

# Correlations with Standards for



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# Correlations with Standards for iStartSmart™

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# Correlations with Standards for iStartSmart™

## **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, particularly in supporting preschoolers' development in early reading and math skills. The Head Start Program Performance Standards outline the approach to instruction for children and include among others, programs being developmentally and linguistically appropriate, recognizing children as having individual rates of development as well as individual interests, temperaments, languages, cultural and family composition backgrounds and learning styles, being inclusive of children with disabilities, providing a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities, supporting social and emotional development, providing for the development of each child's cognitive and language skills, and supporting physical development.



## **National Research Council**

The National Research Council was organized by the National Academy of Sciences in 1916 to associate the broad community of science and technology with the Academy's purposes of furthering knowledge and advising the federal government. The majority of support for this study was provided by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. This report (National Research Council. 2009. Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity. Committee on Early Childhood Mathematics, Christopher T. Cross, Taniesha A. Woods, and Heidi Schweingruber, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.) summarizes the now substantial literature on learning and teaching mathematics for young children in hopes of catalyzing a similar effort in mathematics.



## **National Early Literacy Panel**

The National Early Literacy Panel (NELP) was convened in 2002 to conduct a synthesis of the scientific research on the development of early literacy skills in children ages zero to five. The National Institute for Literacy (NIFL) acted as the lead agency in this project, NELP was established for the express purpose of summarizing scientific evidence on early literacy development and on home and family influences on that development. The panel's primary purpose was to synthesize research to contribute to decisions in educational policy and practice that affect early literacy development and to determine how teachers and families could support young children's language and literacy development. In addition, this evidence would be a key factor in the creation of literacy-specific materials for parents and teachers and staff development for early childhood educators and family-literacy practitioners. The report is: National Early Literacy Panel. 2008. Developing Literacy: A Scientific Synthesis of Early Literacy Development and Implications for Intervention. Timothy Shanahan, Chair. Louisville, KY: National Center for Family Literacy.



# Correlations with Standards for iStartSmart™

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## 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.



# Correlations with Standards for iStartSmart™

## Meaningful Learning, Instructional Support, and Curriculum

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

- 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.
  - 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.
  - 2.A.12.** The curriculum guides teachers to plan for children's engagement in play that is integrated into classroom topics of study.
- 3.E.** Responding to children's interests and needs.
  - 3.E.03.** 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.03.** As children learn and acquire new skills, teachers use their knowledge of children's abilities to fine-tune their teaching support. Teachers adjust challenges as children gain competence and understanding.
  - 3.G.05.** Teachers support and challenge children's learning during interactions or activities that are teacher initiated or child initiated.



# Correlations with Standards for iStartSmart™

**naeyc 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.



## Head Start

**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.

**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 for children of all ages to acquire knowledge in areas such as science, social studies, the arts, numeracy, language and literacy. Use books, games, and computers, as well as other concrete materials to raise questions and solve problems. Engage children in creative activities and problem solving.

**1304.21(c) (1)(ii).** Provide for the development of cognitiveskills 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. Incorporate developmentally appropriate strategies for children to learn concepts and skills related to science, social studies, language, literacy, numeracy, art, and movement.

**1304.21(a) (3)(B).** Fostering independence. Provide opportunities for choosing materials and engaging in problem-solving activities for guidance about a balanced program of child-initiated and adult-directed activities.

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

**2.C.** Areas of development: Physical development.

**2.C.03.** Children are provided varied opportunities and materials that support fine-motor development.



# Correlations with Standards for iStartSmart™

## CLASS Classroom Assessment Scoring System (CLASS).

### Instructional Support:

- Concept Development: Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than rote instruction.
- Quality of Feedback: Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.
- Language Modeling: Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques.

## Classroom Opportunities and Management



### Head Start

**1304.21(a)(1)(iv).** Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities. Assist children to develop decision-making skills.

**1304.21(a)(1)(i).** Child development and education approach for all children. Supply a variety of materials and planned activities designed to encourage individual and group play.

## The National Association for the Education of Young Children (NAEYC)

**naeyc 2.A.** Curriculum: Essential characteristics.

**2.A.11.** The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for play, self-initiated learning, creative expression, large-group, small-group, and child-initiated activity.

## CLASS Classroom Assessment Scoring System (CLASS).

### Instructional Support:

- Behavior Management: Encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect behavior.
- Productivity: Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.
- Instructional Learning Formats. Focuses on the ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities.

# Correlations with Standards for iStartSmart™

## Social-Emotional

### The National Association for the Education of Young Children (NAEYC)

- 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, learn about self and others.
- 2.B. Areas of development: Social-emotional development.
- 2.B.04. Children have varied opportunities to develop a sense of competence and positive attitudes towards learning, such as persistence, engagement, curiosity, and mastery.
- 2.L. Curriculum content area for cognitive development: Social studies.
- 2.L.01. Children are provided with varied learning opportunities that foster positive identity and an emerging sense of self and others.
- Activities 28. Promoting acceptance of diversity.
- 5.1. Many books, pictures, and materials accessible showing people of different races, cultures, ages, etc.



### Head Start

**1304.21(a)(1)(ii).** Be inclusive of children with disabilities, consistent with their individualized Family Service Plan. Develop learning environments that are varied and interesting so that children can choose from several learning environments.

**1304.21(c) (1)(i).** Support each child's individual pattern of development and learning. Plan opportunities for children to work alone and with other children.

### Classroom Assessment Scoring System (CLASS).

#### Emotional Support:

- Positive Climate: Reflects the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.
- Teacher Sensitivity: Encompasses the teacher's awareness of and responsivity to students' academic and emotional needs; high levels of sensitivity facilitates students' ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement.
- Regard for Student Perspectives: Captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivation, and points of view and encourage student responsibility and autonomy.

# Correlations with Standards for iStartSmart™

## Technology

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

- 2.A. Curriculum: Essential characteristics.
- 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.
- 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.

## iStartSmart™ Overarching Mathematics



### Head Start

**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. Use books, games, and computers, as well as other concrete materials to raise questions and solve problems. Engage children in creative activities and problem solving.

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

- 2.F. Curriculum content area for cognitive development: Early mathematics.
- 2.F.07. Children are provided varied opportunities to build an understanding of time in the context of their lives, schedules, and routines.

## iStartSmart™ Counting Foundations, Numeral Recognition, Sequence Counting

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

- 2.F. Curriculum content area for cognitive development: Early mathematics.
- 2.F.02. Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.



### Head Start

**1304.21(a)(4) (iv).** Support emerging literacy and numeracy development through materials and activities according to the developmental level of each child.: Provide objects for counting, sequencing games, and one to-one correspondence as appropriate.

# Correlations with Standards for iStartSmart™



## National Math Council

**Step 1 (ages 2 and 3).** Number Core: Beginning 2- and 3-year-olds learn the number core correspondence for very small numbers: cardinality, number, word list, 1-1 counting correspondences, and written number symbols; later 2- and 3-year-olds coordinate these number core components to count n things and, later, say the number counted.

**Step 2 (age 4/prekindergarten).** Number Core: Extend all four core competences (cardinality, number, word list, 1-1 counting correspondences, and written number symbols) to large numbers and also use conceptual subitizing (the process of identifying the number of items in a small set, also known as cardinality) if given learning opportunities to do so.

**Step 3 (age 5/kindergarten).** Number Core: Integrate all core components (cardinality, number, word list, 1-1 counting correspondences, and written number symbols), see a ten and some ones in teen numbers, and relate ten ones to one ten and extend the core components to larger numbers.



## National Early Literacy Panel

Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development. Rapid automatic naming (RAN) of letters or digits: the ability to rapidly name a sequence of random letters or digits.

## iStartSmart™ Common Shapes



## The National Association for the Education of Young Children (NAEYC)

**2.F.** Curriculum content area for cognitive development: Early mathematics.

**2.F.06.** Children are provided varied opportunities to understand basic concepts of geometry.



## National Math Council

**Step 1 (ages 2 and 3).** Shape: Recognition and informal description (including at least circles, squares, then triangles, rectangles).

**Step 2 (age 4/prekindergarten).** Shape: Recognition and informal description at multiple orientations, sizes, and shapes (includes circles and half/quarter circles, squares and rectangles, triangles, and others [the pattern block rhombus, trapezoids, hexagons regular]).

## iStartSmart™ Spatial Skills



## National Math Council

**Step 2 (age 4/prekindergarten).** Space: Match Shapes by using geometric motions to superimpose them.

**Step 2 (age 4/prekindergarten).** Space: Use relational words of proximity, such as “beside,” “next to,” and “between,” referring to a 2-D environment.



# Correlations with Standards for iStartSmart™

## iStartSmart™ Measurement

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

- 2.F. Curriculum content area for cognitive development: Early mathematics.
- 2.F.05. Children are provided varied opportunities to understand measurement.

### **NRC** National Math Council

**Step 1 (ages 2 and 3).** Measurement: Informally recognize length as extent of 1-D space. Compare 2 objects directly, noting equality or inequality.

**Step 2 (age 4/prekindergarten).** Measurement: Compare the length of two objects by representing them with a third object.

## iStartSmart™ Sorting and Patterns

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

- 2.F. Curriculum content area for cognitive development: Early mathematics.
- 2.F.03. Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.
- 2.F.08. Children are provided varied opportunities and materials that help them recognize and name repeating patterns.



### Head Start

**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. Plan experiences for children to learn the function and properties of objects, and to classify materials into groups.

## iStartSmart™ Objects in a Set

### **NRC** National Math Council

**Step 1 (ages 2 and 3).** Relations (More Than/Less Than) Core: Use perceptual, length, and density strategies to find which is more for two numbers less than or equal to 5.

**Step 2 (ages 4/prekindergarten).** Relations (More Than/Less Than) Core: Use counting and matching strategies to find which is more (less) for two numbers less than or equal to 5.

**Step 3 (ages 5/kindergarten).** Relations (More Than/Less Than) Core: Show comparing situation with objects or in a drawing and match or count to find out which is more and which is less for two numbers less than or equal to 10.



# Correlations with Standards for iStartSmart™

## iStartSmart™ Addition and Subtraction

### **NRC** National Math Council

**Step 1 (ages 2 and 3).** Addition/Subtraction Operations and Relations: Use subitized and counted cardinality to solve situation and oral number word problems with totals less than or equal to 5. Examples are change plus, change minus, and put together/take apart.

**Step 2 (ages 4/prekindergarten).** Addition/Subtraction Operations and Relations: Use conceptual subitizing and cardinal counting of objects or fingers to solve situation, word, and oral number word problems with totals less than or equal to 8.

**Step 3 (ages 5/kindergarten).** Addition/Subtraction Operations and Relations: Use cardinal counting to solve situation, word, and oral number word problems with totals less than or equal to 10.

## iStartSmart™ Overarching Literacy

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

**2.D.** Areas of development: 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.

## iStartSmart™ Language Development

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

**2.D.** Areas of development: Language development.

**2.D.01.** Children are provided with opportunities for language acquisition that align with the program philosophy.

**2.D.04.** Children have varied opportunities to develop vocabulary through conversations and experiences.

**2.E.** Curriculum content area for cognitive development: Early literacy.

**2.E.03.** Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: print is used to describe some rules and routines, teaching staff help children recognize print and connect it to spoken word.



### Head Start

**1304.2(a)(4) (iv).** Support emerging literacy and numeracy development through materials and activities according to the developmental level of each child. Help children to see the functional uses of print in the program.



# Correlations with Standards for iStartSmart™



**1304.21(a)(4)(iii) (ii).** Promote interaction and language use among children and between children and adults. Use a variety of strategies for children to learn new and interesting vocabulary, and to expand their language skills through songs, games, poems, and stories.



## National Early Literacy Panel

Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development. Rapid automatic naming of objects or colors: the ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., "car," "tree," "house," "man") or colors.

## iStartSmart™ Phonological Awareness

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

**2.E.** Curriculum content area for cognitive development: Early literacy.

**2.E.04.** Children are regularly provided multiple and varied opportunities to develop phonological awareness by encouraging children to play with the sounds of language, including syllables, word families, and phonemes using rhymes, poems, songs and finger plays, helped to identify letters and the sounds they represent, and recognize and produce words that have the same beginning and ending sounds, and self-initiated efforts to write letters that represent the sounds of words are supported.



## Head Start

**1304.21(a)(4) (iv).** Support emerging literacy and numeracy development through materials and activities according to the developmental level of each child. Help children develop awareness of sounds of language using rhymes and by identifying sounds.



## National Early Literacy Panel

Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development.

- **Phonological awareness (PA):** the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning.
- **Phonological memory:** the ability to remember spoken information for a short period of time.

## iStartSmart™ Alphabet Knowledge



## National Early Literacy Panel

Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development.

- **Alphabet knowledge (AK):** knowledge of the names and sounds associated with printed letters.

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

**3.F.** Making learning meaningful for all children.

**3.F.04.** Teaching staff help children understand spoken language (particularly when children are learning a new language) by using pictures, objects, body language, and physical cues.



# Correlations with Standards for iStartSmart™



## National Early Literacy Panel

Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development.

- **Writing or writing name:** the ability to write letters in isolation on request or to write one's own name

## iStartSmart™ Storytelling



### The National Association for the Education of Young Children (NAEYC)

**2.E.** Curriculum content area for cognitive development: Early literacy.

**2.E.04.** Children have varied opportunities to be read books, be read to regularly, explore books on their own, have access to various types of books, be read the same book on repeated occasions, retell and re-enact events in storybooks, engage in conversation that helps them understand the content of the book, be assisted in linking books to other aspects of the curriculum.



## Head Start

**1304.2(a)(4)(iv).** Support emerging literacy and numeracy development through materials and activities according to the developmental level of each child. Plan opportunities for children to listen to stories read aloud by an adult or on tape. Provide books and stories with repetitive verses, words, or sounds.

## iStartSmart™ Henry's Hideout



### The National Association for the Education of Young Children (NAEYC)

**2.A.** Curriculum: Essential characteristics.

**2.A.12.** The curriculum guides teachers to plan for children's engagement in play that is integrated into classroom topics of study.

## iStartSmart™ Art and Writing Game



### The National Association for the Education of Young Children (NAEYC)

**2.E.** Curriculum content area for cognitive development: Early literacy.

**2.E.05.** Children have multiple and varied opportunities to write: writing materials are readily available, various types of writing are supported, including scribbling, letter-like marks, and developmental spelling, daily opportunities to write or dictate their ideas, needed assistance is provided to write words and messages they are trying to communicate, given support to write on their own, and see teaching staff modeling functional use of writing, and discuss ways writing is used in their everyday lives.

**2.E.07.** Children are given opportunities to recognize and write letters.



# Correlations with Standards for iStartSmart™

## iStartSmart™ Nutrition Game

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

- 2.K. Curriculum content area for cognitive development: Health and Safety.
- 2.K.02. Children are provided varied opportunities and materials to help them learn about nutrition, including identifying sources of food and recognizing, preparing, eating, and valuing healthy food.



### Head Start

**1304.21(c) (1)(iii).** Integrate all educational aspects of the health, nutrition, and mental health services into program activities. Provide pictures regarding health and nutrition.

## iStartSmart™ Progress Monitoring

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

- 2.A. Curriculum: Essential characteristics.
- 2.A.05. Curriculum goals and objectives guide teachers' ongoing assessment of children's progress.
- 2.A.06. Curriculum guides teachers to integrate assessment information with curriculum goals to support individualized instruction.
- 3.G. Using instruction to deepen children's understanding and build their skills and knowledge.
- 3.G.02. Teachers use multiple sources (including results of informal and formal assessments 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.03. As children learn and acquire new skills, teachers use their knowledge of children's abilities to fine-tune their teaching support. Teachers adjust challenges as children gain competence and understanding.
- 4.B. Using appropriate assessment methods.
- 4.B.02. Assessments obtain information on all areas of children's development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health and physical development.
- 4.D. Adapting curriculum, individualizing instruction, and informing program development.
- 4.D.01. Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions.
- 7.A. Knowing and understanding the program's families.
- 7.A.09. Program staff use a variety of formal and informal methods to communicate with families about the program's philosophy and curriculum objectives.



# Correlations with Standards for iStartSmart™

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## Head Start

**1304.21(c)(1).** Implement a curriculum. Responsive to a system for observing and documenting children's progress in all areas of development.

**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.

