STREAMin³ Curriculum Alignment to CLASS PreK

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The big idea that drives the STREAMin³ Curriculum is that high-quality teacher-child interactions are what matter most for children's learning and development. When teachers focus less on what the activity is and more on *why* the activity matters and *how* to structure and scaffold children's engagement in the activity, children develop the foundational skills that set them up for success in kindergarten and beyond. The Intentional Teaching Practices (ITPs) are the primary structure in the curriculum that supports teachers to provide intentional, integrated interactions (in³) – they are woven *throughout the curriculum*, including the Core Skill Focus of the Week, Parts of the Day, STREAM Story and Group Activities, Activity Cards and STREAM Games.

The table below aligns the CLASS – PreK dimensions to the ITPs, Core Skill Routines, and other components of the STREAMin³ preschool curriculum. It is meant to illustrate the significant overlap in effective teaching practices outlined by both the CLASS tool and the curriculum. Content-specific ITPs (e.g., those focused specifically on literacy and math) are not included in the table, though many would likely fit into Concept Development. Additionally, many ITPs can fit in multiple CLASS dimensions – the goal is that programs can begin to make connections between CLASS and the STREAMin³ preschool curriculum.

	Intentional Teaching Practices	Core Skill Routines & Other
		Curricular Components
	♦ Think ♦ Relate ♦ Regulate ♦ Communic	cate • Move
a)	 ○ Help Children See You as a Resource ◆ 	
Positive Climate	 ○ Engage in Social Conversations ♦ 	 ○ Peer Pairing ♦
Ë	 ○ Acknowledge Positive Peer Interactions ♦ 	○ Super Friend ◆
) e	○ Join in the Play ♦	○ Banking Time ♦
ļġ.	 ○ Provides Support During Teamwork ♦ 	○ Quality Time ◆
Pos	 ○ Celebrate Similarities and Differences ♦ 	G Quality Time V
	○ Connect to Children ♦	
	 ○ Help Children See You as a Resource ◆ 	
>	 ○ Provide Support During Teamwork ◆ 	
Ĭ	○ Narrate Problems and Solutions ◆	 ○ Solutions Kit ♦
ısit	○ Reflect the Problem ♦	○ Feelings Chart ♦
Teacher Sensitivity	○ Prompt Children to Find/Accept a Solution ◆	○ Feelings Thermometer ♦
ē	○ Label Emotions ♦	○ Turtle Technique ♦
ach	○ Prompt Children to Label Their Emotions ◆	Adapt section of STREAM
ě	 ○ Acknowledge and Accept Strong Emotions ◆ 	Group activities
	○ Use Calm-Down Strategies ◆	
	○ Connect to Children ♦	
	O Promote Child Autonomy (show genuine interest in their ideas, interests, and	
	activities; value their interests, ideas, and opinions)	
lild Ss	○ Provide Support During Teamwork ◆	
r C	○ Label Interests and Characteristics ◆	 ○ Peer Pairing ♦
_fo	○ Narrate and Label Empathy ◆	 Super Friend ♦
Regard for Child Perspectives	O Prompt Children to Provide Care for Others	
eg Pe	○ Prompt Children to Consider the Needs/Feelings of Others ◆	
<u> </u>	 ○ Prompt Children to Consider "Why" Someone May be Feeling a Certain Way ◆ ○ Narrate Self-Confidence ◆ 	
	○ Narrate Using Self-Help Skills ◆	

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Behavior Management	 Acknowledge Positive Behaviors ◆ Promote Autonomy (choice) ◆ Use Cues and Visuals ◆ Give Effective Commands ◆ Engage Children in Alternative, Appropriate Behaviors ◆ Link Behaviors with Outcomes ◆ Narrate Use of Working Memory ◆ Narrate Cognitive Flexibility ◆ 	 Talking Stick ♦ Solutions Kit ♦ Feelings Chart ♦ Feelings Thermometer ♦ Turtle Technique ♦ Move/Regulate Activity Cards
Productivity	 Use Cues and Visuals ♦ Give Effective Commands ♦ 	 Move/Regulate, Think, Communicate, and Relate Activity Cards when used during transitions
Instructional Learning Formats	 Suggest Roles ◆ Encourage Use of Props ◆ Narrate Curiosity and Exploration ◆ Use Comments and Questions to Promote Exploration ◆ Promote Child Autonomy (Active Exploration) ◆ Narrate and Encourage In-the-Moment Observations ◆ Explain Objectives/What Will Happen ◆ Promote Active Engagement ◆ Join in the Play ◆ Encourage Children to Imitate Movement ◆ Encourage Children to Try New Tools or Grips ◆ Use Visuals and Songs ◆ Present All Foods as Attractive, Enjoyable Options ◆ Use Gestures or Visuals to Encourage Listening ◆ 	 Core Skill objectives in STREAM Group and Story activities Materials List in STREAM Group and Story activities
Concept Development	 Promote Predictions ◆ Prompt Children to Compare, Contrast, and Categorize ◆ Narrate Reasoning ◆ Ask Open-Ended Questions ◆ Prompt Children's Explanations ◆ Narrate Imitation and Representation and Label Symbols ◆ Ask Children to Summarize or Retell Information ◆ Prompt Children to Shift Their Thinking ◆ Adapt the Activity to Encourage Cognitive Flexibility ◆ 	 Adapt section of STREAM Group activities
Quality of Feedback	 Acknowledge Effort ♦ ♦ Prompt Children's Explanations ♦ Repeat and Elaborate on What Children Say ♦ Acknowledge Positive Peer Interactions ♦ 	 Adapt section of STREAM Group activities

STREAMin³ Curriculum Alignment to CLASS Toddler

STREAMin³ Curriculum Alignment to CLASS Toddler

The big idea that drives the STREAMin³ Curriculum is that high-quality teacher-child interactions are what matter most for children's learning and development. When teachers focus less on what the activity is and more on *why* the activity matters and *how* to structure and scaffold children's engagement in the activity, children develop the foundational skills that set them up for success in kindergarten and beyond. The Intentional Teaching Practices (ITPs) are the primary structure in the curriculum that supports teachers to provide intentional, integrated interactions (in³) – they are woven *throughout the curriculum*, including the Core Skill Focus of the Week, Parts of the Day, STREAM Story and Group Activities, and Activity Cards.

The table below aligns the CLASS – Toddler dimensions to the ITPs, Core Skill Routines, and other components of the STREAMin³ toddler curriculum. It is meant to illustrate the significant overlap in effective teaching practices outlined by both the CLASS tool and the curriculum. Content-specific ITPs (e.g., those focused specifically on literacy and math) are not included in the table, though many would likely fit into Facilitation of Learning and Development. Additionally, many ITPs can fit in multiple CLASS dimensions. The goal is that programs can begin to make connections between CLASS and the STREAMin³ toddler curriculum.

	Intentional Teaching Practices		Core Skill Routines & Other Curricular Components
	· · · · · · · · · · · · · · · · · · ·	Relate • Regulate	
Positive Climate	 Help Children See You as a Engage in Social Conversati Acknowledge Positive Peer Join in the Play ◆ Provides Support During Te Celebrate Similarities and E Connect to Children ◆ 	ons ♦ Interactions ♦ ramwork ♦	 Peer Pairing ◆ Super Friend ◆ Banking Time ◆ Quality Time ◆
Teacher Sencitivity	 Help Children See You as a Provide Support During Tea Narrate Problems and Solu Reflect the Problem ◆ Prompt Children to Find/Ac Label Emotions ◆ Prompt Children to Label T Acknowledge and Accept S Use Calm-Down Strategies Connect to Children ◆ 	amwork ♦ tions ♦ ccept a Solution ♦ heir Emotions ♦ trong Emotions ♦	 Solutions Kit ◆ Feelings Chart ◆ Feelings Thermomete Turtle Technique ◆ Adapt section of STREAM Group activities

STREAMin³ Curriculum Alignment to CLASS Toddler

	 Promote Child Autonomy (show genuine interest in their ideas, interests, 	○ Peer Pairing ◆
	and activities; value their interests, ideas, and opinions) ♦	 Super Friend ♦
-	 ○ Provide Support During Teamwork ◆ 	
Regard for Child	○ Label Interests and Characteristics ♦	
ָלַ	 Narrate and Label Empathy ♦ 	
وّ	 ○ Prompt Children to Provide Care for Others ♦ 	
5		
gal		
æ	 Prompt Children to Consider "Why" Someone May be Feeling a Certain 	
	Way •	
	 Narrate Self-Confidence ♦ 	
	 ○ Narrate Using Self-Help Skills ◆ 	
	 O Acknowledge Positive Behaviors ♦ 	 ○ Talking Stick ◆
a	 ○ Promote Autonomy (choice) ♦ 	 Solutions Kit ♦
2	 Use Cues and Visuals ♦ 	○ Feelings Chart ♦
<u> </u>	 ⊙ Give Effective Commands ♦ 	 Feelings Thermometer
ju.	 ○ Engage Children in Alternative, Appropriate Behaviors ♦ 	•
Ž	 ○ Link Behaviors with Outcomes ♦ 	 Turtle Technique ♦
ĕ	○ Narrate Use of Working Memory ◆	 Move/Regulate
Behavior Guidance	 Narrate Ose of Working Memory ▼ Narrate Cognitive Flexibility ◆ 	Activity Cards
Be		rictivity cards
	·	
	○ Adapt the Activity to Encourage Cognitive Flexibility ◆	
	 Narrate Imitation and Representation and Label Symbols ♦ 	o Core Skill objectives i
	 Suggest Roles ♦ 	STREAM Group and
	 ○ Encourage Use of Props ♦ 	Story activities
پ	 ○ Narrate Curiosity and Exploration ◆ 	 Materials List in
Learning and Development	 Use Comments and Questions to Promote Exploration ♦ 	STREAM Group and
E	 ○ Promote Child Autonomy (Active Exploration) 	Story activities
<u>o</u>	 Narrate and Encourage In-the-Moment Observations ♦ 	
Š	○ Promote Predictions ♦	
ے ت	 Prompt Children to Compare, Contrast, and Categorize 	
D	N B	
ρυ C	410 F 110 W A	
ا ق	•	
re	○ Prompt Children's Explanations ◆	
Ĭ.	 ○ Explain Objectives/What Will Happen ◆ 	
of	 ○ Promote Active Engagement ◆ 	
5	 ○ Join in the Play ◆ 	
Facilitation of	 ○ Encourage Children to Imitate Movement ◆ 	
Ĕ	 ○ Encourage Children to Try New Tools or Grips ◆ 	
aci	 ○ Use Visuals and Songs ◆ 	
ŭ.	○ Present All Foods as Attractive, Enjoyable Options ◆	
	 Use Gestures or Visuals to Encourage Listening ♦ 	
	 Ask and Answer Questions ♦ 	
	Ask Children to Summarize or Retell Information ♦	
		a Adapt castion of
Quality of Feedback	○ Acknowledge Effort ◆◆	Adapt section of
Quaiity or Feedback	○ Prompt Children's Explanations ◆	STREAM Group
ed la	 ○ Repeat and Elaborate on What Children Say ◆ 	activities
	 O Acknowledge Positive Peer Interactions ♦ 	

STREAMin³ Curriculum Alignment to CLASS Infant

STREAMin³ Curriculum Alignment to CLASS Infant

The big idea that drives the STREAMin³ Curriculum is that high-quality teacher-child interactions are what matter most for children's learning and development. When teachers focus less on what the activity is and more on *why* the activity matters and *how* to structure and scaffold children's engagement in the activity, children develop the foundational skills that set them up for success in kindergarten and beyond. The Intentional Teaching Practices (ITPs) are the primary structure in the curriculum that supports teachers to provide intentional, integrated interactions (in³) – they are woven *throughout the curriculum*, including the Core Skill Focus of the Week, Parts of the Day, and Activity Cards.

The table below aligns the CLASS – Infant dimensions to the ITPs of the STREAMin³ infant curriculum. It is meant to illustrate the significant overlap in effective teaching practices outlined by both the CLASS tool and the curriculum. Many ITPs can fit in multiple CLASS dimensions. The goal is that programs can begin to make connections between CLASS and the STREAMin³ infant curriculum.

	Intentional Teaching Practices
•	Think ♦ Relate ♦ Regulate ♦ Communicate ♦ Move
	 O Help Children See You as a Resource ♦
	 O Acknowledge Positive Peer Interactions ◆
Relational	○ Join in the Play ◆
Climate	 ○ Celebrate Similarities and Differences ◆
	 ○ Connect to Children ◆
	o Explain What Will Happen ♦
	 ○ Help Children See You as a Resource ♦
	 ○ Narrate Problems and Solutions ◆
Teacher	 ○ Narrate and Label Empathy ◆
Sensitivity	o Label Emotions ♦
	 O Acknowledge and Accept Strong Emotions ♦
	 O Use Calm-Down Strategies ♦
	 Join in the Play ♦
	○ Promote Child Autonomy ◆◆◆◆
	 ○ Label Interests and Characteristics ◆
	O Acknowledge Effort ♦ ♦
	 ○ Promote Active Engagement ◆
	 ○ Explain What Will Happen ♦
Facilitated	 ○ Narrate Imitation and Representation and Label Symbols ◆
Exploration	 Narrate Curiosity and Exploration ♦
	○ Narrate and Encourage In-the-Moment Observations ◆
	○ Ask Open-Ended Questions ◆
	○ Use Comparison Numbers and Measurement Words ◆
	○ Label Shapes, Where Things Are in Space, and Object Characteristics ◆
	Encourage Children to Imitate Movement
	Model and Narrate Healthy Food Choices
	○ Present All Foods as Attractive, Enjoyable Options ◆
	 ○ Narrate Your Own Actions, Children's Actions, or Comment on Characters in a Book ◆

STREAMin³ Curriculum Alignment to CLASS Infant

○ Repeat and Elaborate on What Children Say ◆ Early Support Back and Forth Exchanges ♦ Language Use Gestures and/or Sounds to Encourage Listening ◆ Support O Ask and Answer Questions to Support Comprehension ◆ ○ Intentionally Select Vocabulary Words ◆ ○ Repeat Words Often ◆ ○ Narrate Problems and Solutions ◆ ○ Narrate and Label Empathy ◆ ○ Label Interests and Characteristics ◆ ○ Label Emotions ◆ ○ Narrate Imitation and Representation and Label Symbols ◆ ○ Narrate Curiosity and Exploration ◆ ○ Narrate and Encourage In-the-Moment Observations ♦ O Ask Open-Ended Questions ♦ ○ Use Comparison Numbers and Measurement Words ◆ ○ Label Shapes, Where Things Are in Space, and Object Characteristics ♦ Narrate Gross Motor Movements • ○ Narrate or Label Use of Fine Motor Skills ◆ Model and Narrate Healthy Food Choices • Think Relate Regulate **♦** Communicate Move