



## Alignment of Ohio Scales in Galileo With the Ohio Early Learning Content Standards for:

- English Language Arts
- Mathematics
- **Social Studies** *new*
- **Science** *new*

'04-'05 Scales Adapted Directly  
from Ohio Early Learning State  
Content Standards

**And remember, the Galileo vO Language Arts and Mathematics Scales are also aligned with:**  
The Head Start Child Outcomes Legislatively Mandated Indicators  
The National Reporting System Assessment Goals

**The Capacity to Deliver Innovation:** *ATI stays ahead to help keep you ahead. Galileo Scale Builder and Galileo eCurriculum are two essential tools that make Galileo uniquely qualified to rapidly accommodate changes in research, policy, and legislation that affect the early childhood education standards, assessment, curriculum, and outcome documentation. These tools are included in Galileo and are available to all Ohio clients who want up-to-date technology to meet their needs.*

**Ensuring Alignment for Ohio Head Start Programs:** *ATI never assumes that the old will accommodate the new. We take alignment of the Galileo Scales with Ohio Early Learning State Content Standards, Federal Outcome Indicators, and the National Reporting System seriously. ATI patented technology makes it possible to ensure that Galileo Scales and Galileo eCurriculum can be rapidly updated and delivered to programs. This unique capability ensures that Galileo can continuously serve the needs of local Head Start programs, Head Start State Associations, State Departments of Education, and the Administration for Children and Families by providing high quality research-based developmental assessment tools and evidenced-based curriculum.*

**Defensible Data for Documenting Outcome:** *ATI documents the quality of our work so that you can confidently document the quality of yours. ATI's ongoing psychometric validation and research activities in partnership with local Head Start programs, Head Start State Associations, the National Head Start Association, Galileo Chapters in several states, and University research scholars help to ensure that Galileo meets the highest standards of reliability, validity and utility in Head Start. Because we know how important it is for you to have high quality assessment tools, we frequently update the psychometrics of our assessment scales and report this in the Galileo System for the Electronic Management of Learning.*

At ATI, we have built a partnership with Head Start programs that has helped build positive outcomes for children. We encourage you to take a look at Head Start's many successes documented through Galileo, starting right at home with Ohio data. To view Child Outcome Portraits from eLearning Communities throughout the country go to [www.ati-online.com](http://www.ati-online.com).

**We've Already Taken the Next Steps to Help Get You Ready:** *ATI anticipates change so that you can move forward with confidence. Galileo is ready-to-go so that you're ready to do great things for children. ATI has an adaptable and flexible system so that you have the tools that you need and are prepared to successfully meet change head on.*

**Standard: Phonemic Awareness, Word Recognition, and Fluency**

***Phonological and Phonemic Awareness***

1. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words.
2. Hear sounds in words by isolating the syllables of a word using snapping, clapping, or rhythmic movement (e.g., cat, ap-ple).
3. Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).
4. Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, box, baby; /t/ as in Matt, kite, boat).

***Galileo vO Phonological and Phonemic Awareness***

1. Recognizes matching and dissimilar sounds (consonants and vowels).
2. Distinguishes between some beginning consonant sounds in spoken language.
3. Distinguishes between some ending consonant sounds in spoken language.
4. Isolates word syllables by snapping, clapping, or rhythmic movement.
5. Distinguishes between some vowel sounds in spoken language.
6. Recognizes rhymes in poems, readings, or conversation, most of the time.
7. Creates rhyming words in play activities.
8. Identifies a phoneme shared between words.
9. Puts sounds together to make short words (e.g., k-a-t, cat).
10. Segments short words into their component sounds (e.g., trick, t-r-i-k).

***Word Recognition and Fluency***

5. Identify own first name in print.
6. Recognize and name some upper and lower case letters in addition to those in first name.
7. Recognize that words are made up of letters.
8. Recognize and "read" familiar words or environmental print.
9. Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., Brown Bear, Brown Bear).

***Galileo vO Word Recognition and Fluency***

11. Identifies all the letters in her/his name.
13. Recognizes his/her name in print.
12. Names 10 or more letters.
13. Recognizes his/her name in print.
16. Recognizes that words are composed of letters.
14. Reads a printed label or sign on a familiar object, some of the time.
15. Reads familiar words in a sentence from a book/poem, with assistance.
17. Uses phrasing, intonation, and expression during shared reading.

**Standard: Acquisition of Vocabulary**

***Contextual Understanding***

1. Understand the meaning of new words from the context of conversations, the use of pictures that accompany text or the use of concrete objects.
2. Recognize and demonstrate an understanding of environmental print.
3. Name items in common categories (e.g., animals, food, clothing, transportation, etc.).
4. Demonstrate or orally communicate position and directional words.

***Galileo vO Vocabulary Acquisition***

18. Uses pictorial or conversational cues or adult assistance to infer the meaning of new words.
19. Infers meaning from environmental print.
20. Names items in common categories (animals, food, clothing, transportation, etc.).
21. Understands action words (e.g., give, run).
22. Understands positional/directional words (e.g., top, bottom, up, down).
23. Understands words that describe the quality of objects (e.g., soft, cold).
24. Understands pronouns (e.g., she, he, it).
25. Understands past and future tense (e.g., went, will).

***Tools and Resources***

5. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context, or comparison).

***Galileo vO Vocabulary Acquisition***

18. Uses pictorial or conversational cues or adult assistance to infer the meaning of new words.

<b>OHIO EARLY LEARNING CONTENT STANDARDS: ENGLISH LANGUAGE ARTS</b>	<b>GALILEO vO ENGLISH LANGUAGE ARTS SCALES —EXACT INDICATOR NUMBERS LISTED BELOW</b>
<b>Standard: Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies</b>	
<i>Galileo vO Print Concepts</i>	
1. Understand that print has meaning by demonstrating the functions of print through play activities.	26. Knows that print conveys information (e.g., a message) to the reader.
2. Hold books right side up; know that people read pages front to back, top to bottom and read words from left to right.	27. Holds book right side up. 28. Views reading materials one page at a time (front to back), most of the time. 29. Recognizes that sentences are read from left to right. 30. Recognizes that pages are read from top to bottom.
3. Begin to distinguish print from pictures.	26. Knows that print conveys information (e.g., a message) to the reader.
<i>Galileo vO Comprehension and Self-Monitoring Strategies</i>	
4. Visualize and represent understanding of text through a variety of media and play.	34. Represents text sequences through media (e.g., pictures) and play.
5. Predict what might happen next during the reading of text.	32. Predicts what word might come next in a familiar story, some of the time. 33. Predicts story events using picture or verbal cues.
6. Connect information or ideas in text to prior knowledge and experiences.	31. Relates textual information to prior knowledge or experience.
7. Answer literal questions to demonstrate comprehension of orally read age-appropriate text.	35. Answers questions to demonstrate comprehension of orally read material.
<i>Galileo vO Comprehension and Self-Monitoring Strategies</i>	
8. Respond to oral reading by commenting or questioning.	36. Asks questions and/or makes comments about a story, poem, or song.
<i>Galileo vO Comprehension and Self-Monitoring Strategies</i>	
9. Select favorite books and poems and participate in familiar shared oral reading and discussions.	37. Requests a favorite book and participates in shared oral reading.
<b>Standard: Reading Applications: Informational, Technical, and Persuasive Text Standard</b>	
<i>Galileo vO Reading Information, Technical, and Persuasive Text</i>	
1. Use pictures and illustration to aid comprehension.	41. Uses pictures, photos, charts, or labels to aid comprehension.
2. Retell information from informational text.	40. Retells informational text.
3. Tell topic of selection that has been read aloud (e.g., What is the book about?).	38. Tells the topic of a text selection.
4. Gain text information from pictures, photos, simple charts, and labels.	41. Uses pictures, photos, charts, or labels to aid comprehension.
5. Follow simple directions.	39. Follows a small set of step-by-step directions, without prompts.
<b>Standard: Reading Applications: Literary Text Standard</b>	
<i>Galileo vO Reading Literary Text</i>	
1. Identify characters in favorite books and stories.	42. Identifies characters in a story.
2. Retell or re-enact events from a story through a variety of media and play events.	44. Retells or reenacts story event 45. Retells or reenacts a familiar story, poem, or song in her/his own words.
3. Begin to demonstrate an understanding of the differences between fantasy and reality.	43. Shows the difference between fantasy and reality.
4. Participate in shared reading of repetitious or predictable text.	37. Requests a favorite book and participates in shared oral reading.
<b>Standard: Writing Process</b>	
<i>Galileo vO Writing Processes</i>	
1. Generate ideas for writing related to shared or personal experience through discussion with others.	46. Generates ideas through discussion and chooses a writing topic related to shared personal experiences.
2. Choose a topic for writing related to shared or personal experiences.	46. Generates ideas through discussion and chooses a writing topic related to shared personal experiences.
3. Begin to determine purpose for writing.	47. Indicates the purpose for writing.

<b>OHIO EARLY LEARNING CONTENT STANDARDS: ENGLISH LANGUAGE ARTS</b>	<b>GALILEO vO ENGLISH LANGUAGE ARTS SCALES —EXACT INDICATOR NUMBERS LISTED BELOW</b>
<b>CONTINUED--Standard: Writing Process</b>	
<b><i>Drafting, Revising and Editing</i></b>	<b><i>Galileo vO Writing Processes</i></b>
4. Generate ideas for a story or shared writing with assistance.	46. Generates ideas through discussion and chooses a writing topic related to shared personal experiences.
5. Dictate or produce "writing" to express thoughts.	48. Uses writing tools and materials to communicate and share writing samples or illustrations with others.
6. Repeat message conveyed through dictation or "writing".	49. Repeats a dictated or written message.
7. Begin to use resources (e.g., labels, books, adults, word walls, computer, etc.) to convey meaning.	48. Uses writing tools and materials to communicate and share writing samples or illustrations with others.
<b><i>Publishing</i></b>	<b><i>Galileo vO Writing Processes</i></b>
8. Display or share writing samples, illustrations and dictated stories with others.	48. Uses writing tools and materials to communicate and share writing samples or illustrations with others.
<b>Standard: Writing Applications</b>	
	<b><i>Galileo vO Writing Applications</i></b>
1. Dictate or produce simple stories using pictures, mock letters or words.	50. Makes up a story from beginning, to middle, to end.
2. Name objects and label with assistance from adult cues.	51. Names and labels objects, with assistance.
3. Play at writing from top to bottom, horizontal rows as format.	52. Writes in horizontal rows from top to bottom.
4. Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic play, note to friend).	54. Communicates by scribbling and with some letter-like shapes.
<b>Standard: Writing Conventions</b>	
<b><i>Handwriting</i></b>	<b><i>Galileo vO Writing Conventions</i></b>
1. Print letters of own name and meaningful words with assistance using mock letters and/or conventional print.	53. Writes using her/his name, without assistance.
2. Begin to demonstrate letter formation in "writing".	54. Communicates by scribbling and with some letter-like shapes.
<b><i>Spelling</i></b>	<b><i>Galileo vO Writing Conventions</i></b>
3. Scribble write familiar words with mock letters and some actual letters.	55. Scribble writes familiar words with letter-like shapes and some actual letters.
<b><i>Punctuation and Capitalization</i></b>	<b><i>Galileo vO Writing Conventions</i></b>
4. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.	56. Communicates by writing complete words. 57. Uses spaces, symbols, or marks to separate letter clusters making up words.
<b>Standard: Research</b>	
	<b><i>Galileo vO Research</i></b>
1. Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons.	58. Asks questions about experiences or information in the environment.
2. Use a variety of resources to gather information with assistance.	59. Uses resources to gather information, with assistance.
3. Recall information about a topic dictated or constructed by child.	60. Recalls information about a topic previously provided by the child.
4. Share findings of information through retelling, media & play.	61. Uses retelling, media, and play to share information findings.
<b>Standard: Communication: Oral and Visual</b>	
<b><i>Listening and Viewing</i></b>	<b><i>Galileo vO Oral and Visual Communication</i></b>
1. Attend to a speaker, stories, poems and songs.	62. Listens attentively to a conversation, story, poem, or song.
2. Connect information and events to personal experiences.	65. Recites experiences or orally presents own creations.
3. Follow simple oral directions.	39. Follows a small set of step-by-step directions, without prompts.
<b><i>Speaking Skills and Strategies</i></b>	<b><i>Galileo vO Oral and Visual Communication</i></b>
4. Speak clearly and understandably to express ideas, feelings and needs.	63. Pronounces words with clarity to express thoughts and feelings.
5. Initiate and sustain a conversation through turn taking.	64. Takes turns being a speaker.
<b><i>Speaking Applications</i></b>	<b><i>Galileo vO Oral and Visual Communication</i></b>
6. Present own experiences, products, creations or writing through the use of language.	65. Recites experiences or orally presents own creations.
7. Participate in the recitation of books, poems, chants, songs and nursery rhymes.	37. Requests a favorite book and participates in shared oral reading.

**Standard: Number, Number Sense, and Operations**

***Number and Number Systems***

***Galileo vO Number, Number Sense, and Operations, Understanding Sets, Addition and Subtraction***

1. Count to 10 in the context of daily activities and play.	5. Counts to find how many are in a group up to 10.
2. Touch objects and say the number names when counting in the context of daily activities and play.	1. Touches objects and says number names when counting.
3. Demonstrate one-to-one correspondence when counting objects.	2. Uses one-to-one correspondence when counting objects.
4. Determine "how many" in sets of 5 or fewer objects.	3. Counts to find how many are in a group up to 5.
5. Construct two sets of objects each containing the same number of objects.	11. Constructs two small numerically equal sets.
6. Compare sets of equal, more, and fewer and use the language of comparison (i.e., equal, more and fewer).	12. Indicates that two sets are the same, or that one has more or less objects. 17. Indicates that a small group has more after some have been added. 19. Indicates that a small group has less after taking some away. 20. Indicates that one was taken away from a small group.
7. Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).	14. Constructs a set of a given size from smaller sets (e.g., 5 blocks can be 3 blue and 2 red or 1 red and 4 blue).
8. Represent quantity using invented forms (e.g., child's marks to represent a quantity of objects).	15. Represents quantity using invented forms (e.g., hash marks to represent quantity).
9. Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).	6. Writes numerals or numerical representations.
10. Identify and name numerals 0-9.	7. Identifies numerals up to 9.
11. Compare and order whole numbers up to 5.	8. Orders numbers from 0 to 5.
12. Identify some coins and recognize that they have different values (e.g., penny, dime, quarter).	9. Identifies coins (e.g., dime, quarter). 10. Recognizes that coins have different values.

***Meaning of Operations***

***Galileo vO Number, Number Sense, and Operations, Understanding Sets, Addition and Subtraction***

13. Construct sets with more or fewer objects than a given set.	16. Adds one to a small group, when asked.
14. Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns.	4. Counts forward from a number > 1 to find how many are in a group.
15. Join two sets of objects to make one large set in the context of daily routines and play (e.g., combining 2 bags of raisins, each containing 3 pieces; combining 2 groups of blocks, each containing 3 blocks).	18. Adds two small groups by combining the groups and counting all the objects.
16. Distribute equally a set of objects into 2 or more smaller sets.	13. Divides a set into two small equal sets.

**Standard: Measurement**

***Measurement Units***

***Galileo vO Measurement***

1. Begin to identify and use the language of units of time. For example: a. Day, night, week; b. Yesterday, today, tomorrow.	22. Uses words (e.g., now, soon, later, when) to refer to time. 23. Uses words (e.g., day, night, morning) to refer to times of day.
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***Use Measurement Techniques and Tools***

***Galileo vO Measurement***

2. Recognize that various devices measure time (e.g., clock, timer, calendar).	24. Recognizes that various devices (e.g., clock, calendar) measure time.
3. Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who's next for the computer).	25. Sequences daily activities.
4. Begin to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more and less).	26. Compares objects using words (e.g., smaller).
5. Order a set of objects according to size, weight or length.	27. Arranges objects in order by size, weight, or length.
6. Measure length and volume (capacity) using non-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers it takes to fill one big container using sand, rice or beans).	28. Uses non-standard units (e.g., paper clips) to measure length. 29. Uses non-standard units (e.g., paper cups) to measure volume.

<b>OHIO EARLY LEARNING CONTENT STANDARDS: MATHEMATICS</b>	<b>GALILEO vO EARLY MATH SCALES</b> —EXACT INDICATOR NUMBERS LISTED BELOW
<b>Standard: Geometry and Spatial Sense</b>	
<b>Characteristics and Properties</b>	<b>Galileo vO Geometry and Spatial Sense</b>
1. Match identical two-and three-dimensional objects found in the environment in play situations (e.g., 2 squares of same size, 2 stop signs).	30. Matches objects to an example.
2. Sort and classify similar two-and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size).	31. Sorts diverse objects based on a physical attribute (e.g., shape). 32. Sorts diverse objects by one attribute, then by another (e.g., size, then shape). 33. Sorts diverse objects based on multiple attributes (e.g., size and shape).
3. Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).	34. Identifies, creates, describes two-dimensional shapes (e.g., circle, square, triangle, diamond) by name.
4. Identify, name and describe three-dimensional objects using the child's own vocabulary (e.g., sphere-"ball", cube-"box", cylinder -"can" or "tube", and cone-"ice cream cone").	35. Identifies, creates, describes three-dimensional shapes (e.g., cube, ball).
<b>Spatial Relationships</b>	<b>Galileo vO Geometry and Spatial Sense</b>
5. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down).	36. Understands object directionality concepts (e.g., right, left, up, down). 37. Understands object position concepts (e.g., under, top, bottom, inside, behind). 38. Understands object order concepts (e.g., first, last, second, next, before).
<b>Standard: Patterns, Functions, and Algebra</b>	
<b>Use Patterns, Relations and Functions</b>	<b>Galileo vO Patterns, Functions, and Algebra</b>
1. Sort, order and classify objects by one attribute (e.g., size, color, shape, use).	31. Sorts diverse objects based on a physical attribute (e.g., shape).
2. Identify, copy, extend and create simple patterns or sequences of sound, shapes and motions in the context of daily activities and play.	39. Repeats alternating movement patterns (e.g., up/up/down, up/up/down). 40. Repeats an alternating auditory pattern (e.g., loud/soft claps). 41. Repeats an alternating visual pattern (e.g., red/green/red/green). 42. Creates an alternating visual pattern using art or play materials. 43. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).
3. Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?). <i>Process Standard</i>	44. Uses play materials or drawings to model a simple problem (There are 4 crayons to be shared by 2 children. How many crayons can each child receive?).
<b>Use Algebraic Representations</b>	<b>Galileo vO Patterns, Functions, and Algebra</b>
4. Model a problem situation using physical materials.	44. Uses play materials or drawings to model a simple problem (There are 4 crayons to be shared by 2 children. How many crayons can each child receive?).
<b>Standard: Data Analysis and Probability</b>	
<b>Data Collection</b>	<b>Galileo vO Data Analysis and Probability</b>
1. Gather, sort and compare objects by similarities and differences in the context of daily activities and play.	45. Classifies objects based on their similarities and differences.
2. Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity).	46. Explains the information presented on a graph (e.g., more boys than girls).
<b>Statistical Methods</b>	<b>Galileo vO Data Analysis and Probability</b>
3. Select the category or categories that have the most or fewest objects in a floor or table graph.	47. Creates graphs of real objects making comparisons between groups.

**GALILEO vO SOCIAL STUDIES SCALES ADAPTED DIRECTLY FROM  
THE OHIO EARLY LEARNING CONTENT STANDARDS &**

**Standard: History**

***Use a calendar to determine the day, week, month and year.***

1. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).
2. Labels days by function (e.g., school day, field trip day).

***Place events in correct order on a time line.***

3. Begins to use or respond to the language of time such as related to daily routines or schedules.

***Compare daily life in the past and present demonstrating and understanding that while basic human needs remain the same, they are met in different ways in different times and places.***

4. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.
5. Arranges sequences of personal and shared events through pictures, growth charts, and other media.

***Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.***

6. Shares personal family stories and traditions.

**Standard: People in Societies**

***Identify practices and products of diverse cultures.***

7. Demonstrates a sense of belonging to different groups (e.g., family, group of friends, preschool class).

***Identify ways that different cultures within the United States and the world have shaped our national heritage.***

8. Demonstrates an awareness of different cultures through exploration and sharing of family and others' customs and traditions (e.g., exploration of music, food, games, language, dress).

**Standard: Geography**

***Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.***

9. Demonstrates and uses terms related to location, direction, and distance.

10. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).

11. Demonstrates how maps can be useful to finding places such as streets, homes, and places to visit.

***Identify physical and human features of places.***

12. Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision.

13. Describes and represents the inside and outside of familiar environments such as home, school, or playground.

14. Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).

***Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.***

15. Explores and explains the ways we use natural resources found in our environment.

**Standard: Economics**

***Explain how the scarcity of resources requires people to make choices to satisfy their wants.***

16. Recognizes that people have many wants within the context of family and classroom.

17. Demonstrates an understanding of how sharing classroom materials will meet everyone's wants (e.g., taking turns at the drinking fountain).

***Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.***

18. Demonstrates an understanding of the concepts of production, distribution, and consumption through play and concrete experiences (e.g., food purchased from the store and cooked at home).

19. Demonstrates ability to obtain desired goods and services in socially acceptable ways. (e.g., verbalizing, turn taking).

**Standard: Government**

***Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.***

20. Demonstrates capability to interact with and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to re-direction, invites others to play).

21. Interacts with familiar and appropriate adults for assistance when needed (e.g., firefighter, teacher, police).

22. Demonstrates an understanding of the specific roles and responsibilities within a group (e.g., picking up toys).

***Recognize and explain the importance of symbols and landmarks of the United States.***

23. Recognizes the flag as a symbol of our government.

***Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.***

24. Participates in creating and following classroom rules and routines.

**GALILEO vO SOCIAL STUDIES SCALES ADAPTED DIRECTLY FROM  
THE OHIO EARLY LEARNING CONTENT STANDARDS &**

**Standard: Citizenship Rights and Responsibilities Standard**

*Describe the results of cooperation in group settings and demonstrate the necessary skills.*

25. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

26. Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).

*Demonstrate personal accountability, including making choices and taking responsibility for personal actions.*

27. Demonstrates increasing ability to make independent choices.

28. Demonstrates increasing ability to follow through on plans.

29. Demonstrates awareness of the outcomes of one's own choices.

**Standard: Social Studies Skills and Methods**

*Obtain information from oral, visual, print and electronic sources.*

30. Demonstrates the capability to use objects, media, books, and engaging in conversations with peers to gain information.

*Predict outcomes based on factual information.*

31. Shows beginning capability to make predictions based on factual information.

*Communicate information orally, visually or in writing.*

32. Represents ideas through multiple forms of language and expression. (e.g., drawing, dramatic play, art, music).

**GALILEO vO SCIENCE SCALES ADAPTED DIRECTLY FROM  
THE OHIO EARLY LEARNING CONTENT STANDARDS &**

**Standard: Earth and Space Sciences**

***Observe constant and changing patterns of objects in the day and night sky.***

1. Begins to use terms such as night and day, sun and moon to describe personal observations.
2. Observes and represents the pattern of day and night through play, art, materials, or conversation.

***Explain that living things cause changes on Earth.***

3. Observes, explores, and compares changes that animals and plants contribute to in their surroundings (e.g., falling leaves).

***Observe, describe and measure changes in the weather, both long term and short term.***

4. Explores and compares changes in the environment over time.
5. Explores and describes how human actions may cause changes in the environment that are sometimes reversible and sometimes irreversible (e.g., cut flowers will wilt and die).
6. Demonstrates an understanding of fast and slow relative to time, motion, and phenomena (e.g., plant growing).
7. Observes and uses language to describe changes in the weather.

**Standard: Life Sciences**

***Discover that there are living things, non-living things and pretend things, and describe the basic needs of living things (organisms).***

- 8) Identifies common needs of familiar living things (e.g., food, air, water).
- 9) Begins to differentiate between real and pretend through stories, illustrations, play, and other media (e.g. talking flowers).

***Explain how organisms function and interact with their physical environments.***

- 10) Observes and begins to recognize the ways that environments support life by meeting the needs of each organism.

***Describe similarities and differences that exist among individuals of the same kind of plants and animals.***

- 11) Matches familiar adult family members (plants and animals) with their young (e.g., horse/colt, cow/calf).
- 12) Recognizes physical differences among the same class of people, plants, or animals (e.g., dogs come in many sizes and colors).

**Standard: Physical Sciences**

***Discover that many objects are made of parts that have different characteristics. Describe these characteristics and recognize ways an object may change.***

- 13) Explores and identifies parts and whole of familiar objects (e.g., books, toys, furniture).
- 14) Explores and compares materials that provide many different sensory experiences (e.g., sand, water, wood).
- 15) Sorts familiar objects by one or more properties (e.g., size, shape, function).

***Recognize that light, sound and objects move in different ways.***

- 16) Demonstrates an understanding of motion-related words (e.g., up, down, fast, slow).
- 17) Explores ways of moving objects in different ways (e.g., pushing, pulling, kicking, rolling, throwing).

***Recognize sources of energy and their uses.***

- 18) Explores musical instruments and objects and manipulates one's own voice to recognize the changes in the quality of sound (e.g., talks about loud, soft, high, low, fast, slow).
- 19) Explores familiar sources of the range of colors and the quantity of light in the environment (e.g., prism, rainbow, sun, shadow).

**Standard: Science and Technology**

***Explain why people, when building or making something, need to determine what it will be made of, how it will affect other people and the environment.***

- 20) Identifies the intended purpose of familiar tools (e.g., scissors, hammer, paintbrush, cookie cutter).
- 21) Explores creative uses for familiar materials through play, art, or drama (e.g., paper towel rolls as kazoos, pan for a hat).

***Explain that to construct something requires planning, communication, problem solving, and tools.***

- 22) Uses familiar objects to accomplish a purpose, complete a task, or solve a problem (e.g., using scissors to create paper tickets for a puppet show, creating a ramp for a toy truck).
- 23) Demonstrates the safe use of tools with adult guidance.

**Standard: Scientific Inquiry**

***Ask a testable question.***

- 24) Asks questions about objects, organisms and events in the environment during shared stories, conversations, and play.
- 25) Asks questions that show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., "Where does hail come from?")
- 26) Predicts what will happen next based on previous experiences.
- 27) Investigates natural laws acting upon objects, events, and organisms (e.g., observing the life cycle of insects).

***Design and conduct a simple investigation to explore a question.***

- 28) Describes what is learned about objects, organisms, and phenomena using one or more senses (e.g., to record, classify, compare).
- 29) Describes what is learned about objects, organisms, and events using simple equipment (e.g., magnets and magnifiers, standard and non-standard measuring tools).

***Gather and communicate information from careful observations and simple investigation through a variety of methods.***

- 30) Makes comparisons between objects or organisms based on their characteristics.
- 31) Records or represents and communicates observations and findings through a variety of methods with assistance.

**GALILEO vO SCIENCE SCALES ADAPTED DIRECTLY FROM  
THE OHIO EARLY LEARNING CONTENT STANDARDS &**

**Standard: Scientific Ways of Knowing**

***Recognize that there are different ways to carry out scientific investigations. Realize that investigations can be repeated under the same conditions with similar results and may have different explanations.***

32) Offers ideas and explanations of objects, organisms and phenomena, which may be correct or incorrect.

***Recognize the importance of respect for all living things.***

33) Recognizes the difference between helpful and harmful actions toward living things (e.g., watering or not watering a plant).

***Recognize that diverse groups of people contribute to our understanding of the natural world.***

34) Participates in simple, spontaneous scientific explorations with others (e.g., digging to the bottom of the sandbox, testing materials that sink or float).