

Correlations with Standards for



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Correlations with Standards for WePlaySmart[®] by Hatch[®]

Table of Contents

Standards Source Descriptions.....	ii
WePlaySmart by Hatch Behavioral Control Skills.....	1
A.BS.1.....	1
A.BS.2.....	4
WePlaySmart by Hatch Emotional Control Skills.....	6
A.ES.1.....	6
A.ES.2.....	7
WePlaySmart by Hatch Executive Function Skills.....	9
A.EF.1.....	9
A.EF.2.....	10
A.EF.3.....	13
WePlaySmart by Hatch Social Competence Skills.....	15
A.SCS.1.....	15
A.SCS.2.....	17
A.SCS.3.....	19



Correlations with Standards for WePlaySmart[®] by Hatch[®]

naeyc National Association for the Education of Young Children (NAEYC)

The National Association for the Education of Young Children has been in operation for the past 80 years with the mission to raise the quality of programs that serve children from birth through age eight. Through meeting national standards, accreditation for programs is a major component of NAEYC's work to improve early childhood education. The accreditation system is designed to be model for program excellence, improve program accountability for families and others, and focus NAEYC's accreditation system on programs for children from birth through kindergarten. The standards are research-based and were created with the input of many experts.



Head Start

Head Start is a national program that has been in place for several decades for economically disadvantaged children and families. The program provides services in areas such as education, health, and nutrition. A major goal is supporting school readiness by impacting children's social and cognitive development. The Head Start Program Performance Standards outline the approach to instruction for children. The Head Start Child Development and Early Learning Framework provides Head Start and other early childhood programs with a description of the developmental building blocks that are most important for a child's school and long-term success. Head Start children, 3 to 5 years old, are expected to progress in all the areas of child development and early learning outlined by the Framework.

CLASS Classroom Assessment Scoring System (CLASS)

The Classroom Assessment Scoring System (CLASS) is an observational instrument developed at the University of Virginia to assess classroom quality and describes multiple dimensions of teaching that are linked to student achievement and social development. It has been validated in over 2,000 classrooms and provides a tool to help new and experienced teachers become more effective. The CLASS measures three broad domains of classroom quality: Emotional Support around positive relationships among teachers and children; Classroom Organization for well-managed classrooms that provide children with frequent, engaging learning activities, and Instructional Support for interactions that teach children to think, provide ongoing feedback, and facilitate language development.

ECERS Early Childhood Environment Rating Scales (ECERS)

The scales are designed to measure process quality in an early childhood setting in a broad sense. Process quality through the ECERS is comprised of the various interactions in a classroom between staff and children; staff, parents, and other adults; among the children, and the interactions children have with the materials and activities. Also included are attention to features that are supportive of these interactions (i.e., space, schedule, and materials). The items assessing process quality do so through observation are based on research of elements found to predict child outcomes. The scale has demonstrated reliability and validity.



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WePlaySmart by Hatch Behavioral Control Skills

A.BS.1 Activities that promote children showing an understanding of self-control by choosing appropriate over inappropriate actions, such as by following rules and directions.

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1.F. Promoting Self-regulation

1.F.02. Teaching staff help children manage their behavior by guiding and supporting children to persist when frustrated, play cooperatively with other children, use language to communicate needs, learn turn taking, gain control of physical impulses, use problem-solving techniques, and learn about self and others.

2.A. Curriculum: Essential Characteristics

2.A.08. Materials and equipment used to implement the curriculum reflect the lives of the children and families; reflect diversity; provide the children safety; while being appropriately challenging, encourage exploration, experimentation, and discovery; promote action and interaction; are organized to support independent use; are rotated to reflect changing curriculum and accommodate new interests and skill levels; and are rich in variety, and accommodate children with special needs.

2.A.10. The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and that integrate key areas of literacy, mathematics, science, technology, creative expression and the arts, and social studies.

1.B. Building positive relationships between teachers and children.

1.B.15. Teaching staff talk frequently with children and listen to children with attention and respect. They respond to children's questions and answers, use strategies to communicate effectively and build relationships with every child, engage regularly in meaningful and extended conversations with each child.

2.D. Areas of development: Language development

2.D.06. Children have varied opportunities and materials that encourage them to have discussions to solve problems that are interpersonal and those that are related to the physical world.

1.F. Promoting self-regulation.

1.F.02. Teaching staff help children manage their behavior by guiding and supporting children to persist when frustrated, play cooperatively with other children, use language to communicate needs, learn turn taking, gain control of physical impulses, use problem-solving techniques, and learn about self and others.



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Head Start

1304.21 (a)(3)(i)(C): Encourage self-control by setting clear, consistent limits, and having realistic expectations. Provide activities and a daily schedule that engages the child mentally and physically and which is appropriate for the attention span of each child.

Social Relationships (CDLF)

2C-3B-4E: Healthy relationships and interactions with adults and peers. Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.

2C-3B-4F: Healthy relationships and interactions with adults and peers. Resolves conflict with peers alone and/or with adult intervention as appropriate.

2C-3B-4I: Healthy relationships and interactions with adults and peers. Recognizes how actions affect others and accepts consequences of one's actions.

Self-Regulation (CDLF)

2C-3D-4B: Ability to recognize and regulate emotions, attention, impulses, and behavior. Handles impulses and behavior with minimal direction from adults.

2C-3D-4C: Ability to recognize and regulate emotions, attention, impulses, and behavior. Follows simple rules, routines, and directions.

2C-3D-4D: Ability to recognize and regulate emotions, attention, impulses, and behavior. Shifts attention between tasks and moves through transitions with minimal direction from adults.

Emotional and Behavioral Health (CDLF)

2C-3E-4A: Healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors. Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.

2C-3E-4B: Healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors. Refrains from disruptive, aggressive, angry, or defiant behaviors.

2C-3E-4C: Healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors. Adapts to new environments with appropriate emotions and behaviors.

ECERS Early Childhood Environment Rating Scales (ECERS)

Language & Reasoning: 7.2

7.2: Concepts are introduced in response to children's interests or need to solve problems.

Language & Reasoning: 17

17: Using language to develop reasoning skills.



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CLASS Classroom Assessment Scoring System (CLASS)

Behavior Management:

Clear Behavior Expectations

- Clear expectations
- Consistency
- Clarity of rules

Redirection of Misbehavior

- Attention to the positive
- Uses subtle cues to redirect
- Efficient redirection

Productivity:

Routines

- Students know what to do
- Clear instructions

Quality of Feedback:

Providing Information

- Clarification
- Specific feedback

Encouragement and Affirmation

- Recognition
- Reinforcement

Sensitivity:

Awareness

- Anticipates problems and acts accordingly

Addresses Problems

- Helps in an effective and timely manner
- Helps resolve problems

Language Modeling:

Frequent Conversations

- Back-and-forth exchanges
- Contingent responding



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A.BS.2 Activities that promote children showing understanding of self-regulation by recognizing the role of strategic action (planning, participating, monitoring, and evaluating progress)



Head Start

Approaches to Learning (CDLF)

2B-3A-4C-5B-6A: Persistence & Attentiveness: Ability to begin and finish activities with persistence and attention. Maintains interest in a project or activity until completed.

2B-3A-4C-5B-6B: Persistence & Attentiveness: Ability to begin and finish activities with persistence and attention. Sets goals and develops and follows through on plans.

2B-3A-4A-5A: Cooperation: An interest and engagement in group experiences. Plans, initiates, and completes learning activities with peers.

Self-Concept & Self-Efficacy (CDLF)

2C-3C-4D: Perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals. Identifies personal characteristics, preferences, thoughts, and feelings. Demonstrates age-appropriate independence in decision making regarding activities and materials.

CLASS Classroom Assessment Scoring System (CLASS)

Behavior Management:

Clear Behavior Expectations

- Clear expectations
- Consistency

Redirection of Misbehavior

- Attention to the positive
- Uses subtle cues to redirect
- Efficient redirection

Productivity:

Maximizing Learning Time

- Provision of activities

Transitions

- Brief
- Explicit follow-through
- Learning opportunities within



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CLASS Instructional Learning Formats:

Effective Facilitation

- Effective questioning
- Expanding children's involvement

Clarity of Learning Objectives

- Advanced organizers
- Summaries
- Reorientation statements

Concept Development:

Analysis and Reasoning

- Why and/or how questions
- Problem solving
- Prediction/experimentation
- Classification/comparison
- Evaluation

Creating

- Brainstorming
- Planning
- Producing

Quality of Feedback:

Scaffolding

- Hints
- Assistance

Feedback Loops

- Back-and-forth exchanges
- Follow-up questions

Prompting Thought Processes

- Asks students to explain thinking
- Queries responses and actions

Encouragement and Affirmation

- Recognition
- Reinforcement
- Student persistence

Language Modeling:

Frequent Conversations

- Peer conversations

Open-Ended Questions

- Questions require more than a one-word response
- Students respond

Repetition and Extension

- Extends/elaborates

Self- and Parallel Talk

- Maps student action with language



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WePlaySmart by Hatch Emotional Control Skills

A.ES.1. Activities provide children with the ability to identify emotions in themselves and others (e.g., happiness, sadness, fear, anger, empathy, frustration, embarrassment, envy, and positive pride, others.)



Head Start

Social Relationships: Healthy relationships and interactions with adults and peers

2C-3C-4G. Recognizes and labels others' emotions.

2C-3B-4H. Expresses empathy and sympathy to peers.

2C-3B-4I. Recognizes how actions affect others and accepts consequences of one's actions.

Social Relationships: Self-concept & self-efficacy

2C-3C-4A. Perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals. Identifies personal characteristics, preferences, thoughts, and feelings.

CLASS Classroom Assessment Scoring System (CLASS)

Positive Climate:

Relationships

- Shared activities
- Peer assistance
- Social conversation

Positive Affect

- Smiling
- Laughter
- Enthusiasm

Sensitivity:

Responsiveness

- Acknowledges emotions
- Provides comfort and support

Student Comfort

- Seeks support and guidance

Regard for Student Perspectives:

Student Expression

- Encourages student talk
- Elicits ideas and/or perspectives



Correlations with Standards for WePlaySmart[®] by Hatch[®]

CLASS Quality of Feedback:

Providing Information

- Expansion
- Clarification
- Specific feedback

Encouragement and Affirmation

- Recognition
- Reinforcement

Language Modeling:

Frequent Conversations

- Peer conversations

Advanced Language:

- Variety of words
- Connected to familiar words and/or ideas

A.ES.2. Activities provide children with opportunities to match intensity of emotions with presented situations.



Head Start

Self-Regulation (CDFL)

2C-3D-4A. Ability to recognize and regulate emotions, attention, impulses, and behavior. Recognizes and labels emotions.

Emotional and Behavioral health (CDFL)

2C-3E-4C. Healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors. Adapts to new environments with appropriate emotions and behaviors.

2C-3E-4A. Healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors. Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.

2C-3E-4B. Healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors. Refrains from disruptive, aggressive, angry, or defiant behaviors.



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CLASS Classroom Assessment Scoring System (CLASS)

Positive Climate:

Relationships

- Shared activities
- Matched affect

Sensitivity:

Student Comfort

- Freely participates
- Takes risks

Quality of Feedback:

Scaffolding

- Hints
- Assistance

Feedback Loops

- Back-and-forth exchanges
- Follow-up questions

Prompting Thought Processes

- Asks students to explain thinking
- Queries responses and actions

Encouragement and Affirmation

- Recognition
- Reinforcement
- Student persistence

Language Modeling:

Frequent Conversations

- Back-and-forth exchanges
- Contingent responding
- Peer conversations



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WePlaySmart by Hatch Executive Function Skills

A.EF.1. Activities promote children controlling attention by focusing on and attending to relevant/ important stimuli and information, including switching attention when a difference in stimuli or response is presented.

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2.H. Curriculum content area for cognitive development: Technology

2.H.02: All children have opportunities to access technology that they can use by themselves, collaboratively with peers, and with teaching staff or a parent.

2.H.03: Technology is used to extend learning within the classroom and to integrate and enrich the curriculum.



Head Start

Approaches to Learning: Persistence & Attentiveness (CDLF)

2B-3A-4C-5B: Ability to begin and finish activities with persistence and attention. Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.

Logic & Reasoning: Reasoning & Problem Solving (CDLF)

2B-3A-4D-5A-6A: Ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem. Seeks multiple solutions to a question, task, or problem.

1304.21(c)(1)(ii): Provide for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving, and decision-making skills which form a foundation for school readiness and later school success. Provide a learning environment that offers children experiences which vary in complexity as well as support individual interests and abilities. Support plan as a way for children to organize their experiences and understand concepts. Incorporate developmentally appropriate strategies for children to learn concepts and skills related to science, social studies, language, literacy, numeracy, art, and movement. Engage children in creative activities and problem solving.

CLASS Classroom Assessment Scoring System (CLASS)

Instructional Learning Formats

Student Interest:

- Active participation
- Listening
- Focused attention

Clarity of Learning Objectives

- Advanced organizers
- Summaries
- Reorientation statements



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A.EF.2. Activities provide children opportunities to display positive approaches to learning through curiosity, flexible thinking, and persistence.

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2.A. Curriculum: Essential characteristics.

2.A.02 A clearly stated curriculum or curriculum framework provides a coherent focus for planning children's experiences. It allows for adaptations and modifications to ensure access to the curriculum for all children.

3.E. Responding to children's interests and needs.

3.E. Teachers use children's interest in and curiosity about the world to engage them with new content and developmental skills.

3.F. Making learning meaningful for all children.

3.F.01. Teachers use curriculum in all content and developmental areas as a flexible framework for teaching and to support the development areas as a flexible framework for teaching and to support the development of daily plans and learning experiences.

3.G. Using instruction to deepen children's understanding and build their skills and knowledge.

3.G.01. Teachers have and use a variety of teaching strategies that include a broad range of approaches and responses.

3.G.02. Teachers use multiple sources (including results of informal and formal assessment as well as children's initiations, questions, interests, and misunderstandings) to identify what children have learned, adapt curriculum and teaching to meet children's needs and interests, foster children's curiosity, extend children's engagement, and support self-initiated learning.

3.G.09. Using instruction to deepen children's understanding and build their skills and knowledge.



Head Start

Approaches to Learning: Initiative & Curiosity

2B-3A-4C-5A-6A. An interest in varied topics and activities, desire to learn, creativeness, and independence in learning. Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.

2B-3A-4C-5A-6B. An interest in varied topics and activities, desire to learn, creativeness, and independence in learning. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.

2B-3A-4C-5A-6C. An interest in varied topics and activities, desire to learn, creativeness, and independence in learning. Asks questions and seeks new information.

Curriculum & Meaningful Learning

1304.21(c)(1). Implement a curriculum based upon sound child development principles. Well-grounded in its approach and methods. Specific in goals and objectives for children's development and learning that are achievable, but also challenging. Supportive of spontaneous learning opportunities. Intellectually stimulating and personally meaningful to children.



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Early Childhood Environment Rating Scales (ECERS)

Language 5.3

5.3. Staff add information to expand on ideas prescribed by children.

Classroom Assessment Scoring System (CLASS)

Instructional Learning Formats

Effective Facilitation

- Teacher involvement
- Effective questioning
- Expanding children's involvement

Variety of Modalities and Materials

- Range of auditory, visual, and movement opportunities
- Interesting and creative materials
- Hands-on opportunities

Regard for Student Perspective

Student Expression

- Encourages student talk
- Elicits ideas and/or perspectives

Concept Development

Analysis and Reasoning

- Why and/or how questions
- Problem solving
- Prediction/experimentation
- Classification/comparison
- Evaluation

Creating

- Brainstorming
- Planning
- Producing



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CLASS Language Modeling

Frequent Conversations

- Back-and-forth exchanges
- Contingent responding
- Peer conversations

Open-Ended Questions

- Questions require more than a one-word response
- Students respond

Self- and Parallel Talk

- Maps own actions with language
- Maps student action with language

Quality of Feedback

Scaffolding

- Hints
- Assistance

Feedback Loops

- Back-and-forth exchanges
- Follow-up questions

Prompting Thought Processes

- Asks students to explain thinking
- Queries responses and actions

Providing Information

- Expansion
- Clarification
- Specific feedback

Encouragement and Affirmation

- Recognition
- Reinforcement
- Student persistence



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A.EF.3. Activities provide children to gain basic school readiness cognitive skills (language, literacy, math, general knowledge).

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- 3.G.** Using instruction to deepen children’s understanding and build their skills and knowledge.
- 3.G.05.** Teachers support and challenge children’s learning during interactions or activities that are teacher initiated or child initiated.
- 3.G.08.** Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children’s current understandings.
- 3.G.12.** Teachers promote children’s engagement and learning by responding to their need for and interest in practicing emerging skills, and by enhancing and expanding activities that children choose to engage in repeatedly.
- 3.G.13.** Teachers promote children’s engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.
- 3.G.14.** Teachers demonstrate their knowledge of content and developmental areas by creating experiences that engage children in purposeful and meaningful learning related to key curriculum concepts.
- 2.H.** Curriculum content area for cognitive development: Technology.
- 2.H.03** Technology is used to extend learning within the classroom and to integrate and enrich the curriculum.



Head Start

Logic & Reasoning: Reasoning & Problem Solving (CDLF)

2B-3A-4D-5A-6B. Ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem. Recognizes cause and effect relationships.

2B-3A-4D-5A-6C. Ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem. Classifies, compares, and contrasts objects, events, and experiences.

2B-3A-4D-5A-6D. Ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem. Uses past knowledge to build new knowledge.

Curriculum & Meaningful Learning

1304.21(a)(4)(i). Provide for the development of each child’s cognitive and language skills by supporting each child’s learning various strategies including experimentation, inquiry, observation, play, and exploration. Provide opportunities to learn through experimentation, inquiry, play, and exploration. Offer a rich variety of experiences, projects, materials, problems, and ideas to extend children’s thinking and to support their interests. Have conversations with children to expand their thinking and learning. Provide opportunities for children of all ages to acquire knowledge in areas such as science, social studies, the arts, numeracy, language, and literacy.



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1304.21(c)(1)(ii). Provide for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving, and decision-making skills which form a foundation for school readiness and later school success. Provide a learning environment that offers children experiences which vary in complexity as well as support individual interests and abilities. Support plan as a way for children to organize their experiences and understand concepts. Incorporate developmentally appropriate strategies for children to learn concepts and skills related to science, social studies, language, literacy, numeracy, art, and movement. Engage children in creative activities and problem solving.

Technology

2D-3A-4A-5A. Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.

ECERS Early Childhood Environment Rating Scales (ECERS)

Language Reasoning (5.2)

5.2. Children encouraged to talk through or explain their reasoning when solving problems (e.g., why they sorted objects into different groups).

Interactions 36- Group time (7.2)

7.2. Staff engages in educational interaction with small groups and individual children as well.

ECERS Activities 27- Use of TV, video, and/or computers (5.3, 5.4, 7.1, 7.2)

5.3. Most of the materials encourage active involvement (e.g., children can dance, sing, think, and make decisions).

5.4. Staff are actively involved with use of TV, video, or computer (e.g., watch and discuss, do activity).

7.1. Some of the software encourages creativity (e.g., drawing, solve problems).

7.2. Materials used to support and extend classroom themes and activities.

CLASS Classroom Assessment Scoring System (CLASS)

Concept Development

Connections to the Real World

- Real-world applications
- Related to students' lives

Integration

- Connect concepts
- Integrates with previous knowledge

Analysis and Reasoning

- Why and/or how questions
- Problem solving
- Prediction/experimentation
- Classification/comparison
- Evaluation

Language Modeling

Advanced Language

- Variety of words
- Connected to familiar words and/or ideas

Quality of Feedback

Providing Information

- Expansion
- Clarification
- Specific feedback

Correlations with Standards for WePlaySmart[®] by Hatch[®]

WePlaySmart by Hatch Social Competence Skills

A.SCS.1 Activities provide children with an understanding of positive group participation behaviors (taking turns; waiting until others finish; respecting others' space and projects; being friendly, polite and respectful).

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- 2.D.** Areas of development: Language development
- 2.D.07.** Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.
- 1.C.** Social Emotional Skills: Helping children make friends
- 1.C.03.** Teaching staff support children as they practice social skills and build friendships by helping them enter into, sustain, and enhance play.
- 1.C.06.** Teaching staff facilitate positive peer interaction for children who are socially reserved or withdrawn and for those who are bullied or excluded.
- 1.D.** Social Emotional Skills: Creating a predictable, consistent, harmonious classroom.
- 1.D.05.** Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They help children negotiate their interactions with one another and with shared materials, ensure that each child has the opportunity to contribute to the group, encourage children to listen to one another.



Head Start

Approaches to Learning: Cooperation (CDLF)

2B-3A-4A-5C. An interest and engagement in group experiences. Joins in cooperative play with others and invites others to play.

2B-3A-4C-5C-6D. An interest and engagement in group experiences. Helps, shares, and cooperates in a group.

Curriculum & Meaningful learning

1304.21(c)(1)(i). Support each child's individual pattern of development and learning. Plan activities that enable children to develop emerging skills and practice existing skills. Plan opportunities for children to work alone and with other children.

Social Relationships

2C-3B-4B. Healthy relationships and interactions with adults and peers. Cooperates with others.

2C-3B-4C. Healthy relationships and interactions with adults and peers. Develops friendships with peers.

2C-3B-4D. Healthy relationships and interactions with adults and peers. Establishes secure relationships with adults.

2C-3B-4G. Healthy relationships and interactions with adults and peers. Recognizes and labels others' emotions.

2C-3B-4H. Healthy relationships and interactions with adults and peers. Expresses empathy and sympathy to peers.

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ECERS Early Childhood Environment Rating Scales (ECERS)

ECERS Language Reasoning 16–Encouraging Children to Communicate (5.1)

- 5.1. Communication activities take place during both free play and group times (e.g., child dictates story, small group).

ECERS 36–Group time (5.1, 7.1, 7.2, 7.3)

- 5.1. Whole-group gatherings limited to short periods, suited to age and individual needs of children.
- 7.1. Different groupings provide a change of pace throughout the day.
- 7.2. Staff engages in educational interaction with small groups and individual children as well.
- 7.3. Many opportunities for children to be a part of self-selected small groups.

CLASS Classroom Assessment Scoring System (CLASS)

Positive Climate

Relationships

- Shared activities
- Peer assistance
- Social conversation

Positive Communication

- Positive expectations

Respect

- Respectful language
- Cooperation and/or sharing

Sensitivity

Student Comfort

- Seeks support and guidance
- Freely participates
- Takes risks

Regard for Student Perspectives

Student Expressions

- Encourages student talk

Restriction of Movement

- Allows movement
- Is not rigid



Correlations with Standards for WePlaySmart[®] by Hatch[®]

A.SCS.2. Activities provide children with an understanding of pro-social behaviors and communication in various situations such as one on one, or in a group (sharing; cooperating; compromising; responding to suggestions and actions of others positively with evidence of social perspective-taking; and expressing thoughts, feelings, and ideas through language and appropriate gestures).

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2.B. Social-Emotional Development

2.B.04. Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.

2.B.05. Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior.

2.B.06. Children have varied opportunities to interact positively, respectfully, and cooperatively with others; learn from and with one another, and resolve conflicts.

2.B.07. Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives.

2.D. Language Development

2.D.03. Children have varied opportunities to develop competence in verbal and non-verbal communication by responding to questions, communicating needs, thoughts, and experiences; and describing things and events.

2.H. Curriculum content area for cognitive development: Technology.

2.H.02. All children have opportunities to access technology that they can use by themselves, collaboratively with peers, and with teaching staff or a parent



Head Start

Social Relationships

2C-3B-4A. Healthy relationships and interactions with adults and peers. Communicates with familiar adults and accepts or requests guidance.



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Early Childhood Environment Rating Scales (ECERS)

ECERS Language-reasoning. 16- Encouraging children to communicate (7.1)

- 7.1. Staff balance listening and talking appropriately for age and abilities of children during communication activities (e.g., leave children time to verbalize).

ECERS Language Reasoning 18- Informal Use of Language (5.2)

- 5.2. Language is primarily used by staff to exchange information with children and for social interaction.

ECERS Interactions. 30. General supervision of children (7.1)

- 7.1. Staff talks with children about ideas related to their play, asking questions and adding information to extend children's thinking.

Classroom Assessment Scoring System (CLASS)

Positive Climate

Relationships

- Shared activities
- Peer assistance
- Social conversation

Positive Communication

- Positive expectations

Respect

- Respectful language
- Cooperation and/or sharing

Sensitivity

Awareness

- Notices lack of understanding and/or difficulties

Addresses Problems

- Helps in an effective and timely manner
- Helps resolve problems

Regard for Student Perspectives

Flexibility and Student Focus

- Incorporates student's ideas
- Follow lead

Student Expressions

- Elicits ideas and/or perspectives

Quality of Feedback

Encouragement and Affirmation

- Recognition
- Reinforcement

Correlations with Standards for WePlaySmart[®] by Hatch[®]

A.SCS.3. Activities provide children with opportunities to develop self-efficacy by expressing beliefs that they are capable of attaining certain goals based on an accurate opinion of their own abilities and limitations.



Head Start

Approaches to Learning: Cooperation (CDFL)

2B-3A-4C-5C-6C. An interest and engagement in group experiences. Models or teaches peers.

Curriculum & Meaningful Learning

1304.21 (a)(1)(i). Child development and education approach for all children. Provide continuous opportunities for children of all ages and abilities to experience success. Increase the complexity and challenge of activities as children develop.

Self-Concept & Self-efficacy (CDFL)

2C-3C-4A. Perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals. Identifies personal characteristics, preferences, thoughts, and feelings.

2C-3C-4A. Demonstrates age-appropriate independence in a range of activities, routines, and task.

2C-3C-4C. Perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals. Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.

ECERS Early Childhood Environment Rating Scales (ECERS)

ECERS Language-reasoning. 30-General supervision of children (7.2)

7.2. A balance is maintained between the child's need to explore independently and staff input into learning.



Correlations with Standards for WePlaySmart[®] by Hatch[®]

CLASS Classroom Assessment Scoring System (CLASS)

Regard for Student Perspectives

Support for Autonomy and Leadership

- Allows choice
- Allows students to lead lessons
- Gives students responsibilities

Student Expression

- Encourages student talk
- Elicits ideas and/or perspectives

Flexibility and Student Focus

- Incorporates student's ideas
- Follow lead

Concept Development

Creating

- Brainstorming
- Planning
- Producing

Connections to the Real World

- Real-world applications
- Related to students' lives

Quality of Feedback

Prompting Thought Processes

- Asks students to explain thinking
- Queries responses and actions

Encouragement and Affirmation

- Recognition
- Reinforcement
- Student persistence

