

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS/LITERACY CURRICULUM
GRADE 4**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
CONNECTIONS	The students will be able to:	<ul style="list-style-type: none"> • This section may extend into social studies, whereby the students could do a country study and thus orally compare and contrast the country of origin to the USA or their present day life. Students would also have an opportunity to ask relevant questions. 			
MUSICAL ELEMENTS	<ul style="list-style-type: none"> • identify the musical elements of literacy language, such as rhymes, repeated sounds, onomatopoeia. 	<ul style="list-style-type: none"> • Students will listen to various poems and rhymes to listen for musical elements. • Students may write their own and share them with the class. Students may also illustrate the various sounds used and heard in the poems and rhymes. 	<ul style="list-style-type: none"> • Poems • Rhymes • Journal • Drawing Paper/Art Supplies 	<ul style="list-style-type: none"> • Teacher Observation • Peer Evaluation • Assignments 	3.1 G.11
PURPOSE	<ul style="list-style-type: none"> • determine the purpose for listening (get information, solve problems, enjoy and appreciate). 	<ul style="list-style-type: none"> • Students will determine the purpose upon listening to a short story, narrative, poem, rhyme, song or speech. • Students will participate in a discussion. 	<ul style="list-style-type: none"> • Poems • Rhymes • Journal • Songs • Narratives • Reading Book • Trade Books 	<ul style="list-style-type: none"> • Teacher Observation • Peer Evaluation • Assignments 	3.4 A.1

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<p>COMMUNICATION</p> <p>VERBAL CUES: - Volume, Pitch, Tone, Rate - Descriptive Language</p> <p>NON-VERBAL CUES: - Facial Expressions - Gestures</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • communicate effectively in everyday situations, such as discussions, group activities and conferences, with emphasis on asking and answering questions. • demonstrate speaking skills (audience, purpose, occasion, volume, pitch, tone, rate, fluency). • use verbal and nonverbal communication in effective ways when delivering announcements, giving directions or making introductions. • use appropriate language and vocabulary learned to describe ideas, feelings, and experiences. 	<ul style="list-style-type: none"> • Students can take part in daily discussion and group activities across the curriculum, asking and answering relevant questions. • Students can prepare sixty second commercials and deliver to the class on their favorite cereal, candy bar, etc. • Students could present one and two minute speeches which can be implemented throughout the curriculum on a variety of topics. • Students can produce a short skit promoting their favorite cereal, snack or activity. • Students can take part in "Grandparents' Day" whereby their grandparents will be invited in for a variety of activities ranging from Bingo, Raffle Fun, Tasty Treats, and heart-felt essays. Students could run the entire program from beginning to end. • Students can each write a poem about their grandparents, then draw a picture from the words in the poem. 	<ul style="list-style-type: none"> • Student Research • Curriculum • Art Supplies • Group Cooperation 	<ul style="list-style-type: none"> • Teacher Observation • Peer Observation • Projects • Assignments • Teacher Observation • Assignments • Class Activities • Projects 	<p>3.4 A.1,2 B.1,2</p> <p>3.1 D.1,2 E.1-3</p> <p>3.2 D.1,3,4,7 13,15</p>

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<p><u>VIEWING</u></p> <p>MEDIA:</p> <ul style="list-style-type: none"> - Interpreting - Purpose - Comparing/Contrasting - Utilizing - Designing - Responding - Conveying 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • interpret information and use media from various formats such as maps, charts, graphics, video segments, technology. • demonstrate and participate in viewing skills (focus attention, organize information). • respond and comprehend media in a variety of ways. • evaluate the purposes of various media (information, appreciation, entertainment, directions, persuasion). • recognize artists' craft and techniques for conveying meaning. 	<ul style="list-style-type: none"> • Students will be exposed to a wide variety of media, i.e.: graphics, maps, charts, video segments and technology across the curriculum. • Students can take part in teacher made internet activities whereby students are comparing and contrasting information (example: Comparing and Contrasting Regions in New Zealand). • Students would go to a specified web site and view information and make decisions in regard to the region. This correlates with the Ethnic Pride section of the Social Studies curriculum. • Students could also access the map or any other map of the country, state, city of town, and answer questions in regard to the map. • Students can view educationally approved videos and discuss them in group or class situations. • Students can be "cartographers" for the day and design their own maps with a question sheet attached for other students to view. • Students will be exposed to chart interpretation in the math curriculum in a variety of ways: Bar Graphs, Circle Graphs, Pictographs, Line Graphs. • Students can design their own, either individually, with a partner, or with the class. 	<ul style="list-style-type: none"> • Books • Maps • Trade Books • Reading Book • Computer: <ul style="list-style-type: none"> - Internet Sites (approved by teacher) • Art Supplies • Practice Book 	<ul style="list-style-type: none"> • Teacher Observation • Assignments • Group Evaluation Projects 	<p>3.1 E.1-3</p> <p>3.2 D.1,3,4, 7,12,13</p>

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<p><u>REPRESENTING</u></p> <p>REPRESENTING</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • select, organize, or produce visuals to complement or extend meanings. • produce communication using appropriate media to develop a class paper, multimedia or video reports. • show how language, medium, and presentation contribute to the message. 	<ul style="list-style-type: none"> • Students can do a variety of projects across the curriculum (oral presentations, research reports, book reports, skits, commercials). • Students would be encouraged to utilize at least two additional mediums to enhance their presentation which could be written or oral. • Students could generate a monthly newsletter. • Students could design an advertisement for their favorite trade book or movie and present on a poster board as well as orally. • Students could prepare "Talking Travel Brochures" using items, food, music, etc. to enhance presentation. 	<ul style="list-style-type: none"> • Art Supplies • Reading Book • Research: computer generated or library • Trade Books 	<ul style="list-style-type: none"> • Teacher Observation • Peer Evaluation • Assignments • Projects 	<p>3.1 E.1-3 3.2 D.1,3</p>
READING: ALPHABETIC PRINCIPLE, SOUND/SYMBOLS					
<p><u>PHONOLOGICAL AWARENESS</u></p> <p>LETTER/WORD IDENTIFICATION</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify letters, words, sentences and individual words in a sentence. 	<ul style="list-style-type: none"> • The students will complete workbook pages, skill worksheets. • The students will put samples on the chalkboard. • The students will do activities with word building cards and do word building exercises with vocabulary words. 	<ul style="list-style-type: none"> • Practice Book • Worksheets • Transparencies 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.1 A.1-3 C.1-3</p>

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RHYMING	<p>The students will be able to:</p> <ul style="list-style-type: none"> produce rhyming words and distinguish from non-rhyming words. 	<ul style="list-style-type: none"> Students will practice rhyming words orally. Students will do "Rhyme Time" activity - write your own limerick about a make believe person or pet. Start with "There once was a ____ from ____." Then write a second line that rhymes, etc..... Students can make a booklet of all their Limericks, drawing a picture for each Limerick. This way the students will have a collection of their work. 	<ul style="list-style-type: none"> Transparency 	<ul style="list-style-type: none"> Teacher Observation 	3.1 D.1 3.2 D.15
SYLLABLES	<ul style="list-style-type: none"> identify, segment and combine syllables within spoken words. 	<ul style="list-style-type: none"> Students will complete workbook pages and skill worksheets. Students will divide vocabulary words into syllables weekly. Students will play the "Syllable Game." 	<ul style="list-style-type: none"> Practice Book Worksheets Transparencies 	<ul style="list-style-type: none"> Teacher Observation 	3.1 C.1,2
INITIAL & FINAL SOUNDS	<ul style="list-style-type: none"> identify sounds, isolate initial and final sounds in spoken words, add and delete sounds and blend sounds to change words. 	<ul style="list-style-type: none"> Students will do both oral and written exercises. Students will do exercises with building word families. Students will complete skill sheets and workbook pages. 	<ul style="list-style-type: none"> Practice Book Transparencies 	<ul style="list-style-type: none"> Teacher Observation 	3.1 C.1,2

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<p><u>PHONICS AND DECODING</u></p> <p>BLENDING & SEGMENTING WORDS</p> <p>CONSONANTS: - Initial - Final - Digraphs - Blends - Clusters</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> blend and segment CVC, CVCe, CCVC, CVCC, CVVC words. recognize and identify initial and final consonants: /n/n, d/d, s/s, m/m, t/t, k/c, f/f, r/r, p/p, l/l, k/k, g/g, b/b, h/h, w/w, v/v, ks/x, kw/qu, j/j, y/y, z/z. recognize and identify consonant digraphs: sh, th, ch, wh; consonant blends/continuant: sl, sm, sn, fl, fr, ll, ss, ff; consonant blends/continuant-stop: st, sk, sp, ng, nt, nd, mp, ft; consonant blends/continuant-stop including: tr, pr, pl, cr, tw; consonant digraphs: ck, ph, tch & ch; consonant clusters. 	<ul style="list-style-type: none"> Students will complete skill sheets, workbook pages, teacher made worksheets. Students will do activities using individual chalkboards. Refer to teaching charts. Students will complete practice book pages, skill sheets, teacher made worksheets. Students will do activities using word cards. Students will identify blends and digraphs in vocabulary words and throughout the story. Students will categorize words under various subheadings: digraphs, blends, initial, final consonants, etc. Students will use mini individual chalk boards to segment words. Refer to teaching charts. 	<ul style="list-style-type: none"> Skill Sheets Workbook Pages Individual Chalk Boards Skill Sheets Practice Books Individual Chalk Boards Teaching Charts 	<ul style="list-style-type: none"> Teacher Observation Tests & Quiz Grades Student Oral Responses Teacher Observation Tests & Quiz Grades Student Oral Responses 	<p>3.1 C.1</p> <p>3.1 C.1-3</p>

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VOWELS: - Initial, Medial Short Vowels - Long Vowels - R-Controlled Vowels	The students will be able to: <ul style="list-style-type: none"> • recognize and identify initial and medial short vowels: a, e, i, o, u; long vowels: a-e, i-e, o-e, u-e (vowel consonant-e), ay, ai, e, ee, ie, ea, o, oa, o, oa, oe, ow, i, y, igh; short vowels: e, ea; R-controlled vowels: âr/ âre, ôr/or/ore;/îr/ear,/ âr/ar,/ûr, ir, er; variant vowels: u/oo; ô/a, aw, au;/ü/ue, ew; diphthongs including: /ou/ou, ow; oi/oi, oy. 	<ul style="list-style-type: none"> • Students will use spelling and vocabulary words in sentences. • Students will identify other words within the sentence that fit the same pattern. • Students will categorize words according to vowel sounds. • Students will scan weekly stories in search of words that fit designated vowel pattern. • Students will complete practice book pages and teacher made skill sheets. • Refer to skill charts and transparencies. • Students will use word building and vocabulary cards to identify vowel sounds. 	<ul style="list-style-type: none"> • Transparencies • Practice Book • Skill Sheets • Word Cards • Reading Book • Skill Charts 	<ul style="list-style-type: none"> • Teacher Observation • Quiz & Test Grades • Student Oral Responses 	3.1 C.1-3
SCHWA SOUND	<ul style="list-style-type: none"> • recognize the schwa sound: /χr/er/χn/en;/χl/le; silent letters: l, b, k, w, g, h, gh, soft c & g 	<ul style="list-style-type: none"> • Students will complete practice book pages and skill sheets. • Students will categorize words found in weekly stories in appropriate category. 	<ul style="list-style-type: none"> • Practice Book • Skill Sheets • Reading Book • Skill Charts 	<ul style="list-style-type: none"> • Teacher Observation • Quiz & Test Grades • Student Oral Responses 	3.1 C.1-3

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CONTRACTIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • understand contractions. • spell contractions correctly. 	<ul style="list-style-type: none"> • Divided into teams, the students will play a game using chalkboard. • The students will complete practice book pages and worksheets. • The students will identify contractions in weekly story. • The students will correct contractions spelled incorrectly using proofreading marks. • The students will refer to skill charts and transparencies. • Weekly, students will write a paragraph using five contractions in their sentences, and will share with the class. 	<ul style="list-style-type: none"> • Chalkboard • Worksheets • Practice Book • Proofreading Activity Sheets (teacher made) • Trade Books 	<ul style="list-style-type: none"> • Quiz Grades • Test Grades • Oral Student Responses • Teacher Observation 	<p>3.1 C.1-3 3.2 D.15</p>
PREFIXES & SUFFIXES	<ul style="list-style-type: none"> • use common prefixes and suffixes as an aid in decoding words. 	<ul style="list-style-type: none"> • The students will select words to complete sentences with prefixes or suffixes or both. • The students will identify prefixes, suffixes and base words. • The students will categorize vocabulary, spelling and other words found in the story selection by the specific prefix or suffix added to the base word. • The students will match meanings to prefixes and suffixes. • Give the students a list of words to add either a prefix or a suffix, or both to change its meaning. • The students will complete practice book pages and worksheets. • Weekly, students will write a paragraph using ten prefixes or suffixes in sentences, and share with the class. 	<ul style="list-style-type: none"> • Practice Book • Reading Book • Trade Books • Transparencies • Teacher Made Activity Sheets 	<ul style="list-style-type: none"> • Quiz Grades • Test Grades • Oral Student Responses • Teacher Observation 	<p>3.1 C.1-3 F.1 3.2 D.15</p>

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BASE WORDS, INFLECTIONAL & DERIVATIONAL ENDINGS	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize and identify base words along with inflectional and derivational endings. 	<ul style="list-style-type: none"> Students will complete skill sheets, practice book pages and activity sheets. Students will scan reading selection or trade book for words containing base words with either inflectional or derivational endings. Students will identify base words used in their own writing. Students will categorize vocabulary, spelling and words found in the reading selection according to type of ending. 	<ul style="list-style-type: none"> Skill Sheets Practice Book Reading Book Trade Books Activity Sheets 	<ul style="list-style-type: none"> Teacher Observation Test & Quiz Grades Oral Student Responses 	<p>3.1 C.1-3 F.1</p>
POSSESSIVES	<ul style="list-style-type: none"> identify the possessive forms of words. 	<ul style="list-style-type: none"> Students will complete skill sheets and practice book pages. Students will scan a story selection for words in the possessive forms. Students will make words plural and singular possessive and use them correctly in a sentence. Have students refer to skill charts and transparencies. Weekly, students will write a paragraph using five possessives in their sentences. They will share with the class. 	<ul style="list-style-type: none"> Skill Sheets Practice Book Reading Book Trade Books Activity Sheets 	<ul style="list-style-type: none"> Teacher Observation Test & Quiz Grades Oral Student Responses 	<p>3.1 C.1-3 F.1 3.2 D.15</p>

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HOMOPHONES & MULTIPLE MEANING WORDS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify the meaning of homophones (homographs) and multiple meaning words. • correctly pronounce homographs. 	<ul style="list-style-type: none"> • Students will match rhyming words with homophones which are used in sentences. • Students will use proofreading marks to correct incorrect usage of homophones in a sentence. • Students will illustrate various meanings of homophones. • Students will use homophone pairs in context. • Students will complete practice book pages and worksheets. • Students will play games, refer to skill charts and transparencies. 	<ul style="list-style-type: none"> • Practice Book • Worksheets • Proofreading Activities • FUNBRAIN Website • Computer Games • Transparencies • Skill Charts 	<ul style="list-style-type: none"> • Test & Quiz Grades • Teacher Observation • Oral Student Responses 	<p>3.1 F.3</p>
NOUNS & VERBS	<ul style="list-style-type: none"> • identify words that name people, places, things and actions. 	<ul style="list-style-type: none"> • Students will differentiate between nouns and verbs. • Students will scan specific selections in search of nouns and verbs and will categorize them accordingly. • Students will use nouns and verbs in sentences correctly. • Students will identify nouns and verbs in sentences. • Students will play games both on and off the computer. • Students will complete practice book pages, worksheets and teacher made activity sheets. • Students will refer to skill charts and transparencies. • Students will do a newspaper article activity. • Students will make up "tongue twisters." • Weekly, students will write a paragraph using five nouns/five verbs in their sentences, and share with the class. 	<ul style="list-style-type: none"> • Skill Pages • Practice Book • Skill Charts • Computer Games • Specific access to teacher approved websites • Transparencies • Newspaper • Paper & Pencil 	<ul style="list-style-type: none"> • Test & Quiz Grades • Teacher Observation • Oral Student Response 	<p>3.1 F.2 3.2 D.15</p>

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CONTEXT, SYNTAX, PHONETIC, & SEMANTIC CLUES	<p>The students will be able to:</p> <ul style="list-style-type: none"> use context clues to get word meaning and discover unfamiliar meanings for familiar words. also use semantic clues, syntactical clues and phonetic clues. 	<ul style="list-style-type: none"> Students will choose correct missing word in a sentence based on context clues as well as syntactical and semantical clues. Students will write context clues for unfamiliar words. Students will refer to dictionary for meaning of unfamiliar words. Students will complete practice book pages, worksheets and teacher made activity sheets. Students will refer to transparencies and skill charts. 	<ul style="list-style-type: none"> Worksheets Skill Pages Practice Book Transparencies 	<ul style="list-style-type: none"> Quiz & Test Grades Teacher Observation Oral Student Responses *Tested Skill 	3.1 C.1
FIGURATIVE LANGUAGE	<ul style="list-style-type: none"> identify the use of figurative language. 	<ul style="list-style-type: none"> Read poems aloud and ask students to close their eyes and picture the people, places or things in the poem. Point out the comparisons used. Ask students to identify similes and metaphors contained in the poem. Have students participate in a "Poetry Circle" to discuss and analyze poems. Allow students to illustrate the poems both literally and figuratively. Refer to poems in the reading book as well as in poetry books. Allow students to write their own poetry. Bulletin board idea: "Popping Good Poetry" - use popcorn popper and popcorn as main visuals. Students will use additional skill sheets and practice book pages. Place poem on a transparency for the entire class viewing. Students will practice writing similes and metaphors. 	<ul style="list-style-type: none"> Reading Book Drawing paper Poetry Books Transparencies Practice Book Skill Charts 	<ul style="list-style-type: none"> Teacher Observation Oral Student Responses Quiz Grades Student Participation 	3.1 G.6,8,11

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REFERENCE MATERIALS: - Dictionary - Thesaurus - Computer Software	The students will be able to: <ul style="list-style-type: none"> • learn to use various resources such as the dictionary, glossary, thesaurus, and technology software. • use resources to locate meaning, pronunciation and derivation. 	<ul style="list-style-type: none"> • Students will complete practice book pages and teacher made activities that will encompass the use of several responses. • Teachers will integrate science and social studies themes to encourage research via the computer and books. • Daily writing assignments will provide students with ample opportunity to refer to a dictionary or a thesaurus. • Students should refer to the glossary in the reading book when defining vocabulary words. • Students will play games that will promote usage of the dictionary or thesaurus. • Encourage students to indicate words while reading a selection that may be familiar to them. • Have students practice proofreading and use appropriate symbols to highlight mistakes in the text. • Refer to technology software to enlist in learning games. 	<ul style="list-style-type: none"> • Dictionary • Thesaurus • Glossary • Technology Software • Paper • Pencil • Workbook Pages • Teacher Made Activities 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Quiz & Test Grades • Participation in Activities 	3.1 H.1-3
CONNOTATION & DENOTATION	<ul style="list-style-type: none"> • identify connotation and denotation. 	<ul style="list-style-type: none"> • Students will complete practice book pages and skill worksheets. • Students will refer to transparencies and skill charts. • Students will complete teacher directed activities. • Students can scan reading selections for examples of connotation and denotation. 	<ul style="list-style-type: none"> • Practice Book • Reading Book • Trade Books • Transparencies • Art Supplies 	<ul style="list-style-type: none"> • Teacher Observation • Tests & Quizzes • Student Oral Responses 	3.1 G.2,3

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“SQRRR” METHOD	<p>The students will be able to:</p> <ul style="list-style-type: none"> • reread, search for clues, ask questions, and ask for help when needed. 	<ul style="list-style-type: none"> • Students will use the “SQRRR” method when reading an article (Survey, Question, Read, Recite, Review). 	<ul style="list-style-type: none"> • Articles • Trade Books • Reading Books 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Tests & Quizzes • Assignments 	<p>3.1 E.1,2,3</p>
GRAPHIC ORGANIZERS	<ul style="list-style-type: none"> • create story maps, diagrams, charts, story props to help comprehend, analyze, synthesize and evaluate. 	<ul style="list-style-type: none"> • Students will complete daily comprehension activities ranging from story maps and charts to analyzing character feelings within a story. Students may choose to do maps individually or with a partner. • Students will pay particular attention to the sequence of events in a particular story. • Students will complete teacher made activities, worksheets, practice book pages, and refer to skill charts for further explanation. 	<ul style="list-style-type: none"> • Practice Book • Reading Book • Trade Book • Worksheets • Teacher Made Worksheets • Transparencies • Skill Charts 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Tests & Quizzes • Assignments 	<p>3.1 E.3</p>
DECODING	<ul style="list-style-type: none"> • use decoding and vocabulary strategies 	<ul style="list-style-type: none"> • Students will apply decoding and vocabulary strategies when they come across unfamiliar words. 	<ul style="list-style-type: none"> • Reading Book • Trade Book • Worksheets • Skill Charts 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Tests & Quizzes • Assignments 	<p>3.1 C.1-3</p>

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<p><u>SKILLS AND STRATEGIES</u></p> <p>ILLUSTRATIONS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use the illustrations within the story to aid in comprehension. 	<ul style="list-style-type: none"> • Students can take a picture walk through the story prior to reading. 	<ul style="list-style-type: none"> • Reading Book • Trade Book 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Tests & Quizzes 	<p>3.1 G.7</p>
<p>REALITY & FANTASY</p>	<ul style="list-style-type: none"> • determine whether a story is reality or fantasy. 	<ul style="list-style-type: none"> • Students can categorize selections either realistic or fantasy. • Students can write a story of their own which is realistic or fantasy and share with the class. They may illustrate their story. 	<ul style="list-style-type: none"> • Reading Book • Trade Books 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Tests & Quizzes 	<p>3.1 G.7</p>
<p>CLASSIFICATIONS</p>	<ul style="list-style-type: none"> • put related items into groups. 	<ul style="list-style-type: none"> • Students can use graphic organizers, bulletin boards, lists, and collages to classify items. 	<ul style="list-style-type: none"> • Worksheets • Art Supplies • Graphic Organizers • Practice Book 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Tests & Quizzes * Tested Skill 	<p>3.1 E.3</p>
<p>PREDICTIONS</p>	<ul style="list-style-type: none"> • be able to make story predictions. 	<ul style="list-style-type: none"> • Students can take a picture walk through a story and then make a prediction on the story outcome. • Students can work individually, with a partner, or as a class. 	<ul style="list-style-type: none"> • Worksheets • Reading Book • Trade Books • Reading Journal 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Tests & Quizzes * Tested Skill 	<p>3.1 G.7</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
NOTING DETAILS	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize details in a story. 	<ul style="list-style-type: none"> Students can use a story frame to note details in a selection. Students can write paragraph riddles. Students can make a story triangle. Students can work in teams to construct a mini mural to show details of a selection. Students can complete practice book pages and teacher made worksheets. 	<ul style="list-style-type: none"> Practice Book Worksheets Reading Book Trade Book Art Supplies 	<ul style="list-style-type: none"> Teacher Observation Student Evaluation Tests & Quizzes Student Oral Responses * Tested Skill 	3.1 G.2
SEQUENCE	<ul style="list-style-type: none"> arrange events in a logical order. 	<ul style="list-style-type: none"> Students will follow directions, both written and oral. Students will complete skill sheets, teacher made worksheets and practice book pages. Students will make a plot structure map. Students will use graphic organizers, story maps and frames to explain the sequence of events. 	<ul style="list-style-type: none"> Practice Book Worksheets Reading Book Trade Book Graphic Organizers 	<ul style="list-style-type: none"> Teacher Observation Student Evaluation Tests & Quizzes Student Oral Responses * Tested Skill 	3.1 E.5
INFERENCE	<ul style="list-style-type: none"> draw inferences. 	<ul style="list-style-type: none"> Students will read and discuss stories, riddles and cartoons. 	<ul style="list-style-type: none"> Trade Books Cartoons Reading Books 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Tests & Quizzes Assignments * Tested Skill 	3.1 E.5 G.5

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
CAUSE & EFFECT	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify and understand cause and effect relationships 	<ul style="list-style-type: none"> • Students will complete practice book pages. • Students will make graphic organizers. • Students can draw pictures to explain cause and effect relationships. • Students can chart or act out cause and effect relationships. 	<ul style="list-style-type: none"> • Practice Book • Worksheets • Transparencies • Art Supplies 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Tests & Quizzes • Assignments * Tested Skill 	<p>3.3 B.3</p>
COMPARE & CONTRAST	<ul style="list-style-type: none"> • compare and contrast. 	<ul style="list-style-type: none"> • Students will discuss personal experiences and write a paragraph, comparing and contrasting details. • Students will complete graphic organizers. 	<ul style="list-style-type: none"> • Practice Book • Paper/Pencil • Reading Book • Trade Book 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Tests & Quizzes • Assignments * Tested Skill 	<p>3.5 B.4</p>
CONCLUSIONS	<ul style="list-style-type: none"> • draw conclusions and form generalizations with evidence from the text. 	<ul style="list-style-type: none"> • Students will use story frames to draw conclusions about a selection or riddle. • Students will complete practice book pages, worksheets and teacher made activities. 	<ul style="list-style-type: none"> • Practice Book • Student Oral Responses • Teacher Made Activities • Worksheets & Assignments 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Worksheets & Assignments • Tests & Quizzes • Assignments * Tested Skill 	<p>3.1 G.1,3,7</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SUMMARIZE	<p>The students will be able to:</p> <ul style="list-style-type: none"> • summarize a selection. 	<ul style="list-style-type: none"> • Students will create a problem solution map. • Students will summarize the selection directions to accomplish a task worksheet. • Students will create a plot summary. 	<ul style="list-style-type: none"> • Trade Books • Practice Book • Reading Book 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Worksheets & Assignments • Tests & Quizzes * Tested Skill 	<p>3.1 G.7</p>
PARAPHRASE	<ul style="list-style-type: none"> • paraphrase passages that were read. 	<ul style="list-style-type: none"> • Students will paraphrase parts of a selection. • Students will take notes using paraphrasing techniques. 	<ul style="list-style-type: none"> • Trade Books • Practice Book 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Worksheets & Assignments • Tests & Quizzes * Tested Skill 	<p>3.1 G.2,7</p>
FACT OR OPINION	<ul style="list-style-type: none"> • identify fact and opinion. 	<ul style="list-style-type: none"> • Students can list details from a selection and categorize as to fact or opinion. • Students can scan the newspaper and locate articles which feature fact and/or opinion. 	<ul style="list-style-type: none"> • Practice Book • Worksheets • Newspaper 	<ul style="list-style-type: none"> • Teacher Observation • Tests & Quizzes • Assignments • Student Oral Responses *Tested Skill 	<p>3.1 G.2</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MAIN IDEA	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify main idea and supporting details. 	<ul style="list-style-type: none"> Students will use the "SQRRR" method to analyze a selection for the main idea. Students will use graphic organizers to outline selection. Students will complete worksheets and teacher made activities. 	<ul style="list-style-type: none"> Trade Books Reading Book Worksheets Practice Book 	<ul style="list-style-type: none"> Teacher Observation Tests & Quizzes Assignments Student Oral Responses *Tested Skills 	<p>3.1 G.1,2,3,7</p>
IMPORTANT & UNIMPORTANT DETAILS	<ul style="list-style-type: none"> distinguish between important and unimportant details. 	<ul style="list-style-type: none"> Students will note details in a selection and decide which are important and unimportant. 	<ul style="list-style-type: none"> Trade Books Reading Book Worksheets Practice Book 	<ul style="list-style-type: none"> Teacher Observation Tests & Quizzes Assignments Student Oral Responses *Tested Skills 	<p>3.1 G.2</p>
PROBLEMS & SOLUTIONS	<ul style="list-style-type: none"> identify problem and solution in a story. 	<ul style="list-style-type: none"> Students will discuss problems and solutions presented in a story. Students will complete story maps highlighting problem sand solutions. Have each student write a story with a problem. The students will switch stories and write a solution to their neighbor's story. They will share their solutions with the class. 	<ul style="list-style-type: none"> Practice Book Reading Book Trade Books Worksheets 	<ul style="list-style-type: none"> Teacher Observation Tests & Quizzes Student Oral Responses *Tested Skills 	<p>3.1 G.1,7 3.2 D.15</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
JUDGEMENTS & DECISIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • make judgements and decisions. 	<ul style="list-style-type: none"> • Students will read literary selections and various paragraphs and make judgements and decisions accordingly. 	<ul style="list-style-type: none"> • Practice Book • Reading Book • Trade Books • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Tests & Quizzes • Student Oral Responses *Tested Skills 	<p>3.1 G.9</p>
FACT & NON-FACT	<ul style="list-style-type: none"> • distinguish between fact and non-fact. 	<ul style="list-style-type: none"> • Students will read literary selections, magazine articles, and newspaper articles, and discuss factual and nonfactual statements. • Students will write 5 fact/5 non-fact sentences. They will switch papers with their neighbor who will identify the fact and non-fact sentences. 	<ul style="list-style-type: none"> • Newspapers • Literary Selections • Magazines 	<ul style="list-style-type: none"> • Teacher Observation • Tests & Quizzes • Student Oral Responses *Tested Skills 	<p>3.1 G.1 3.2 D.15</p>
TECHNIQUES OF PROPAGANDA	<ul style="list-style-type: none"> • recognize techniques of propaganda and persuasion. 	<ul style="list-style-type: none"> • Students will read newspaper articles, magazine articles, literary selections and discuss techniques of propaganda and persuasion. 	<ul style="list-style-type: none"> • Newspapers • Literary Selections • Magazines 	<ul style="list-style-type: none"> • Teacher Observation • Tests & Quizzes • Student Oral Responses *Tested Skills 	<p>3.3 B.1-6</p>
PROCESS	<ul style="list-style-type: none"> • recognize steps in a process. 	<ul style="list-style-type: none"> • Students will complete practice book pages, worksheets and discuss stories, newspaper and magazine articles. 	<ul style="list-style-type: none"> • Reading Book • Trade Book • Practice Book • Newspaper • Magazines 	<ul style="list-style-type: none"> • Teacher Observation • Tests & Quizzes • Student Oral Responses *Tested Skills 	<p>3.1 G.7</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD												
<p>EVALUATE EVIDENCE</p> <p>QUESTIONS - Open ended - Literal - Interpretative - Tests like True or False, Multiple Choice or Short Answer</p> <p><u>LITERARY RESPONSE</u></p> <p>READ ALOUD</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • evaluate evidence and other sources of information. • answer a variety of types of questions. • listen to stories being read aloud. 	<ul style="list-style-type: none"> • Students will read a variety of genre throughout the year in which case they will be evaluating what they read. Particular attention will be taken when reading stories or articles in which a problem is presented. • Students will also evaluate various sources of information after having referred to them. • Students will complete practice book pages, worksheets, and teacher made activities, which will utilize a multitude of questions. Questions will be answered in a group situation as well as on paper in a test situation. • Students will write and read stories aloud. • The teacher will read stories or excerpts from stories aloud so students can hear voice tone and inflection. • Stories can be placed on cassette for students to listen to at their leisure. 	<ul style="list-style-type: none"> • Reading Book • Trade Book • Practice Book • Newspaper • Magazines • Practice Book • Reading Book • Journal Book • Trade Books • Reading Books • Cassette Player 	<ul style="list-style-type: none"> • Teacher Observation • Tests & Quizzes • Student Oral Responses *Tested Skills • Teacher Observation • Tests & Quizzes • Student Oral Responses *Tested Skills • Teacher Observation • Student Oral Responses 	<table border="0"> <tr> <td>3.1</td> <td>A.1</td> </tr> <tr> <td>3.1</td> <td>H.1</td> </tr> <tr> <td>8.1</td> <td>B.8</td> </tr> <tr> <td>3.1</td> <td>G.1</td> </tr> <tr> <td>3.2</td> <td>D.15</td> </tr> <tr> <td>3.3</td> <td>B.1-6</td> </tr> </table>	3.1	A.1	3.1	H.1	8.1	B.8	3.1	G.1	3.2	D.15	3.3	B.1-6
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3.1	H.1																
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3.1	G.1																
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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
RESPONSES	<p>The students will be able to:</p> <ul style="list-style-type: none"> respond through talk, movement, music, art, drama, and writing to a variety of stories and poems. 	<ul style="list-style-type: none"> Students will read and listen to poems and short stories and respond in a multitude of ways including doing an illustration, acting the piece out, charades, discussion, or acting it out. 	<ul style="list-style-type: none"> Art Supplies Classroom Audience 	<ul style="list-style-type: none"> Teacher Observation Assignments Student Oral Responses 	3.1 G.10-12
CONNECTING THEMES	<ul style="list-style-type: none"> connect ideas and themes across the text. 	<ul style="list-style-type: none"> Students will continually make literary connections based on prior reading and/or personal experiences. 	<ul style="list-style-type: none"> Reading Book All text books 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Tests & Quizzes 	3.1 G.1
TEXT INTERPRETATION	<ul style="list-style-type: none"> interpret text ideas through journal writing, discussion, enactment and media. 	<ul style="list-style-type: none"> Students will read and respond to various types of text. Students can respond in written or oral form or via technology. 	<ul style="list-style-type: none"> Reading Book Trade Book Newspaper Magazine Computer 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Assignments 	3.2 D.6
OBSERVATIONS	<ul style="list-style-type: none"> offer observations, make connections, speculate, interpret, and raise questions in response to texts. 	<ul style="list-style-type: none"> Students will read a variety of text and share speculation, connections, and interpretations based on what they read. Students can respond to newspaper, magazine and articles in Weekly Reader. Students can share questions with the class. 	<ul style="list-style-type: none"> Reading Book Trade Book Newspaper Magazine Computer 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Assignments 	3.1 A.1 G.3

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
FACT & FICTION	<p>The students will be able to:</p> <ul style="list-style-type: none"> distinguish between fact and fiction as well as reality and fantasy. 	<ul style="list-style-type: none"> Students will read various text examples and discuss whether it's fact or fiction. Students will complete practice book pages, worksheets and teacher made activities. 	<ul style="list-style-type: none"> Practice Book Worksheets Reading Book Trade Books 	<ul style="list-style-type: none"> Teacher Observation Tests & Quizzes Worksheets Activities 	3.1 G.8
TEXT RECOGNITION	<ul style="list-style-type: none"> recognize stories, poems, myths, folk tales, fables, tall tales, limericks, plays, biographies, autobiographies, historical fiction, realistic fiction, modern fantasy, and informational text. 	<ul style="list-style-type: none"> Students will read, write and listen to all types of texts and categorize each of them accordingly. The teacher will provide extension activities which can be found in the teacher's manual. 	<ul style="list-style-type: none"> Reading Book Trade Books Teacher Manual 	<ul style="list-style-type: none"> Teacher Observation Tests & Quizzes Worksheets Activities 	3.1 G.8
CHARACTER	<ul style="list-style-type: none"> analyze character, character's point of view, plot, setting, style, tone and mood. 	<ul style="list-style-type: none"> Students can draw character webs to show traits. Students can make a story triangle. Students can chart a character's traits and details that support that trait. Students can create a diagram of the main characters of three stories to compare their abilities and traits. Students can complete graphic organizers to compare and contrast differences. When writing a book report, students can include a character summary. Students can point out setting, plot, tone and mood within a given story, based on text and illustrations. 	<ul style="list-style-type: none"> Reading Book Trade Books Graphic Organizers Worksheets 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Graphic Organizers Tests & Quizzes Worksheets Assignments 	3.2 D.6,7

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AUTHOR	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize that authors organize information in specific ways and understand how an author's point of view affects text. 	<ul style="list-style-type: none"> Students will read and discuss text and discuss the author's role and why he or she arranged the text in that way. 	<ul style="list-style-type: none"> Reading Book Trade Book 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	3.1 D.6
ILLUSTRATOR	<ul style="list-style-type: none"> understand the role of the illustrator. 	<ul style="list-style-type: none"> Students can act out role of the illustrator as they illustrate their own stories. Students can discuss the various colors that the illustrator chose to use to depict a particular mood. Students will make their own correlations based on color and mood used in a story. 	<ul style="list-style-type: none"> Trade Books Reading Books Art Supplies 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Tests & Quizzes Worksheets 	3.1 A.3
LITERARY FORMS	<ul style="list-style-type: none"> understand various literary forms including stories, poems, plays and informational books. 	<ul style="list-style-type: none"> Students will read and discuss various literary forms. 	<ul style="list-style-type: none"> Trade Books Reading Books Reading Journals 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Tests & Quizzes Worksheets 	3.1 G.10-12
INTERNAL LOGIC	<ul style="list-style-type: none"> understand internal logic of the story. 	<ul style="list-style-type: none"> Students will discuss the internal logic in the story. 	<ul style="list-style-type: none"> Trade Books Reading Books Reading Journals 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Tests & Quizzes Worksheets 	3.1 G.3

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LITERARY TERMS	<p>The students will be able to:</p> <ul style="list-style-type: none"> understand terms such as title, author, illustrator, playwright, theater, stage, act dialogue and scene. 	<ul style="list-style-type: none"> Students will practice locating the author, title and illustrator in the various trade books and literary selections. Students will read and discuss plays. Students may choose to illustrate or rewrite various scenes in a given play. 	<ul style="list-style-type: none"> Trade Books Art Supplies Practice Book 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Tests & Quizzes 	3.1 A.1
<p style="text-align: center;"><u>VARIETY OF TEXT</u></p> GENRE	<ul style="list-style-type: none"> read a variety of genres for a variety of purposes. 	<ul style="list-style-type: none"> Students will read and discuss a variety of genres. Students will compare and contrast as well as make connections across the curriculum. Students will complete graphic organizers and story frames. Students can participate in Literature Circles. 	<ul style="list-style-type: none"> Trade Books Reading Book Graphic Organizers 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Tests & Quizzes 	3.1 E.3 G.8 H.3
INFORMATIONAL TEXT	<ul style="list-style-type: none"> use informational texts to acquire information. select varied sources when reading for information or pleasure. 	<ul style="list-style-type: none"> Students will have the opportunities to research information in a variety of books. Students will learn how to compile information from the text. Students will also read for pleasure and share experiences with the class. 	<ul style="list-style-type: none"> Trade Books Reading Books 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Tests & Quizzes 	3.1 G.7 H.3

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
FLUENCY	<p>The students will be able to:</p> <ul style="list-style-type: none"> • demonstrate characteristics of fluent and effective reading when reading from familiar text. • read independently in self selected independent-level and instructional level materials. • adjust reading rate to purpose as well as increasing time reading silently. • read aloud in selected texts, showing understanding of text and engaging the listener. 	<ul style="list-style-type: none"> • Students will read orally in a variety of scenarios including partner reading and round robin reading. • Students will read a variety of text aloud including poems, short stories, plays, narratives and trade books. • Students may choose to read into a cassette player to play back to check for fluency. • Students may also read and discuss articles found in the newspaper or in a magazine. 	<ul style="list-style-type: none"> • Newspaper • Text Book • Reading Book • Cassette Player • Magazines 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses 	3.1 D.1,2
CULTURES	<ul style="list-style-type: none"> • connect own experience with culture of others. • compare experiences of characters across cultures. • discuss themes and connections that cross cultures. 	<ul style="list-style-type: none"> • Students will be exposed to a variety of genre across the curriculum. • Students will be exposed to a variety of experiences, both of the characters in the story and with their peers. • Students will read a vast selection of books by a diverse group of authors so that style, theme and culture can be discussed at length. • Students may also research different cultures. • Students can display information in a variety of ways which includes: oral and written reports, travel brochures and book reports. • Students may also opt to bring the culture alive by bringing in foods to sample that are representative of the culture. • Students should be exposed to books written by authors around the world. 	<ul style="list-style-type: none"> • Trade Books • Reading Books • Art Supplies • Computer Research • Journal 	<ul style="list-style-type: none"> • Teacher Observation • Tests & Quizzes • Student Oral Responses • Projects • Assignments 	3.1 G.4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>CRITICAL THINKING</u></p> <p>CRITICAL THINKING:</p> <ul style="list-style-type: none"> - Experiences - Connections - Expression - Inquiry - Problem Solving - Decision Making 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • comprehend, apply, analyze, synthesize, and evaluate information. 	<ul style="list-style-type: none"> • Students will read from a variety of text across the curriculum. • Students will make connections, make decisions and solve problems based on the information from the story. • Students can assume roles in a "Literature Circle" situation which would encompass all the skills listed under "Critical Thinking." • Students will complete story frames, graphic organizers, feelings charts, and teacher made activities. • Critical Thinking skills are integrated throughout the curriculum. 	<ul style="list-style-type: none"> • Reading Book • Trade Books • Teacher Made Activities • Skill Sheets • Practice Book • Reading Journal 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Test & Quiz Grades 	<p>3.1 G.8,9 3.4 B.4</p>
STUDY SKILLS					
<p><u>INQUIRY/ RESEARCH</u></p> <p>BOOK PARTS (continued on the next page)</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use text organizers (book cover, title page-title, author, illustrator, contents, headings; glossary, index) 	<ul style="list-style-type: none"> • Students will complete skill pages in the practice book, referring to transparencies and skill charts for examples. • Students will write a book report and display correct usage of all parts pertaining to writing a book report. • Students will be able to correctly identify the book cover, title page, author, illustrator, headings, glossary, and index in a given book. • Students will play game "Name That Part." Have students take turns in providing clues to describe book parts while the others guess. 	<ul style="list-style-type: none"> • Reading Book • Skill Sheets • Practice Book • Transparencies • Books (various) • Skill Charts 	<ul style="list-style-type: none"> • Teacher Observation • Test Grades • Quiz Grades • Oral Student Responses *Tested Skill 	<p>3.1 A.1</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
REFERENCES	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use reference materials such as glossary, dictionary, encyclopedia, telephone directory, and technology resources. 	<ul style="list-style-type: none"> • Students will complete practice book pages, teacher created activities, and participate in games which emphasize skills listed, i.e.: telephone directory. • Students will do a research report using the encyclopedia and cross reference with the computer. • Students will play "Dictionary - Guide Word Game." • Students will play game involving the telephone directory. • Students will refer to transparencies and skill charts for examples of references. • Teachers will design activities which will encourage the student to want to use the various reference materials. 	<ul style="list-style-type: none"> • Practice Book • Telephone Book • Glossary • Dictionary • Technology Resources • Books 	<ul style="list-style-type: none"> • Teacher Observation • Test Grades • Quiz Grades • Oral Student Responses • Class Participation *Tested Skill 	<p>3.5 B.1-4</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LIBRARY/MEDIA CENTER RESOURCES	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize Library/ Media Center resources such as computerized references, catalog search - subject, author, title, encyclopedia index. 	<ul style="list-style-type: none"> Students will complete pages in practice book, refer to examples on skill charts and transparencies. Students will take part in teacher designed activities using the internet as a viable source. The teacher can design activities and questions which encourage students to access particular sites in search of information. Activities and projects should be integrated throughout the curriculum in subjects such as social studies and science. Students can take a trip to the county library where they can carry out hands on activities to practice using computerized areas in the library. <p>Note: When designing projects, they should be correlated with designated units of study.</p>	<ul style="list-style-type: none"> Practice Book Skill Charts Transparencies Library Visit Computer 	<ul style="list-style-type: none"> Teacher Observation Test Grade Quiz Grade Class Participation Student Oral Responses Project Evaluation *Tested Skill 	3.1 H.1
QUESTIONS FOR RESEARCH (continued on the next page)	<ul style="list-style-type: none"> identify questions for research and then evaluate research and raise new questions 	<ul style="list-style-type: none"> Students will practice questioning techniques on pages presented in the practice book. Students will refer to skill charts and transparencies. Present students with topics and allow them to brainstorm individually, in partners, or in a whole class situation to come up with pertinent questions. 	<ul style="list-style-type: none"> Practice Book Transparencies Skill Charts Teacher Made Activity Sheets Peers 	<ul style="list-style-type: none"> Teacher Observation Final Drafts of Activity Oral Student Responses Peer Evaluation 	3.3 B.1-6

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
ABC ORDER	<p>The students will be able to:</p> <ul style="list-style-type: none"> • practice and realize the importance of ABC order. 	<ul style="list-style-type: none"> • Students will practice organizing word lists in ABC order whether they are vocabulary words or words that are theme related for a product. • Students will be provided with dictionary work. • Play the "Dictionary Game." Students can be organized in teams of 2 or 4. • Students will brainstorm on their own where and when ABC order is used. • Students will complete pages in the practice book and teacher made activity sheets. • Students will refer to skill charts and transparencies. • Have students keep a vocabulary book in ABC order. This should be kept throughout the year. 	<ul style="list-style-type: none"> • Practice Book • Reading Book - Vocabulary List • Dictionary • Transparency • Skill Charts 	<ul style="list-style-type: none"> • Teacher Observation • Peer Evaluation • Oral Student Responses • Test Grades • Quiz Grades 	3.1 F.4
TEST TAKING STRATEGIES	<ul style="list-style-type: none"> • use test taking strategies. 	<ul style="list-style-type: none"> • Students will practice test taking strategies in their practice book and on skill worksheets. • Students will brainstorm with each other on different strategies that they use which help them to be successful. • The reading book offers a multitude of test taking practice. The art of test taking is a skill that will be integrated in its entirety throughout the curriculum. • The teacher needs to make a conscientious effort to remind students how to approach a question. Extra time should be spent on sections titled, "Study Skills" - "Test Power." • Students will be encouraged to use highlighters, post-it notes, etc. - any tools that will help to approach and solve problems and answer questions in all subject areas. 	<ul style="list-style-type: none"> • Practice Book • Skill Charts • Transparencies • Worksheets • Reading Book 	<ul style="list-style-type: none"> • Test Grades • Quiz Grades • Teacher Observation 	3.1 G.1-7

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
VARIED TEXT INTERPRETATION	<p>The students will be able to:</p> <ul style="list-style-type: none"> • read and interpret varied texts including environmental print, signs, lists, encyclopedia, dictionary, newspaper, advertisement, magazine, calendar, directions, floor plans. 	<ul style="list-style-type: none"> • Students can design and present their own advertisement. • Students can keep track of school news on a calendar. • Students can utilize and scan the newspaper in a variety of lessons. • Students will define vocabulary words weekly as well as refer to the dictionary when needed. • Students can also design floor plans and integrate them with map (area and perimeter). 	<ul style="list-style-type: none"> • Practice Book • Books • Magazines • Newspapers • Advertisements • Calendars • Signs • Encyclopedia • Weekly Reader 	<ul style="list-style-type: none"> • Teacher Observation • Test Grades • Quiz Grades • Project Evaluation • Peer Evaluation • Oral Student Responses 	3.1 A.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
WRITING					
<p><u>MODES & FORMS</u></p> <p>WRITING A STORY</p> <p>PERSONAL NARRATIVE</p> <p>EXPLANATORY NARRATIVE</p> <p>INFORMATIVE CLASSIFACTORY</p> <p>EXPOSITORY</p> <p>PERSUASIVE</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify and practice various modes of writing. 	<ul style="list-style-type: none"> Prior to students being instructed to write in a particular mode, the teacher will display, discuss and model each mode. The teacher will demonstrate with the class how to brainstorm and organize thoughts for each mode of writing. Students will be expected to submit a minimum of a one piece of writing for each mode discussed. Students will write various pieces, some of which will be theme-based and integrated across the curriculum, while others may be open topics. Students will orally share each piece. Exceptional work should be compiled throughout the year in a book and displayed in the classroom for students to refer to. Once a few different modes of writing have been done, students can read pieces aloud while the class tries to guess the mode and give reasons to support why it's a particular mode. Students can also compare and contrast the various modes. 	<ul style="list-style-type: none"> Practice Book Teacher Examples Students Examples Writing Journals Paper Pencils 	<ul style="list-style-type: none"> Teacher Observation Rubrics Student Evaluation Self-evaluation Student Oral Responses Holistically Scored Writing *Tested Skills 	<p>3.2 D.6-9</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
AUTOBIOGRAPHY BIOGRAPHY BOOK REPORT NOTES JOURNAL ENTRIES INVITATIONS MESSAGES LISTS SUMMARY CRITIQUE EDITORIAL INTERVIEW HOW TO . . . PLAY (SCENE) DESCRIPTION ADVERTISEMENT	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write using a variety of formats. 	<ul style="list-style-type: none"> • Many formats of writing will be used simultaneously throughout the school year. • Students will be exposed to various formats in the reading book and practice book. • Students will be doing daily journal entries along with taking notes in different subject areas. • Students can practice writing messages, paying careful attention to necessary details. • Students can browse through a newspaper and identify various forms of writing, i.e.: editorial, biography, interview, description, and advertisement. • Students can act as a “Food Critic.” For this activity, a group of students can bring in a treat while the other students write a critique of the food. This can be done in a partner or small group situation. • Students will be writing summaries throughout the year for stories, trade books, and Weekly Reader articles. • Students will write and listen to book reports. • Students will write their own autobiography. • Students may chose to leave their name off their autobiography so the other students can guess who the autobiography is about. • Students can write a biography about someone who has had an influence on them. • Students can hold a “Biography Brunch” and invite their person who they chose to write about in class to listen to the essay as well as partake in some brunch treats (i.e.: bagels, pastries, juice). • Students can design an invitation to send to their person. • Students will practice descriptive writing throughout the year. 	<ul style="list-style-type: none"> • Practice Book • Reading Book • Trade Books • Transparencies • Paper • Journals • Newspapers • Construction Paper 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation • Peer Evaluation • Rubrics • Holistically Scored Writing <p>*Tested Skills</p>	<p>3.2 B.1-5</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>PURPOSES/AUDIENCES</u></p> <p>PURPOSE & AUDIENCE VOICE TONE TRANSITIONS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify different purposes for writing and identify different audiences for whom they write. 	<ul style="list-style-type: none"> Teacher will model various types of writing geared for various audiences. Students, when doing writing samples, will identify the audience that it is intended for. Students in the audience can then share ways in which the writing can be changed to address various audiences. Students will read various models in their reading book and trade books and discuss them. Students will pay careful attention to voice tone and inflection while reading orally and listening, as well as transition words and precise wording. 	<ul style="list-style-type: none"> Reading Book Trade Books Student Writing Teacher Samples 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation Peer Evaluation 	<p>3.2 D.1-4</p>
<p>PURPOSE TRANSITIONS</p>	<ul style="list-style-type: none"> write to record, discover, develop ideas, inform, entertain and influence. 	<ul style="list-style-type: none"> Students will write for a variety of reasons and identify the purpose and audience for pieces read to the class. Students will pay careful attention to transition words and wording. 	<ul style="list-style-type: none"> Student Writing Samples Teacher Samples 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation Peer Evaluation 	<p>3.2 D.1-5</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>FIGURATIVE LANGUAGE SUSPENSE DIALOGUE</p> <p><u>PROCESSES</u></p> <p>PREWRITING/ BRAINSTORMING</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use literary devices in their writing. • generate ideas for self selected and assigned topics using prewriting strategies 	<ul style="list-style-type: none"> • The teacher will provide samples of writing with a special emphasis on figurative and suspense dialogue. • Students will be exposed to various samples in various trade books and literary selections. • Students will complete assignments which will include figurative language and suspense dialogue. • Students can write with partners or in a small group situation. • An “Artful Artist” can be assigned to illustrate the writing sample. • Students can read various pieces displayed on an overhead and pick our the devices used. • Students will follow the Writing Process Model. • Students will learn and practice the art of brainstorming in a variety of ways. • The teacher will provide a variety of teacher made graphic organizers for students to use. • Students will practice brainstorming independently, with a partner, small group situation and with the whole class. Different assignments will require different modes of brainstorming. <p>Note: Students will begin a writing portfolio.</p>	<ul style="list-style-type: none"> • Reading Book • Trade Books • Practice Book • Transparencies • Paper • Crayons • Teacher Made Worksheets • Writing Journals • Graphic Organizers 	<ul style="list-style-type: none"> • Teacher Observation • Student Evaluation • Peer Evaluation • Holistically Scored Writing • Teacher Observation • Student Oral Responses 	<p>3.2 B.3</p> <p>3.2 A.1-3</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
ROUGH DRAFTS	<p>The students will be able to:</p> <ul style="list-style-type: none"> develop and revise drafts for varied purposes. 	<ul style="list-style-type: none"> Students will take brainstorming and prewriting to the next step. Students will culminate thoughts, ideas, and sentences into an organized paragraph. 	<ul style="list-style-type: none"> Writing Journals Graphic Organizers 		3.2 A.4-6
EDITING REVISING	<ul style="list-style-type: none"> edit for appropriate grammar, spelling, punctuation, and features of published writings. 	<ul style="list-style-type: none"> Students will proofread and edit their rough drafts using appropriate proof-reading marks. Students will also edit each other's work. Partners can be established for each class member. Students should be encouraged to use a dictionary and thesaurus. Students should be encouraged to use a variety of word choice. Revise work where needed. 	<ul style="list-style-type: none"> Writing Journals Thesaurus 	<ul style="list-style-type: none"> Teacher Observation Peer Evaluation Self Evaluation Student Oral Responses 	3.2 A.7-11
PUBLISHING	<ul style="list-style-type: none"> bring pieces to final form and "publish" them for audiences. 	<ul style="list-style-type: none"> Students will review their rough drafts, make revisions where needed, and write or type final draft. A copy should be placed in their portfolio while the other will be holistically scored. Exceptional work can be placed on display in the classroom. Students will design an illustration to compliment the writing piece. Both will be displayed and shared with the class. 	<ul style="list-style-type: none"> Dictionary Thesaurus Paper Computer (optional) Drawing Paper Crayons 	<ul style="list-style-type: none"> Student Evaluation Teacher Observation Self Evaluation Holistically Scored Work 	3.2 A.11 D.14,15

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>SPELLING</u></p> <p>VOWELS: - Long - Short - Variant - R-controlled</p> <p>CONSONANTS: - Blends - Digraphs - Blends - Clusters</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize and correctly spell words with short vowels, long vowels, variant vowels, and r-controlled vowels. recognize and correctly spell words with digraphs, blends, clusters, double consonants. 	<ul style="list-style-type: none"> Students will use spelling and vocabulary words in sentences. Students will identify other words within the sentence that fit the same pattern. Students will categorize words according to vowel pattern. Students will complete practice book pages, teacher made skill sheets. Students will refer to skill charts and transparencies. Students will use word building and vocabulary cards to identify vowel sounds. Students will complete practice book pages, skill sheets and teacher made work sheets. Students will do activities using word cards. Students will identify blends and digraphs in vocabulary words and throughout the story. Students will categorize words under various subheadings: digraphs, blends, initial, final consonants, etc. Students will use mini individual chalk boards to segment words. Refer to teaching charts. 	<ul style="list-style-type: none"> Transparencies Word Cards Practice Book Skill Sheets Skill Charts Reading Book Trade Books Transparencies Word Cards Practice Book Skill Sheets Skill Charts Reading Book Trade Books Mini Chalk Boards 	<ul style="list-style-type: none"> Teacher Observation Tests Quizzes Student Oral Responses Teacher Observation Tests Quizzes Student Oral Responses 	<p>3.2 C.6</p> <p>3.2 C.6</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SILENT LETTERS	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize and correctly spell words with silent letters. 	<ul style="list-style-type: none"> Students will complete activities in practice book, skill worksheets and teacher made worksheets. 	<ul style="list-style-type: none"> Practice Book Skill Worksheet 	<ul style="list-style-type: none"> Tests Quizzes Teacher Observation Student Oral Responses Worksheets Practice Book 	3.2 C.6
SOFT “C” & “G” SOUND	<ul style="list-style-type: none"> recognize and correctly spell words with the soft “c” and “g” sound. 	<ul style="list-style-type: none"> Students will complete activities in the practice book and skill worksheets. Students can scan stories looking for words containing the soft “c” and “g” sound. 	<ul style="list-style-type: none"> Practice Book Skill Worksheet 	<ul style="list-style-type: none"> Tests Quizzes Teacher Observation Student Oral Responses Worksheets Practice Book 	3.2 C.6
CONTRACTIONS	<ul style="list-style-type: none"> recognize contractions and how they are formed. 	<ul style="list-style-type: none"> Students will complete activities in the practice book, skill worksheets and teacher made worksheets. Students can scan literary selections for contractions. Students will pay close attention to the use of contraction in stories and sentences. Students will play games. 	<ul style="list-style-type: none"> Practice Book Skill Worksheet 	<ul style="list-style-type: none"> Tests Quizzes Teacher Observation Student Oral Responses Worksheets Practice Book 	3.2 C.6

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
WORDS WITH <i>/χr/, /χl/, /χn/</i>	The students will be able to: <ul style="list-style-type: none"> • recognize, spell and pronounce words with the χl, χn, and χr sound. 	<ul style="list-style-type: none"> • Students will complete worksheets and practice book pages. • Students will identify words in literary selections. 		<ul style="list-style-type: none"> • Tests • Quizzes • Teacher Observation • Student Oral Responses • Worksheets • Practice Book 	3.2 C.6
COMPOUND WORDS	<ul style="list-style-type: none"> • recognize, spell and understand compound words. 	<ul style="list-style-type: none"> • Students will match compound words with their meanings. • Students will use proofreading symbols to correct compound words. • Students will create and illustrate fictitious compound words. • Students will complete practice book and workbook pages. • Students will identify compound words in the story. • Students will play “Compound” word game. 	<ul style="list-style-type: none"> • Practice Book • Worksheets • Drawing Paper • Workbook • Reading Book • Trade Books 	<ul style="list-style-type: none"> • Teacher Observation • Tests • Quizzes • Student Oral Responses 	3.2 C.6
HOMONYMS/ HOMOPHONES	<ul style="list-style-type: none"> • identify the meaning of homophones (homonyms), correctly spell and pronounce them. 	<ul style="list-style-type: none"> • Students will complete practice book pages and skill sheets. • Students will play games. • Have students refer to skill charts and transparencies. • Students will use proofreading marks to correct incorrect usage of homophones in a sentence. • Students will illustrate various meanings of homophones. 	<ul style="list-style-type: none"> • Practice Book • Worksheets • Drawing Paper • Workbook • Transparencies 	<ul style="list-style-type: none"> • Teacher Observation • Tests • Quizzes • Student Oral Responses 	3.2 C.6

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SPELLING	<p>The students will be able to:</p> <ul style="list-style-type: none"> spell accurately in daily work. 	<ul style="list-style-type: none"> Students will be evaluated on weekly spelling lists and will be encouraged to check spelling. Students will complete activities in practice book and on worksheets. 	<ul style="list-style-type: none"> Practice Book Worksheets 	<ul style="list-style-type: none"> Teacher Observation Tests Quizzes 	3.2 C.6
PREFIXES & SUFFIXES	<ul style="list-style-type: none"> use common prefixes and suffixes as an aid in decoding words. 	<ul style="list-style-type: none"> Students will select words to complete sentences with prefixes and suffixes or both. Students will identify prefix, suffix and base word. Students will categorize vocabulary, spelling and other words found in the story selection by the specific prefix or suffix added to the base word. Students will match meanings to prefixes and suffixes. Give students a list of words to add either a prefix or suffix or both to change its meaning. Each word should then be used in a sentence to assess meaning. Students will complete practice book pages and worksheets. 	<ul style="list-style-type: none"> Practice Book Worksheets Skill Charts Transparencies 	<ul style="list-style-type: none"> Teacher Observation Tests Quizzes 	3.2 C.6
BASE WORDS - Inflectional Endings - Derivational Endings	<ul style="list-style-type: none"> identify base words along with inflectional and derivational endings. 	<ul style="list-style-type: none"> Students will complete skill sheets, practice book pages and activity sheets. Students will scan reading selection or trade book for words containing base words with either inflectional or derivational endings. Students will identify base words used in their own writing. Students will categorize vocabulary, spelling and words found in the reading selection according to type of ending. 	<ul style="list-style-type: none"> Practice Book Worksheets Skill Charts Transparencies 	<ul style="list-style-type: none"> Teacher Observation Tests Quizzes Student Oral Responses 	3.2 C.6

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
ANTONYMS & SYNONYMS	<p>The students will be able to:</p> <ul style="list-style-type: none"> determine the difference and be able to name synonyms and antonyms. 	<ul style="list-style-type: none"> Students will substitute correct words in context. Students will complete worksheets and practice book pages. Students will play games involving the class naming antonyms or synonyms for word given. Students should provide a synonym and an antonym for each reading vocabulary word. 	<ul style="list-style-type: none"> Practice Book Workbook Worksheets 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Tests Quizzes 	3.2 C.6
WORDS ACROSS THE CURRICULUM	<ul style="list-style-type: none"> recognize words that relate to Science, Social Studies and Physical Education. 	<ul style="list-style-type: none"> Students will become aware of words that relate to science and social studies through reading and discussing various texts. 	<ul style="list-style-type: none"> Practice Book Trade Books Social Studies Book Science Book 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	3.2 C.6
SYLLABLES, PATTERNS & MULTI-SYLLABIC WORDS	<ul style="list-style-type: none"> recognize spelling patterns as well as how to break down multi-syllabic words. 	<ul style="list-style-type: none"> Students will complete practice book pages. Students will scan reading selection for words that fit under specific syllable headings. Students will clap out multi syllable words. Students will play syllable word games. Students will identify syllables in weekly vocabulary and spelling words. 	<ul style="list-style-type: none"> Practice Book Trade Books Reading Book 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Quizzes Tests 	3.2 C.6

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>ORTHOGRAPHIC PATTERNS</p> <p><u>GRAMMAR & USAGE</u></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • recognize orthographic patterns and rules such as keep/can; sack/book; out/now; oil/toy; match/speech; ledge/cage; consonant doubling; dropping e; changing y to i. 	<ul style="list-style-type: none"> • Students will complete skill worksheets, practice book pages, and review orally while referring to skill charts and transparencies. 	<ul style="list-style-type: none"> • Practice Book • Skill Charts • Transparencies • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Tests • Quizzes 	<p>3.2 C.6</p>
<p>SENTENCE CHARACTERISTICS</p>	<ul style="list-style-type: none"> • distinguish between complete sentences. 	<ul style="list-style-type: none"> • Have students add words to fragments to make a complete thought; write as sentences. 	<ul style="list-style-type: none"> • Practice Book • Transparencies • Newspapers • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Test & Quiz Grades 	<p>3.2 C.1-2</p>
<p>SENTENCE TYPES</p>	<ul style="list-style-type: none"> • distinguish and write complete sentences that are either imperative, declarative, exclamatory or interrogative using proper punctuation. 	<ul style="list-style-type: none"> • Students will practice identifying and writing sentences in their practice book and on skill worksheets. • Students can practice converting sentences to other sentence types. • Encourage students to always answer questions in complete sentences across the curriculum. • Have students identify various sentence types in reading selections as well as across the curriculum. 	<ul style="list-style-type: none"> • Practice Book • Reading Book • Trade Books • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Test & Quiz Grades 	<p>3.2 C.1-2</p>

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POSSESSIVE PRONOUNS	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify and substitute possessive pronouns for possessive nouns in a sentence. 	<ul style="list-style-type: none"> Students will complete practice book pages and skill worksheets. Students will do samples on the chalk board. Students will use transparencies and skill charts for reference. 	<ul style="list-style-type: none"> Practice Book Worksheets Transparencies Skill Charts 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Test & Quiz Grades 	3.2 C.1,8
OBJECTIVE CASE PRONOUNS	<ul style="list-style-type: none"> identify and use objective case pronouns properly. 	<ul style="list-style-type: none"> Students will complete practice book pages and skill worksheets. Students will do samples on the chalk board. Students will use transparencies and skill charts for reference. 	<ul style="list-style-type: none"> Practice Book Worksheets Transparencies Skill Charts 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Test & Quiz Grades 	3.2 C.1,8
VERBS	<ul style="list-style-type: none"> distinguish between and identify action, linking, helping and irregular verbs and use them appropriately. distinguish between past, present, future, perfect and progressive verbs and use them properly in a sentence. 	<ul style="list-style-type: none"> Students will practice identifying and practicing verb usage in their practice book and on skill worksheets. Students can scan text in literary selections for specific types of verbs. When writing sentences, students will pay close attention to verb tense. Students will practice writing various verbs in the different tenses in list-like form. Students can pantomime action verbs or illustrate them. Students can scan the newspaper and record verbs under their proper headings. Students can write and share riddles using various verbs. 	<ul style="list-style-type: none"> Practice Book Worksheets Reading Book Trade Book Transparencies Skill Charts Newspaper Drawing Paper 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Quiz & Test Grades Writing Samples 	3.2 C.1,8

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GRADE 4**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
CONJUNCTIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify and use conjunctions in a sentence. 	<ul style="list-style-type: none"> Students will complete practice book pages, worksheets and locate conjunctions in various types of text. 	<ul style="list-style-type: none"> Practice Book Worksheets Newspapers Various Texts 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Quiz & Test Grades Writing Samples 	3.2 C.1,8
ADJECTIVES	<ul style="list-style-type: none"> identify and use adjectives properly in a sentence. 	<ul style="list-style-type: none"> Students will complete practice book pages, worksheets and teacher made activities. Students will write silly stories using adjectives. Students can read and listen to poems and stories by Roald Dahl, who uses adjectives with a creative flare. Students can write silly sentences and paragraphs and illustrate them. Students can scan literary selections in search of adjectives and think of others that can be used to replace them. 	<ul style="list-style-type: none"> Practice Book Reading Book Worksheets Teacher Made Activities Transparencies Drawing Paper 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Quiz & Test Grades 	3.2 C.1,8
ADVERBS	<ul style="list-style-type: none"> identify and use adverbs properly in a sentence. 	<ul style="list-style-type: none"> Students will complete practice book pages, worksheets and teacher made activities. Students can locate adverbs in literary selections. 	<ul style="list-style-type: none"> Practice Book Reading Book Worksheets Teacher Made Activities 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Quiz & Test Grades 	3.2 C.1,8

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS/LITERACY CURRICULUM
GRADE 4**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SENTENCE COMBINING	<p>The students will be able to:</p> <ul style="list-style-type: none"> combine sentences properly. 	<ul style="list-style-type: none"> Students will practice on skill worksheets, orally, or in practice book. 	<ul style="list-style-type: none"> Practice Book Skill Sheets 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Quiz & Test Grades Writing Samples 	3.2 C.2
SUBJECTS & PREDICATES SUBJECT-VERB AGREEMENT	<ul style="list-style-type: none"> distinguish between subjects and predicates. recognize the importance of subject-verb agreement. 	<ul style="list-style-type: none"> Students will complete practice book pages, skill sheets and teacher made activities. Students will cite examples of subject-verb agreement and will distinguish between subjects and verbs in text across the curriculum. Students can scan newspapers to practice identifying subjects and predicates. 	<ul style="list-style-type: none"> Practice Book Skill Sheets Teacher Made Activities Various Text 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Quiz & Test Grades Writing Samples 	3.2 C.1
PREPOSITIONS & PREPOSITIONAL PHRASES	<ul style="list-style-type: none"> identify and use prepositions properly. 	<ul style="list-style-type: none"> Students will complete practice book pages, worksheets and teacher made activities. Students will become aware with which words are prepositions and what their function is. Students can scan various text or prepositions. 	<ul style="list-style-type: none"> Practice Book Skill Sheets Teacher Made Activities Various Text 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Quiz & Test Grades Writing Samples 	3.2 C.1

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<p><u>PENMANSHIP</u></p> <p>PENMANSHIP</p> <p><u>MECHANICS</u></p> <p>PUNCTUATION</p> <ul style="list-style-type: none"> - Period - Question Mark - Exclamation Point - Commas - Quotation Marks - Apostrophes <p>CAPITALIZATION</p> <p><u>EVALUATION</u></p> <p>PEER CONFERCING</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write legibly by selecting cursive or manuscript as appropriate. • use punctuation marks correctly in sentences. • use correct capitalization in sentences. • respond constructively to others' writing. 	<ul style="list-style-type: none"> • This skill is ongoing throughout the curriculum. • Students will have ample practice in perfecting their manuscript and cursive writing. • Students will complete practice book pages, skill sheets and teacher made proofreading activities. • Students can submit work for the class to edit as part of "The Daily Edit." • Students can rewrite short stories leaving out quotation marks and punctuation for partners to fill in missing marks. • Students can proofread others' work using correct proofreading symbols to indicate missing or incorrect punctuation. • Students will also proofread and edit for capitalization. • Continual practice for these skills should be done across the curriculum. • Students will peer conference to evaluate writing samples. 	<ul style="list-style-type: none"> • Practice Book • Skill Sheets • Teacher Made Activities • Short Stories • Student Work Samples 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Student Oral Responses • Quiz & Test Grades • Work Samples • Teacher Observation 	<p>3.2 C.10</p> <p>3.2 C.4.5</p> <p>C.2 C.16,17</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
PURPOSE	<p>The students will be able to:</p> <ul style="list-style-type: none"> determine how his or her own writing achieves it's purpose. 	<ul style="list-style-type: none"> Students will self evaluate their writing. A check list will be provided to assist students in evaluating. 		<ul style="list-style-type: none"> Teacher Observation 	3.2 D.1
MODELS	<ul style="list-style-type: none"> identify and read student published pieces of writing. 	<ul style="list-style-type: none"> Students' work which has been identified as "exceptional" can be put on display in the classroom for other students to refer to. 		<ul style="list-style-type: none"> Teacher Observation 	3.2 D.17
REVIEW & MONITOR	<ul style="list-style-type: none"> review and monitor own written work. 	<ul style="list-style-type: none"> Students will keep a log containing responses so that their strength and weaknesses can be recorded and growth can be noted. 	<ul style="list-style-type: none"> Journal 	<ul style="list-style-type: none"> Teacher Observation Self-Evaluation 	3.2 D.16,17
FEATURES OF WRITING	<ul style="list-style-type: none"> identify the most effective features of a piece of writing using class/teacher generated criteria. 	<ul style="list-style-type: none"> The teacher, with the help of the class, will generate a list which contains effective features in writing. The teacher will provide examples of the features. Students may choose to read examples to the class. 	<ul style="list-style-type: none"> Journal Criteria Sheet 	<ul style="list-style-type: none"> Teacher Observation Student Observation 	3.2 D.16