

STATE STANDARD CORRELATION

OHIO

Language Arts

For over fifty years, Weston Woods has been the principal creator, producer and distributor of audiovisual adaptations that are faithful reflections of classic children's picture books. Each Weston Woods production is based on a picture book that is deemed to be one of the best in children's literature.

Once a book is chosen each adaptation is produced in such a way as to retain the original artist's intent, and as much as possible be a "mirror image" of the book. With the addition of originally composed music, inspiring narrators and realistic sound effects, the book is "brought to life" for every child, regardless of his/her learning style. Our videos and read-along audiocassettes provide formats whereby children can easily experience the text over and over again. This process helps to build a reading scaffold – broadening vocabularies, stretching attention spans and flexing thinking skills.

Additionally, the most difficult job of reading teachers is to reinforce reluctant readers' self-image and restore their self-confidence. To do so, such students must be "turned on" to books and derive enough satisfaction from reading to become independent readers.

In working with beginning, reluctant and struggling readers, it has been found that high interest materials, such as the classic children's literature adapted by Weston Woods, motivate a child to want to read. Since the heart and soul of a Weston Woods video captures the essence of the original book, children viewing the materials are actually experiencing the book itself with all their senses engaged and are thus motivated to want to read the book for themselves

Recent brain development and language acquisition research shows that one of the best ways to teach children to read is by reading to them. Every time a child hears a story repeated, he or she picks up something new. In today's busy classrooms or home settings, use of Weston Woods videos and read-along audiocassettes allow a child to view a video or listen to a read-along cassette and easily experience the text over and over again.

Brain research has shown that students remember only 20% of what they hear, but 70% of what they hear, see and do. Many teachers believe that each student favors one learning style over another; so they use a variety of learning activities, consciously selecting activities that support different learning styles in order to meet diverse needs. Weston Woods audiovisual materials are designed to allow students to experience a book through hearing, seeing and doing.

Based on the underpinning mission of each Weston Woods video described above, the entire product line supports the following benchmarks and Ohio Academic English Language standards. Where appropriate individual Weston Woods titles are listed as well.

Benchmarks:

K-3: English Language Arts Benchmarks

Phonemic Awareness, Word Recognition and Fluency:

B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

Reading Applications: Literary Text

- A. Compare and contrast plot across literary works
- B. Use supporting details to identify and describe main ideas, characters and setting
- C. Recognize the defining characteristics and features of different types of literary forms and genres
- D. Explain how an author's word choice and use of methods influences the reader

Communication: Oral and Visual

A. Use active listening strategies to identify the main idea and to gain information from oral presentations

3-4: English Language Arts Benchmarks

Communication: Oral and Visual

B. Respond to presentations and media messages by stating the purpose and summarizing main ideas

English Language Arts – Grade Level Indicators

Kindergarten

Phonemic Awareness, Word Recognition and Fluency

9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Comprehension Strategies:

- 5. Predict what will happen next, using pictures and content as a guide
- 8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate text
- 9. Monitor comprehension of orally read texts by asking and answering questions

Reading Applications: Literary Text

- 1. Identify favorite books and stories
- 3. Retell or reenact a story that has been heard.

5. Recognize predictable patterns in stories: THERE WAS AN OLD LADY WHO SWALLOWED A FLY, JOSEPH'S LITTLE OVERCOAT, TIKKI TIKKI TEMBO, OVER IN THE MEADOW, THE NAPPING HOUSE

Communications: Oral and Visual

1. Listen attentively to speakers, stories, poems and songs

Grade One

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Describe the role of authors and illustrators: A VISIT WITH ROSEMARY WELLS, GETTING TO KNOW WILLIAM STEIG, TRUMPET VIDEO VISITS STEVEN KELLOGG, TRUMPET VIDEO VISITS MEM FOX

7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension: FIVE CREATURES

8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

Reading Applications: Literary Text

4. Identify differences between stories, poems and plays

5. Recognize predictable patterns in stories and poems: THERE WAS AN OLD LADY WHO SWALLOWED A FLY, JOSEPH'S LITTLE OVERCOAT, TIKKI TIKKI TEMBO, OVER IN THE MEADOW, THE NAPPING HOUSE

Grade Two

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension: FIVE CREATURES

8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

10. Independently read books for various purposes (e.g. for enjoyment, for literary experience, to gain information or to perform a task) WESTON WOODS READ-ALONG AUDIOCASSETTES/CDS

Reading Applications: Literary Text

1. Compare and contrast different versions of the same story: CHICKEN LITTLE, THE EMPEROR'S NEW CLOTHES, GOLDILOCKS AND THE THREE BEARS, HUSH LITTLE BABY, JOHN HENRY, JOHNNY APPLESEED, THE LITTLE RED HEN, THE NIGHT BEFORE CHRISTMAS, NIGHTINGALE, NOAH'S ARK, OVER IN THE MEADOW, RAPUNZEL, THE RED SHOES, RED RIDING HOOD, THE

TALKING EGGS, THERE WAS AN OLD LADY WHO SWALLOWED A FLY, THE THREE LITTLE PIGS, THE UGLY DUCKLING

4. Distinguish between stories, poems, plays, fairy tales and fables.

Communication: Oral and Visual

3. Identify the main idea of oral presentations and visual media.

Grade Three

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media

9. Use criteria to choose independent reading materials (e.g. personal interest, knowledge of authors and genres or recommendations from others) A VISIT WITH ROSEMARY WELLS, GETTING TO KNOW WILLIAM STEIG, BEATRIX POTTER: ARTIST, STORYTELLER AND COUNTRYWOMAN, TRUMPET VIDEO VISITS STEVEN KELLOGG, TRUMPET VIDEO VISITS MEM FOX, TAKE JOY! THE MAGICAL WORLD OF TASHA TUDOR

10. Independently read books for various purposes (e.g. for enjoyment, for literary experience, to gain information or to perform a task) WESTON WOODS READ-ALONG AUDIOCASSETTES/CDS

Reading Applications: Literary Text

4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.

7. Describe methods authors use to influence readers' feelings and attitudes (e.g. appeal of characters in a picture book; use of figurative language).

Grade Four

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media

10. Use criteria to choose independent reading materials (e.g. personal interest, knowledge of authors and genres or recommendations from others) A VISIT WITH ROSEMARY WELLS, GETTING TO KNOW WILLIAM STEIG, BEATRIX POTTER: ARTIST, STORYTELLER AND COUNTRYWOMAN, TRUMPET VIDEO VISITS STEVEN KELLOGG, TRUMPET VIDEO VISITS MEM FOX, TAKE JOY! THE MAGICAL WORLD OF TASHA TUDOR

11. Independently read books for various purposes (e.g. for enjoyment, for literary experience, to gain information or to perform a task) WESTON WOODS READ-ALONG AUDIOCASSETTES/CDS

Reading Applications: Literary Text

6. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.

Communication: Oral and Visual

2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.

STATE STANDARD CORRELATION

OHIO

Social Studies

The following identifies instructional objectives from Ohio's Social Studies Standards adopted in December 2002 and appropriate Weston Woods videos that can be used as instructional materials to achieve these goals.

Social Studies Scope and Sequence:

Kindergarten: A Child's Place in Time and Space

The kindergarten year is a time for getting acquainted with the school setting and routines. Students begin to understand the importance of rules and decision-making. They are introduced to the cultural heritage of the United States and democratic principles through the study of national symbols and holidays. They also learn about other cultures so that they can begin to form concepts about the world beyond their own classroom and community.

CHRYSANTHEMUM

THE DAY JIMMY'S BOA ATE THE WASH

MONTY

MISS NELSON HAS A FIELD DAY

MISS NELSON IS BACK

OWEN

THE STAR-SPANGLED BANNER

THIS LAND IS YOUR LAND

SO YOU WANT TO BE PRESIDENT

SAM AND THE LUCKY MONEY

CHATO'S KITCHEN

GIVING THANKS: A NATIVE AMERICAN GOOD MORNING MESSAGE

TIKKI TIKKI TEMBO

A STORY A STORY

OFFICER BUCKLE AND GLORIA

Grade One: Families Now and Long Ago, Near and Far

The first grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build foundations for understanding principles of government and their roles as citizens.

FIVE CREATURES

NOISY NORA

ELIZABETH'S DOLL

TOO MANY TAMALES

THREE CHEERS FOR CATHERINE THE GREAT!
UNCLE ELEPHANT
SCRAMBLED STATES OF AMERICA
GEORGE WASHINGTON'S MOTHER
JUST A FEW WORDS MR. LINCOLN

Grade Two: People Working Together

Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago in the United States and in other parts of the world. They become familiar with biographies of people whose work has made a difference and use historical artifacts as clues to the past. They deepen their knowledge of diverse cultures and begin to understand how cooperation can help to achieve goals.

THE PAPERBOY
DOCTOR DESOTO
DUKE ELLINGTON
SO YOU WANT TO BE PRESIDENT
MARTIN'S BIG WORDS
ELLA FITZGERALD – THE TALE OF A VOCAL VIRTUOSA
WHAT'S THE BIG IDEA, BEN FRANKLIN
JUST A FEW WORDS, MR. LINCOLN
WHO'S THAT STEPPING ON PLYMOUTH ROCK
AND THEN WHAT HAPPENED, PAUL REVERE
TOO MANY TAMALES
THREE CHEERS FOR CATHERINE THE GREAT
STANLEY AND THE DINOSAURS
'CHARLIE NEEDS A CLOAK'
THE STAR-SPANGLED BANNER

Grade Three: Communities: Past and Present, Near and Far

The local community serves as the focal point for third grade as students begin to understand how their community has changed over time and to make comparisons with communities in other places. The study of local history comes alive through the use of artifacts and documents. They also learn how communities are governed and how the local economy is organized.

SHH! WE'RE WRITING THE CONSTITUTION
SIX REVOLUTIONARY WAR FIGURES
THE STAR-SPANGLED BANNER

Grade Five: Regions and People of North America

The fifth-grade year focuses on the geography of the continent of North America. Students learn how people came to the continent and about the land and resources they found. Citizenship skills build as students learn about United States history and the democratic government of the United States. Students continue to develop their research skills by obtaining information from multiple sources.

SHH! WE'RE WRITING THE CONSTITUTION

SIX REVOLUTIONARY WAR FIGURES
WHERE DO YOU THINK YOU'RE GOING, CHRISTOPHER COLUMBUS?
WHAT'S THE BIG IDEA, BEN FRANKLIN?
THE STAR-SPANGLED BANNER

SOCIAL STUDIES STANDARDS:

PEOPLE IN SOCIETIES:

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings:

Kindergarten

Diffusion- 2. Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts
TOO MANY TAMALES
SAM AND THE LUCKY MONEY
SEVEN CANDLES FOR KWANZAA
THE TALKING EGGS
RIKKI TIKKI TAVI
JOSEPH HAD A LITTLE OVERCOAT

Grade One

Cultures 1. Describe similarities and differences in the ways different cultures meet common human needs including:
Food- TOO MANY TAMALES, CHATO'S KITCHEN
Clothing
Shelter
Language – TIKKI TIKKI TEMBO
Artistic Expressions

Diffusion 2. Identify cultural practices of a culture on each continent through the study of folktales, music and art created by people living in that culture.
A STORY A STORY
SEVEN CANDLES FOR KWANZAA
TIKKI TIKKI TEMBO
NIGHTINGALE

Grade Two

4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.
MARTIN'S BIG WORDS

DUKE ELLINGTON
ELLA FITZGERALD – THE TALE OF A VOCAL VIRTUOSA
HENRY HIKES TO FITCHBURG
THE STAR-SPANGLED BANNER
JOHNNY APPLESEED
SO YOU WANT TO BE PRESIDENT?
THIS LAND IS YOUR LAND
JAZZTIME

GOVERNMENT

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national, and international levels in order to understand that people create systems of government as structures of power and authority, to provide order, maintain stability and promote general welfare.

Kindergarten

Role of Government

1. Identify authority figures in the home, school and community
MISS NELSON HAS A FIELD DAY
MISS NELSON IS BACK
CHRYSANTHEMUM
OFFICER BUCKLE AND GLORIA

2. Recognize symbols of the United States that represent its democracy and values
THE STAR-SPANGLED BANNER

Rules and Laws

3. Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community
OFFICER BUCKLE AND GLORIA

Grade One

Role of Government

3. Recognize symbols of the United States that represent its democracy and values
THE STAR-SPANGLED BANNER
SO YOU WANT TO BE PRESIDENT?

Grade Two

Role of Government

1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people
SO YOU WANT TO BE PRESIDENT?

Grade Four

Rules and Laws

3. Explain the purpose of a democratic constitution
SHH! WE'RE WRITING THE CONSTITUTION

Grade Five

Role of Government

1. Explain major responsibilities of each of the three branches of the United States government
SHH! WE'RE WRITING THE CONSTITUTION

2. Explain the essential characteristics of American democracy
SHH! WE'RE WRITING THE CONSTITUTION

Rules and Laws

3. Explain the significance of the Declaration of Independence and the United States Constitution
SHH! WE'RE WRITING THE CONSTITUTIONH

Grade Six

Role of Government

1. Explain reasons for the creation of governments
SHH! WE'RE WRITING THE CONSTITUTION

HISTORY

Students use materials drawn from the diversity of human experiences to analyze and interpret significant events, patterns and themes in the history of Ohio, The United States and the world.

Kindergarten

Heritage

4. Recognize state and federal holidays and explain their significance
THE STAR-SPANGLED BANNER
MARTIN'S BIG WORDS

5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States
MARTIN'S BIG WORDS
THIS LAND IS YOUR LAND

Grade One

Chronology

1. Recite the months of the year
CHICKEN SOUP WITH RICE

Heritage

6. Relate stories of the heroism and the achievements of the people

associated with state and federal holidays
MARTIN'S BIG WORDS

Grade Two

Heritage

7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives

GEORGE WASHINGTON'S MOTHER

JUST A FEW WORDS, MR. LINCOLN

MARTIN'S BIG WORDS

SIX REVOLUTIONARY WAR FIGURES

WHY DON'T YOU GET A HORSE, SAM ADAMS

AND THEN WHAT HAPPENED, PAUL REVERE?

WHAT'S THE BIG IDEA, BEN FRANKLIN?

Grade Five

Settlement

3. Explain why European countries explored and colonized North America

WHERE DO YOU THINK YOU'RE GOING, CHRISTOPHER

COLUMBUS?

5. Explain how the United States became independent from Great Britain

THE STAR-SPANGLED BANNER