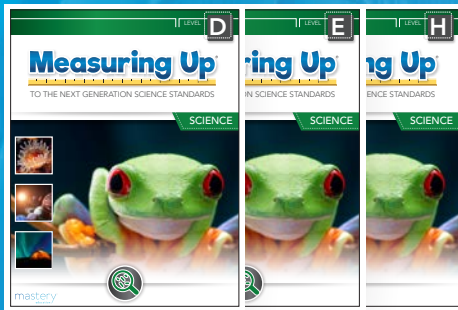


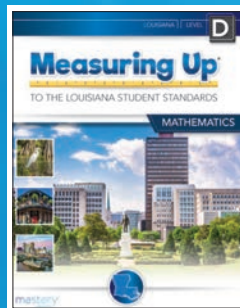
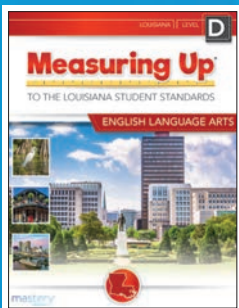


A Blended Solution

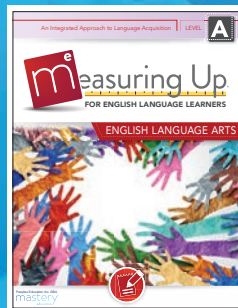
Year-Round LA Student Standards-Based Supplemental Program for Extended Learning



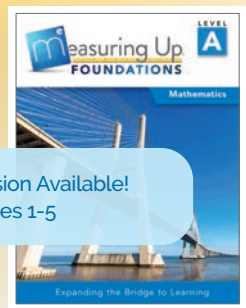
Next Generation Science Standards



LA Student Standards: ELA ; Mathematics



English Language Learners



Foundational Skills: Reading Comprehension; Mathematics



Online Student Assessment



Targeted Instruction

Available in eBook format!



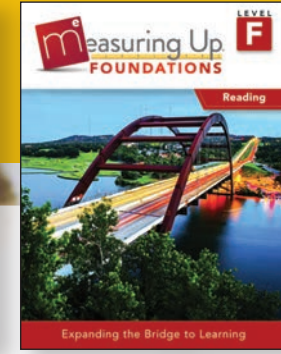
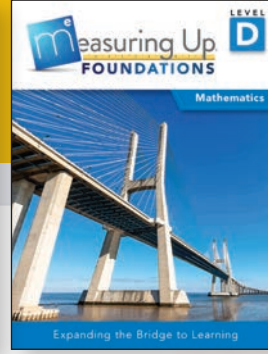
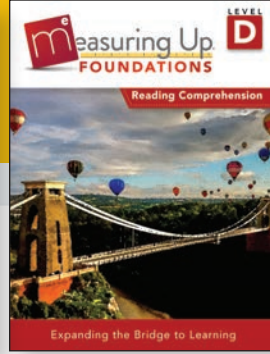
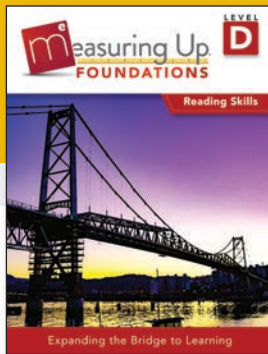
Online Student Practice



Page	Title	Subjects	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
Measuring Up Skill Building and Intervention										
1-5	Foundations	Reading Comprehension								
		Reading Skills								
		Mathematics								
		Reading								
6-9	ELL	English Language Learners								
Measuring Up LA Student Standards-Based Instruction										
10-17	LA Student Standards	English Language Arts & Mathematics								
	Next Generation Science Standards	Science								
Measuring Up Live 2.0 LA Student Standards-Based Formative Assessment & Differentiated, Adaptive Practice										
18-19	Overview	Insight, Reach, and MyQuest								
20-24	Insight Item Bank MyQuest	English Language Arts, Mathematics & Science								
25	Professional Development	Training with purchase of <i>Measuring Up Live 2.0</i>								

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 • Identify uppercase and lowercase letters. • Identify each letter sound.	Why Students May Struggle 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-Ff-Gg
Hh-Ii-Jj-Kk-Ll-Mm-Nn
Oo-Pp-Qq-Rr-Ss-Tt
Uu-Vv-Ww-Xx-Yy-Zz
Ww-Xx-Yy-Zz

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.

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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.

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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.

6 Level E Copying is prohibited.

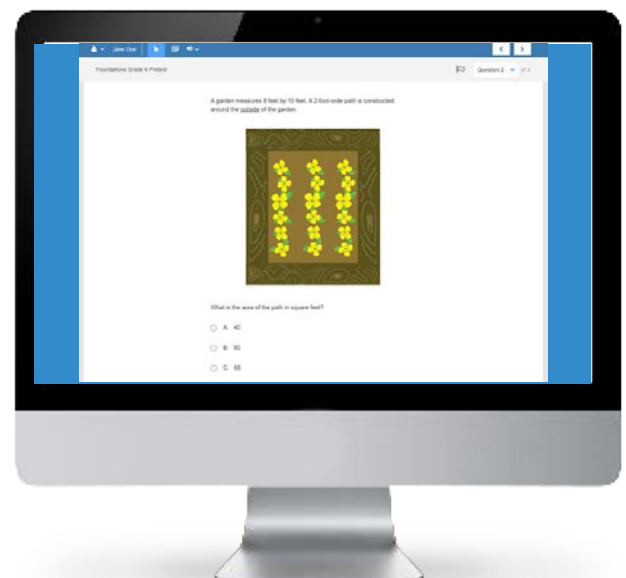
Additional Support & Extension Activities in Teacher's Manual

- 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

MATHEMATICS (TOPICS VARY BY GRADE)

- Counting • Sequencing • Comparing • Place Value
- Addition • Subtraction • Computation • Multiplication
- Division • Fractions

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
Level D/Grade 4	978-1-64090-762-1	978-1-64090-767-6	978-1-64090-772-0
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 E/Grade 8	978-1-64090-954-0	978-1-64090-957-1

Teacher's Editions are not sold without the purchase of a minimum order of 25 student books of the same subject and grade level. Shipping is additional.

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

LEVEL/ GRADE	Reading Comprehension	Mathematics
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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

LEVEL/ GRADE	Reading Comprehension	Mathematics
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Level C/Grade 3	979-8-88711-536-8	979-8-88711-546-7
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Measuring Up Foundations: Add-On Printed Teacher's Manual

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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



English Language Learners
Language-acquisition

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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Engaging Student Lessons with explicit teacher instruction deliver an integrated approach.

Students interact with appealing lesson design.

- Guided Thinking Questions support understanding.
- Academic vocabulary appears in boldface.
- Identifies opportunities to read, listen, speak, and write.
- Self-check encourages students to take ownership.

Unit 1 MAIN IDEA AND DETAILS

Lesson 1

WHAT I AM GOING TO LEARN
I will learn how to read, speak, listen, and write about main ideas and details in a story.

FOCUS ON LITERATURE
Use the shaded sentences and the Guided Thinking questions to find the main idea and details in this story.

Lara the Cat



Alisa found a kitten. Alisa took her **inside**.
"Dad! Can I keep it?" Alisa asked.
"She may **belong** to someone," said Dad.

MAIN IDEA AND DETAILS IN FICTION
The main idea is what a story is mostly about. **Details** in the story tell more about the main idea.
Sometimes the title of a story can give clues about the main idea. The title can tell what the story will be about before you start to read.


GUIDED THINKING

◀ **HEAR IT**
Listen and follow along as your teacher reads the passage aloud.

◀ **SPEAK IT**
Read the title. What do you think this story will be about?
Tell a partner.

Copyright is prohibited. Unit 1 | Main Idea and Details | masteryeducation.com [1]

"Come with me," he said.
Dad took Alisa's hand. They walked outside. They walked around the **block**. They could not find where the kitten lived.
"I can keep her, Dad?" Alisa asked again.



"I am sorry, Alisa," Dad **explained**. "We **cannot**. The **hair** makes Mom sick. We can ask Grandma."
"My! Alisa, that is a cute kitten!" Grandma **cried**.
"I found her **outside**," Alisa said. "I want to keep her. But we cannot. She will make Mom sick."

▶ **SPEAK IT**
Read the shaded sentences.
Tell the main idea.

HOW AM I DOING?
Check the color to show how you are doing.

▶ **SPEAK IT**
Read the shaded sentences.
Tell the main idea.

[2] masteryeducation.com | English Language Arts | Level A Copyright is prohibited.

Grade 1, Lesson 1

Annotated Teacher Edition offers explicit teaching support and suggested pacing as well as:

- Support for Entering and Emerging PLD students.
- Before-, during-, and after-reading support and guidance.

Explicit Instruction

Main Idea and Details

Listen

- Tell students that the main idea in a story is what the story is mainly about. Sometimes the title of the story is a good clue to what the whole story is about.
- Explain that the details tell what the characters see, how they feel, and what they do.

Before Reading

Activate Prior Knowledge

Speak

Ask students if they have ever had a pet. Have students tell how they would feel if their pet was lost. Incorporate lesson vocabulary into your oral conversation as appropriate. Review cognates.

Preview

Direct students to preview the passage as you model making a prediction.

Model Say to the students:
The title, "Lara the Cat," makes me think that this story will be about a special cat named Lara. I wonder if the picture at the beginning of the story is Lara. I wonder if something happened to the kitten or why this kitten is special.
As I skim the passage, I notice a sign that says, "Found Black Kitten." I wonder if anyone will call the phone number. I am looking forward to reading this to find out.

Direct students to make a prediction and identify the clues they used to make their prediction. Compose an oral prediction with Entering and Emerging PLD students. Scaffold responses with a sentence frame such as, I predict _____ because _____.

Direct students to share their prediction with a partner. Remind them to use complete sentences, providing oral language frames such as, I think this is about _____ because _____.

Present the Passage

Read the Passage Aloud

First Read

Read Aloud Together

Direct students to follow along as you read the passage aloud. Remind them to pay attention to the details and keep asking themselves what the characters are saying and doing. Remind them to keep predicting where the story line is leading.

[2] masteryeducation.com | English Language Arts | Level A Copyright is prohibited.




NOTEPAD

TRY IT
 Think about the passage "Lara the Cat." Circle the letter next to the best answer.

- Read these sentences from the passage.
 "Alisa found a kitten. Alisa took her inside."
 "Dad! Can I keep it?" Alisa asked.
 Which word or phrase means the same as her?
 A. Alisa C. Grandma
 B. The kitten D. Mom
- Read this sentence from the passage.
 "You can come play with her anytime."
 Which word or phrase means the same as anytime?
 A. Just then C. At first
 B. Whenever D. Finally
- Read this sentence from the passage.
 "My! Alisa, that is a cute kitten!" Grandma cried.
 Which word best tells how Grandma was feeling?
 A. Sad
 B. Surprised
 C. Unhappy
 D. Angry

[4] masteryeducation.com | English Language Arts | Level A Copying is prohibited.

ORGANIZE IT
 Complete the story map with details from "Lara the Cat."

Beginning 	Somebody Alisa Wanted _____	
Middle 	But Alisa can't keep the kitten because the hair makes Mom sick. So _____	
End 	Then Grandma said she will keep the kitten for Alisa if they do not find where the kitten lives.	

EXIT TICKET
 Imagine that you are Alisa. What would you tell your friends at school about finding a kitten?

TURN AND TALK
 Share your summary with a partner. Speak in complete sentences.

[5] masteryeducation.com | Unit 1 | Main Idea and Details | Copying is prohibited.




Students apply the skills to five different activities:

- Practice items
- Graphic organizer
- Writing activity
- Speaking activity
- Turn and Talk

Grade 1, Lesson 1

UNIT 1 REVIEW

KNOW IT, SHOW IT
 Think about the two passages you have just read. Then, circle the letter next to the best answer.

- Listen to these sentences from the passage. **Lara the Cat**
 Which word or phrase means the same as block?
 A. Neighborhood
 B. Wooden toy
 C. Stop up
 D. Building

- Read these sentences from "All About Cats."
 "This is because cats like to sleep a lot. Cats take cat naps." They like to sleep for a few minutes at a time.
 Which word or phrase helps you to understand the meaning of cat naps?
 A. Sleep a lot C. Few minutes
 B. Like to sleep D. Take
- Read these sentences from "Lara the Cat."
 "Alisa found a kitten. Alisa took her inside."
 Which phrase means the same as inside?
 A. Into the yard
 B. Into the house
 C. Into school
 D. To Grandma's

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Each unit concludes with

- Listening and Reading multiple-choice questions
- Writing Task

English Language Learners WORKTEXTS			
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WRITE IT
 Now read the directions below.

You have just read two passages about pets. Write one paragraph that tells about a pet you would choose to have and why you would choose it. Use information from the passages and your own ideas to help you write.

Write your final answer on the lines below.

Checklist

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passages.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

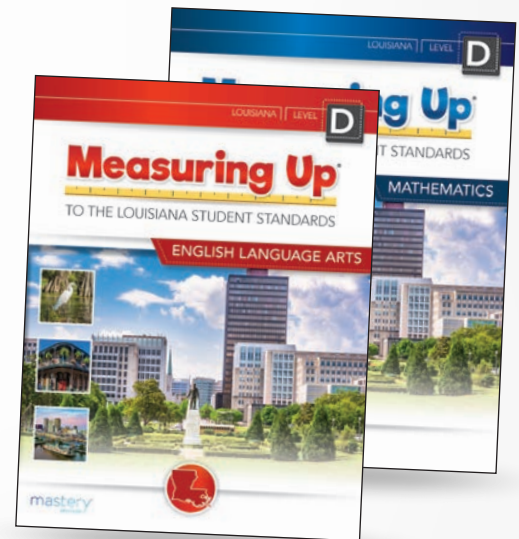
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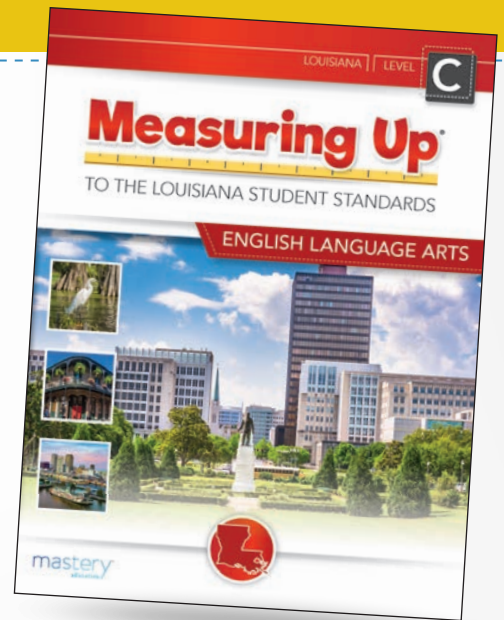


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What's Inside: A Lesson Guide

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.

WORDS TO KNOW

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

Lesson 4

READ FOR UNDERSTANDING RF.3.4a, RF.3.4b

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 to read to out loud fluently and at the right pace

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"?	

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.

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.

How Am I Doing?

Prompts provide checkpoints and writing opportunities for self-assessment.

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.

I am stuck.

I almost have it.

I understand the skill.

Lesson 4 READ FOR UNDERSTANDING

READING NOTES

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.

[34] masteryeducation.com | English Language Arts | Level C Copying is prohibited.

Space to make notes or sketch important information.

Lesson 4 READ FOR UNDERSTANDING

- He couldn't wait to get on the sailboat, so he could have some. Miss Rabbit always made an extra pie for Moose.
- Just then, Swallow flew up next to him. She surprised him. He'd been so busy thinking about peach pies!
- "Hi, Moose!" said Swallow sweetly.
- "Hi," said Moose. "What do you want, Swallow?"
- "Oh, Moose! Why do you say that to me?" sang Swallow.
- "I know that voice!" said Moose.
- "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.
- "Sure," Moose said. "When we get close to Rainbow Cove, you can steer for a little while."
- "Oh, oh, oh, Moose," twittered Swallow. "Thank you. Thank you so much."
- "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!"
- "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.
- "It's going to be a good sailing day," thought Moose.
- Suddenly a nice gust of wind caught the sails, and off they went. Moose steered the boat directly toward Rainbow Cove.

Unit 1 | Reviewing Foundational Skills | masteryeducation.com [35]

Students practice with questions that are similar to those on the LEAP 2025.



Lesson 4 READ FOR UNDERSTANDING

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)

★ 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.

► HINT, HINT
Reread paragraph 9 to figure out why Moose is excited to see Miss Rabbit.

Language Arts | Level C

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

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

REF. 4a, REF. 4b

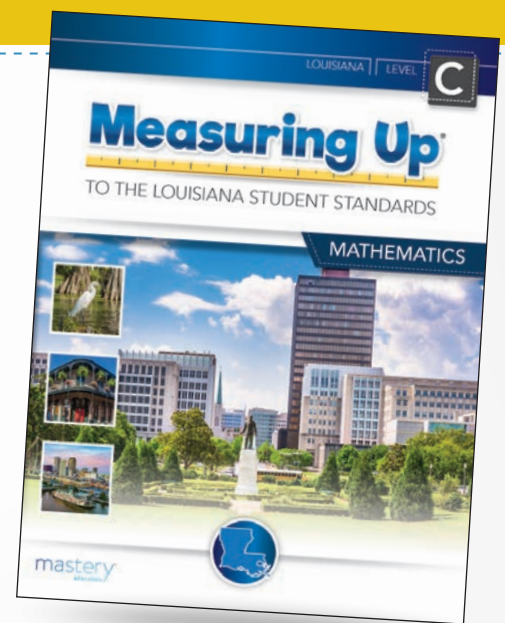
Now that you have practiced reading for understanding and expression, let's revisit the Real-World Connection. Dorian wants to read his adventure story to his family on their car trip. What could he do to read fluently and with expression? Write a list of up to five suggestions.

[38] masteryeducation.com | English Language Arts | Level C Copying is prohibited.

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

What's Inside: A Lesson Guide

Grade 3, Lesson 1



Available for Grades 3–8

Lesson 1

UNDERSTAND MULTIPLICATION 3.OA.A.1

INTRODUCTION

Real-World Connection

Carrie is having a picnic at the park. She sees 5 bicycles parked against a tree. Each bicycle has 2 wheels. How many wheels does she see in all?

Carrie can use multiplication to find how many wheels she sees in all. Let's practice the skills in the **Guided Instruction** and **Independent Practice** and help Carrie solve her problem at the end of the lesson!

What I Am Going to Learn

- How to use multiplication to combine equal groups
- How to identify the factors and the product in a multiplication sentence
- How to draw a picture to see the total number of objects in combined equal groups.

What I May Already Know

2.OA.A.4, 2.NBT.B.5

- I know how to use addition to find the number of objects arranged in equal rows.
- I know how to add numbers.

Vocabulary in Action

- To **multiply** means to combine **equal groups** using addition.
- The symbol "×" means multiply.


WORDS TO KNOW

multiply

equal groups

factor

product



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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.

UNDERSTAND MULTIPLICATION Lesson 1



• To multiply 3 and 5, write 3×5 , which means add 3 groups of 5: $5 + 5 + 5$.

• Each number is a **factor**, and the total is the **product**.

• $5 + 5 + 5 = 15$, so the product of 3×5 is 15.

EXAMPLE

Cars have 4 tires. How many tires are there for 3 cars?

There are 3 groups of 4 tires, or 12 tires in all: $4 + 4 + 4 = 12$

To use multiplication, write:

$3 \times 4 = 12$

Three groups of four equals twelve.


3 and 4 are the factors and 12 is the product.

You can use repeated addition to solve multiplication problems, and you can make a drawing.

EXAMPLE

What is the product of 4×5 ?

4×5 is 4 groups of 5:

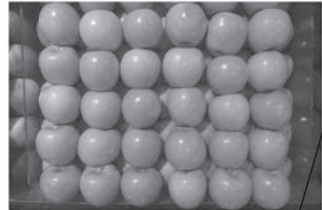


$5 + 5 + 5 + 5 = 20$

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UNDERSTAND MULTIPLICATION Lesson 1

Many things are arranged in rows: seats in a theater, apples at a fruit stand.



◀ THINK ABOUT IT

You can skip count to add again and again. Can you skip count by 2s, 5s, and 10s?

You can multiply to find how many apples there are.

GUIDED INSTRUCTION


Many things can be counted in equal groups. If you have several of the same item, you can use multiplication.

1. Dante has 2 shirts. Each shirt has 4 buttons. How many buttons are there?

Step One Draw a picture.

Show 2 groups.

Show 4 buttons in each group.



Step Two There are 2 groups of 4. $4 + 4 = 8$

Write an addition sentence.

Step Three Write a multiplication sentence. $2 \times 4 = 8$

Step Four Solve the problem. There are 8 buttons in all.


◀ THINK ABOUT IT

Since there are 2 shirts, and each shirt has the same number of buttons, think of 2 equal groups of 4.


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Lesson 1 UNDERSTAND MULTIPLICATION

TURN AND TALK
How is this problem similar to the one before? How is it different?

2. Dante has 4 pairs of socks. How many socks are there?
Step One Draw a picture.
 Show 4 groups.
 Show 2 socks in each group.

Step Two There are 4 groups of 2.
 Write an addition sentence.
 $2 + 2 + 2 + 2 = \square$
Step Three Write a multiplication sentence.
 $4 \times 2 = \square$
Step Four Solve the problem.
 There are \square socks in all.

HINT, HINT
Think of the number of groups and how many are in each group.

3. Which number sentences describe the picture? Select the **three** correct answers.

 A 2 groups of 3
 B $2 + 2 + 2$

UNDERSTAND MULTIPLICATION Lesson 1

How Am I Doing?
 What questions do you have?

 Write a number sentence to show multiplication.

SKETCH IT
In the space below, make a drawing to show multiplication.

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


Horses have 4 legs; people have 2 eyes. What are some other things that have equal groups?

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


Lesson 1 UNDERSTAND MULTIPLICATION

WORK SPACE

INDEPENDENT PRACTICE

Answer the questions.

1. Which is another way to show $5 + 5 + 5$?
 A 1×5 B 5×2
 C 3×5 D 5×5

2. Use the numbers in the box to make a multiplication sentence that matches the picture. The numbers can only be used once. Write each number in the appropriate box.

 2 4 6 8 10 12 16
 $\square \times \square = \square$

3. What does 4×5 mean?
 Write your answers in the boxes.
 \square groups of \square

4. Find the product.
 $4 \times 5 = \square$

5. Which number sentences show 4 groups of 3? Select the two correct answers.
 A $4 + 3$ B $3 + 3 + 3 + 3$
 C 4×4 D $4 + 4 + 4$
 E $3 + 3 + 3 + 4$ F 4×3

[6] masteryeducation.com | Mathematics | Level C Copying is prohibited.

Students practice on their own with questions that are similar to the LEAP 2025.

Side column provides workspace.

UNDERSTAND MULTIPLICATION Lesson 1

6. Circle the number that correctly completes the multiplication sentence.
 $7 \times 2 = \square$
 15
 14
 12
 9
 5

HINT, HINT
There are 7 groups and 2 objects are there in all!

THINK ABOUT IT


7. **Part A**
 Draw a picture that shows 5 groups of 3.

Starred items highlight more difficult, critical-thinking questions.

UNDERSTAND MULTIPLICATION Lesson 1

EXIT TICKET 3.OA.A.1

Now that you have learned what multiplication means and how to write a multiplication sentence, let's help Carrie solve the problem in the **Real-World Connection**.
 Carrie is having a picnic at the park. She sees 5 bicycles parked against a tree. Each bicycle has 2 wheels. How many wheels does she see in all?



How can Carrie use multiplication to find how many wheels she sees?

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Chapter Practice Tests
 Students practice answering items like those they'll encounter on the LEAP 2025.

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

Measuring Up[®]

to the Next Generation for Science Standards

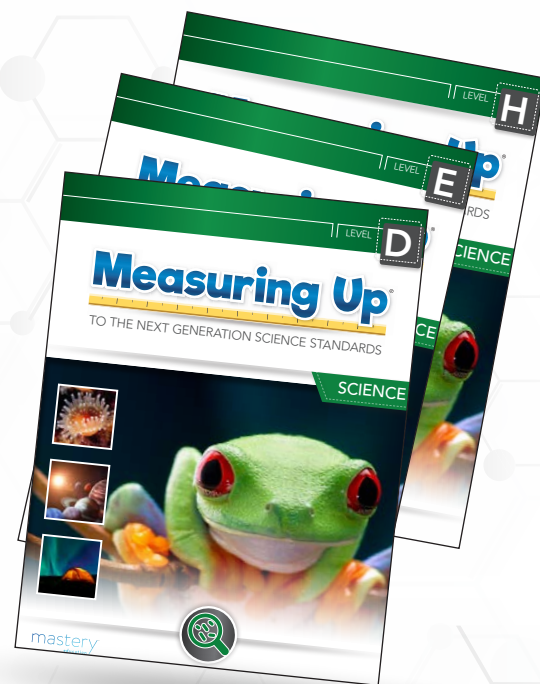
Promote data analysis, critical thinking, and problem solving.

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- Lesson goals connect prior knowledge to scientific concepts.
- Independent-practice items meet the rigor of the NGSS 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 that students will encounter is listed and defined in context.

Lesson 1

HOW CAN WE SEE MATTER?

WORDS TO KNOW

matter
atom
molecule
particle

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?

Air is an example of matter you cannot see, but you can observe it. We can observe air by looking at some of the ways air behaves. For



◀ **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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Level E/Grade 5, Lesson 1

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

Level D / Grade 4

- Structure, Function, and Information Processing
- Transferring Energy and Information
- Energy and Collisions
- Earth's Landscape
- Earth's Systems and Change

Level E / Grade 5

- Physical and Chemical Changes
- Energy and Matter
- Earth's Systems
- Space Systems

Level H / Grades 6–8

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HOW CAN WE SEE MATTER? Lesson 1

3. A student places several ice cubes in 100 milliliters of water. She leaves for several minutes. When she comes back, there is no ice in the glass, just water. How can she observe that the matter in the ice did not disappear, but it only changed?

(A) She can feel the water.
 (B) She can look carefully for small particles of ice.
 (C) She can ask if anyone saw the ice melt while she was away.
 (D) She can measure 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.

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

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Starred items highlight more difficult, critical-thinking questions.

The Teacher Edition includes support for:

- performance expectations,
- disciplinary core ideas,
- cross-cutting concepts,
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- misconceptions, and
- working with struggling, advanced, and English Language Learners.

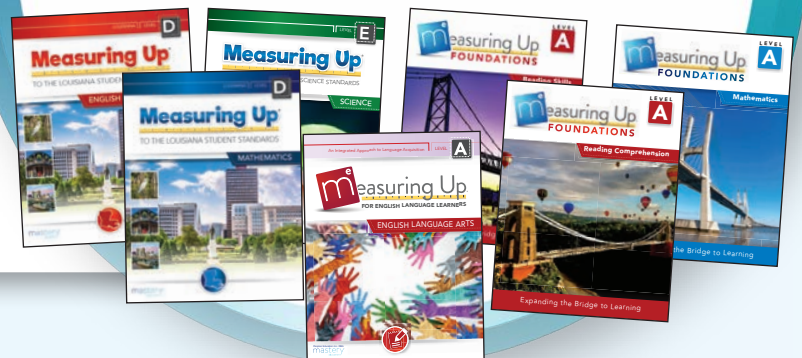


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Teacher activated or automatically prescribed from *Insight* results

Corrective feedback, text-to-speech features, and built-in rewards

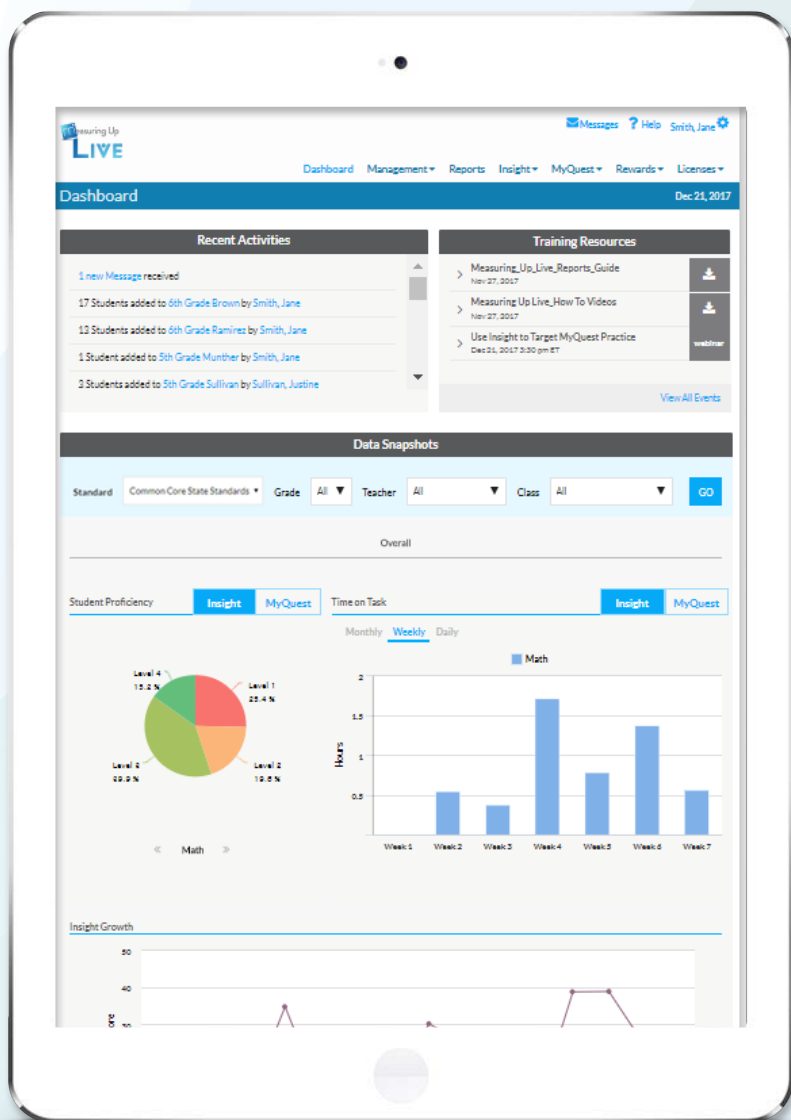
Quiz mode and game mode



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 LEAP 2025 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

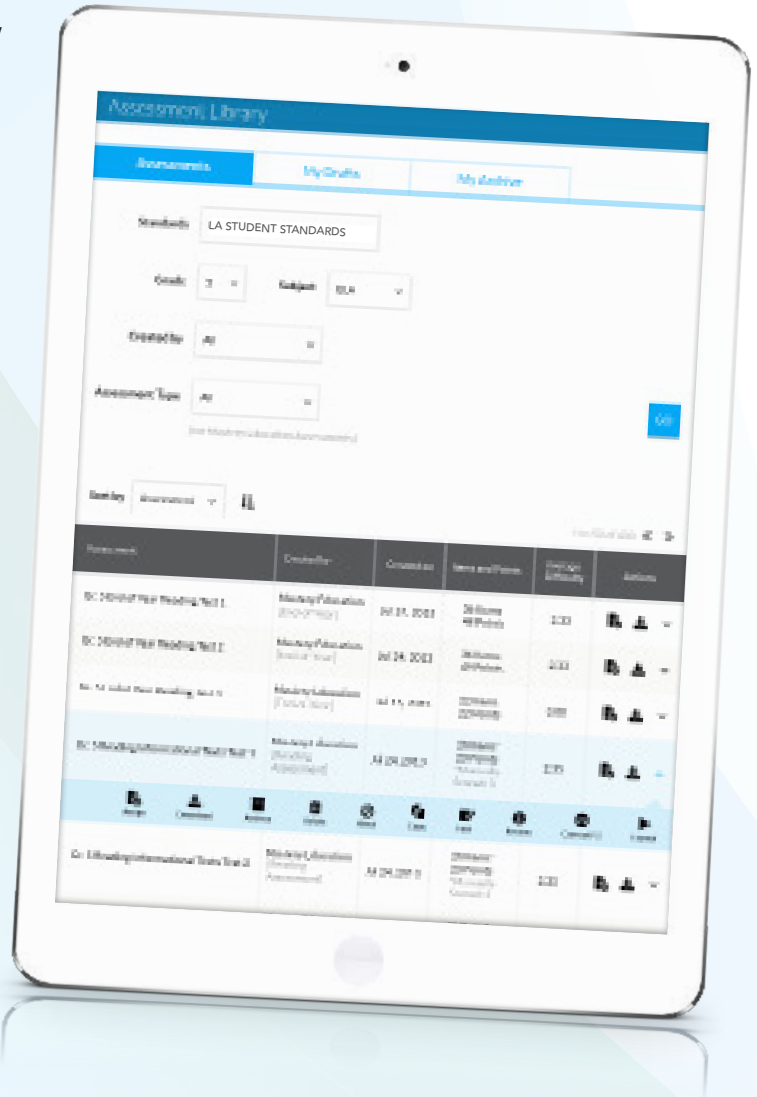
Make a positive impact on student learning with actionable data.

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 assessments 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
ONLINE ACCESS
for ongoing assessment & practice

Access to Actionable Data

Inform instruction and practice to master the LA Student 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.



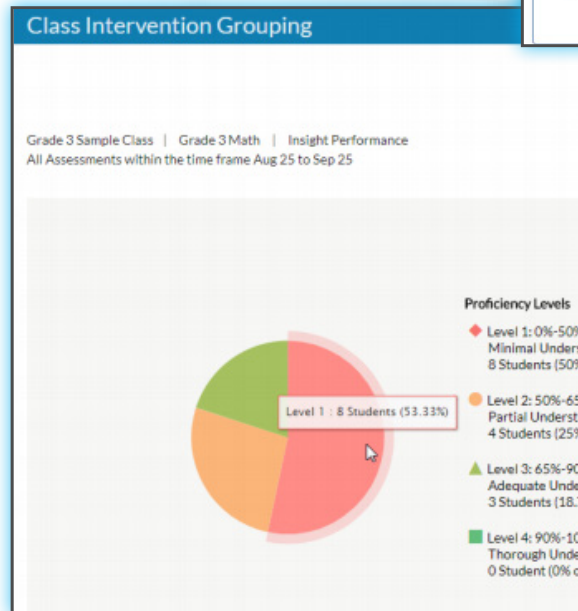
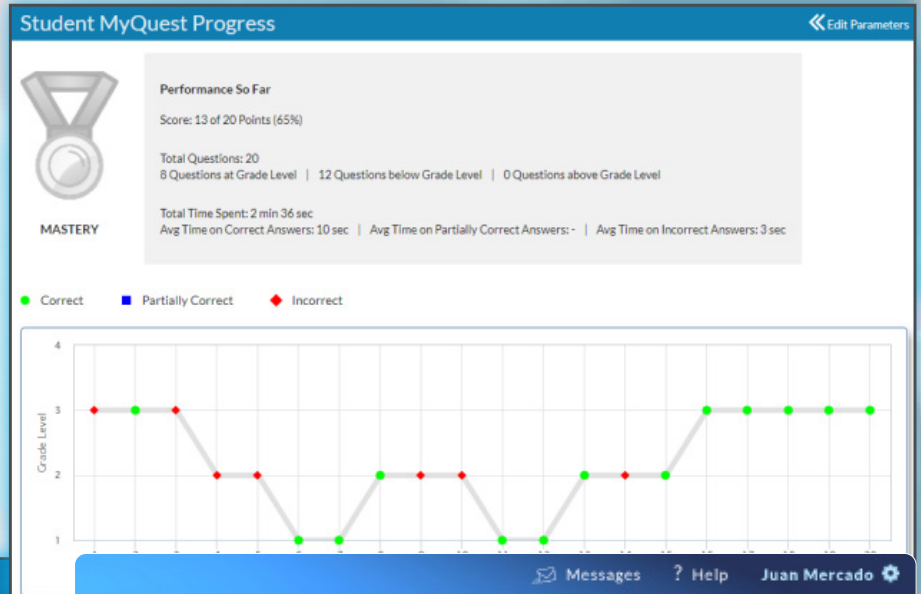
Target the Needs of Every Student

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.



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	

➤ My Progress

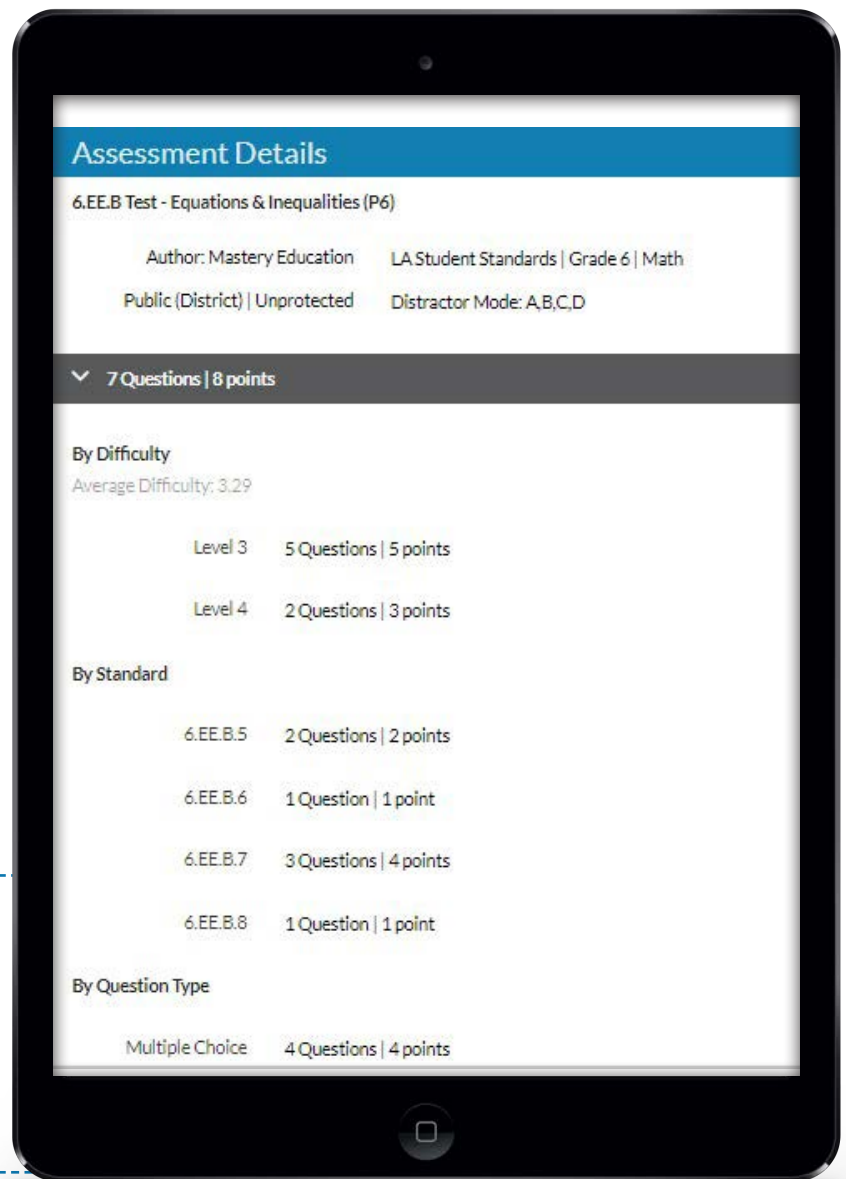
Motivate students with a view of real-time progress.

Create Your Own LA 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 LA Student Standards.
- **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 LEAP 2025.
- **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.

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 + MyQuest 2.0: ELA</i>	\$14.95
978-1-60979-470-5	<i>Insight + MyQuest 2.0: Math</i>	\$14.95
978-1-60979-472-9	<i>Insight + MyQuest 2.0: Science</i>	\$14.95
978-1-60979-473-6	<i>Insight + MyQuest 2.0: Math/ELA</i>	\$18.95
978-1-60979-474-3	<i>Insight + MyQuest 2.0: Math/Science</i>	\$18.95
978-1-60979-475-0	<i>Insight + MyQuest 2.0: ELA/Science</i>	\$18.95
978-1-60979-476-7	<i>Insight + MyQuest 2.0: Math/ELA/Science</i>	\$20.95

Measuring Up Insight : Grades 1–8		
ISBN	One-Year Subscription Per Student	Price
978-1-60979-446-0	<i>Insight 2.0: ELA</i>	\$11.95
978-1-60979-445-3	<i>Insight 2.0: Math</i>	\$11.95
978-1-60979-447-7	<i>Insight 2.0: Science</i>	\$11.95
978-1-60979-452-1	<i>Insight 2.0: Math/ELA</i>	\$14.95
978-1-60979-453-8	<i>Insight 2.0: Math/Science</i>	\$14.95
978-1-60979-454-5	<i>Insight 2.0: ELA/Science</i>	\$14.95
978-1-60979-455-2	<i>Insight 2.0: Math/ELA/Science</i>	\$16.95

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

Measuring Up MyQuest : Grades 1–8		
ISBN	One-Year Subscription Per Student	Price
978-1-60979-464-4	<i>MyQuest 2.0: ELA</i>	\$10.95
978-1-60979-463-7	<i>MyQuest 2.0: Math</i>	\$10.95
978-1-60979-465-1	<i>MyQuest 2.0: Science</i>	\$10.95
978-1-60979-466-8	<i>MyQuest 2.0: Math/ELA</i>	\$12.95
978-1-60979-467-5	<i>MyQuest 2.0: Math/Science</i>	\$12.95
978-1-60979-468-2	<i>MyQuest 2.0: ELA/Science</i>	\$12.95
978-1-60979-469-9	<i>MyQuest 2.0: Math/ELA/Science</i>	\$14.95

Measuring Up Insight Item Bank : Grades 1–8		
ISBN	One-Year Subscription Per Campus	Price
978-1-60979-456-9	<i>Insight Item Bank: ELA</i>	\$1000*
978-1-60979-457-6	<i>Insight Item Bank: Math</i>	\$1000*
978-1-60979-458-3	<i>Insight Item Bank: Science</i>	\$1000*

*2 subjects: \$925 each | *3 subjects: \$900 each

Measuring Up Reach	
Individual Subscription Per Subject Per Grade	
Minimum Qty: 35	Price
Per Subject Per Grade	\$9.00
Add-On Per Subject/Per Grade With Purchase of Measuring Up Worktext	\$3.00



"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

Professional Development Training Sessions additional with purchase of *Measuring Up Live*

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>	\$999
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
978-1-64090-200-8	3 Professional Development Sessions; approximately 3 hrs. in length	\$2,199

Rigorous assessment and instruction are at the heart of student success. Customized Professional Development sessions support educators with best practices and strategies when using **Measuring Up Live 2.0**.

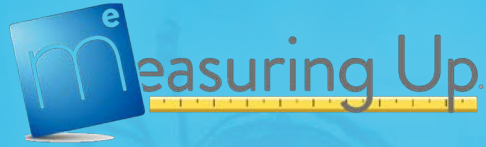
Ensure success for every student with virtual sessions or onsite sessions. Continuing education credits offered.

Professional Development: On-Site		
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978-1-64090-202-2	Professional Development 1 Day: <i>Measuring Up Live 2.0</i> Functionality + 3 Professional Development Sessions	\$3,999
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Empower

Inspire

Engage



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