36. <u>Predicts direction of an object when acted upon directly (e.g., thrown, pushed). SR 20.</u></li><li>37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).</li><li>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</li><li>39. Predicts that the steeper the incline, the faster an object will move.</li><li>40. Participates in simple investigations to answer questions.</li><li>41. Uses observation as a way to gather data about an object or an event.</li><li>44. Describes her/his data to other peers/adults.</li><li>46. <u>Presents observations in a variety of ways (e.g., drawings, charts, maps). SR 21.</u></li></ul> |
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