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**New York State Assessment
Language Arts
Grade 5**

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

5

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	5R2 (RL) Guided Practice	5R2 (RL) Partner Practice	5R3 (RL) Guided Practice	5R3 (RL) Partner Practice	5R2 (RL) 5R3 (RL) Independent Practice
Comprehending Informational Text Through Evidence	5R2 (RI) Guided Practice	5R2 (RI) Partner Practice	5R8 (RI) Guided Practice	5R8 (RI) Partner Practice	5R2 (RI) 5R8 (RI) Independent Practice
Understanding Stories by Analyzing Parts	5R5 (RL) Guided Practice	5R5 (RL) Partner Practice	5R4 (RL) Guided Practice	5R4 (RL) Partner Practice	5R5 (RL) 5R4 (RL) Independent Practice
Using Text Structure to Analyze Informational Texts	5R3 (RI) Guided Practice	5R3 (RI) Partner Practice	5R5 (RI) Guided Practice	5R5 (RI) Partner Practice	5R3 (RI) 5R5 (RI) Independent Practice
Understanding Texts Through Context Clues and Figurative Language	5L4 Guided Practice	5L4 Partner Practice	5L5 Guided Practice	5L5 Partner Practice	5L4 5L5 Independent Practice
Comprehending Informational Text Through Specific Words and Visuals	5R4 (RI) Guided Practice	5R4 (RI) Partner Practice	5R7 (RI) Guided Practice	5R7 (RI) Partner Practice	5R4 (RI) 5R7 (RI) Independent Practice
Using Point of View to Comprehend Texts	5R6 (RL) Guided Practice	5R6 (RL) Guided Practice	5R6 (RI) Guided Practice	5R6 (RI) Partner Practice	5R6 (RL) 5R6 (RI) Independent Practice
Practice Tests	Test 1	Test 1 Review	Test 2	Test 2 Review	Celebration

Pay Attention to the Details

This lesson guides students as they work on pages 18–19.

Lesson Focus

Reading Standard 5R2—Determine the theme or central idea and explain how it is supported by key details; summarize portions of the text.

Guided Practice

1. Tell students that strong readers pay attention to what an author is teaching them about a topic.
2. Direct students to look for the details about the topic that are important to the topic. Then, put them together to find the central idea of the passage.



Teacher Tip

The central idea refers to the whole text. The main idea is typically a paragraph or section from the text. At times, the questions for this standard use “main idea” and “central idea” interchangeably. Explain to students that sometimes the test writers will do this, and tell them to pay attention to the sections the questions direct them to.

Model step 1 of “Show Me the Details” by breaking down the title and image. Discuss your own background knowledge of the White House.


After you finish reading paragraph 1, model step 2 of “Show Me the Details” by noting that the topic is the White House, as students most likely determined from the title. However, not all titles will be so straightforward, so having two different steps is important. Model step 3 by directing students to what they are learning about the White House. Then, model step 4 by summarizing the main idea of the paragraph: the presidents’ home is part of American history.

The White House

1 The White House is where the president lives and works. In 1791, President Washington chose the site for the White House. It took eight years to build. John Adams was the first president to live there. During the War of 1812, the British set fire to the White House. It took years to rebuild. During the 1900s, many renovations and changes were made to the house.

2 The White House has more than 130 rooms! Many of the rooms in the White House are known by their color. The Blue Room, the Green Room, and the Red Room are all famous rooms in the White House. There are bedrooms for the president’s family. There is also a large kitchen where the staff can make dinner for more than 140 guests! There is a map room, a library, and, of course, there are offices where people can work.

3 Outside, there is a swimming pool and a tennis court to help the president stay fit. There is even a putting green for the president to practice golf! There are also vegetable gardens to help the president eat healthy.



How does paragraph 3 support a main idea of the article?

After you finish reading paragraph 2, model steps 3–4 of “Show Me the Details” by annotating the details in the paragraph about the details inside the White House. Model summarizing the main idea by synthesizing the details: the White House is very large with many features.

After you finish reading paragraph 3, model steps 3–4 of “Show Me the Details” by annotating the details in the paragraph about the details outside of the White House and their purpose. Model summarizing the main idea by synthesizing the details: the White House has many features outdoors to keep the president healthy.



Answers for page 19—1. D; 2. B; 3. A; 4. B

Putting It All Together

After you read the final paragraph, model synthesizing the three summaries together: the White House is a historical house that was built for the president to live and stay healthy.

Partner Practice

This lesson guides students as they work on pages 20–21.


1. Remind students to use the steps from “Show Me the Details” on page 18.
2. Use this time to collect data as you listen in to student conversations to prepare for one-on-one or small-group instruction during Independent Practice.

Remind students to use the title to connect with background knowledge to make predictions about the article and the topic.

Make sure students are annotating for the details in each paragraph or section. Encourage students to practice step 4: summarizing each paragraph or section. This will help with determining a central idea.


A Long and Narrow Nation

- 1 It was hard to protect Egypt from enemies because its citizens lived along the Nile, the longest river on Earth. The army struggled to protect a country so long and narrow. Only the strongest and wisest of pharaohs could secure the country's borders. So, at times, people from other nations took over some of Egypt's land.
- 2 About 1730 BCE, invaders from Asia took over northern Egypt. The Hyksos conquered the Nile delta at the Mediterranean Sea. Then, they moved into the Nile River valley. The Hyksos held large parts of Egypt for more than 100 years.
- 3 The Pharaoh Ahmose I was finally able to drive out the Hyksos. However, many influences from these invaders remained part of Egyptian life. After the Hyksos left Egypt, there was a time of peace because Ahmose was a strong leader.



Egypt Is Taken Over

- 4 By 525 BCE, the powerful Persians moved into Egypt. They ruled Egypt for nearly 200 years. Then, in 332 BCE, Alexander the Great and his Greek army conquered Egypt and most of the known world. The Egyptians welcomed him because they hated the Persians.
- 5 By this time, the Roman Empire was expanding through Europe, Asia, and Africa. Egypt was attacked, and in 30 BCE, it became a province of the mighty Roman Empire. A province is a country that has been taken over by a more powerful country. The Egyptian civilization had lasted 5,000 years.



What do the words "long and narrow" mean? What is a nation?

What problem did Egypt's Pharaohs face and why?

How did the Hyksos impact Egypt?

How did Egypt's Pharaohs lose control of their lands?

Why did so many different groups try to take over Egypt?

As you circulate, listen in to student conversations about the plot. Notice which students can identify important details about the topic, and who is able to summarize each paragraph or section of the text in their own words.

Answers for page 21—1. A; 2. B; 3. B; 4. D

Putting It All Together

Remind students to use their summaries (main ideas of each paragraph) to determine the central idea of the text.

Independent Practice


This lesson guides students as they work on pages 26–27.

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 topic of the article and annotating for important details. Encourage students to summarize each paragraph or section.

Daring and Bold Pilots

- 1 In the early days of airplanes, a lot of people didn't think it was really possible for humans to fly. So, at that time, airplanes were a novelty. They were something interesting that people hadn't seen before. Early pilots sometimes put on air shows for the public so people could see what airplanes were capable of doing. These pilots were called barnstormers. Some barnstormers took people on plane rides. That was a very exciting and sometimes dangerous thing to do! Those barnstormers would borrow a farmer's field and offer rides. People would pay the pilot and take a plane ride.
- 2 Other barnstormers did stunts, or tricks, in the air. For example, some barnstormers flew upside down, and others flew their planes in a zigzag pattern. Sometimes, barnstormers flew in pairs. One person would fly the plane, and the other would walk on the plane's wing or do some other stunt. People loved to see these air shows—the fancier or more dangerous the stunts, the better they liked it.
- 3 Some barnstormers grew quite rich. They traveled around to different air shows. They were paid for their performances. But most barnstormers did not fly to earn money; they flew because they loved flying. Sometimes, they flew because they liked the danger, and flying was dangerous at that time. Many barnstormers got into accidents or crashed their planes. Unfortunately, several of them died.
- 4 After the 1920s, planes became much safer. They began to be used for regular travel, and people became more familiar with them. By the late 1930s, barnstorming wasn't as popular anymore, but the barnstormers are still remembered as daring pilots.



Remind students to combine their summaries to determine a central idea.

Answers for page 27—1. D; 2. A; 3. D; 4. B; 5. Answers will vary but should include the main idea of paragraphs 1–2.