



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

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

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

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

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