

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS  
LANGUAGE ARTS/LITERACY CURRICULUM GUIDE  
SEPTEMBER 2004**

**INTRODUCTION**

Language Arts are the abilities that enable one to think logically and creatively; express ideas; understand and participate meaningfully in spoken, written, and nonverbal communications; formulate and answer questions; and search for, organize, evaluate and apply information. The language arts are integrative, interactive ways of thinking that develop through reading, writing, listening, speaking and viewing. Literacy is the ability to think, as well as know how to acquire knowledge for thinking and communicating (through print or non-print, verbal or nonverbal means) and being able to use one's own resources to achieve these purposes.

This curriculum guide lists the skills and objectives that are considered to be crucial for each student to master at each grade level, and the Core Curriculum Content Standards which correspond with these skills. Activities, materials and assessment techniques are also listed. The guide is organized by skill area and is not meant to replace the Teacher's Guide, which is organized in chronological order. This guide is meant to delineate the topics that are to be covered and to provide samples of activities that can be used to present the topic to the students.

It is, of course, not realistic to expect all students to achieve mastery of all of these skills at the recommended grade level in this guide, but it is recommended that all students shall at least be exposed to these skills. In fact, teachers may well take some of their students beyond these objectives, but these are intended to be basic expectations toward which all students would be making progress.

As this curriculum is implemented, it is vital that the highest priority is given to addressing the New Jersey Core Curriculum Content Standards. In order to help with this, the standards are listed by grade level. Every teacher should ensure that all of the standards for his or her grade level are covered.

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**PHILOSOPHY**

The Language Arts/Literacy Curriculum of the Township of Franklin Public Schools is designed to help our children to develop their unique capacities, so that they will find success and happiness in a rapidly changing, information oriented society. It is designed to promote students' capacities to construct meaning in any arena, with others as well as on their own.

The curriculum seeks, first of all, to teach the skills of communication – listening, speaking, reading, and writing – in order to enable our students to become both literate and fluent in their use of the English language. In so doing, the students will become competent readers and writers, so that they can communicate effectively with others. Secondly, the curriculum seeks to help teach students to think clearly, perceptively and critically as they make judgements. Finally, the curriculum seeks to teach these skills in such a way as to allow all children to learn to love reading and the English language, and provide them with a maximum opportunity to develop their originality, creativity, and imagination.

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**DISTRICT GOAL**

Through the teaching of Language Arts/Literacy, the Township of Franklin Public Schools shall give every pupil the opportunity to:

- 1) acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively;
- 2) develop intellectual curiosity and eagerness for learning;
- 3) develop a knowledge of and foster an appreciation for the humanities and fine arts;
- 4) learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaption to change.

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**STATEMENT OF PURPOSE**

The purpose of the Language Arts/Literacy Curriculum in the Township of Franklin Public Schools is to develop individuals who have proficiencies which will enable them to:

- 1) surpass the District MLP established for the Reading and Language subtests of the Terra Nova Multiple Assessments;
- 2) achieve test results in the proficient or advanced proficient range on the ASK3 AND ASK 4, GEPA (Grade Eight Proficiency Assessment) and HSPA (High School Proficiency Assessment);
- 3) learn to communicate effectively;
- 4) become productive members of society as an adult.

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**EVALUATION COMPONENT**

Students are evaluated regularly through a variety of procedures. During instruction, teachers use varied questioning techniques to monitor student behavior and check for understanding. Classwork, homework, group and individual participation are assessed through the use of teacher observation, checklists, and numerical/letter grades. Teacher-made tests and textbook recommended tests are given at regular intervals. Standardized achievement tests are given annually, providing norm-referenced data which is used as a basis for planning remedial instruction needs.

Evaluation and assessment are integral parts of a language arts/literacy curriculum. We believe that:

- 1) student assessment is integral to instruction;
- 2) multiple means of assessment must be used;
- 3) all aspects of language arts/literacy and its connections should be assessed.

Student assessment refers to the process of trying to understand and quantify the students' progress toward achieving the objectives set forth in the curriculum. Periodic assessment provides the teacher with a basis for deciding what questions should be asked and what examples and illustrations should be used.

Assessment must be more than testing; it must be a continuous, dynamic, and often informal process. Appropriate methods for assessment include the following: observations, oral questions that ask students to explain their thinking processes, focused written tasks, written tests, class presentations, extended problem-solving projects, take-home tests, homework, journals, group work and projects, papers or written arguments that demand thoughtful inquiry, and portfolios.

Students will show satisfactory achievement of outcomes by:

- 1) participation in language arts/literacy activities;
- 2) keeping personal portfolios;
- 3) receiving satisfactory grades on tests and other assessment tools;
- 4) showing satisfactory progress on report cards;
- 5) scoring at or above the state minimum level of proficiency on the Language Arts/Literacy Subtest of the ASK3, ASK4;
- 6) attaining at or above the district standard on the Language and Reading subtests of the Terra Nova Multiple Assessments in the Spring.

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**BASIC SKILLS MODIFICATIONS**

Basic skills instruction is provided for those students identified either through test results or teacher recommendation as being in need of additional academic support. This instruction is supplemental to the regular classroom and is provided on a daily basis.

Basic Skills Teachers are able to utilize small group or one-to-one instruction by program design and scheduling. These teachers provide visual, auditory, kinesthetic and tactile approaches to present their lessons. They follow along with the regular curriculum guide, giving special attention to areas identified by either testing, teacher recommendation or computer printout as being weak.

Students are evaluated for program release each marking period based on:

- 1) course reports
- 2) report card grades
- 3) reading group placement (if applicable)
- 4) teacher input

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**SPECIAL EDUCATION MODIFICATIONS**

The special education program of the Township of Franklin Public Schools services the needs of the elementary school disabled population, ages three through twelve, or grades preschool through grade six. Programs within the district meet the needs of those students classified as Eligible For Special Education and Related Services due to learning, language, behavioral, or multiple disabilities. Students whose disabilities are so severe that their needs cannot be met within the district are placed in appropriate programs outside of the district.

The Township of Franklin School District is committed to providing a free and appropriate public education to all disabled children in the least restrictive environment. In an effort to ensure that each student reaches his/her potential, an education plan is designed specifically for that child. The special education program is structured to provide resource center, self-contained, and supported regular education instruction based on the educational need of the student. The curriculum parallels that of the regular classroom with exceptions made for the individuality of the student.

Student progress in meeting the specific goals and objectives of his/her IEP is monitored on an on-going basis by both the teacher and the student's case manager. An annual review is held each year to discuss both academic progress and objectives for the following year. Evaluation of progress may include, but is not limited to, teacher-made and standardized tests, informal observation, homework, classwork, and three-year reevaluation.

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**LANGUAGE ARTS/LITERACY COMMITTEE 2003-04**

<b>NAME</b>	<b>GRADE</b>	<b>SCHOOL</b>
Betty DuBrink	Pre-K	Mary F. Janvier
Christine Mendoza	LLD-K	Mary F. Janvier
Andrea Capotosti	K	Mary F. Janvier
Marilyn Webb	K	Mary F. Janvier
Bonnie Zuccarini	K	Mary F. Janvier
Amy Harris	1	Mary F. Janvier
RoseMarie Herman	1	Mary F. Janvier
Margery Walsh	1	Mary F. Janvier
Colleen Sharkey	2	Mary F. Janvier
Debra Amato	3	Caroline L. Reutter
Elaine Lovelace	Special Ed-3	Caroline L. Reutter
Susan Buriak	4	Main Road
Christine Rambone	5	Main Road
John Stagliano	6	Caroline L. Reutter
Anne Scaffo	6	Main Road

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**LANGUAGE ARTS/LITERACY CURRICULUM WRITERS**

Grade K .....	Amy Harris
Grade 1 .....	RoseMarie Herman
Grade 2 .....	Colleen Sharkey
Grade 3 .....	Terri Griffin
Grade 4 .....	Mary Gauer
Grade 5 .....	Mary Gauer
Grade 6 .....	John Stagliano