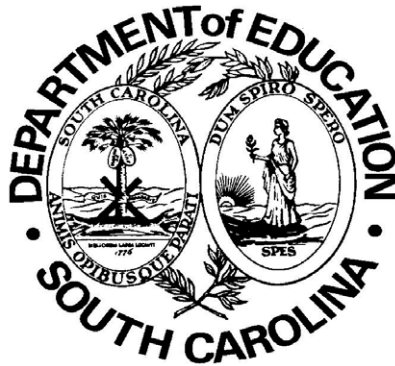


# **SOUTH CAROLINA ENGLISH LANGUAGE ARTS CURRICULUM STANDARDS 2002**



**Office of Curriculum and Standards  
South Carolina Department of Education  
Columbia, South Carolina**

**Weston Woods/Scholastic  
Correlation  
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**This correlation was created using the exact text of the South Carolina Language Arts Standards.  
Following each State Standard, Weston Woods titles are listed that support the specific standard.**

## Reading

**Reading Goal (R)** The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading is the art and science of making sense of print and is an essential tool in today's ever-changing world. Readers integrate word meanings (**semantics**), sentence **structure (syntax)**, and sound-symbol relationships or visual (**graphophonic**) **cues** to receive information. Experienced readers interpret **cues** instinctively, using them to examine complex literary and **real-world texts**. Readers must be able to make connections between texts they are reading, other texts they have read, their personal experiences, and their knowledge of the world.

## Writing

**Writing Goal (W)** The student will write effectively for different **audiences** and **purposes**.

Writing is a powerful tool for learning, allowing students to make discoveries and to integrate personal knowledge. Students need the opportunity to write about different topics and to write for different **purposes**, such as to explain, inform, learn, entertain, and describe. The **audience** for student writing should be varied. Students should also have the chance to share their writing and to process revision ideas with their peers. Students should be exposed to a variety of **literary models** for writing and should have the opportunity to self-select topics. They need frequent opportunities to write in a variety of formats and **genres**. For students to grow as writers, they must be allowed to take risks and make mistakes. For students to become proficient writers, they must be involved in their own writing, share their work, and perceive themselves as authors.

## Communication

**Communication Goal (C)** The student will recognize, demonstrate, and analyze the qualities of effective communication.

Students must be given the opportunity to interact and express themselves. The communication skills of listening, speaking, and viewing form the basis for students understanding of the world around them and are the essential foundation of their academic and professional growth. Perhaps more than any other area of language arts, communication skills contribute to students ability to succeed in the world of work, to function as informed consumers, and to enjoy life and learning at an enhanced level.

## Research

**Research Goal (RS)** The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

As researchers, students access, interpret, and use information. To make students aware of research as a part of lifelong learning, teachers model and support an inquiry approach to learning. Inquiry-based teaching and learning begins with the student s wondering about something. That wonder leads the teacher and the student to ask questions, browse, hypothesize, read, investigate, check sources, collect data, consider various perspectives, solve problems, draw conclusions, **revise**, rethink, reformulate, and ask more questions. In order for this type of research to take place, there must be talk, exploration, and **collaboration** in the classroom.

It is important for students to pose questions, determine topics, and explore issues in which they are interested. In order to do these things, students must read, write, look, speak, research, collaborate, interpret, experiment, share, report, explain, and ask new questions. These activities support teaching and learning in the classroom.

## Strands and Topics

READING	
<b>GOAL:</b> The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	
<b>Reading Process and Comprehension</b>	The student will integrate various <b>cues</b> and strategies to comprehend what he or she reads.
<b>Analysis of Texts</b>	The student will use a knowledge of the <b>purposes, structures,</b> and elements of writing to analyze and interpret various types of texts.
<b>Phonics and Word Study/Word Study and Analysis</b>	The student will use a knowledge of <b>semantics, syntax,</b> and <b>structural analysis</b> to read and determine the meaning of unfamiliar words.
WRITING	
<b>GOAL:</b> The student will write effectively for different <b>audiences</b> and <b>purposes.</b>	
<b>The Writing Process</b>	The student will apply a <b>process approach</b> to writing.
<b>Writing Purposes</b>	The student will write for a variety of <b>purposes.</b>
<b>Responding to Texts</b>	The student will respond to texts written by others.
<b>Legibility</b>	The student will create legible text.
COMMUNICATION	
<b>GOAL:</b> The student will recognize, demonstrate, and analyze the qualities of effective communication.	
<b>Communication: Speaking</b>	The student will use speaking skills to participate in large and small groups in both formal and informal situations.
<b>Communication: Listening</b>	The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
<b>Communication: Viewing</b>	The student will comprehend and analyze information he or she receives from <b>nonprint sources.</b>

## RESEARCH

**GOAL:** The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

<b>Selecting a Research Topic</b>	The student will select a topic for exploration.
<b>Gathering Information and Refining a Topic</b>	The student will gather information from a variety of sources.
<b>Preparing and Presenting Information</b>	The student will use a variety of <b>strategies</b> to prepare and present selected information.

# Prekindergarten Language Arts Standards

## OVERVIEW

Young children's experiences with communication and literacy begin to form the basis for their later school success. The learning environment for children in prekindergarten should be one that is print-rich, with opportunities for them to interact with responsive adults and peers to develop, extend, and acquire language skills to convey and interpret meaning. These language and literacy accomplishments are best achieved through activities that are integrated across all developmental areas: cognitive, motor, and social-emotional. Instruction should be appropriate for a child's age, stage of development, and individual learning needs. Instructional strategies should be utilized at learning center times and during small group activities. The prekindergarten standards reflect the belief that children learn to read and write the same way they learn to speak: naturally and slowly, using increasingly accurate approximations of adult norms.

Standards for prekindergarten students are written in terms of what they should know and be able to do with support (*begin*) and should be assessed through close and careful observation.

The prekindergarten standards are organized into four strands: reading, writing, communication, and research. The specific knowledge and skills listed in these areas are integrated and should be applied through the language arts.

**Reading Goal (R)** The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

**The Weston Woods Library** of audiovisual adaptations of outstanding children's literature has been conceived and created from the beginning as a means to help children discover the riches that are trapped between the covers of books and to motivate them to want to read for themselves.

We seek the best books from all over the world and adapt them in such a way as to preserve the integrity of the books themselves, using the original artwork and text in such a way as to create a living, moving 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, no matter their learning style. Our audiovisual productions provide a format whereby children can easily experience the text of a picture book over and over again, building a reading scaffold that broadens vocabularies, stretches attention spans and flexes thinking skills.

## Reading Process and Comprehension

The entire library of Weston Woods audiovisual adaptations of classic children's literature supports the standards below.

PK-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

- PK-R1.1 Begin showing an interest in reading-related activities, such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.
- PK-R1.2 Begin exploring books independently.
- PK-R1.3 Begin recognizing the association between spoken and written words.
- PK-R1.4 Begin making connections to prior knowledge, other texts, and the world in response to texts read aloud.
- PK-R1.5 Begin **retelling** stories.
- PK-R1.6 Begin recalling details in texts read aloud.
- PK-R1.7 Begin asking and answering questions about texts read aloud.
- PK-R1.8 Begin using pictures and words to make predictions about stories read aloud.

## Analysis of Texts

PK-R2.1 Begin identifying **characters** in stories read aloud.

**Communication Goal (C)** The student will recognize, demonstrate, and analyze the qualities of effective communication.

### Communication: Speaking

**Using Weston Woods audiovisual adaptations of classic children's stories which have been narrated by inspiring storytellers supports standards below by providing a modeling of effective oral communication.**

PK-C1.1 Begin using appropriate voice level, phrasing, sentence **structure (syntax)**, and **intonation** when speaking.

PK-C1.5 Begin participating in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.

**Specific Titles — Poetry, Rhymes, Songs, Stories with repeated patterns:**

Antarctic Antics

Chicka Chicka Boom Boom

How Do Dinosaurs Say Good Night?

Alligators All Around

Johnny Appleseed

Chicken Soup With Rice

In the Small, Small Pond

One Was Johnny

Tikki Tikki Tembo

Pierre

All the Colors of the Earth

Foolish Frog

**ALL TITLES INCLUDED IN MUSIC SERIES AND POETRY SERIES**

### Communication: Listening

PK-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

PK-C2.2 Begin listening to various types of literature read aloud.

**The entire Weston Woods Literature series supports this standard.**

### Communication: Viewing

PK-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.

PK-C3.1 Begin recognizing **nonprint sources**.

PK-C3.2 Begin making connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

**The entire Weston Woods Literature series supports this standard.**

# Kindergarten Language Arts Standards

## OVERVIEW

The learning environment for kindergarten students should be one that is literature-rich and that builds **fluency** in language and literacy skills. Students acquire proficiency through extensive experience with oral and written language in a variety of contexts. Instruction should be appropriate for the student's age, stage of development, and individual learning needs. Instructional strategies should be utilized at learning center times and during small group activities. The kindergarten standards reflect the belief that children learn to read and write the same way they learn to speak: naturally and slowly, using increasingly accurate approximations of adult norms.

The Weston Woods Library of audiovisual adaptations of outstanding children's literature has been conceived and created from the beginning as a means to help children discover the riches that are trapped between the covers of books and to motivate them to want to read for themselves.

We seek the best books from all over the world and adapt them in such a way as to preserve the integrity of the books themselves, using the original artwork and text in such a way as to create a living, moving 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, no matter their learning style. Our audiovisual productions provide a format whereby children can easily experience the text of a picture book over and over again, building a reading scaffold that broadens vocabularies, stretches attention spans and flexes thinking skills.

**Reading Goal (R)** The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

## Reading Process and Comprehension

K-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

The entire Weston Woods library supports the standards listed below.

- K-R1.1 Demonstrate an interest in reading-related activities such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.
- K-R1.2 Demonstrate the ability to explore books independently.
- K-R1.3 Demonstrate an understanding of the association between spoken and written words.
- K-R1.4 Continue making connections to prior knowledge, other texts, and the world in response to texts read aloud.
- K-R1.5 Begin identifying the title and author of a text.
- K-R1.6 Demonstrate the ability to **retell** stories.
- K-R1.7 Continue recalling details in texts read aloud.
- K-R1.8 Continue asking and answering questions about texts read aloud.
- K-R1.9 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in **predictable books** read independently.
- K-R1.10 Begin drawing conclusions and making inferences.
- K-R1.11 Demonstrate the ability to respond to texts through a variety of methods such as **creative dramatics**, writing, and graphic art.

Our audiovisual productions provide a format whereby children can easily experience the text of a picture book over and over again, building a reading scaffold that broadens vocabularies, stretches attention spans and flexes thinking skills.

## Analysis of Texts

The entire Weston Woods library supports the standards listed below.

- K-R2.1 Demonstrate the ability to identify **characters** and **setting** in a story read aloud.

## Phonics and Word Study

K-R3.7 Demonstrate the ability to identify **rhyming words**.

Weston Woods Poetry titles that support this standard: ALLIGATORS ALL AROUND, CHICKEN SOUP WITH RICE, ONE WAS JOHNNY, PIERRE, ANTARCTIC ANTICS, HOW DO DINOSAURS SAY GOOD NIGHT?, JOHNNY APPLESEED, IN THE SMALL, SMALL POND

## The Writing Process

K-W1 The student will apply a **process approach** to writing.

The Weston Woods library of classic children's literature serves as an outstanding model to support the standard below:

K-W1.2.1 Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events.

## Responding to Texts

K-W3 The student will respond to texts written by others.

The entire Weston Woods library supports the standards listed below.

K-W3.2 Begin using **literary models** to develop his or her own writing.

**Communication Goal (C)** The student will recognize, demonstrate, and analyze the qualities of effective communication.

The entire Weston Woods library supports the standards listed below as a means of modeling effective communication through storytelling.

## Communication: Speaking

K-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

K-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence **structure (syntax)**, and **intonation** when speaking.

K-C1.6 Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.

K-C1.10 Begin telling and **retelling** stories and events in logical order.

K-C1.11 Begin using **visual aids** such as pictures to support and extend his or her meaning in oral presentations.

## Communication: Listening

- K-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.
- K-C2.2 Demonstrate the ability to listen and respond to various types of literature read aloud.
  - K-C2.6 Begin making predictions about the content of stories read aloud.
  - K-C2.7 Begin listening for **main ideas**.

## Communication: Viewing

- K-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.
- K-C3.1 Continue recognizing **nonprint sources**.
  - K-C3.2 Begin making predictions about the content of what he or she views.
  - K-C3.3 Continue making connections between material from **nonprint sources** and his or her prior knowledge, other sources, and the world.

# First-Grade Language Arts Standards

## OVERVIEW

The learning environment for first-grade students should be one that is literature-rich and that emphasizes the acquisition of language and the literacy skills needed to understand and convey meaning. Students acquire proficiency in reading, writing, communication, and research through extensive experience with oral and written language in a variety of contexts. Over time, students should learn how to derive meaning from what they hear, observe, and read; to analyze and interpret that meaning; and to make connections to their own lives. They should begin to communicate effectively orally and in writing for different **audiences** and **purposes**.

The Weston Woods Library of audiovisual adaptations of outstanding children's literature has been conceived and created from the beginning as a means to help children discover the riches that are trapped between the covers of books and to motivate them to want to read for themselves.

We seek the best books from all over the world and adapt them in such a way as to preserve the integrity of the books themselves, using the original artwork and text in such a way as to create a living, moving 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, no matter their learning style. Our audiovisual productions provide a format whereby children can easily experience the text of a picture book over and over again, building a reading scaffold that broadens vocabularies, stretches attention spans and flexes thinking skills.

**Reading Goal (R)** The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

## Reading Process and Comprehension

1-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

The entire Weston Woods library supports the standards listed below.

- 1-R1.4 Demonstrate the ability to identify the title and author of a text.
- 1-R1.5 Demonstrate the ability to **retell** stories.
- 1-R1.6 Demonstrate the ability to recall details in texts read aloud.
- 1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.

## Analysis of Texts

1-R2 The student will use a knowledge of the **purposes, structures,** and elements of writing to analyze and interpret various types of texts.

The entire Weston Woods library supports the standards listed below.

- 1-R2.1 Demonstrate the ability to identify **characters** and **setting** in a literary work.
- 1-R2.3 Begin identifying the narrator's **point of view** in a work of **fiction**.
- 1-R2.5 Demonstrate the ability to identify differences between **fiction** and **nonfiction**.
- 1-R2.6 Begin identifying the characteristics of **genres** such as **fiction, poetry, drama,** and informational texts.

## Phonics and Word Study

1-R3 The student will use a knowledge of **graphophonics** and **word analysis** to read and determine the meaning of unfamiliar words.

1-R3.5 Demonstrate the ability to identify **rhyming words**.

The Weston Woods Poetry Series supports this standard.

**Communication Goal (C)** The student will recognize, demonstrate, and analyze the qualities of effective communication.

## Communication: Speaking

1-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

The entire Weston Woods library supports the standards listed below.

- 1-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence **structure (syntax),** and **intonation** when speaking.

- 1-C1.9 Demonstrate the ability to tell and **retell** stories and events in logical order.
- 1-C1.10 Continue using **visual aids** such as pictures to support and extend his or her meaning in oral presentations.

### Communication: Listening

1-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

The entire Weston Woods library supports the standards listed below.

- 1-C2.3 Demonstrate the ability to listen and respond to various types of literature read aloud.
- 1-C2.7 Demonstrate the ability to make predictions about the content of stories read aloud.
- 1-C2.8 Demonstrate the ability to listen for **main ideas**.

### Communication: Viewing

1-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.

The entire Weston Woods library supports the standards listed below.

- 1-C3.1 Demonstrate the ability to recognize **nonprint sources**.
- 1-C3.2 Demonstrate the ability to make predictions about the content of what he or she views.

# Second-Grade Language Arts Standards

## OVERVIEW

The learning environment for second-grade students should be one that is literature-rich and that emphasizes the acquisition of language and the literacy skills needed to understand and convey meaning. Students acquire proficiency in reading, writing, communication, and research through extensive experience with oral and written language in a variety of contexts. Over time, students should learn how to derive meaning from what they hear, observe, and read; to analyze and interpret that meaning; and to make connections to their own lives. They should begin to communicate effectively orally and in writing for different **audiences** and **purposes**.

The Weston Woods Library of audiovisual adaptations of outstanding children's literature has been conceived and created from the beginning as a means to help children discover the riches that are trapped between the covers of books and to motivate them to want to read for themselves.

We seek the best books from all over the world and adapt them in such a way as to preserve the integrity of the books themselves, using the original artwork and text in such a way as to create a living, moving 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, no matter their learning style. Our audiovisual productions provide a format whereby children can easily experience the text of a picture book over and over again, building a reading scaffold that broadens vocabularies, stretches attention spans and flexes thinking skills.

**Reading Goal (R)** The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

## Reading Process and Comprehension

2-R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

The entire Weston Woods library supports the standards listed below.

- 2-R1.4 Demonstrate the ability to identify the title, author, and illustrator of a selection.
- 2-R1.5 Demonstrate the ability to **retell** stories.
- 2-R1.8 Demonstrate the ability to make predictions about stories.
- 2-R1.9 Demonstrate the ability to **summarize** the **main idea** of a particular text.
- 2-R1.12 Demonstrate the ability to determine cause and effect.
- 2-R1.17 Demonstrate the ability to respond to texts through a variety of methods, such as **creative dramatics**, writing, and graphic art.

## Analysis of Texts

2-R2 The student will use a knowledge of the **purposes, structures**, and elements of writing to analyze and interpret various types of texts.

The entire Weston Woods library supports the standards listed below.

- 2-R2.1 Demonstrate the ability to identify and describe **characters, setting, and plot** in a literary work.
- 2-R2.2 Continue identifying problem and solution in a work of **fiction or drama**.
- 2-R2.3 Continue identifying the narrator's **point of view** in a work of **fiction**.
- 2-R2.8 Continue identifying the characteristics of **genres** such as **fiction, poetry, drama**, and informational texts.
- 2-R2.9 Begin comparing and contrasting **settings, characters**, events, or ideas in a variety of texts.
- 2-R2.10 Begin identifying the author's **purpose** in a variety of texts.

## Responding to Texts

2-W3 The student will respond to texts written by others.

The entire Weston Woods library supports the standards listed below.

- 2-W3.2 Demonstrate the ability to use **literary models** to develop and refine writing.

**Communication Goal (C)** The student will recognize, demonstrate, and analyze the qualities of effective communication.

### Communication: Speaking

2-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

The entire Weston Woods library supports the standards listed below.

2-C1.9 Demonstrate the ability to **retell** stories and events in logical order.

### Communication: Listening

2-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

The entire Weston Woods library supports the standards listed below.

2-C2.2 Demonstrate the ability to listen and respond to various types of literature read aloud.

### Communication: Viewing

2-C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.

The entire Weston Woods library supports the standards listed below.

2-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.

2.C3.2 Begin recognizing details, **setting**, **characters**, and cause and effect in material from **nonprint sources**.

## Third-Grade Language Arts Standards

### OVERVIEW

Third-grade students should continue to broaden their understanding of and appreciation for language. They should read and respond to **fiction** from various periods and cultures, as well as a variety of **nonfiction** selections. Students should comprehend literary elements such as **characterization**, dialogue, **purpose**, **tone**, and **figurative language**, and they should understand the relation of those elements to the entire text. Students should develop a **purpose** and a plan for their own writing and should use descriptive details, precise vocabulary, and a variety of **language patterns** in their writing.

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We seek the best books from all over the world and adapt them in such a way as to preserve the integrity of the books themselves, using the original artwork and text in such a way as to create a living, moving 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, no matter their learning style. Our audiovisual productions provide a format whereby children can easily experience the text of a picture book over and over again, building a reading scaffold that broadens vocabularies, stretches attention spans and flexes thinking skills.

**Reading Goal (R)** The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

## Analysis of Texts

3-R2 The student will use a knowledge of the **purposes, structures,** and elements of writing to analyze and interpret various types of texts.

The entire Weston Woods library supports the standards listed below.

- 3-R2.1 Demonstrate the ability to analyze **characters, setting,** and **plot** in a literary work.
- 3-R2.2 Demonstrate the ability to identify problem and solution in a work of **fiction or drama.**
- 3-R2.3 Demonstrate the ability to identify the narrator's **point of view** in a work of **fiction.**
- 3-R2.4 Continue **summarizing** the **theme** of a particular text.

- 3-R2.7 Demonstrate the ability to differentiate between **fiction** and **nonfiction**.
- 3-R2.8 Demonstrate the ability to identify the characteristics of **genres** such as **fiction**, **poetry**, **drama**, and informational texts.
- 3-R2.9 Begin identifying elements of **poetry** such as **rhyme scheme**, **refrain**, and **stanza**.
- 3-R2.10 Continue identifying the author's **purpose** in a variety of texts.
- 3-R2.11 Continue comparing and contrasting **settings**, **characters**, events, and ideas in a variety of texts.

### Responding to Texts

3-W3 The student will respond to texts written by others.

The entire Weston Woods library supports the standards listed below.

- 3-W3.2 Demonstrate the ability to use **literary models** to develop and refine his or her own writing style.

**Communication Goal (C)** The student will recognize, demonstrate, and analyze the qualities of effective communication.