



## Alignment with the Objectives for Development and Learning from the Creative Curriculum for Preschool, fifth edition (Teaching Strategies GOLD Observational Assessment System)

The *Second Step* early learning program offers teachers many opportunities to observe and document key aspects of children’s individual development, including social-emotional, language, and cognitive skills. Teachers using the *Second Step* early learning program often ask how it aligns with the objectives for development and learning from the *Creative Curriculum for Preschool*, also known as the Teaching Strategies GOLD Observational Assessment System.

The charts below illustrate alignment between the *Second Step* early learning program and objectives for development and learning as outlined in the Teaching Strategies GOLD Observational Assessment System. For full details on the objectives for development and learning, go to [www.teachingstrategies.com](http://www.teachingstrategies.com)

<b>Second Step Teaching Strategies</b>	<b>GOLD Objectives for Development and Learning</b>
<p><b>Puppet Script, Story and Discussion:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Focusing attention</li> <li>• Interpreting dramatic scenes</li> <li>• Interpreting stories</li> <li>• Interpreting photos</li> <li>• Responding to questions</li> <li>• Rules of conversation</li> <li>• Group discussion</li> <li>• Recalling prior learning</li> </ul>	<ul style="list-style-type: none"> <li>1b. Follows limits and expectations</li> <li>2b. Responds to emotional cues</li> <li>8a. Comprehends language</li> <li>9a. Uses an expanding expressive vocabulary</li> <li>9b. Speaks clearly</li> <li>9c. Uses conventional grammar</li> <li>9d. Tells about another time and place</li> <li>10b. Uses social rules of language</li> <li>11a. Attends and engages</li> <li>11d. Shows curiosity and motivation</li> <li>12b. Makes connections</li> <li>18a. Interacts during read-aloud</li> <li>29. Demonstrates knowledge about self</li> </ul>
<p><b>Brain Builder Games:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Focusing attention</li> <li>• Using self-talk (private speech)</li> <li>• Remembering directions</li> <li>• Controlling behavior and/or actions</li> <li>• Moving in different ways</li> <li>• Recognizing symbols and signs</li> <li>• Recognizing patterns</li> </ul>	<ul style="list-style-type: none"> <li>8a. Comprehends language</li> <li>8b. Follows directions</li> <li>11a. Attends and engages</li> <li>11d. Shows curiosity and motivation</li> <li>35. Explores dance and movement concepts</li> </ul>

<b>Second Step Teaching Strategies</b>	<b>GOLD Objectives for Development and Learning</b>
<p><b>Feelings Cards and Feelings Poster:</b></p> <ul style="list-style-type: none"> <li>• Identifying feelings using visual cues</li> <li>• Naming feelings</li> <li>• Recognizing similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>2b. Responds to emotional cues</li> <li>8a. Comprehends language</li> <li>9a. Uses an expanding expressive vocabulary</li> <li>9b. Speaks clearly</li> <li>9c. Uses conventional grammar</li> <li>9d. Tells about another time and place</li> <li>10a. Engages in conversations</li> <li>10b. Uses social rules of language</li> <li>12b. Makes connections</li> <li>29. Demonstrates knowledge about self</li> </ul>
<p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>• Learning to sing a melody</li> <li>• Learning lyrics to songs</li> <li>• Recognizing different musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>34. Explores musical concepts and expression</li> </ul>
<p><b>Skill-Practice Activities:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Focusing attention</li> <li>• Responding to questions</li> <li>• Rules of conversation</li> <li>• Group discussion</li> <li>• Recalling prior learning</li> </ul>	<ul style="list-style-type: none"> <li>1b. Follows limits and expectations</li> <li>2a. Forms relationships with adults</li> <li>8a. Comprehends language</li> <li>9a. Uses an expanding expressive vocabulary</li> <li>9b. Speaks clearly</li> <li>9c. Uses conventional grammar</li> <li>11a. Attends and engages</li> <li>11d. Shows curiosity and motivation</li> </ul>

Two *Second Step* early learning program skill-practice activities for each week offer additional opportunities for observing specific GOLD objectives.

<b>Weekly Theme</b>	<b>GOLD Objectives: Skill Practice 1</b>	<b>GOLD Objectives: Skill Practice 2</b>
<b>1. Welcoming</b>	10a	8b
<b>2. Listening</b>	29	12a
<b>3. Focusing Attention</b>	21b, 36	12a
<b>4. Self-Talk</b>	8b, 5	23
<b>5. Following Directions</b>	8b, 21a	8b
<b>6. Asking for What You Need or Want</b>	8b	36
<b>7. Identifying Feelings</b>	2b	2b, 9d, 10b
<b>8. More Feelings</b>	12a	2a
<b>9. Identifying Anger</b>	2a	2a, 9d, 10b
<b>10. Same or Different Feelings</b>	13	13
<b>11. Accidents</b>		3b
<b>12. Caring and Helping</b>	3b	10b
<b>13. We Feel Feelings in Our Bodies</b>	2b, 29	10b
<b>14. Strong Feelings</b>	2b	8b
<b>15. Naming Feelings</b>	2b	8b
<b>16. Managing Disappointment</b>	29	8b
<b>17. Managing Anger</b>	35	
<b>18. Managing Waiting</b>	26	20a
<b>19. Fair Ways to Play</b>	3a	3a
<b>20. Having Fun with Friends</b>	2b	10b
<b>21. Inviting to Play</b>	10b	35
<b>22. Joining In with Play</b>	10b	36
<b>23. Saying the Problem</b>		3b
<b>24. Thinking of Solutions</b>	3b	11c
<b>25. Speaking Up Assertively</b>	36	36
<b>26. Learning in Kindergarten</b>	1b	8b
<b>27. Riding the Kindergarten Bus</b>	2b	36
<b>28. Making New Friends in Kindergarten</b>	3a	36