

A Blended Solution

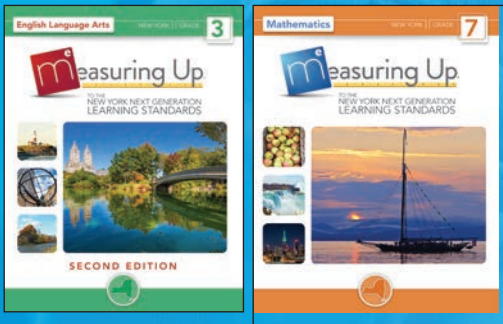
Year-Round NY Standards
Mastery-Based Supplemental
Program for Extended
Learning

Online Student Assessment

Targeted Instruction

**Available in eBook format*

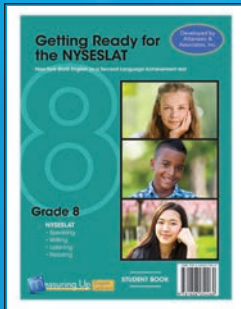
Online Student Practice



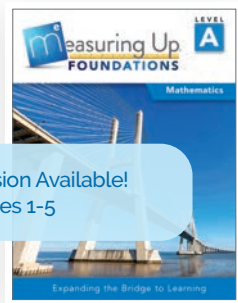
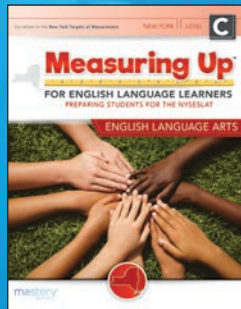
New York Next Generation Learning Standards



Next Generation Science Standards



English Language Learners



Spanish Version Available!
Grades 1-5

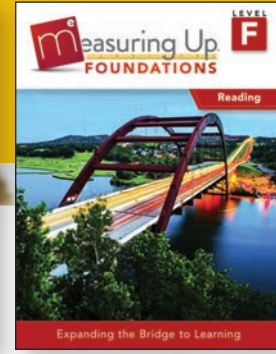
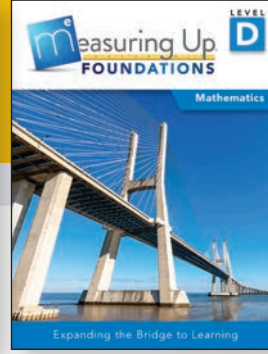
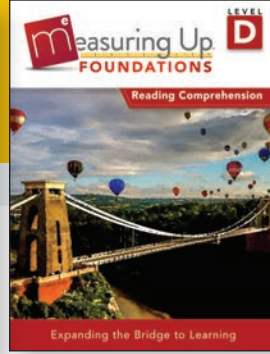
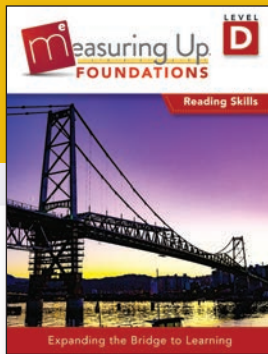
Foundational Skills:
Reading Comprehension; Mathematics



Page	Title	Subjects	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	HS	
1-7	Foundations	Reading Comprehension											
		Reading Skills											
		Mathematics											
		Reading											
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		Mathematics											
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16-19	English Language Learners	ELL											
20-23	Getting Ready for the NYSESLAT												
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	NYS Learning Standards and Success Strategies for the State Test	Science											
Measuring Up Live 2.0 NY Standards-Based Formative Assessment & Differentiated, Adaptive Practice													
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28-33	Insight Item Bank MyQuest Reach	Reading Language Arts, Mathematics & Science											

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


Every lesson includes four distinct parts:

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

Lesson 1 Alphabet Sounds

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

What are the sounds of the alphabet?



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

Touch the letters as you say them.

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

Copying is prohibited. Measuring Up Foundations • Reading Skills

TEACHER GUIDE
Lesson 1 Alphabet Sounds

At a Glance

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

Academic Vocabulary
alphabet uppercase lowercase capital rhyme

WHAT WILL I LEARN?
ACTIVATING PRIOR KNOWLEDGE
• Before beginning the lesson, sing "The Alphabet Song" with students to see if they know it. If not, teach it to them.
A—B—C—D—E—F—G
H—I—J—K—L—M—N—O—P
Q—R—S—T—U—V
W—X—Y—Z
Now I know my ABCs!
Need time? Have you sing with me!
There are several good YouTube videos with "The Alphabet Song" with lyrics. Consider showing one and having students sing along with the video. Sing it twice.

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

Level A Copying is prohibited.

Reading Skills, Grade 1
Student and Teacher's Manual

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.

Lesson 2 • Theme

These tips can help you identify and understand the theme of a work.

- Identify the main character and the problem he or she faces.
- Follow the main character's actions and how problems are solved.
- The character's actions in the key details will give you hints of the theme.
- What does the character learn?
- Connect the problem or situation to your own life.

The theme of a story is different from a story's topic.

Guided Instruction
Read the passage below and answer the questions.

The Dancing Cobbler

- 1 Long ago, in a faraway land, there was a tiny village in a deep forest. There lived a steadfast cobbler who had a good life in his trade, making and repairing shoes.
- 2 He worked in his vine-covered cottage from dawn to dusk. "Ah me," he would sigh, "I fix all these shoes, but if only I had a pair of shoes with which I might go dancing from time to time!" He once said this to Zeke, who lived next door.
- 3 "Bah!" Zeke cried. "Dancing is foolishness. Stick to business, and don't waste your day in idle dreaming!"
- 4 Still, the cobbler continued to hope. . . .
- 5 One day a gentlemanly stranger appeared on the cobbler's doorstep. He was smiling.
- 6 "Greetings, my friend," he said.
- 7 "Have we met?" the cobbler asked uncertainly. "I don't recognize you."

Guided Questions

What can you infer about the cobbler from paragraph 2?

What is the topic of this story?

What can you infer about Zeke from his actions?

Level D Copying is prohibited.

Reading Comprehension, Grade 4
Student and Teacher's Manual

Lesson 2 • Theme

- For example, explain that if they are reading a story about someone who overcomes a big problem by being brave, the theme might be that courage helps people get through difficult times.
- Explain that the theme is different from a story's topic, or what the story is about. Themes are not explicit. In other words, they are not stated directly. The author implies, or suggests, the theme based on the characters' actions. Explain that they must interpret or figure out the theme based on the details.
- If time allows, have students complete the On Your Own activities at the end of these notes.

Differentiate for Struggling Readers and English Learners
Have students create anchor charts of common universal themes such as "Honesty is the best policy," and so on. Display the anchor charts in the classroom. Alternatively, they can write themes on index cards or on sticky notes and put them in their notebooks or in a separate list.

GUIDED INSTRUCTION

First Read
• Direct students to follow along as you read "The Dancing Cobbler" aloud.

Second Read
• Using the choral reading approach, reread "The Dancing Cobbler" aloud. Have students follow along reading in unison as they are able. Allow students to use a marker or card to track the text if needed.

Guided Reading Questions
• Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

Level D Copying is prohibited.

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.

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

Lesson 1 • Count to 50 and Read Numbers

3 Which shows 41 cubes?

A 

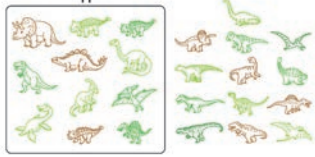
B 

C 

Practice 2

1 How many? Count on from 11.

11



A 7
B 24
C 31

Student Edition Mathematics, Grade 1

Lesson 1 • Count to 50 and Read Numbers

INDEPENDENT PRACTICE

Practice 1 Questions

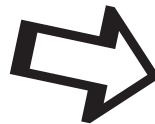
1. Tell students to, independently and to themselves, count the number of ducks and circle the answer. Review the answer.
2. Tell students to, independently and to themselves, count on from 20 footballs and circle the answer. Review the answer.
3. Tell students to, independently and to themselves, count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

Teacher's Manual Mathematics, Grade 1

Also visit pages 16–23 for your struggling students and ELLs



Student Edition Reading Comprehension, Grade 4

Lesson 2 • Theme

20 "I won't rest," he said, "until I do *this*!" Whereupon he took the stone to the well. He threw it down the dark shaft, gone forever. And from that time on, he never wished to go dancing again.

1 What do you think is the theme of this story?

2 Underline the character's action that led you to that theme.

Independent Practice

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

The Shepherd Boy and the Wolf

A fable by Aesop

- 1 A young boy took care of his master's sheep in a forest not far from the village. He thought this job was very dull. All he could do for fun was to talk to his dog or play music on his pipe.
- 2 One day as he sat watching the sheep in the quiet forest, he thought about what he would do if he saw a wolf. He came up with a plan to amuse himself.
- 3 His master had told him to call for help if a wolf attacked the flock of sheep, and the villagers would come running and drive the wolf away. Even though there was no wolf, the boy ran toward the village shouting at the top of his voice, "Wolf! Wolf!"
- 4 The villagers heard him and dropped their work and ran to the pasture. When they got there they saw no wolf, and the boy was laughing at the trick he had played on them.

What can you infer about the boy after he plays the trick and laughs at the villagers?

Student Edition Reading Comprehension, Grade 4

Lesson 2 • Theme

Practice 1

1 Which is the topic of this story?

A A boy guards his sheep.
B A boy has many good friends.
C A shepherd boy is very trustworthy.
D A boy who is bored starts to play tricks.

2 Which can you infer about the boy from this passage?

A He is a good worker.
B He does not like sheep.
C He cannot be trusted.
D He is afraid of foxes.

3 Which is an implicit statement?

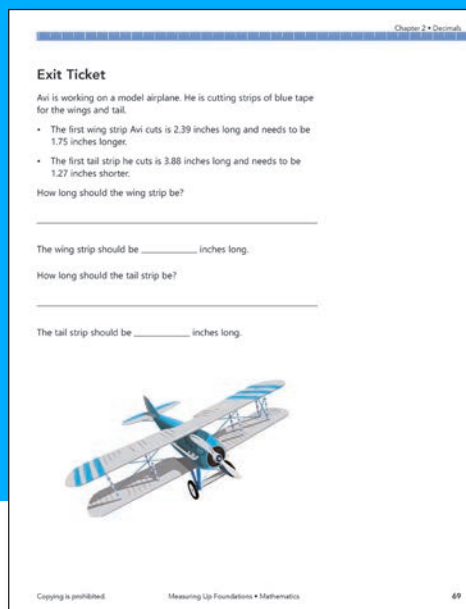
A "A young boy took care of his master's sheep."
B "He came up with a plan to amuse himself."
C "He thought this job was very dull."
D "The boy ran toward the village in terror."

To make an inference, there must be some evidence in the text.

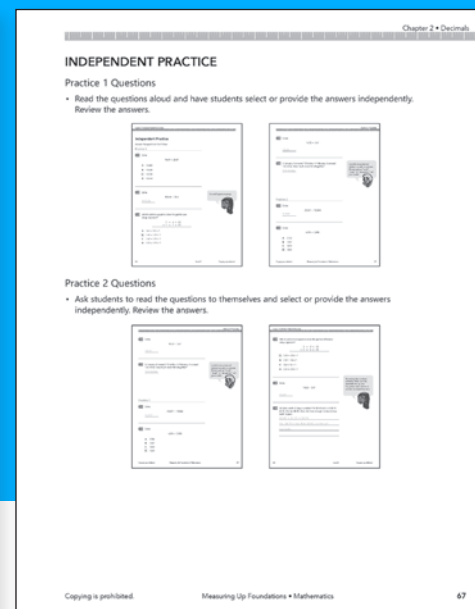
Teacher's Manual Reading Comprehension, Grade 4

Exit Ticket

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

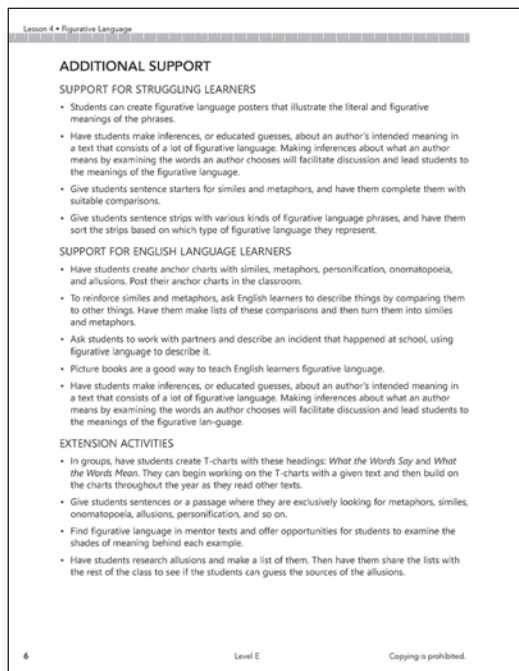


Mathematics, Grade 5 Student Edition



Mathematics, Grade 5 Teacher's Manual

Reading Comprehension, Grade 5 Student Edition



Additional Support & Extension Activities in Teacher's Manual

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

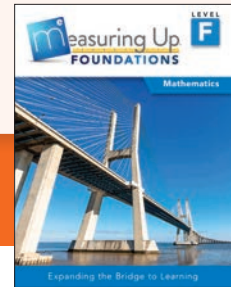
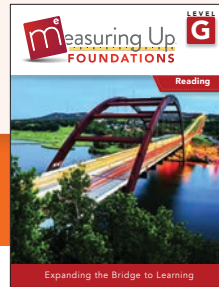
Measuring Up Foundations: Assessments

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



Also visit pages 16–23 for your struggling students and ELLs



Developed for the needs of students in grades 6–8

The 4-part lesson plans encompass the research-based components required for intense instruction.

Accelerate achievement with:

- Single-skill focused lessons with explicit instruction
- Reduced complexity of skill and task, aligned to grade-level standards
- Reduced readability increases strategically throughout lessons
- Appealing reading topics and problem situations
- Scaffolded support
- Differentiated instruction
- Assessments to monitor learning

Lesson 2 Phonics

Introduction
What Will I Learn?

- What are syllables?
- How can I use letter sounds, syllables, and word parts to read new words?

You can put together what you know about letter sounds and word parts to read new words.

Break Down the Skills
The 26 letters of the alphabet include **vowels** a, e, i, o, u and **consonants**. These letters make 44 different sounds, or **phonemes**, that are combined to make words. Review each phoneme in the chart below. Look at the letter, read the word, and listen for the sound.

b bus	d dog	f farm	g gate	h hat	j jam	k car	l leaf	m man
n nail	p pat	r run	s sun	t top	v van	w wish	y yo-yo	z zip
ng sing	wh what	zh treasure	ch chin	sh shoe	th the	th third	a ant	e egg
i ink	o odd	u run	ae rain	ee tree	ie light	oa boat	ue uniform	oo mood
oo book	ou cow	oi boy	or fork	ar car	ear spear	er bird	air chair	

Reading, Grade 7 Student Edition

Lesson 1 Understand Ratios

Introduction
What Will I Learn?

- How do you describe unit rates?
- How do you create tables of equivalent ratios and plot pairs on the coordinate plane?

You can use ratios to describe a school election. If you say that a person won by a vote of 37 to 26, you're using a ratio!

Break Down the Skills
A **rate** compares two quantities with different units of measurement.

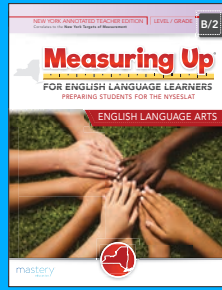
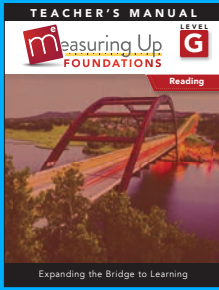
- You can write a rate in words or as a fraction.
- Here are some examples of rates.

\$10 for 5 notebooks
or
\$10
5 notebooks

3 cups of oats for 4 servings
or
3 cups of oats
4 servings

60 miles in 2 hours
or
60 miles
2 hours

Mathematics, Grade 6 Student Edition



Teacher's Manual

- At-a-glance Lesson Review alerts to common errors
- Support for Differentiated Instruction
- Additional support for students who continue to struggle
- Extension activities

TEACHER GUIDE

Lesson 2 Phonics

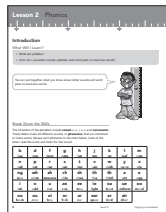
At-a-Glance

Learning Objectives		Why Students May Struggle	
<ul style="list-style-type: none"> • Review phonics skills used to read longer words. • Use syllables and affixes to determine the meaning and pronunciation of an unknown word. • Read multisyllabic words in and out of context. 	Students may struggle to understand that syllables are a function of sound and not text. They may also have difficulty isolating each syllable to a single sound.		
Academic Vocabulary			
vowel	consonant	phoneme	digraph
vowel team	r-controlled vowel	syllable	affix
root	prefix	suffix	context

WHAT WILL I LEARN?

ACTIVATING PRIOR KNOWLEDGE

- Display a short passage or sentence that contains at least one challenging longer word. Give partners two minutes to read it and discuss strategies they used to read the challenging word. Then ask them to share what they did with the class. Did they break the word into smaller parts they know? How did they use what they know about letter sounds to read the word? Did they use the context of the sentence or passage to help them figure out the word's meaning or pronunciation?
- Write three words on the board that share a prefix (for example, *retake*, *reprint*, and *reread*). Ask students what they have in common both in spelling and in meaning. Repeat with three words that share a suffix.



EXPLICIT INSTRUCTION

- Tell students that as they read, they will come across words with which they may not be familiar. Explain that in this lesson, they will learn how to use their knowledge of phonics to break large words down into smaller parts to read them. Point out that doing so will help them pronounce the word, and sometimes it may even help them determine the word's meaning.
- Briefly review the phonics skills students already know by displaying some different words that contain a variety of phonemes and spellings, and ask students to read them. If students have trouble with certain words, review the phonics skills necessary for reading those words.

8

Level G

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Reading, Grade 7
Teacher's Manual

TEACHER GUIDE

Lesson 1 Understand Ratios

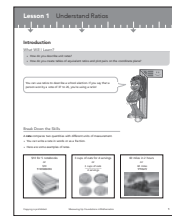
At-a-Glance

Learning Objectives		Review Skills	
<ul style="list-style-type: none"> • Describe unit rates. • Create tables of equivalent ratios and plot pairs on the coordinate plane. 	<ul style="list-style-type: none"> • Find area using unit squares. • Find equivalent fractions. 		
Academic Vocabulary		Why Students May Struggle	
rate	unit rate	ratio	equivalent ratio
ordered pair	x-coordinate	y-coordinate	origin
		Students may list ratios that are not equivalent before finding ordered pairs. Students may add or subtract instead of multiplying or dividing to find equivalent ratios.	

WHAT WILL I LEARN?

ACTIVATING PRIOR KNOWLEDGE

- Draw and shade a two-dimensional shape on the board, such as a square or rectangle. Remind students that the size of the shaded space is area.
- Invite students to brainstorm examples of real-life situations involving area, such as the area of a wall for painting and the area of a floor for carpeting.
- Remind students that one way they learned to measure area is by using unit squares. Distribute prepared unit squares to pairs or small groups of students. Have them use the unit squares to measure an area, such as the area of a notebook cover or desktop. Allow students to share their results, and encourage them to use correct units depending on the size of each unit square. Invite volunteers to explain how they found area, and lead students to recognize that they can use multiplication. As needed, model how to count unit squares for length and width and use them to find the product.
- Remind students that they have worked with fractions.
 - Draw a fraction model on the board, such as a rectangle divided into 3 parts. Shade 1 part and write $\frac{1}{3}$ next to the model. Explain that the fraction shows 1 shaded part out of 3 total parts.
 - Beneath the rectangle, draw another rectangle with the same size but this time divide it into 6 parts. Shade 2 parts in such a way that the shaded part aligns with the shaded part of the rectangle above it. Invite a volunteer to write a fraction to describe this model. Lead the student to write $\frac{2}{6}$.



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Measuring Up Foundations • Mathematics

1

Mathematics, Grade 6
Teacher's Manual

Scope of Skills | Grades 1–5

READING SKILLS

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

Aligned to the
NY Next Generation
Learning Standards

READING COMPREHENSION

- Generate Questions • Main Ideas and Details
- Sequence • Summarize • Inferences • Point of View
- Illustrations • Text Structure • Compare and Contrast

MATHEMATICS (TOPICS VARY BY GRADE)

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

Scope of Skills | Grades 6–8

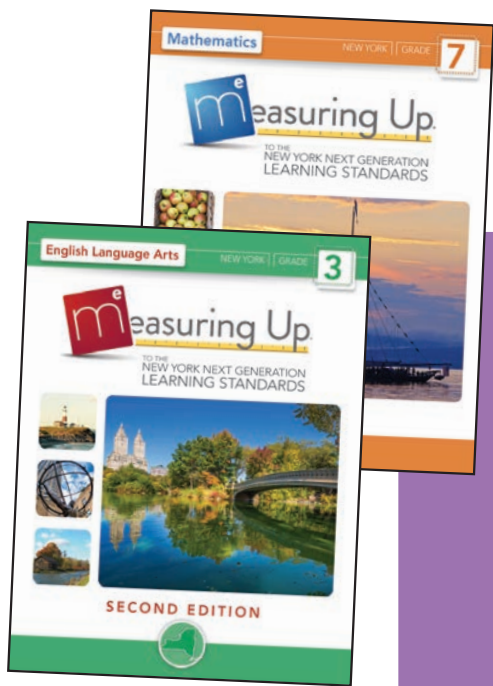
READING

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

MATHEMATICS (TOPICS VARY BY GRADE)

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

5-PACKS: INCLUDES 5 COPIES OF STUDENT BOOK + ASSESSMENTS					5-PACKS: INCLUDES 5 COPIES OF STUDENT BOOK + ASSESSMENTS			
Level/Grade	Reading Skills	Reading Comprehension	Mathematics	PRICE	Level/Grade	Reading	Mathematics	PRICE
Level A/Grade 1	9781640907805	9781640907850	9781640907904	\$84.75	Level F/Grade 6	978-1-64090-965-6	978-1-64090-962-5	\$84.75
Level B/Grade 2	9781640907812	9781640907867	9781640907911	\$84.75	Level G/Grade 7	978-1-64090-966-3	978-1-64090-963-2	\$84.75
Level C/Grade 3	9781640907829	9781640907874	9781640907928	\$84.75	Level H/Grade 8	978-1-64090-967-0	978-1-64090-964-9	\$84.75
Level E/Grade 4	9781640907836	9781640907881	9781640907935	\$84.75				
Level E/Grade 5	9781640907843	9781640907898	9781640907942	\$84.75				
25-PACKS: INCLUDES 25 COPIES OF STUDENT BOOK + ASSESSMENTS + ONLINE TG					25-PACKS: INCLUDES 25 COPIES OF STUDENT BOOK + ASSESSMENTS + ONLINE TG			
Level/Grade	Reading Skills	Reading Comprehension	Mathematics	PRICE	Level/Grade	Reading	Mathematics	PRICE
Level A/Grade 1	9781640907959	9781640908000	9781640908055	\$423.75	Level F/Grade 6	978-1-64090-971-7	978-1-64090-968-7	\$423.75
Level B/Grade 2	9781640907966	9781640908017	9781640908062	\$423.75	Level G/Grade 7	978-1-64090-972-4	978-1-64090-969-4	\$423.75
Level C/Grade 3	9781640907973	9781640908024	9781640908079	\$423.75	Level H/Grade 8	978-1-64090-973-1	978-1-64090-970-0	\$423.75
Level D/Grade 4	9781640907980	9781640908031	9781640908086	\$423.75				
Level E/Grade 5	9781640907997	9781640908048	9781640908093	\$423.75				
MEASURING UP FOUNDATIONS IN SPANISH; STUDENT EDITION					MEASURING UP FOUNDATIONS IN SPANISH; TEACHER EDITION			
Level/Grade	Reading Comprehension	Mathematics	PRICE	Level/Grade	Reading Comprehension	Mathematics	PRICE	
Level A/Grade 1	979-8-88711-531-3	979-8-88711-541-2	\$423.75	Level A/Grade 1	979-8-88711-532-0	979-8-88711-542-9	\$423.75	
Level B/Grade 2	979-8-88711-533-7	979-8-88711-543-6	\$423.75	Level B/Grade 2	979-8-88711-534-4	979-8-88711-544-3	\$423.75	
Level C/Grade 3	979-8-88711-535-1	979-8-88711-545-0	\$423.75	Level C/Grade 3	979-8-88711-536-8	979-8-88711-546-7	\$423.75	
Level D/Grade 4	979-8-88711-537-5	979-8-88711-547-4	\$423.75	Level D/Grade 4	979-8-88711-538-2	979-8-88711-548-1	\$423.75	
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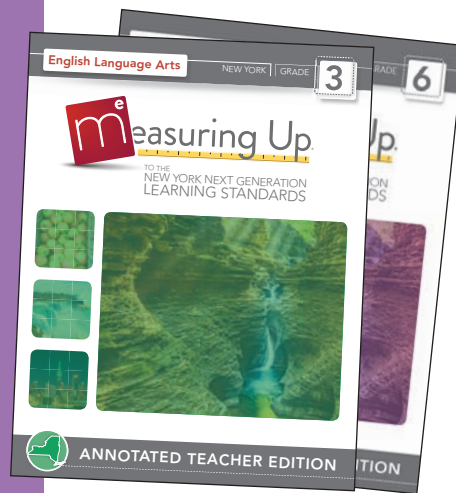
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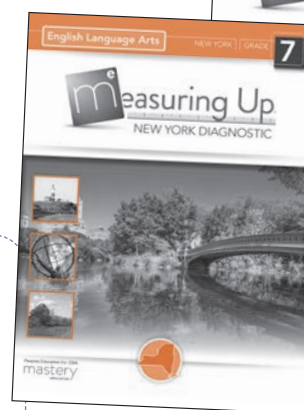
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See page 14.

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Measuring Up

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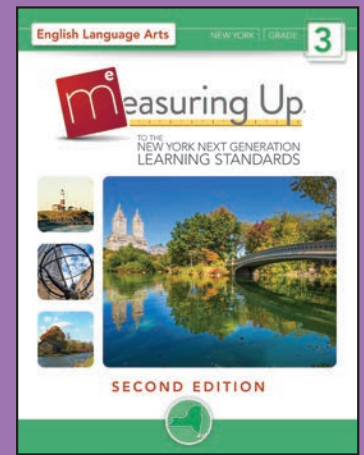
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Lesson 13

DETERMINE THE MEANING OF WORDS 384

INTRODUCTION

Real-World Connection

WORDS TO KNOW

- context clue
- definition
- synonym
- antonym
- prefix
- suffix
- root word

NATURAL WONDERS

Keisha's favorite TV program is *Amazing Natural Wonders*. This week's show is about the Black Canyon. The show uses the word *gorge* to talk about the Black Canyon. Keisha does not know what this word means. She thinks about pictures she saw of the Black Canyon. The canyon is deep and rocky. She thinks about the way the show uses the word. "The Black Canyon is a gorge." She remembers other words that were used about the Black Canyon: *valley* and *deep*. How can Keisha figure out the meaning of *gorge*? We will practice the skills in the **Guided Instruction** and **Independent Practice**. Then, at the end of the lesson, we will get back to Keisha and the word *gorge*.



What I Am Going to Learn

- How I can use context clues to determine the meaning of words in a text

What I May Already Know

- I know words that have special meanings in different subject areas.
- I know words that help my vocabulary.

Lesson 13 DETERMINE THE MEANING OF WORDS

Vocabulary in Action

As you read, you will come across different types of words.

- A **context clue** is a word, sentence, or picture. Context clues help you discover the meaning of a new word. Look before and after the unknown word in a sentence. Here are some examples of context clues.

A **definition** is the meaning of a word. You can sometimes find a definition right after the word in the text. For example, look at this sentence. The *locomotive*, or *train engine*, was on track 3. The definition of the word *locomotive* is "train engine." It is right next to *locomotive* in the sentence.

Synonyms are words that mean the same thing. *Pleased* and *delighted* are synonyms. So are *easy* and *simple*. Often, you can replace a word with its synonym without changing the meaning of the sentence.

Solving a puzzle was easy.

Solving a puzzle was simple.

Antonyms are words that mean the opposite. *Full* and *empty* are antonyms. So are *easy* and *hard*. Notice that the sentences below tell something very different from each other.

Solving the puzzle was simple.

Solving the puzzle was hard.

You may also come across words that you can break into parts to figure out their meanings.

- A **prefix** is a word part at the beginning of a word. Prefixes can help you figure out the meaning of words.
- A **suffix** is a word part at the end of a word. Suffixes can give you hints to the meaning of the words.
- A **root word** is a base word or smaller word part you may know within a word you do not know.

Can you fill in the last box of this chart?

WORD	PREFIX OR SUFFIX	MEANING
unpaved	The prefix <i>un-</i> means "not."	<i>un + paved</i> means "not paved"
eagerly	The suffix <i>-ly</i> means "in this way."	<i>eager + ly</i> means

[172] masteryeducation.com | English Language Arts | Level C

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ENGLISH
LANGUAGE ARTS

DETERMINE THE MEANING OF WORDS Lesson 13

GUIDED INSTRUCTION

Read this ad Keisha saw in a magazine. Use context clues to figure out the meaning of the underlined words.

Hike the Black Canyon

Take a thrilling hike this summer in the Black Canyon! The bottom gets only 30 minutes of sun each day. That is how it got its name. The sides of this steep canyon plunge, or drop down, about 3,000 feet. But do not fear! Experienced guides will take you safely through this treacherous gorge. This trek lasts four days. It includes a walk across a bridge above the thundering Gunnison River.



1. Look at the word “plunge.” Circle its meaning. Notice that the meaning is immediately defined after the word.

2. What is the meaning of “treacherous”?

- (A) sunny
- (B) unsafe
- (C) gentle
- (D) long

◀ TIPS AND HINTS

Read the sentence in which treacherous is used. Look for the word that is an antonym of treacherous.

3. What is the meaning of “trek”?

- (A) test
- (B) trail
- (C) trip
- (D) river

◀ TIPS AND HINTS

The text has many clues about the meaning of trek. You can see that it is something that takes time and happens on foot.

4. List two synonyms in the text that help you determine the meaning of “trek.”

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Grade 3, Lesson 13

DETERMINE THE MEANING OF WORDS Lesson 13

INDEPENDENT PRACTICE 1

Directions

Read the article. Then answer questions 1 through 8.

Polar Bears

Genre: Nonfiction—Informational Article

- 1 Polar bears live in the Arctic. The Arctic is one of the harshest, coldest places on Earth. Arctic animals have adapted to the harsh conditions. They have adapted to keep warm. They have adapted to find food where prey is in short supply. An adaptation is a behavior or body part that helps an animal survive. Adaptations help animals move, find and eat food, and protect themselves from danger.
- 2 Polar bears are very powerful animals. They have no predators. That's another way of saying no animal hunts them for food. A polar bear's main prey is the ringed seal. Ringed seals swim in the icy Arctic water. They come up on the ice to rest. They are quick and alert. That makes them hard to catch. Polar bears have adapted to this challenge. They ambush ringed seals and other prey. In an ambush the polar bear waits. When the prey comes near, the polar bear pounces on it. Polar bears' white fur blends in with Arctic snow and ice. Their long, curved claws and padded paws provide traction for walking on the ice. These adaptations help them hunt.
- 3 Polar bears have adapted in other ways too. They have a thick layer of fat under their skin. The fat is called blubber. Blubber helps keep polar bears warm on land and in icy water. A polar bear's fur is an adaptation too. The hairs in its fur do not stick together when wet. This allows a polar bear to shake off water and ice. Thick white fur allows the sun's warmth to pass through it. Underneath the fur, a polar bear's skin is black. The black skin absorbs the sun's heat. These adaptations allow polar bears to live in one of the most difficult habitats in the world.

◀ TIPS AND HINTS

Stop when you come to a word you do not know. Look before and after the unknown word in a sentence to help you figure out what it means.

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Unit 2 | Informational Texts | masteryeducation.com [175]

DETERMINE THE MEANING OF WORDS Lesson 13

INDEPENDENT PRACTICE 2

Directions

Read the article. Then answer questions 1 through 8.

Ayers Rock

Genre: Tourism Guide

- 1 Ayers Rock is one of the most recognizable places in Australia. Hundreds of thousands of people come each year to see its beauty.
- 2 Visitors especially love to see the changing colors of the rock. At times, the rock reflects the light of sunrise and sunset. This makes it seem to be a deep red color. The red rock against the bright blue sky makes it appear as if it is glowing. Other times, the rock is bright orange and looks like it is on fire.
- 3 Ayers Rock is also known as “Uluru.” This name comes from Australia's native people, the Aborigines. The natives have lived in Australia for thousands of years. Uluru is an important part of their culture. The island mountain is a part of their history. In 1873, an explorer named William Gosse saw the formation. He called it Ayers Rock. It is commonly known as Ayers Rock today, but it is located in Uluru National Park. This way, both names for the mountain are still preserved, or kept.
- 4 The monolith, or single rock formation, was created over 600 million years ago. It began with the creation of mountains known as the Petermann Ranges. The mountains broke down over time. Rising seawaters formed a hard layer of rock about 500 million years ago. Then the seawaters disappeared. Slowly, the rock layers became exposed. A natural process called erosion wore down the soft rock. The hardest rock became Uluru, or Ayers Rock.
- 5 The rock is made mostly of sandstone. It also contains other minerals. There are many caves and small cracks inside the rock. It is easy to see the how the sun, wind, and rain change Ayers Rock. It looks like the color of rust.
- 6 There are many ways to see this famous natural wonder. The most common way is to drive or take a bus across the Australian Outback. There are more interesting methods as well. Some people take a ride in a helicopter or a hot-air balloon to see the rock from a fresh point of view. Others go on hikes with Aboriginal guides to get closer



Ayers Rock in Australia

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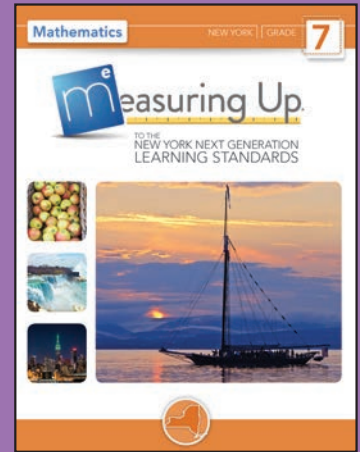
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to the New York Next Generation Learning Standards

Grades 3–8

Build procedural and conceptual understanding for Mathematics

- Focus on major content and skills
- Balance conceptual understanding, procedural skills, and application
- Incorporate mathematical practices in every lesson



Lesson 11

IDENTIFY PATTERNS NY.3.OA.9


WORDS TO KNOW
numeric pattern
rule

INTRODUCTION

Real-World Connection

Oliver receives \$5 each week for finishing his chores. He saves his money for 3 weeks. How can he use the table below to find the amount of money he has saved? Let's practice the skills in the **Guided Instruction** and **Independent Practice** and see how Oliver could solve his problem at the end of the lesson!

×	0	1	2	3	4	5	6
0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6
2	0	2	4	6	8	10	12
3	0	3	6	9	12	15	18
4	0	4	8	12	16	20	24
5	0	5	10	15	20	25	30
6	0	6	12	18	24	30	36



What I Am Going to Learn

- How to find patterns in tables and charts
- How to explain patterns using rules

What I May Already Know

- I know how to add using mental math.
- I know how to skip-count by 5s and 10s.
- I know how to find numbers of objects by adding or multiplying.

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Grade 3, Lesson 11

Lesson 11 IDENTIFY PATTERNS

THINK ABOUT IT
What examples of patterns and rules do you see in real life?

Vocabulary in Action

There are patterns all around you. Some patterns use shapes. Others use numbers.

- A pattern that uses numbers is called a **numeric pattern**.

All numeric patterns have **rules**.

- A rule tells you what to do to one number to get the next number. For example, the pattern 0, 4, 8, 12, and so on follows the rule "add 4."
- Rules can involve addition, subtraction, multiplication, division, or a combination of these. Most everyday real-world relationships involve multiplication or division.


You can create and explain patterns and rules with the help of tables and charts.

EXAMPLE
What is the rule for the pattern in this table?

Number of Insects	Number of Legs
1	6
2	12
3	18
4	24
5	30

The rule is "multiply by 6."

When you multiply the number in the left column by 6, you get the number in the right column. Another way to describe the pattern is multiply by 2, then multiply by 3, because 2 and 3 are factors of 6. Since 6 is an even number, the product of any number multiplied by 6 will also be even.



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IDENTIFY PATTERNS Lesson 11

EXAMPLE
Look at the hundred chart. What are the rules for each column? What are the rules for each row?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Move from top to bottom. Each number in a column is 10 more than the number above it. The rule is "add 10."
- Move from bottom to top. Each number in a column is 10 less than the number above it. The rule is "subtract 10."
- Move from left to right. Each number in a row is 1 more than the number to its left. The rule is "add 1."
- Move from right to left. Each number in a row is 1 less than the number to its right. The rule is "subtract 1."

Use the hundred chart to skip-count by tens, starting at 8.

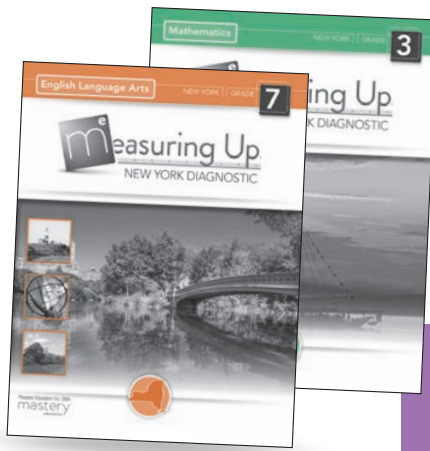
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

THINK ABOUT IT
A hundred chart shows the numbers 1 through 100 in rows of 10. You can see many patterns in a hundred chart.

TURN AND TALK
What other patterns do you see in the chart?

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Grade 3, ELA

Grade 3, Math

Measuring Up New York State Practice Test 2

3 The beakers below show the amount of water used in a science experiment.

How much water was used in all?

A 100 ml
B 200 ml
C 300 ml

Measuring Up New York State Practice Test 1

5 Which of the following best completes the character map for Chief Ernie Osceola?

A curious
B hopeful
C puzzled
D understanding

6 Look at this dictionary entry for the word "shake."
Shake (shayk) v. (1) to quickly move something back and forth; (2) to tremble; (3) to clasp a hand in greeting; n. (4) a drink made with milk and ice cream
Which meaning of "shake" is used in paragraph 21?

A 1
B 2
C 3
D 4

GO ON

Measuring Up New York State Practice Test 1

Directions
Read this story. Then answer questions 1 through 6.

A Good Day for Dancing
by Jana Lynn

1 The sun danced on the thatched roofs of the Seminole Indian village. Chief Ernie Osceola stood in the central clearing. He stretched his arms toward the cloudless sky. He nodded and said, "Today is a good day for dancing."

2 It was the day of the Annual Seminole Tribal Festival and Powwow. Seminoles and other Native Americans would soon gather for a sharing of cultures and traditions. They would dance, cook, sew, weave baskets—even wrestle alligators and rope calves!

3 Young Jimmy Tommie was excited. He would be Hoop Dancing with John Grayfather. His twin sister, Jessica, had helped him practice. She was an excellent Hoop Dancer. But only boys could perform the Hoop Dance.

4 Jessica felt sad. She wanted to dance today, too. She looked down at her patchwork skirt inlaid with all the colors of the rainbow. Even her new string of beads did not make her heart feel light today. Then she heard Jimmy calling her.

5 "Hey, Jess! It's time to get my hoops. I'll race you!"

6 Racing was another thing that Jessica could do as well as her brother. Scooping up her skirt, she dashed off after Jimmy.

7 In a moment, she was close enough to tug his braid. But the path was overgrown with snakelike roots. *Thud!* Suddenly Jimmy lay sprawled in the middle of the trail.

8 "My ankle!" he moaned, holding his foot. Slowly, he stood up. But when he tried to walk, he almost fell again. "I can hardly walk, Jess. There's no way I can dance!"

9 Jessica stared at her brother with round eyes.

GO ON

Measuring Up New York State Practice Test 1

1 The title and the flyer in the article tell you that this story may be about

A going to a school dance
B walking around a festival
C dancing at a powwow
D eating at a festival

2 Why is paragraph 15 important to the rest of the story?

A It shows how hurt Jimmy was.
B It clarifies how to perform the dance.
C It supports the idea that the festival was important.
D It explains how Jessica made herself look like Jimmy.

3 What is the central message of the passage?

A One act of kindness will lead to another.
B True friends will always stand by your side.
C It is important to think before acting.
D Too much pride can spoil a person.

4 How are Jimmy and Jessica different at the beginning of the passage?

A Jimmy feels disappointed, and Jessica feels eager.
B Jimmy feels hopeful, and Jessica feels scared.
C Jimmy feels excited, and Jessica feels sad.
D Jimmy feels gloomy, and Jessica feels pleased.

GO ON

Session 1

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Grade 6, ELA,
Answer Key

Measuring Up New York State Practice Test 1 Answer Key
NY Gr. 5 ELA Practice Test 1 (Session 1) - Answer Key | 35 Questions | 35 Points

Question	Type	Solution	Primary Standard	Difficulty	RB	BKO	OCK	Additional Resources
1	Multiple Choice	A	CCSS.ELA-Literacy.RL.5.6	3, A	U	C	2	MUNY P-12 ELA Grade 5 Lesson 22, MUCC ELA Grade 5 Lesson 18, MUCC ELA Grade 5 Lesson 22
2	Multiple Choice	C	CCSS.ELA-Literacy.RL.5.4	2, A	R	F	1	MUCC ELA Grade 5 Lesson 21, MUNY P-12 ELA Grade 5 Lesson 18, MUCC ELA Grade 5 Lesson 18
3	Multiple Choice	A	CCSS.ELA-Literacy.RL.5.1	3, A	U	C	2	MUNY P-12 ELA Grade 5 Lesson 14, MUCC ELA Grade 5 Lessons 12,13, MUCC ELA Grade 5 Lesson 14
4	Multiple Choice	A	CCSS.ELA-Literacy.L.5.4b	1, E	R	F	1	MUCC ELA Grade 5 Lesson 2, MUNY P-12 ELA Grade 5 Lesson 1, MUCC ELA Grade 5 Lesson 1
5	Multiple Choice	C	CCSS.ELA-Literacy.L.5.6	3, A	U	P	3	Common Core ELA Grade 5 Lessons 2, 3, Core Success ELA Grade 5 Lesson 7
6	Multiple Choice	D	CCSS.ELA-Literacy.RL.5.5	4, D	An	P	3	MUNY P-12 ELA Grade 5 Lessons 19–21, MUCC ELA Grade 5 Lesson 11, MUCC ELA Grade 5 Lessons 19–21
7	Multiple Choice	D	CCSS.ELA-Literacy.L.5.4c	5, D	An	C	3	MUCC ELA Grade 5 Lesson 10, MUNY P-12 ELA Grade 5 Lesson 8, MUCC ELA Grade 5 Lesson 8
8	Multiple Choice	D	CCSS.ELA-Literacy.RL.5.3	5, D	An	C	3	MUCC ELA Grade 5 Lesson 27, MUNY P-12 ELA Grade 5 Lesson 28, MUCC ELA Grade 5 Lesson 28

Measuring Up New York State Practice Test 2

42 Literary stories often feature strong characters that are sometimes called heroes. The hero's job may be to complete a quest, solve a problem, or save the day through some act that requires great skill or courage. However, the most interesting stories often heroes with serious character flaws. For example, one character might be overly ambitious; another might be too greedy. In this assignment, you have read about two strong central characters that might be called heroes: Tom Sawyer from "Whitewashing" and Casey from "Casey at the Bat."

Analyze the strengths and weaknesses of these two characters. Think about what the characters did that showed their character traits. Think about what might happen to each character in the future, based on what the events in the stories revealed about them.

In your response, be sure to

- think about the events told in each story
- explain what words and actions reveal about each character
- describe the characters' weaknesses and strengths
- include details from both stories

Answers will vary. Sample answer: Both Tom Sawyer and Casey are strong, interesting characters. Tom is quite clever and able to solve problems creatively—but he also shows himself to be lazy and deceitful. Casey seems to be highly skilled and athletic, based on the crowd's reaction to him. However, his flaw is his overconfidence, which gets him into serious trouble in the big game.

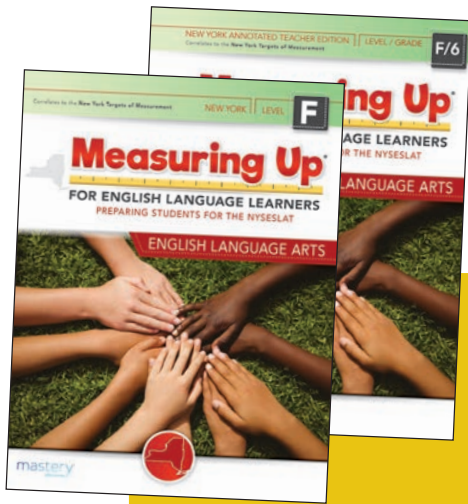
Tom is a creative problem solver, but is also lazy and deceitful. Because he doesn't wish to



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READING: 10P.8.5.4.1, 10P.8.5.4.2, 10P.8.5.4.3, 10P.8.5.4.4
SPEAKING: 10P.8.5.4.1, 10P.8.5.4.2
LISTENING: 10P.8.5.4.1, 10P.8.5.4.2, 10P.8.5.4.3, 10P.8.5.4.4
WRITING: 10P.8.5.4.3, 10P.8.5.4.2, 10P.8.5.4.3
FOCUS ON LITERATURE
Use the shaded sentences and the Guided Thinking questions to identify the main ideas and details in this story.
The Great Kapok Tree
by Lynne Cherry

Two men walked into the rain forest. Moments before, the forest had been alive with the sounds of squawking birds and howling monkeys. Now all was quiet as the creatures watched the two men and wondered why they had come.
The larger man stopped and pointed to a great Kapok tree. Then he left.
The smaller man took the ax he carried and struck the trunk of the tree. Whack! Whack! Whack! The sounds of the blows rang through the forest. The wood of the tree was very hard. Chop! Chop! Chop! The man wiped off the sweat that ran down his face and neck. Whack! Chop! Whack! Chop!

Copy a problem. Unit 1 | Main Idea and Details | masteryeducation.com [1]

MAIN IDEA AND DETAILS IN FICTION
The main idea is the most important idea in a story or in a paragraph. Supporting details help make the main idea clear.
Writers do not always state the main idea. A main idea can be implied, or not stated directly. The readers must identify the main idea by using supporting details as clues.

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

HEAR IT
Listen as the shaded sentences are read aloud.
What is the main idea of the shaded sentence? Is it stated or implied?

IMPLIED MAIN IDEA

DETAILS

CHECK YOUR UNDERSTANDING
Or you
 try to understand each paragraph's main idea?
 imagine how the forest looked to the man when he arrived?

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

SPEAK IT
Listen as the shaded sentences are read aloud.
What is the main idea of the shaded sentence? Is it stated or implied?

SPEAK IT
Listen as the shaded sentences are read aloud.
What details in the shaded sentences help develop the implied main idea?

Soon the man grew tired. He sat down to rest at the foot of the great Kapok tree. Before he knew it, the heat and hum of the forest had lulled him to sleep.
A boa constrictor lived in the Kapok tree. He slithered down its trunk to where the man was sleeping. He looked at the gash the ax had made in the tree. Then the huge snake slid very close to the man and hissed in his ear: "Senhor, this tree is a tree of miracles. It is my home, where generations of my ancestors have lived. Do not chop it down."
A bee buzzed in the sleeping man's ear: "Senhor, my hive is in the Kapok tree, and I fly from tree to tree and flower to flower collecting pollen. In this way I pollinate the trees and flowers throughout the rain forest. You see, all living things depend on one another."
Four tree porcupines swung down from branch to branch and whispered to the man: "Senhor, do you know what we animals and humans need in order to live? Oxygen. And, Senhor, do you know what trees produce? Oxygen! If you cut down the forests you will destroy that which gives us all life."
A child from the Yanomamo tribe who lived in the rain forest knelt over the sleeping man. He murmured in his ear: "Senhor, when you awake, please look upon us all with new eyes."
The man awoke with a start. Before him stood the rain-forest child, and all around him, staring, were the creatures who depended upon the great Kapok tree. What wondrous and rare animals they were!
The man looked about and saw the sun streaming through the canopy. Spots of bright light glowed like jewels amidst the dark green forest. Strange and beautiful plants seemed to single in the air, suspended from the great Kapok tree.

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Present the Passage

Read the Passage Aloud
Explain to students this story is a modern tale that was written to teach a lesson. Tell students while folktales teach lessons that have been passed on through generations, this tale teaches a lesson important for the world we live in today.
Direct students to follow along as you read the passage aloud. Remind them to pay attention to the details that tell the main idea and supporting details. Remind them to keep predicting the lesson the man might learn.

Review
• Review predictions to confirm or modify them. Support Entering and Emerging PLD students with oral language frames.
I correctly predicted that _____. [confirm prediction]
I thought that _____, but _____ [modify prediction]
• Discuss Tier 1 and 2 words: whispered – murmured, among – amidst, cut – gash. Have students provide examples of how each is used.
• Talk about how the writer uses the rhetorical device of foreshadowing to give a hint or clue as to what will happen next. [look upon us all with new eyes]
• Discuss writer's use of onomatopoeia to add description. [squawking, whack!, slithered, hissed]
• Reread the last paragraph aloud to students. Discuss how the words the writer uses describe the scene. Point out how the writer uses a simile to describe the scene. [Spots of bright light glowed like jewels amidst the dark green forest.]
• Review Check Your Understanding and How Am I Doing! self-assessments.

Understand Text Features
Have students identify the main features of the text that help them understand the story. Tell students that good readers pay attention to text features as they read because the features help them understand the story. Point out the following features of a fictional passage:
Listen
• Title—The title "The Great Kapok Tree" hints at the main idea of the story.
• Events in one order—Time order is the order in which events occur. Most storytellers use time order to move the plot along.
• Tale—The passage "The Great Kapok Tree" is a tale, which means a moral lesson can be learned from it.

Copy a problem. Unit 1 | Main Idea and Details | masteryeducation.com [3]

Students apply the skills to five different activities:

- NYSESLAT practice
- Graphic organizer
- Writing activity
- Speaking activity
- Turn and Talk

TRY IT
Think about the passage "The Great Kapok Tree." Circle the letter next to the best answer.

1. Which lesson did the man learn?
A. Sleep when you are tired.
B. The trees of the rain forest are important to life.
C. Animals in the rain forest can talk.
D. Work hard to get what you need.

2. Read this paragraph from the passage.
"A child from the Tacanama tribe who lived in the rain forest knelt over the sleeping man. He murmured in his ear: 'Serho, when you awake, please look upon us all with new eyes.'"
What did the boy mean when he said, "... please look upon us all with new eyes?"
A. Please see things differently.
B. The man should wear glasses to see the animals.
C. The man should to see a doctor.
D. The man should sleep among the animals on the forest floor.

3. Read this sentence from the passage.
"Spots of bright light glowed like jewels amidst the dark green forest."
Why does the writer use a simile?
A. To describe how the jewels sparkled
B. To show that some spots in the forest were lighted
C. To describe how wonderful the forest was
D. To describe the color of the forest

4. Which detail best shows that the man had changed?
A. "What wondrous and rare animals they were!"
B. "A boa constrictor lived in the Kapok tree."
C. "The man looked about and saw the sun streaming through the canopy."
D. "He sat down"

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ORGANIZE IT
Fill in the boxes below to make a web showing the details that support the main idea of the story.

EXIT TICKET
Write a caption for the picture at the beginning of the story.

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

[4] masteryeducation.com | English Language Arts | Level F

SPEAK IT
In the shaded paragraph, which sentence states the main idea?

HEAR IT
What main idea does the shaded sentence support?

ecosystem: a group of living and non living things that work together
canopy: the top layer of connecting tree branches
understory: the shaded area below the canopy

Animals in the Trees
Many of the mammals that live in Australia's eucalyptus forests are marsupials. Newborn marsupials are not developed enough to live outside the mother's body. Their mothers carry them in pocket-like pouches on their stomachs until they are older.

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

[4] masteryeducation.com | English Language Arts | Level F

from eucalyptus leaves. But the leaves provide little energy, so koalas need to eat plenty of them. The tough leaves are hard to chew and digest. A koala has cheek pouches for storing leaves. This way it can collect a lot of leaves and finish chewing them later.

At least 275 species of birds are found in the Blue Mountains. Many eat honey, so they depend on bees. Fortunately, the park is also home to about 1,000 species of flowering plants on the forest floor.

There are many reptiles and frog kangaroos, roam the floor all as seven feet and jump as far as species of eucalyptus trees, and sustains National Park is a place more than 3 million people visit it.

SPEAK IT
What are three kinds of marsupials?
1. _____
2. _____
3. _____

CHECK YOUR UNDERSTANDING
Do you
 use headings to learn main ideas?
 study places to make their own?

SPEAK IT
What is the main idea of the shaded paragraph?

[7]

Grade 6

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.

1. Listen to these sentences from the passage.
What message do the porcupines give the man?
A. Porcupines live in trees.
B. Trees are important to the air we breathe.
C. Cutting trees down produces oxygen.
D. Forests destroy life.

2. Read these sentences from "The Eucalyptus Forest."
"In Blue Mountains National Park in Australia, you can see waterfalls plunge down towering cliffs. From the top of the cliffs, you can look out over miles of blue-green forests."
Which words help you to understand the meaning of **towering**?
A. From the top
B. Look out over
C. You can see
D. Plunge down

3. Read these sentences from "The Eucalyptus Forest."
"The Blue Mountains are home to several types of forests. Patches of rain forest mix with stretches of eucalyptus forest."
Which is the meaning of **stretches** in the sentence above?
A. Continuous
B. Flexible
C. Extends
D. Exercises

4. Think about "The Great Kapok Tree." Which event in this story is a distinctive feature of a tale?
A. The man had a job to do.
B. The man learned a lesson.
C. The main character was a talking animal.
D. Animals depended on the tree.

[10] masteryeducation.com | English Language Arts | Level F

WRITE IT
Now read the directions below.

You have just read two passages about the importance of respecting our natural environment. Imagine you have just learned that the government wants to build a highway through the Catskill Mountains. Write one paragraph giving at least two reasons why you agree or disagree with their proposal. Use information from the passages and your own ideas to support your answer.

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.

Go On

[11]

Each Unit concludes with **NYSESLAT practice**

- Listening and Reading multiple choice questions
- Writing Task

Measuring Up for English Language Learners incorporates an integrated approach focused on language acquisition strategies.

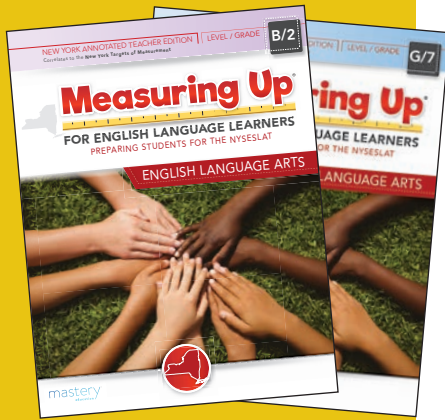
Each unit offers:

- Sentence and language frames.
- Emphasis on Tiers 1 and 2 vocabulary learning, etymology, and Spanish cognates.
- Formatted practice assessment questions that match the style of the NYSESLAT.

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Grade 6



Instructional Teacher Edition brings language acquisition strategies to the forefront.

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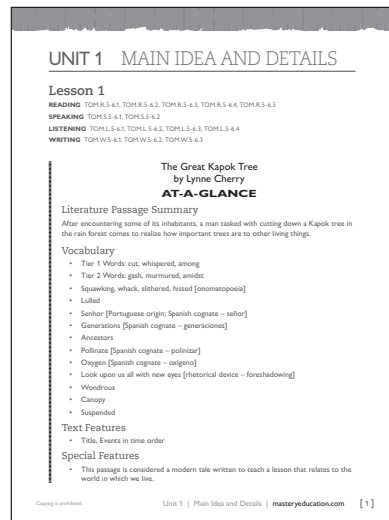
- Explicit teaching support and suggested pacing.
- Support for Entering and Emerging PLD students.
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FORMAT AND STRUCTURE

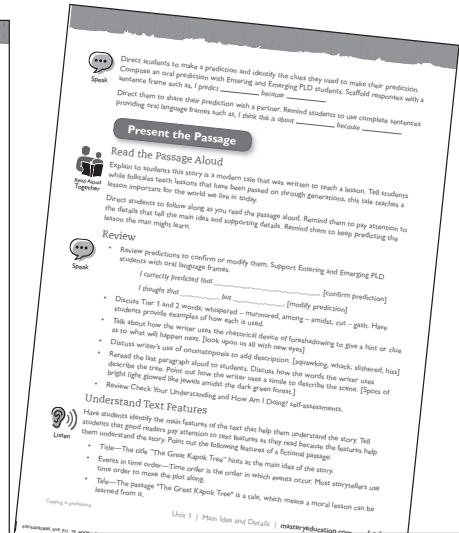
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Grade 6



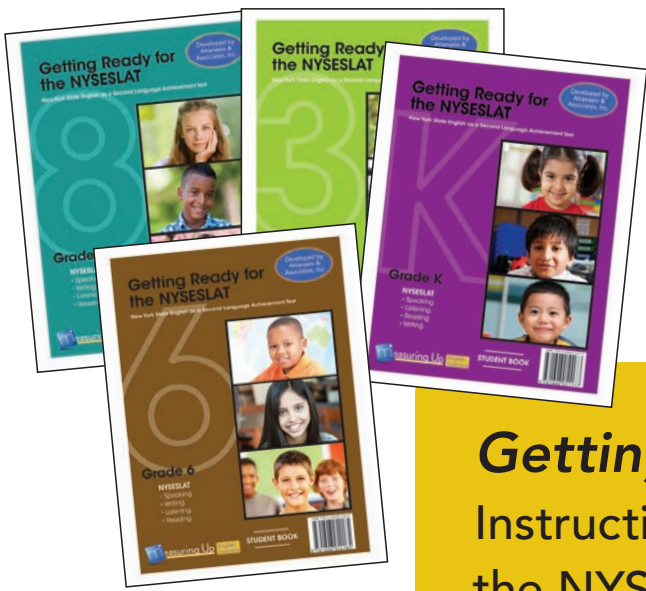
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Grades K–8, HS

Getting Ready for the NYSESLAT prepares your students with instructional practice that matches the format of the test.

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- Separate speaking practice activities for all PLDs.
- Broad-based content themes integrate listening, reading, and writing.
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Grade 5

FORMAT That Delivers Instructional and Assessment Guides for the NYSESLAT

- Complete activities align to the NYSESLAT and Bilingual Progressions
- Separate speaking activities, one for each PLD
- Three thematic activities that integrate listening, reading, and writing

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Place an emphasis on spoken English.

Emphasize speaking with activities designed to assess and support oral language development.



SPEAKING PDL: Entering

Directions: You will hear a question or statement. Listen and then answer. Remember to answer in English.

1. A mechanic is someone who fixes cars and trucks. Tell me which picture shows a mechanic in uniform.



2. There are many trucks on our highways loaded with many different products. Some carry machines, others carry food. Tell me which picture shows someone who moves products from city to city.



3. What other products are moved around the city or across the country by truck? Look at the pictures and tell me what you see.



SPEAKING PDL: Emerging

Directions: You will hear a question or statement. Listen and then answer. Remember to answer in English.

2. Many dogs have jobs, just like people. The dogs have special training and security people use them at airports and other places where bombs or drugs may be hidden. A dog's sense of smell is over a thousand times more sensitive than a human's.




Tell me about the work these dogs are doing.

SPEAKING

- For each PLD, students will respond to 10+ questions
- Sample Speaking & Score Sheet per PLD in Teacher Guide

THREE THEMATICALLY

Units thematically link Listening, Reading, and Writing.

 **LISTENING** Stories - Theme 1

Directions: In this part of the activity, you will listen to a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.


4. Which phrase from the passage tells how useful cell phones are today?

- A perform many of the same tasks that a computer can
- B you could do only two things
- C use their cell phones even more for sending and receiving text
- D you must make sure it is adapted

5. Which phrase from the passage helps you understand the meaning of the word **texting**?


- A check your mail or surf the net
- B sending and receiving text messages
- C different networks from country to country
- D making and answering calls

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 **LISTENING** Stories - Theme 1

Directions: In this part of the activity, you will listen to a passage. Then, you will answer questions 4-8 about the passage. Fill in the circle next to the correct answer.


Cell Phones



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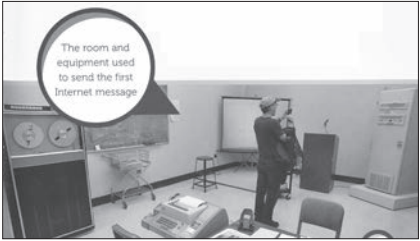
LISTENING

- Students listen to two passages and answer 3–4 multiple-choice questions for each passage.

 **READING** Passages - Theme 1

Directions: In this part of the activity, you will read a passage. Then, you will answer questions 9-11 about the passage. Fill in the circle next to the correct answer.

12 Great Moments that Changed Internet History




"LO" is the First Internet Message: L.O. These two little letters were the start of something big. They changed the way people communicate, work, shop, play, learn, and even elect leaders. "LO" was the first message sent over the first computer network. That network would become the Internet.

It was a few days before Halloween in 1969. Charley Kline was a student at the University of California, Los Angeles (UCLA). He phoned a scientist at the Stanford Research Institute hundreds of miles away. Both of them were sitting in front of computer terminals. Kline typed in a letter "L" on his keyboard. He asked the man on the phone, "Did you get the L?" He did. No one had sent a message over a computer network before. Kline was making history.

In the late 1960s, computers did not ask users to log in with a name and password. The computer waited for a command. Kline was typing

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 **READING** Passages - Theme 1

a command: L-O-G-I-N. He pressed the "O" key. "Did you get the O?" he asked. The other man said yes.

Kline typed a "G." The computer on the other end crashed. Kline did not complete his command. Still, he and the Stanford scientist had done an important – and amazing – part. They created the first computer network. It was called ARPANET.

Scientists working for the United States Defense Advanced Research Projects Agency (DARPA) invented ARPANET. By 1981, ARPANET connected more than 200 military and university computers. During the 1980s and 1990s, the network linked with other networks around the world, growing into the Internet we know today.

The First Web Page Goes Live in 1990: The first web page was pretty plain. But it changed how we use the Internet.

Until 1990, people could share data, files, and messages on the Internet. However, nothing linked all the information together. Tim Berners-Lee worked at CERN, a large Swiss research facility. Years earlier, he coded a program to keep track of all the computers, files, and people at CERN. It helped him find information when he needed it. Berners-Lee wondered if he could do the same for the Internet.

Berners-Lee proposed the World Wide Web in 1989. He came up with the idea to give every document an address. He called that address a Uniform Resource Locator (URL). The URL tells other computers where to find the web page or document on the Internet. This allows pages to be linked together into a World Wide Web. Berners-Lee created the first web page on Christmas Day in 1990.

Mosaic: The World Wide Web was not very popular at first. People did not immediately realize the web was the ideal way to organize the Internet. It took a web browser called Mosaic to make them see the potential of the World Wide Web. A year after Mosaic was launched, web traffic increased 10,000 fold. Some people say that Mosaic made the Internet boom of the 1990s possible.

Smart Angles: 12 Great Moments that Changed Internet History, Book Babel Publishing, 2015.

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READING

- Students read two passages and answer 3–6 multiple-choice questions for each passage.

LINKED ACTIVITIES

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WRITING Extended Response - Theme 1

toxic to breathe, and it can explode. So inventors continued to search for a better solution.

Thomas Edison joined the quest in 1878. His plan was to create a filament in a glass vacuum bulb. Edison made his own bulbs. His first incandescent light, developed January 1879, worked, but its filament burned out after only a few short hours.

Edison's incandescent lamp worked by heating a strand of carbon until it was so hot that it glowed. Its glow was steady and bright, and it was far safer than the gaslight it replaced.

At the same time, Sir Joseph Wilson Swan, a British inventor, invented an incandescent-filament electric lamp. Edison and Swan began working together. In 1880, they developed light bulbs that could burn for an extended time.

Televisions have had a huge impact on people's lives. In 1926, John Baird invented the Televisor, a machine that could scan and transmit moving images. In 1927, Philo Farnsworth transmitted a television image of a dollar sign made up of 60 horizontal lines. The United States began transmitting color images in 1951. The first satellite television stations began in 1989.

Alexander Graham Bell invented the first successful telephone on 1876. His first words spoken on the telephone were to his assistant Thomas Watson. Bell was working on his invention when he spilled some chemicals on his clothes. He used his invention to call Watson, who was in another room, to come help him.

In 1973, Dr. Martin Cooper of Motorola placed the first cell phone call on a phone that was a size of a brick. He called his rival, the head of research at Bell Laboratories. In sharing the story 37 years later, Cooper recalled becoming so caught up in the phone call that he stepped into the street and was almost hit by a New York taxicab.


Neil Papworth sent the first text message in 1992. Papworth used a computer keyboard to type his message, Merry Christmas, and then sent it to a friend at a Christmas party. A few years later, cell phone manufacturers made cell phones that send text easily.

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WRITING Extended Response - Theme 1

Directions: In this part of the activity, you will read a passage again. Then, you will write two paragraphs about the passage.

Inventors and Discoveries



Some inventions have had a huge impact on the way people live their daily lives. Can you imagine how different your life would be without electric lights? Once the Sun went down, your only sources of light would be the fireplace, candles, or oil lamps.

Early oil lamps used olive, whale, or nut oil for fuel. They were smelly and smoky, and a gust of wind would blow them out. In the 1700s, people began using glass chimneys to protect the flame.

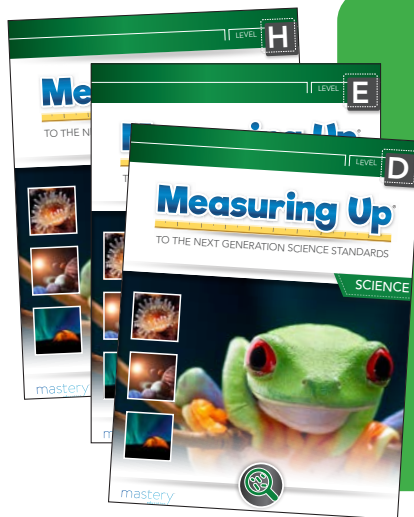
In 1792, William Murdoch discovered that the gases from coal produced a steady, bright flame, and by the middle 1800s homes, businesses, and streetlights were using gas lamps. Gas wasn't perfect, though. It can be

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WRITING

- Students read the passage again and respond to a writing prompt. The first passage will be a short-response prompt. The second passage will include an extended-response item.
- Sample Writing Rubric identifying PLD Level/Score to criteria is include in the Teacher Guide.

Use these flexible worktexts to supplement your science curriculum or to stand alone in a pull-out program.



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Grades 4, 5, and 8

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- Building Stamina unit tests check for understanding.
- Hands-on activities, experiments, and investigations.



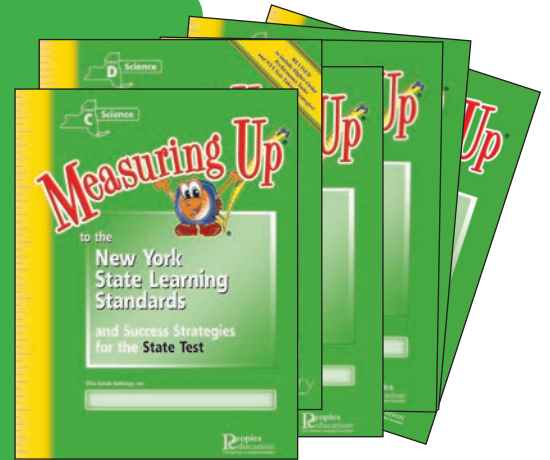
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Measuring Up[®]

to the New York State Learning Standards and Success Strategies for the State Test

Grades 3–8



Focus on the New York State Learning Standards **Lesson 21 Erosion**

PS 2.1d Erosion and deposition result from the interaction among air, water, and land.

- Interaction between air and water breaks down earth materials
- Pieces of earth material may be moved by air, water, wind, and gravity
- Pieces of earth material will settle or deposit on land or in the water in different places
- Soil is composed of broken-down pieces of living and nonliving earth material

Erosion and deposition move, break down, and build earth materials and structures.

Erosion is the moving and breakdown of earth materials.

Weathering is the breaking of rock into smaller rocks and soil.

Deposition is the dropping or settling of earth materials.

Guided Instruction

Directions Read the following information.

During rain, you may have watched runoff water collect in puddles on the sidewalk. Often the water in puddles is muddy. The rainwater picks up soil and carries it to the puddle. After the rain stops, the water evaporates, but the dirt carried into it is left behind.

Think about what happens to the ground in the rain. Water carries soil from one place to another. The same process takes place on a larger scale. By a process called **erosion**, water and wind move earth materials around and change the shape of the land they touch. Even gravity causes erosion of land and earth materials when earth and rocks fall.

Part of the erosion process is moving rock and soil from one place to another. Water, wind, air, and gravity also erode land by **weathering**, or breaking rock into smaller rocks and soil. The smaller the rocks or soil pieces, the more likely they are to be moved. Breaking up rocks is not easy. Gases from the air help. They dissolve in water, changing the water so that it can dissolve minerals. After some minerals

Guided Questions

What is **erosion**?

What is **weathering**?

How has this field been eroded by heavy rain?

Copying is illegal. Chapter 5 • Earth 149

Erosion Lesson 21

5. Explain how erosion can be helpful to the environment.

6. Explain how erosion can be harmful to the environment.

Directions: For each question, write your answer in the space provided. Base your answers to questions 7 through 12 on the drawing below.

WEATHERING
Rocks break into each other and break down into smaller pieces.

EROSION
Rushing water picks up soil, rocks, and other earth materials.

DEPOSITION
Water slows down, drops soil and silt on river banks and at river mouth.

main stream river mouth

7. When does deposition begin to take place?

8. Where is most silt and soil deposited?

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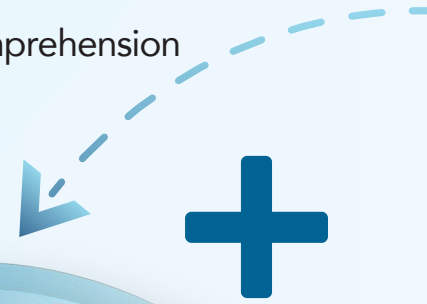
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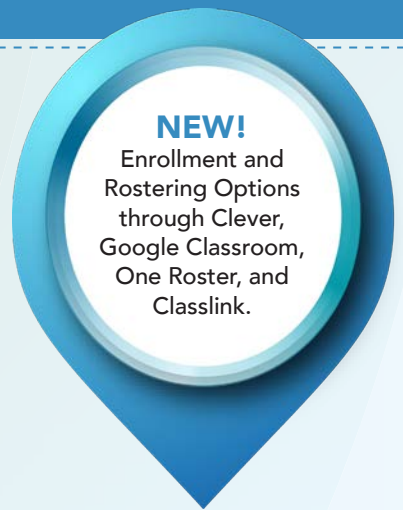
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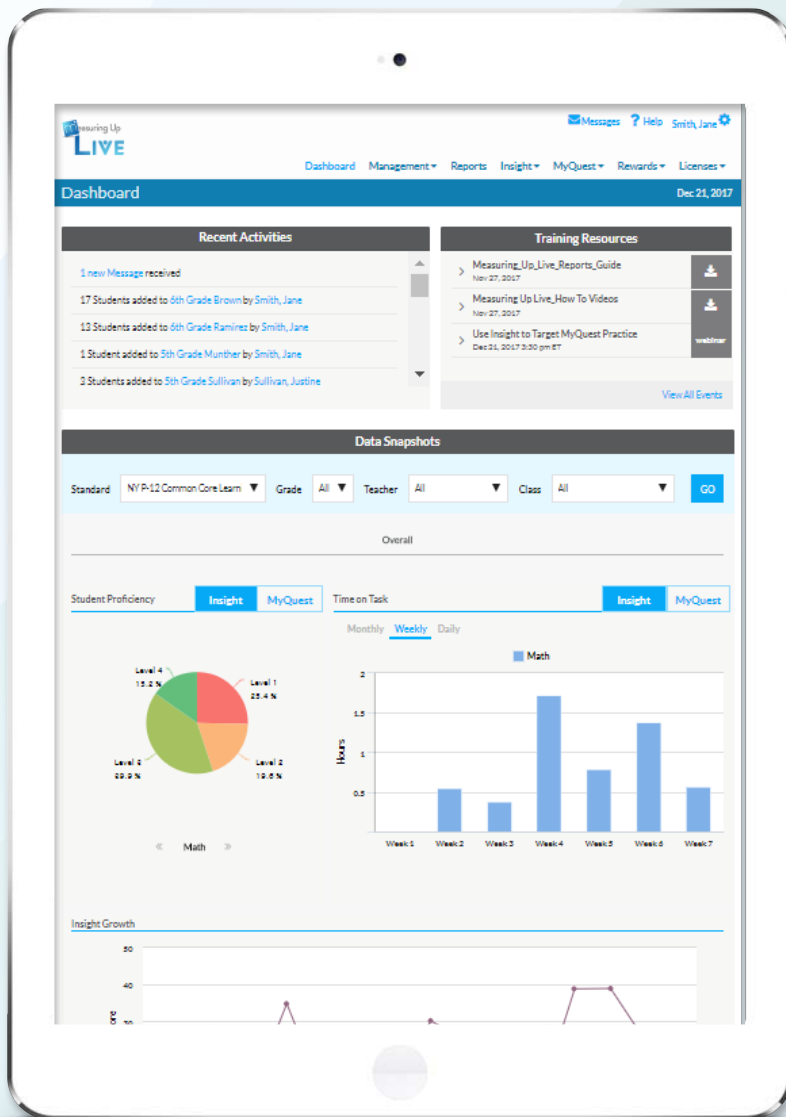
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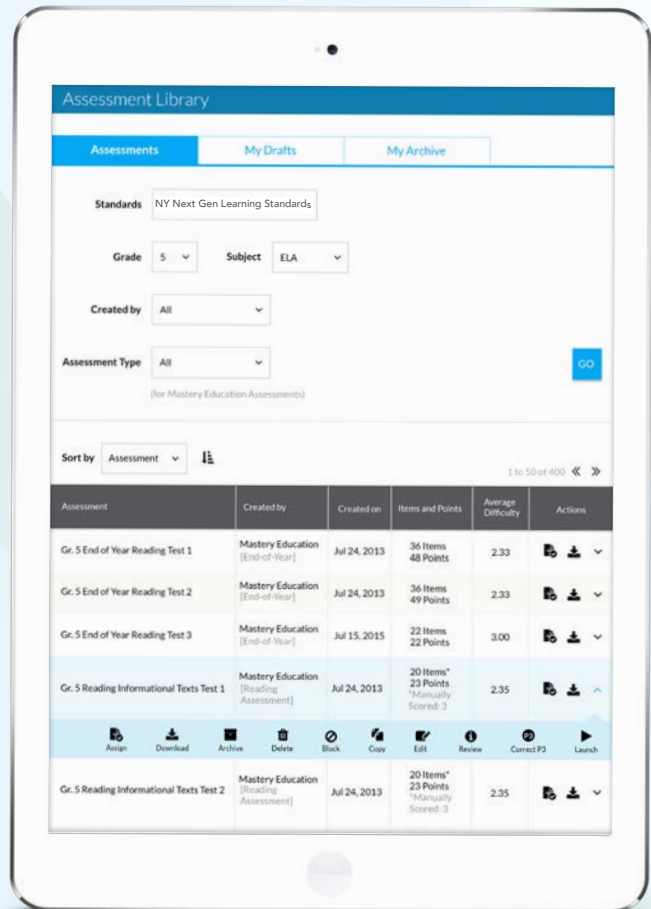


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Get immediate access to results by item.

Access to Actionable Data

Inform instruction and practice to master the NY Standards.

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

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



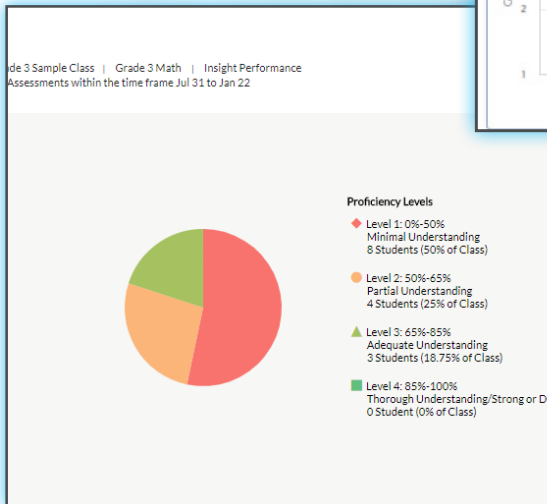
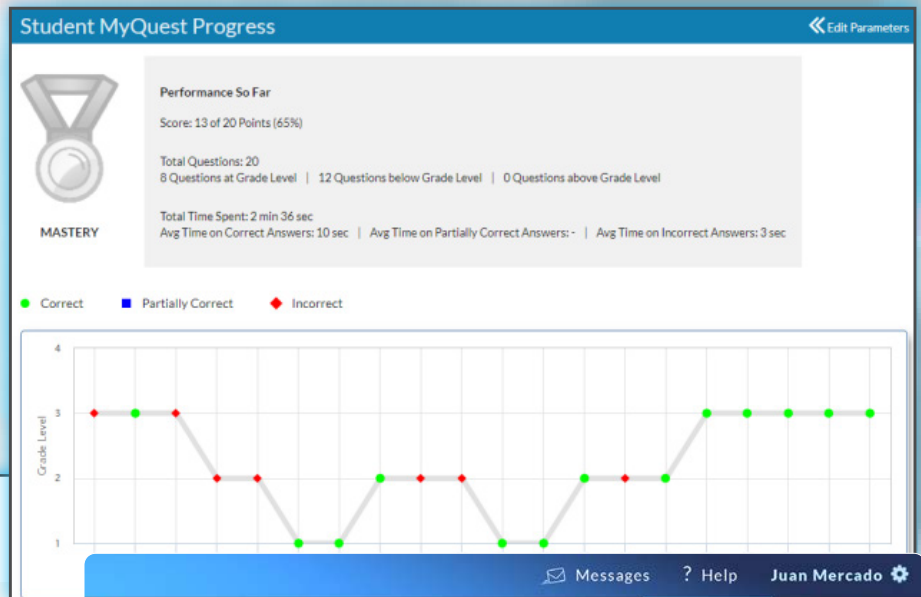
Target the Needs of Every Student

Maintain a positive impact on student learning.

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

Personalized Learning—Progress Monitoring by Student

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



Measuring Up LIVE

Home Insight MyQuest My Progress Rewards

Messages ? Help Juan Mercado

ELA Math Science MyQuest

Total Questions Answered: 003635

Total Time Spent: 03:42 hr min

Total Correct Answers: 002441

Average Time per Question: 00:21 min sec

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

My Progress

Motivate students with a view of real-time progress.

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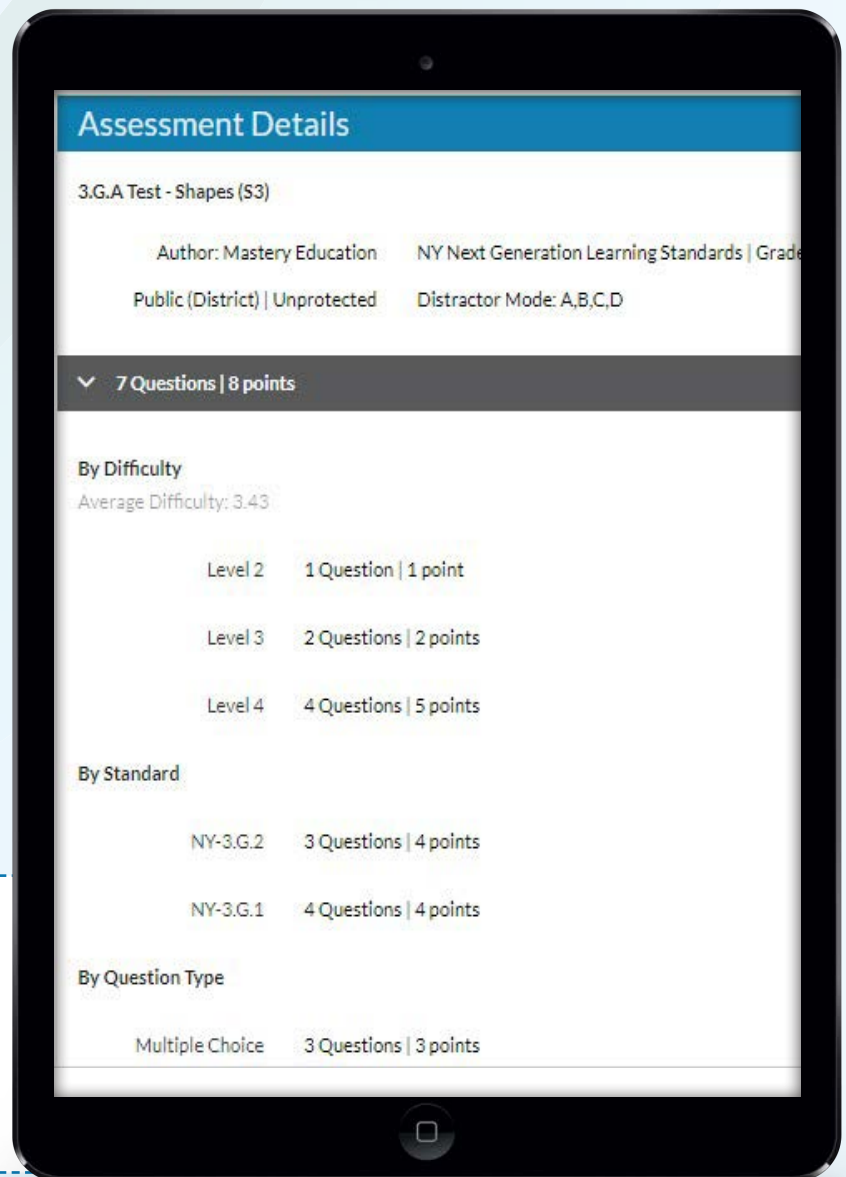
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