

# A Blended Solution

## Year-Round TEKS-Based Supplemental Program for Extended Learning

measuring Up **insight**

**Online Student Assessment**

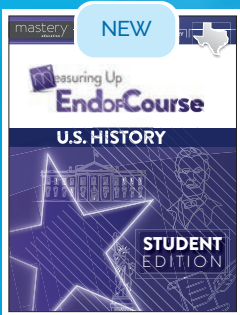
measuring Up **reach**

**Targeted Instruction**

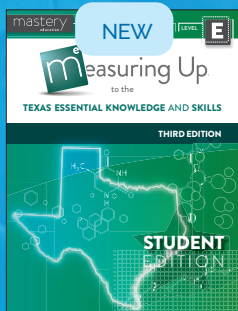
Available in eBook format!

measuring Up **myQuest**

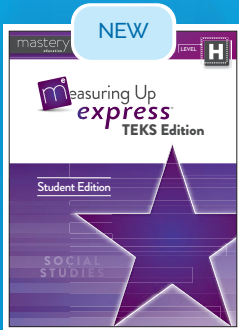
**Online Student Practice**



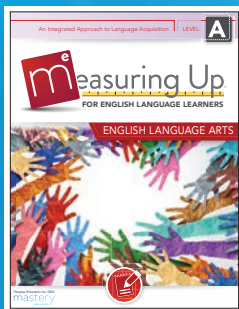
End-of-Course:  
US History



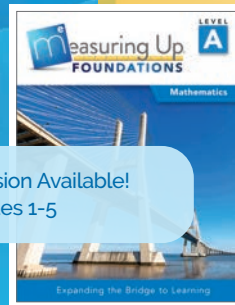
TEKS: Science



Express:  
Social Studies



English  
Language Learners



Spanish Version Available!  
Grades 1-5

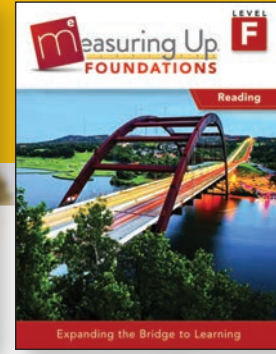
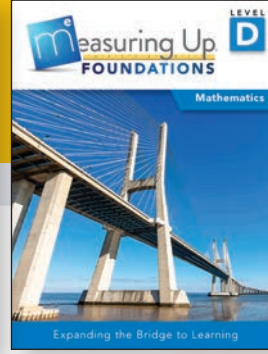
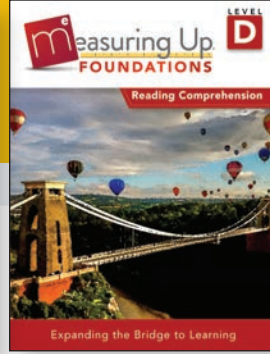
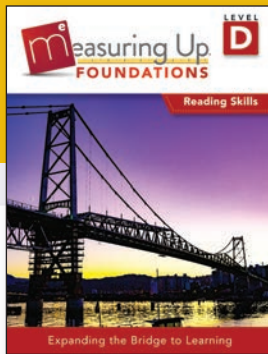
Foundational Skills:  
Reading Comprehension; Mathematics

Page	Title	Subjects	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	HS
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1-5	<i>Foundations</i>	Reading Comprehension									
		Reading Skills									
		Mathematics									
		Reading									
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<b>Measuring Up TEKS-Based Instruction</b>											
10-17	<i>Texas Essential Knowledge and Skills</i> <i>Aug-Mar Supplemental Instruction</i>	Language Arts, Reading, & Mathematics									
		<b>NEW</b> Science									
18-22	<i>Express TEKS Edition</i> <i>Mar-June Testing &amp; Accelerated Instruction</i>	Reading Language Arts, Mathematics									
		<b>NEW</b> Social Studies									
		Science									
23-28	<i>End-of-Course</i> <i>Oct-June Testing &amp; Accelerated Instruction</i>	<b>NEW</b> US History, Biology English I, English II Algebra I									
<b>Measuring Up Live 2.0</b> <small>TEKS-Based Formative Assessment &amp; Differentiated, Adaptive Practice</small>											
29	<i>Insight / Item Bank EOC</i>	English I, II, Algebra I, Biology									
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	<i>MyQuest</i>	Reading Language Arts, Mathematics & Science									
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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.

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

Touch the letters as you say them.

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

**At a Glance**

<b>Learning Objectives</b> • Identify uppercase and lowercase letters. • Identify each letter sound.	<b>Why Students May Struggle</b> 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.
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**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.

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

**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.

Read the words below and answer the questions.

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, 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

3 Which shows 41 cubes?

A

B

C

Practice 2

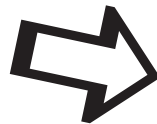
1 How many? Count on from 11.

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 **room** 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.

5 Copying is prohibited. Measuring Up Foundations • Reading

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.

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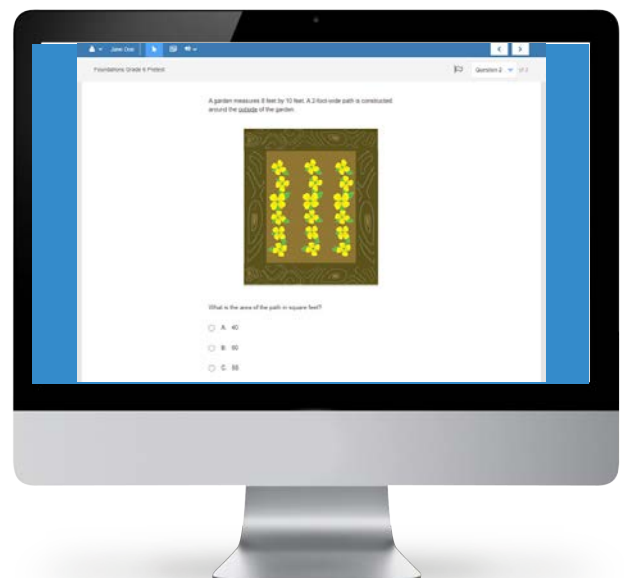
## Additional Support & Extension Activities in Teacher's Manual

- 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
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**

LEVEL/ GRADE	Reading Skills	Reading Comprehension	Mathematics
PRICE	\$34.95	\$34.95	\$34.95
Level A/Grade 1	978-1-64090-684-6	978-1-64090-738-6	978-1-64090-694-5
Level B/Grade 2	978-1-64090-686-0	978-1-64090-740-9	978-1-64090-696-9
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Level D/Grade 4	978-1-64090-690-7	978-1-64090-744-7	978-1-64090-700-3
Level E/Grade 5	978-1-64090-692-1	978-1-64090-746-1	978-1-64090-702-7

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

LEVEL/GRADE	Reading	Mathematics
PRICE	\$16.95	\$16.95
Level C/Grade 6	978-1-64090-952-6	978-1-64090-955-7
Level D/Grade 7	978-1-64090-953-3	978-1-64090-956-4
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
PRICE	\$16.95	\$16.95
Level A/Grade 1	979-8-88711-531-3	979-8-88711-541-2
Level B/Grade 2	979-8-88711-533-7	979-8-88711-543-6
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

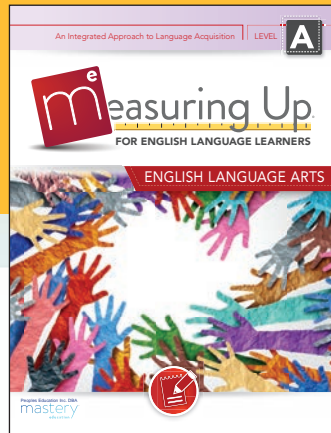
### **Measuring Up Foundations (Spanish Version): Add-On Printed Teacher's Manual**

LEVEL/ GRADE	Reading Comprehension	Mathematics
PRICE	\$34.95	\$34.95
Level A/Grade 1	979-8-88711-532-0	979-8-88711-542-9
Level B/Grade 2	979-8-88711-534-4	979-8-88711-544-3
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 that can be adapted to your state's performance indicators.

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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.

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◀ **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.


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

"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."

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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.

 Listen

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 \_\_\_\_\_.


 Speak

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.

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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

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

Beginning 	Somebody Alisa Wanted	Alisa _____	
Middle 	But So	Alisa can't keep the kitten because the hair makes Mom sick. _____	
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.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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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

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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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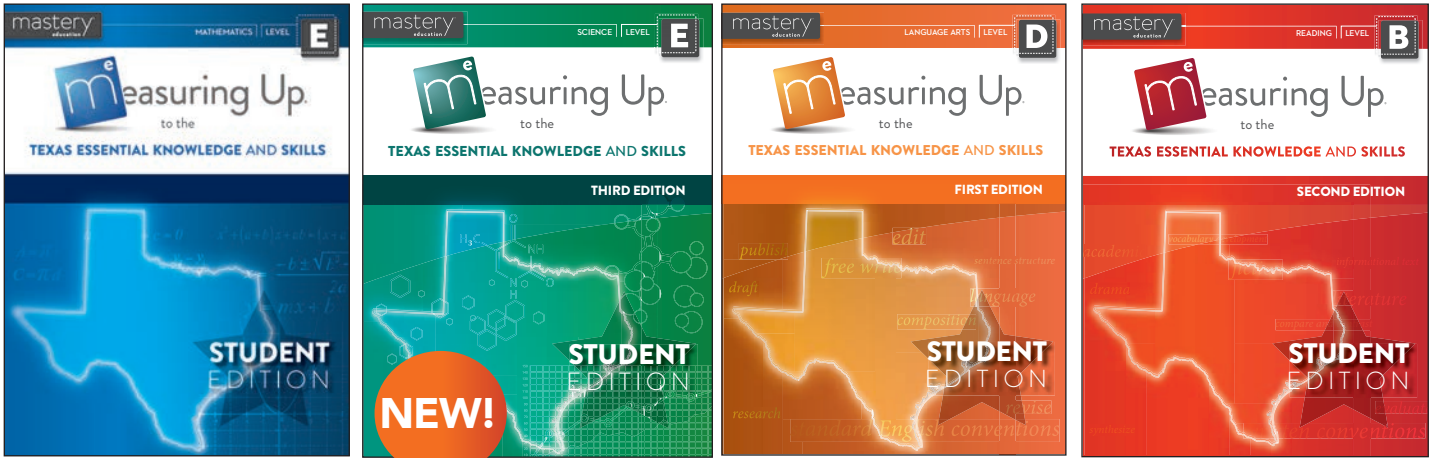
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# Measuring Up to the TEKS

AVAILABLE IN SPANISH!



## Build 100% Mastery of Readiness and Supporting TEKS

- Comprehensive review of TEKS
- Clearly organized
- Explicit instruction
- Scaffolded support

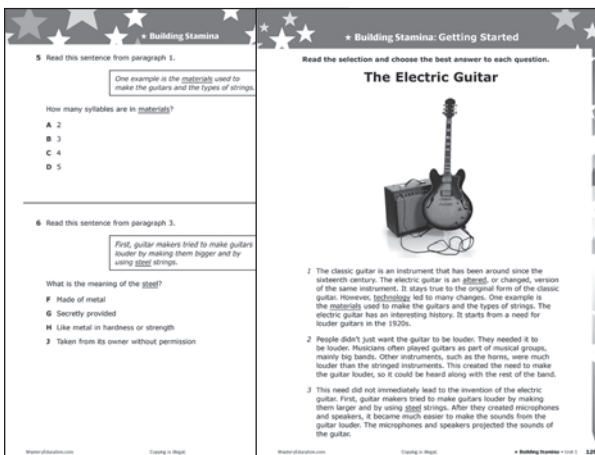
Research-Based Pedagogy  
 Critical Thinking  
 Real-World Applications  
 TEKS Standards Planning  
 and Accountability

### Personalized Learning with Practice Assessments

Document achievement, create instructional goals, and group students for instruction.

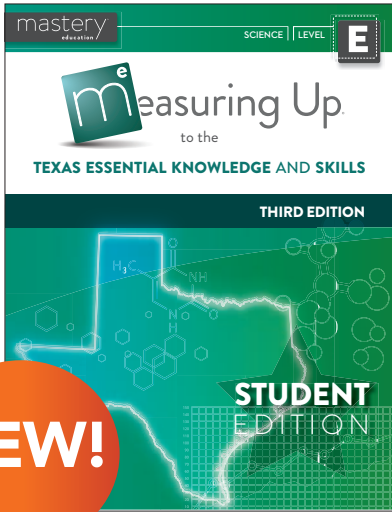
**Building Stamina Unit/Chapter Tests** are strategically placed to assess multiple standards.

**Annotated Teachers Edition** includes 2 full-length practice tests.



Reading, Grade 4, Chapter 3

# Science



**NEW!**

Grades 3-8

Teach scientific concepts with **TEKS rigor!**

Lesson Features:

- **STAAR® 2.0** tech-enhanced items
- End-of-Lesson **Exit Tickets**
- Hands-on **Lab investigations**
- 2 authentic-type **Practice Tests**

Labs and Investigations:

Lessons include hands-on activities.

**Lesson 13** How Do I Explain Scientific Phenomena?

TEKS 5.5(A) Identify and use patterns to explain scientific phenomena or to design solutions.  
TEKS 5.5(B) Identify and investigate cause and effect relationships to explain scientific phenomena or analyze problems.

**Introduction**

**Real-World Connection**  
Scientists use patterns and cause-and-effect relationships to explain things in the natural world. Analyzing these things helps them explain natural phenomena and solve problems. You will learn how they do this. Then, at the end of this lesson, you will come back to identifying natural patterns and cause-and-effect relationships.

**What I May Already Know** 4.5(A), 4.5(B)  
 • I know how to identify patterns in science.  
 • I can identify cause-and-effect relationships.

**Understand the TEKS**  
It is important to know these terms when identifying patterns and cause-and-effect relationships.  
To **identify** means to recognize, or to find something out.  
A **pattern** is something that happens or appears in a regular and repeated way. It is that is visible in nature.  
A **phenomenon** is an observable fact or event, something that exists.  
A **relationship** is an aspect that connects two or more things that work together.  
A **trend** is a noticeable change in something over time.  
In science, **cause and effect** explains why something happens. The cause is what effect happen.  
The **sequence** is the order of things, the particular order in which things are related.

**Guided Instruction**  
Read the following information and answer the questions.  
Scientists make their many discoveries by first observing natural phenomena, that exist. Some examples of natural phenomena are lightning, earthquakes, tornados on. They then analyze the data from their experiments to identify, or recognize, relationships, and trends.

when exposed to water over time). Earth's rotation on its axis causes another p that you can observe. The position of Earth as it rotates causes sunrise, sunset within a 24-hour period. Understanding cause and effect plays an important rol engineers making discoveries and solving problems.

**Critical Thinking**

1. What is a pattern in nature?  
\_\_\_\_\_
2. Where can you find the spiral pattern?  
\_\_\_\_\_
3. Why would it be important to analyze data that you gather?  
\_\_\_\_\_
4. If something does not follow a known pattern in your investigation, what v  
\_\_\_\_\_

**How Am I Doing?**  
★ What questions do you have?  
\_\_\_\_\_

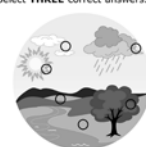
★ Fill in the circle that shows how you are doing with the skill.

I am stuck.     I almost have it.     I understand the skill.

How Do I Explain Scientific Phenomena? Lesson 13

**Assessment**

**DIRECTIONS** Read and answer each question carefully.

1. Jane watched television all night and did not study, so she failed her spelling test. Which is the effect?  
 A She watched television all night.  
 B She did not study.  
 C She failed the test.  
 D The test was too hard.
2. Which is a pattern in the natural world?  
 A Snowstorms occur every December.  
 B The seasons change throughout the year.  
 C Boys play football; girls play soccer.  
 D The temperature in the summer months is always above 95.
3. The plant died because it did not get enough water or sun. Which is the effect?  
 A The plant died.  
 B It did not get enough water.  
 C It did not get enough sun.  
 D It was probably neglected.
4. Which are causes for the water cycle? Select **THREE** correct answers.  

5. Alfred woke up late and missed the bus. He did not go to school because he had no one to drive him. He played video games all day, and his mother was not happy. Which are causes and which are effects?  
 Write **ONE** correct answer in each box.  

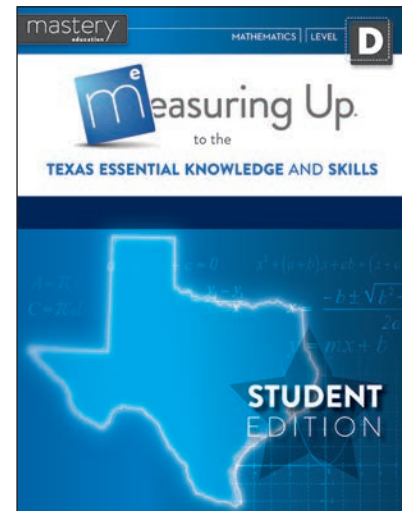
Did not go to school	Played video games
Woke up late	
<b>Cause</b>	<b>Effect</b>
Had no one to drive him	Missed the bus
	Mother not happy

# Mathematics

Engage students in complex problem solving

AVAILABLE IN SPANISH:  
Grades 2–5!

**Develops mathematical concepts, practices, and problem-solving.**



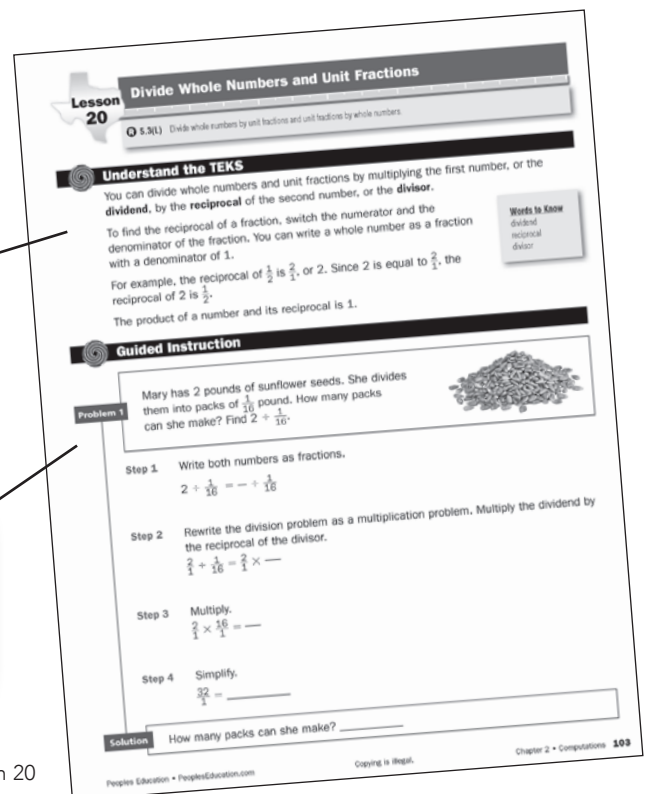
**Lesson Features:**

- Comprehensive **5-part lesson**
- Build mathematics vocabulary
- A **step-by-step plan** guides procedural understanding
- Critical-thinking emphasis
- **Multi-step problems** that require explanation of problem-solving logic
- **TEKS Practice and assessment**

## What's Inside: A Lesson Guide

**Understand the TEKS** clearly explains TEKS and vocabulary.

**Guided Instruction** shows step-by-step problem-solving.



Mathematics, Grade 5, Lesson 20

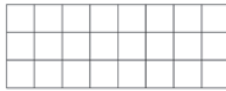


**Critical Thinking**

Solve each problem.



1. Max has a container of distilled water that is  $\frac{3}{4}$  full. He divides the water equally among three same-sized containers to perform an experiment. How full is each container? Shade the boxes to show the answer. Explain what you did. How can you check your answer?



2. For a bake sale, Maria is making trail mix. She has 5 cups of raisins. She wants to put  $\frac{1}{4}$  cup of raisins in each serving of trail mix. She makes this model and determines that she has enough raisins to make  $\frac{3}{20}$  serving of trail mix. Explain what error Maria made in her model and draw a correct model. How many servings of trail mix can she make?



3. Work with a partner to solve this problem. One partner should use a number line model. The other partner should use an area model. Discuss your results. How are the models similar? How are they different?

Ben has  $\frac{1}{2}$  pound of sunflower seeds. 3 people share this amount. How many pounds does each person get? Explain how you found your answer.


**Multi-step Problems** require explanation of problem-solving logic.

**AVAILABLE IN SPANISH!**  
For Grades 2–5


**Practice**  
Students experience answering complex questions.

**Practice**

**DIRECTIONS** Read each question. Then circle the letter for the correct answer.

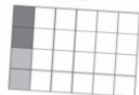
- Coach Ramos orders pizza for a soccer team. She orders 5 pizzas. Each pizza is cut into slices. Each slice is  $\frac{1}{8}$  of a whole pizza. Which model can she use to find the total number of slices?
  - A 5 squares, each divided into 18 equal parts
  - B A rectangle divided into 5 columns and 8 rows
  - C A number line from 1 to 5, with each interval divided into 8 equal parts
  - D 5 circles, each divided into 8 equal parts
- Tim has half a tray of muffins left. He has 6 muffins.
 

Does the model show the number of muffins that fit in the entire tray?

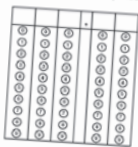
  - F Yes, the model shows  $6 \div \frac{1}{2}$ .
  - G No, the model shows  $6 \div \frac{1}{3}$ .
  - H Yes, the model shows  $\frac{1}{2} \div 6$ .
  - J No, the model shows  $\frac{1}{6} \div 2$ .
- Matt has  $\frac{1}{4}$  pound of pecans. Three people share the pecans equally. Matt makes a number line model to show the division. How many times does the part representing  $\frac{1}{4} \div 3$  fit between 0 and 1?
  - A 4
  - B 6
  - C 8
  - D 12
- Each minute, a machine in a factory cuts 50 sheets of dough into fifths to make crackers. How can the model below be used to find the total number of crackers made each minute?
 
  - F Make 50 models. There are 250 squares. Each square is 1 cracker.
  - G Make 50 models. There are 200 squares. Each square is 1 cracker.
  - H Make 10 models. There are 50 squares. Each square is 1 cracker.
  - J Make 10 models. There are 50 squares. Each square is 5 crackers.
- Alicia uses  $\frac{1}{3}$  of a bag of horse feed per day. She feeds 12 horses. Draw a model. How much of the total amount in the bag does she feed to each horse?
  - A  $\frac{1}{12}$
  - B  $\frac{3}{12}$
  - C  $\frac{1}{24}$
  - D  $\frac{1}{36}$

**Assessment**

**DIRECTIONS** Read each question. Then circle the letter for the correct answer.

- Cole is a landscaper. Today, he seeded 4 same-sized lawns using a total of  $\frac{2}{3}$  bag of grass seed. Does the model show how much of a bag of seed Cole used on each lawn?
 
  - A Yes, because the model has 6 columns and each column is divided into fourths.
  - B No, because the model has 6 columns and each column is divided into fourths.
  - C Yes, because there are 24 squares and 2 of them are dark-shaded.
  - D No, because there are 24 squares and 2 of them are dark-shaded.
- Which division problem can be modeled by drawing 5 rectangles and splitting each rectangle into 4 equal parts?
  - F  $4 \div \frac{1}{5}$
  - G  $5 \div \frac{1}{4}$
  - H  $\frac{1}{4} \div 5$
  - J  $\frac{1}{5} \div 4$
- Jordan bakes 3 pies for a bake sale. He cuts each pie into slices. Each slice is  $\frac{1}{12}$  of a pie. Draw a model to show the total number of slices of pie. How many pieces are in the model?
  - A 18
  - B  $\frac{1}{18}$
  - C  $\frac{1}{12}$
  - D 12
- Lena has  $\frac{1}{6}$  gallon of hot sauce. She pours it evenly into 9 bottles. How can Lena model the number of gallons of hot sauce in each bottle?
  - F Draw a number line from 0 to 1 showing sixths. Divide each sixth into 9 equal parts. Count the number of parts from 0 to 1.
  - G Draw a number line from 0 to 1 showing ninths. Divide each ninth into 6 equal parts. Count the number of parts from 0 to 1.
  - H Draw a number line from 0 to 9 showing sixths. Count the number of parts from 0 to 9.
  - J Draw a number line from 0 to 9. Divide the number line into 6 equal parts. Count the number of parts from 0 to 1.
- To make labels, a factory cuts 40 sheets of paper per minute. Each piece is  $\frac{1}{5}$  of a sheet. What is the total number of parts in the model showing  $40 \div \frac{1}{5}$ ?
 

Record your answer and fill in the bubbles on the following grid. Be sure to use the correct place value.



**Assessment**  
Authentic, challenging practice.

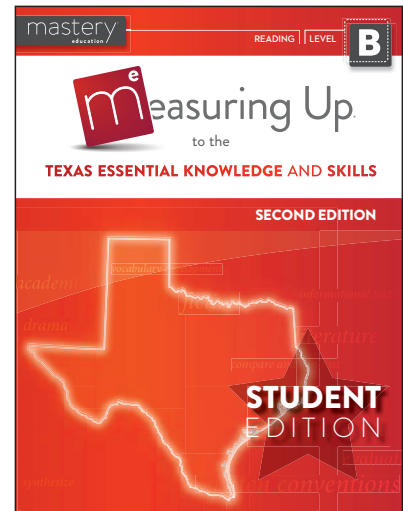
**Building Stamina and Cumulative Chapter Tests** add authentic practice.

# Reading

Comprehensive reading instruction

AVAILABLE IN SPANISH:  
Grades 2–5!

Second Edition updates *Measuring Up to the TEKS Reading* with new constructed-response item types



Student Edition

- **Clearly organized by TEKS standards**, the Second Edition provides flexibility for implementation—introduce, re-teach, intervene, and review TEKS with ease.
- **Proven four-part lessons** assures understanding with critical thinking and higher-level items throughout.

Identifies and highlights academic vocabulary.

Lists the TEKS on which the lesson focuses.

Introduces and explains lesson reading skills and important terms in a real-world application.

Prompts critical thinking through guided, strategic questions.

**Lesson 4** Summarize, Synthesize, and Create New Understanding

**4.6(5)** Make connections to personal experiences, ideas in other texts, and society.  
**4.6(6)** Evaluate details read to determine key ideas.  
**4.6(9)** Synthesize information to create new understanding.  
**5.7(8)** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.  
**5.7(9)** Discuss specific ideas in the text that are important to the meaning.

**Introduction**

**Real-World Connection**

Sam and his cousin Ben love sports. Sam just read an awesome new book about soccer. He cannot wait to tell Ben about it! He wants to convince Ben to read the book but does not want to give away too much of the story. If Sam wants to give Ben a summary of the book and its key ideas, what kind of information should he mention? What specific ideas about the text should he share with Ben? We will learn more about summarizing in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will check back with Sam and Ben.

**Words to Know**

summarize  
 paraphrase  
 fiction  
 chronological order  
 chronological text  
 topic  
 main idea  
 supporting detail  
 read  
 synthesize  
 personal experience

**What I Am Going to Learn**

- Make connections to personal experiences, other ideas, and society.
- Evaluate details read to determine key ideas.
- Synthesize information to create new understanding.
- Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

**What I May Already Know** 4.6(5), 4.6(6), 4.7(8), 4.7(9)

- I know how to look at details and find many key ideas.
- I know how to synthesize information that I read.
- I know how to retell or summarize many texts.
- I know how to identify specific ideas that are important to the text's meaning.

**Lesson 4** Summarize, Synthesize, and Create New Understanding **Lesson 4**

When you synthesize, you also take the ideas from other texts, such as other stories you have read or videos you have watched, and apply those ideas to the new text in order to deepen your understanding.

When you synthesize a text, you can also make connections to **personal experiences**. Synthesizing the information by connecting it to your own life experiences can help you to create a new understanding of the text.

When you synthesize a text, you identify and discuss specific ideas that are important to the text's overall meaning. For example, if you were reading a text about alligator habitats and how well they adapt to those habitats, the number of teeth an alligator has or the color of its eyes would not be important to understanding the meaning of the text. You might discuss the climate and type of habitat an alligator needs, such as freshwater, swamps, and so on.

**Guided Instruction**

Read the passage below. Then answer the questions in the margin and complete the activities.

**The Alligator's Super Sense**

by Ana Maria Soler-Rodriguez

For this reptile, catching dinner is a snap.

**Guided Questions**

Before you read, write down one thing you already know about alligators based on your personal experiences, books you have read, or movies you have watched.

Read paragraphs 1–4. Highlight the question Dr. Soares wants to answer. Put it in your own words.

- 1 Dr. Daphne Soares was sitting on the back of an alligator tied up in the bed of a pickup truck.
- 2 The gator had moved into an area where a lot of people live. Dr. Soares and her co-workers had caught the gator and were taking it away. Why would she sit on an alligator? "I had no other place to sit!" she said.

Reading, Grade 5,  
Lesson 4

# What's Inside: A Lesson Guide

Strengthen reading-writing connection



Students read a passage, apply skills to **independent practice**, and to **assessment** items.

## Independent Practice

### ★ Practice

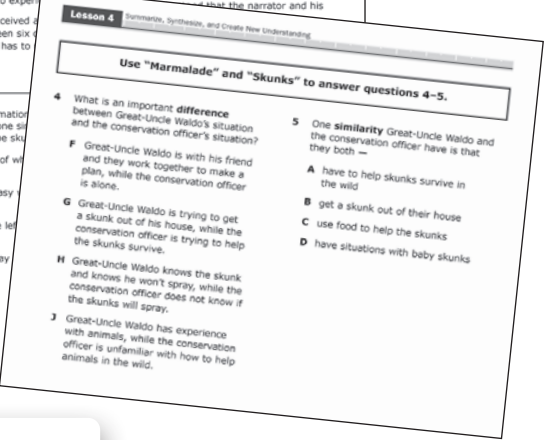
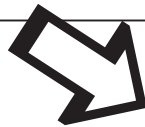
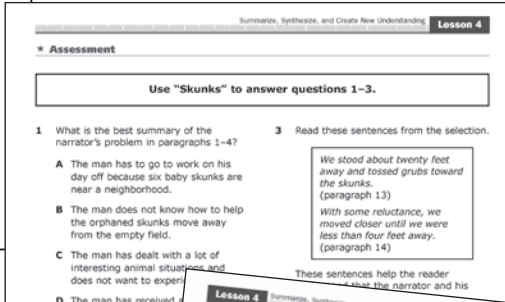
Read the next two selections. Then choose the best answer to each question.

## Marmalade

by Betty Bates

- Every once in a while my great-uncle Waldo gets into a reminiscing mode. This morning it happened at breakfast. He picked up a knife with his knucky fingers, spread marmalade on his toast, gave a chuckle, and began:
- Whenever I spread marmalade, I think of my mother. She was a wonderful woman, a five-foot-tall angel.

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**Exit Ticket**

You have learned how to summarize a story. Let's revisit the Real-World Connection. If Sam wants to give Ben a summary and key ideas of his new book, what kind of information should he share?

Imagine you are Sam's friend. He is asking you for help to figure out what to say to Ben. Tell Sam what kind of information and specific ideas that are important to the meaning of the text he should include in his summary. Remember, he wants to convince Ben to read the book, too!

Apply the lesson skills to a real-world application with an **Exit Ticket**.

Reading, Grade 5, Lesson 4

## Equal access to rigorous instruction for Spanish-speaking students

- Lectura En Español, Updated 2nd Edition
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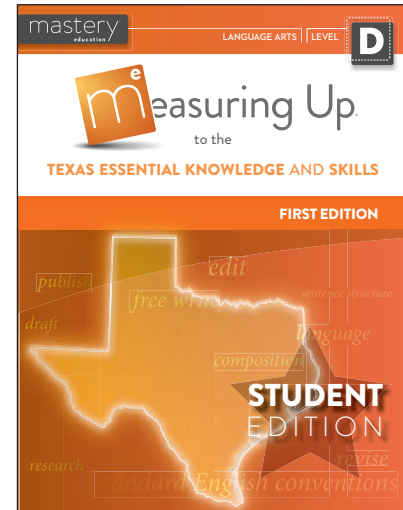


# Language Arts

AVAILABLE IN SPANISH:  
Grades 2–5!

Comprehensive approach  
to writing composition

## Elevate Composition Skills with an Emphasis on Process, Conventions, and Structure



Student Edition

- **Spotlights** English Conventions, Composition, Capitalization, Punctuation, and Spelling
- Writing process—planning, composing, revising, and editing
- **Relevant** practice
- **Exit Ticket** end-of-lesson assessment

**Lesson 1** Edit for Correct Use of Verbs

5.11(D) Edit drafts using standard English conventions, including:  
(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;  
(ii) past tense of irregular verbs.

**Introduction**

**What I Am Going to Learn**

- Edit drafts to include both simple and compound sentences that have subject-verb agreement.
- Edit drafts to avoid splices, run-ons, and fragments.

**What I May Already Know** 4.11(D)(i), 4.11(D)(ii)

- I know how to write simple and compound sentences.
- I know how to identify splices, run-ons, and fragments.
- I know how to write some irregular verbs in the past tense.

**Understand the TEKS**

**Simple and Compound Sentences**  
Sentences are complete thoughts that include a subject, which is a noun, and a verb or predicate. Sentences come in different forms. One kind is a **simple sentence**. It expresses one complete thought. It contains only one **independent clause**. An independent clause is a group of words that has a subject and a verb and can stand alone as a complete sentence.

Another kind of sentence is a **compound sentence**. A compound sentence is made up of two independent clauses joined by a coordinating conjunction: words such as *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. A compound sentence includes two complete thoughts.

Below is a sample compound sentence. Underline the two complete thoughts and circle the conjunction.  
We started eating lunch, and they decided to join us.

**Common Errors in Sentences**  
A **splice** is a mistake made when two complete sentences are joined together with only a comma.

Here is a sample splice.  
He made cookies, they ate all of them.

Here is the corrected sentence.  
He made cookies, and they ate all of them.

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Emphasis on how editing and revising improves composition

Build academic vocabulary

**Lesson 1** Edit for Correct Use of Verbs

A **run-on** happens when, instead of being correctly joined together into a compound sentence, two complete sentences are incorrectly joined together.

Here is a sample run-on.  
She bought a soccer ball they played with it right away.

Here is the corrected sentence.  
She bought a soccer ball, and they played with it right away.

A group of words without a subject or a verb is called a **fragment**. A **dependent clause** includes a subject and a verb but does not express a complete thought. Fragments and dependent clauses are incomplete thoughts. You can think of fragments and dependent clauses as pieces of sentences that need to be reconnected with their other parts.

Here is a sample fragment.  
Went to the game anyway.

Here is one way to correct the sentence.  
She had homework to do, but she went to the game anyway.

**Avoiding Splices, Fragments, and Run-ons: Learn how to spot sentence mistakes so you can correct them.**

<b>splice</b> I like art, I go to museums.	<b>correction</b> I like art, so I go to museums.
<b>run-on</b> We have fun we laugh a lot.	<b>correction</b> We have fun, and we laugh a lot.
<b>fragment</b> With his brother.	<b>correction</b> He went to school with his brother.

**Subject-Verb Agreement**  
When writing any sentence, it is important to make sure the noun in the subject agrees with its verb. If the subject has a singular noun, its verb must be singular. If the subject has a plural noun, its verb must be plural.

Here is a sample sentence with singular subject-verb agreement.  
My friend Susan likes playing tennis.

Susan is the subject, and Susan is singular. The verb, *likes*, must also be singular.

2 Language Arts • Level C Copying is illegal. Measuring Up to the Texas Essential Knowledge and Skills

Analyze and avoid common errors

Improve writing with examples and nonexamples



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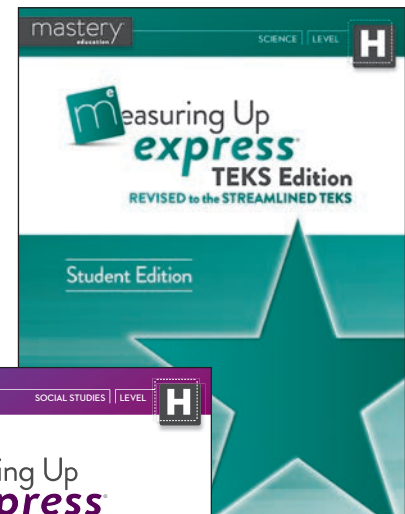
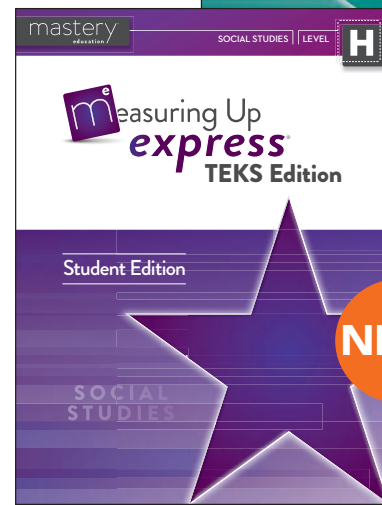
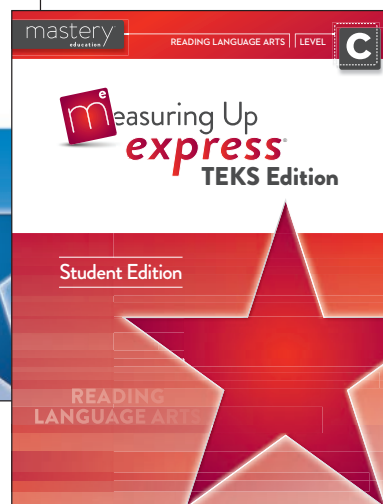
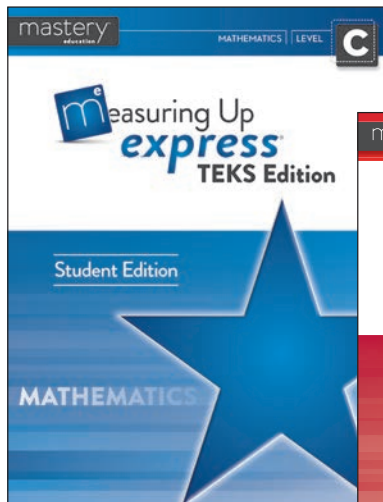
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# Measuring Up *express* TEKS Edition



## Targeted Review for Tutorials, Intervention, and Summer School

**Measuring Up Express TEKS Edition** offers targeted lessons for direct instruction of all tested TEKS. An emphasis on critical thinking broadens students' ability to navigate rigorous items.

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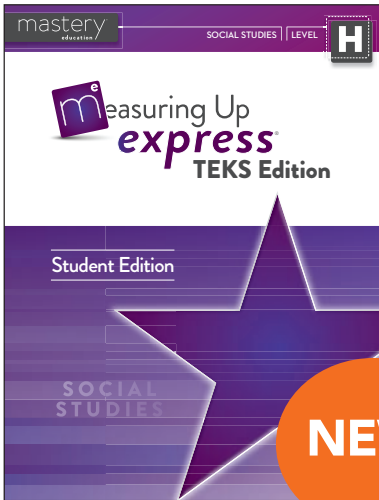
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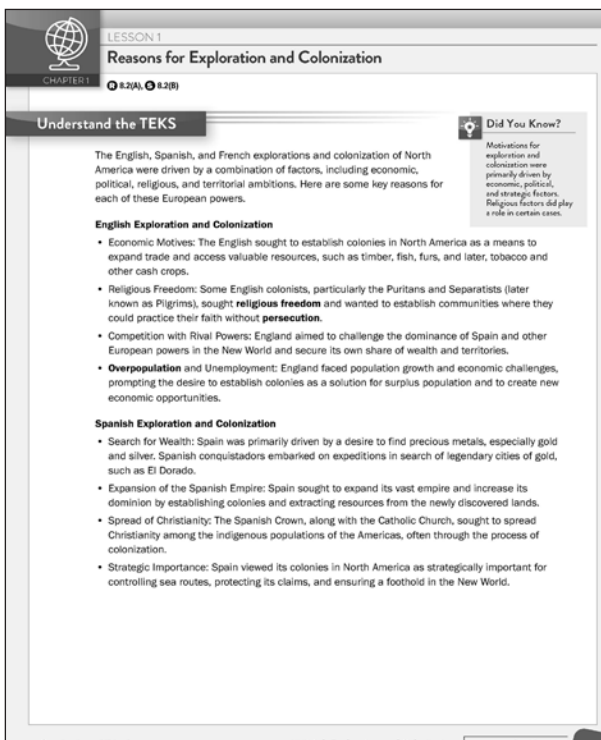
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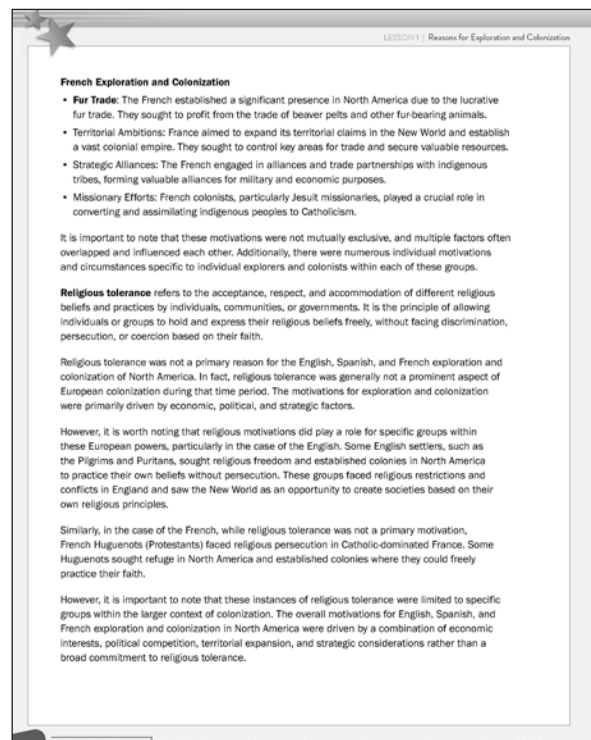
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Clearly explained TEKS

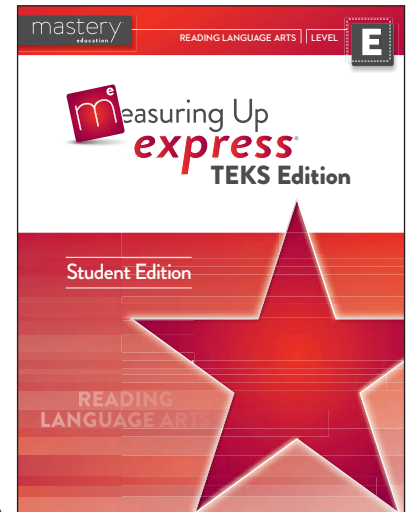


Scaffolds support rigorous learning

# Reading Language Arts

Revised to 2023 assessed curriculum

## Complements *Measuring Up to the TEKS Reading and Language Arts*.



**Lesson Features:**

- Includes complex literary, with argumentative, and informational texts
- New **Writing Companion** component supports STAAR® text-based writing instruction
- **STAAR® item types** include Multipart, Multiselect, and more

*Measuring Up Express*, Grade 5, Lesson 1

**LESSON 1**  
**Use Print and Digital Resources to Determine Word Meaning**  
 CHAPTER 1 5.3(A), 5.3(B)

**Understand the TEKS**

You can find the meaning of words using several different print and digital resources, such as **dictionaries**, thesauruses, and glossaries.

**Dictionary**  
 A dictionary lists the words of a language in alphabetical order. There are dictionaries in both print and digital forms. All the information listed about the word is called the **entry**. The entry gives the following information about every word.

<b>Pronunciation</b>	How to pronounce the word
<b>Syllabication</b>	How to divide the word into syllables
<b>Word Origin</b>	The history or origin of the word
<b>Parts of speech</b>	Noun, verb, adjective, adverb, and so on
<b>Definitions</b>	Multiple meanings of the word

Print dictionaries include two guide words at the top of each page to help you quickly determine which words will be on that page. All entries that alphabetically fall between the guide words will be listed on the page.

**Thesaurus**  
 A thesaurus lists the synonyms and antonyms of words to help you find other possible word choices. A **synonym** is a word that has the same or similar meaning as another word. An **antonym** is a word that has the opposite meaning.

**Glossary**  
 A glossary is an alphabetical list of specific words that are used within a text. It shows the meaning of each word as it is used by the author. A glossary usually appears at the end of a book or article.

**Did You Know?**  
**Comprehension** Use the first three letters of a word when you look it up. Find the guide words that indicate a page that includes entries for words with those three letters.

*Measuring Up to the TEKS*, Grade 5, Lesson 11

**Lesson 11**  
**Use Resources to Determine and Clarify Word Meanings and Other Features**

**5.3(A)** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.  
**5.3(B)** Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.  
**5.3(C)** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -ology and roots such as geo and photo.  
**5.6(F)** Make inferences and use evidence to support understanding.  
**5.7(F)** Respond using newly acquired vocabulary as appropriate.

**Introduction**

**Real-World Connection**

Fátima has been speaking English for only a few years. Learning a new language can be overwhelming, but Fátima is doing great. Each day she learns more and more words. She is excited about learning, but she is having some difficulty with some of the more advanced words in her fifth-grade textbooks. How can Fátima use the information in a print or digital dictionary to help her learn some of those unfamiliar words? We will practice the skills in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will check in with Fátima and see how we can help her in her quest to learn more English vocabulary words.

**Words to Know**  
 dictionary  
 entry  
 etymology  
 origin  
 guide word  
 glossary  
 syllabication

**What I Am Going to Learn**

- Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.
- Make inferences and use evidence to support understanding.
- Use newly acquired vocabulary as appropriate.
- Use context words to determine the meaning of unfamiliar or multiple-meaning words.
- Identify the meaning of and use words with affixes.

**What I May Already Know** 4.3(A), 4.3(B), 4.3(C), 4.6(F), 4.7(F)

- I have had practice using print and digital resources to find word meaning, pronunciation, and syllabication.
- I know how to use context within and beyond the sentence to help find the meaning of unfamiliar words.
- I know how to determine the meaning of words with roots and affixes.
- I know how to make inferences and find text evidence to support my understanding.
- I know how to use new vocabulary words.

### EXPRESS LESSONS CORRELATE TO MEASURING UP TO THE TEKS READING

GRADE      TEKS

3

3.3(A)

#### *Measuring Up to the TEKS*

**LESSON 14:** Use Digital and Print Resources to Determine and Clarify Word Meanings and Other Features

#### *Measuring Up Express*

**LESSON 1:** Use Context and other Resources to Determine Word Meaning

5

5.3(A)

**LESSON 11:** Use Resources to Determine and Clarify Word Meanings and Other Features

**LESSON 1:** Use Print and Digital Resources to Determine Word Meaning

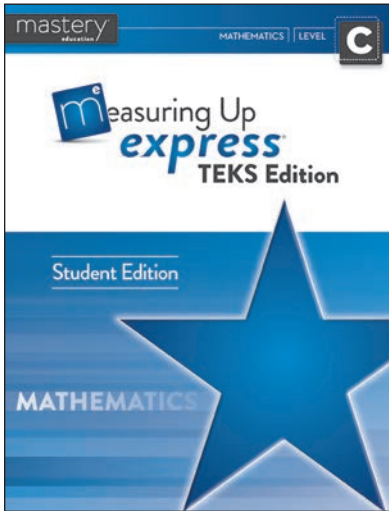
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8.2(A)

**LESSON 7:** Use Digital Resources to Determine Word Meaning

**LESSON 1:** Use Print and Digital Resources





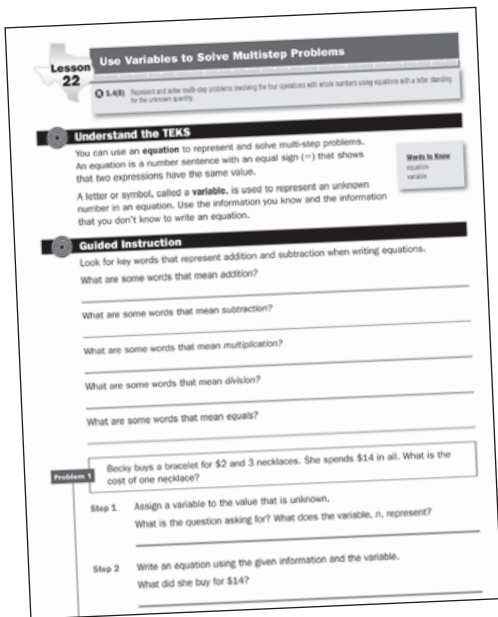
**Lesson Features:**

# Mathematics

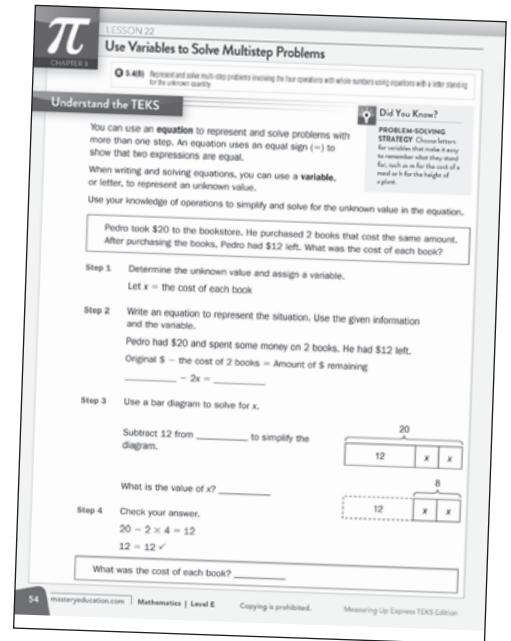
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## Target tested Mathematics TEKS

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- Highlighted **academic vocabulary** used in context
- Did You Know? tips enhance ability to **solve complex, multi-step problems**
- Plenty of **practice items**
- **STAAR® item types** include multipart, multiselect, and more



Measuring Up Express, Grade 5, Lesson 22



Measuring Up to the TEKS, Grade 5, Lesson 22

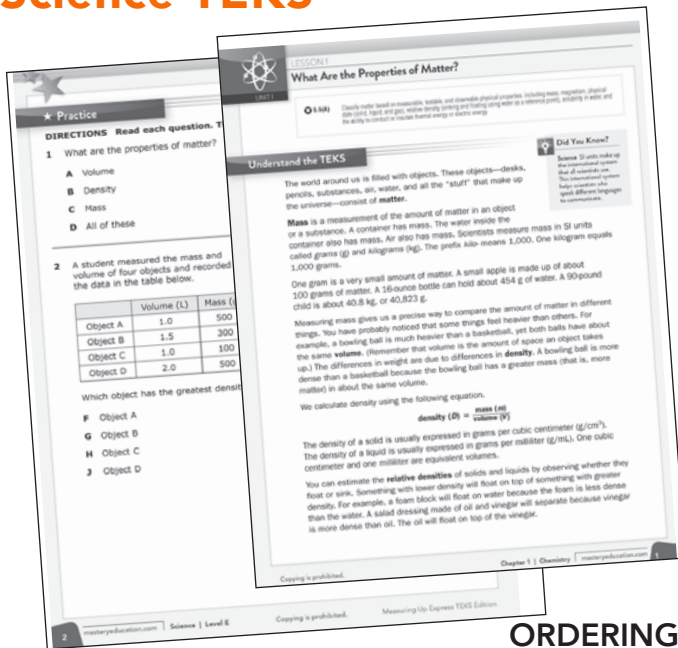
### EXPRESS LESSONS CORRELATE TO MEASURING UP TO THE TEKS MATHEMATICS

GRADE	TEKS	Measuring Up to the TEKS	Measuring Up Express
3	3.13(A)	LESSON 30: Add and Subtract Using Equations	LESSON 27: Add and Subtract Using Equations
4	4.11(A)	LESSON 24: Write and Solve Equations with Variables	LESSON 24: Write and Solve Equations with Variables
5	5.11(A)	LESSON 22: Using Variables to Solve Multistep Problems	LESSON 22: Using Variables to Solve Multistep Problems

# Science

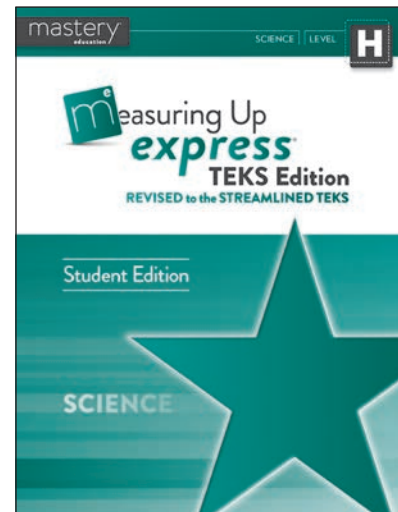
## Keeping Science in the Forefront with Plenty of TEKS Practice

### Targeted lessons for the tested Science TEKS



#### Key Features:

- **Academic vocabulary**, highlighted and used in context
- **Did You Know?** uses tips for navigating scientific items
- An emphasis on **critical thinking**
- Abundance of practice items
- Coming Soon! **STAAR® item types** include multipart, multiselect, and more



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End-of-Course resources feature:

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  - Guided instruction
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Develop US historical knowledge

**Review and Reteach Tested TEKS**

**NEW!**



**Key Features:**

- Instruction and practice of **historical concepts**
- **Academic vocabulary** used in context
- Emphasize historical events that shape our nation
- Includes **document-based questions (DBQs)**
- Plenty of practice with **STAAR® 2.0 item types**
- Fully supported by **Measuring Up Live 2.0**

CHAPTER 1  
LESSON 9 Analyze the Impact of Progressive Era Reforms

**UNPACKING the TEKS** | Q.H.5(A)

The **Progressive Era** (1890s to 1920s) is known as an era of intense social and political reform aimed at making progress toward a better society.

**Reform** means to change or improve a law, social system, or institution.

**Initiative, referendum, and recall** are three measures by which citizens can have a direct impact on the legislative process and government.

**Direct democracy** means that citizens vote for their government officials. These officials represent the citizens' ideas and concerns in government.

During the Progressive Era four different amendments were passed that altered the Constitution, fundamentally changing American life.

- The **16th Amendment** grants Congress the power to collect income taxes on individuals and corporations.
- The **17th Amendment** initiated the direct election of Senators by the people, rather than by state legislatures.
- The **18th Amendment** made it illegal to produce, distribute, or sell alcoholic beverages, aiming to reduce crime, social problems, and improve public health.
- The **19th Amendment** granted **women's suffrage**, or the right of women to vote in elections.

Chapter 1 | History and Culture

End-of-Course U.S. History,  
Lesson 9

LESSON 9 • ANALYZE THE IMPACT OF PROGRESSIVE ERA REFORMS

**GUIDED PRACTICE**

**DIRECTIONS** Read the selection below. Follow the instructions and answer the questions in the side column. They will help you understand how to read to master the TEKS.

The Progressive Era, spanning from the late 19th century to the early 20th century, witnessed significant social, political, and economic reforms aimed at addressing the problems and inequalities of the time. Among the reforms, the initiative, referendum, recall process, and the passage of the 16th, 17th, 18th, and 19th Amendments had a profound impact on American society and the democratic system.

The introduction of the initiative, referendum, and recall processes aimed to increase citizen participation and direct democracy, allowing citizens to have a direct and active role in shaping the direction and policies of their government. The initiative allowed people to propose legislation, the referendum enabled voters to approve or reject laws passed by legislatures, and the recall provided a mechanism to remove elected officials before their terms ended.

These reforms empowered citizens by giving them a direct voice in the legislative process. They allowed for greater accountability of elected officials, ensuring that their actions aligned with the will of the people.

The initiative process allowed grassroots movements to bypass entrenched political interests and push for progressive policies. Citizens could propose and pass laws addressing issues such as labor rights, women's suffrage, and social welfare.

**Passage of the 16th, 17th, 18th, and 19th Amendments**

- **16th Amendment (1913):** The 16th Amendment authorized the federal government to levy an income tax. This amendment provided a stable source of revenue for the government and contributed to the growth of the welfare state and increased government intervention in the economy.
- **17th Amendment (1913):** The 17th Amendment shifted the election of U.S. Senators from state legislatures to direct popular vote. It aimed to curb corruption and the influence of political machines in the selection of senators, making the Senate more directly accountable to the people.
- **18th Amendment (1919):** The 18th Amendment introduced prohibition, banning the manufacture, sale, and transportation of alcohol. Although ultimately repealed by the 21st Amendment, the 18th Amendment had a significant impact on American society, sparking the rise of organized crime and contributing to the growth of illegal alcohol trade.

**Guided Questions**

What is one way that the Progressive Era reform has affected U.S. politics?  
\_\_\_\_\_  
\_\_\_\_\_

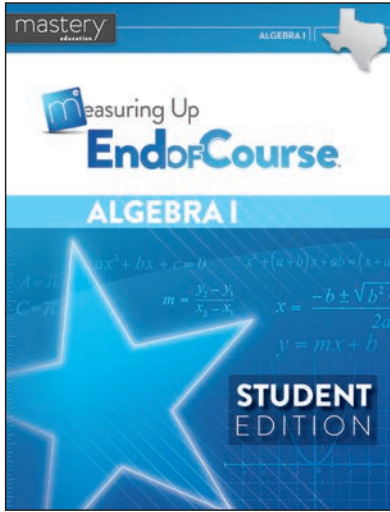
What issues did the reforms of the Progressive Era address?  
\_\_\_\_\_  
\_\_\_\_\_

Who benefitted from the 16th amendment and why?  
\_\_\_\_\_  
\_\_\_\_\_

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Clearly explained  
TEKS





# Algebra I

## Develop Algebraic Thinking

**Key Features:**

**Versatile resource for End of Course review or anytime students need "just-in-time" support.**

- Lessons deepen algebraic understanding
- Uncomplicated approach to explaining TEKS
- Guided practice with stepped examples
- **Six chapter minitests** assess chapter TEKS
- Includes all **STAAR® item types**

CHAPTER 1  
LESSON 3 Rewrite a Binomial Using a Difference of Squares

**UNPACKING the TEKS** | OA30(F)

A **difference of squares** is a binomial in which both terms are perfect squares separated by a subtraction sign. For example,  $a^2 - b^2$  is a difference of squares. To factor a difference of two squares for any nonnegative  $a$  and  $b$ ,  $a^2 - b^2 = (a + b)(a - b)$ .

**Words to Know**  
difference of squares

**GUIDED PRACTICE**

**Problem 1** Factor  $x^2 - 9$ .

**Step 1** Factor  $x^2$  and 9 as squares to verify that both terms are perfect squares.  
 $x^2 = x \cdot x$     $9 = 3 \cdot 3$ , so both are perfect squares.

**Step 2** Factor  $x^2 - 9$  as a difference of two squares. Use the fact  $a^2 - b^2 = (a + b)(a - b)$  to help you factor the expression.  
 $x^2 - 9 = (x + 3)(\underline{\hspace{2cm}})$

**Step 3** Check your answer by using multiplication.  
 $(x + 3)(x - 3) = x^2 - 3x + 3x - 9 = \underline{\hspace{2cm}}$

**Solution**  $x^2 - 9 = (x + 3)(\underline{\hspace{2cm}})$

**Problem 2** Factor  $32t^2 - 50$ . Can this expression be written as the difference of squares?

**Step 1** Factor out the GCF.  
 $32t^2 - 50 = \underline{\hspace{2cm}}(16t^2 - 25)$

**Step 2** The two terms in the binomial are squares. Factor the two terms as squares.  
 $16t^2 = (4t)^2$     $25 = 5^2$

**Step 3** Factor  $16t^2 - 25$  as a difference of squares.  
 $16t^2 - 25 = (\underline{\hspace{2cm}})(\underline{\hspace{2cm}})$

**Step 4** Check your answer using multiplication. Be sure to multiply by the GCF.  
 $2(4t + 5)(4t - 5) = 2(16t^2 - 20t + 20t - 25) = \underline{\hspace{2cm}}$

**Solution** So  $32t^2 - 50 = \underline{\hspace{2cm}}(\underline{\hspace{2cm}})(\underline{\hspace{2cm}})$ .  
Can  $32t^2 - 50$  be written as the difference of squares?  $\underline{\hspace{2cm}}$

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LESSON 3 • REWRITE A BINOMIAL USING A DIFFERENCE OF SQUARES

**SHORT RESPONSE QUESTIONS**

1. A ball is dropped from a height of 128 feet above the ground. The expression  $128 - 32t^2$  can be used to find the height of the ball, in feet, when  $t$  is the number of seconds since the ball was dropped.

**Part A** Can the expression be written as a difference of squares? Factor the expression completely. Show or explain your work.

**Part B** The height of the ball will be 0 when it hits the ground. Will the ball hit the ground 2 seconds after it is released? Use your answer from Part A to explain your reasoning.

2. The expression  $(4s - 5)(4s + 5)$  can be used to find the side lengths, in cm, of two different-size squares where  $s$  is the side length of the smaller square.

**Part A** How do you know that this expression can be written as a difference of squares?

**Part B** Write this expression as a difference of squares. How did you find the answer without using the Distributive Property?

Chapter 1 | Polynomial and Algebraic Expressions | masteryeducation.com 13

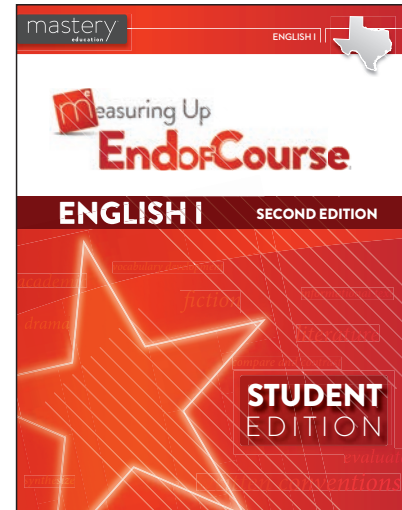
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**Stepped examples reduce algebraic complexity.**

End-of-Course Algebra I, Lesson 3

# English I

## Reinforce comprehension and build essential reading and writing skills.



### Key Features:

- Consistent **five-part lesson format** to unpack the standard, guide individual practice, and develop critical-thinking
- Instruction and practice for **English I & II readiness and supporting TEKS**
- **Academic vocabulary** applied in context
- **STAAR® 2.0 item types**, such as **Multipart, Multiselect, Short** and **Extended Constructed Response**, and more
- **New End-of-Chapter Minitests** provide additional practice
- **Two STAAR®-style full-length practice tests included**

Vocabulary is highlighted and used in context.

CHAPTER 2  
LESSON 4 Analyze How Themes Are Developed and Influenced

**UNPACKING the TEKS** | ○ E1.6(A), ○ E1.6(D), ○ E1.4(E), ○ E1.4(F), ○ E1.5(C), ○ E1.7(A)

**Words to Know**  
theme  
symbol  
universal  
genre

The **theme** is the central insight about life that the writer wants to communicate. It is a generalization—something that applies to a whole range of situations. The theme is about what a story or character suggests about life and the human condition in general. In other words, it is the story's deeper meaning.

For example, in O. Henry's famous story "The Last Leaf," an artist dying of pneumonia lies in bed watching leaves struggling to hang onto a vine outside her window. She feels that when the last leaf falls, she will die. She has given up. The setting helps to reflect the theme.

In the story, the dying woman's friends realize that she must have hope to survive. During the night, the leaves fall off. However, an artist neighbor paints a leaf on the wall that looks as though it is hanging on the vine. The next morning, the dying woman sees the last leaf still hanging on in spite of the storms, and she has hope and recovers.

The plot is what the story is about, what happens. The theme is broader—and deeper. O. Henry's theme suggests that hope is a necessary part of life. The leaf is a symbol representing hope.

The leaf hanging on the vine is a visual image, or **symbol**, for hope. A symbol is a real object that also stands for a big idea. In other stories, a candle in a window or a rainbow might be symbols for hope. Symbols, therefore, can help you determine the theme of a story and understand it better. To understand theme, look in a story for evidence of concrete things, such as the leaf, that connects to characters, their feelings, their actions, and the story as a whole.

American, British, and world literature often have similar themes. These themes are called **universal**. Universal themes apply to any culture or geographic location. Often, these themes are about the human condition and connect ideas throughout all cultures. Some of these universal themes are about personal struggles and goals, life, death, coming of age, or tragedies.

In this lesson you will learn about Basque mythology. Basque mythology originated in Germany and France and is considered some of the richest literature of Europe. This mythology often builds on the four natural elements: fire, earth, air, and water. It often consists of divine and supernatural beings and creatures.

**Genres** are categories of works in different forms. You may find similar themes in works of different genres. The theme of the necessity of hope might be in a personal narrative, a novel, a movie, a song, or a poem.

Look at these things to interpret theme.

- Look closely at the title.
- Note repeated words and phrases.
- Pay attention to any symbols or powerful images.
- Notice how characters grow and change.

By looking for these pieces of evidence in a text, you can discover, understand, and analyze the theme.

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LESSON 4 • ANALYZE HOW THEMES ARE DEVELOPED AND INFLUENCED

**GUIDED PRACTICE**

**DIRECTIONS** Read the selection below. Follow the instructions and answer the questions in the side column. They will help you understand how to read to master the TEKS.

**The Lamiñak Who Heard a Lie**  
retold by David Morrow

1 For hundreds of years in the Basque Country, family members and friends have gathered in their homes at night to tell and retell folktales and legends. Some are similar to familiar fairy tales, such as Cinderella, and others are simple fables. Many of the most interesting stories, though, deal with strange supernatural characters who become involved with humans.

2 The tartaro, for instance, is a huge, lumbering, one-eyed creature usually accompanied by his monstrous pet, the elano. While far stronger than a person, he has few wits and can be tricked easily. The *basa jauna*, the shaggy lord of the woods, taught humans to use fire and smelt\* metal. His daughter, *basa anderea*, occasionally helps unfortunate mortals.

3 *Lamiñak* appear in a great many Basque legends. These unique female creatures take the form of tiny fairies or of women with the feet of a duck or the lower body of a fish. They may be young and beautiful or ageless and haggard. Whatever their appearance, though, they always have wondrous, flowing hair and magical powers. Neither good nor evil, the witchlike *lamiñak* live near caves, on riverbeds, or at *orospoad*—areas that represent the boundaries between civilized society and the wilderness. Their stories usually contain a moral that warns listeners not to step across those boundaries.

4 Errando whistled happily as he drove his cart down the long road into town. He was thinking of his farm and of the bountiful year he would have. The wheat standing in the field with grain so golden it shone—would surely fill 40 bushels when harvested. The sheep grazing in his pasture—with fleece so white it shone—would surely fill 40 sacks when shorn. The grapes climbing his vineyard—with fruit so juicy it shone—would surely fill 40 barrels when pressed. The farm had been in Errando's family for ten generations, and this would be the richest year his land had ever seen.

\*smelt—People smelt, or melt, ore as a way of separating the different metals that are in ore.

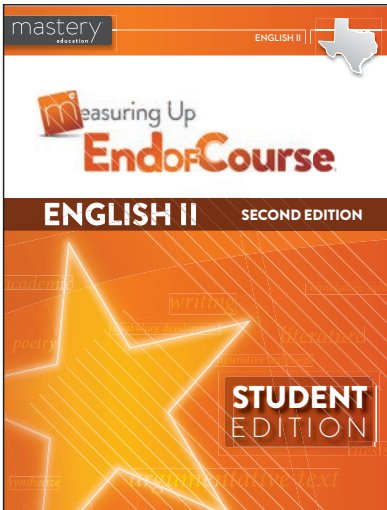
**Guided Questions**

Read the first paragraph. What kind of European literature is this? Circle details that indicate this.

Read paragraph 2. What are all the typical features of this type of literature or genre that this paragraph introduces?

Read paragraph 3. Underline the statement that gives an important warning in these tales. What do you think this warning suggests about the theme?

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# English II

Reinforce comprehension and build essential reading and writing skills.

- Consistent **five-part lesson format** to unpack the standard, guide individual practice, and develop critical-thinking
- Instruction and practice for **English I & II readiness and supporting TEKS**
- **Academic vocabulary** applied in context
- **STAAR® 2.0 item types**, such as **Multipart, Multiselect, Short** and **Extended Constructed Response**, and more
- **New End-of-Chapter Minitests** provide additional practice
- **Two STAAR®-style full-length practice tests included**

### Key Features:

High-level, rigorous practice

CHAPTER 2  
LESSON 4 Analyze How Themes Are Developed

**UNPACKING the TEKS** | ○ E2.6(A), ○ E2.6(D), ○ E2.4(E), ○ E2.4(F), ○ E2.5(C)

Human beings have been telling stories for thousands of years. As writing developed, it moved from simple, specific tasks such as counting livestock to a more complex purpose, recording the stories we tell each other. From the earliest times to the present day, literary works have dealt with what it means to be human.

Different **periods** in literary history may be divided by specific years, such as the 1700s or the 20th century. They may also be divided by particular ideas in politics or the arts and sciences, such as the Renaissance or the Victorian era.

In different times and different locations, literary works feature many similar **themes**. Themes are broad ideas expressed in a work of literature, poetry, or drama. The theme is usually the main idea an author is trying to express, and it helps to tie the plot together.

Although the way they are expressed may be different, there are many themes that have appeared countless times. For example, writers in many different periods have written about unrequited love or what it means for a young man or woman to become an adult. Hundreds of years apart, Romeo and Juliet and *Bella and Edward* suffer many of the same problems of young people in love who are separated by the prejudices of their families.

Plot, characters, and settings are influenced both by when a work is written and when the narrative takes place. Likewise, the period influences how a theme is expressed. For example, consider how the "coming of age" theme would be expressed differently in a story about a young man during the American Revolution compared to a story about a young man today. Differences such as technology, culture, and the history of the world at that time all influence how both authors and their characters experience the world.

Two steps are required in order to **compare** and **contrast** similar themes in different time periods. First, to compare means you would look for the similarities. What makes the theme the same, or nearly the same, between the two periods? Then, to contrast, you would consider how the two themes are different. What elements of the time periods cause differences in how a theme is expressed?

Sometimes the main theme in two different literary works may be very similar, but the smaller details could be vastly different due to the difference in time periods. On the other hand, different periods may cause a theme to be expressed in very different ways, but smaller details could still be similar.

**Words to Know**

- period
- theme
- compare
- contrast

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LESSON 4 - ANALYZE HOW THEMES ARE DEVELOPED

**GUIDED PRACTICE**

**DIRECTIONS** Read the selections below. Follow the instructions and answer the questions in the side column. They will help you understand how to read to master the TEKS.

**from Gulliver's Travels**  
by Jonathan Swift

**Guided Questions**

Why does the narrator feel he needs to describe what he is experiencing to the reader?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What does the narrator think of the people he is describing and their customs? Underline words in paragraph 2 that back up your opinion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1 Although I intend to leave the description of this empire to a particular treatise, yet, in the mean time, I am content to gratify the curious reader with some general ideas. As the common size of the natives is somewhat under six inches high, so there is an exact proportion in all other animals, as well as plants and trees; for instance, the tallest horses and oxen are between four and five inches in height, the sheep an inch and half, more or less: their geese about the bigness of a sparrow, and so the several gradations downwards till you come to the smallest, which to my sight, were almost invisible; but nature has adapted the eyes of the Lilliputians to all objects proper for their view: they see with great exactness, but at no great distance. And, to show the sharpness of their sight towards objects that are near, I have been much pleased with observing a cook pulling a lark, which was not so large as a common fly, and a young girl threading an invisible needle with invisible silk. Their tallest trees are about seven feet high: I mean some of those in the great royal park, the tops whereof I could but just reach with my fist clenched. The other vegetables are in the same proportion; but this I leave to the reader's imagination.

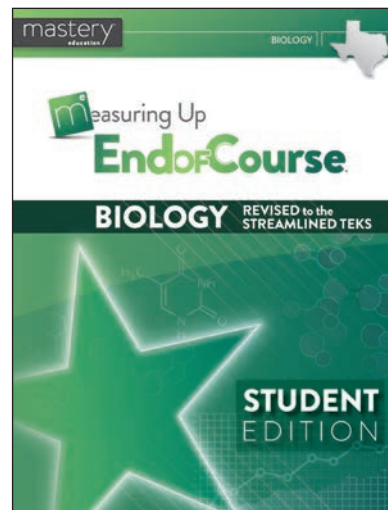
2 They bury their dead with their heads directly downward, because they hold an opinion, that in eleven thousand moons they are all to rise again, in which period the earth (which they

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# Biology

Develop students' understanding of the importance and function of living things

Support understanding with in-depth analysis of tested Biology TEKS.



**Key Features:**

- Unpack the TEKS sets clear learning expectations.
- Clear explanations simplify complex TEKS.
- Highlighted scientific vocabulary is used in context.
- Real-world relevance deepens scientific understanding.
- Guided questions **reinforce concepts to build understanding.**
- **Two full-length practice tests.**

**Biology Table of Contents**

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172	B.3(A), B.4(A)	B.4(A)
180	B.8(B)	
186	B.2(I), B.8(B)	
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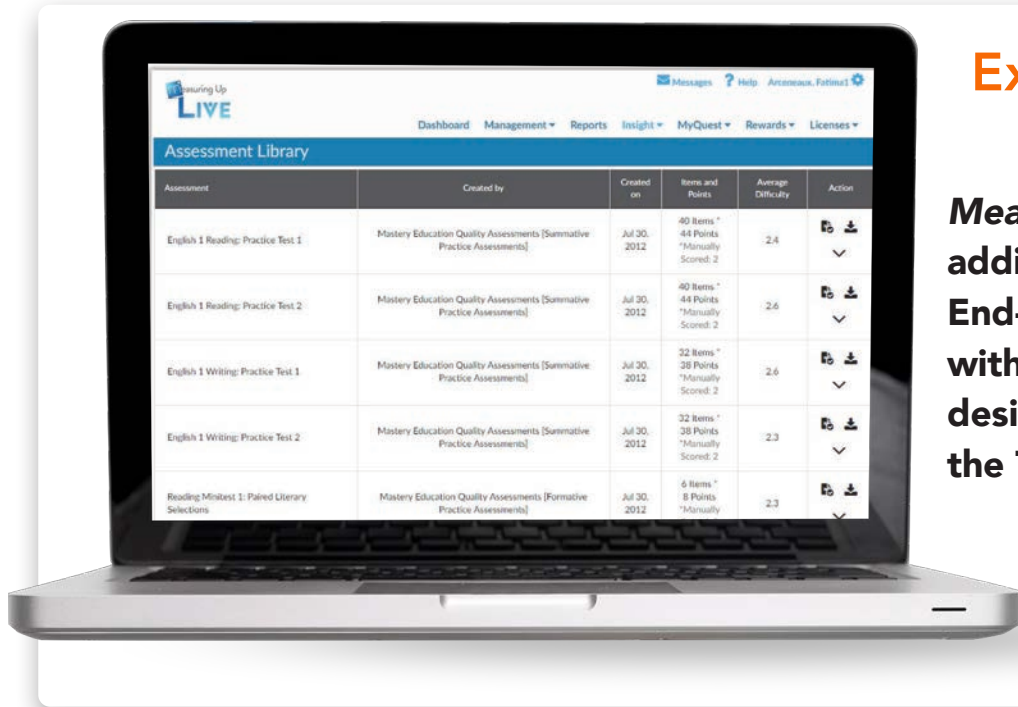
Page	Primary TEKS	Secondary TEKS
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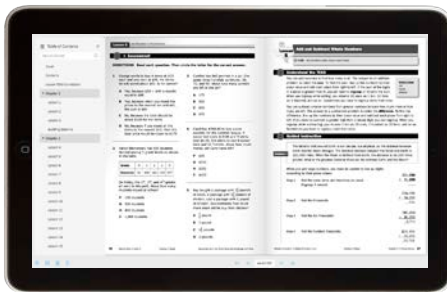
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STANDARDS PROFICIENCY REPORT

Standard	Avg Score	#Students		
		L1	L2	L3
Math (Overall)	59.66%	7	3	0
2 Whole numbers and place value	56.25%	6	4	0
2.A Use models to make numbers	61.67%	7	1	2
2.B Place value through hundred thousands	46.67%	7	0	3
2.C Number lines and relative number size	60.00%	5	0	5
2.D Compare and order whole numbers	54.00%	7	1	2
3 Fractional units	63.53%	5	4	1
3.A Show fractions using objects and models	70.00%	4	0	6
3.B Fractions on a number line	65.00%	6	0	4
3.C Unit fractions	65.00%	5	0	5
3.D Compose and decompose fractions	60.00%	5	0	5
3.E Break up an object using picture models of fractions	65.00%	5	0	5

ITEM ANALYSIS REPORT

Assessment Item Analysis

Sort By: Question Number

Question #	Type	Standard	#Times Attempted	Average Time Spent	Students (%)	Question Details
Q 1	Multiple Choice	Figure 19.D	24	1 min 2 sec	16 (66.67%)	Difficulty: 1, E RB: R BKD: F DOK: 1

From the list of materials, the reader could conclude that constructing the wind tunnel —

- A. requires special tools
- B. takes at least a couple of hours
- C. costs very little and is easy to do
- D. requires hard-to-find materials

Item #125437

Passages/Stimuli: 3...2...1...Lift off

Breakdown Per Question Option

A (12%)	B (17%)	C (67%)	D (4%)
---------	---------	---------	--------

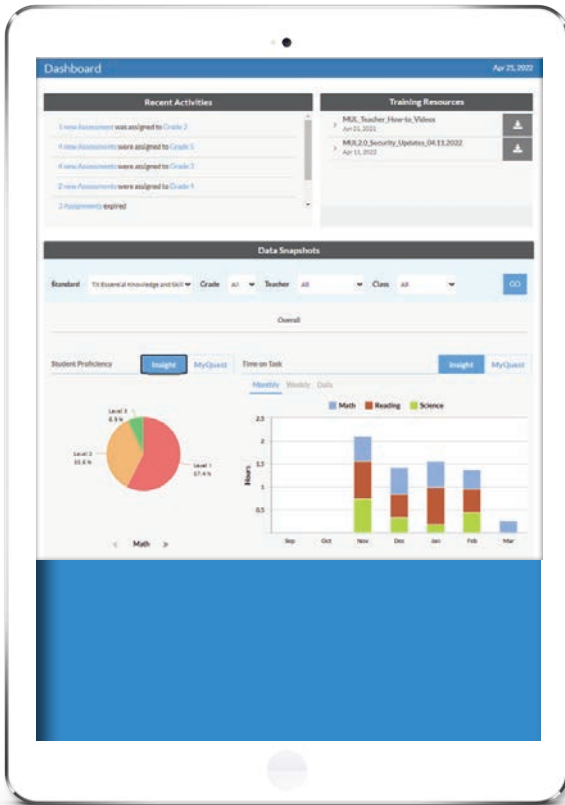
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- **Intervention Grouping** sorts students based on standards performance







## Educator Dashboard

- Summaries of recent activities
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- Data snapshots for classes, schools, or across district in Insight and MyQuest



## Student Dashboard

- View real-time data and standards mastery
- Access to assignments
- Active partnership in the learning process

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See page 36.

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  - Best Practices when Using Data to Drive Instruction

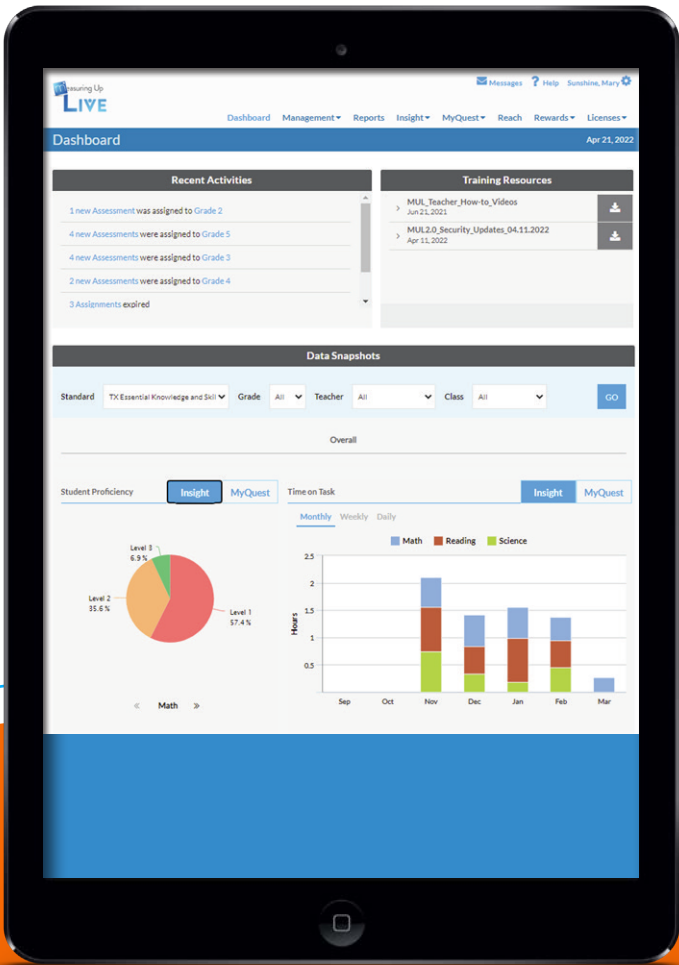
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  - Drag-Tiling
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  - Editing Task Choice
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  - Number Line Points
  - Reorder
  - Select Objects
  - Select Text
  - Table Match
  - Yes/No
  - True/False
  - Short Constructed Response
  - Extended Constructed Response



**Assign a pre-created TEKS-based assessment or customize your own. Easily find paired passages when building an RLA assessment.**

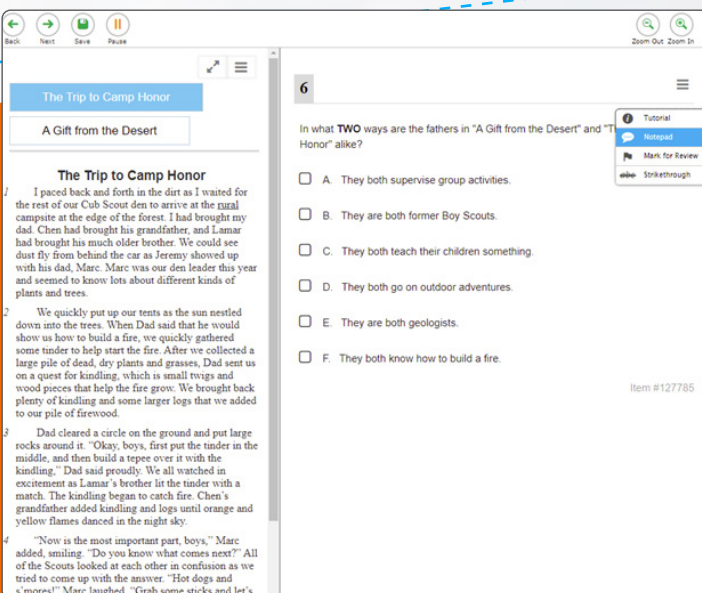
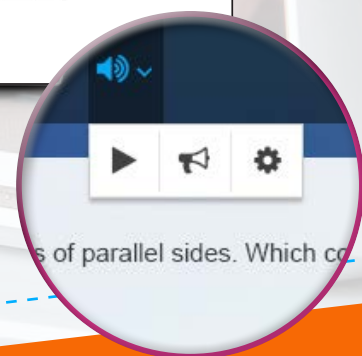
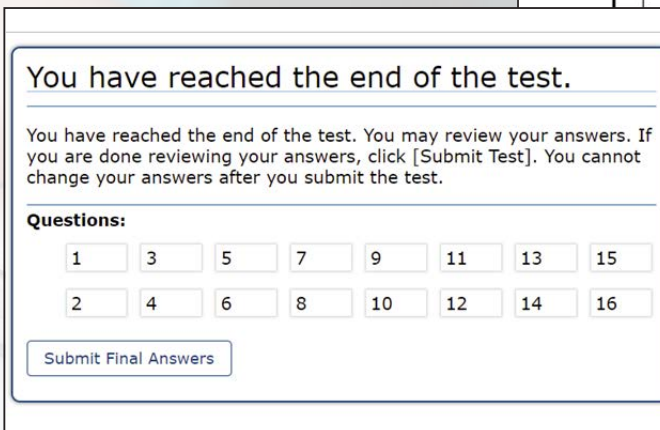
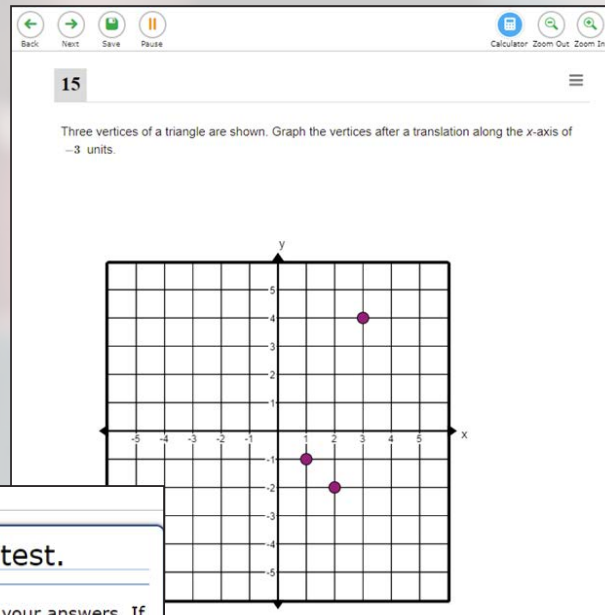
**Assign to a class and get real-time data.**

**Integrates with MyQuest, automatically assigning TEKS-based practice based on students' Insight performance.**

- **An industry-leading item bank of more than 67,000 TEKS-aligned questions** includes rigorous critical-thinking questions.
- **Assessments** can target specific TEKS, subject, grade level, and more.
- Assessment library also includes **pre-created assessments**, designed using the STAAR® format and blueprint.

➤ **TOOLS**

Students have access to tools such as calculators, answer eliminator, protractor, ruler, and more. You control the settings.



**ACCESSIBILITY OPTIONS**

Activate text-to-speech, line reader, font-size options, color contrast, and magnifier for any student.

**AUTHENTIC PRACTICE**

Interface resembles the TEKS assessment, providing a genuine experience with items, including the new STAAR® item types.

# PRACTICE with **measuring Up myQuest**

**A dynamic, adaptive program for TEKS-based practice customized to each student's level.**

- **Adaptive program automatically levels based on individual performance** with corrective feedback and scaffolded support.
- Thousands of TEKS-aligned items ensure students have **ample practice in Reading Language Arts, Math, and Science.**
- MyQuest can be automatically generated based on student's **Insight** results, or teachers can activate standards to ensure students master the TEKS they need most.



Adaptive  
Personalized  
Prescribed  
Formative  
Motivational  
Differentiated

Integrates seamlessly with **Insight**, automatically delivering prescriptive pathways that connect assessment to instruction and practice. Built-in rewards and incentives keep students motivated.



## Target the needs of every student.

**Measuring Up MyQuest** features adaptive practice designed to help you target instruction and meet all students at their exact proficiency level. You receive detailed, student-specific information that helps you understand where each student is tracking.

**Questions** ■ **Partially Correct** ■ **Incorrect**

Grade Level

Questions

**Question Details**

Correct [4] ■ Partially Correct [1] ■ Incorrect [4]

Expand All

1 My Answer Solution

Points 0 of 2

Time Spent 41 sec

There are 3,245 bottles of water on a truck for delivery to a grocery store. How many bottles of water, rounded to the nearest hundred, are on the truck?

A 3,000

B 3,200

C 3,250

D 3,300

Attempt 1 Attempt 2 Attempt 3 Attempt 4

\*Attempt 1 is student's recorded answer.

5.7 Convert Units Item #010202

**Student MyQuest Progress** Edit Parameters

**Performance So Far**

Score: 13 of 20 Points (65%)

Total Questions: 20  
8 Questions at Grade Level | 12 Questions below Grade Level | 0 Questions above Grade Level

Total Time Spent: 2 min 36 sec  
Avg Time on Correct Answers: 10 sec | Avg Time on Partially Correct Answers: - | Avg Time on Incorrect Answers: 3 sec

**MASTERY**

Correct ■ Partially Correct ■ Incorrect

Grade Level

Question #

Measuring Up LIVE

Home Insight MyQuest Reach My Progress Rewards

All Skills

**Reading**

Back

Mastery	Skill	#Questions Remaining
<div style="width: 100%;"></div>	S.10.A - Author's purpose or message	00 Continue
<div style="width: 100%;"></div>	S.10.B - Author's use of text structure	00 Continue
<div style="width: 0%;"></div>	S.10.C - Author's use of print and graphic features	00 Continue
<div style="width: 100%;"></div>	S.10.D - Author's use of figurative language	00 Continue
<div style="width: 0%;"></div>	S.10.E - Author's use of literary devices	00 Launch
<div style="width: 0%;"></div>	S.10.F - Author's use of language and voice	00 Launch
<div style="width: 0%;"></div>	S.10.G - Author's use of hyperbole, stereotyping, and anecdote	00 Launch
<div style="width: 0%;"></div>	S.9.D.i - Recognize central ideas of informational texts	00 Continue
<div style="width: 0%;"></div>	S.9.D.ii - Understand use of sidebars and timelines	00 Continue

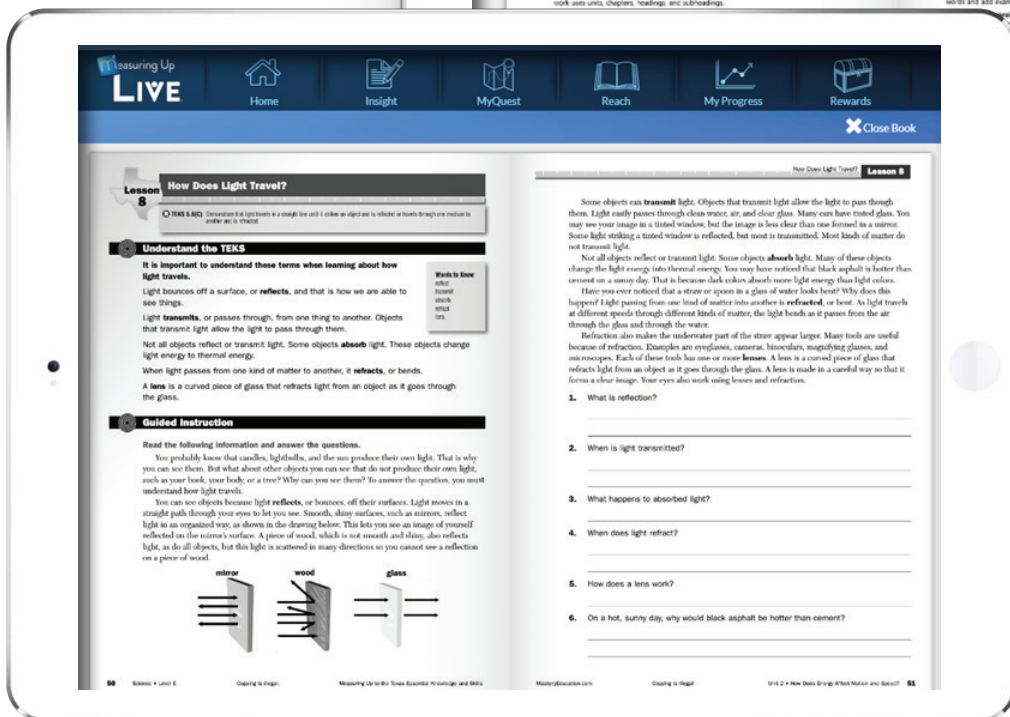
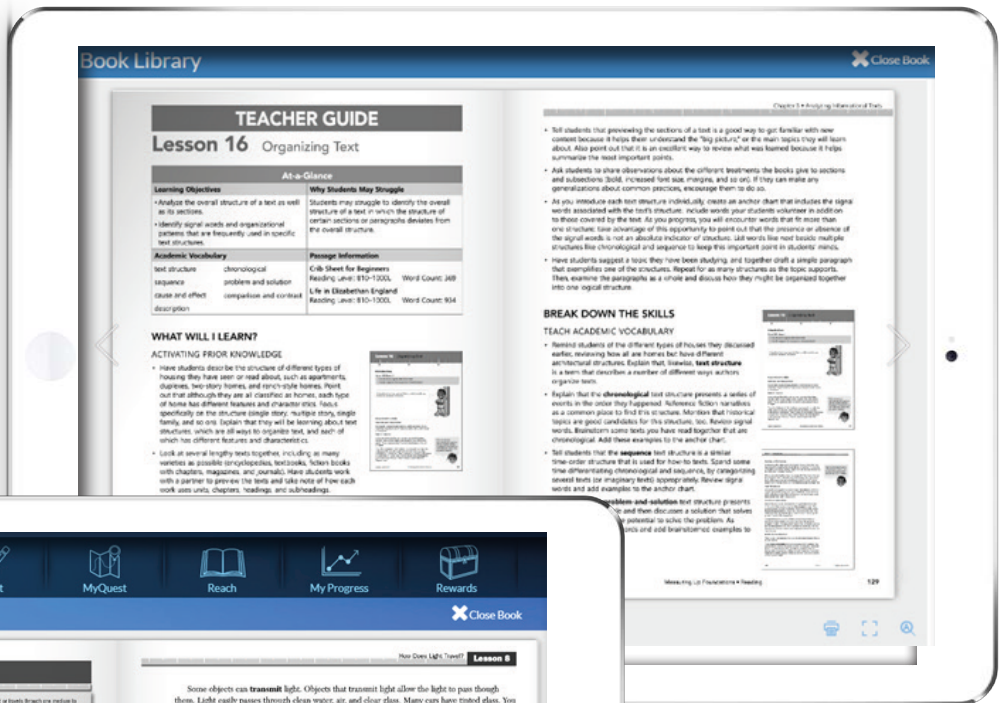
You have the ability to see how students level up or down within the program. You can also analyze what challenges students may be having by examining their individual responses.

Students can quickly see the full list of which TEKS have been assigned (from *Insight* assessment or by you) and launch those TEKS that are still active. Students can visually track how close they are to reaching mastery from the green progress bar and what TEKS are completed, as well as which ones have earned a mastery medal.

## Put Instruction into the Palm of Your Hand

- Reach eBooks provide universal access to all Measuring Up lessons.
- The digital format promotes implementation flexibility.
- Easy to use for students and teachers.

Instant access to support for differentiation.



Complete electronic version of your favorite Measuring Up lessons.

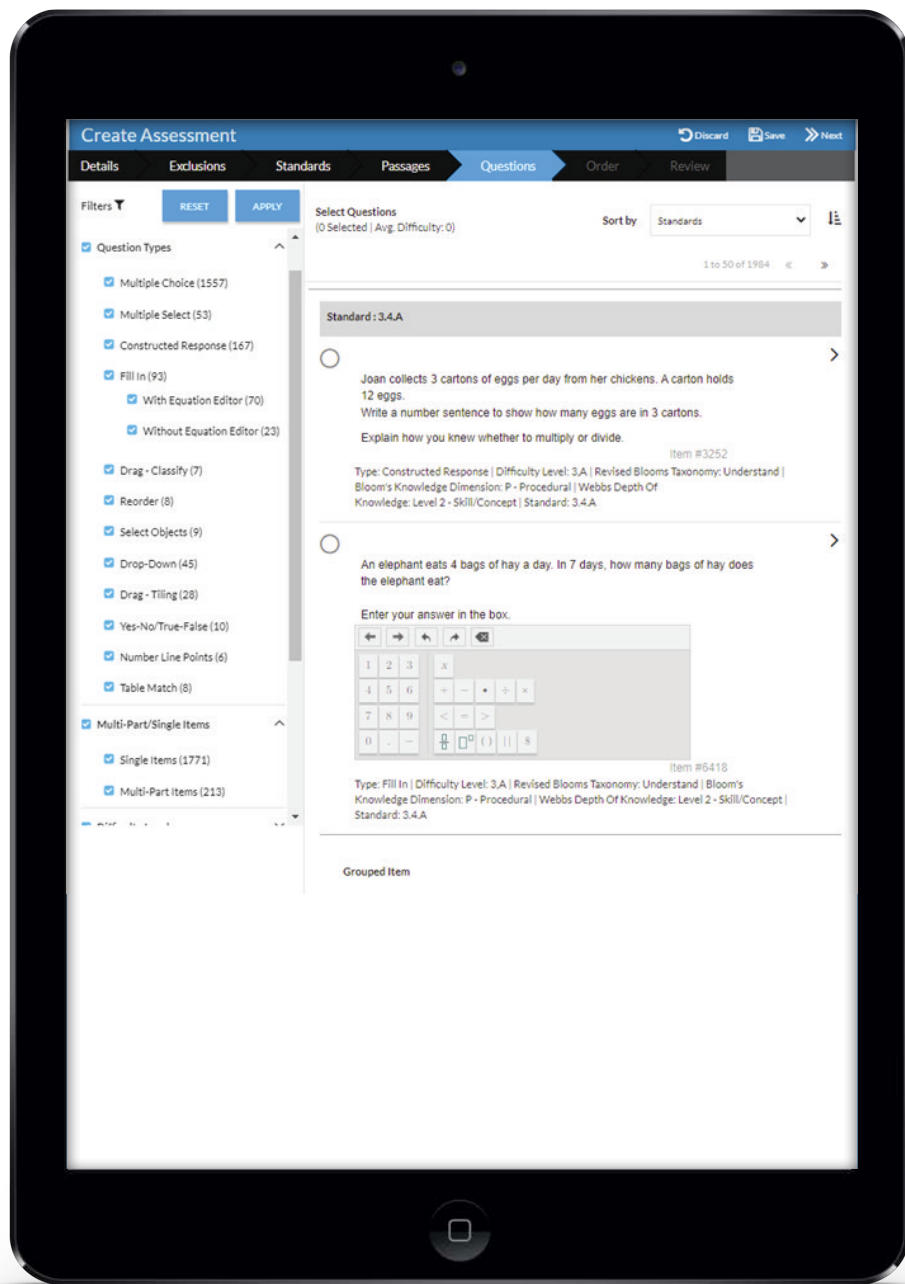
For grades 1–8, all subjects include access to the Spanish Item Bank.

## Create and Print Your Own TEKS-Based Assessments!

One site license opens up the entire subject area.

- More than 67,000 TEKS-aligned questions organized by TEKS and student expectation
- Difficulty levels and cognitive scale identified for all questions
- Plenty of high-level, rigorous questions
- Ability to edit and print your custom assessments
- Hundreds of content-area items including various genres, text types, DOK levels, and graphic images
- Easy way to find paired passages
- **NEW Tech-Enhanced STAAR® Item Types**

- 1 Select the TEKS you wish to assess.
- 2 Choose questions to customize your assessment.
- 3 Print your finished test.





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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: Reading Language Arts</i>	\$14.95
978-1-60979-470-5	<i>Insight + MyQuest 2.0: Math</i>	\$14.95
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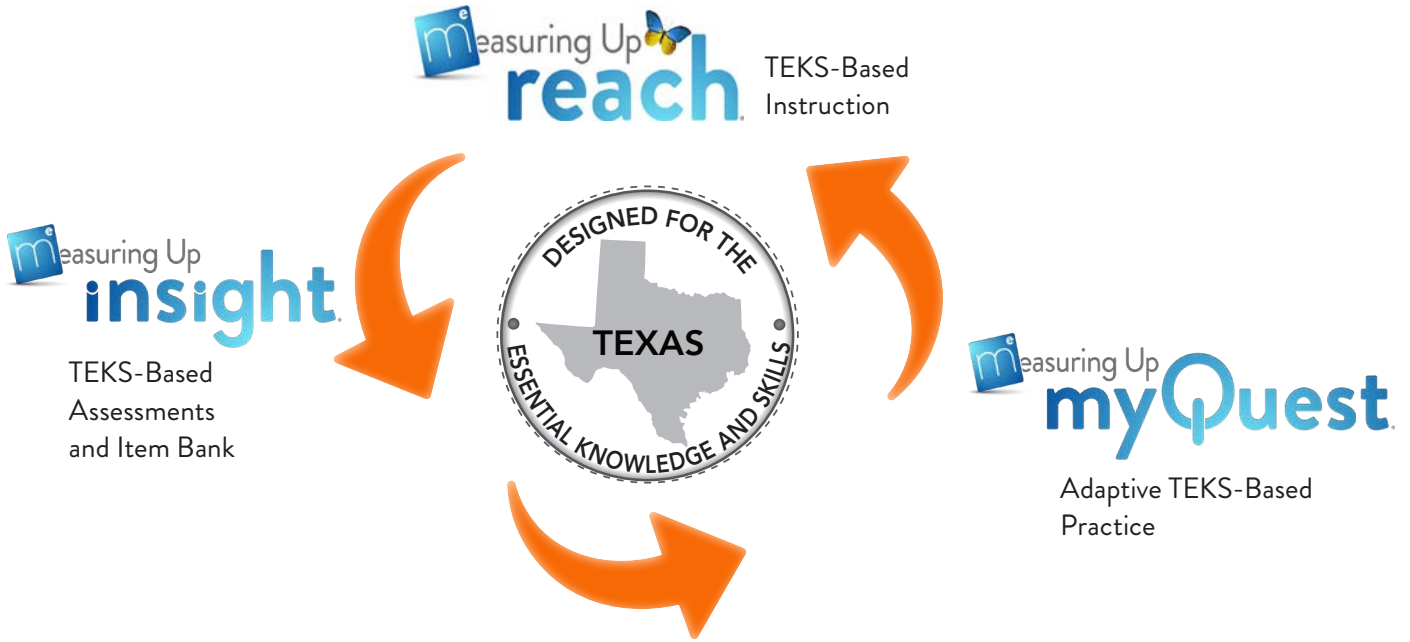
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Designed to provide a flexible plan for results-driven assessment, instruction, and practice.



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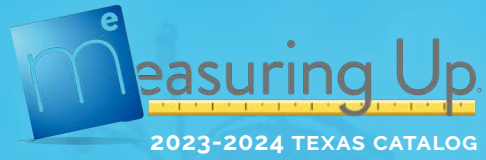
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