

ETA Cuisenaire - VersaTiles Reading Language Arts

Grades: 2

States: California Content Standards

VersaTiles (R) Reading/Language Arts Lab, Level 2, Book 1: Fun with Phonics
 Summary: VersaTiles(R) Reading/Language Arts Lab, Level 2, Book 1 (Fun with Phonics) addresses the following skills within the Phonics, Word Attack, and Vocabulary Strand: Initial and Final Consonants, Blends, and Digraphs; Vowels; Letter Patterns; Syllables; 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: 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.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.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.

VersaTiles (R) Reading/Language Arts Lab, Level 2, Book 2: More Fun with Phonics
 Summary: VersaTiles(R) Reading/Language Arts Lab, Level 2, Book 2 (More Fun with Phonics) addresses the following skills within the Phonics, Word Attack, and Vocabulary Strand: Initial and Final Consonants, Blends, and Digraphs; Vowels; Letter Patterns; Syllables; Reading Comprehension/Stories; Prefixes and Beginnings; Suffixes and Endings; Word Skills; Compound Words; and Contractions. 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.

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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	1.4.	Decoding and Word Recognition: Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
PERFORMANCE STANDARD	1.7.	Vocabulary and Concept Development: Understand and explain common antonyms and synonyms.
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of individual words in unknown compound words to predict their meaning.
PERFORMANCE STANDARD	1.9.	Vocabulary and Concept Development: Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
PERFORMANCE STANDARD	1.10.	Vocabulary and Concept Development: Identify simple multiple-meaning 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	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Interpret information from diagrams, charts, and graphs.
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.

VersaTiles (R) Reading/Language Arts Lab, Level 2, Book 3: Ready! Set! Spell!
 Summary: VersaTiles(R) Reading/Language Arts Lab, Level 2, Book 3 (Ready! Set! Spell!) addresses the following skills within the Spelling Strand: Consonants, Blends, and Vowels; Nouns; Verbs; Homophones; Suffixes and Endings; 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.

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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	1.4.	Decoding and Word Recognition: Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
PERFORMANCE STANDARD	1.5.	Decoding and Word Recognition: Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
PERFORMANCE STANDARD	1.8.	Vocabulary and Concept Development: Use knowledge of individual words in unknown compound words to predict their meaning.
PERFORMANCE STANDARD	1.10.	Vocabulary and Concept Development: Identify simple multiple-meaning 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	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Interpret information from diagrams, charts, and graphs.
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	1.4.	Evaluation and Revision: Revise original drafts to improve sequence and provide more descriptive detail.
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	1.7.	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.

VersaTiles (R) Reading/Language Arts Lab, Level 2, Book 4: Read for Meaning
Summary: VersaTiles(R) Reading/Language Arts Lab, Level 2, Book 4 (Read for Meaning) addresses the following skills within the Comprehension and Study Skills Strand: Setting; Stated

Fact, Implied Fact, Fantasy, Non-Fact, and Opinion; Reading for Detail; Cause and Effect; Inferences, Predictions, and Conclusions; Compare and Contrast; Classification; 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.

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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.
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	2.5.	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.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Interpret information from diagrams, charts, and graphs.
PERFORMANCE STANDARD	2.8.	Comprehension and Analysis of Grade-Level-Appropriate Text: Follow two-step written instructions.
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.

VersaTiles (R) Reading/Language Arts Lab, Level 2, Book 5: Read to Understand
Summary: VersaTiles(R) Reading/Language Arts Lab, Level 2, Book 5 (Read to Understand) addresses the following skills within the Comprehension and Study Skills Strand: Characterization; Setting; Stated Fact, Implied Fact, Fantasy, Non-Fact, and Opinion; Genres of Writing; Main Ideas and Supporting Details; Inferences, Predictions, and Conclusions; and Compare and Contrast. 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.

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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.
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.
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.
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	1.8.	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).

VersaTiles (R) Reading/Language Arts Lab, Level 2, Book 6: Reading for Every Day Summary: VersaTiles(R) Reading/Language Arts Lab, Level 2, Book 6 (Reading for Every Day) addresses the following skills within the Comprehension and Study Skills Strand: Functional Text; Reading for Detail; Sequence; Alphabetizing; Graphs, Charts, and Diagrams; Parts of a

Book; and Specialized Books. 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.

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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.
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	2.5.	Comprehension and Analysis of Grade-Level-Appropriate Text: Restate facts and details in the text to clarify and organize ideas.
PERFORMANCE STANDARD	2.7.	Comprehension and Analysis of Grade-Level-Appropriate Text: Interpret information from diagrams, charts, and graphs.
PERFORMANCE STANDARD	2.8.	Comprehension and Analysis of Grade-Level-Appropriate Text: Follow two-step written instructions.
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.

VersaTiles (R) Reading/Language Arts Lab, Level 2, Book 7: Fun with Language Summary: VersaTiles(R) Reading/Language Arts Lab, Level 2, Book 7 (Fun with Language) addresses the following skills within the Grammar, Usage, and Mechanics Strand: Sentences; Subjects and Predicates; Nouns; Pronouns; Capitalization; and Punctuation. 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.

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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	1.5.	Decoding and Word Recognition: Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
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.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: Distinguish between complete and incomplete sentences.
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.

VersaTiles (R) Reading/Language Arts Lab, Level 2, Book 8: Language in Action
 Summary: VersaTiles(R) Reading/Language Arts Lab, Level 2, Book 8 (Language in Action) addresses the following skills within the Grammar, Usage, and Mechanics Strand: Nouns; Verbs; Adjectives; Contractions; Capitalization; and Punctuation. 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.

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CONTENT	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development:
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STANDARD		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	1.4.	Decoding and Word Recognition: Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
PERFORMANCE STANDARD	1.5.	Decoding and Word Recognition: Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
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.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.