

ETA Cuisenaire - CenterStage Literacy

Grades: 2

States: California Content Standards

CenterStage(R) Literacy, Grade 2: 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: 2

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.	Decoding and Word Recognition: Read aloud fluently and accurately and with appropriate intonation and expression.
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	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Restate facts and details in the text to clarify and organize ideas.
PERFORMANCE STANDARD	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Recognize cause-and-effect relationship in a text.
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: Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
PERFORMANCE STANDARD	1.2.	Comprehension: Ask for clarification and explanation of stories and ideas.
PERFORMANCE STANDARD	1.6.	Organization and Delivery of Oral Communication: Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
PERFORMANCE STANDARD	1.8.	Organization and Delivery of Oral Communication: Retell stories, including characters, setting, and plot.
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	2.1.	Recount experiences or present stories.

STANDARD		
GRADE LEVEL EXPECTATION	2.1.b.	Describe story elements (e.g., characters, plot, setting).

CenterStage(R) Literacy, Grade 2: 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, using Reader's Theater and 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: 2

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.	Decoding and Word Recognition: Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
PERFORMANCE STANDARD	1.2.	Decoding and Word Recognition: Apply knowledge of basic syllabication rules when reading (e.g. vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per)
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Decode two-syllable nonsense words and regular multisyllable words.
PERFORMANCE STANDARD	1.6.	Decoding and Word Recognition: Read aloud fluently and accurately and with appropriate intonation and expression.
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: Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
PERFORMANCE STANDARD	1.2.	Comprehension: Ask for clarification and explanation of stories and ideas.
PERFORMANCE STANDARD	1.6.	Organization and Delivery of Oral Communication: Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
PERFORMANCE STANDARD	1.8.	Organization and Delivery of Oral Communication: Retell stories, including characters, setting, and plot.
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.	Recount experiences or present stories.
GRADE LEVEL EXPECTATION	2.1.b.	Describe story elements (e.g., characters, plot, setting).

CenterStage(R) Literacy, Grade 2: Oral Language: 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 and multi-meaning words; and identifying new words in a text. 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: 2

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.	Decoding and Word Recognition: Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
PERFORMANCE STANDARD	1.7.	Vocabulary and Concept Development: Understand and explain common antonyms and synonyms.
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	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Interpret information from diagrams, charts, and graphs.
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	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Identify the use of rhythm, rhyme, and alliteration in poetry.
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	1.2.	Sentence Structure: Recognize and use the correct word order in written sentences.
PERFORMANCE STANDARD	1.3.	Grammar: Identify and correctly use various parts of speech, including nouns and verbs, 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: Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
PERFORMANCE STANDARD	1.2.	Comprehension: Ask for clarification and explanation of stories and ideas.

PERFORMANCE STANDARD	1.3.	Comprehension: Paraphrase information that has been shared orally by others.
PERFORMANCE STANDARD	1.6.	Organization and Delivery of Oral Communication: Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
PERFORMANCE STANDARD	1.7.	Organization and Delivery of Oral Communication: Recount experiences in a logical sequence.
PERFORMANCE STANDARD	1.8.	Organization and Delivery of Oral Communication: Retell stories, including characters, setting, and plot.
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.	Recount experiences or present stories.
GRADE LEVEL EXPECTATION	2.1.b.	Describe story elements (e.g., characters, plot, setting).

CenterStage(R) Literacy, Grade 2: 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 and using them 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: 2

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.	Decoding and Word Recognition: Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
PERFORMANCE STANDARD	1.2.	Decoding and Word Recognition: Apply knowledge of basic syllabication rules when reading (e.g. vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per)
PERFORMANCE STANDARD	1.3.	Decoding and Word Recognition: Decode two-syllable nonsense words and regular multisyllable words.
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	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Identify the use of rhythm, rhyme, and alliteration in poetry.

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	1.2.	Penmanship: Create readable documents with legible handwriting.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications: 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 based on their experiences.
GRADE LEVEL EXPECTATION	2.1.a.	Move through a logical sequence of events.
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	1.2.	Sentence Structure: Recognize and use the correct word order in written sentences.
PERFORMANCE STANDARD	1.7.	Spelling: Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
PERFORMANCE STANDARD	1.8.	Spelling: Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns 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: Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
PERFORMANCE STANDARD	1.2.	Comprehension: Ask for clarification and explanation of stories and ideas.
PERFORMANCE STANDARD	1.6.	Organization and Delivery of Oral Communication: Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
PERFORMANCE STANDARD	1.8.	Organization and Delivery of Oral Communication: Retell stories, including characters, setting, and plot.

CenterStage(R) Literacy, Grade 2: Writing Center

Summary: This center addresses the following concepts of writing: knowing that print is speech written down and conveys meaning; books have authors and 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.

California Content Standards Language Arts Grade: 2

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).
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PERFORMANCE STANDARD	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Identify the use of rhythm, rhyme, and alliteration in poetry.
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: Group related ideas and maintain a consistent focus.
PERFORMANCE STANDARD	1.2.	Penmanship: Create readable documents with legible handwriting.
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications: 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 a friendly letter complete with the date, salutation, body, closing, and signature.
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	1.2.	Sentence Structure: Recognize and use the correct word order in written sentences.
PERFORMANCE STANDARD	1.3.	Grammar: Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
PERFORMANCE STANDARD	1.4.	Punctuation: Use commas in the greeting and closure of a letter and with dates and items in a series.
PERFORMANCE STANDARD	1.5.	Punctuation: Use quotation marks correctly.
PERFORMANCE STANDARD	1.6.	Capitalization: Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
PERFORMANCE STANDARD	1.7.	Spelling: Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
PERFORMANCE STANDARD	1.8.	Spelling: Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns 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: Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
PERFORMANCE STANDARD	1.2.	Comprehension: Ask for clarification and explanation of stories and ideas.
PERFORMANCE STANDARD	1.6.	Organization and Delivery of Oral Communication: Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).