

# Critical Head Start Skills - Level II - 4-5 year olds

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## Social Skills

- 4SD-AS-00 Demonstrate observable listening behaviors
- 4SD-AS-01 Ignore inappropriate peer behavior
- 4SD-AS-02 Identify and follow classroom rules
- 4SD-AS-A1 Draw a dimensional picture of a person
- 4SD-AS-B2A Interrupt a conversation between 2 people politely
- 4SD-AS-B2B Ask appropriately for the help of an adult when needed
- 4SD-AS-B2C Offer assistance to another child
- 4SD-AS-B2E Take turns using toys & sharing materials
- 4SD-AS-B2G Accept consequences of actions
- 4SD-AS-B2H Attempt to solve problems or conflicts using words

## Listening: Understands an increasingly complex and varied vocabulary

- 4KD-OS-A1 Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; etc.)
- 4LD-LA-D1A1 Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- 4LD-LA-D1B1 Point to/understand increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services
- 4LD-LA-D1D1 Point to a circle, square, rectangle, triangle
- 4LD-LA-D1E1 Point to large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin
- 4LD-LA-D1F1 Point to: any-some, all-none, more-less (fewer), most-least, many-few, equal, one-ten
- 4LD-LA-D1H1 Show understanding of temporal words: today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediately; first-last; beg.-middle-end; then-next; already; soon
- 4LD-LA-D1J1 Show understanding of spatial words: there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back

## Speaking: Uses an increasingly complex and varied vocabulary

- 4KD-OS-D1 Identify these geographic features and environments by name in real life, photos, or drawings: land, water, ocean, lake, river, farm, forest (woods), jungle, desert, city
- 4LD-LA-C2A- Opposites: big - little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; open-close; tall-short; yes-no
- 4LD-LA-D1A Name parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- 4LD-LA-D1B Use increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services
- 4LD-LA-D1C Use increasingly precise verbs related to eating, movement, the five senses
- 4LD-LA-D1D Name a circle, square, rectangle, & triangle
- 4LD-LA-D1E Use size words: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin
- 4LD-LA-D1F Use quantity words: any-some, all-none, more-less (fewer), most-least, many-few, equal, one-ten
- 4LD-LA-D1G Other Adjectives: Use increasingly precise vocabulary (adjectives - describing words)
- 4LD-LA-D1G1 Other Adjectives: Understand increasingly precise vocabulary (adjectives - describing words)
- 4LD-LA-D1H Use Adverbs - Describing Words
- 4LD-LA-D1I Use temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate.; first-last; beg.-mid.-end; then-next; already; soon
- 4LD-LA-D1J Use spatial words: there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back

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### **Speaking: Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes**

- 4AL-WH-B1 Carry out multi-step oral directions that have been accompanied by a preliminary demonstration
- 4LD-LA-B01 Carry on a dialogue or conversation with a child of approximately the same age, initiating comments or responding to partner's comments
- 4LD-LA-B02 Carry on a simple conversation on the telephone
- 4LD-LA-B03 Identify and express physical sensations, mental states & emotional feelings (happy, sad, angry, afraid, frustrated, confused)
- 4LD-LA-B04 After listening to an oral description of a scene, recreate the scene in pictures
- 4LD-LA-B05 Describe oneself, home & immediate family
- 4LD-LA-B06 Sequence & describe 3 - 5 images of events or phases of a single event, that have been experienced
- 4LD-LA-B07A Describe an event or task that has already taken place outside the immediate place & time
- 4LD-LA-B08 Give simple, multistep directions
- 4LD-LA-B09 Give a detailed, sequential explanation of how to do something so that the activity can be carried out by another person
- 4LD-LA-B10 Express a personal opinion
- 4LD-LA-B11 Assume a different role or perspective & express different possibilities, imaginary or realistic
- 4LD-LA-C1 Identify outcomes & possible causes

### **Literacy: Book knowledge and appreciation**

- 4LD-SR-00 Answer who, what, where, when and why questions about a read-aloud
- 4LD-SR-A1 Attend & listen to picture books with story lines (30 minutes), as well as books of other genres, such as nonfiction (15 minutes)
- 4LD-SR-A2 Attend & listen to books with minimal or no illustrations (15 minutes)
- 4LD-SR-B1 "Retell" a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequential events & an ending
- 4LD-SR-B2 Sequence illustrations of 3-5 story events
- 4LD-SR-B3 Predict events in a story, i.e., what will happen next
- 4LD-SR-B4 Provide a story ending consistent with other given story events
- 4LD-SR-B5 "Read"/tell a story based on the illustrations of a book with text that has not been read aloud previously
- 4LD-SR-B6 Make up & tell a story
- 4LD-SR-C2 Use cover & illustration cues to locate those books that pertain to a particular topic or might answer a topical question

### **Literacy: Print awareness and concepts**

- 4LD-SR-C1 Point to the title of a book, the top, middle or bottom of a page, the beginning of the book, where to start reading a book, the order that words are read on a page, the end of the book, a word, a letter
- 4LD-WR-A1 Dictate a simple letter, invitation, or thank you note
- 4LD-WR-A2 Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity
- 4LD-WR-A3 Use a simplified, illustrated telephone listing
- 4LD-WR-A4 Represent "in written form" people, objects, events or activities, derived from one's experience or imagination
- 4LD-WR-A5 Dictate a description to accompany one's drawings of people, objects, events or activities, derived from one's experience or imagination
- 4LD-WR-A6 Follow a simple, illustrated recipe
- 4LD-WR-A7 Assemble a simple object or craft following illustrated directions
- 4LD-WR-A8 Represent "in written form," following an actual experience: directions for a recipe or craft or scientific observation of events or experiments

### **Literacy: Print Awareness and Concepts: Recognizes a word as a unit of print**

- 4LD-WR-B4 Point to words as distinct units on a page of print

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## Literacy: Phonological Awareness

- 4LD-NR-C1 Using familiar rhymes, poems or songs, finish a recitation that has been begun with the correct rhyming word
- 4LD-NR-C2 Using familiar rhymes, poems or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation
- 4LD-WR-00 Given a word, provide other rhyming words
- 4LD-WR-C1 Segment a spoken sentence into separate, distinct words
- 4LD-WR-C2 Blend spoken parts of a compound word, saying a whole word
- 4LD-WR-C3 Blend two spoken syllables, saying a whole word
- 4LD-WR-C6 Indicate the number of phonemes (1-3) heard in a real or nonsense word

## Literacy: Phonological Awareness: Associates sounds with written words

- 4LD-WR-C4 Given a sound & a choice of two words, choose the word that begins with the given sound
- 4LD-WR-C5 Give the beginning sound of a spoken word

## Literacy: Alphabet Knowledge: Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

- 4LD-WR-B1 Sing the "Alphabet Song"

## Literacy: Alphabet Knowledge: Identifies at least 10 letters of the alphabet, especially those in their own name

- 4LD-WR-01 Give the sounds of at least 3 letters of the alphabet, especially those in the child's own name
- 4LD-WR-C7 Identify at least 10 letters of the alphabet by name, especially those in the child's first name

## Literacy: Early Writing

- 4LD-WR-D3A Draw and use as motifs: horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star
- 4LD-WR-E4 Write one's first name, using upper and lowercase letters appropriately

## Mathematics: Numbers and Operations

- 4KD-MR-A5 Identify & verbally label the difference or criteria used for the classification of several groups of objects or pictures
- 4KD-MR-B1 Continue a complex, two-color pattern of objects, represented by a pattern card
- 4KD-MR-C2 Given a collection of assorted shapes, classify & name the circles, rectangles & triangles
- 4KD-MR-E01 Recite the number sequence, 1-10
- 4KD-MR-E02 Compare 2 groups of no more than 6 objects/group & use quantitative vocabulary to describe the groups (more than, less than, same as)
- 4KD-MR-E03 Demonstrate one-to-one correspondence with concrete objects, up to 6 objects
- 4KD-MR-E04 Construct a collection of objects so that it has the same number of objects as another group
- 4KD-MR-E05 Count groups of objects with up to 6 items per group
- 4KD-MR-E06 Given an oral number, create a group with the correct number of objects, up to 6 objects
- 4KD-MR-E07 Name & write numerals 1-6
- 4KD-MR-E08 Arrange or write the numerals 1-6 in sequential order
- 4KD-MR-E09 Play a simple game moving one's marker the number of spaces shown on a single die
- 4KD-MR-E10 Organize & read quantitative data in simple bar graphs
- 4KD-MR-G1 Illustrate the concept of "put together" & "take away" with sets of 1-6 objects, with 6 objects being the maximum in any set
- 4KD-MR-G2 Label the action of "put together" as adding & "take away" as subtraction
- 4KD-MR-G3 Add or subtract problems represented by numerals, 1-4, 4 being the largest numeral, using objects or pictures as needed

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### **Scientific Knowledge**

- 4KD-SP-A1C Describe key physical characteristics (body parts & senses), development, needs, & life cycle of humans
- 4KD-SP-A2 Care for, observe & record observations of an animal, noting key physical characteristics, development, needs & life cycle
- 4KD-SP-A3 Classify images of animals according to the habitat or environment in which they generally live: lake/river, ocean, farm, forest (woods), jungle
- 4KD-SP-A4 Plant, care for & record observations of a plant, noting the parts of the plant, needs, development & life cycle
- 4KD-SP-B1 Observe, describe & record some basic properties of water, its presence & effects in the physical world
- 4KD-SP-B2 Observe, describe & record some basic properties of air, its presence & effects in the physical world
- 4KD-SP-B3 Observe, describe & record some basic properties of light, its presence & effects in the physical world