

ETA Cuisenaire - VersaTiles Reading Language Arts

Grades: 1

States: California Content Standards

VersaTiles (R) Reading/Language Arts Lab, Level 1, Book 1: Alphabet Sounds and Letters
 Summary: VersaTile (R) Reading/Language Arts Lab, Level 1, Book 1 (Alphabet Sounds and Letters) addresses the following skills within the Phonics, Word Attack, and Vocabulary Strand: The Alphabet; Initial and Final Consonants, Blends, and Digraphs; Vowels; Word Shapes/High Frequency Sight Words; Reading Comprehension/Stories; Rhyming Words; and Classification of Words and Objects. Using VersaTiles Student Activity Books and self-correcting Answer Cases, students learn and practice key reading/language arts concepts and vocabulary and build critical-thinking skills. Language Arts strands include: phonics, word attack, and vocabulary; spelling; comprehension and study skills; and grammar, usage, and mechanics. Each VersaTiles Reading/Language Arts Lab for Levels 1--6 includes 40 colorful, nonconsumable Student Activity Books (five copies each of eight titles), providing practice and reinforcement with standards-based, leveled activities; a comprehensive Teacher's Resource Guide, featuring classroom management tips, assessment options, student/class record charts, blackline masters, benchmark activities, Scope and Sequence, and four reproducible Formal Tests with answer keys and correlations to the Student Activity Books; and 10 self-correcting Answer Cases.

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	1.3.	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	1.5.	Phonemic Awareness: Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
PERFORMANCE STANDARD	1.6.	Phonemic Awareness: Create and state a series of rhyming words, including consonant blends.
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).
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: Use context to resolve ambiguities about word and sentence meanings.
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.

VersaTiles (R) Reading/Language Arts Lab, Level 1, Book 2: Sounds and Letters
 Summary: VersaTiles(R) Reading/Language Arts Lab, Level 1, Book 2 (Sounds and Letters) addresses the following skills within the Phonics, Word Attack, and Vocabulary Strand: Initial and Final Consonants, Blends, and Digraphs; Vowels; and Rhyming Words. Using VersaTiles Student Activity Books and self-correcting Answer Cases, students learn and practice key reading/language arts concepts and vocabulary and build critical-thinking skills. Language Arts strands include: phonics, word attack, and vocabulary; spelling; comprehension and study skills; and grammar, usage, and mechanics. Each VersaTiles Reading/Language Arts Lab for Levels 1--6 includes 40 colorful, nonconsumable Student Activity Books (five copies each of eight titles), providing practice and reinforcement with standards-based, leveled activities; a comprehensive Teacher's Resource Guide, featuring classroom management tips, assessment options, student/class record charts, blackline masters, benchmark activities, Scope and Sequence, and four reproducible Formal Tests with answer keys and correlations to the Student Activity Books; and 10 self-correcting Answer Cases.

**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	1.4.	Phonemic Awareness: Distinguish initial, medial, and final sounds in single-syllable words.
PERFORMANCE STANDARD	1.5.	Phonemic Awareness: Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
PERFORMANCE STANDARD	1.6.	Phonemic Awareness: Create and state a series of rhyming words, including consonant blends.
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	1.12.	Decoding and Word Recognition: Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
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: Use context to resolve ambiguities about word and sentence meanings.
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.

VersaTiles (R) Reading/Language Arts Lab, Level 1, Book 3: More Sounds and Letters
 Summary: VersaTiles(R) Reading/Language Arts Lab, Level 1, Book 3 (More Sounds and Letters) addresses the following skills within the Phonics, Word Attack, and Vocabulary Strand: Initial and Final Consonants, Blends, and Digraphs; Vowels; Syllables; Word Shapes/High-Frequency

Sight Words; Word Skills; Rhyming Words; and addresses the following skills in the Spelling Strand: Consonants, Blends, and Vowels; Spelling Patterns and Roots; Proofreading; and Skillbuilding. Using VersaTiles Student Activity Books and self-correcting Answer Cases, students learn and practice key reading/language arts concepts and vocabulary and build critical-thinking skills. Language Arts strands include: phonics, word attack, and vocabulary; spelling; comprehension and study skills; and grammar, usage, and mechanics. Each VersaTiles Reading/Language Arts Lab for Levels 1--6 includes 40 colorful, nonconsumable Student Activity Books (five copies each of eight titles), providing practice and reinforcement with standards-based, leveled activities; a comprehensive Teacher's Resource Guide, featuring classroom management tips, assessment options, student/class record charts, blackline masters, benchmark activities, Scope and Sequence, and four reproducible Formal Tests with answer keys and correlations to the Student Activity Books; and 10 self-correcting Answer Cases.

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	1.4.	Phonemic Awareness: Distinguish initial, medial, and final sounds in single-syllable words.
PERFORMANCE STANDARD	1.5.	Phonemic Awareness: Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
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	1.10.	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	1.12.	Decoding and Word Recognition: Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
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	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Use context to resolve ambiguities about word and sentence meanings.
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.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.

VersaTiles (R) Reading/Language Arts Lab, Level 1, Book 4: Fun with Sounds and Letters Summary: VersaTiles(R) Reading/Language Arts Lab, Level 1, Book 4 (Fun with Sounds and Letters) addresses the following skills within the Phonics, Word Attack, and Vocabulary Strand: The Alphabet; Initial and Final Consonants, Blends, and Digraphs; Vowels; and Vocabulary Development. Using VersaTiles Student Activity Books and self-correcting Answer Cases, students learn and practice key reading/language arts concepts and vocabulary and build critical-thinking skills. Language Arts strands include: phonics, word attack, and vocabulary; spelling; comprehension and study skills; and grammar, usage, and mechanics. Each VersaTiles Reading/Language Arts Lab for Levels 1--6 includes 40 colorful, nonconsumable Student Activity Books (five copies each of eight titles), providing practice and reinforcement with standards-based, leveled activities; a comprehensive Teacher's Resource Guide, featuring classroom management tips, assessment options, student/class record charts, blackline masters, benchmark activities, Scope and Sequence, and four reproducible Formal Tests with answer keys and correlations to the Student Activity Books; and 10 self-correcting Answer Cases.

**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	1.3.	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	1.5.	Phonemic Awareness: Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
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	1.10.	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	1.12.	Decoding and Word Recognition: Use knowledge of vowel digraphs and r-controlled letter-sound associations to read 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	2.4.	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.
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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VersaTiles (R) Reading/Language Arts Lab, Level 1, Book 5: More Fun with Sounds and Letters Summary: VersaTiles(R) Reading/Language Arts Lab, Level 1, Book 5 (More Fun with Sounds and Letters) addresses the following skills within the Phonics, Word Attack, and Vocabulary Strand: Word Shapes/High-Frequency Sight Words; and Reading Comprehension/Stories. Using VersaTiles Student Activity Books and self-correcting Answer Cases, students learn and practice key reading/language arts concepts and vocabulary and build critical-thinking skills. Language Arts strands include: phonics, word attack, and vocabulary; spelling; comprehension and study skills; and grammar, usage, and mechanics. Each VersaTiles Reading/Language Arts Lab for Levels 1--6 includes 40 colorful, nonconsumable Student Activity Books (five copies each of eight titles), providing practice and reinforcement with standards-based, leveled activities; a comprehensive Teacher's Resource Guide, featuring classroom management tips, assessment options, student/class record charts, blackline masters, benchmark activities, Scope and Sequence, and four reproducible Formal Tests with answer keys and correlations to the Student Activity Books; and 10 self-correcting Answer Cases.

**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	1.5.	Phonemic Awareness: Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
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	1.12.	Decoding and Word Recognition: Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
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	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Use context to resolve ambiguities about word and sentence meanings.
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.

VersaTiles (R) Reading/Language Arts Lab, Level 1, Book 6: Let's Think and Read

Summary: VersaTiles(R) Reading/Language Arts Lab, Level 1, Book 6 (Let's Think and Read) addresses the following skills within the Comprehension and Study Skills Strand: Concept Words with Picture Clues; Concept Words with Context; and Reading for Detail. Using VersaTiles Student Activity Books and self-correcting Answer Cases, students learn and practice key reading/language arts concepts and vocabulary and build critical-thinking skills. Language Arts strands include: phonics, word attack, and vocabulary; spelling; comprehension and study skills; and grammar, usage, and mechanics. Each VersaTiles Reading/Language Arts Lab for Levels 1--6 includes 40 colorful, nonconsumable Student Activity Books (five copies each of eight titles), providing practice and reinforcement with standards-based, leveled activities; a comprehensive Teacher's Resource Guide, featuring classroom management tips, assessment options, student/class record charts, blackline masters, benchmark activities, Scope and Sequence, and four reproducible Formal Tests with answer keys and correlations to the Student Activity Books; and 10 self-correcting Answer Cases.

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	1.10.	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.
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	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Use context to resolve ambiguities about word and sentence meanings.
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.

VersaTiles (R) Reading/Language Arts Lab, Level 1, Book 7: Let's Make Meaning
 Summary: VersaTiles(R) Reading/Language Arts Lab, Level 1, Book 7 (Let's Make Meaning) addresses the following skills within the Comprehension and Study Skills Strand: Concept Words with Picture Clues; Concept Words with Graphophonic Clues; Concept Words with Context; Reading for Detail; Compare and Contrast; Classification; and Sequence. Using VersaTiles Student Activity Books and self-correcting Answer Cases, students learn and practice key reading/language arts concepts and vocabulary and build critical-thinking skills. Language Arts strands include: phonics, word attack, and vocabulary; spelling; comprehension and study skills; and grammar, usage, and mechanics. Each VersaTiles Reading/Language Arts Lab for Levels 1--6 includes 40 colorful, nonconsumable Student Activity Books (five copies each of eight titles), providing practice and reinforcement with standards-based, leveled activities; a comprehensive Teacher's Resource Guide, featuring classroom management tips, assessment options, student/class record charts, blackline masters, benchmark activities, Scope and

Sequence, and four reproducible Formal Tests with answer keys and correlations to the Student Activity Books; and 10 self-correcting Answer Cases.

**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	1.10.	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	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Use context to resolve ambiguities about word and sentence meanings.
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.

VersaTiles (R) Reading/Language Arts Lab, Level 1, Book 8: Everyday Reading Summary: VersaTiles(R) Reading/Language Arts Lab, Level 1, Book 8 (Everyday Reading) addresses the following skills within the Comprehension and Study Skills Strand: Characterization; Genres of Writing; Main Ideas and Supporting Details; Reading for Detail; Compare and Contrast; Sequence; and Patterns. Using VersaTiles Student Activity Books and self-correcting Answer Cases, students learn and practice key reading/language arts concepts and vocabulary and build critical-thinking skills. Language Arts strands include: phonics, word attack, and vocabulary; spelling; comprehension and study skills; and grammar, usage, and mechanics. Each VersaTiles Reading/Language Arts Lab for Levels 1--6 includes 40 colorful, nonconsumable Student Activity Books (five copies each of eight titles), providing practice and reinforcement with standards-based, leveled activities; a comprehensive Teacher's Resource Guide, featuring classroom management tips, assessment options, student/class record charts, blackline masters, benchmark activities, Scope and Sequence, and four reproducible Formal Tests with answer keys and correlations to the Student Activity Books; and 10 self-correcting Answer Cases.

**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
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		and silent reading.
PERFORMANCE STANDARD	1.6.	Phonemic Awareness: Create and state a series of rhyming words, including consonant blends.
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.
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	2.4.	Comprehension and Analysis of Grade-Level-Appropriate Text: Use context to resolve ambiguities about word and sentence meanings.
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	2.6.	Comprehension and Analysis of Grade-Level-Appropriate Text: Relate prior knowledge to textual information.
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.