



measuring Up  
**insight**

Online  
Student  
Assessment

measuring Up  
**reach**

Targeted  
Instruction

*\*Available in eBook format*

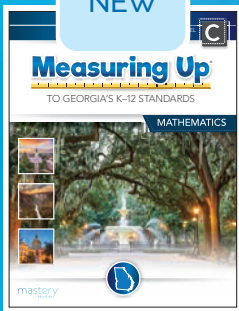
measuring Up  
**myQuest**

Online  
Student  
Practice

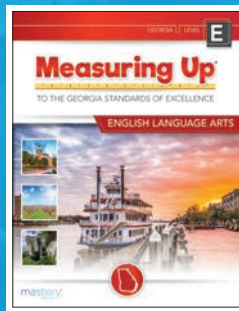
# A Blended Solution

Full School Year **GA Standards  
of Excellence and Georgia's K-12  
Standards-Based Supplemental  
Program for Extended Learning**

NEW



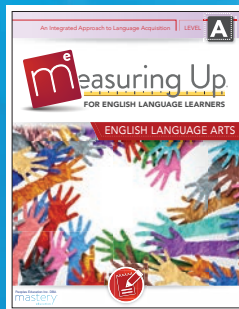
NEW for Georgia's  
K-12 Standards in  
Mathematics



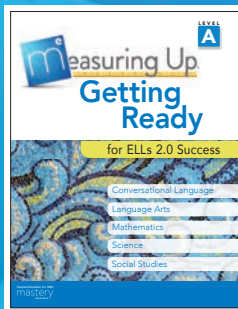
Georgia Standards  
of Excellence:  
ELA



Georgia Standards  
of Excellence:  
Science



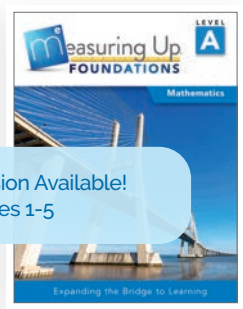
English  
Language Learners



Getting Ready:  
ELLs 2.0 Success



Spanish Version Available!  
Grades 1-5

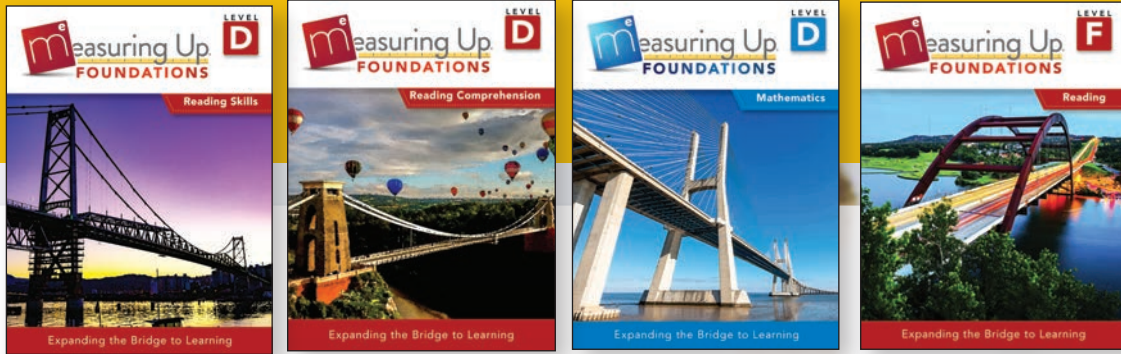


Foundational Skills:  
Reading Comprehension; Reading Skills;  
Mathematics

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		Reading Skills									
		Mathematics									
		Reading									
6-7	ELL	English Language Learners									
8-9	Getting Ready for ELLs 2.0 Success										
<b>Measuring Up GA Standards-Based Instruction</b>											
10-15	Georgia's K-12 Standards	Mathematics <b>NEW</b>									
	Georgia Standards of Excellence	English Language Arts									
16-17	Georgia Standards of Excellence	Science									
<b>Measuring Up Live 2.0</b> GA Standards-Based Formative Assessment & Differentiated, Adaptive Practice											
18-19	Overview	Insight, Reach, and MyQuest									
20-24	Insight Item Bank MyQuest	English Language Arts, Mathematics									

Available in English

Available in English and Spanish



**NEW!**  
Grades 1-5  
Mathematics and Reading  
Comprehension in Spanish

## Reading Skills

## Reading Comprehension Mathematics

Levels A–E | Grades 1–5

## Reading Mathematics

Levels F–H | Grades 6–8

Accelerate struggling students with instruction devoted to prerequisite skills for grade-level learning.

### For Students

- Uncluttered student-page layout
- Skills-focused instructional design
- Complex skills segmented into steps
- Simplified grade-level content

### For Teachers

- Alerts to common errors avoid pitfalls that lead to learning difficulties
- Mathematics error analyses give insight into where learning breaks down
- Special attention to the needs of English Language Learners
- Full support for explicit instruction



# Consistent Instructional Framework

**Measuring Up Foundations** incorporates brain research for struggling students. Four-part lessons streamline skills and tasks to avoid frustration and boost achievement.

## Introduction/Break Down the Skills

- Set learning goals and activate prior knowledge
- Provide context for vocabulary
- Measure Kids provide hints, tips, and guidance
- Teacher's Manual offers:
  - Explicit directions for making instruction clear
  - Full support to teach academic vocabulary in context
  - Strategies to address the needs of struggling students and English Learners

## Guided Instruction

- Strategically placed thinking questions support Learners.
- Examples and illustrations support and clarify meaning.
- Teacher's Manual offers comprehensive directions for assigning and supporting practice.

Every lesson includes four distinct parts:

1. Introduction/  
Break Down  
the Skills
2. Guided Instruction
3. Independent  
Practice
4. Exit Ticket

**Lesson 1 Alphabet Sounds**

**Introduction**  
What Will I Learn?  
• What are uppercase and lowercase letters?  
• What sound does each letter make?

What are the sounds of the alphabet?

**Break Down the Skills**  
There are 26 letters in the alphabet.  
Each letter has an uppercase and a lowercase.  
The uppercase is called the capital letter.  
Say the alphabet aloud.

Touch the letters as you say them.

Aa Bb Cc Dd Ee Ff Gg  
Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt  
Uu Vv Ww Xx Yy Zz

**TEACHER GUIDE**  
**Lesson 1 Alphabet Sounds**

**At a Glance**

Learning Objectives	Why Students May Struggle
• Identify uppercase and lowercase letters. • Identify each letter sound.	Students may struggle with identifying each letter and with the different sounds each letter makes. Reinforce this by reading each letter sound aloud with them multiple times.

**Academic Vocabulary**  
alphabet uppercase lowercase capital rhyme

**WHAT WILL I LEARN?**  
**ACTIVATING PRIOR KNOWLEDGE**  
• Before beginning the lesson, sing "The Alphabet Song" with students to see if they know it. If not, teach it to them.  
Aa-Bb-Cc-Dd-Ee-Gg  
Hh-Ii-Jj-Kk-Ll-Mm-Oo-Pp  
Qq-Rr-Ss-Tt-Uu  
Vv-Ww-Xx-Yy-Zz  
• Now I know my ABCs  
Need time won't you sing with me?  
There are several good YouTube videos with "The Alphabet Song" with lyrics. Consider showing one and having students sing along with the video. Sing it twice.

**EXPLICIT INSTRUCTION**  
• Put the alphabet up on the board or follow a chart you may already have on the classroom wall. Show students that the alphabet has uppercase and lowercase letters or use the alphabet on the first page of the lesson for students to follow along. Having a visual at the front of the class to have all students paying attention to you is preferred, however.  
• Ask students if they know that each letter makes a specific sound. Call on a few volunteers to say a random letter sound. Say each of the letter sounds one by one as you point to each letter. Then, ask students to say the letter sounds with you.

**Lesson 1 • Long and Short Vowels**

**Guided Instruction**

**Guided Questions**

Circle the words with the short vowel sounds.  
Box the words with the long vowel sounds.  
Underline the words with vowel teams.

setting market plane circle  
retrieve unpack recite construct  
arrange debate streak float

1 What is the vowel sound in the word **leak**? How do you know?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 What is an **r-controlled** vowel? Write two words with an r-controlled vowel.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Lesson 1 • Long and Short Vowels**

**Differentiate for English Learners**  
English learners may have a difficult time with English vowel sounds because the vowel letters may have different names and sounds in their home language. For example, the *a* sound in the word *cat* and the *u* sound in the word *but* do not exist in Spanish. It might benefit them to work in pairs or groups to create a list of words with these sounds. Read the words aloud with them to hear and practice the pronunciations.

**GUIDED INSTRUCTION**  
**Guided Reading Activity**  
• Some students may benefit from hearing you read the activity aloud. If necessary, have students follow along as you read aloud. Otherwise, direct students to read the activity quietly to themselves.  
**Guided Reading Questions**  
• Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

**Differentiate for Struggling Readers and English Learners**  
In the multisyllable words, highlight or underline the vowel or vowel team on which students are focusing. For example, in the word *setting*, highlight the *e*. In the word *recite*, highlight the *i*. If students struggle to come up with r-controlled vowel words on their own, offer them some choices and have them identify the words with the r-controlled vowels. Practice saying the words and the vowel sounds together and pointing to where the *r* comes after the vowel in the word.

**INDEPENDENT PRACTICE**  
**Practice 1 Questions**  
• Read the questions and answer choices aloud as students select the answers. Review the answers and provide reminders and reread as needed.

Reading Skills, Grade 1  
Student Edition and Teacher's Manual

Reading, Grade 6  
Student Edition and Teacher's Manual



Chapter 1 • Numbers in Base Ten

### Independent Practice

Practice 1

1 How many?

A 20  
B 28  
C 36

---

2 How many? Count on from 20.

20

A 7  
B 35  
C 46

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Lesson 1 • Count to 50 and Read Numbers

3 Which shows 41 cubes?

A

B

C

Practice 2

1 How many? Count on from 11.

11

A 7  
B 24  
C 31

8 Level A Copying is prohibited.

Student Edition  
Mathematics, Grade 1



Teacher's Manual  
Mathematics, Grade 1

## Independent Practice

- Students work independently on varied question types.
- Two practice sets provide instructional options for support and independent work.
- Teacher's Manual includes directions for practice.

Lesson 1 • Count to 50 and Read Numbers

### INDEPENDENT PRACTICE

Practice 1 Questions

1. Tell students to, independently and to themselves, count the number of ducks and circle the answer. Review the answer.
2. Tell students to, independently and to themselves, count on from 20 footballs and circle the answer. Review the answer.
3. Tell students to, independently and to themselves, count the cubes in the answer and circle the answer that has 41 cubes. Review the answer.

Practice 2 Questions

1. To students to, independently and to themselves, count on from 11 dinosaurs and circle the answer. Review the answer.
2. Tell students to, independently and to themselves, count the number of transportation images and circle the answer. Review the answer.
3. Tell students to use a crayon to color 40 of the cubes. Review the answer.

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Student Edition  
Reading, Grade 6

Chapter 1 • Phonics and Fluency

### Independent Practice

Answer the questions that follow.

Practice 1

1 Which word has the same vowel sound as the word **blade**?

A park C table  
B bowl D perfect

2 Which word has an **r-controlled vowel** sound?

A rope C bridge  
B drive D turtle

3 Which word has a silent **e**?

A perfect  
B reply  
C bake  
D garden

4 Which words have the same **long vowel** sound?

A **gift** and **bike**  
B **mark** and **lake**  
C **roam** and **hope**  
D **seen** and **shed**

5 Circle the words with the **long e** sound.

**listen** **able** **beach** **enjoy** **greedy**

Remember, when the **r** comes **after** a vowel, the vowel has an **r-controlled** sound.

Remember the rule for silent **e**.

Recall the different ways letters can make a long vowel sound.

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Lesson 1 • Long and Short Vowels

Practice 2

1 Which phonics rule applies to the word **tape**?

2 Circle the words with **vowel teams**.

**party** **circus** **teacher** **freedom** **after**

3 Which word has the same vowel sound as **crept**?

A seed  
B castle  
C peach  
D better

4 Which words have the same vowel sound?

A **green** and **leaf**  
B **listen** and **life**  
C **mint** and **bride**  
D **yellow** and **yard**

5 Match the words with the vowels.

short o sound	bake
short i sound	creek
vowel team	drop
silent e	this

Remember vowel teams are two vowels next to each other that make one sound.

Read each word. Listen to the vowel sounds and look at the vowel patterns you know.

3

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## Exit Ticket

- Culminating activity for quick assessment check.
- Teacher's Manual includes directions for activity.

Lesson 1 • Understand Ratios

### Exit Ticket

A snowstorm lasted for 5 hours. When the storm ended, 10 inches of snow had fallen. The same amount of snow fell each hour.

What is the unit rate of snowfall in inches per hour?

\_\_\_\_\_ inches per hour

Complete the ratio table to show the number of inches of snow during each of the first 4 hours.

Time (hours)	Snowfall (inches)
1	
2	
3	
4	
5	10

Create ordered pairs from the ratio table and plot them on the coordinate plane.

12 Level F Copying is prohibited.

Mathematics, Grade 6  
Student Edition

Lesson 1 • Understand Ratios

### INDEPENDENT PRACTICE

Practice 1 Questions

- Read the questions aloud and have students select or provide the answers independently. Review the answers.

Practice 2 Questions

- Ask students to read the questions to themselves and select or provide the answers independently. Review the answers.

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Mathematics, Grade 6  
Teacher's Manual

Reading Comprehension, Grade 5  
Student Edition

Lesson 4 • Figurative Language

### ADDITIONAL SUPPORT

#### SUPPORT FOR STRUGGLING LEARNERS

- Students can create figurative language posters that illustrate the literal and figurative meanings of the phrases.
- Have students make inferences, or educated guesses, about an author's intended meaning in a text that consists of a lot of figurative language. Making inferences about what an author means by examining the words an author chooses will facilitate discussion and lead students to the meanings of the figurative language.
- Give students sentence starters for similes and metaphors, and have them complete them with suitable comparisons.
- Give students sentence strips with various kinds of figurative language phrases, and have them sort the strips based on which type of figurative language they represent.

#### SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Have students create anchor charts with similes, metaphors, personification, onomatopoeia, and allusions. Post their anchor charts in the classroom.
- To reinforce similes and metaphors, ask English learners to describe things by comparing them to other things. Have them make lists of these comparisons and then turn them into similes and metaphors.
- Ask students to work with partners and describe an incident that happened at school, using figurative language to describe it.
- Picture books are a good way to teach English learners figurative language.
- Have students make inferences, or educated guesses, about an author's intended meaning in a text that consists of a lot of figurative language. Making inferences about what an author means by examining the words an author chooses will facilitate discussion and lead students to the meanings of the figurative language.

#### EXTENSION ACTIVITIES

- In groups, have students create T-charts with these headings: *What the Words Say* and *What the Words Mean*. They can begin working on the T-charts with a given text and then build on the charts throughout the year as they read other texts.
- Give students sentences or a passage where they are exclusively looking for metaphors, similes, onomatopoeia, allusions, personification, and so on.
- Find figurative language in mentor texts and offer opportunities for students to examine the shades of meaning behind each example.
- Have students research allusions and make a list of them. Then have them share the lists with the rest of the class to see if the students can guess the sources of the allusions.

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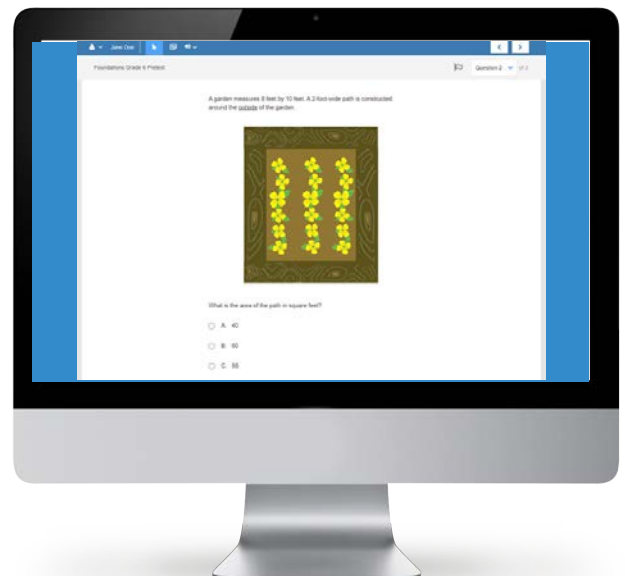
## Additional Support & Extension Activities in Teacher's Manual

- End-of-lesson support for students who continue to struggle.
- Language frames and strategies develop oral language proficiency for English Learners.
- Reproducibles extend learning support.

## Measuring Up Foundations: Assessments

Accessed via **Measuring Up Live 2.0**, students take assessments online. Educators have access to reports to monitor learning and progress.

- Pre- and post-assessments
- Chapter assessments
- Data and reporting



## Scope of Skills | Grades 1–5

### READING SKILLS

- Print Concepts • Phonological Awareness
- Phonics and Word Recognition • Fluency

### READING COMPREHENSION

- Generate Questions • Main Ideas and Details
- Sequence • Summarize • Inferences • Point of View
- Illustrations • Text Structure • Compare and Contrast
- Counting • Sequencing • Comparing • Place Value
- Addition • Subtraction • Computation • Multiplication
- Division • Fractions

### MATHEMATICS (TOPICS VARY BY GRADE)

## Scope of Skills | Grades 6–8

### READING

- Phonics and Fluency • Reading Literature
- Literary Analysis and Response • Reading Informational Texts
- Analyzing Informational Texts

### MATHEMATICS (TOPICS VARY BY GRADE)

- Ratios & Proportional Relationships • Expressions & Equations
- Statistics & Probability • The Number System • Geometry
- Functions

### Measuring Up Foundations: Print Student Book, Online Assessments, & Online Teacher's Manual

LEVEL/ GRADE	Reading Skills	Reading Comprehension	Mathematics
PRICE	\$16.95	\$16.95	\$16.95
Level A/Grade 1	978-1-64090-759-1	978-1-64090-764-5	978-1-64090-769-0
Level B/Grade 2	978-1-64090-760-7	978-1-64090-765-2	978-1-64090-770-6
Level C/Grade 3	978-1-64090-761-4	978-1-64090-766-9	978-1-64090-771-3
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Level E/Grade 5	978-1-64090-763-8	978-1-64090-768-3	978-1-64090-773-7

### Measuring Up Foundations: Add-On Printed Teacher's Manual

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Level A/Grade 1	978-1-64090-684-6	978-1-64090-738-6	978-1-64090-694-5
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Level E/Grade 8	978-1-64090-954-0	978-1-64090-957-1

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### Measuring Up Foundations (Spanish Version): Print Student Book & Online Teacher's Manual

LEVEL/ GRADE	Reading Comprehension	Mathematics
PRICE	\$16.95	\$16.95
Level A/Grade 1	979-8-88711-531-3	979-8-88711-541-2
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Level C/Grade 3	979-8-88711-535-1	979-8-88711-545-0
Level D/Grade 4	979-8-88711-537-5	979-8-88711-547-4
Level E/Grade 5	979-8-88711-539-9	979-8-88711-549-8

### Measuring Up Foundations (Spanish Version): Add-On Printed Teacher's Manual

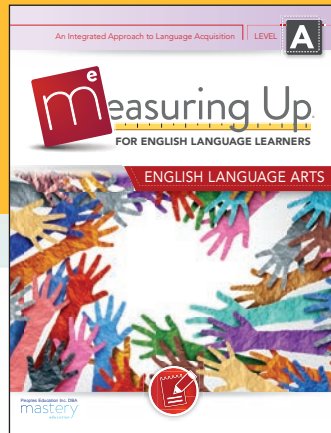
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Level C/Grade 3	979-8-88711-536-8	979-8-88711-546-7
Level D/Grade 4	979-8-88711-538-2	979-8-88711-548-1
Level E/Grade 5	979-8-88711-540-5	979-8-88711-550-4

### Measuring Up Foundations: Add-On Printed Teacher's Manual

LEVEL/ GRADE	Reading	Mathematics
PRICE	\$34.95	\$34.95
Level C/Grade 6	978-1-64090-889-5	978-1-64090-895-6
Level D/Grade 7	978-1-64090-891-8	978-1-64090-897-0
Level E/Grade 8	978-1-64090-893-2	978-1-64090-899-4



# SKILL BUILDING & INTERVENTION



## **Measuring Up.** **FOR ENGLISH LANGUAGE LEARNERS**

Incorporates research-based best practices for English Language Learners and an integrated approach that includes a focus on language-acquisition strategies.

Each unit offers:

- Supportive language-acquisition strategies such as sentence and paragraph frames to scaffold oral and written language development.
- Emphasis on Tiers 1 and 2 vocabulary learning, etymology, and Spanish cognates.
- Listening, speaking, and writing opportunities are included in each reading selection.
- Plenty of practice questions.

## FORMAT AND STRUCTURE

**Six Units:** Main Idea and Details, Summarize, Sequence, Problems and Solutions, Cause and Effect, and Inferences/ Draw Conclusions

**Units include** two lessons and Unit Review thematically linking a literature passage and informational text with Review that includes practice with multiple-choice and constructed response questions.

**Instruction** targets 6 performance-level descriptors (PLDs): Entering, Emerging, Developing, Expanding, Bridging, and Reaching.

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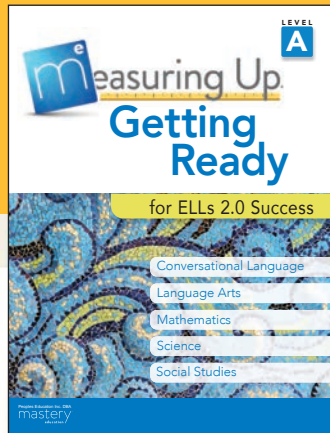
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English Language Learners   WORKTEXTS		
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# SKILL BUILDING & INTERVENTION



## Measuring Up. Getting Ready for ELs 2.0 Success

Prepare your students for ACCESS for ELs® 2.0 with instructional practice that addresses all WIDA® English Language Proficiency standards: Conversational Language and Academic Language Arts, Science, Social Studies, and Mathematics.

- Reduce test anxiety with items formatted like the ACCESS for ELs® 2.0 tests: multiple choice, short and extended writing tasks, and oral response.
- Items are aligned 3 ways: to a WIDA® standard, a performance level, and a clearly defined objective.
- Includes audio links for listening tasks.



LESSON 1




# Everyday Life

SOCIAL INSTRUCTIONAL SPEAKING




UNIT 1 SPEAKING

**Directions:** Today we are going to practice some speaking activities. You are going to listen to a question or a statement and then answer in English.

1. Tell which image shows a baseball hat.

A.  B.  C. 

2. It is Monday morning and Peter is getting ready for school. Look at the images and tell about Peter's morning.

1.  2.  3. 

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Grade 1, Student Edition

LESSON 1

# Everyday Life




SOCIAL INSTRUCTIONAL SPEAKING

UNIT 1 SPEAKING

Read the directions out loud to your student. Then, read the question out loud.

**SAY** Directions: Today we are going to practice some speaking activities. You are going to listen to a question or a statement and then answer in English.




**SAY** 1. Tell me which image shows a baseball hat.

For beginners, it is helpful to discuss what they see in each image and when they might wear the item. This will ensure that students will have the necessary vocabulary to complete their response.

Pause and wait for the student to respond. If necessary, repeat the question.

**SAY** 2. It is Monday morning and Peter is getting ready for school. Look at the images and tell me about Peter's morning.

It is important for students to practice reading images from left to right in the same way they do text. This activity should be introduced to students as, "Tell me what is happening in each image. Point to the image as you tell me."

Item	WIDA Standard	Performance Level	Objective
1	ELD-SL-K-3: Inform	Level 1: Entering	The student will determine which object is a baseball hat from the options given.
2	ELD-SL-K-3: Narrate	Level 2: Emerging	The student will connect the images of Peter's morning to a verbal description of Peter's day.

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Grade 1, Annotated Teacher Edition

Grade 1, Table of Contents

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\*A QR code can be found at the opening of the Listening Unit, providing access to audio recordings for passages in this section.

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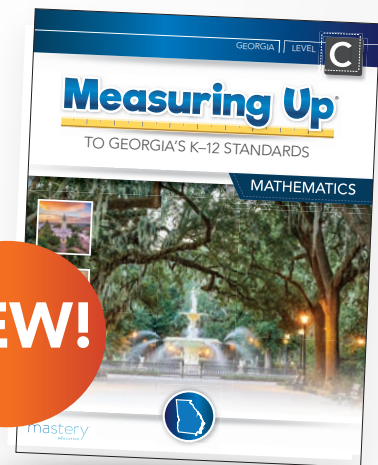
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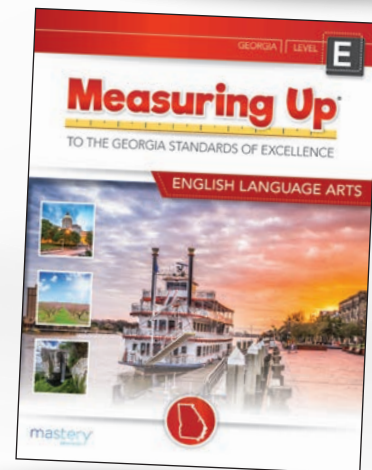
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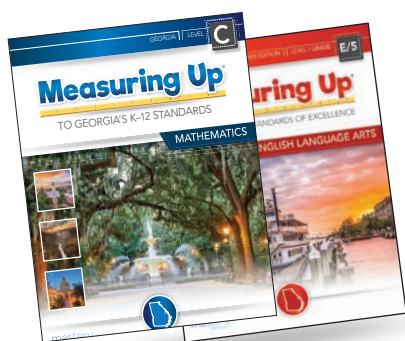
prepares students for the rigors of the Milestones with lessons designed to improve academic growth and assessment results.

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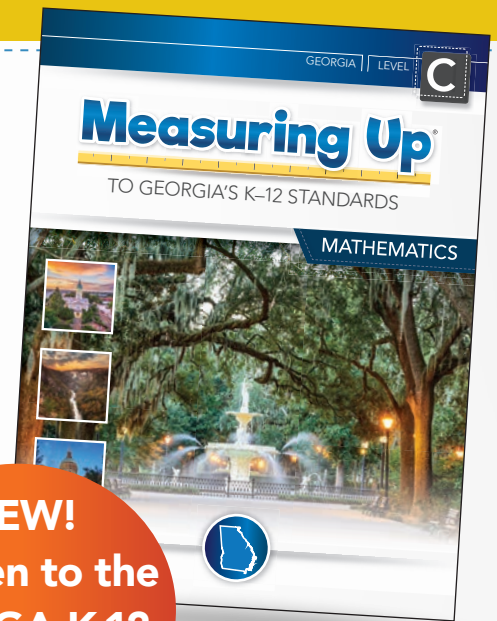
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# What's Inside: A Lesson Guide

Grade 3, Lesson 8



**NEW!**  
Written to the  
New GA K-12  
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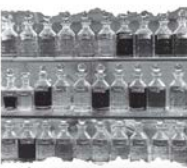
**Lesson 8**  
DETERMINE EQUIVALENT EXPRESSIONS  
3.PAR.3.4

**INTRODUCTION**  
Real-World Connection

Louanne wrote an equation multiplying the number of rows by the number of columns to determine the total number of bottles of perfume on these shelves. Ron wrote an equation multiplying the columns by the rows to find his answer. Are the expressions in their equations equivalent? Is the equation balanced? Let's practice the skills in the **Guided Instruction** and **Independent Practice** and, at the end of the lesson, see if Louanne and Ron both wrote balanced equations!

**WORDS TO KNOW**

- equation
- equal sign
- equivalent
- expression
- compare
- balanced



**What I Am Going to Learn**

- How to identify if an equation is balanced
- How to explain if two different expressions are equivalent
- How to compare the values of different expressions

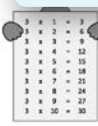
**What I May Already Know**

- I know how to add, subtract, multiply, and divide.
- I know that multiplication and division are related.
- I know how to compare numbers.

**Vocabulary in Action**

Equations are mathematical statements that contain an **equal sign**.

- Multiplication facts are examples of equations.
- The left side of an equation should be **equivalent** to the right side. Each side of an equation is an **expression**.
- To check if an equation is true or false, find the value of each side and then **compare** them to see if they are the same.



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Deepen student understanding of complex concepts by making connections from what they know to what they will learn.

Guided Instruction helps students review the skills and standards, and practice answering test items.

Academic vocabulary is listed at the beginning of each lesson and used in context.

DETERMINE EQUIVALENT EXPRESSIONS

A **balanced** equation means that the expressions on both sides of the equation have the same value.

- A balanced scale is like an equation with both sides the same.
- An unbalanced scale lets you know that something is not correct with the equation.

**EXAMPLE**

Are the expressions in this equation equivalent?  $3 \times 4 = 12 \div 2$

You need to simplify each side of the equation by finding the value of each side.

**Step One** Simplify the expression on the left side of the equation.

- Multiply 3 times 4.
- The left side equals 12.

**Step Two** Simplify the expression on the right side of the equation.

- Divide 12 by 2.
- The right side equals 6.

**Step Three** Compare the two values to determine if the equation is true or false.

- $12 = 6$ . Since 12 does not equal 6, the sides of this equation are not equivalent.

**EXAMPLE**

Are the expressions in this equation equivalent?  $6 \times 6 = 4 \times 9$

Simplify both sides of the equation.

**Step One** Simplify the expression on the left side of the equation.

- Multiply 6 times 6.
- The left side equals 36.

**Step Two** Simplify the expression on the right side of the equation.

- Multiply 4 times 9.
- The right side equals 36.

**Step Three** Compare the two values to determine if the sides are equivalent.

- $36 = 36$ . Since 36 does equal 36, the expressions  $6 \times 6$  and  $4 \times 9$  are equivalent.

**GUIDED INSTRUCTION**

Identifying the expressions on the two sides of an equation as equivalent or not can be used to solve real-life problems. Work both problems and determine if they are equal.

**1.** Jackie has 3 packs of pencils with 6 pencils in each pack. Sue has 4 packs of pencils with 4 pencils in each pack. Jackie and Sue want to know if they have the same number of pencils.

Write the two problems with an equal sign between them.

The first problem is 3 packs of pencils with 6 pencils each. This would be written as  $3 \times 6$ .

The second problem is 4 packs of pencils with 4 pencils each. This would be written as  $4 \times 4$ .

**Step One** The equation would look like this.

$$3 \times \boxed{\phantom{00}} \boxed{\phantom{00}} \times 4$$

**Step Two** Now, simplify the expressions on each side of the equation.

$$3 \times 6 = \boxed{\phantom{00}}$$

$$4 \times 4 = \boxed{\phantom{00}}$$

**Step Three** Does  $12 = \boxed{\phantom{00}}$ ?

$\boxed{\phantom{00}}$  it does not.


**Step Four** The equation is (Circle:  equivalent  not equivalent).

**Step Five** Answer the question.

Jackie and Sue (Circle:  do  do not) have the same number of pencils.

**TIPS AND HINTS**

Keep in mind that the packs of pencils are different sizes.



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**SKETCH IT**

You could use tally marks to compare the two expressions.



- Look at this equation.  
 $9 \times 8 = 36 + 36$   
 Are the two expressions in this equation equivalent?

**Step One** Simplify each side.

$9 \times 8 = \square$   
 $36 + 36 = \square$

**Step Two** Compare the two answers.

$\square = \square$

**Step Three** Are the expressions equivalent?

The expressions are equivalent because

$\square = \square$

**TIPS AND HINTS**

Remember to solve both sides of the equation and compare the two answers.

- Which statements describe the equation  $40 - 5 = 8 \times 5$ ? Select the TWO correct answers.
  - A This equation is balanced because the expressions on each side of the equation equal 40.
  - B This equation is balanced because the expressions on each side of the equation add to 35.
  - C This equation is not balanced because the expression on the left side of the equation is not equal to the expression on the right side of the equation.

**How Am I Doing?**

What questions do you have?

Why is it important to work each side of the equation separately?

Write a balanced equation. Explain why it is balanced. Then, write an equation that is not balanced and explain why it is not balanced.

**TURN AND TALK**

Discuss with a partner why an equation is balanced or not balanced.

Tips like **Sketch It** and other guidance help students work through problem solving.

Color in the traffic signal that shows how you are doing with the skill.



**INDEPENDENT PRACTICE**

Answer the questions.

- Which expression would make a balanced equation?  
 $3 \times 10 = \square$ 
  - A  $6 \times 5$
  - B  $4 \times 9$
  - C  $6 \times 6$
  - D  $2 \times 12$
- Which equations have equivalent expressions? Select the TWO correct answers.
  - A  $12 - 5 = 1 \times 7$
  - B  $3 + 2 = 60 \div 12$
  - C  $3 \times 12 = 30 + 12$
  - D  $6 \times 3 = 18 - 9$
  - E  $5 \times 9 = 54 - 5$
- Select the number that would make this equation balanced.  
 $16 - \square = 4 + 8$ 
  - A 4
  - B 3
  - C 8
  - D 2

- Which equation has sides that are NOT equivalent?
  - A  $2 \times 3 = 1 \times 6$
  - B  $3 \times 10 = 4 \times 6$
  - C  $5 \times 2 = 20 - 10$
  - D  $18 \div 1 = 12 + 6$

- Which equations have equivalent expressions? Select the TWO correct answers.
  - A  $5 \times 5 = 20 - 5$
  - B  $25 - 20 = 1 \times 5$
  - C  $4 \times 4 = 8 + 4$
  - D  $6 \times 7 = 7 \times 6$
  - E  $6 \times 4 = 8 \times 2$

- Select the expression that would make this an unbalanced equation.

- A 1
- B 3
- C 9
- D 1

- Use the information below to answer the question.

**EXIT TICKET**

Now that you have mastered determining if two expressions are equivalent, let's solve the problem in the Real-World Connection.

Louanne said she could use the equation  $11 \times 3 = 33$  to show the total number of bottles of perfume on the shelves. Ron said he would use the equation  $3 \times 11 = 14$ . Are the expressions in their equations equivalent? Whose equation represents the total number of bottles and is true?



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Students practice on their own with questions that are similar to the Milestones Test.

Side-column provides workspace.

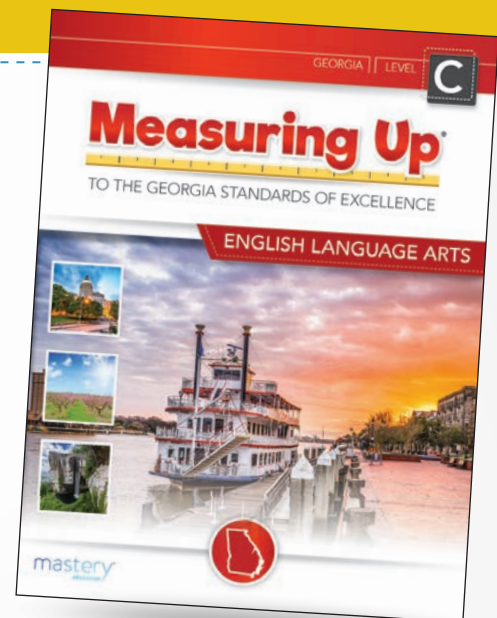
Starred items highlight more difficult, critical-thinking questions.

**Chapter Practice Tests**  
 Students practice answering items like those they'll encounter on the Milestones Test.

**Exit Tickets**  
 End-of-lesson quick checks ensure students understand the lesson concepts before moving on.

# What's Inside: A Lesson Guide

Grade 3, Lesson 4



Available for Grades 3–8

Deepen student understanding to help them make meaning of lesson content and theme.

Emphasis on academic vocabulary.

**UNIT 1**

**WORDS TO KNOW**

- understanding
- purpose
- orally
- fluently
- expression
- rate
- rhythm

## Lesson 4

READ FOR UNDERSTANDING 3RF4a, 3RF4b

### INTRODUCTION

#### Real-World Connection

**ADVENTURE**

Dorian likes to read adventure stories. They make him feel excited and happy. Sometimes, he also learns new facts about places or animals from around the world. Dorian and his family are going on vacation. He plans to bring a book for the long drive. He wants to read some of the book to his parents and his sister in the car. Dorian is worried that he will not read well. He wants his family to enjoy the story. How can he make sure his reading is good? We will practice the skills in the Guided Instruction and Independent Practice. Then, we will come back to Dorian at the end of the lesson.

#### What I Am Going to Learn

- How to read to out loud smoothly and at the right pace
- How

### Vocabulary in Action

A big part of reading is understanding the text, or knowing what it means. When you read, you have a purpose for reading. A purpose is why you read a text. Sometimes you read for fun, while other times you read to learn something. Either way, you want to make sure you understand the text. You also want to be able to explain what you have read.

- Reading a text out loud is reading orally. Reading orally can help you understand a text.
- The goal of reading out loud is to read smoothly or fluently. Try not to skip words or have long pauses. Practicing to read a text orally more than once can help.
- The feelings you show in your voice when you read is your expression. Think about a story about a birthday party. This is a happy story and the reader's voice should sound happy.
- Read at a good rate. This is the speed of speaking out loud. Speak at a speed that makes each word clear. Reading too fast may create mistakes. Pause when you see punctuation such as a comma or period.

Reading prose and reading poetry are different.

- Prose uses sentences and paragraphs to explain things or tell stories. Stories and instructions are examples of prose.
- Poetry uses different forms that may be more like music.

### THINK ABOUT IT

Your expression helps listeners have interest in the story. That is why you want to make sure your expression matches what you read.

**How Am I Doing? prompts provide checkpoints and writing opportunities for self-assessment.**

**Guided Instruction: students review the skills, standards, and practice test items.**

### GUIDED INSTRUCTION

Read this poem out loud. Try to read fluently. Try speaking at a good rate. Then, complete the first and last rows of the table.

**Over the Hills**

There once was a lad,  
Who was so very glad  
Not to be bad  
Because his mama then said,  
"Over the hills you may go,  
And search for the giants that know  
The secret of the bow."  
And so the boy did go,  
Taking with him his bow,  
Hoping to know what has been  
Hidden through time.

What is this poem about?	
What does the topic say about why someone might read this poem?	Because this is an adventure poem, most people would read it for fun.
When should you pause?	You should pause whenever there is a comma or a period.
How should you say "Who was so very glad"?	

### How Am I Doing?

What questions do you have?

Explain what you would do to get ready to read a poem orally in front of your class.

How might reading the poem out loud be different from reading prose, such as a story or an article?

Color in the traffic signal that shows how you are doing with the skill.



Lesson 4 READ FOR UNDERSTANDING

## INDEPENDENT PRACTICE

Read the story. Then, answer the questions that follow.

**The Big Sail on Buttercup Lake**  
by Molly Lowry | Genre: Short Story

- Moose sat under the willow tree near the dock.
- He was all set to go for a sail with his friends on Buttercup Lake. This time he was prepared. He had brought his orange hiking boots and his favorite yellow rain slicker. Swallow had told him yesterday that it might rain.
- Just last weekend, Moose and Miss Rabbit were caught in a bad storm near Rainbow Cove. At first, they thought it was raining stones. But, it was raining hail! There were big, huge pieces of ice falling on the deck and bouncing into the water.
- The hail crashed down so hard that Miss Rabbit pulled her ears down over her face. Moose started to laugh to himself. The sight of Miss Rabbit with her ears pulled down was very funny.
- Moose looked at his pocket watch. It was 11:15 A.M. Everyone was late. Moose was getting impatient. Where was everyone? Last night at the marshmallow roast, everyone agreed to meet at 11 A.M.
- Just then, Moose heard Raccoon and Chipmunk. He looked down the path. Raccoon was carrying fruit punch in a thermos. Chipmunk was wearing his favorite red cap. Behind them, he saw Toad leaping down the path. Sparrow and Crow were flying very low just above Toad.
- Crow had a beautiful bunch of daffodils in his beak.
- Then he saw Miss Rabbit. She was holding a basket. She looked beautiful. Seeing Miss Rabbit and her basket made Moose very happy.
- "Oh yes! Miss Rabbit made some peach pies," thought Moose. Miss Rabbit's peach pies were the B-E-S-T, especially the crust.

10 He couldn't wait to get on the sailboat, so he could have some. Miss Rabbit always made an extra pie for Moose.

11 Just then, Swallow flew up next to him. She surprised him. He'd been so busy thinking about peach pies!

12 "Hi, Moose!" said Swallow sweetly.

13 "Hi," said Moose. "What do you want, Swallow?"

14 "Oh, Moose! Why do you say that to me?" sang Swallow.

15 "I know that voice!" said Moose.

16 "Well, Moose, I would like to steer the boat today. Can I? Can I, please?" she asked nervously. Moose had built the boat two years ago. He really didn't like anyone else to steer. He liked to steer. But Swallow knew the weather better than anyone else. He often needed her expert weather advice, so Moose thought it would be a good idea to say yes.

17 "Sure," Moose said. "When we get close to Rainbow Cove, you can steer for a little while."


18 "Oh, oh, oh, Moose," twittered Swallow. "Thank you. Thank you so much."

19 "Okay, mates, let's go," yelled Moose in a happy voice. "It's time to sail." Then he added, "And, I see that Miss Rabbit has made peach pie for everyone. We'll have a picnic when we get to Rainbow Cove!"

20 "OKAY!" everyone yelled. Quickly, they hopped on the boat and sat in their favorite places. Raccoon untied the ropes. Chipmunk got the sails ready. Moose steered the boat out of the harbor toward Rainbow Cove.

21 "It's going to be a good sailing day," thought Moose.

22 Suddenly a nice gust of wind caught the sails, and off they went. Moose steered the boat directly toward Rainbow Cove.



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Space to make notes or sketch important information.

Students practice with questions that are similar to those on the Milestones.

Hints and other suggestions help guide students to the correct answer.

Lesson 4 READ FOR UNDERSTANDING

This question has two parts. First, answer part A. Then, answer part B.

1. Part A  
To whom does the boat belong?

- Moose
- Raccoon
- Swallow
- Chipmunk

Part B  
Which sentence from the story shows to whom the boat belongs?

- "Moose was getting impatient." (paragraph 5)
- "Moose had built the boat two years ago." (paragraph 16)
- "Okay, mates, let's go," yelled Moose in a happy voice. (paragraph 19)
- "It's going to be a good sailing day," thought Moose. (paragraph 21)

This question has two parts. First, answer part A. Then, answer part B.

2. Part A  
Why is Moose so happy to see Miss Rabbit?

- She brought snacks.
- She is beautiful.
- She wants to sail.
- She is funny.

Part B  
Underline a sentence in the story that BEST supports the answer to Part A.

Language Arts | Level C

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Starred items highlight more difficult, critical-thinking questions.

Unit Practice Tests  
Units end with additional test-like practice.

Lesson 4 READ FOR UNDERSTANDING

## EXIT TICKET

JRF4a, JRF4b

Now that you have practiced reading for understanding and expression, let's revisit the Real-World Connection. Dorian wants to read his adventure story to his family on their car trip. What could he do to read fluently and with expression? Write a list of up to five suggestions.

Exit Tickets  
End-of-lesson Exit Tickets ensure students understand before moving on.

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# Measuring Up<sup>®</sup>

## to the Georgia Standards of Excellence for Science

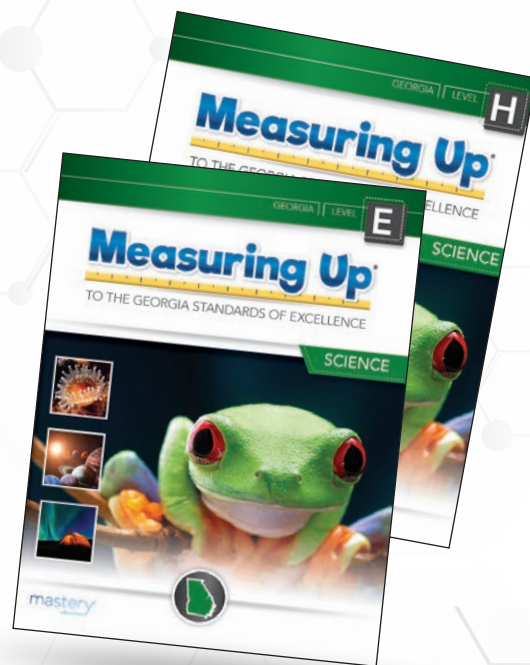
Promote data analysis, critical thinking, and problem solving.

### Lessons Feature:

- Connect science to other subject areas.
- Lesson goals connect prior knowledge to scientific concepts.
- Independent-practice items meet the rigor of the Georgia Milestones assessments.
- Building Stamina unit tests check for understanding.
- Hands-on activities, experiments, and investigations.

**THE BIG IDEA:**  
Lesson objectives set the stage for what students will learn.

**WHAT I NEED TO KNOW:**  
Quickly highlights and reviews the lesson concept.



### WORDS TO KNOW:

Vocabulary students will encounter is listed and defined in context.

## Lesson 1

### HOW CAN WE SEE MATTER?

#### THE BIG IDEA

- Matter is made of particles that are too small to see, but we can observe it in other ways.
- A model can explain how gases consist of matter particles that are too small to see and move freely in space.

#### WHAT I NEED TO KNOW

Matter is all around us. In fact, we are matter! Matter is anything that has mass and takes up space.

You can make observations about matter. For example, you can bounce a ball and feel if it is soft or hard. You can even make changes to matter like tearing a piece of paper into smaller pieces. You can also measure its mass or volume.

While there are many examples of matter, the human eye cannot see the building blocks of all matter—atoms.

Atoms can combine in many different ways. One of the simplest combinations creates a molecule. A molecule is a group of atoms bonded together. Because atoms and molecules are so small, we can use models of individual atoms to show how atoms bond together to form molecules. A molecule of water, for example, is made of two hydrogen atoms and one oxygen atom.

Individual atoms and molecules are not visible to the eye, but they make up everything around us. This includes matter that is or is not visible to the eye. Think for a moment: how can you observe matter if its tiny particles are not visible?

WORDS TO KNOW

matter  
atom  
molecule  
particle

**THINK ABOUT IT**

What is the smallest thing you can see using just your eyes? Do you think things exist that are too small to see?



**TURN AND TALK**

Matter is composed of small particles called atoms. What are some other examples of large objects that are made up of many smaller pieces?

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Unit 1 | Physical and Chemical Changes | masteryeducation.com [ 1 ]

## Each grade level covers a wide variety of scientific concepts including life, earth, and physical science.

### Level E / Grade 5

- Physical and Chemical Changes
- Electricity and Magnetism
- Cells and Microorganisms
- Characteristics of Organisms and Classification
- Constructive and Destructive Forces

### Level H / Grade 8

- Properties of Matter
- Forces and Motion
- Energy and Its Transformations
- Energy in Waves
- Electricity and Magnetism

### ORDERING INFORMATION

ISBN	Level/Grade	Price
<b>STUDENT EDITION</b>		
978-1-64090-108-7	E/5	\$14.95
978-1-64090-109-4	H/8	\$14.95
<b>ANNOTATED TEACHER EDITION</b>		
978-1-64090-110-0	E/5	\$32.95
978-1-64090-111-7	H/8	

Teacher's Editions are not sold without the purchase of a minimum order of 20 student books of the same subject and grade level. Shipping is additional.

Starred items highlight more difficult, critical-thinking questions.

HOW CAN WE SEE MATTER? Lesson 1

3. A student places several ice cubes in 100 milliliters of water. She leaves the water in the refrigerator. When she comes back, there is no ice. What can she observe that the matter in the water has only changed?

(A) The water is now made of small particles of ice.  
 (B) She can see the ice melt while she was away.  
 (C) The volume of the water to see if it has increased.

4. A student has made a simple model. It involves a capped syringe and a plunger (there is no needle). The student can move the plunger halfway down the syringe before it can no longer move. What idea is this simple model illustrating?

(A) Matter escaped from the syringe when pushed.  
 (B) There is no matter inside the syringe.  
 (C) Matter can be completely compressed when pushed.  
 (D) The syringe is filled with matter.

5. Which of the following is not matter?

(A) An idea  
 (B) An atom  
 (C) A building  
 (D) A molecule

**HINT, HINT**  
 Remember that matter is everywhere, even if it cannot be seen!

Unit 1 | Physical and Chemical Changes | masteryeducation.com [ 3 ]

### The Teacher Edition includes support for:

- prerequisite knowledge and standards.
- misconceptions.
- working with struggling, advanced, and English Language Learners.



# measuring Up LIVE<sup>2.0</sup>

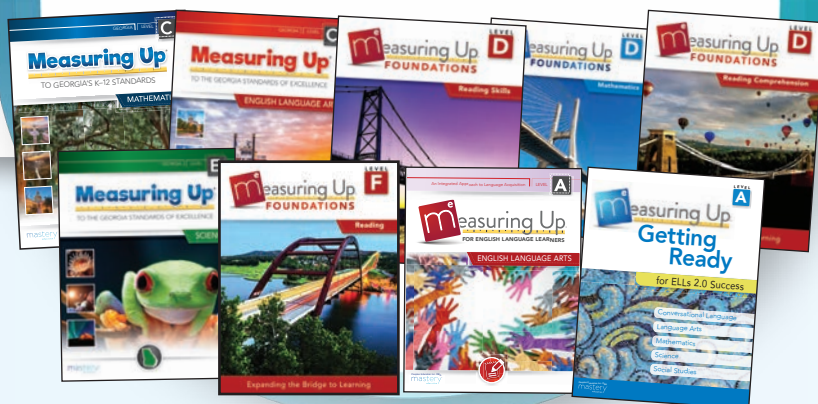
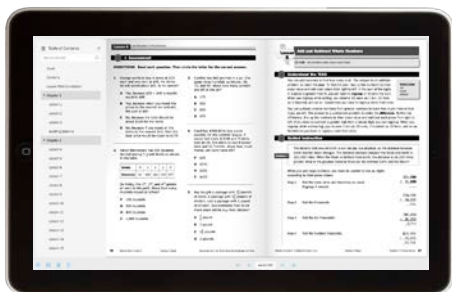
## Assessment, Instruction, and Practice aligning to Georgia Standards

- Full-length practice tests
- Formative and summative curriculum-based assessments
- Measure growth in before- and after-school programs
- Deepen Georgia Standards of Excellence & Georgia's K-12 Standards understanding and comprehension
- Targeted, customized intervention to support struggling learners
- Actionable data to monitor progress and inform instruction



### measuring Up reach

EBOOK VERSION OF  
MEASURING UP WORKTEXTS







**GSE-BASED ASSESSMENTS**

- |                                 |                              |
|---------------------------------|------------------------------|
| DIAGNOSTIC/<br>BENCHMARKING     | MILESTONES<br>PRACTICE TESTS |
| CURRICULUM-BASED<br>ASSESSMENTS | FORMATIVE AND<br>INFORMATIVE |
| BRAIN BREAKS                    | EXIT TICKETS                 |

Create and customize assessments with 65,000+ questions.

Choose pre-created assessments for multiple grade levels and standards.



**DIFFERENTIATED, ADAPTIVE,  
GSE-DRIVEN PRACTICE**

- |              |              |
|--------------|--------------|
| PERSONALIZED | FORMATIVE    |
| PRESCRIBED   | MOTIVATIONAL |

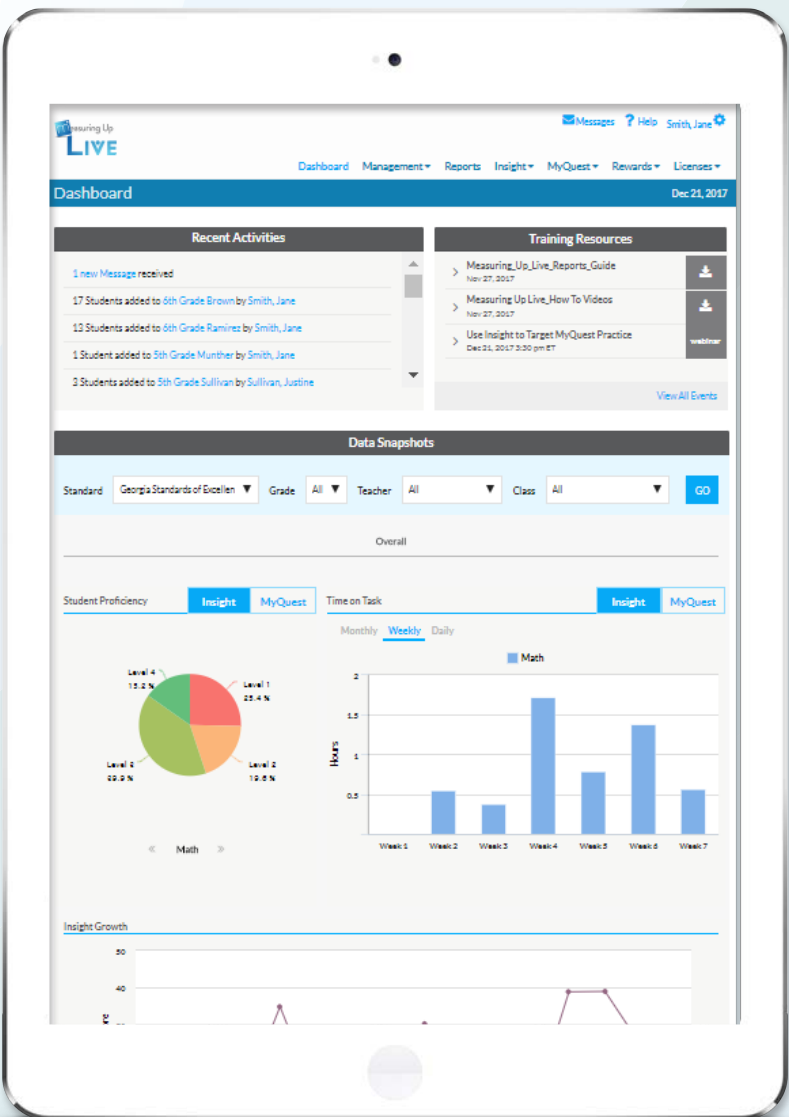
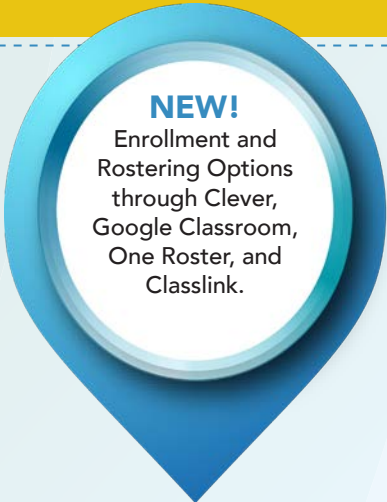
- Teacher-assigned or automatically prescribed from *Insight* results
- Corrective feedback, text-to-speech features, and built-in rewards
- Quiz mode and game mode



Available 24/7  
ONLINE ACCESS  
for ongoing assessment & practice

## A Single Management System to Drive Instruction!

Receive unparalleled access to student performance data.



### Diagnostic Assessments

- Access a variety of Milestones EOG diagnostic and formative assessments.
- Create your own assessments.
- Use filters to pinpoint questions by item type, difficulty level, or cognitive levels.

### Differentiated and Adapted Practice

A *Personalized Learning Path* is generated based on performance and assessment results.

### Real-Time Data

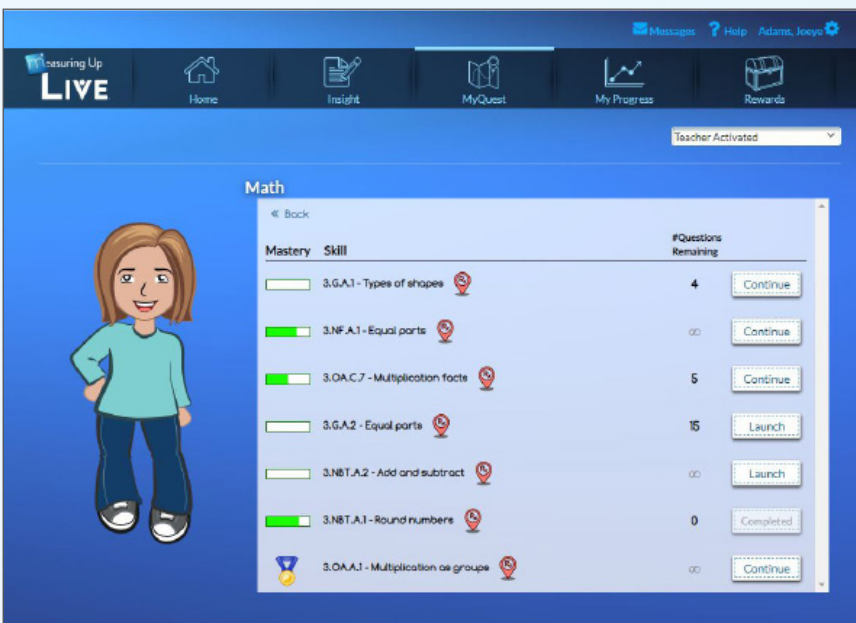
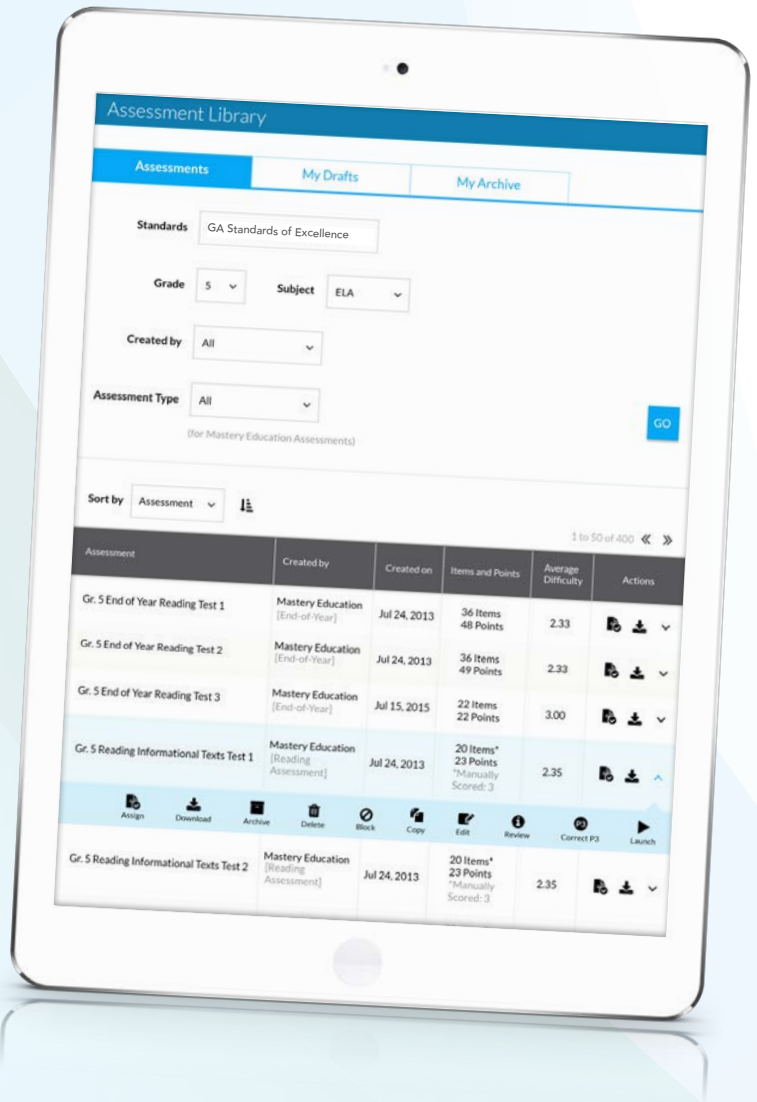
Make a positive impact on student learning with actionable data.

# Multiple Measures to Monitor Learning

Using the student-friendly dashboard, students monitor assignments, view needed skills, monitor achievements, and witness their own success.



- Assigned assessments are posted on the student dashboard.
- Students experience questions in the same format as the state assessment—including navigation tools.
- Assessment results are listed, making it easy to view progress.



- Personalized practice assignments are posted on the student dashboard.
- Practice scores are immediately posted.
- Students access learning games, leader board, and rewards from the dashboard.



Available 24/7  
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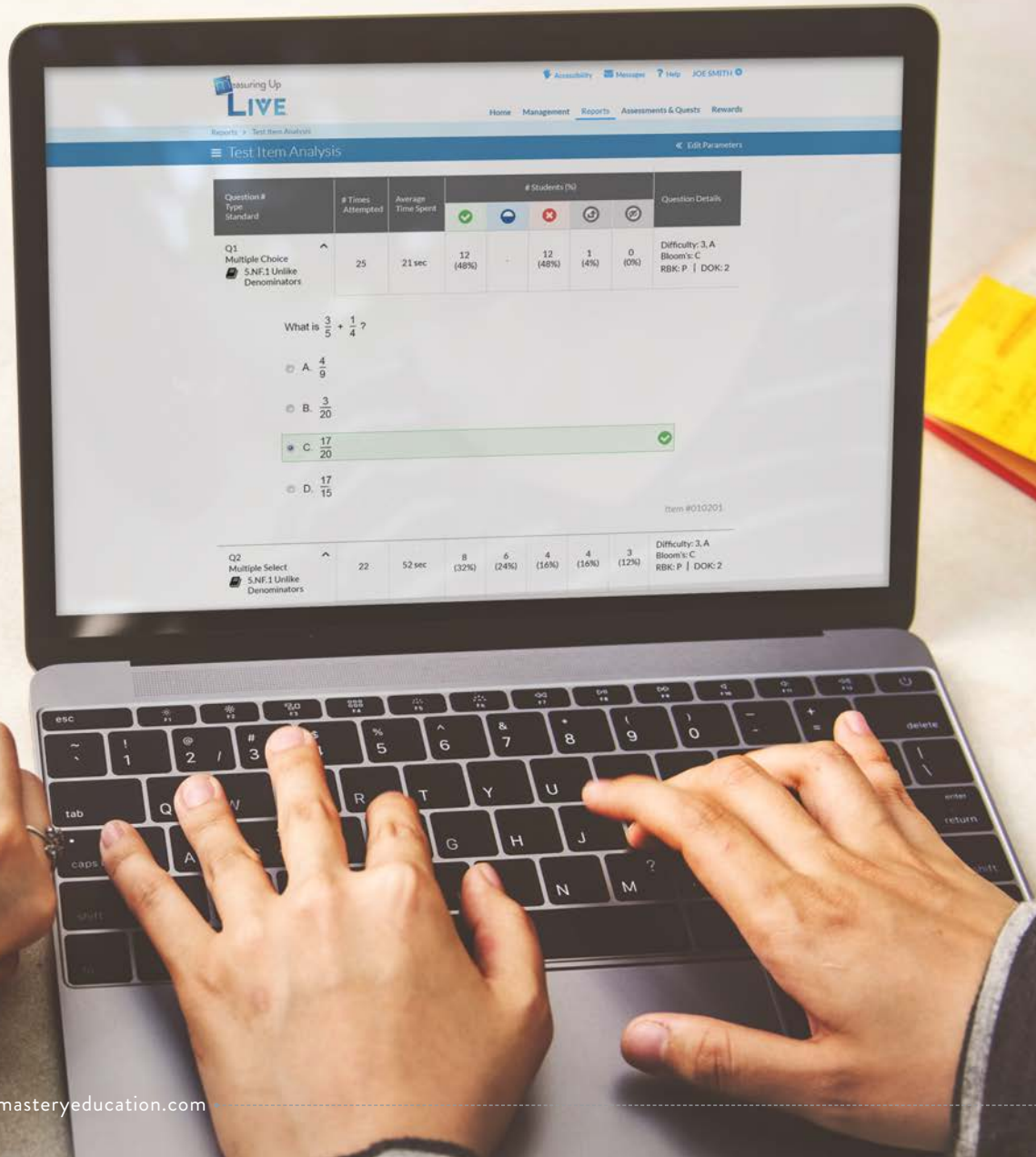
## Access to Actionable Data

Inform instruction and practice to master the GA Standards.

*Measuring Up Live 2.0* analytics provides access to real-time data.

- Adjust instruction, group students, and connect with families.
- **Reporting** for individual students, and by class, grade, and school.

Get immediate access to results by item.





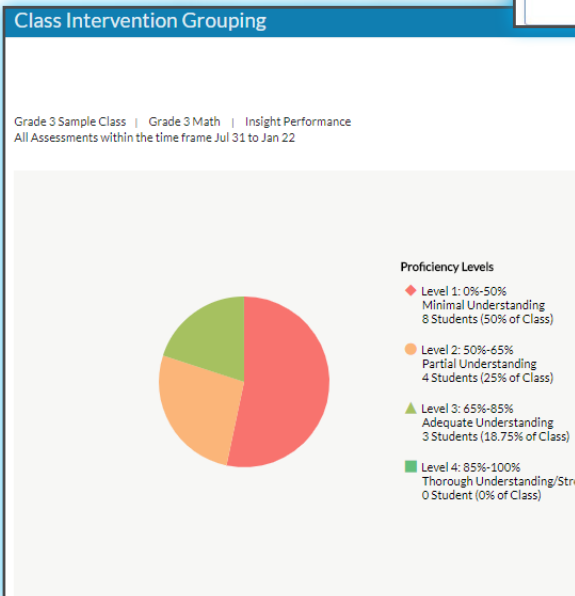
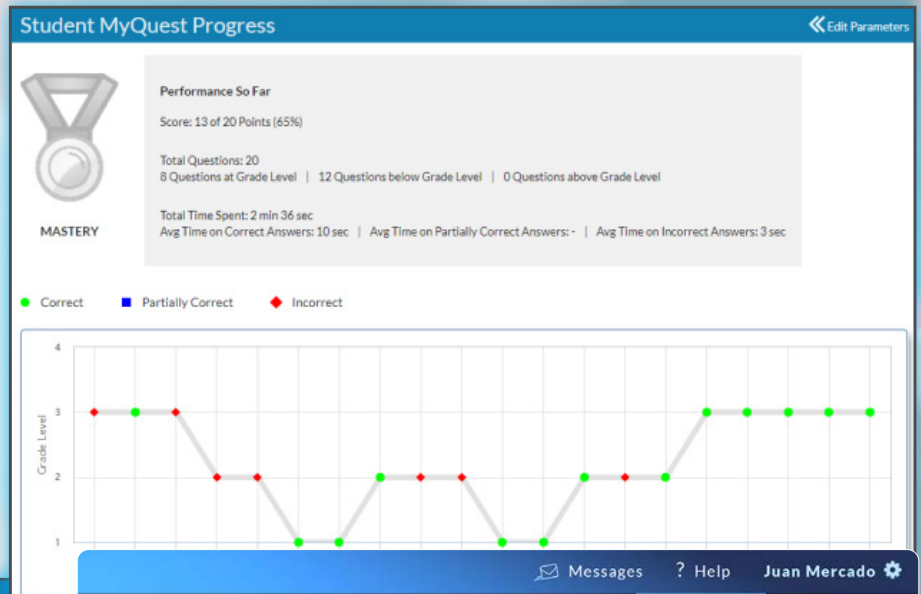
# Target the Needs of Every Student

Maintain a positive impact on student learning.

Differentiated Instruction with Insight assessment data to personalize a learning path through MyQuest.

## Personalized Learning—Progress Monitoring by Student

Teachers can see how students level up and down within the program.



## My Progress

Motivate students with a view of real-time progress.

**Measuring Up LIVE** Home Insight MyQuest My Progress Rewards

Messages ? Help Juan Mercado

ELA **Math** Science MyQuest

**MASTERY**  
19 of 26

Total Questions Answered: **003635**  
 Total Time Spent: **03:42** (hr min)  
 Total Correct Answers: **002441**  
 Average Time per Question: **00:21** (min sec)

Progress	Topic	Time on Topic	Questions Answered	Avg Time per Question	Lesson
2 of 5	Number and Operations - Fractions	04:11:00	1037	00:00:16	
	Unlike Denominators	00:38:00	57	00:00:40	
1 of 3	Division with Unit Fractions	03:33:00	980	00:00:13	
	Divide Fractions	00:48:00	180	00:00:16	
	Divide by Fractions	02:30:00	750	00:00:12	
	Word Problems	00:15:00	50	00:00:18	
	Fractions as Division	00:38:00	57	00:00:40	
1 of 5	Measurement & Data	00:15:00	36	00:00:25	



Measuring Up  
**insight**  
ITEM BANK

**Educator  
Access  
Only**

Custom resource to create  
formative and diagnostic  
assessments

## Create Your Own Georgia Standards-Based Assessments

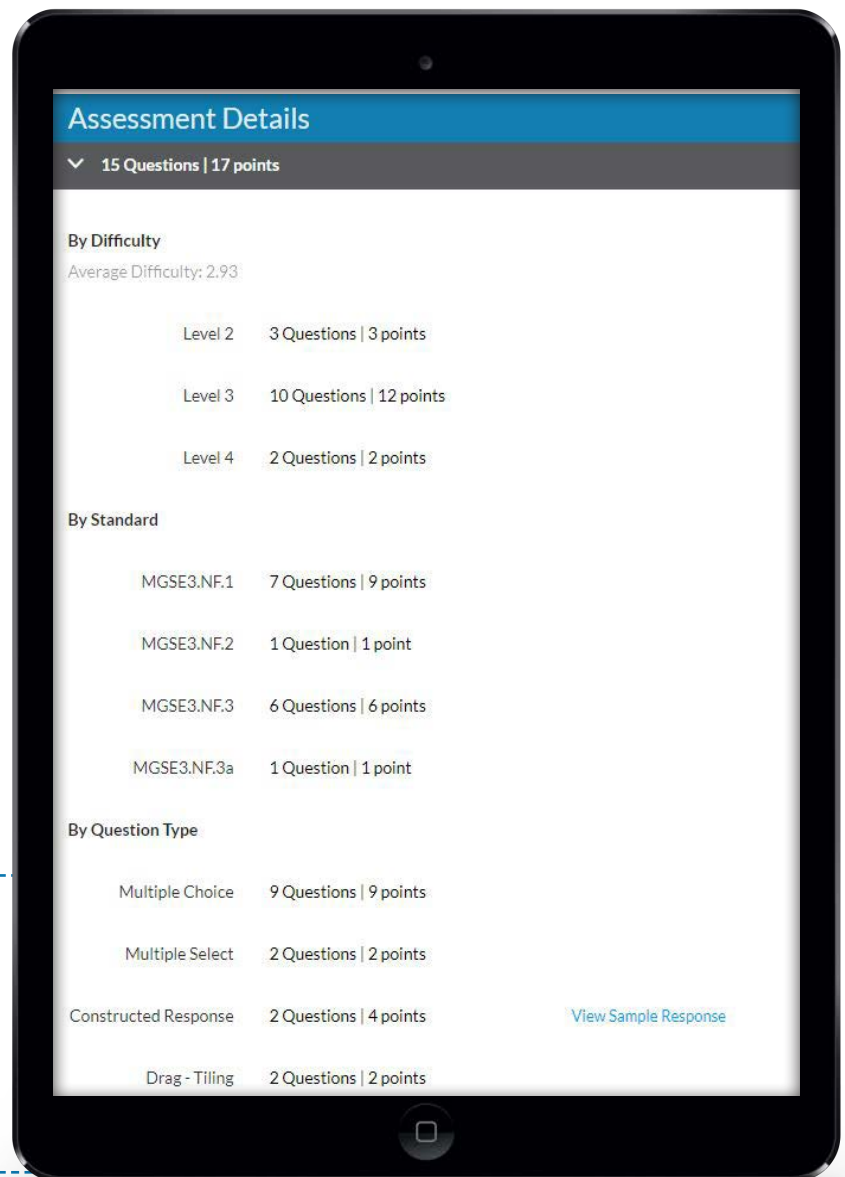
Each site license provides access to the appropriate subject and grades.

The Item Bank includes:

- Over **65,000 test questions** organized by GA Standard.
- **Hundreds** of reading passages including informational texts, poetry, and drama.
- **Difficulty levels and cognitive scale identified** for all questions.
- **Higher-level questions** that match the rigor of the Milestones.
- **Ability to edit and print** your custom assessments.
- **Measuring Up Insight assessments are downloaded** to either PDF or Microsoft Word format.

**Only 3  
steps to  
create your  
assessment!**

- Select the standard(s) you wish to assess.
- Choose questions.
- Print your Insight assessment.



Assessment Details	
▼ 15 Questions   17 points	
By Difficulty	
Average Difficulty: 2.93	
Level 2	3 Questions   3 points
Level 3	10 Questions   12 points
Level 4	2 Questions   2 points
By Standard	
MGSE3.NF.1	7 Questions   9 points
MGSE3.NF.2	1 Question   1 point
MGSE3.NF.3	6 Questions   6 points
MGSE3.NF.3a	1 Question   1 point
By Question Type	
Multiple Choice	9 Questions   9 points
Multiple Select	2 Questions   2 points
Constructed Response	2 Questions   4 points
Drag - Tiling	2 Questions   2 points

[View Sample Response](#)

## Measuring Up Live 2.0 Ordering Information

### Combo: *Measuring Up Insight* + *Measuring Up MyQuest* : Grades 1–8

ISBN	One-Year Subscription Per Student	Price
978-1-60979-471-2	<i>Insight</i> + <i>MyQuest 2.0</i> : ELA	\$14.95
978-1-60979-470-5	<i>Insight</i> + <i>MyQuest 2.0</i> : Math	\$14.95
978-1-60979-472-9	<i>Insight</i> + <i>MyQuest 2.0</i> : Science	\$14.95
978-1-60979-473-6	<i>Insight</i> + <i>MyQuest 2.0</i> : Math/ELA	\$18.95
978-1-60979-474-3	<i>Insight</i> + <i>MyQuest 2.0</i> : Math/Science	\$18.95
978-1-60979-475-0	<i>Insight</i> + <i>MyQuest 2.0</i> : ELA/Science	\$18.95
978-1-60979-476-7	<i>Insight</i> + <i>MyQuest 2.0</i> : Math/ELA/Science	\$20.95

### *Measuring Up Insight* : Grades 1–8

ISBN	One-Year Subscription Per Student	Price
978-1-60979-446-0	<i>Insight 2.0</i> : ELA	\$11.95
978-1-60979-445-3	<i>Insight 2.0</i> : Math	\$11.95
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978-1-60979-455-2	<i>Insight 2.0</i> : Math/ELA/Science	\$16.95

A minimum order of 31 licenses per subject/per grade required.

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ISBN	One-Year Subscription Per Student	Price
978-1-60979-464-4	<i>MyQuest 2.0</i> : ELA	\$10.95
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978-1-60979-466-8	<i>MyQuest 2.0</i> : Math/ELA	\$12.95
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978-1-60979-468-2	<i>MyQuest 2.0</i> : ELA/Science	\$12.95
978-1-60979-469-9	<i>MyQuest 2.0</i> : Math/ELA/Science	\$14.95

### *Measuring Up Insight* Item Bank : Grades 1–8

ISBN	One-Year Subscription Per Campus	Price
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978-1-60979-458-3	<i>Insight Item Bank</i> : Science	\$1000*

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Individual Subscription Per Subject | Per Grade

Minimum Qty: 35		Price
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“Once a teacher generates an intentional assessment, the reality of planning a rigorous lesson and delivering explicit instruction begins . . . these PD sessions ensure educators have all the tools and best practices to effectively implement *Measuring Up Live 2.0* and build standards mastery.”

**Dr. Kathy W. Dames**, Educational Consultant and *Measuring Up* Professional Development Author

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**Creating Meaningful Assessments**  
**Differentiated Instruction**  
**Using Data to Drive Instruction**

### Functionality Training

ISBN	Professional Development Guideline	Price
978-1-64090-197-1	Webinar: 1 hr. in length <i>FREE with purchase of Measuring Up Live 2.0</i>	<del>\$999</del>
978-1-61527-046-0	On-Site: 1 day	\$1,500

### Professional Development: Webinar

ISBN	Professional Development Guideline	Price
978-1-64090-198-8	1 Professional Development Session; approximately 1 hr. in length	\$999
978-1-64090-199-5	2 Professional Development Sessions; approximately 2 hrs. in length	\$1,499
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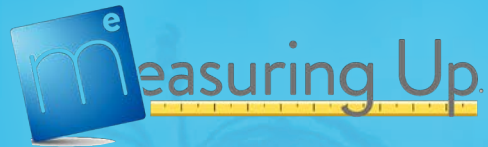
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