

**Voyages in English 2011**  
**Grade 4**  
**Correlations to NJ State Standards**

(Updated January 2011)

New Jersey Language Arts Literacy

Grade 4

<b>STANDARD 3.1 (Reading)</b>		
<b>All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.</b>		
<b>A. Concepts About Print/Text</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Identify differences of various print formats, including newspapers, magazines, books, and reference resources.		W2-CO; W4-L4; W5-L4; W7-L2; W8-L2; W8-L3
2. Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.		W2-L1; W6-CO; W6-L2
3. Identify and locate features that support text meaning (e.g., maps, charts, illustrations).		W3-L1
<b>B. Phonological Awareness</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
No additional indicators at this grade level.		N/A
<b>C. Decoding and Word Recognition</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words.		W1-L5; W4-L3
2. Know and use common word families to decode unfamiliar words.		W1-L5; W3-L3
3. Recognize compound words, contractions, and common abbreviations.	S7.4; S7.8	W1-L5; W7-L3; W8-L4
<b>D. Fluency</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks.		W6-L5
2. Read at different speeds using scanning, skimming, or careful reading as appropriate.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-WO; W7-CO; W8-CO
<b>E. Reading Strategies (before, during, after reading)</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.		W4-L3; W6-L3; W7-L3

2. Identify specific words or passages causing comprehension difficulties and seek clarification.		W4-WW
3. Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).		W1-L3; W2-WW; W3-L5; W8-L5
<b>F. Vocabulary and Concept Development</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Infer word meanings from learned roots, prefixes, and suffixes.		W3-L3; W4-L3
2. Infer specific word meanings in the context of reading passages.		W1-CO; W2-CO; W3-CO; W4-CO; W4-L4; W5-CO; W6-WO; W7-CO; W8-CO
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.		W1-L4; W2-L5; W5-L3
4. Use a grade-appropriate dictionary (independently) to define unknown words.		W2-L5; W4-L4; W5-L4; W8-L4
<b>G. Comprehension Skills and Response to Text</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Discuss underlying themes across cultures in various texts.		W6-CO; W6-L1; W6-L5
2. Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies).		W2-L1; W4-L2; W5-L2; W7-CO; W7-L1
3. Cite evidence from text to support conclusions.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-WO; W7-CO; W8-CO
4. Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.		W2-L1; W5-L2; W5-L6
5. Follow simple multiple-steps in written instructions.		W1-L1; W2-L4; W3-L1; W4-CO; W4-L2
6. Recognize an author's point of view.		W1-CO; W1-L1; W2-L6; W3-L1; W5-L1
7. Identify and summarize central ideas in informational texts.		W2-CO; W4-CO; W7-CO; W7-L2
8. Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-WO; W7-CO; W8-CO

9. Recognize literary elements in stories, including setting, characters, plot, and mood.		W6-CO; W6-L1; W6-L2
10. Identify some literary devices in stories.		W3-L4; W6-CO; W6-L1; W7-L3
11. Identify the structures in poetry.		W3-L2; W6-L5; W8-L4
12. Identify the structures in drama.		W1-L6; W6-L6
13. Read regularly in materials appropriate for their independent reading level.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-WO; W7-CO; W8-CO
<b>H. Inquiry and Research</b>		
1. Use library classification systems, print or electronic, to locate information.		W7-L5; W8-L2
2. Investigate a favorite author and produce evidence of research.		www.voyagesinenglish.com
3. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.		W7-L2; W7-L5; W8-L2; W8-L3; W8-WW

<b>STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</b>		
<b>A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Develop an awareness of form, structure, and author's voice in various genres.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW;

organizers to generate and organize ideas for writing.		W6-WW; W7-WW; W8-WW
4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
6. Review own writing with others to understand the reader's perspective and to consider ideas for revision.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
7. Review and edit work for spelling, mechanics, clarity, and fluency.	S1.1–1.11; S2.1–2.11; S3.1–3.11; S4.1–4.11; S5.1–5.17; S6.1–6.6; S7.1–7.10	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
8. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.		W1-L4; W2-L5; W2-WW; W4-L4; W5-L3; W5-L4; W6-L3; W6-L4; W8-L4
9. Use computer writing applications during most of the writing process.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
10. Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
11. Reflect on one's writing, noting strengths and areas needing improvement.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-

		WW
<b>B. Writing as a Product (resulting in a formal product or publication)</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Create narrative pieces, such as memoir or personal narrative, which contain description and relate ideas, observations, or recollections of an event or experience.		W1-L1; W1-WW; W3-L1; W3-WW; W6-WW
2. Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.		W4-L1; W4-L2; W4-WW; W5-L2; W5-WW; W7-L1; W7-WW; W8-L1; W8-L6; W8-WW
3. Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue.		W1-L2; W1-L4; W1-WW; W3-L2; W3-WW; W4-L2; W4-WW; W6-L1; W6-WW
4. Build knowledge of the characteristics and structures of a variety of genres.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-WO; W7-CO; W8-CO
5. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.		W1-L2; W1-WW; W4-L2; W4-WW; W6-L4; W6-WW
6. Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words.	S1.1–1.11; S2.1–2.11; S3.1–3.11; S4.1–4.11; S6.1–6.6	W1-L4; W1-WW; W2-L3; W6-L4; W7-L4
7. Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing.	S1.1–1.11; S8.1–8.11	
8. Improve the clarity of writing by rearranging words, sentences, and paragraphs.		W4-L1; W4-WW; W6-L4; W7-L4
9. Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-WO; W7-CO; W8-CO
10. Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.		W1-L3; W1-WW; W2-WW; W4-L5; W4-WW; W6-L2

11. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.		W1-L2; W1-L3; W1-WW; W3-L1; W3-WW; W4-L6; W4-WW; W6-L2; W6-WW; W8-L1; W8-WW
<b>C. Mechanics, Spelling, Handwriting</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	S1.1–1.11; S2.1–2.11; S3.1–3.11; S4.1–4.11; S5.1–5.17; S6.1–6.6; S7.1–7.10	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Use increasingly complex sentence structure and syntax to express ideas.	S1.1–1.11	W1-L4; W2-L3; W5-L5; W6-L4
3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.	S1.1–1.11; S2.1–2.11; S3.1–3.11; S4.1–4.11; S5.1–5.17; S6.1–6.6	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.	S1.1–1.11; S7.1–7.10	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Use capital letters correctly in sentences, for proper nouns, and in titles.	S1.1–1.11; S2.2; S7.2–7.5	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
6. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-WO; W7-CO; W8-CO
7. Indent in own writing to show the beginning of a paragraph.		W2-L1 (not indent); W4-WW;
8. Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones.	S3.1; S7.8	W1-L5; W7-L3
9. Use knowledge of base words, structural analysis, and spelling		W3-L3; W4-L3

patterns to expand spelling competency in writing.		
10. Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.		W2-WW; W4-L4; W5-L3; W5-L4; W8-L3
11. Write legibly in manuscript or cursive to meet district standards.		W1-WW; W3-WW; W6-WW; W7-WW; W8-WW
<b>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-WO; W7-CO; W8-CO
3. Develop independence by setting self-selected purposes and generating topics for writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.		<a href="http://www.voyagesinenglish.com">www.voyagesinenglish.com</a>
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.		<a href="http://www.voyagesinenglish.com">www.voyagesinenglish.com</a>
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.		W1-L1; W1-L2; W1-L3; W1-WW; W3-L1; W3-WW
8. Write informational reports that frame a topic, include facts and		W4-L1; W4-L2; W4-WW;



details, and draw information from several sources.		W5-L2; W5-WW; W8-L1; W8-WW
9. Write formal and informal letters for a variety of audiences and purposes.		W1-L5 (formal/informal language); W2-L1; W2-WW
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.		W1-L2; W1-L3; W3-L1; W4-L2; W7-L1; W7-WW
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.		www.voyagesinenglish.com
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).		W1-WW; W2-L6; W4-L6
13. Demonstrate the development of a personal style and voice in writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
14. Review scoring criteria of a writing rubric.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW

<b>STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.</b>		
<b>A. Discussion (small group and whole class)</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Use details, examples and reasons to support central ideas or		W1-L6; W2-L6; W3-L6;

clarify a point of view.		W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Stay focused on a topic and ask relevant questions.		W1-L6; W4-L6; W8-L1; W8-WW
3. Take turns without dominating.		W2-L6; W5-L6
<b>B. Questioning (Inquiry) and Contributing</b>		
1. Develop questioning techniques (e.g., who, what, when, where, why, and how).		W4-L6; W7-L1; W8-L6
2. Use interview techniques to develop inquiry skills.		W2-L6; W7-L2; W7-WW
3. Explore concepts by describing, narrating, or explaining how and why things happen.		W1-L6; W3-L6; W4-L6; W6-L6; W8-L6
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
5. Reflect and evaluate information learned as a result of the inquiry.		W5-L2; W5-L6; W7-L2; W7-L6; W8-L6
6. Solve a problem or understand a task through group cooperation.		W1-WW; W2-L6; W4-L6
<b>C. Word Choice</b>		
1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions.		W1-WW; W2-L6; W3-L6; W6-L6; W7-L6
2. Use figurative language purposefully in speaking situations.		W3-L6; W6-L1; W6-WW
3. Use appropriate vocabulary to support or clarify a message.		W1-L5; W3-L6; W4-L5; W6-L4
4. Adapt language to persuade, explain, or seek information.		W2-L6; W4-L5; W5-L3; W5-WW; W7-L6
<b>D. Oral Presentation</b>		
1. Speak for a variety of audiences and purposes.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details,		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6;

and a closing statement.		W7-L6; W8-L6
3. Use notes or other memory aids to structure a presentation.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
5. Participate in a dramatization or role-play across the curriculum.		W1-WW; W2-L6; W3-L6; W5-L4; W6-L6; W7-L6
6. Read aloud with fluency.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-WO; W7-CO; W8-CO
7. Understand and use criteria for a rubric to improve an oral presentation.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-WO; W7-CO; W8-CO

<b>STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.</b>		
<b>A. Active Listening</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Listen actively for a variety of purposes such as enjoyment and obtaining information.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Listen attentively and critically to a variety of speakers.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
3. Interpret vocabulary gained through listening.		W5-L6; W6-L3
<b>B. Listening Comprehension</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Develop listening strategies (e.g., asking questions and taking notes) to understand what is heard.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6;

		W7-L6; W8-L6
3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Make inferences based on an oral report or presentation.		W5-L6; W7-L6
5. Describe how language reflects specific regions and/or cultures.		www.voyagesinenglish.com
6. Follow three-and four-step oral directions.		W2-L4; W3-L1; W4-L6

<b>STANDARD 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.</b>		
<b>A. Constructing Meaning</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Interpret information found in pictorial graphs, map keys, and icons on a computer screen.		W1-L3; W4-L4
2. Respond to and evaluate the use of illustrations to support text.		W1-WW; W3-L1; W4-L6
3. Use graphs, charts, and diagrams to report data.		W7-L6; W8-L6; W8-WW
4. Distinguish between factual and fictional visual representations.		www.voyagesinenglish.com
5. Identify the central theme in a movie, film, or illustration.		W5-L6
6. Identify the target audience for a particular program, story, or advertisement.		W5-L1
7. Demonstrate an awareness of different media forms and how they contribute to communication.		W3-L4; W4-L6; W5-L1; W5-L4; W5-L6
<b>B. Visual and Verbal Messages</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.		W5-L1; W5-L4; W5-L6; W7-L6
2. Explore and interpret various messages found in advertisements and other texts.		W5-L1; W5-L4; W5-L6
3. Discuss the emotional impact of photos and how they aid understanding.		www.voyagesinenglish.com
4. Compare and contrast media sources, such as film and book		www.voyagesinenglish.com

versions of a story.		
<b>C. Living with Media</b>	<b>Grammar Section-Lesson</b>	<b>Writing Chapter-Lesson</b>
1. Express preferences for media choices.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW