

ETA Cuisenaire - CenterStage Literacy

Grades: 1

States: California Content Standards

CenterStage(R) Literacy, Grade 1: Comprehension Center

Summary: This center addresses the following concepts of comprehension: making text-to-text, -self, and -world connections; retelling; asking questions; making predictions; finding answers within the text; completing a cloze, using a book club or reading log, researching, using graphs, charts, pictures, titles, indexes, tables of content, graphic and semantic organizers, and reciprocal teaching to support comprehension. This center engages and motivates every student through developmentally appropriate activities that appeal to tactile, kinesthetic, visual, and oral learners. Students gain practice in collaboration and cooperation as they work together to complete center tasks using books, hands-on materials, audiotapes, and games. Click on the blue link above to view and read about the program components and manipulatives.

California Content Standards

Language Arts

Grade: 1

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.16.	Decoding and Word Recognition: Read aloud with fluency in a manner that sounds like natural speech.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Identify text that uses sequence or other logical order.
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Respond to who, what, when, where, and how questions.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Use context to resolve ambiguities about word and sentence meanings.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Relate prior knowledge to textual information.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Retell the central ideas of simple expository or narrative passages.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.1.	Narrative Analysis of Grade-Level-Appropriate Text: Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Recollect, talk, and write about books read during the school year.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.1.	Comprehension: Listen attentively.
PERFORMANCE STANDARD	1.4.	Organization and Delivery of Oral Communication: Stay on the topic when speaking.

STANDARD		
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.2.	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

CenterStage(R) Literacy, Grade 1: Fluency Center

Summary: This center addresses the following concepts in fluency: reading without hesitation, with expression, at an appropriate rate; using automaticity of high-frequency words and word family recognition; reading with 95 percent accuracy and comprehension; and developing fluency while partner reading, Reader's Theater, poetry, and reading and rereading. This center engages and motivates every student through developmentally appropriate activities that appeal to tactile, kinesthetic, visual, and oral learners. Students gain practice in collaboration and cooperation as they work together to complete center tasks using books, hands-on materials, audiotapes, and games. Click on the blue link above to view and read about the program components and manipulatives.

California Content Standards

Language Arts

Grade: 1

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.6.	Phonemic Awareness: Create and state a series of rhyming words, including consonant blends.
PERFORMANCE STANDARD	1.8.	Phonemic Awareness: Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
PERFORMANCE STANDARD	1.10.	Decoding and Word Recognition: Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
PERFORMANCE STANDARD	1.11.	Decoding and Word Recognition: Read common, irregular sight words (e.g., the, have, said, come, give, of).
PERFORMANCE STANDARD	1.15.	Decoding and Word Recognition: Read common word families (e.g., -ite, -ate).
PERFORMANCE STANDARD	1.16.	Decoding and Word Recognition: Read aloud with fluency in a manner that sounds like natural speech.
PERFORMANCE STANDARD	1.17.	Vocabulary and Concept Development: Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Respond to who, what, when, where, and how questions.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Relate prior knowledge to textual information.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Retell the central ideas of simple expository or narrative passages.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the

		structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Recollect, talk, and write about books read during the school year.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.1.	Comprehension: Listen attentively.
PERFORMANCE STANDARD	1.4.	Organization and Delivery of Oral Communication: Stay on the topic when speaking.
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.1.	Recite poems, rhymes, songs, and stories.
PERFORMANCE STANDARD	2.2.	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

CenterStage(R) Literacy, Grade 1: Oral Language & Phonological Awareness: Speaking, Listening & Vocabulary Development Center

Summary: This center addresses the following oral language, speaking, and vocabulary development skills: giving one- and two-step directions; asking questions for clarification; retelling and acting out a story sequence; relating personal experiences; describing procedures using placement words; developing sentence complexity; describing a musical mood; forming and expressing opinions; extending a story, predicting what might happen before or after an event; identifying characters and setting; differentiating between real and make-believe; making inferences; using descriptive language, words related to animals, vehicles, occupations, seasons, foods, transportation, dinosaurs, and common objects; using language comparison suffixes (er, est), knowing synonyms and antonyms, multi-meaning words; and identifying new words in a text. The student will be able to: generate rhymes, isolate sounds, segment and blend words up to 5 sounds, make new words, and identify sound changes. This center engages and motivates every student through developmentally appropriate activities that appeal to tactile, kinesthetic, visual, and oral learners. Students gain practice in collaboration and cooperation as they work together to complete center tasks using books, hands-on materials, audiotapes, and games. Click on the blue link above to view and read about the program components and manipulatives.

California Content Standards
Language Arts
Grade: 1

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.1.	Concepts About Print: Match oral words to printed words.
PERFORMANCE STANDARD	1.6.	Phonemic Awareness: Create and state a series of rhyming words, including consonant blends.
PERFORMANCE STANDARD	1.7.	Phonemic Awareness: Add, delete, or change target sounds to change words (e.g.,

STANDARD		change cow to how; pan to an).
PERFORMANCE STANDARD	1.9.	Phonemic Awareness: Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ =splat; /r/i/ch/ = rich).
PERFORMANCE STANDARD	1.10.	Decoding and Word Recognition: Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
PERFORMANCE STANDARD	1.17.	Vocabulary and Concept Development: Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Respond to who, what, when, where, and how questions.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Retell the central ideas of simple expository or narrative passages.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.1.	Narrative Analysis of Grade-Level-Appropriate Text: Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Recollect, talk, and write about books read during the school year.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.1.	Sentence Structure: Write and speak in complete, coherent sentences.
PERFORMANCE STANDARD	1.2.	Grammar: Identify and correctly use singular and plural nouns.
PERFORMANCE STANDARD	1.3.	Grammar: Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.1.	Comprehension: Listen attentively.
PERFORMANCE STANDARD	1.2.	Comprehension: Ask questions for clarification and understanding.
PERFORMANCE STANDARD	1.4.	Organization and Delivery of Oral Communication: Stay on the topic when speaking.
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.1.	Recite poems, rhymes, songs, and stories.
PERFORMANCE STANDARD	2.2.	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
PERFORMANCE STANDARD	2.4.	Provide descriptions with careful attention to sensory detail.

CenterStage(R) Literacy, Grade 1: Phonics & Word Work Center

Summary: This center addresses the following phonics and word work concepts and skills: understanding the concepts of print and books; knowing all letter names, forms, and related sounds; writing most letters in the correct direction and in standard form; hearing and writing most sounds in words; recognizing and writing with automaticity an increasing number of sight words; using an increasing number of word families to read and spell; using letter-sound associations; knowing word parts, patterns, and context to solve words when reading and writing; understanding strategies that good spellers use; making words; reading and writing digraphs and blends; and reinforcing cueing systems to support decoding. This center engages and motivates every student through developmentally appropriate activities that appeal to tactile, kinesthetic, visual, and oral learners. Students gain practice in collaboration and cooperation as they work together to complete center tasks using books, hands-on materials, audiotapes, and games. Click on the blue link above to view and read about the program components and manipulatives.

California Content Standards

Language Arts

Grade: 1

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.1.	Concepts About Print: Match oral words to printed words.
PERFORMANCE STANDARD	1.3.	Concepts About Print: Identify letters, words, and sentences.
PERFORMANCE STANDARD	1.4.	Phonemic Awareness: Distinguish initial, medial, and final sounds in single-syllable words.
PERFORMANCE STANDARD	1.6.	Phonemic Awareness: Create and state a series of rhyming words, including consonant blends.
PERFORMANCE STANDARD	1.7.	Phonemic Awareness: Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
PERFORMANCE STANDARD	1.9.	Phonemic Awareness: Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
PERFORMANCE STANDARD	1.10.	Decoding and Word Recognition: Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
PERFORMANCE STANDARD	1.11.	Decoding and Word Recognition: Read common, irregular sight words (e.g., the, have, said, come, give, of).
PERFORMANCE STANDARD	1.15.	Decoding and Word Recognition: Read common word families (e.g., -ite, -ate).
PERFORMANCE STANDARD	1.17.	Vocabulary and Concept Development: Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Respond to who, what, when, where, and how questions.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Retell the central ideas of simple expository or narrative passages.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the

		structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).
PERFORMANCE STANDARD	3.1.	Narrative Analysis of Grade-Level-Appropriate Text: Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Recollect, talk, and write about books read during the school year.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.3.	Penmanship: Print legibly and space letters, words, and sentences appropriately.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics) : Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.2.	Write brief expository descriptions of a real object, person, place, or event, using sensory details.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.8.	Spelling: Spell three and four-letter short-vowel words and grade-level-appropriate sight words correctly.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.1.	Comprehension: Listen attentively.
PERFORMANCE STANDARD	1.4.	Organization and Delivery of Oral Communication: Stay on the topic when speaking.
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.1.	Recite poems, rhymes, songs, and stories.
PERFORMANCE STANDARD	2.2.	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

CenterStage(R) Literacy, Grade 1: Writing Center

Summary: This center addresses the following concepts of writing: knowing that print is speech written down and conveys meaning; books have authors, illustrators; writing a main idea and supporting details, good title, and fiction that has a beginning, middle, and end; writing ideas in an order that makes sense, with voice, and improved word choice; using the language of books when speaking and writing; varying sentence beginnings and lengths; checking spelling, punctuation, and capitalization; proofreading and editing; using a variety of genres and topics; and enjoying sharing one's writing. This center engages and motivates every student through developmentally appropriate activities that appeal to tactile, kinesthetic, visual, and oral learners. Students gain practice in collaboration and cooperation as they work together to complete center tasks using books, hands-on materials, audiotapes, and games. Click on the blue link above to view and read about the program components and manipulatives.

Language Arts

Grade: 1

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
PERFORMANCE STANDARD	1.3.	Concepts About Print: Identify letters, words, and sentences.
PERFORMANCE STANDARD	1.11.	Decoding and Word Recognition: Read common, irregular sight words (e.g., the, have, said, come, give, of).
PERFORMANCE STANDARD	1.15.	Decoding and Word Recognition: Read common word families (e.g., -ite, -ate).
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Respond to who, what, when, where, and how questions.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
PERFORMANCE STANDARD	1.1.	Organization and Focus: Select a focus when writing.
PERFORMANCE STANDARD	1.2.	Organization and Focus: Use descriptive words when writing.
PERFORMANCE STANDARD	1.3.	Penmanship: Print legibly and space letters, words, and sentences appropriately.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics) : Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.1.	Write brief narratives (e.g., fictional, autobiographical) describing an experience.
PERFORMANCE STANDARD	2.2.	Write brief expository descriptions of a real object, person, place, or event, using sensory details.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.1.	Sentence Structure: Write and speak in complete, coherent sentences.
PERFORMANCE STANDARD	1.2.	Grammar: Identify and correctly use singular and plural nouns.
PERFORMANCE STANDARD	1.3.	Grammar: Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
PERFORMANCE STANDARD	1.5.	Punctuation: Use a period, exclamation point, or question mark at the end of sentences.
PERFORMANCE STANDARD	1.6.	Punctuation: Use knowledge of the basic rules of punctuation and capitalization when writing.
PERFORMANCE STANDARD	1.7.	Capitalization: Capitalize the first word of a sentence, names of people, and the pronoun I.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
PERFORMANCE STANDARD	1.1.	Comprehension: Listen attentively.
PERFORMANCE STANDARD	1.4.	Organization and Delivery of Oral Communication: Stay on the topic when speaking.

STANDARD		
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.2.	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

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