

STATE STANDARD CORRELATION

CALIFORNIA

Language Arts

The Reading/Language Arts Framework in California aligns the curriculum and instructional program to the English-Language Arts Contents Standards. The introduction to the State Content Standards states that speaking and listening skills have never been more important, and while at one time listening and speaking occupied central places in the curriculum, not many schools have maintained this tradition - use of the Weston Woods audios and videos offer the perfect opportunity to restore this tradition as is called for in this document. The document further stresses the need to teach the skills of reading, writing, listening and speaking together - again, a perfect use for the entire Weston Woods product line. Specific goals by grade level can be enhanced through the use of Weston Woods audios and videos - listed below are these objectives by grade level as outlined in the framework. Also following is a list of the Weston Woods titles that correlate to the California Recommended Reading.

KINDERGARTEN

Reading:

2.0 Reading Comprehension - Students read and understand grade-level appropriate materials (Using selections from California Recommended Reading List)

- 2.2 Use pictures and context to make prediction about story content
- 2.3 Connect to life experiences the information and events in texts
- 2.4 Retell familiar stories

3.0 Literary Response and Analysis -Students listen and respond to stories on well-known characters, themes, plots and settings (Using selections from California Recommended Reading List)

- 3.1 Distinguish fantasy from realistic text
- 3.3 Identify characters, settings and important events

Listening and Speaking:

1.0 Listening and speaking strategies - students listen and respond to oral communications. (Using selections from California Recommended Reading List)

GRADE ONE

Reading:

2.0 Reading Comprehension - Students read and understand grade-level appropriate materials (Using selections from California Recommended Reading List)

- 2.1 Respond to who, what, when, where and how questions

3.0 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 of elements (e.g. theme, plot, setting, characters. -using selections from California Recommended Reading List)

3.1 Identify and describe the elements of plot, setting and character(s) in a story, as well as the story's beginning, middle and ending

3.2 Describe the roles of authors and illustrators and their contributions to print materials

Listening and Speaking: - students listen critically and respond appropriately to oral communication.

Comprehension

1.0 Listen attentively

1.5 Use descriptive words when speaking about people, places, things and events

GRADE TWO

Reading

2.0 Reading Comprehension - Students read and understand grade-level appropriate materials . 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 - using selections from California Recommended Reading List)

2.2 State the purpose in reading (i.e. tell what information is sought)

2.6 Recognize cause-and-effect relationships in a text

3.0 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 and the literary terms or elements (e.g. theme, plot, setting, characters - using selections from California Recommended Reading List)

3.1 Compare and contrast plots, settings and characters presented by different authors

3.4 Identify the use of rhyme and alliteration in poetry.

Listening and Speaking- students listen critically and respond appropriately to oral communication.

Comprehension

1.2 Ask for clarification and explanation of stories and ideas

1.8 Retell stories, including characters, setting and plot

GRADE THREE

Reading

2.0 Reading Comprehension - Students read and understand grade-level appropriate materials. 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 - using selections from California Recommended Reading List)

2.4 Recall major points in the text and make and modify predictions about forthcoming information

3.0 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 literary terms or elements (e.g. theme, plot, setting, characters - using selections from the California Recommended Reading List)

- 3.1 Distinguish common forms of literature
- 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends and fables from around the world
- 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them
- 3.4 Determine the underlying theme or author's message in fiction and nonfiction text
- 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g. alliteration, onomatopoeia) in a selection
- 3.6 Identify the speaker or narrator in a selection

Listening and Speaking - Students listen critically and respond appropriately to oral communication.

- 1.4 Identify the musical elements of literary language (e.g. rhymes, repeated sounds, instances of onomatopoeia.)
- 1.5 Organize ideas chronologically or around major points of information.
- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea

WESTON WOODS TITLES INCLUDED ON THE CALIFORNIA RECOMMENDED READING LIST:

All the Colors of the Earth
Amazing Grace
Anansi the Spider
And Then What Happened, Paul Revere?
Antarctic Antics
Arrow to the Sun
The Biggest Bear
Blueberries for Sal
Burt Dow: Deep-Water Man
By the Light of the Halloween Moon
Caps for Sale
Chato's Kitchen
Chicken Little
Chrysanthemum
Click, Clack, Moo Cows That Type
Corduroy
Cricter
Crow Boy
Danny and the Dinosaur
A Dark, Dark Tale
The Day Jimmy's Boa Ate the Wash
Doctor De Soto
Duke Ellington

Elizabeth's Doll
Flossie and the Fox
The Funny Little Woman
Giving Thanks
Goldilocks and the Three Bears
Goodnight Moon
Happy Birthday, Moon
Harry the Dirty Dog
Here Comes the Cat
In the Small, Small Pond
John Henry
Johnny Appleseed
Leo the Late Bloomer
The Little House
The Little Red Hen
Madeline's Rescue
Make Way for Ducklings
May I Bring a Friend?
Merry Christmas, Space Case
Mike Mulligan and His Steam Shovel
Miss Nelson is Missing!
Miss Rumphius
Mr. Rabbit and the Lovely Present
Mufaro's Beautiful Daughters
The Mysterious Tadpole
The Night Before Christmas
Noisy Nora
Officer Buckle and Gloria
One Fine Day
Owen
Owl Moon
The Paperboy
Pete's a Pizza
Pinkerton, Behave!
Rapunzel
Red Riding Hood
Rikki Tikki Tavi
Rosie's Walk
Sam and the Lucky Money
Seven Candles for Kwanzaa
The Snowy Day
Space Case
Stone Soup
The Story About Ping
A Story A Story
Strega Nona
Swamp Angel
Sylvester and the Magic Pebble
The Tale of the Mandarin Ducks

Tikki Tikki Tembo
Timothy Goes to School
Three Cheers for Catherine the Great!
The Village of Round and Square Houses
Too Many Tamales
The Ugly Duckling
The Village of Round and Square Houses
What's the Big Idea, Ben Franklin?
Where the Wild Things Are
Where Was Patrick Henry on the 29th of May?
Whistle for Willie
Who's That Stepping on Plymouth Rock?
Why Mosquitoes Buzz in People's Ears
Wilfred Gordon MacDonal Patridge
Yo! Yes?
Zin! Zin! Zin! A Violin

STATE STANDARD CORRELATION

CALIFORNIA

HISTORY - SOCIAL SCIENCE

KINDERGARTEN

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

STREGA NONA

A WEEKEND WITH WENDELL

2. Learn examples of honesty, courage, determination, individual responsibility and patriotism in American and world history from stories and folklore

BRAVE IRENE

AMAZING GRACE

JOHN HENRY

THE STAR-SPANGLED BANNER

MARTIN'S BIG WORDS

HENRY HIKES TO FITCHBURG

SWAMP ANGEL

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle and the Statue of Liberty

THE STAR-SPANGLED BANNER

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

OFFICER BUCKLE AND GLORIA

TRASHY TOWN

MISS NELSON HAS A FIELD DAY

MISS NELSON IS BACK

THE PAPERBOY

CLICK, CLACK MOO COWS THAT TYPE

K.4 Students compare and contrast the locations of people, places and environments and describe their characteristics

THIS LAND IS YOUR LAND

SCRAMBLED STATES OF AMERICA

ANTARCTIC ANTICS

MISS RUMPHIUS

IN THE SMALL, SMALL POND

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order

CHICKEN SOUP WITH RICE

K.6 Students understand that history relates to events, people, and places of other times

GIVING THANKS
THE PILGRIMS OF PLIMOTH
GEORGE WASHINGTON'S MOTHER
JOHN HENRY
JOHNNY APPLESEED

GRADE ONE

1.1 Students describe the rights and individual responsibilities of citizenship

A WEEKEND WITH WENDELL
SO YOU WANT TO BE PRESIDENT?
MARTIN'S BIG WORDS

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places

SCRAMBLED STATES OF AMERICA
THIS LAND IS YOUR LAND
ANTARCTIC ANTICS

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

THE STAR SPANGLED BANNER
JUST A FEW WORDS, MR. LINCOLN
WHO'S THAT STEPPING ON PLYMOUTH ROCK?
SO YOU WANT TO BE PRESIDENT?

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time while others stay the same.

WHAT'S THE BIG IDEA, BEN FRANKLIN?
JOHNNY APPLESEED
JOHN HENRY
SO YOU WANT TO BE PRESIDENT?
MARTIN'S BIG WORDS

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

SEVEN CANDLES FOR KWANZAA
HOT HIPPO
WHY MOSQUITOES BUZZ IN PEOPLE'S EARS
GIVING THANKS

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy

TRASHY TOWN
THE PAPERBOY

GRADE TWO

2.2 Students demonstrate map skills by describing the absolute and relative location of people, places and environments

THIS LAND IS YOUR LAND
SCRAMBLED STATES OF AMERICA

2.3 Students explain governmental institutions and practices in the United States and other countries

WHERE DO YOU THINK YOU'RE GOING CHRISTOPHER
COLUMBUS?
SO YOU WANT TO BE PRESIDENT?

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives

JUST A FEW WORDS MR. LINCOLN
WHAT'S THE BIG IDEA, BEN FRANKLIN?
WHERE DO YOU THINK YOU'RE GOING, CHRISTOPHER
COLUMBUS?
GEORGE WASHINGTON'S MOTHER
AND THEN WHAT HAPPENED, PAUL REVERE?
MARTIN'S BIG WORDS
SO YOU WANT TO BE PRESIDENT?

GRADE THREE

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places and environments in a spatial content

THIS LAND IS YOUR LAND
SCRAMBLED STATES OF AMERICA

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

GIVING THANKS
HIAWATHA
THE PILGRIMS OF PLIMOTH

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land

WHERE DO YOU THINK YOU'RE GOING CHRISTOPHER
COLUMBUS?
WHAT'S THE BIG IDEA, BEN FRANKLIN?
SHH! WE'RE WRITING THE CONSTITUTION
WHO'S THAT STEPPING ON PLYMOUTH ROCK?
THE PILGRIMS OF PLIMOTH
SIX REVOLUTIONARY WAR FIGURES
WHY DON'T YOU GET A HORSE, SAM ADAMS?

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. Government

SHH! WE'RE WRITING THE CONSTITUTION
SO YOU WANT TO BE PRESIDENT?

GRADE FOUR

4.5 Students understand the structures, functions, and powers of the local, state and federal governments as described in the U.S. Constitution

SHH! WE'RE WRITING THE CONSTITUTION

GRADE FIVE

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas

WHERE DO YOU THINK YOU'RE GOING, CHRISTOPHER
COLUMBUS?

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers

THE PILGRIMS OF PLIMOTH
HIAWATHA

5.4 Students understand the political, religious, social and economic institutions that evolved in the colonial era

SIX REVOLUTIONARY WAR FIGURES
SHH! WE'RE WRITING THE CONSTITUTION
WHAT'S THE BIG IDEA BEN FRANKLIN
AND THEN WHAT HAPPENED, PAUL REVERE?
WHY DON'T YOU GET A HORSE, SAM ADAMS?

5.5 Students explain the causes of the American Revolution

SIX REVOLUTIONARY WAR FIGURES
SHH! WE'RE WRITING THE CONSTITUTION
GEORGE WASHINGTON'S MOTHER
AND THEN WHAT HAPPENED, PAUL REVERE
WHAT'S THE BIG IDEA BEN FRANKLIN?
WHY DON'T YOU GET A HORSE, SAM ADAMS?

5.6 Students understand the course and consequences of the American Revolution

WHAT'S THE BIG IDEA, BEN FRANKLIN?
SIX REVOLUTIONARY WAR FIGURES
WHY DON'T YOU GET A HORSE, SAM ADAMS?

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic

SHH! WE'RE WRITING THE CONSTITUTION

5.9 Students know the location of the current 50 states and the names of their capitals

SCRAMBLED STATES OF AMERICA