

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

**Kindergarten:
ENGLISH/LANGUAGE ARTS:**

Standard 2: READING: Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or seen. They use comprehension strategies, such as generating and responding to questions and comparing new information to what is already known, to understand what they read. The selections in the INDIANA READING LIST illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, dictionaries, and online information.

The entire Weston Woods' product line correlates to underlined portions of the above referenced standard as well as to standards below (sample WW titles included.)

Structural Features of Informational and Technical Materials

K.2.1, Locate the title and name of the author of the book - **presented at beginning of each WW video and audio**

Comprehension and Analysis of Grade-Level Appropriate Text

K.2.2: Use picture clues and context to aid comprehension and to make predictions about story content, i.e. stories such as ***Make Way for Ducklings and the entire WW lilne***

K.2.3: connect the information and events in texts to life experiences, i.e. about a trip to a farm, etc. -***Rosie's Walk, The Day Jimmy's Boa Ate the Wash, Click, Clack Moo Cows That Type, The Little Red Hen, Petunia***

K.2.4: Retell familiar stories – ie. ***The Three Little Pigs, Red Riding Hood, Goldilocks, The Ugly Duckling, Nightingale, Stone Soup, Chicken Little, The Emperor's New Clothes, The Three Billy Goats Gruff***

K.2.5: Identify and summarize the main ideas and plot of a story such as a folktale i.e. ***The Little Red Hen, The Three Billy Goats Gruff, There Was an Old Lady, John Henry, The Five Chinese Brothers***

Standard 3: READING: Literary Response and Analysis

Students listen to and respond to stories based on well-known characters, themes, plots and settings. The selections in the INDIANA READING LIST illustrate the quality and complexity of the materials to be read by the student.

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Analysis of Grade-Level-Appropriate Narratives

K.3.1 Distinguish fantasy from reality i.e. ***The Day Jimmy's Boa Ate the Wash, In the Night Kitchen, Harold and the Purple Crayon, The Amazing Bone, The Hat, How Do Dinosaurs Say Good Night, Harold's Fairy Tale, A Picture for Harold's Room, The Rainbabies, The Wizard, In the Night Kitchen, Where the Wild Things Are, Possum Magic***

K3.3: Identify characters, settings, and important events in a story i.e. ***Noisy Nora (and entire WW line)***

K.3.4: Identify favorite books and stories – ***entire WW line***

SOCIAL STUDIES:

Standard 1 History

Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

Historical Knowledge

K.1.2: Identify celebrations and holidays as a way of remembering and honoring events and people in the past: i.e. ***Giving Thanks: A Native American Good Morning Message, Martin's Big Words, The Star-Spangled Banner***

K.1.4 Listen to and retell stories about people in the past who showed honesty, courage and responsibility i.e. ***Just a Few Words, Mr. Lincoln, George Washington's Mother, Johnny Appleseed, John Henry, Martin's Big Words, So You Want to Be President, Duke Ellington, Miss Rumphius***

Chronological Thinking

K.1.4 Identify and order events that take place in a sequence i.e. ***Chicken Soup with Rice***

Standard 2 Civics and Government

Students learn that they are citizens of their school, community, and country; identify symbols of the state and nation; understand examples of responsible citizenship; follow school rules; and know why rules are needed for order and safety.

Foundations of Government

K.2.1 Identify and describe the roles and responsibilities of school personnel - ***Miss Nelson Has a Field Day, Miss Nelson is Back, Officer Buckle and Gloria***

Functions of Government

K.2.2 Give examples of rules in the classroom and school, and provide reasons for the specific rules - . ***Officer Buckle and Gloria***

Standard 3: Geography

Places and Regions

K.3.3 Describe people and places in the school and community i.e. ***Trashy Town, The Paperboy, Miss Nelson Has a Field Day, Miss Nelson is Back, Doctor DeSoto***

Physical Systems

K.3.4 Give examples of seasonal weather changes, and describe how seasonal changes affect people and the environment i.e. ***“Charlie Needs a Cloak”***

Standard 4 Economics

K.4.1. Explain that people work to earn money to buy the things they want i.e. ***If You Made a Million***

K.4.2. Identify different kinds of jobs that people do i.e. ***Trashy Town, The Paperboy, Mike Mulligan and His Steam Shovel, Doctor DeSoto***

Standard 5 Individuals, Society and Culture

K.5.2 Identify individuals who are important in students’ lives, such as parents, grandparents, guardians and teachers, and give examples of how families cooperate and work together i.e. ***Owen, Chrysanthemum, Noisy Nora, Three Cheers for Catherine the Great, Granpa, Pete’s a Pizza, Elizabeti’s Doll, I Love You Like Crazy Cakes. Peter’s Chair, Too Many Tamales, Uncle Elephant, Sylvester and the Magic Pebble***

K.5.4 Identify and compare similarities and differences in families in other places and culture i.e. ***Sam and the Lucky Money, Too Many Tamales, Seven Candles for Kwanzaa, Chato’s Kitchen***

FIRST GRADE

ENGLISH/LANGUAGE ARTS

Standard 2: READING: Reading Comprehension

Students read and understand grad-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to the essential questions, making predictions, and comparing information from several sources, to understand what they read. The selections in the INDIANA READING LIST illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 1, students begin to read a variety of grade-level-appropriate narrative (story) and expository (informational) texts such as classic and contemporary literature, nursery rhymes, alphabet books, children’s magazines, dictionaries, and online information.

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Comprehension and Analysis of Grade-Level-Appropriate Text

1.2.3. Respond to who, what, when, where, why and how questions and discuss the main idea of what is being read. – ***entire WW Line***

1.2.6. Confirm predictions about what will happen next in a text by identifying key words – ***entire WW line***

Standard 3: Reading: Literary Response and Analysis

1.3.1 Identify and describe the plot, setting and characters in a story. Retell a story's beginning, middle and ending. – ***entire WW line***

1.3.2 Describe the roles of authors and illustrators – ***entire WW line***

MATHMATICS

Measurement – students learn about money: the values of pennies, nickels and dimes i.e. ***If You Made a Million***

SCIENCE

Standard 4 The Living Environment

Diversity of Life

1.4.1 Identify when stories give attributes to plants and animals, such as the ability to speak, that they really do not have - ***Corduroy, Doctor DeSoto, Sylvester and the Magic Pebble, How Do Dinosaurs Say Good Night, Is Your Mama a Llama, Click, Clack, Moo Cows That Type, I Crocodile, Runaway Ralph, Ralph S. Mouse, The Mouse and the Motorcycle, The Story of the Dancing Frog, The Talking Eggs, The Scrambled States of America***

SOCIAL STUDIES:

Standard 1 History

Historical Knowledge

1.1.2: Compare past and present similarities and differences in daily life by using biographies, oral histories and folklore i.e. ***George Washington's Mother, John Henry, Swamp Angel, So You Want to Be President, Henry Hikes to Fitchburg, Johnny Appleseed***

1.1.3 Identify American Songs and Symbols i.e. ***The Star-Spangled Banner, This Land is Your Land***

1.1.5 Identify people and events observed in national celebrations and holidays i.e. ***Martin's Big Words, The Star-Spangled Banner, George Washington's***

Mother, Just a Few Words, Mr. Lincoln, Who's That Stepping on Plymouth Rock?

Standard 2 Civics and Government

Foundations of Government

1.2.1 Give examples of people who have the authority to make and enforce rules i.e. ***Miss Nelson Has a Field Day, Miss Nelson is Back, Officer Buckle and Gloria***

Functions of Government

1.2.3. Define and give examples of rules and laws i.e. ***Shh! We're Writing the Constitution***

1.2.4 Identify why rules and laws exist, and describe the consequences of not having rules and laws i.e. ***Shh! We're Writing the Constitution***

Roles of Citizens

1.2.6. Identify civic virtues that are needed to be a good citizen i.e. Fairness, honesty, compassion and responsibility – ***Brave Irene, Amazing Grace, Stanley and the Dinosaurs, Whitewash, Martin's Big Words***

Standard 3: Geography

Physical Systems

1.3.5 Explain the effect of seasonal changes on plants, animals and people – ***The Caterpillar and the Polliwog, Goose, In the Small, Small Pond, The Snowy Day, Time of Wonder, The Ugly Duckling***

Standard 4 Economics

1.4.2 Identify Services that people do for each other – ***Trashy Town, The Paperboy, Zin! Zin! Zin! A Violin, Officer Buckle and Gloria, So You Want to Be President?, Duke Ellington, Doctor DeSoto***

Standard 5 Individuals, Society and Culture

1.5.3 Give examples of how people show concern, respect each other, behave responsibly in a group, and resolve differences peacefully – ***Chrysanthemum, Island of the Skog, Here Comes the Cat, Wilfred Gordon MacDonald Partridge, Elizabeti's Doll, Whitewash, Stanley and the Dinosaur, Yo! Yes?, So You Want to Be President, Mufaro's Beautiful Daughters, Mirette on the High Wire***

1.5.5 Compare similarities and differences in customs, foods, play, recreation and celebrations of families in the community - ***Sam and the Lucky Money, Too Many Tamales, Seven Candles for Kwanzaa, Three Cheers for Catherine the Great***

**SECOND GRADE
ENGLISH/LANGUAGE ARTS**

Standard 2: Reading: Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2.7 Interpret Information from diagrams, charts and graphs – ***Five Creatures***

Standard 3: Literary Response and Analysis

Narrative Analysis of Grade-Level Appropriate Text

2.3.1 Compare plots, settings or characters presented by different authors – ***Strega Nona, The Ugly Duckling, Red Riding Hood, Goldilocks and the Three Bears, Rapunzel, Chicken Little, The Emperor’s New Clothes, The Three Little Pigs, The Three Billy Goats Gruff, The Ugly Duckling, John Henry***

2.3.3 Compare versions of same stories from different cultures – ***Mufaro’s Beautiful Daughters, The Little Match Girl, The Red Shoes, Nightingale***

2.3.4 Identify the use of rhythm, rhyme and alliteration in poetry – ***Antarctic Antics, Johnny Appleseed, Chicka Chicka Boom Boom, How Do Dinosaurs Say Good Night, In the Small, Small Pond, Trashy Town, Is Your Mama a Llama***

SCIENCE

Standard 4 The Living Environment

Diversity of Life

2.4.1 observe and identify different external features of plants and animals and describe how these features help them live in different environments – ***Antarctic Antics, In the Small, Small Pond, Owl Moon***

2.4.2 Observe that and describe how animals may use plants, or even other animals for shelter and nesting – ***Joey Runs Away, In the Small, Small Pond***

Human Identify

2.4.8 Give examples of different roles people have in families and communities – ***Trashy Town, Miss Nelson Has a Field Day, Miss Nelson is Back, Officer Buckle and Gloria, The Paperboy, Doctor DeSoto, Cannonball, Zin! Zin! Zin! A Violin, Doctor DeSoto***

SOCIAL STUDIES

Standard 2 Civics and Government

Functions of Government

2.2.2 Explain why it is necessary for the community to have government – ***Shh! We’re Writing the Constitution***

Roles of Citizens

2.2.4 Identify real people and fictional characters who were good leaders and good citizens, and explain the equalities that made them admirable, such as

honesty, and trustworthiness – *So You Want to Be President?, Whitewash, Martin’s Big Words, Just a Few Words, Mr. Lincoln, And Then What Happened, Paul Revere? Six Revolutionary War Figures, George Washington’s Mother, What’s the Big Idea, Ben Franklin, Miss Rumphius, Johnny Applesseed, John Henry*

Standard 4 Economics

2.4.1 Identify community workers who provide goods and services for the rest of the community, and explain how their jobs benefit people in the community – *Trashy Town, The Paperboy, Officer Buckle and Gloria, Zin! Zin! Zin! A Violin, Doctor DeSoto, In the Night Kitchen*

THIRD GRADE ENGLISH/LANGUAGE ARTS

Standard 3 READING: Literary Response and Analysis

Structural Features of Literature

3.3.1 Recognize different common genres of literature, such as poetry, drama, fiction, and non-fiction – *entire WW line*

Narrative Analysis of Grade-Level-Appropriate Text

3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world – *Nightingale, The Talking Eggs, Goldilocks and the Three Bears, Mufaro’s Beautiful Daughters, A Story A Story, Strega Nona, Swamp Angel, The Village of Round and Square Houses, Why Mosquitoes Buzz in People’s Ears, In the Month of Kislev, The Five Chinese Brothers, Rikki Tikki Tavi, The Tale of the Mandarin Ducks, The Stonecutter, Stone Soup, Who’s In Rabbit’s House, Hot Hippo, Tikki Tikki Tembo*

3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them – *Mouse and the Motorcycle, Ralph S. Mouse, Runaway Ralph and the entire WW line*

3.3.4 Determine the theme or author’s message in fiction and nonfiction text – *entire WW line*

3.3.6 Identify the speaker or narrator in a selection – *entire WW line*

SOCIAL STUDIES

Standard 1 History

Historical Knowledge

3.1.1 Describe American Indian groups who lived in the region when European settlers arrived – *Hiawatha, Pilgrims of Plimoth, Who’s That Stepping on Plymouth Rock*

Chronological Thinking, Comprehension, Analysis, and Interpretation

3.1.6 Read fiction and nonfiction stories to identify the qualities of leaders, such as community leaders, soldiers, presidents, teachers and inventors – ***So You Want to Be President?, Six Revolutionary War Figures, What’s the Big Idea, Ben Franklin? Just a Few Words, Mr. Lincoln***

Standard 2 Civics and Government

Foundations of Government

3.2.2 Identify fundamental democratic principles and ideals in American songs, stories and symbols – ***The Star-Spangled Banner***

Functions of Government

3.2.3 Discuss the reasons why governments are needed, and identify specific services that governments provide – ***Shh! We’re Writing the Constitution***

FOURTH GRADE ENGLISH/LANGUAGE ARTS

Standard 3 Reading:Literary Response and Analysis

Structural Features of Literature

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends and fairy tales – ***Harold and the Purple Crayon, Mufaro’s Beautiful Daughters, Three Billy Goats Gruff, Village of Round and Square Houses, Why Mosquitoes Buzz in People’s Ears, The Amazing Bone, Burt Dow-Deep Water Man, The Hat, Island of the Skog, Moon Man, Possum Magic, Swamp Angel, The Rainbabies, The Wizard, Chicken Little, The Emperor’s New Clothes, The Fisherman and His Wife, Goldilocks and the Three Bears, Red Riding Hood, Princess Furball, Rapunzel, Joseph Had a Little Over Coat, There Was an Old Lady, Three Billy Goats Gruff, The Three Little Pigs, The Ugly Duckling, Nightingale, The Red Shoes, The Little Match Girl, “Charlie Needs a Cloak”, Drummer Hoff, The Five Chinese Brothers, John Henry, In the Month of Kislev, Rikki Tikki Tavi, Strega Nona, Stone Soup, The Stonecutter, The Tale of the Mandarin Ducks, Hot Hippo, A Story A Story, The Village of Round and Square Houses, Who’s In Rabbit’s House?, Tikki Tikki Tembo***

MATHEMATICS

Standard 1 Number Sense

4.1.1 Read and write whole numbers up to 1,000,000 – ***How Much Is A Million?***

SOCIAL STUDIES

Standard 2 Civics and Government

Roles of Citizens

4.2.6 Give examples of how citizens can participate in their state government, and explain the right and responsibility of voting – ***Shh! We're Writing the Constitution***

FIFTH GRADE SOCIAL STUDIES

Standard 1 History

Historical Knowledge

5.1.1 Give examples of early cultures and settlements that existed in North American prior to contact with Europeans – ***Where Do You Think You're Going, Christopher Columbus?***

5.1.2 Examine accounts of early European explorations of North America – ***Where Do You Think You're Going, Christopher Columbus?***

5.1.6 Explain the religious, political and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians - - ***Where Do You Think You're Going, Christopher Columbus?***

5.1.8 Locate the thirteen British colonies that became the United States and describe their political, social and economic organization and structure - ***Shh! We're Writing the Constitution***

5.1.9 Evaluate the contributions of political and religious leaders in colonial America – ***Six Revolutionary War Figure, Why Don't You Get a Horse, Sam Adams?***

5.1.12 Identify major British and American leaders and describe their roles in key events - ***Six Revolutionary War Figure, Why Don't You Get a Horse, Sam Adams?, What's the Big Idea, Ben Franklin?, George Washington's Mother, And Then What Happened, Paul Revere?, Shh! We're Writing the Constitution***

5.1.15 Explain consequences of the Revolution, including the drafting of state constitutions and the achievement of independence by the United States – ***Shh! We're Writing the Constitution***

5.1.16 Explain why the United States Constitution was created in 1787 - ***Shh! We're Writing the Constitution***

5.1.17 Describe the origins and drafting of the Bill of Rights, ratified in 1791 - ***Shh! We're Writing the Constitution***

Chronological Thinking and Comprehension

5.1.20 Read Historical Fiction and nonfiction about an event of the American Revolution and reconstruct the literal meaning of passages by identifying who was involved, what happened, where it happened, what events lead to these

developments, and what consequences or outcomes followed – **Six Revolutionary War Figures, And Then What Happened, Paul Revere?, What's the Big Idea, Ben Franklin, Shh! We're Writing the Constitution**
Standard 2 Civics and Government

5.2.4 Identify and explain key ideas about government as noted in founding documents of the USA, such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and Bill of Rights - **Shh! We're Writing the Constitution**

5.2.8 Describe the three branches of the US Government, their functions and relationships- **Shh! We're Writing the Constitution**