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## New York State Assessment Language Arts Grade 4

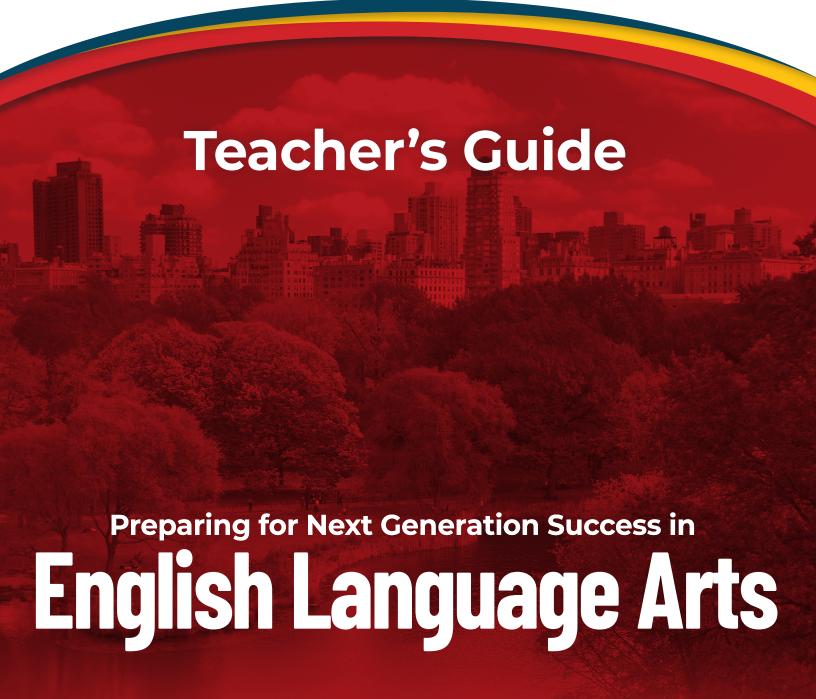
#### This sample includes the following:

Teacher's Guide pages (5 pages)

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



# New York State Assessment





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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.



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

- Long ago, at the dawn of time, the sun god, Intl. 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 Capac and Mama Oello.
- However, Manco Cápac and Mama Ocllo didn't realize their other three brother wanted to rule the new empire all by themselves. Just as Manco Cápac and Mama Ocllo
- wantet to the tier leve menty the brothers stepped out of a nearby cave.

  Mano Cápsa and Mania Oclio steet out on their journey, the brothers stepped out of a nearby cave.

  Mano Cápsa and Mania Oclio 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.
- "Look at them!" he sneered. "Who would want to teach them? What a waste of my "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 for my sling!" And Ayar Cachi destroye a hill with his slingshot, injuring the people who lived there.

  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.
- "Perhaps I will go back to the cave and look after the people from there." And he rar 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.
- The third brother, Ayar Auca, was, by now, quaking with fear. He ran off into the forest and was never seen again!
- 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 h to build their own homes and villages, how to farm and weave and cook, and how to re



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.

## **Putting It All Together**

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

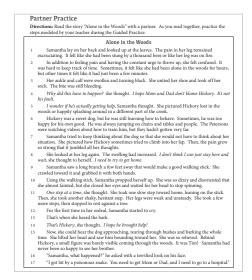
#### **Partner Practice**

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.



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**

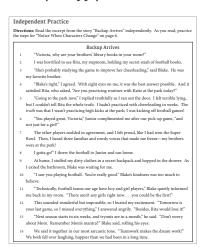
Remind students that how and why a character changes tells readers the central message.

## **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.





**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.