

**WESTON WOODS STUDIOS
PRODUCT LINE CORRELATION TO
THE ILLINOIS STATE EDUCATIONAL STANDARDS
AUGUST, 2002**

ENGLISH – LANGUAGE ARTS

STATE GOAL 1: Read with understanding and fluency

B- Apply reading strategies to improve understanding and fluency

Early Elementary

1.B.1b-Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms – **entire Weston Woods product line**

C. Comprehend a broad range of reading materials

Early Elementary

1.C.1e – Identify how authors and illustrators express their ideas in text and graphics- **entire WW product line**

Late Elementary

1.C.2e – Explain how authors and illustrators use text and art to explain their ideas – **entire WW product line**

STATE GOAL 2: Read and understand literature representative of various societies, eras

A. Understand how literary elements and techniques are used to convey meaning

Early Elementary

2.A.1a – Identify the elements of theme, setting, plot and character within literary works – **entire WW product line**

2.A.1b – classify literary works as fiction or non-fiction – **entire WW product line**

2.A.1c – Describe differences between prose and poetry – **entire WW product line**

B. Read and interpret a variety of literary works

Early Elementary

2.B.1a- Respond to literary materials by connecting them to their own experience and communicate those responses to others – **entire WW product line**

2.B.1b – Identify common themes in literature from a variety of eras – **entire WW product line**

2.B.1c – Relate character, setting and plot to real-life situations – **entire WW product line**

STATE GOAL 4: Listen and speak effectively in a variety of situations

A. Listen effectively in formal and informal situations

Early Elementary

4.A.1d – Use visually oriented and auditorially based media – **entire WW product line**

SOCIAL SCIENCE

STATE GOAL 14: Understand political systems with an emphasis on the United States

Late Elementary

14.A.2 – Explain the importance of fundamental concepts expressed and implied in major documents including the.... United States Constitution – **Shh! We’re Writing the Constitution**

14.B.2 – Explain what government does at local, state and national levels - **Shh! We’re Writing the Constitution**

14.C.2 – Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation - **Shh! We’re Writing the Constitution**

14.D.2 – Explain ways that individuals and groups influence and shape public policy - **Shh! We’re Writing the Constitution, What’s The Big Idea, Ben Franklin?**

14.D.3- Determine and explain the leadership role of the United States in international settings - **What’s The Big Idea, Ben Franklin?**

14.D.4 – Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices - **Shh! We’re Writing the Constitution, What’s The Big Idea, Ben Franklin?, Martin’s Big Words**

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations

Early Elementary

16.A.1.c – Describe how people in different times and places viewed the world in different ways – **Where Do You Think You’re Going, Christopher Columbus?**

16.B.1b (US) – Explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition - **What’s The Big Idea, Ben Franklin?, Martin’s Big Words, Just a Few Words, Mr. Lincoln, George Washington’s Mother, The Star-Spangled Banner**

16.B.1 (W) – Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions - **What’s The Big Idea, Ben Franklin?, Martin’s Big Words, Just a Few Words, Mr. Lincoln, George Washington’s Mother, The Star-Spangled Banner, Six Revolutionary War Figures, Johnny Appleseed, John Henry, Miss Rumphius, Where Do You Think You’re Going, Christopher Columbus?, Whose That Stepping on Plymouth Rock, And Then What Happened, Paul Revere?, Hiawatha**

16.D.1 (W) – Identify how customs and traditions from around the world influence the local community – **Sam and the Lucky Money, Too Many Tamales, Seven Candles for Kwanzaa, Chato’s Kitchen**

16.E.1 (W) – Compare depictions of the natural environment that are found in myths, legends, folklore and traditions – **Hot Hippo, Why Mosquitoes Buzz in People’s Ears, The Village of Round and Square Houses, John Henry, The Five Chinese Brothers, Giving Thanks, “Charlie Needs a Cloak”, The Ugly Duckling**

Late Elementary

16.A.2.a – Read historical stories and determine events which influenced their writing - **What’s The Big Idea, Ben Franklin?, Martin’s Big Words, Just a Few Words, Mr. Lincoln, George Washington’s Mother, The Star-Spangled Banner, Six Revolutionary War Figures, Johnny Appleseed, John Henry, Miss Rumphius, Where Do You Think You’re Going, Christopher Columbus?, Whose That Stepping on Plymouth Rock, And Then What Happened, Paul Revere?, Shh! We’re Writing the Constitution, Pilgrims of Plimouth, Hiawatha**

16.A.2b – Compare different stories about a historical figure or event and analyze differences in the portrayal and perspectives they present – **Hiawatha, Who’s That Stepping on Plymouth Rock, Martin’s Big Words, Just a Few Words, Mr. Lincoln, Shh! We’re Writing the Constitution, George Washington’s Mother, Six Revolutionary War Figures**

16.B.2b (US) – Identify major causes of the American Revolution and describe the consequences of the revolution through the early national period, including the roles of Washington, Thomas Jefferson and Benjamin Franklin - - **What’s The Big Idea, Ben Franklin?, George Washington’s Mother, Six Revolutionary War Figures, And Then What Happened, Paul Revere?, Shh! We’re Writing the Constitution**

16.B.2d (US) – Identify major political events and leaders within the United States historical eras since the adoption of the Constitution including the westward expansion, Louisiana Purchase, Civil War, and 20th Century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt – **Just a Few Words, Mr. Lincoln, Martin’s Big Words, So You Want to Be President?**

16.D.2a (US) – Describe the various individual motives for settling in Colonial America – **SHH! We’re Writing the Constitution**

16.D.2c (US) – Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./ civil rights, in the historical eras of Illinois and the United States – **Martin’s Big Words**

STATE GOAL 18: Understand social systems, with an emphasis on the United States

Early Elementary

18.A.1- Identify folklore from different cultures which became part of the heritage of the United States – **The Talking Eggs, Stone Soup**

Late Elementary

18.A.2 – Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture – **The Stonecutter, The Talking Eggs, I, Crocodile, Three Cheers for Catherine the Great!, Who’s in Rabbit’s House, Mufaro’s Beautiful Daughters, Joseph Had a Little Overcoat, In the Month of Kislev, Jazztime, Nightingale, Zlateh the Goat, Crow Boy, Flossie and the Fox, Why Mosquitoes Buzz in People’s Ears, A Story A Story, Duke Ellington, Sam and the Lucky Money, Giving Thanks, Hiawatha**

FOREIGN LANGUAGES

STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting

Stage Two – Beginning Intermediate

28.A.2a – comprehend illustrated stories, audiovisual programs or websites – **entire WW Foreign Language Media product line**

STATE GOAL 29 – Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language

StageOne- Beginning

29.C.1a- Identify main characters, settings and events from selected samples of children’s literature using audio and visual cues – **entire WW Foreign Language Media product line**

29.C.1b – Identify different types of literature (e.g. poetry, short stories, plays, legends) in target language – **entire WW Foreign Language Media product line**

29.C.1c- Identify primary media sources (. e.g. television, radio, CD-ROM, software, films, online resources, websites, periodicals) in the target language – **entire WW Foreign Language Media product line**

