

Galileo® G3 Assessment Scales Alignment with Your State Standards Nevada



Assessment
Technology
Incorporated

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Table of Contents

Table of Contents.....	i
Galileo® G-3 Assessment Scales Alignment with Your State Olds.....	1
Mathematics.....	5
Science.....	8
Language and Early Literacy (ELA) English Language Arts.....	12
Social Studies/Social Emotional.....	18
Creative Expression.....	26
Physical Development and Health Education.....	34

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Galileo® G3 Assessment Scales Alignment with Your State Standards

The state standards provide early childhood programs with important guidance for the provision of learning opportunities and the alignment of assessment activities to inform and facilitate developmentally appropriate practice leading to children's success at birth, now, and in the future as they make the transition to the early grades. These standards can be used by programs in a number of ways to guide everyday local decision-making and action leading to positive outcomes for children, including:

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

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

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

Alignment with Your State Standards

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

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

TABLE 1
Galileo G3 Assessment Scales

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

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

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

comprising the 11 domain areas. These knowledge areas make it possible for preschool programs to effectively assess the broad range and depth of knowledge and skills acquired by young children during the early years of learning, including capabilities important for school readiness. The knowledge areas within the *Galileo G3 Nature and Science Assessment Scale*, for example, are indicated in Table 2.

TABLE 2

Galileo® G3 Nature and Science Assessment Scale Knowledge Areas

3-5 Galileo G3 Nature and Science Knowledge Areas
<ul style="list-style-type: none">• Using Senses and Scientific Devices to Learn• Observing and Describing Living Things• Observing and Describing Physical Phenomena• Classifying Living Things• Classifying Physical Phenomena• Predicting Outcomes About Living Things• Predicting Physical Phenomena• Gathering and Presenting Data• Explaining Events and Outcomes• Questioning and Developing Hypotheses

As you read through each *Galileo G3 Assessment Scale* in this document, you will note that the domain is labeled at the top of each table. The knowledge areas/concepts of your state standards are then listed, as well as any subcategories in your state standards. In the left column are the details of how the

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

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

The state standards provide important information about key knowledge, behaviors, and skills acquired by young children and serve as a useful guide for the provision of learning opportunities and the choice of assessment instruments to assess children’s progress. In this regard, the *Galileo G3 Assessment Scales* make it possible for early childhood programs to implement a research-based, standards-aligned, comprehensive and developmentally appropriate approach to the provision of learning opportunities and the assessment of young children. As just one example of this capability, each Galileo knowledge area is comprised of a full range of capabilities forming empirically validated developmental sequences. These empirically validated sequences make it

possible for early childhood programs to effectively and confidently use the results of assessment to provide developmentally appropriate learning opportunities to children based on individual abilities, strengths, interests, and needs. Moreover, the *Galileo G3 Assessment Scales* can be effectively utilized to measure growth over an extended period of time and to document program impact on children’s learning. The *Galileo G3 Assessment Scales* on the following pages are comprised of in-depth, comprehensive, and empirically validated developmental sequences for Galileo knowledge areas and capabilities, reflecting the state standards.

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Nevada Pre-Kindergarten Standards Alignment to Galileo® 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

Mathematics

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 1.0: NUMBERS, NUMBER SENSE & COMPUTATION	
INDICATOR M= MATH	
1.PK.3a Recognize and read numerals 0-5.	
Mathematics Knowledge & Skills (MK) 12. Identifies numerals 0 to 5.	
1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.	
Mathematics Knowledge & Skills (MK) 2. Counts to find how many are in a group up to 5.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5.
1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.	
Mathematics Knowledge & Skills (MK) 2. Counts to find how many are in a group up to 5. 12. Identifies numerals 0 to 5.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5.
1.PK.4a Count to 10.	
Mathematics Knowledge & Skills (MK) 4. Counts to find how many are in a group up to 10.	Cognition & General Knowledge 3. Counts to find how many are in a group up to 10.
1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.	
Mathematics Knowledge & Skills (MK) 1. Uses one-to-one correspondence when counting objects.	
1.PK.5 Use concrete objects to combine and separate groups up to 5.	
Mathematics Knowledge & Skills (MK) 11. Separates a group into two sets and identifies the number of items in both sets.	Cognition & General Knowledge 7. Separates a group into two sets and identifies the number of items in both sets.
CONTENT STANDARD 2.0: PATTERNS, FUNCTIONS & ALGEBRA	
INDICATOR M=MATH	
2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color).	
Mathematics Knowledge & Skills (MK) 24. Matches objects to an example. 25. Sorts diverse objects based on a physical attribute (e.g., shape). 26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape). 27. Sorts diverse objects based on multiple attributes (e.g., size and shape).	Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2.PK.2 Recognize and replicate simple patterns (e.g., ABAB).	
<p>Mathematics Knowledge & Skills (MK) 38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down). 39. Repeats an alternating visual pattern (e.g., red/green/red/green). 40. Repeats an alternating auditory pattern (e.g., loud/soft claps). 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
2.PK.3 Compare sets of objects. Determine which set has more or less.	
<p>Mathematics Knowledge & Skills (MK) 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p>	
CONTENT STANDARD 3.0: MEASUREMENT	
INDICATOR M=MATH	
3.PK.1 Compare objects by size to determine smaller and larger.	
<p>Mathematics Knowledge & Skills (MK) 28. Identifies the shorter or taller of two persons or things. 29. Identifies the shortest or tallest in a group. 31. Places an object in its proper position in a group ordered by size.</p>	
3.PK.4 Sort pennies and nickels. (no matching goal)	
3.PK.6 Identify day and night.	
<p>Science Knowledge & Skills (SK) 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).</p>	
CONTENT STANDARD 4.0: SPATIAL RELATIONSHIPS, GEOMETRY AND LOGIC	
INDICATOR M=MATH	
4.PK.1a Identify circles, triangles, and squares.	
<p>Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board. 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4.PK.1b Begin to recognize two and three dimensional shapes in the environment.	
Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board. 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	
4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).	
Mathematics Knowledge & Skills (MK) 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).	
CONTENT STANDARD 5.0: DATA ANALYSIS	
INDICATOR M= MATH	
5.PK.1 Identify and sort information (e.g., interpret quantity in pictures).	
Mathematics Knowledge & Skills (MK) 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20. 25. Sorts diverse objects based on a physical attribute (e.g., shape). 26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape). 27. Sorts diverse objects based on multiple attributes (e.g., size and shape). 28. Identifies the shorter or taller of two persons or things. 29. Identifies the shortest or tallest in a group. 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.	Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).

Science

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD: NATURE OF SCIENCE- SCIENTIFIC INQUIRY AND SCIENCE, TECHNOLOGY, & SOCIETY	
INDICATOR N=NATURE OF SCIENCE	
N.PK1.a Observe their world.	
Science Knowledge & Skills (SK) 41. Uses observation as a way to gather data about an object or an event.	
N.PK1.b Ask questions about their world.	
Science Knowledge & Skills (SK) 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.	
N.PK.2 Share ideas with others.	
Science Knowledge & Skills (SK) 48. Shares ideas/thoughts when observing the natural world/physical phenomena. 51. Attempts to explain why living things change (e.g., leaves turn brown). 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).	Cognition & General Knowledge 24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).
N.PK.3 Use tools safely to observe and explore different objects/environments.	
Science Knowledge & Skills (SK) 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).	Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
N.PK.4 Use patterns to predict or sort items. (no matching goal)	
N.PK.5 Students work in small groups and share ideas with others regarding to science related activities.	
Science Knowledge & Skills (SK) 40. Participates in simple investigations to answer questions. 42. Confirms observations with another child/adult. Approaches to Learning (AL) 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.	
CONTENT STANDARD: EARTH & SPACE SCIENCE- ATMOSPHERIC PROCESSES AND THE WATER CYCLE; SOLAR SYSTEM & UNIVERSE; EARTH'S COMPOSITION & STRUCTURE	
INDICATOR E=EARTH	
E.PK.1 Observe and identify weather from day to day.	
Science Knowledge & Skills (SK) 12. Draws/talks about different weather conditions (e.g., sunny, rainy). 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
E.PK.2 Observe and identify water in different states.	
Science Knowledge & Skills (SK) 22. Classifies objects by their state (e.g., liquid, solid, gas).	
E.PK.3 Students understand that the sun, moon, and stars can be seen in the sky.	
Science Knowledge & Skills (SK) 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).	
E.PK.4 Identify and sort different natural objects (e.g., rocks, soils, etc.).	
Science Knowledge & Skills (SK) 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean). 22. Classifies objects by their state (e.g., liquid, solid, gas). 25. Classifies objects based on their physical composition (e.g., metal, rock, soil).	
CONTENT STANDARD: PHYSICAL SCIENCE- MATTER AND FORCES & MOTION AND ENERGY	
INDICATOR P=PHYSICAL	
P.PK.1 Sort objects according to observable properties (e.g., by shape and color).	
Mathematics Knowledge & Skills (MK) 24. Matches objects to an example. 25. Sorts diverse objects based on a physical attribute (e.g., shape). 26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape). 27. Sorts diverse objects based on multiple attributes (e.g., size and shape).	Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).
P.PK.2 Explore and demonstrate how objects move.	
Science Knowledge & Skills (SK) 53. Describes the functions of objects (e.g., containers hold things).	
P.PK.3 Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).	
Science Knowledge & Skills (SK) 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).	Cognition & General Knowledge 20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).
P.PK.4 Investigate how objects react when placed in water.	
Science Knowledge & Skills (SK) 38. Predicts changes in objects when liquid is added (e.g., sand, paper).	
P.PK.5 Identify hot and cold.	
Science Knowledge & Skills (SK) 37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD: LIFE SCIENCE- HEREDITY; STRUCTURE OF LIFE; ORGANISMS AND THEIR ENVIRONMENT; DIVERSITY OF LIFE	
INDICATOR L=LIFE	
L.PK.1 Investigate animals and their offspring.	
<p>Science Knowledge & Skills (SK) 19. Classifies animals into groups by the way they move (e.g., flying, running). 20. Classifies animals into those that are domestic and those that are wild. 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling). 27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p>	<p>Cognition & General Knowledge 18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p>
L.PK.2 Explore and identify a variety of animals and plants.	
<p>Science Knowledge & Skills (SK) 19. Classifies animals into groups by the way they move (e.g., flying, running). 20. Classifies animals into those that are domestic and those that are wild. 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling). 28. Predicts that a plant will die if it does not receive water. 29. Predicts that an animal will seek shelter in bad weather. 30. Predicts that a plant will die if it does not receive sufficient light. 31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species). 32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife. 33. Predicts that plants may be destroyed when an animal population increases.</p>	
L.PK.3 Identify humans, animals, and plants.	
<p>Science Knowledge & Skills (SK) 17. Distinguishes plants from animals. 19. Classifies animals into groups by the way they move (e.g., flying, running). 20. Classifies animals into those that are domestic and those that are wild. 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
L.PK.4 Use the five senses to explore and investigate the natural world.	
Science Knowledge & Skills (SK) 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
L.PK.5 Identify the basic need for air, water and food.	
Science Knowledge & Skills (SK) 9. Draws/talks about what living things need to survive (e.g., plants need water).	
L.PK.6 Identify animals and their homes.	
Science Knowledge & Skills (SK) 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).	
L.PK.7 Identify and/or sort plants and animals by observable characteristics.	
Science Knowledge & Skills (SK) 17. Distinguishes plants from animals. 19. Classifies animals into groups by the way they move (e.g., flying, running). 20. Classifies animals into those that are domestic and those that are wild. 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).	
L.PK.8 Observe living and non-living things on Earth.	
Science Knowledge & Skills (SK) 23. Classifies objects into living and non-living categories. 41. Uses observation as a way to gather data about an object or an event.	Cognition & General Knowledge 17. Classifies objects into living and non-living categories.

Language & Early Literacy (ELA) English Language Arts

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 1.0: WORD ANALYSIS	
INDICATOR WA= WORD ANALYSIS	
1.PK.1 Identify words that rhyme.	
Literacy Knowledge & Skills (LK) 4. Recognizes rhymes in poems, readings, or conversation, most of the time. 6. Creates rhyming words in play activities. 37. Draws horizontal and vertical lines. 38. Holds pencil with thumb and forefinger.	Language & Literacy 39. Recognizes rhymes in poems, readings, or conversation, most of the time.
1.PK.2 Identify the beginning sound of own name.	
Literacy Knowledge & Skills (LK) 2. Distinguishes between some beginning consonant sounds in spoken language.	
1.PK.3 Identify letters in own name.	
Literacy Knowledge & Skills (LK) 45. Identifies all the letters in her/his name.	Language & Literacy 56. Identifies all the letters in her/his name.
1.PK.4 Recognize environmental print and symbols.	
Literacy Knowledge & Skills (LK) 31. Reads a printed label or a sign on a familiar object, some of the time.	Language & Literacy 50. Reads a printed label or a sign on a familiar object, some of the time.
1.PK.5 Demonstrate awareness that print carries a message.	
Literacy Knowledge & Skills (LK) 22. Recognizes that a spoken word/speech can be written and read. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	Language & Literacy 46. Recognizes that a spoken word/speech can be written and read. 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).
CONTENT STANDARD 2.0: READING STRATEGIES	
INDICATOR RS = READING STRATEGIES	
2.PK.1 Identify the front cover of the book and know how to turn the pages when reading.	
Literacy Knowledge & Skills (LK) 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 24. Recognizes that pages are read from top to bottom.	
2.PK.2 Ask questions or make comments pertinent to the story being read.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2.PK.3 Identify pictures to aid in comprehension.	
Literacy Knowledge & Skills (LK) 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues.	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.
CONTENT STANDARD 3.0: LITERARY TEXT	
INDICATOR LT = LITERARY TEXT	
3.PK.1 Retell a story with the aid of pictures, props, or a book	
Literacy Knowledge & Skills (LK) 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues. Language Development (LD) 32. Draws pictures or uses dramatic play or music to tell a story.	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.
3.PK.5 Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).	
Literacy Knowledge & Skills (LK) 3. Says both syllables of a two-syllable word, with distinct separation. 4. Recognizes rhymes in poems, readings, or conversation, most of the time. 6. Creates rhyming words in play activities.	Language & Literacy 38. Says both syllables of a two-syllable word, with distinct separation. 39. Recognizes rhymes in poems, readings, or conversation, most of the time.
3.PK.6 With assistance, listen and respond to words with tone (e.g., poems and finger plays).	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
3.PK.7 With assistance, listen and discuss stories from different cultures and eras.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
3.PK.8 Predict what will happen next in a story.	
Literacy Knowledge & Skills (LK) 11. Predicts story events using picture or verbal cues. 12. Makes guesses about why things happen or change in a story.	Language & Literacy 43. Predicts story events using picture or verbal cues.
3.PK.9 Listen to age-appropriate material that makes connections to self and the world around them.	
Literacy Knowledge & Skills (LK) 15. Makes connections between her/his own experiences and those presented in books/stories.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 4.0: EXPOSITORY TEXT	
INDICATOR ET= EXPOSITORY TEXT	
4.PK.1 Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).	
Literacy Knowledge & Skills (LK) 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	Language & Literacy 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).
4.PK.5a Recall information from an event, text, or picture related to self and the world around them.	
Literacy Knowledge & Skills (LK) 15. Makes connections between her/his own experiences and those presented in books/stories.	
Language Development (LD) 31. Recalls story events using some spoken dialogue.	
4.PK.5b Respond to or ask a question about an event, text, or picture.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
4.PK.7 With teacher assistance, follow, a simple pictorial direction.	
Language Development (LD) 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.	
CONTENT STANDARD 5.0: EFFECTIVE WRITING (ALL LEVELS OF WRITING AND SPELLING AT THIS AGE ARE APPROPRIATE. CREATIVE SPELLING AND/OR PRETEND WRITING SHOULD BE EXPECTED AND ENCOURAGED.)	
INDICATOR EW = EFFECTIVE WRITING	
5.PK.1 Experiment with writing tools and materials in response to information.	
Literacy Knowledge & Skills (LK) 38. Holds pencil with thumb and forefinger. 39. Uses a variety of writing tools and materials to communicate with others.	
5.PK.2a Experiment with beginning techniques for using various writing materials.	
Literacy Knowledge & Skills (LK) 38. Holds pencil with thumb and forefinger. 39. Uses a variety of writing tools and materials to communicate with others.	
5.PK.2b Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).	
Literacy Knowledge & Skills (LK) 36. Draws figures and shapes to convey meanings. 37. Draws horizontal and vertical lines.	
5.PK.4a Use letter-like approximation to write name and/or other words or ideas.	
Literacy Knowledge & Skills (LK) 35. Communicates by scribbling and with some letter-like shapes.	Language & Literacy 53. Communicates by scribbling and with some letter-like shapes.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5.PK.4b Attempt, with a model, to spell own first name.	
Literacy Knowledge & Skills (LK) 43. Write her/his name, without assistance.	Language & Literacy 55. Write her/his name, without assistance.
5.PK.4c Attempt, with a model, to write the first letter of first name using the capital letter.	
Literacy Knowledge & Skills (LK) 43. Write her/his name, without assistance.	Language & Literacy 55. Write her/his name, without assistance.
CONTENT STANDARD 6.0: TYPES OF WRITING (ALL LEVELS OF WRITING AND SPELLING AT THIS AGE ARE APPROPRIATE. CREATIVE SPELLING AND/OR PRETEND WRITING SHOULD BE EXPECTED AND ENCOURAGED.)	
INDICATOR TW= TYPES OF WRITING	
6.PK.1 Experiment with writing tools and materials to communicate.	
Literacy Knowledge & Skills (LK) 39. Uses a variety of writing tools and materials to communicate with others.	
6.PK.2 Experiment with writing tools and materials in response to a familiar experience.	
Literacy Knowledge & Skills (LK) 39. Uses a variety of writing tools and materials to communicate with others.	
6.PK.4 Experiment with writing tools and materials in response to literature.	
Literacy Knowledge & Skills (LK) 39. Uses a variety of writing tools and materials to communicate with others.	
6.PK.5 Share drawings with others as a response to an expository text.	
Literacy Knowledge & Skills (LK) 36. Draws figures and shapes to convey meanings.	
6.PK.6 Share ideas and opinions for class writing. (no matching goal)	
6.PK.7 Dictate words, phrases, or sentences to an adult recording on paper. (no matching goal)	
6.PK.9a Organize ideas, through group discussion, with teacher assistance for the purpose of group research. (no matching goal)	
6.PK.9b Identify and explore an area of interest.	
Approaches to Learning (AL) 1. Explores most areas of the classroom. 2. Participates in an increasing variety of experiences independently. 6. Initiates preferred purposeful activities when playing in interest centers. Social & Emotional Development (SED) 6. Talks about his/her interests (what I like to do).	
6.PK.9c Use, with teacher assistance, a variety of sources to obtain information.	
Science Knowledge & Skills (SK) 40. Participates in simple investigations to answer questions. 41. Uses observation as a way to gather data about an object or an event. 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 7.0: LISTENING	
INDICATOR LS = LISTENING	
7.PK.1a Listen for a variety of purposes with increasing attention span.	
Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song.	
7.PK.1b Listen to and follow a two-step oral direction with the use of formal and informal language.	
Language Development (LD) 3. Follows a small set of step-by-step directions, without prompts.	
7.PK.2 Listen and respond appropriately to stories and group discussions.	
Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song. 4. Asks questions and/or makes comments about a story, poem, or song. Literacy Knowledge & Skills (LK) 20. Initiates conversation with a peer or an adult about a story, book or poem.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
7.PK.3 Listen with increasing attention span to gain new vocabulary.	
Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song.	
7.PK.5 Engage in conversation and sometimes follow conversational rules.	
Language Development (LD) 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning.	
CONTENT STANDARD 8.0: SPEAKING	
INDICATOR S= SPEAKING	
8.PK.1 Speak with increasing clarity, ease and accuracy, and give clear directions.	
Literacy Knowledge & Skills (LK) 2. Distinguishes between some beginning consonant sounds in spoken language. 3. Says both syllables of a two-syllable word, with distinct separation. 5. Distinguishes between some ending consonant sounds in spoken language. 7. Distinguishes between some vowel sounds in spoken language.	Language & Literacy 38. Says both syllables of a two-syllable word, with distinct separation.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
8.PK.2 Use and expand vocabulary to describe feelings, experiences, observations and ideas.	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
8.PK.3a Engage in dramatic play to convey experiences, feelings, ideas, or stories.	
Creative Arts (CA) 30. Uses dramatic play to express feelings (e.g., fear). 36. Uses dramatic play to ask questions to gain new knowledge from others.	
8.PK.3b Speak in complete sentences using at least three words.	
Language Development (LD) 23. Combines words to create meaningful short sentences. 30. Uses compound sentences (e.g., sentences joined by and, but, or).	
8.PK.4a Initiate conversation and respond to others.	
Language Development (LD) 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. Literacy Knowledge & Skills (LK) 20. Initiates conversation with a peer or an adult about a story, book or poem.	
8.PK.4b Share ideas and information from personal and share group experiences.	
Social Studies Knowledge & Skills (SSK) 1. Shares personal family stories and traditions. 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.	
8.PK.4c Ask and answer simple questions.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 16. Asks questions to obtain information or assistance.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
8.PK.5 Use language to repeat simple stories, songs and rhymes, or to relate experiences.	
Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.

Social Studies/Social Emotional

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale	
CONTENT STANDARD H1: PEOPLE, CULTURES, AND CIVILIZATIONS			
INDICATOR H=HISTORY			
H1.PK.1 Children begin to complete simple tasks together.			
Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.		Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	
Approaches to Learning (AL) 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.			
H1.PK.2 Be exposed to stories of family members, local residents, and prominent figures.			
Social Studies Knowledge & Skills (SSK) 1. Shares personal family stories and traditions.			
H1.PK.3 Share information about their family practices, customs, and culture			
Social Studies Knowledge & Skills (SSK) 1. Shares personal family stories and traditions. 2. Identifies family members and relationship to each. 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).		Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).	
CONTENT STANDARD H2: NATION BUILDING & DEVELOPMENT			
INDICATOR H=HISTORY			
H2.PK.1 Begin to recognize that problems can occur in groups. (no matching goal)			
CONTENT STANDARD H3: SOCIAL RESPONSIBILITY & CHANGE			
INDICATOR H=HISTORY			
H3.PK.1 Begin to understand that differences exist between home and school. (no matching goal)			
CONTENT STANDARD G5: THE WORLD IN SPATIAL TERMS			
INDICATOR G=GEOGRAPHY			
G5.PK.1 Identify direction and location (e.g., up/down and above/below).			
Social Studies Knowledge & Skills (SSK) 14. Demonstrates and uses terms related to location, direction, and distance.		Cognition & General Knowledge 28. Demonstrates and uses terms related to location, direction, and distance.	
Mathematics Knowledge & Skills (MK) 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).			

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD G6: PLACES & REGIONS	
INDICATOR G=GEOGRAPHY	
G6.PK.1 Identify different areas of the classroom and home.	
Social Studies Knowledge & Skills (SSK) 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.	
G6.PK.2 Begin to recognize characteristics that make them unique.	
Social & Emotional Development (SED) 5. Describes his/her physical attributes (what I look like). 7. Says positive things about his/her appearance.	
G6.PK.3 Identify numbers and letters related to his/her address.	
Social Studies Knowledge & Skills (SSK) 17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).	
CONTENT STANDARD G7: HUMAN SYSTEMS	
INDICATOR G=GEOGRAPHY	
G7.PK.1 Begin to understand that people move to other places. (no matching goal)	
CONTENT STANDARD G8: ENVIRONMENT & SOCIETY	
INDICATOR G=GEOGRAPHY	
G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).	
Science Knowledge & Skills (SK) 12. Draws/talks about different weather conditions (e.g., sunny, rainy).	
CONTENT STANDARD Ec11: THE DYNAMIC ECONOMY	
INDICATOR Ec= ECONOMICS	
Ec10.PK.1 Decide between two choices involving classroom resources.	
Social Studies Knowledge & Skills (SSK) 5. Demonstrates increasing ability to make independent choices.	
CONTENT STANDARD C13: CITIZENSHIP AND THE LAW (RULES & LAWS, RIGHTS, RESPONSIBILITIES, SYMBOLS)	
INDICATOR C=CIVICS	
C13.PK.1 Follow classroom and school rules.	
Physical Development & Health (PDH) 36. Follows fire safety/fire drill rules, without assistance. 37. Follows outdoor and indoor play rules, without prompts.	Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
C13.PK.2 Participate in group decision making. (no matching goal)	
CONTENT STANDARD C16: GLOBAL RELATIONS	
INDICATOR C=CIVICS	
C16.PK.1 Identify their teacher and peers by name.	
Social & Emotional Development (SED) 36. Says, signs, or gestures the names of friends.	
CONTENT STANDARD 1.0: SELF-CONFIDENCE	
INDICATOR SE=SOCIAL EMOTIONAL	
1.PK.1a Make independent choices from diverse interest centers or activities.	
Approaches to Learning (AL) 4. Selects activities or objects from a choice of at least two in a daily routine. 5. Selects activities that are within her/his capabilities, most of the time. 6. Initiates preferred purposeful activities when playing in interest centers. Social Studies Knowledge & Skills (SSK) 5. Demonstrates increasing ability to make independent choices.	
1.PK.1b Select materials to use for individual expression.	
Social & Emotional Development (SED) 26. Gets materials needed for an activity, without prompts. Creative Arts (CA) 28. Uses a variety of colors to create moods or feelings in artwork.	
1.PK.2a Express ideas for activities; initiate and participate in discussions with teachers or peers.	
Language Development (LD) 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic.	
1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally.	
Social & Emotional Development (SED) 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 6. Talks about his/her interests (what I like to do). 8. Talks positively about a recent accomplishment.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure. (no matching goal)	
CONTENT STANDARD 2.0: SELF-DIRECTION	
INDICATOR SE=SOCIAL EMOTIONAL	
2.PK.1a Separate easily from parents(s)/caregivers(s)/significant adult(s).	
Social & Emotional Development (SED) 29. Accepts arrival and departure transitions as routine parts of the day.	
2.PK.1b Move through routines and activities with minimal adult/teacher direction.	
Social & Emotional Development (SED) 13. Makes transitions between activities with minimal assistance. 27. Insists on routines for transitions (e.g., when parents drop-off the child at the center). 28. Comforts self by engaging in calming/soothing activities some of the time.	
2.PK.2 Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).	
Physical Development & Health (PDH) 2. Feeds his/herself without help. 4. Serves self an appropriate amount of food.	
2.PK.3a Use toys and materials with care.	
Social & Emotional Development (SED) 15. Uses classroom materials safely and for their intended purpose.	
2.PK.3b Clean up or put away toys and materials when finished. (no matching goal)	
CONTENT STANDARD 3.0: IDENTIFICATION AND EXPRESSION OF FEELINGS	
INDICATOR SE=SOCIAL EMOTIONAL	
3.PK.1 Identify a range of feelings (e.g., sadness, anger, fear, and happiness).	
Social & Emotional Development (SED) 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).	
3.PK.2a Express feelings, needs or wants in appropriate ways.	
Social & Emotional Development (SED) 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 37. Chooses to express self to others safely/respectfully in calm situations. 43. Chooses to express self to others safely/respectfully in difficult situations.	Social & Emotional Development 72. Chooses to express self to others safely/respectfully in calm situations.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.PK.2b Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).	
Social & Emotional Development (SED) 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry. 40. Expresses encouragement in a variety of ways (e.g., clapping, cheering). 41. Recognizes the impact of his/her actions on others' feelings. 42. Respects the rights of others. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	
CONTENT STANDARD 4.0: INTERACTIONS WITH OTHER CHILDREN AND ADULTS	
INDICATOR SE=SOCIAL EMOTIONAL	
4.PK.1a Demonstrate appropriate affection for teachers and friends. (no matching goal)	
4.PK.1b Express common courtesy to others (e.g., saying "thank you", "please" and "excuse me", or passing a plate of cookies).	
Social & Emotional Development (SED) 31. Responds appropriately to greeting by familiar peers. 32. Initiates greeting of familiar peers.	
4.PK.1c Respect rights and belongings of others (e.g., "It is my turn to use the bike, but you can have the bike when I am finished").	
Social & Emotional Development (SED) 42. Respects the rights of others.	
4.PK.1d Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).	
Logic & Reasoning (LR) 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). 18. Uses concrete materials to solve a problem (e.g., blocks to count). 19. Tries out new ideas to see if they will work. 20. Suggests an alternative solution to solve a problem, without assistance. 21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away). 22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).	Cognition & General Knowledge 14. Uses concrete materials to solve a problem (e.g., blocks to count).
4.PK.1e Be able to say and respond to first and last name.	
Social & Emotional Development (SED) 1. Knows his/her own first and last names.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4.PK.1f Be able to say parent’s or caregiver’s name. (no matching goal)	
CONTENT STANDARD 5.0: PRO-SOCIAL BEHAVIORS	
INDICATOR SE=SOCIAL EMOTIONAL	
5.PK.1a Play independently.	
<p>Social & Emotional Development (SED) 35. Plays without disrupting or destroying the work of others.</p> <p>Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently. 28. Establishes proximity to peers during an unstructured child-directed activity.</p>	<p>Social & Emotional Development 71. Plays without disrupting or destroying the work of others.</p>
5.PK.1b Play in pairs and small groups.	
<p>Social & Emotional Development (SED) 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.</p> <p>Approaches to Learning (AL) 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</p>	<p>Social & Emotional Development 72. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5.PK.1c Engage in dramatic play.	
<p>Logic & Reasoning (LR)</p> <ol style="list-style-type: none"> 1. Decides on a scene to act out. 2. Mimics a movie, book, or past experience. 3. Uses objects to represent characters (e.g., stuffed animal as the dad). 4. Assigns parts to self and peers to act out scene. 5. Uses body to act out pretend scene. 6. Uses drawings to embellish scene. 7. Talks to peers in pretend character. 8. Reacts to peers remaining in pretend character. 9. Acts out different roles (e.g., child, adult) in dramatic play situations. 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg). 30. Uses dramatic play to express feelings (e.g., fear). 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity. 33. Describes the story or situation that will occur during dramatic play. 34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks). 35. Practices "working out" new situations (e.g., going to doctor, new baby, trip). 36. Uses dramatic play to ask questions to gain new knowledge from others. 	<p>Cognition & General Knowledge</p> <ol style="list-style-type: none"> 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).
5.PK.1d Initiate play, or enter into play with a group of children already playing.	
<p>Social & Emotional Development (SED)</p> <ol style="list-style-type: none"> 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others. 	<p>Social & Emotional Development</p> <ol style="list-style-type: none"> 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
5.PK.2a Participate in cooperative groups to complete a task.	
<p>Approaches to Learning (AL)</p> <ol style="list-style-type: none"> 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner. 	
5.PK.2b Take turns with teacher support.	
<p>Social Studies Knowledge & Skills (SSK)</p> <ol style="list-style-type: none"> 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. 	<p>Cognition & General Knowledge</p> <ol style="list-style-type: none"> 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5.PK.2c Share some of the time.	
Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
CONTENT STANDARD 6.0: ATTENDING AND FOCUSING SKILLS	
INDICATOR SE=SOCIAL EMOTIONAL	
6.PK.1a Attend to a task for at least 10 minutes.	
Approaches to Learning (AL) 11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time.	
6.PK.1b Move on to next activity without exhibiting signs of stress.	
Social & Emotional Development (SED) 13. Makes transitions between activities with minimal assistance.	
6.PK.1c Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).	
Language Development (LD) 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning.	
6.PK.1d Demonstrate ability to delay gratification to complete a larger task. (no matching goal)	

Creative Expression

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 1.0: CREATIVE THINKING- APPROACHES TO LEARNING THROUGH CREATIVITY	
INDICATOR CT: CREATIVE THINKING	
1.PK.1 Use a variety of approaches to solving problems.	
<p>Logic & Reasoning (LR)</p> <p>15. Seeks assistance from an adult when attempting to solve a problem.</p> <p>16. Seeks assistance from peers when attempting to solve a problem.</p> <p>17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).</p> <p>18. Uses concrete materials to solve a problem (e.g., blocks to count).</p> <p>19. Tries out new ideas to see if they will work.</p> <p>20. Suggests an alternative solution to solve a problem, without assistance.</p> <p>21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).</p> <p>22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).</p>	<p>Cognition & General Knowledge</p> <p>14. Uses concrete materials to solve a problem (e.g., blocks to count).</p>
1.PK.2 Use a variety of approaches to solving interpersonal problems in the classroom.	
<p>Social & Emotional Development (SED)</p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>17. Moves around another child that is in her/his way (e.g., going up a slide).</p> <p>18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).</p> <p>19. Expresses wants and needs in conflict situations.</p> <p>20. Says, signs, or gestures to a child who is being offensive to stop the behavior.</p> <p>21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p> <p>22. Shows the ability to compromise in conflict resolution.</p> <p>23. Uses negotiation to reach a solution.</p> <p>24. Maintains a negotiated plan.</p> <p>25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>	<p>Social & Emotional Development</p> <p>70. Shows the ability to compromise in conflict resolution.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.PK.3 Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object. (no matching goal)	
CONTENT STANDARD 2.0: CREATIVE THINKING- APPROACHES TO LEARNING THROUGH MOTIVATION AND PERSISTENCE	
INDICATOR CT: CREATIVE THINKING	
2.PK.1 Select progressively more challenging tasks.	
Approaches to Learning (AL) 5. Selects activities that are within her/his capabilities, most of the time.	
2.PK.2a Demonstrate ability to delay gratification to complete a larger task. (no matching goal)	
2.PK.2b Express satisfaction when accomplishing a task and achieving a goal.	
Social & Emotional Development (SED) 8. Talks positively about a recent accomplishment.	
2.PK.3 Demonstrate persistence by trying again when faced with challenges.	
Approaches to Learning (AL) 15. Persists with a difficult or non-preferred activity.	
CONTENT STANDARD 3.0: CREATIVE THINKING- MAKING CONNECTIONS	
INDICATOR CT: CREATIVE THINKING	
3.PK.1 Combine objects in a variety of ways.	
Approaches to Learning (AL) 3. Combines materials, objects, equipment in new ways to produce multiple uses.	Approaches to Learning 61. Combines materials, objects, equipment in new ways to produce multiple uses.
3.PK.2 Categorize experiences, people and ideas in a variety of ways. (no matching goal)	
3.PK.3 Create stories and scenarios by combining experiences and ideas.	
Language Development (LD) 33. Makes up a story from beginning, to middle, to end.	
CONTENT STANDARD 1.0: MUSIC AND MOVEMENT – SINGING	
INDICATOR MM=MUSIC AND MOVEMENT	
1.PK.1 Make a variety of sounds with their voices.	
Creative Arts (CA) 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).	
1.PK.2 Create and sing chants.	
Creative Arts (CA) 10. Invents songs or tunes using voice or musical instruments.	
1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.	
Creative Arts (CA) 3. Sings or hums familiar songs or tunes.	Approaches to Learning 66. Sings or hums familiar songs or tunes.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.PK.3b Select and recognize a variety of songs from diverse cultures. (no matching goal)	
CONTENT STANDARD 2.0: MUSIC AND MOVEMENT - PLAYING INSTRUMENTS	
INDICATOR MM=MUSIC AND MOVEMENT	
2.PK.1 Play and identify a variety of musical instruments.	
<p>Creative Arts (CA)</p> <p>1. Shows an interest in using musical instruments to produce sounds.</p> <p>7. Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.).</p> <p>8. Matches the type of sound to a particular instrument.</p> <p>11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</p> <p>13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).</p>	
2.PK.2 Participate in a rhythm instrument band.	
<p>Creative Arts (CA)</p> <p>1. Shows an interest in using musical instruments to produce sounds.</p> <p>11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</p> <p>13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).</p>	
2.PK.4 Accompany simple music with rhythm instruments or clapping.	
<p>Creative Arts (CA)</p> <p>1. Shows an interest in using musical instruments to produce sounds.</p>	
CONTENT STANDARD 3.0: MUSIC AND MOVEMENT – IMPROVISATION	
INDICATOR MM=MUSIC AND MOVEMENT	
3.PK.1 Improvise simple songs and rhythmic patterns using voice, body or instrument.	
<p>Creative Arts (CA)</p> <p>4. Uses movement to express what is being felt/heard in various songs or tunes.</p> <p>6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).</p> <p>9. Synchronizes movements to different patterns of beat/tempo, most of the time.</p> <p>10. Invents songs or tunes using voice or musical instruments.</p> <p>11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</p> <p>13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).</p>	<p>Approaches to Learning</p> <p>67. Uses movement to express what is being felt/heard in various songs or tunes.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.PK.3 Take familiar songs and change the words, feelings, sound of voice or dynamics.	
Creative Arts (CA) 3. Sings or hums familiar songs or tunes. 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).	
CONTENT STANDARD 6.0: MUSIC AND MOVEMENT – LISTENING	
INDICATOR MM=MUSIC AND MOVEMENT	
6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.	
Creative Arts (CA) 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow). 12. Identifies differences in tempo, tone, and volume, most of the time.	
CONTENT STANDARD 7.0: MUSIC AND MOVEMENT – EVALUATION	
INDICATOR MM=MUSIC AND MOVEMENT	
7.PK.2 Demonstrate a preference in music	
Creative Arts (CA) 5. Talks about the kinds of music enjoyed (e.g., favorites).	
CONTENT STANDARD 8.0: MUSIC AND MOVEMENT - APPLICATION TO LIFE	
INDICATOR MM=MUSIC AND MOVEMENT	
8.PK.2 Demonstrate math and language skills while participating in music. (no matching goal)	
CONTENT STANDARD 9.0: MUSIC AND MOVEMENT - CULTURAL AND HISTORICAL CONNECTIONS	
INDICATOR MM=MUSIC AND MOVEMENT	
9.PK.1 Experience music from different cultures. (no matching goal)	
CONTENT STANDARD 10.0: MUSIC AND MOVEMENT - CROSS-CURRICULAR	
INDICATOR MM=MUSIC AND MOVEMENT	
10.PK.1a Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).	
Creative Arts (CA) 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	
10.PK.1b Move with and without music using a variety of props such as scarves, balloons, hoops, etc.	
Creative Arts (CA) 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	
10.PK.1c Respond to changes in tempo.	
Creative Arts (CA) 9. Synchronizes movements to different patterns of beat/tempo, most of the time. 12. Identifies differences in tempo, tone, and volume, most of the time.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 1.0: DRAMATIC PLAY	
INDICATOR D=DRAMATIC PLAY	
1.PK.1 Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.	
Creative Arts (CA) 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity. 35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).	
1.PK.2a Make up new roles from experiences and familiar stories.	
Creative Arts (CA) 31. Acts out a real or make-believe character during dramatic play.	
1.PK.2b Direct peers and/or follow directions from peers in creating dramatic play scenarios.	
Creative Arts (CA) 32. Acts out stories or situations during a dramatic play activity. 33. Describes the story or situation that will occur during dramatic play. 34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).	
1.PK.3 Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.	
Creative Arts (CA) 31. Acts out a real or make-believe character during dramatic play. Logic & Reasoning (LR) 7. Talks to peers in pretend character.	
1.PK.6 Use available materials as either realistic or symbolic props as part of dramatic play.	
Logic & Reasoning (LR) 3. Uses objects to represent characters (e.g., stuffed animal as the dad). 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).	Cognition & General Knowledge 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).
1.PK.7 Use dress-up clothes or costumes and other props in dramatic play.	
Logic & Reasoning (LR) 3. Uses objects to represent characters (e.g., stuffed animal as the dad).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 2.0: DRAMATIC PLAY	
INDICATOR D=DRAMATIC PLAY	
2.PK.1 Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).	
Science Knowledge & Skills (SK) 19. Classifies animals into groups by the way they move (e.g., flying, running). 20. Classifies animals into those that are domestic and those that are wild. 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).	
2.PK.2 Imitate roles observed in child’s life experiences.	
Creative Arts (CA) 31. Acts out a real or make-believe character during dramatic play.	
2.PK.3 Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.	
Creative Arts (CA) 31. Acts out a real or make-believe character during dramatic play. Logic & Reasoning (LR) 12. Acknowledges a difference between pretend game and the reality of the classroom.	Cognition & General Knowledge 16. Acknowledges a difference between pretend game and the reality of the classroom.
CONTENT STANDARD 3.0: DRAMATIC PLAY	
INDICATOR D=DRAMATIC PLAY	
3.PK.3 Differentiate between pretend and real.	
Logic & Reasoning (LR) 12. Acknowledges a difference between pretend game and the reality of the classroom.	Cognition & General Knowledge 16. Acknowledges a difference between pretend game and the reality of the classroom.
CONTENT STANDARD 4.0: DRAMATIC PLAY	
INDICATOR D=DRAMATIC PLAY	
4.PK.1 Begin to understand and identify similarities and differences between dramatic characters and real people.	
Logic & Reasoning (LR) 12. Acknowledges a difference between pretend game and the reality of the classroom.	Cognition & General Knowledge 16. Acknowledges a difference between pretend game and the reality of the classroom.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 5.0: DRAMATIC PLAY	
INDICATOR D=DRAMATIC PLAY	
5.PK.1 Use music, movement, and visual arts in dramatic play. (no matching goal)	
5.PK.3 Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles). (no matching goal)	
CONTENT STANDARD 1.0: VISUAL ARTS: KNOWLEDGE	
INDICATOR VA= VISUAL ARTS	
1.PK.3 Use a variety of media, techniques, and processes in art activities that are of the child’s creation without a model.	
Creative Arts (CA) 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 22. Selects materials that will be needed for a self-initiated art project. 24. Describes a self-made art project (tells what it is about) to a child or adult.	
CONTENT STANDARD 2.0: VISUAL ARTS – CONTENT	
INDICATOR VA= VISUAL ARTS	
2.PK.4 Identify color, shape, and texture through art experiences.	
Creative Arts (CA) 17. Creates collages with various materials and textures (e.g., fabrics, pictures). 28. Uses a variety of colors to create moods or feelings in artwork.	
CONTENT STANDARD 3.0: VISUAL ARTS - CONTENT	
INDICATOR VA= VISUAL ARTS	
3.PK.1 Recognize various art forms (e.g., photographs, statues, paintings, and drawings). (no matching goal)	
3.PK.2 Create works that express or represent experiences, ideas, feelings, and fantasy using various media.	
Creative Arts (CA) 18. Draws representations of human and animal figures. 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 28. Uses a variety of colors to create moods or feelings in artwork.	Approaches to Learning 65. Draws representations of human and animal figures.
CONTENT STANDARD 4.0: VISUAL ARTS – CONTEXT	
INDICATOR VA= VISUAL ARTS	
4.PK.3 Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.	
Creative Arts (CA) 21. Participates in various art activities (e.g., paint, sculpture, collage, masks).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 5.0: VISUAL ARTS – INTERPRETATION	
INDICATOR VA= VISUAL ARTS	
5.PK.1 Recognize their own and others’ artwork.	
Creative Arts (CA) 24. Describes a self-made art project (tells what it is about) to a child or adult.	
5.PK.2 Demonstrate respect for the artwork of others. (no matching goal)	
Creative Arts (CA) 24. Describes a self-made art project (tells what it is about) to a child or adult. 27. Describes the steps/plan for constructing a self-initiated art project.	
5.PK.3 Describe or respond to their own creative work or the creative work of others.	
Creative Arts (CA) 28. Uses a variety of colors to create moods or feelings in artwork.	
CONTENT STANDARD 6.0: VISUAL ARTS - CROSS-CURRICULAR	
INDICATOR VA= VISUAL ARTS	
6.PK.1 Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.	
Logic & Reasoning (LR) 6. Uses drawings to embellish scene.	
6.PK.2 Use visual arts in dramatic play, music, and movement activities.	

Physical Development & Health Education

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 1.0: DEVELOPMENT OF MOTOR SKILLS	
INDICATOR PD=PHYSICAL DEVELOPMENT	
1.PK.1 Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).	
Language Development (LD) 8. Understands action words (e.g., give, run).	Language & Literacy 35. Understands action words (e.g., give, run).
CONTENT STANDARD 2.0: MOVEMENT FORMS	
INDICATOR PD=PHYSICAL DEVELOPMENT	
2.PK.1 Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.	
Physical Development & Health (PDH) 45. Walks to a destination without help. 46. Jumps in place and off low objects, such as a step. 47. Moves around obstacles with balance and direction. 48. Stops and turns while running. 49. Walks along a line on the floor, most of the time. 50. Climbs up and down stairs. 51. Walks along a wide beam, most of the time. 52. Climbs a short ladder (e.g., on playground toys). 53. Jumps forward several times, maintaining balance most of the time. 56. Hops with direction and control, most of the time. 57. Jumps backward without losing balance. 58. Skips with direction and control, most of the time. 59. Gallops maintaining direction and control, most of the time.	Physical Development & Health 83. Climbs up and down stairs. 84. Climbs a short ladder (e.g., on playground toys). 85. Skips with direction and control, most of the time.
2.PK.2 Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).	
Physical Development & Health (PDH) 60. Throws a ball a short distance with accuracy, most of the time. 61. Kicks a ball a short distance with accuracy, most of the time. 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time. 63. Dribbles a large ball several times with both hands. 64. Dribbles a large ball several times with one hand.	
2.PK.3 Balance on one foot for at least five seconds.	
Physical Development & Health (PDH) 54. Balances on one foot for five seconds.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 3.0: DANCE	
INDICATOR PD=PHYSICAL DEVELOPMENT	
3.PK.1 Demonstrate locomotor movements such as up, down, forward, and backward.	
Physical Development & Health (PDH) 45. Walks to a destination without help. 46. Jumps in place and off low objects, such as a step. 48. Stops and turns while running. 50. Climbs up and down stairs. 57. Jumps backward without losing balance.	Physical Development & Health 83. Climbs up and down stairs.
3.PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between). (no matching goal)	
CONTENT STANDARD 4.0: HEALTH ENHANCING LIFESTYLE	
INDICATOR PD=PHYSICAL DEVELOPMENT	
4.PK.1 Engage in daily moderate to vigorous physical activity.	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health (PDH) 77. Participates actively in outdoor group games (e.g., kickball).
CONTENT STANDARD 5.0: PERSONAL RESPONSIBILITY	
INDICATOR PD=PHYSICAL DEVELOPMENT	
5.PK.1 Participate appropriately during physical activities.	
Physical Development & Health (PDH) 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health (PDH) 77. Participates actively in outdoor group games (e.g., kickball).
5.PK.2 Demonstrate turn taking and cooperation during physical activities.	
Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	
5.PK.3 Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).	
Social Studies Knowledge & Skills (SSK) 41. Shows recognition of and respect for differences between genders. 42. Shows respect for those with special needs. 43. Shows respect for members of different cultures. 44. Shows respect for varying family structures.	
5.PK.4 Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities).	
Physical Development & Health (PDH) 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 6.0: FINE MOTOR SKILLS	
INDICATOR PD=PHYSICAL DEVELOPMENT	
6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).	
Physical Development & Health (PDH) 71. Strings large beads on a piece of yarn. 72. Builds short structures with blocks or other materials (e.g., 3 blocks high). 73. Builds tall structures with blocks or other materials (e.g., 10 blocks high). 74. Uses computer keyboard/mouse for writing/drawing, without assistance.	Physical Development & Health 88. Uses computer keyboard/mouse for writing/drawing, without assistance.
6.PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).	
Physical Development & Health (PDH) 65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils. 67. Correctly holds a pencil or crayon. 68. Cuts with scissors along a straight line. 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape.	Physical Development & Health 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape.
6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.	
Physical Development & Health (PDH) 67. Correctly holds a pencil or crayon.	Physical Development & Health 86. Correctly holds a pencil or crayon.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONTENT STANDARD 1.0: CORE CONCEPTS-HEALTH PROMOTION/DISEASE PREVENTION	
INDICATOR HE=HEALTH	
1.PK.1 Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).	
Physical Development & Health (PDH) 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 10. Disposes of tissues appropriately in a container. 11. Covers mouth with hand/tissue when coughing or sneezing. 12. Brushes teeth in a correct fashion, without assistance. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating). 26. Uses bathroom, without assistance. 27. Initiates a trip to the bathroom, without being prompted. 28. Completes bathroom activities (clothing up/down, wiping, flushing) independently. 29. Disposes of toilet paper/paper towels appropriately. 30. Remains dry and unsoiled between bathroom trips.	Physical Development & Health 76. Requests or initiates hand washing when needed (e.g., before eating). 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.
1.PK.2 Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.). (no matching goal)	
1.PK.3 Identify healthy foods.	
Physical Development & Health (PDH) 5. Identifies examples of foods that are healthy.	Physical Development & Health 75. Identifies examples of foods that are healthy.
1.PK.5 Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.).	
Physical Development & Health (PDH) 36. Follows fire safety/fire drill rules, without assistance. 37. Follows outdoor and indoor play rules, without prompts. 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 39. Describes basic traffic safety rules, without assistance. 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance.	Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance. 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 81. Identifies potentially dangerous situations/activities, without assistance.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.PK.6 Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).	
Physical Development & Health (PDH) 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 10. Disposes of tissues appropriately in a container. 11. Covers mouth with hand/tissue when coughing or sneezing. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating).	Physical Development & Health 76. Requests or initiates hand washing when needed (e.g., before eating).
1.PK.7 Recognize community health and safety helpers (e.g., police, firefighters, doctors).	
Social Studies Knowledge & Skills (SSK) 9. Describes or illustrates the roles/responsibilities of community workers.	Cognition & General Knowledge 27. Describes or illustrates the roles/responsibilities of community workers.
1.PK.8 Identify the basic need for air, water, and food.	
Science Knowledge & Skills (SK) 9. Draws/talks about what living things need to survive (e.g., plants need water).	
CONTENT STANDARD 3.0: SELF-MANAGEMENT	
INDICATOR HE=HEALTH	
3.PK.1 Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).	
Social & Emotional Development (SED) 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).	
3.PK.3 Identify potential hazards at home, school, and community.etc.).	
Physical Development & Health (PDH) 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance.	Physical Development & Health 81. Identifies potentially dangerous situations/activities, without assistance.
CONTENT STANDARD 5.0: INTERPERSONAL COMMUNICATION	
INDICATOR HE=HEALTH	
5.PK.1 Seek adult assistance when injured and/or ill.	
Physical Development & Health (PDH) 35. Understands that parents and teachers are helpful resources.	