

**WESTON WOODS
STATE STANDARD CORRELATION**

MONTANA

READING

Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill; it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize, and critically evaluate information.

Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.

The principal mission statement behind the creation of the Weston Woods product line supports the sentences underlined above. Each Weston Woods production has been crafted with the following principal in mind:

"To seek the best books from all over the world and adapt them in such a way as to preserve the integrity of the original. By doing so, we help children discover the riches that are trapped between the covers of books and motivate them to want to read for themselves."

Weston Woods' process of 'bringing books to life' through the use of audio and video opens up the world of reading to all students regardless of their learning styles. Use of the materials creates a channel that flows towards books rather than away from them, and serve as a supplement to the process of learning to read, especially useful for beginning, struggling or reluctant readers.

Following are excerpts (in bold) that support the use of the type of audiovisual adaptations produced by Weston Woods videos within a reading program designed to support the objectives underlined above. Since Weston Woods audiovisual materials are word-for-word translations of the actual books upon which they are based, they can serve as a substitute for teacher-read materials, and provide a format that allows for students to experience the text repeatedly easily within a classroom setting, or for use at home.

From NRRF (National Right to Read Foundation) research site:
<http://www.nrrf.org/nichd.htm#brp>

Principles of Reading Instruction Based on the Findings of Scientific Research on Reading

These principles have been distilled from the findings of more than 30 years of research studies under two very expensive federally funded programs: the \$200 million in studies conducted under the direction of the National Institute of Child Health and Human Development (NICHD), and the \$1 billion Project Follow Through Study. The research indicates that, to be most effective, these principles should be taught in sequence: Teach phonemic awareness directly in kindergarten. Phonemic awareness is the understanding that spoken words and syllables are made up of sequences of elementary speech sounds.

Teach, explicitly and in isolation, the single speech sound-spelling represented by each letter or letter combination. Provide practice in recognizing these speech sound-spelling relationships in decodable text.

Teach frequent, highly regular speech sound-spelling relationships systematically progressing from easier to more difficult, and provide practice reading them daily, first in isolation and then in the context of words and sentences.

Teach students directly how to sound out words by blending the words' speech sound-spellings together sequentially from left to right, and then provide practice using words composed of only those speech sound-spelling relationships that have been systematically taught.

Provide connected, decodable text for students to use to practice the speech sound-spelling relationships they have learned.

Teach reading comprehension using interesting teacher read stories that include words most students have not yet learned to read, but which are part of their spoken vocabulary.

Teach decoding and comprehension skills concurrently but separately, until reading becomes fluent such that comprehension skills learned through teacher-read literature can be applied to the students' own reading once they become fluent decoders.

From the IRA (International Reading Association, support for using the type of high-quality, outstanding literature on which the Weston Woods line is based:

*The single most important activity for building understandings and skills essential for reading success appears to be **reading aloud to children** (Wells 1985; Bus, Van Ijzendoorn, & Pellegrini 1995). High-quality book reading occurs when children feel emotionally secure (Bus & Van Ijzendoorn 1995; Bus et al. 1997) and are active participants in reading (Whitehurst et al. 1994). Asking predictive and analytic questions in small-group settings appears to affect children's vocabulary and comprehension of stories (Karweit & Wasik 1996). Children may talk about the pictures, retell the story, discuss their favorite actions, and request multiple rereadings. It is the talk that surrounds the storybook reading that gives it power, helping children to bridge what is in the story and their own lives (Dickinson & Smith 1994; Snow et al. 1995). Snow (1991) has described these types of conversations as "decontextualized language" in which teachers may induce higher-level thinking by moving experiences in stories from what the children may see in front of them to what they can imagine.*

The following are excerpts from research studies that support the use of multimedia as an approach in teaching to a wide range of learning modalities among students, most notably with reluctant learners:

The use of multimedia and technology in the classroom increases student attention. Note the immersion of today's students in television, and it is easily seen that concrete visual images exercise a powerful influence on learning. Herron, C.A., Cole, S.P., & Corrie, C (1999) The effectiveness of a video-based curriculum in teaching culture THE MODERN LANGUAGE JOURNAL, 83, 518-533

In studies conducted, teachers believed that their students had increased receptivity, interest, alertness, attentiveness, and curiosity during multimedia presentations compared with instructor lectures alone. Video brings a feeling and an understanding of the world into the more restricted setting of a traditional class served as to the primary justification for this belief. Teachers studied believed this increased attention lead to increased retention and motivation, all of which ultimately led to better learning and improvement in student grades.

Wise, M., & Groo, F.M. (1996) The effects of enriching classroom learning with the systematic employment of multimedia. EDUCATION, 177, 61-69

Use of the entire Weston Woods product lines supports the following specific Montana State Standards:

READING CONTENT STANDARD 1 – Students construct meaning as they comprehend, interpret, and respond to what they read. Readers will:

- reflect upon what has been read in order to respond and create personal meaning through discussion and writing, as well as through artistic expression, formal presentation, media. Etc. As readers construct meaning they interpret what they read, selecting important ideas and details.

Benchmarks – End of Grade 4

2. incorporate new print/non-print information into existing knowledge to draw conclusions and make application.

4. accurately retell key elements of appropriate reading material

READING CONTENT STANDARD 2 – Students apply a range of skills and strategies to read. Varied experiences with literature develop a rich vocabulary for lifelong learning and an understanding of the elements of fiction and non-fiction.

Benchmarks – End of Grade 4

2. demonstrate understanding of literary elements (e.g. plot, character, setting, problem, solution.)

3. identify literary devices (. e.g. figurative language and exaggeration.

6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources.

READING CONTENT STANDARD 3 – Students set goals, monitor, and evaluate their progress in reading.

Benchmarks – End of Grade 4

3. select authors, subjects and print and nonprint material to share with others.

READING CONTENT STANDARD 4 – Students select, read, and respond to print and nonprint material for a variety of purposes.

Benchmarks – End of Grade 4

1. identify a variety of purposes for reading (e.g. personal satisfaction, lifelong reading habits.)
2. read and provide oral, written and;/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.

READING CONTENT STANDARD 5 – Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Benchmarks – End of Grade 4

3. recognize authors' points of view
4. distinguish fact from opinion in various print and nonprint material.

LITERATURE

Literature, a primary vehicle for teaching reading, attempts to show life in its uncertainties, complexities, and imperfections, offering many insights for the reader. Responding to print and nonprint media allows participants to experience vicariously other lives and to measure their own experiences against those of others. The exploration of literature and films encourages students to become critical and reflective thinkers and to develop personal aesthetic standards for print and nonprint media as art forms.

The entire Weston Woods product line of audiovisual materials based on outstanding children's literature supports the goals from the Montana Literature Standards underlined above as well as more specifically:

LITERATURE CONTENT STANDARD 1 – Students construct meaning as they comprehend, interpret, analyze and respond to literary works.

Benchmarks – End of Grade 4

3. retell key events of literary works in sequence.

4. make connections and comparisons of literary elements within and between works.
6. respond personally to ideas and feelings generated by literary works.

LITERATURE CONTENT STANDARD 2 – Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.

Benchmarks – End of Grade 4

3. increase vocabulary through the use of context clues (*visual and audio*) and reference sources

LITERATURE CONTENT STANDARD 3 – Students reflect upon their literary experiences and purposefully select from a range of works. Learning to purposefully select literature to read and films to view which meet individual needs empowers individuals to take charge of their own development, to manage their time, to extend horizons, to challenge favorite viewpoints, to share other lives, to illuminate individual experiences and to grow as lifelong learners.

Benchmarks – End of Grade 4

1. select a variety of literary works for purposes of discovery, appreciation and enjoyment.
2. select print/nonprint works based upon reflection of prior literary experiences (e.g. author, subject, theme, genre.)

LITERATURE CONTENT STANDARD 4 – Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.

Benchmarks – End of Grade 4

1. select, read, listen to, and view a variety of literary works
2. respond to traditional and contemporary works representing diverse perspectives, cultures and issues (e.g. American Indian works)

LITERATURE CONTENT STANDARD 5 – Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.

Benchmarks – End of Grade 4

1. identify how culture, ideas and issues influence literary works.
2. compare one's culture to the culture portrayed in a literary work.
3. make associations between ideas expressed in literary works and personal experiences.

SPEAKING AND LISTENING

The entire Weston Wood product line supports the content standards listed below:

SPEAKING AND LISTENING CONTENT STANDARD 2 – Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.

Benchmarks – End of Grade 4

Students will:

3. speak and listen effectively for a range of purposes (e.g. reading aloud and listening to oral readings, sharing and listening to personal experiences, presenting and listening to oral reports, clearly giving and understanding directions and directions.)
4. identify and appropriately use different types of presentations (e.g. storytelling, narrative, description.)

SPEAKING AND LISTENING CONTENT STANDARD 3 – Students apply a range of skills and strategies to speaking and listening.

Benchmarks – End of Grade 4

Students will:

7. identify characteristics of enjoyable listening experiences by examining rhythm in music and visualization of images.

LIBRARY MEDIA

The entire Weston Woods product line supports the content standard listed below:

LIBRARY MEDIA CONTENT STANDARD 3 – Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

Benchmarks – End of Grade 4

Students will:

2. experience a variety of literature and other creative expressions and relate them to their own lives.

SOCIAL STUDIES

Select Weston Woods titles as listed below support the following content standards:

SOCIAL STUDIES CONTENT STANDARD 2 – Students analyze how people create and change structures of power, authority, and governance to

understand the operation of government and to demonstrate civic responsibility.

Benchmarks – End of Grade 4

Students will:

1. explain the purpose of various levels of government – **SHH! WE'RE WRITING THE CONSTITUTION**
3. identify the major responsibilities of local, state, tribal and federal government - **SHH! WE'RE WRITING THE CONSTITUTION**
4. explain how governments provide for needs and wants of people by establishing order and security and managing conflict – **SHH! WE'RE WRITING THE CONSTITUTION**
WHAT'S THE BIG IDEA, BEN FRANKLIN?
5. identify and explain the individual responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others –
STANLEY AND THE DINOSAURS
WHITEWASH
A WEEKEND WITH WENDELL
ELIZABETH'S DOLL
NOISY NORA
6. describe factors that cause conflict and contribute to cooperation among individuals and groups (. e.g. playground issues, misunderstandings, listening skills, taking turns) –
CHRYSANTHEMUM
A WEEKEND WITH WENDELL
OWEN
ISLAND OF THE SKOG
HERE COMES THE CAT
YO! YES?

SOCIAL STUDIES CONTENT STANDARD 4 – Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks – End of Grade 4

Students will:

3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events. –
JUST A FEW WORDS, MR. LINCOLN
SHH! WE'RE WRITING THE CONSTITUTION
AND THEN WHAT HAPPENED, PAUL REVERE?
SIX REVOLUTIONARY WAR FIGURES
GEORGE WASHINGTON'S MOTHER

**WHAT'S THE BIG IDEA, BEN FRANKLIN?
WHERE DO YOU THINK YOU'RE GOING, CHRISTOPHER COLUMBUS?
WHO'S THAT STEPPING ON PLYMOUTH ROCK
SO YOU WANT TO BE PRESIDENT?
THIS LAND IS YOUR LAND
MARTIN'S BIG WORDS
MISS RUMPHIUS
JOHNNY APPLESEED
DUKE ELLINGTON
JAZZTIME
PILGRIMS OF PLIMOTH
THE TALKING EGGS
JOHN HENRY
I, CROCODILE
THE STAR-SPANGLED BANNER
WHY DON'T YOU GET A HORSE, SAM ADAMS?**

4. identify and describe famous people, important democratic values, symbols, and holidays in the history of Montana, American Indian Tribes and the United States.

**JUST A FEW WORDS, MR. LINCOLN
SHH! WE'RE WRITING THE CONSTITUTION
AND THEN WHAT HAPPENED, PAUL REVERE?
SIX REVOLUTIONARY WAR FIGURES
GEORGE WASHINGTON'S MOTHER
WHAT'S THE BIG IDEA, BEN FRANKLIN?
WHERE DO YOU THINK YOU'RE GOING, CHRISTOPHER COLUMBUS?
WHO'S THAT STEPPING ON PLYMOUTH ROCK
SO YOU WANT TO BE PRESIDENT?
THIS LAND IS YOUR LAND
MARTIN'S BIG WORDS
MISS RUMPHIUS
JOHNNY APPLESEED
DUKE ELLINGTON
JAZZTIME
THE TALKING EGGS
JOHN HENRY
I, CROCODILE
THE STAR-SPANGLED BANNER
WHY DON'T YOU GET A HORSE, SAM ADAMS?
PILGRIMS OF PLIMOTH
GIVING THANKS
SEVEN CANDLES FOR KWANZAA
HIAWATHA**

SOCIAL STUDIES CONTENT STANDARD 5 – Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.

Benchmarks – End of Grade 4
Students will:

5. explain the roles of money, banking, and savings in everyday life
IF YOU MADE A MILLION

SOCIAL STUDIES CONTENT STANDARD 5 – Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks – End of Grade 4
Students will:

1. identify ways groups (e.g. families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g. belonging, self worth, personal safety) and contribute to personal identity.

OWEN

CHRYSANTHEMUM

MISS NELSON HAS A FIELD DAY

OFFICER BUCKLE AND GLORIA

ELIZABETT'S DOLL

3. identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices

OWEN

CHRYSANTHEMUM

MISS NELSON HAS A FIELD DAY

OFFICER BUCKLE AND GLORIA

ELIZABETT'S DOLL

NOISY NORA

5. identify examples of individual struggles and their influence and contributions

MARTIN'S BIG WORDS

SO YOU WANT TO BE PRESIDENT?

JUST A FEW WORDS, MR. LINCOLN

WHAT'S THE BIG IDEA BEN FRANKLIN

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

JOHNNY APPLESEED

MISS RUMPHIUS

SIX REVOLUTIONARY WAR FIGURES

6. identify roles in group situations

NOISY NORA

PETER'S CHAIR

MAX'S CHOCOLATE CHICKEN

OFFICER BUCKLE AND GLORIA

MONTY

STANLEY AND THE DINOSAURS

