

ETA Cuisenaire - CenterStage Literacy

Grades: K

States: California Content Standards

CenterStage(R) Literacy, Kindergarten: Oral Language: Speaking, Listening & Vocabulary Development Center

Summary: This center addresses the following oral language, speaking, and vocabulary development skills: following one-step directions; telling personal experiences; retelling a simple story or rhyme with actions; asking and answering questions; listening; taking turns; naming body parts and associated actions, developing language related to the senses, seasons, transportation, animals, and household items; and using categorization skills. 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: K

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.
PERFORMANCE STANDARD	1.2.	Concepts About Print: Follow words from left to right and from top to bottom on the printed page.
PERFORMANCE STANDARD	1.4.	Concepts About Print: Recognize that sentences in print are made up of separate words.
PERFORMANCE STANDARD	1.8.	Phonemic Awareness: Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
PERFORMANCE STANDARD	1.10.	Phonemic Awareness: Identify and produce rhyming words in response to an oral prompt.
PERFORMANCE STANDARD	1.15.	Decoding and Word Recognition: Read simple one-syllable and high-frequency words (i.e., sight words).
PERFORMANCE STANDARD	1.16.	Decoding and Word Recognition: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).
PERFORMANCE STANDARD	1.17.	Vocabulary and Concept Development: Identify and sort common words in basic categories (e.g., colors, shapes, foods)
PERFORMANCE STANDARD	1.18.	Vocabulary and Concept Development: Describe common objects and events in both general and specific language.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).
PERFORMANCE STANDARD	2.2.	Comprehension and Analysis of Grade-Level-Appropriate Text: Use pictures and context to make predictions about story content.
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Retell familiar stories.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask and answer questions about essential elements of a text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write words and brief sentences that are legible.
PERFORMANCE STANDARD	1.1.	Organization and Focus: Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

PERFORMANCE STANDARD	1.2.	Organization and Focus: Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
PERFORMANCE STANDARD	1.3.	Organization and Focus: Write by moving from left to right and from top to bottom.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.
PERFORMANCE STANDARD	1.1.	Sentence Structure: Recognize and use complete, coherent sentences when speaking.
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.
PERFORMANCE STANDARD	1.2.	Comprehension: Share information and ideas, speaking audibly in complete, coherent sentences.
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, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.1.	Describe people, places, things (e.g., size, color, shape), locations, and actions.
PERFORMANCE STANDARD	2.2.	Recite short poems, rhymes, and songs.
PERFORMANCE STANDARD	2.3.	Relate an experience or creative story in a logical sequence.

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

Summary: This center addresses the following phonics and word work concepts and skills: knowing that print is speech written down and conveys meaning; recognizing visual forms of letters and beginning and ending sounds of words; matching letter-sound correspondences; recognizing spaces around words, identifying first, last, order, and length of words; copying and printing letters; making words with specific sounds or letters; creating rhyming words, 3-letter words, high frequency words, and return sweeps; and writing complete thoughts or sentences. 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: K

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.
PERFORMANCE STANDARD	1.2.	Concepts About Print: Follow words from left to right and from top to bottom on the printed page.
PERFORMANCE STANDARD	1.3.	Concepts About Print: Understand that printed materials provide information.
PERFORMANCE STANDARD	1.4.	Concepts About Print: Recognize that sentences in print are made up of separate words.
PERFORMANCE STANDARD	1.5.	Concepts About Print: Distinguish letters from words.
PERFORMANCE STANDARD	1.6.	Concepts About Print: Recognize and name all uppercase and lowercase letters of the alphabet.
PERFORMANCE STANDARD	1.8.	Phonemic Awareness: Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant,

		consonant-vowel, or consonant-vowel-consonant).
PERFORMANCE STANDARD	1.10.	Phonemic Awareness: Identify and produce rhyming words in response to an oral prompt.
PERFORMANCE STANDARD	1.11.	Phonemic Awareness: Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
PERFORMANCE STANDARD	1.14.	Decoding and Word Recognition: Match all consonant and short-vowel sounds to appropriate letters.
PERFORMANCE STANDARD	1.15.	Decoding and Word Recognition: Read simple one-syllable and high-frequency words (i.e., sight words).
PERFORMANCE STANDARD	1.16.	Decoding and Word Recognition: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).
PERFORMANCE STANDARD	1.17.	Vocabulary and Concept Development: Identify and sort common words in basic categories (e.g., colors, shapes, foods)
PERFORMANCE STANDARD	1.18.	Vocabulary and Concept Development: Describe common objects and events in both general and specific language.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Retell familiar stories.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask and answer questions about essential elements of a text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write words and brief sentences that are legible.
PERFORMANCE STANDARD	1.1.	Organization and Focus: Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
PERFORMANCE STANDARD	1.2.	Organization and Focus: Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
PERFORMANCE STANDARD	1.3.	Organization and Focus: Write by moving from left to right and from top to bottom.
PERFORMANCE STANDARD	1.4.	Penmanship: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.
PERFORMANCE STANDARD	1.2.	Spelling: Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
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, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.2.	Recite short poems, rhymes, and songs.
PERFORMANCE STANDARD	2.3.	Relate an experience or creative story in a logical sequence.

CenterStage(R) Literacy, Kindergarten: Phonological Awareness Center

Summary: This center addresses the following concepts of phonological awareness: identifying compound words; differentiating between short and long words; counting, segmenting, and blending syllables; identifying and working with rhymes; matching beginning and ending sounds; and manipulating phonemes by adding a sound to create a new word. 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: K**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.
PERFORMANCE STANDARD	1.2.	Concepts About Print: Follow words from left to right and from top to bottom on the printed page.
PERFORMANCE STANDARD	1.4.	Concepts About Print: Recognize that sentences in print are made up of separate words.
PERFORMANCE STANDARD	1.5.	Concepts About Print: Distinguish letters from words.
PERFORMANCE STANDARD	1.8.	Phonemic Awareness: Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
PERFORMANCE STANDARD	1.10.	Phonemic Awareness: Identify and produce rhyming words in response to an oral prompt.
PERFORMANCE STANDARD	1.11.	Phonemic Awareness: Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
PERFORMANCE STANDARD	1.12.	Phonemic Awareness: Track auditorily each word in a sentence and each syllable in a word.
PERFORMANCE STANDARD	1.13.	Phonemic Awareness: Count the number of sounds in syllables and syllables in words.
PERFORMANCE STANDARD	1.15.	Decoding and Word Recognition: Read simple one-syllable and high-frequency words (i.e., sight words).
PERFORMANCE STANDARD	1.16.	Decoding and Word Recognition: Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).
PERFORMANCE STANDARD	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Retell familiar stories.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask and answer questions about essential elements of a text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write words and brief sentences that are legible.
PERFORMANCE STANDARD	1.1.	Organization and Focus: Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
PERFORMANCE STANDARD	1.2.	Organization and Focus: Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.
PERFORMANCE STANDARD	1.2.	Spelling: Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
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, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.2.	Recite short poems, rhymes, and songs.
PERFORMANCE STANDARD	2.3.	Relate an experience or creative story in a logical sequence.

CenterStage(R) Literacy, Kindergarten: Print Awareness & Alphabet Knowledge
 Summary: This center addresses the following concepts of print and alphabet knowledge: knowing that print is speech written down and conveys meaning; words have beginning and ending letters, length, spacing, form sentences that require punctuation, and have directionality (left to right, top to bottom); books have authors and illustrators; letters can be paired with sounds using letter/key word/picture matching; and recognizing high-frequency words. 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: K**

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.
PERFORMANCE STANDARD	1.1.	Concepts About Print: Identify the front cover, back cover, and title page of a book.
PERFORMANCE STANDARD	1.2.	Concepts About Print: Follow words from left to right and from top to bottom on the printed page.
PERFORMANCE STANDARD	1.3.	Concepts About Print: Understand that printed materials provide information.
PERFORMANCE STANDARD	1.4.	Concepts About Print: Recognize that sentences in print are made up of separate words.
PERFORMANCE STANDARD	1.5.	Concepts About Print: Distinguish letters from words.
PERFORMANCE STANDARD	1.6.	Concepts About Print: Recognize and name all uppercase and lowercase letters of the alphabet.
PERFORMANCE STANDARD	1.8.	Phonemic Awareness: Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
PERFORMANCE STANDARD	1.11.	Phonemic Awareness: Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
PERFORMANCE STANDARD	1.14.	Decoding and Word Recognition: Match all consonant and short-vowel sounds to appropriate letters.
PERFORMANCE STANDARD	1.15.	Decoding and Word Recognition: Read simple one-syllable and high-frequency words (i.e., sight words).
PERFORMANCE STANDARD	1.17.	Vocabulary and Concept Development: Identify and sort common words in basic categories (e.g., colors, shapes, foods)
PERFORMANCE STANDARD	1.18.	Vocabulary and Concept Development: Describe common objects and events in both general and specific language.
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Locate the title, table of contents, name of author, and name of illustrator.
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask and answer questions about essential elements of a text.
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write words and brief sentences that are legible.
PERFORMANCE STANDARD	1.1.	Organization and Focus: Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

PERFORMANCE STANDARD	1.2.	Organization and Focus: Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
PERFORMANCE STANDARD	1.3.	Organization and Focus: Write by moving from left to right and from top to bottom.
PERFORMANCE STANDARD	1.4.	Penmanship: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.
PERFORMANCE STANDARD	1.2.	Spelling: Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

CenterStage(R) Literacy, Kindergarten: Writing Center

Summary: This center addresses the following concepts of writing: knowing that print is speech written down and conveys meaning; copying high-frequency words; writing their name, messages, and captions; using invented spelling, word families, directionality, return sweep, uppercase letters, and punctuation; writing to describe, inform, report, survey, list, and correspond; knowing that books have authors and illustrators; and letters begin and end words. 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: K

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.
PERFORMANCE STANDARD	1.3.	Concepts About Print: Understand that printed materials provide information.
PERFORMANCE STANDARD	1.6.	Concepts About Print: Recognize and name all uppercase and lowercase letters of the alphabet.
PERFORMANCE STANDARD	1.15.	Decoding and Word Recognition: Read simple one-syllable and high-frequency words (i.e., sight words).
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).
PERFORMANCE STANDARD	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Ask and answer questions about essential elements of a text.
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students listen and respond to stories based on well-known characters, themes, plots, and settings.
PERFORMANCE STANDARD	3.1.	Narrative Analysis of Grade-Level-Appropriate Text: Distinguish fantasy from realistic text.
PERFORMANCE STANDARD	3.2.	Narrative Analysis of Grade-Level-Appropriate Text: Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write words and brief sentences that are legible.
PERFORMANCE STANDARD	1.1.	Organization and Focus: Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
PERFORMANCE STANDARD	1.2.	Organization and Focus: Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
PERFORMANCE STANDARD	1.3.	Organization and Focus: Write by moving from left to right and from top to bottom.

PERFORMANCE STANDARD	1.4.	Penmanship: Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.
PERFORMANCE STANDARD	1.2.	Spelling: Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

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