Alignment of the STREAMin³ Curriculum to CLASS® Pre-K, 2008 Edition

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 educators 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 educators 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 ♦ Communicate ♦ Move	
Positive Climate	○ Help Children See You as a Resource ♦ ○ Engage in Social Conversations ♦ ○ Acknowledge Positive Peer Interactions ♦ ○ Join in the Play ♦ ○ Provide Support During Teamwork ♦ ○ Embrace Similarities and Differences ♦ ○ Connect to Children ♦	○ Peer Pairing ♦ ○ Super Friend ♦ ○ Child Time ♦
Teacher Sensitivity	○ Help Children See You as a Resource ♦ ○ Provide Support During Teamwork ♦ ○ Narrate Problems and Solutions ♦ ○ Reflect the Problem ♦ ○ Prompt Children to Find/Accept a Solution ♦ ○ Label Emotions ♦ ○ Prompt Children to Label Their Emotions ♦ ○ Acknowledge and Accept Strong Emotions ♦ ○ Use Calm-Down Strategies ♦ ○ Connect to Children ♦	○ Solutions Kit ♦ ○ Feelings Chart ♦ ○ Feel-ometer ♦ ○ Turtle Technique ♦ ○ Adapt section of STREAM Group activities
Regard for Child Perspectives	○ Promote Child Autonomy (show genuine interest in their ideas, interests, and activities; value their interests, ideas, and opinions) ♦ ○ Provide Support During Teamwork ♦ ○ Label Interests and Characteristics ♦ ○ Narrate and Label Empathy ♦ ○ Prompt Children to Provide Care for Others ♦ ○ Prompt Children to Consider the Needs/Feelings of Others ♦ ○ Prompt Children to Consider "Why" Someone May be Feeling a Certain Way ♦ ○ Narrate Self-Confidence ♦ ○ Narrate Using Self-Help Skills ♦	○ Peer Pairing ♦ ○ Super Friend ♦
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 ♦ ○ Feel-ometer ♦ ○ 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
Language Modeling	○ Narrate Your Own Actions, Children's Actions, or Comment on Characters in a Book ♦ ○ Repeat and Elaborate on What Children Say ♦ ○ Maintain 3-5 Back-and-Forth Exchanges ♦ ○ Engage in Talk that Goes Beyond the "Here and Now" ♦ ○ Ask and Answer Questions ♦ ○ Intentionally Teach Selected Vocabulary Words ♦ ○ Provide Child-Friendly Definitions ♦ ○ Repeat Words Often ♦ ○ Draw Explicit Attention to the Relation Among Words ♦ ○ Engage in Social Conversations ♦ ○ Narrate Problems and Solutions ♦ ○ Narrate and Label Empathy ♦ ○ Label Interests and Characteristics ♦ ○ Narrate Self-Confidence ♦	○ Label Emotions ♦ ○ Prompt Children to Label Their Emotions ♦ ○ Narrate Use of Working Memory ♦ ○ Narrate Cognitive Flexibility ♦ ○ Narrate Imitation and Representation and Label Symbols ♦ ○ Narrate Curiosity and Exploration ♦ ○ Narrate and Encourage In-the-Moment Observations ♦ ○ Narrate Reasoning ♦ ○ Ask Open-Ended Questions ♦ ○ Narrate Gross Motor Movements ♦ ○ Narrate or Label Use of Fine Motor Skills ♦ ○ Narrate Using Self-Help Skills ♦ ○ Model and Narrate Healthy Food Choices ♦	○ Feelings Chart ♦ ○ Feel-ometer ♦ ○ Talking Stick ♦

Alignment of the STREAMin³ Curriculum to CLASS® 2008 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® 2008 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
Relational Climate	○ Help Children See You as a Resource ◆ ○ Acknowledge Positive Peer Interactions ◆ ○ Join in the Play ◆ ○ Embrace Similarities and Differences ◆ ○ Connect to Children ◆ ○ Explain What Will Happen ◆
Teacher Sensitivity	○ Help Children See You as a Resource ◆ ○ Narrate Problems and Solutions ◆ ○ Narrate and Label Empathy ◆ ○ Label Emotions ◆ ○ Acknowledge and Accept Strong Emotions ◆ ○ Use Calm-Down Strategies ◆
Facilitated Exploration	○ Join in the Play ◆ ○ Promote Child Autonomy ◆◆◆◆ ○ Label Interests and Characteristics ◆ ○ Acknowledge Effort ◆◆ ○ Promote Active Engagement ◆ ○ Explain What Will Happen ◆ ○ Narrate Imitation and Representation and Label Symbols ◆ ○ 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 ◆
Early Language Support	○ Narrate Your Own Actions, Children's Actions, or Comment on Characters in a Book ◆ ○ Repeat and Elaborate on What Children Say ◆ ○ Support Back-and-Forth Exchanges ◆ ○ Use Gestures and/or Sounds to Encourage Listening ◆ ○ 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 ◆
- 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 |

Alignment of the STREAMin³ Curriculum to CLASS® 2008 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® 2008 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
	♦ Think ♦ Relate ♦ Regulate ♦ Communicate ♦ Move	
Positive Climate	○ Help Children See You as a Resource ♦ ○ Engage in Social Conversations ♦ ○ Acknowledge Positive Peer Interactions ♦ ○ Join in the Play ♦ ○ Provide Support During Teamwork ♦ ○ Embrace Similarities and Differences ♦ ○ Connect to Children ♦	○ Peer Pairing ♦ ○ Super Friend ♦ ○ Child Time ♦
Teacher Sensitivity	○ Help Children See You as a Resource ♦ ○ Provide Support During Teamwork ♦ ○ Narrate Problems and Solutions ♦ ○ Reflect the Problem ♦ ○ Prompt Children to Find/Accept a Solution ♦ ○ Label Emotions ♦ ○ Prompt Children to Label Their Emotions ♦ ○ Acknowledge and Accept Strong Emotions ♦ ○ Use Calm-Down Strategies ♦ ○ Connect to Children ♦	○ Solutions Kit ♦ ○ Feelings Chart ♦ ○ Feel-ometer ♦ ○ Turtle Technique ♦ ○ Adapt section of STREAM Group Activities
Regard for Child Perspectives	○ Promote Child Autonomy (show genuine interest in their ideas, interests, and activities; value their interests, ideas, and opinions) ♦ ○ Provide Support During Teamwork ♦ ○ Label Interests and Characteristics ♦ ○ Narrate and Label Empathy ♦ ○ Prompt Children to Provide Care for Others ♦ ○ Prompt Children to Consider the Needs/Feelings of Others ♦ ○ Prompt Children to Consider "Why" Someone May be Feeling a Certain Way ♦ ○ Narrate Self-Confidence ♦ ○ Narrate Using Self-Help Skills ♦	○ Peer Pairing ♦ ○ Super Friend ♦

Behavior Guidance		
○ 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 ◆ ○ Prompt Children to Shift Their Thinking ◆ ○ Adapt the Activity to Encourage Cognitive Flexibility ◆		○ Talking Stick ◆ ○ Solutions Kit ◆ ○ Feelings Chart ◆ ○ Feel-ometer ◆ ○ Turtle Technique ◆ ○ Move/Regulate Activity Cards

Facilitation of Learning and Development		
○ Narrate Imitation and Representation and Label Symbols ◆ ○ 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 ◆ ○ Promote Predictions ◆ ○ Prompt Children to Compare, Contrast, and Categorize ◆ ○ Narrate Reasoning ◆ ○ Ask Open-Ended Questions ◆ ○ Prompt Children's Explanations ◆ ○ 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 ◆ ○ Ask and Answer Questions ◆ ○ Ask Children to Summarize or Retell Information ◆		○ Core Skill objectives in STREAM Group and Story Activities ○ Materials List in STREAM Group and Story 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

Language Modeling		
○ Narrate Your Own Actions, Children's Actions, or Comment on Characters in a Book ◆ ○ Repeat and Elaborate on What Children Say ◆ ○ Maintain 3-5 Back-and-Forth Exchanges ◆ ○ Ask and Answer Questions ◆ ○ Intentionally Teach Selected Vocabulary Words ◆ ○ Provide Child-Friendly Definitions ◆ ○ Repeat Words Often ◆ ○ Engage in Social Conversations ◆ ○ Narrate Problems and Solutions ◆ ○ Narrate and Label Empathy ◆ ○ Label Interests and Characteristics ◆ ○ Narrate Self-Confidence ◆ ○ Label Emotions ○ Prompt Children to Label Their Emotions ◆	○ Narrate Use of Working Memory ◆ ○ Narrate Cognitive Flexibility ◆ ○ Narrate Imitation and Representation and Label Symbols ◆ ○ Narrate Curiosity and Exploration ◆ ○ Narrate and Encourage In-the-Moment Observations ◆ ○ Narrate Reasoning ◆ ○ Ask Open-Ended Questions ◆ ○ Narrate Gross Motor Movements ◆ ○ Narrate or Label Use of Fine Motor Skills ◆ ○ Narrate Using Self-Help Skills ◆ ○ Model and Narrate Healthy Food Choices ◆	○ Feelings Chart ◆ ○ Feel-ometer ◆ ○ Talking Stick ◆