

English Language Arts Grade 4

The Jersey Trackers and the Imagination Tree Mystery & Other New Jersey Legends

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| Title of Unit | New Jersey Trackers | Grade Level | 4 |
| Curriculum Area | ELA | Time Frame | 3-4 weeks |
| Developed By | WTS | | |
| Identify Desired Results (Stage 1) | | | |
| Content Standards | | | |
| RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| RL 4. 2 Determine the key details to identify theme in a story, drama, poem and summarize text. | | | |
| RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | | | |
| RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. | | | |
| RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. | | | |
| RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | | | |
| RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. | | | |
| RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | |

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Interdisciplinary Connection: Social Studies

- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted **where and how people live and work in different regions of New Jersey** and the United States.
- 6.1.5.GeoSV.2: **Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.**
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the **similarities and differences between places in New Jersey**, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)

Civic Financial Responsibility

You can give back in areas that matter to you.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

Creativity and Innovation

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| Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. | 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). |
| Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. | 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |

Critical Thinking and Problem Solving

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| The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills | 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). |
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Digital Citizenship

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| Digital identities must be managed in order to create a positive digital footprint. | 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. |
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Information and Media Literacy

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| Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. | 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). |
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Educational Technology Standards

Technology Literacy

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| Different digital tools have different purposes. | 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. |
| Collaborating digitally as a team can often develop a better artifact than an individual working alone. | 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). |

| Enduring Understandings | Essential Questions | |
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| | Overarching | Topical |
| <p>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance comprehension.</p> <p>Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful.</p> <p>Story elements are necessary components in fiction text.</p> <p>Authors use text structure to construct meaning.</p> <p>Author's purpose determines the genre of writing.</p> <p>New Jersey is rich in its history, people, culture, and geography.</p> | <p>Why should readers construct meaning from text?</p> <p>Does organized text structure help in understanding other story elements? Why or why not?</p> <p>How do relevant connections affect my understanding?</p> <p>Do opinions influence others? Why or why not?</p> | <p>What strategies can be applied to improve understanding?</p> <p>What are text structures (CPS)? How does text structure affect understanding?</p> <p>What are story elements (character, setting, conflict, solution)?</p> <p>How do I make relevant connections?</p> <p>How do I form an opinion?</p> |

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| | How do physical geography and human environment interact to influence culture in New Jersey? (Social Studies standards based) How does folklore help us to better understand the New Jersey culture? | What are the geographic features of New Jersey? What is culture? What is folklore? |
| Related Misconceptions | | |
| Readers make the same connections; readers make personal connections based on past experiences and schema. All text follows the same text structure; fiction and nonfiction text have varied structures. All story elements are not necessary; story elements are universal across fiction text. Fact vs. opinion - Opinions and connections are not related; connections often generate opinions. | | |
| Knowledge (Declarative) Students will know... | | Skills (Procedural) Students will be able to... |
| Close reading is a strategy Story elements Text structure Author’s purpose Opinion Reasons and evidence Linking and/or transition words | Implement close reading strategies Read closely for key details regarding story elements. Make relevant connections Recognize and use text structure Identify and apply author’s purpose Write an opinion and provide reasons and evidence for support (Empowering Writers) | |
| Assessment Evidence (Stage 2) | | |
| Performance Task Description - | | |
| | Formative: | |

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| | <p>Running Records – continued assessment for strategy instruction as needed</p> <p>Story Map Analysis from NJ Trackers (graphic organizer that shows relationship to EW diamond) or Plot map or Differentiated digital tool: Interactive story map</p> <p>Student sample of annotated reading to demonstrate close reading strategies *Use Chapter ____ to copy for student “thinking notes” for analysis.</p> <p>Grammar Notebook – The students will free write (with or without a teacher prompt) with a focus on fluency in writing and grammar in context. Assessment based on skill application of concept using the grammar checklist. (proper nouns, verbs/verb tense, and transition words focus)</p> <p><i>Words Their Way</i> – continued assessment for differentiated word study as needed</p> <p>Summative: Writer’s Notebook Response: <i>How is New Jersey rich in its history, people, culture, and geography?</i> (Can use RACES) Option to choose one aspect or all four to explain or illustrate</p> <p>(Library) Place in New Jersey: Opinion writing (A Field Trip Idea) (at least two reasons required) *see differentiation for this task Opinion Graphic Organizer (one reason) or Graphic Organizer 2 reasons Opinion RubricEW or Opinion Rubric</p> |
| Suggested Other Evidence | |
| <p>Reader’s Notebook to make connections, identify author’s purpose, and explain text structure (prompts for reflection)</p> <p>NJ Map</p> <p>Writer’s Notebook: Journal about favorite place(s) in New Jersey</p> <p>Writer’s Notebook: Elaborative Detail for places described in New Jersey (annotate what the author writes and write an original elaborative segment)</p> <p>Anecdotal notes</p> <p>Observation</p> <p>Teacher conferences</p> <p>Self-assessment and Group assessment</p> | |
| Resources | |
| <p><i>G is for the Garden State</i> by Ilene Cameron</p> <p>The Jersey Trackers (The NJ Center for the Book – Rutgers University)</p> <p>EBook</p> | |

[Audio BOOK](#)

Maps of New Jersey

The Legend of the New Jersey Devil by Trinka Hakes Noble

The New Jersey Reader by Trinka Hakes Noble

The Legend of the Cape May Diamond by Trinka Hakes Noble

The People of Twelve Thousand Winters by Trinka Hakes Noble

Nonfiction resources for research (opinion piece):

[Sterling Hill Mine](#)

[Liberty Science Center](#)

[Barnegat Lighthouse](#)

[Paterson Free Public Library](#)

[Cape May Diamond](#)

[Cedar Run Wildlife Refuge](#)

[Pine Barrens](#)

[Jazz Institute](#)

Learning Plan (Stage 3)

Where are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?

The students will discover that New Jersey is a unique and diverse place to live and grow. The students will read to discover people, places, and events within New Jersey through the reading of a New Jersey inspired mystery. The students will not only discover New Jersey, they will distinguish the story elements within a mystery by using the key details these New Jersey authors provide, make relevant connections, and employ reading strategies for understanding. Students will form and develop an opinion about an aspect of New Jersey that they encounter in the text or a new idea generated from the experience of the unit. Students will keep a reader's notebook and/or story map organizer to track the elements and the New Jersey details. As the details of New Jersey unfold, the students will form an opinion about the various places, events, or people in New Jersey. These opinions will be formulated, supported, and defended in writing/speaking/technology exploration (differentiation may be applied to the outcome).

How will you **hook** students at the beginning of the unit?

Solicit connections the students may have to the name "Jersey Devil" – chart/discuss. Show the NJ Devils Hockey team logo. Discuss connections to the name. Begin unit

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| | with the legend of the New Jersey Devil. Review genre: legend and its purpose. What type of story is this? How do I know? Evidence? Why would New Jersey have such a legend? Explain that New Jersey has many interesting and wonderful features to discover. Tell students that we will take a journey around New Jersey and experience the Garden State in a new way in this unit. |
| What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? | The students will apply reading strategies while reading the text after the teacher has modeled the thinking and ‘making meaning’ for reading through interaction and read aloud of a New Jersey legend (or other text) to build background for the discoveries to unfold about New Jersey. The teacher will model using thinking notes or other annotation of text to “show” thinking while reading. The modeling of behaviors will set the expectations for independent and partner reading throughout the unit and the year. Teacher feedback for reading behaviors, checking annotations, and story map production will guide students in applying the necessary skills and knowledge to improve as readers. |
| How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? | The students will write in a reader’s notebook as they discover people, places, and events within the mystery, as well as after the teacher shared reading. Students should reflect on new information or make connections to familiar information from the text. The students will share their inferences, connections, and insights with their peers and/or teacher to rehearse the strategy instruction. |
| How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? | The exhibition of skills is demonstrated with the creation of a story map as well as a geographic map of New Jersey labeling the places the characters visited in the novel. Students may also investigate the New Jersey authors who wrote the various chapters or illustrated the text. Students will research an inspired facet of New Jersey and present this information to others. |
| How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? | The learning plan will be tailored by providing key mini lessons and teacher modeling of reading strategies and the interpretation of text. The E-novel is provided online through a link from Rutgers University or offered by pages in print text format. The students will interact with peers while reading to discover New Jersey. The students will have the opportunity to investigate a facet of New Jersey they select, either text inspired or newly generated. The product and presentation of these ideas can be differentiated for or by the learner. |
| How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students? | The organizational structure for the unit is reading and writing workshop format. The students will read and write after a provided mini lesson on reading strategies such as, but not limited to, inference; synthesis; connections; story elements and text structure and writing strategies included in the opinion series of lessons from Empowering |

| | | Writers. The New Jersey Trackers text is engaging because of its “mystery” element, interesting setting changes, and student characters. The students are eager to solve the mystery while also learning about the state in which they live. | | |
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| # | Lesson Title | Suggested Lesson Activities | NJ Student Learning Standards | Resources |
| Part 1 | Intro to Unit Reading of a Legend Intro to NJ Trackers | <p>Post the essential question: <i>How is New Jersey rich in its history, people, culture, and geography?</i> Refer to this question throughout the unit.</p> <p>Solicit connections the students may have to the name “Jersey Devil” – chart/discuss. Show the NJ Devils Hockey team logo.</p> <p>Discuss connections to the name or symbol.</p> <p>Begin unit with <i>The Legend of the New Jersey Devil</i>.</p> <p>Explain that New Jersey has many interesting and wonderful features to discover. Tell students we will take a journey around New Jersey in this unit and experience the Garden State in a new way!</p> <p>Read aloud <i>The Legend of the New Jersey Devil</i> by Trinka Hakes Noble</p> <p>Review genre: legend and its purpose. <i>What type of story is this? How do I know? Evidence? Chart and discuss</i></p> <p>Model: Annotation to show thinking</p> <p>Use thinking notes or other annotation of the text</p> <p>Students read chapters 1-2 from website or print a sampling of copies of New Jersey Trackers for group/partner reading.</p> | RL 4.1 RL 4.7 RI 4.7 | <p>SE: Join general education classroom for the hook lessons for the unit</p> <p><i>The Legend of the New Jersey Devil</i> by Trinka Hakes Noble</p> <p><i>The New Jersey Trackers</i> (e-book)</p> <p>Reader’s Notebook Story Map</p> <p>New Jersey Map</p> |

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| | | <ul style="list-style-type: none"> • Record story elements and clues to the mystery • Identify New Jersey locations mentioned throughout the story (double entry journal or an interactive map) | | |
| | | <hr/> <p>Each new day may begin with a different New Jersey Legend (see materials above) to model and provide mini lesson.</p> <p>Students read chapters 3-4 from website New Jersey Trackers Continue from previous day (mapping, annotations and reading strategies)</p> <p>Students read chapters 5-6 from website New Jersey Trackers Continue from previous day (mapping, annotations and reading strategies)</p> <p>*After reading, play the song Imagination by Ella Fitzgerald. Listen to song Ornithology by Charlie Parker</p> <p>Students make connections to the music or react in some way in their reader's notebooks.</p> <p>Students read chapters 7-8 from website New Jersey Trackers Continue from previous day (mapping, annotations and reading strategies)</p> | RL 4.1 RL 4.7 RI 4.7 | Maps Trackers Reader's Notebook Various legends (NJ) |
| Part 2 | Research (Library) | <p>Students will research on a specific place or person of New Jersey.</p> <p>Example: Students will choose a place in NJ that they would like to visit and explain why including 2 reasons.</p> <p>Students will speak for the purpose of presenting their research.</p> <p>Use <i>Empowering Writers</i> Grade 4 Opinion Student Pages (Google Drive) to teach structure of writing pg. 24 (pillar), pg. 67 example, pg. 74 evidence</p> | W4.7 W 4.9 SL 4.6 | Research websites <i>Empowering Writers</i> |

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| | | Students choose a topic to investigate. Synthesize information to create project (Student/teacher choice). Students will present their project. | | |
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