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**New York State Assessment
Language Arts
Grade 4**

This sample includes the following:

Teacher's Guide pages (5 pages)

- Cover and Table of Contents
- Pacing Plan
- Teacher Notes page

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New York State Assessment

Grade

4

Teacher's Guide

Preparing for Next Generation Success in

English Language Arts

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Pacing Plan

The following eight-week pacing plan is designed to provide students with a variety of strategies for analyzing literature and informational texts. Lessons in the student book appear in this order. You should customize this pacing plan according to students' needs. Prepare your students in only 30 minutes a day.

	Day 1	Day 2	Day 3	Day 4	Day 5
Understanding Literature Through Characters	4R2 (RL) Guided Practice	4R2 (RL) Partner Practice	4R3 (RL) Guided Practice	4R3 (RL) Partner Practice	4R2 (RL) 4R3 (RL) Independent Practice
Comprehending Informational Text Through Evidence	4R2 (RI) Guided Practice	4R2 (RI) Partner Practice	4R8 (RI) Guided Practice	4R8 (RI) Partner Practice	4R2 (RI) 4R8 (RI) Independent Practice
Understanding Stories by Analyzing Parts	4R5 (RL) Guided Practice	4R5 (RL) Partner Practice	4R3 (RL) Guided Practice	4R3 (RL) Partner Practice	4R5 (RL) 4R3 (RL) Independent Practice
Using Text Structure to Analyze Informational Texts	4R3 (RI) Guided Practice	4R3 (RI) Partner Practice	4R5 (RI) Guided Practice	4R5 (RI) Partner Practice	4R3 (RI) 4R5 (RI) Independent Practice
Understanding Literature Through Context Clues and Figurative Language	4L4 Guided Practice	4L4 Partner Practice	4R4 (RL) Guided Practice	4R4 (RL) Partner Practice	4L4 4R4 (RL) Independent Practice
Comprehending Informational Text Through Context Clues and Visuals	4R4 (RI) Guided Practice	4R4 (RI) Partner Practice	4R7 (RI) Guided Practice	4R7 (RI) Partner Practice	4R4 (RI) 4R7 (RI) Independent Practice
Using Point of View and Summarizing to Comprehend Literature	4R6 (RL) Guided Practice	4R6 (RL) Partner Practice	4R2 (RL) Guided Practice	4R2 (RL) Partner Practice	4R6 (RL) 4R2 (RL) Independent Practice
Practice Tests	Test 1	Test 1 Review	Test 2	Test 2 Review	Celebration

Seeing How Characters Change

This lesson guides students as they work on pages 6–7.

Lesson Focus

Reading Standard 4R2—Determine the theme or central idea and explain how it is supported by key details; summarize portions of the text.



Teacher Tip

Give each technique a symbol to help students annotate.

Guided Practice

1. Tell students that writers show readers the central message of a story by creating characters who grow and change when they face problems.
2. Have students pay attention to the steps you take as you model how to find the problem in the story and notice how characters change through their actions, dialogue, and inner thinking.

Say: *Before I read a text, I ask myself, “What are some ideas that are in the title or the pictures?” Let’s read to see what problem the character or characters face as they come down to rule Earth.*

Use annotation symbols as you model annotations.

After you finish reading paragraphs 4–5, model step 2 “Notice When Characters Change” as you direct students’ attention to what Inti asks his children to do. Why does he want them to build a temple? Use annotation symbols as you model annotations.

The Golden Staff: A South American Myth

1 Long ago, at the dawn of time, the sun god, Inti, looked down on the people, and he felt pity for them. He decided that the cleverest of his four sons and his daughter should rule over everyone and teach them how to live in a better way. Their names were Manco Cápac and Mama Ocllo.

2 However, Manco Cápac and Mama Ocllo didn’t realize their other three brothers wanted to rule the new empire all by themselves. Just as Manco Cápac and Mama Ocllo set out on their journey, the brothers stepped out of a nearby cave.

3 Manco Cápac and Mama Ocllo thought their siblings had come to help them, so they greeted their brothers warmly and set out together to teach the people. But they hadn’t been gone long when one of their brothers, Ayar Cachi, made fun of the humans.

4 “Look at them!” he sneered. “Who would want to teach them? What a waste of my powers! I can knock down hills with a single shot of my sling!” And Ayar Cachi destroyed a hill with his slingshot, injuring the people who lived there.

5 Manco Cápac was so angered by his brother, he used his powers to send Ayar Cachi back to the cave where he came from and sealed him inside. On seeing this, the second brother, Ayar Uchu, grew fearful of Manco Cápac’s strength.

6 “Perhaps I will go back to the cave and look after the people from there.” And he ran back to the cave as quickly as he could. When Inti, the sun god, saw this, he turned Ayar Uchu into stone to punish him for his cowardice.

7 The third brother, Ayar Auca, was, by now, quaking with fear. He ran off into the forest and was never seen again!

8 And so, as Inti first intended, only Manco Cápac and Mama Ocllo remained. The brother and sister traveled far and wide, uniting many different tribes, teaching them how to build their own homes and villages, how to farm and weave and cook, and how to read and write.

After you finish reading paragraph 6, model step 2 of “Notice When Characters Change” by directing students’ attention to a second problem caused by the first: the brothers’ jealousy. Continue reading with a strong focus on step 2 of “Notice When Characters Change.”

After reading paragraphs 7–8, review your annotations for step 2 of “Notice When Characters Change.” Then, complete the strategy by discussing step 3: Manco Cápac learns that he cannot trust his brothers to not hurt the humans. Inti learns he made the right choice.



Answers for page 7—1. D; 2. B; 3. A; 4. B

Putting It All Together

After you read the final paragraph, ask students what lesson they learned from the myth.

Partner Practice

This lesson guides students as they work on pages 8–9.

1. Remind students to use the steps for “Notice When Characters Change.”

Remind students to use the title and their background knowledge to make predictions about the story.

Make sure students are annotating for the problem, character actions, dialogue, and inner thoughts.

Partner Practice
Directions: Read the story “Alone in the Woods” with a partner. As you read together, practice the steps modeled by your teacher during the Guided Practice.

Alone in the Woods

- 1 Samantha lay on her back and looked up at the leaves. The pain in her leg remained excruciating. It felt like she had been stung by a thousand bees or like her leg was on fire.
- 2 In addition to feeling pain and having the constant urge to throw up, she felt confused. It was hard to keep track of time. Sometimes, it felt like she had been alone in the woods for hours, but other times it felt like it had just been a few minutes.
- 3 Her ankle and calf were swollen and turning black. She untied her shoe and took off her sock. The bite was still bleeding.
- 4 *Why did this have to happen?* she thought. *I hope Mom and Dad don't blame Hickory. It's not his fault.*
- 5 *I wonder if he's actually getting help.* Samantha thought. She pictured Hickory lost in the woods or happily splashing around in a different part of the creek.
- 6 Hickory was a sweet dog, but he was still learning how to behave. Sometimes, he was too happy for his own good. He was always jumping on chairs and tables and people. The Petersons were watching videos about how to train him, but they hadn't gotten very far.
- 7 Samantha tried to keep thinking about the dog so that she would not have to think about her situation. She pictured how Hickory sometimes tried to climb into her lap. Then, the pain grew so strong that it jumbled all her thoughts.
- 8 She looked at her leg again. The swelling had increased. *I don't think I can just stay here and wait,* she thought to herself. *I need to try to get home.*
- 9 Samantha saw a long branch a few feet away that would make a good walking stick. She crawled toward it and grabbed it with both hands.
- 10 Using the walking stick, Samantha propped herself up. She was so dizzy and disoriented that she almost fainted, but she closed her eyes and waited for her head to stop spinning.
- 11 *One step at a time,* she thought. She took one slow step toward home, leaning on the stick. Then, she took another shaky, hesitant step. Her legs were weak and unsteady. She took a few more steps, then stopped to rest against a tree.
- 12 For the first time in her ordeal, Samantha started to cry.
- 13 That's when she heard the bark.
- 14 *That's Hickory,* she thought. *I hope he brought help!*
- 15 Now, she could hear the dog approaching, tearing through bushes and barking the whole time. She lifted her head and saw him bounding toward her. She was so relieved. Behind Hickory, a small figure was barely visible coming through the woods. It was Tim! Samantha had never been so happy to see her brother.
- 16 “Samantha, what happened?” he asked with a terrified look on his face.
- 17 “I got bit by a poisonous snake. You need to get Mom or Dad, and I need to go to a hospital.”

As you circulate, listen in to student conversations about the plot. Notice which students can identify the problem and are striving to do so. Gather students for a quick small-group discussion on how to find the problem in a story.

 **Answers for page 9—1. B; 2. D; 3. A; 4. D**

Putting It All Together

Remind students that how and why a character changes tells readers the central message.

Independent Practice

This lesson guides students as they work on pages 14–15.


1. Tell students that this will be an opportunity to apply their new skills on their own.

As you circulate, notice which students are identifying the problem. Remind students to annotate as they work independently. Use this time to support students in one-on-one or small-group instruction.

Independent Practice
Directions: Read the excerpt from the story “Backup Arrives” independently. As you read, practice the steps for “Notice When Characters Change” on page 6.

Backup Arrives

- 1 “Victoria, why are your brothers’ library books in your room?”
- 2 I was horrified to see Rita, my stepmom, holding my secret stash of football books.
- 3 “She’s probably studying the game to improve her cheerleading,” said Blake. He was my favorite brother.
- 4 “Blake’s right,” I agreed. With eight eyes on me, it was the best answer possible. And it satisfied Rita, who asked, “Are you practicing routines with Katie at the park today?”
- 5 “Going to the park now,” I replied truthfully as I ran out the door. I felt terrible, lying, but I couldn’t tell Rita the whole truth. I hadn’t practiced with cheerleading in weeks. The truth was that I wasn’t practicing high kicks at the park; I was kicking off football games!
- 6 “You played great, Victoria,” Junior complimented me after our pick-up game, “and not just for a girl!”
- 7 The other players nodded in agreement, and I felt proud, like I had won the Super Bowl. Then, I heard three familiar and rowdy voices that made me freeze—my brothers were at the park!
- 8 I gotta go!” I threw the football to Junior and ran home.
- 9 At home, I stuffed my dirty clothes in a secret backpack and hopped in the shower. As I exited the bathroom, Blake was waiting for me.
- 10 “I saw you playing football. You’re really good.” Blake’s kindness was too much to believe.
- 11 “Technically, football teams our age have boy and girl players,” Blake quietly informed me back in my room. “There aren’t any girls right now... you could be the first!”
- 12 This sounded wonderful but impossible, so I buried my excitement. “Tomorrow is your last game, so I missed everything,” I answered angrily. “Besides, Rita would lose it!”
- 13 “Next season starts in six weeks, and tryouts are in a month,” he said. “Don’t worry about Mom. Remember Mom’s mantra?” Blake said, rolling his eyes.
- 14 We said it together in our most sarcastic tone. “Teamwork makes the dream work!” We both fell over laughing, happier than we had been in a long time.

 **Answers for page 14—1. B; 2. C; 3. A; 4. B; 5. Answers will vary but should include at least one way Victoria changes.**