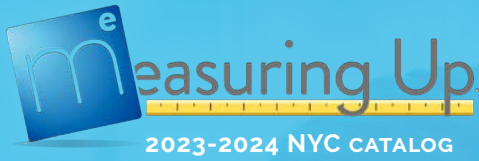


VENDOR # PEO075000
DOE/State Contract # 7000998
Peoples Education, Inc. dba Mastery Education



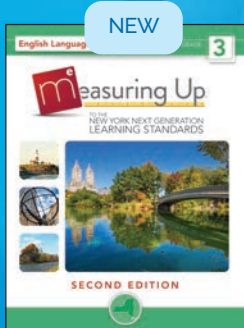
A Blended Solution

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

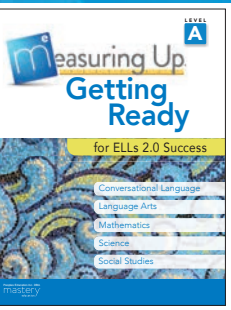
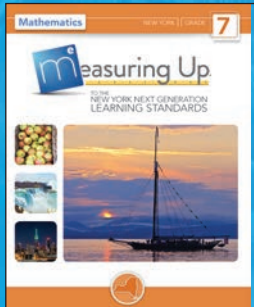
Online Student Assessment

Targeted Instruction
**Available in eBook format*

Online Student Practice



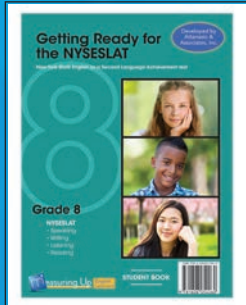
New York Next Generation Learning Standards



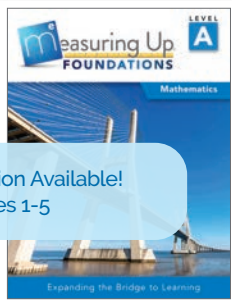
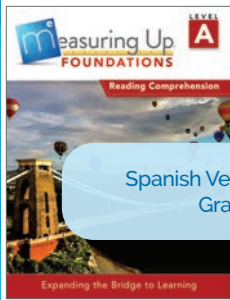
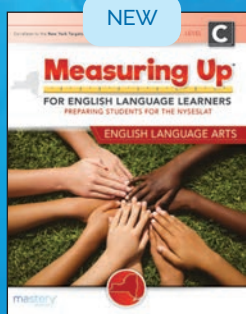
Getting Ready: ELLs 2.0 Success



Next Generation Science Standards



English Language Learners

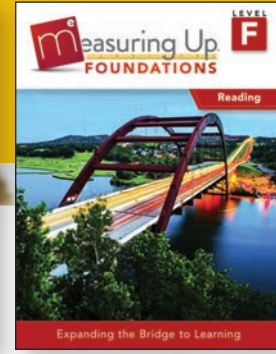
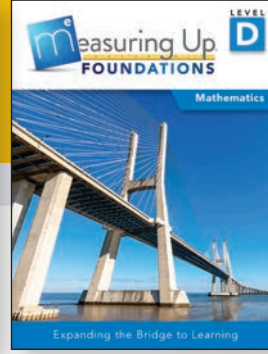
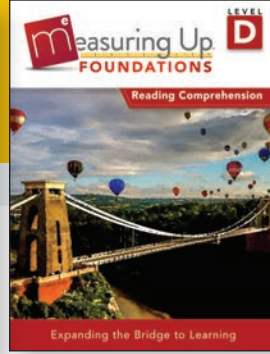
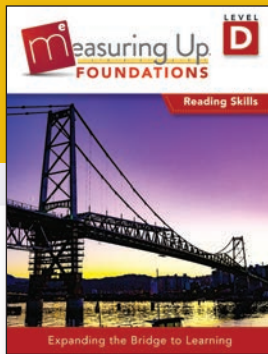


Spanish Version Available!
Grades 1-5

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											
8-9	NEW Diagnostic	English Language Arts											
		Mathematics											
10-15	NY Next Generation Learning Standards	English Language Arts											
		Mathematics											
16-17	Getting Ready for ELLs 2.0 Success	English Language Learners											
18-21	English Language Learners	ELL											
22-25	Getting Ready for the NYSESLAT												
26-27	Next Generation Science Standards	Science											
	NYS Learning Standards and Success Strategies for the State Test	Science											
Measuring Up Live 2.0 NY Standards-Based Formative Assessment & Differentiated, Adaptive Practice													
28-29	Overview	Insight, Reach, and MyQuest											
30-35	Insight Item Bank MyQuest Reach	Reading Language Arts, Mathematics & Science											



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 your students 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.

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

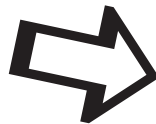
A 7
B 24
C 31

Level A

Copying is prohibited.

Student Edition
Mathematics, Grade 1

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



Teacher's Manual
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.

Level A

Copying is prohibited.

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?

Level D

Copying is prohibited.

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."

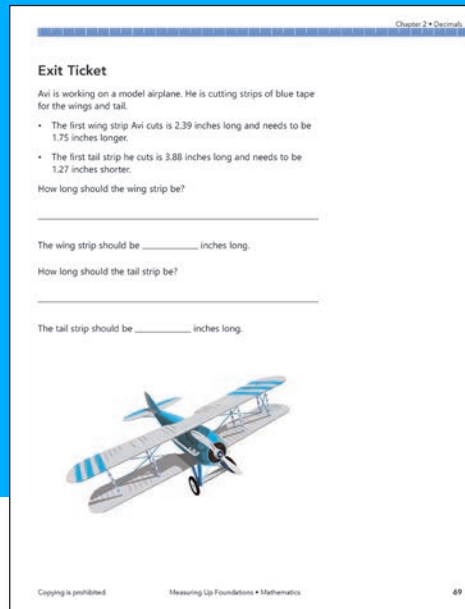
To make an inference, there must be some evidence in the text.

Level D

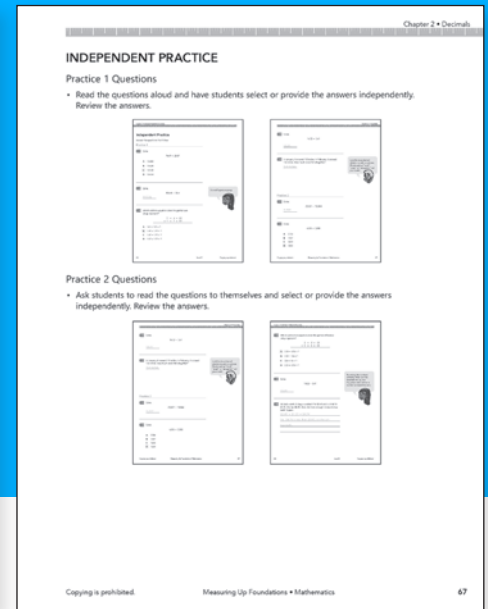
Copying is prohibited.

Exit Ticket

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

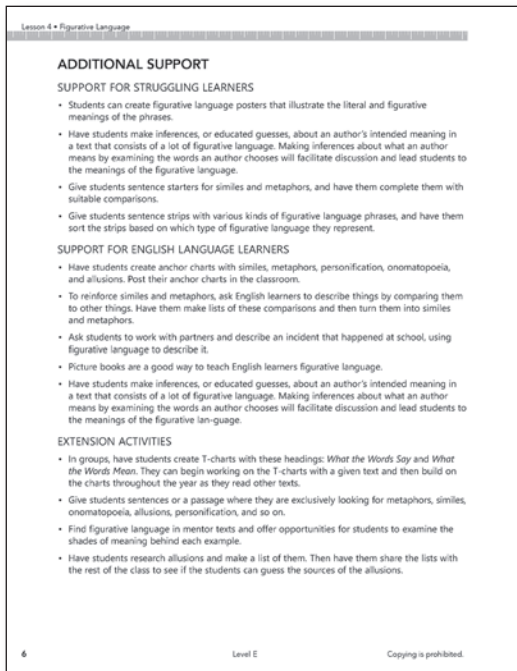


Mathematics, Grade 5 Student Edition



Mathematics, Grade 5 Teacher's Manual

Reading Comprehension, Grade 5 Student Edition



Additional Support & Extension Activities in Teacher's Manual

- Supports students who continue to struggle at the end of every lesson
- Language frames and strategies develop oral language proficiency for English Learners
- Reproducibles extend learning support

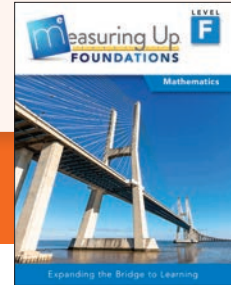
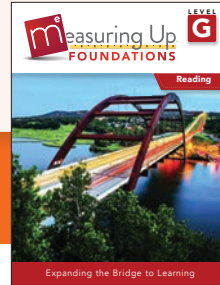
Measuring Up Foundations: Assessments

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	

8 Level G Copying is prohibited.

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

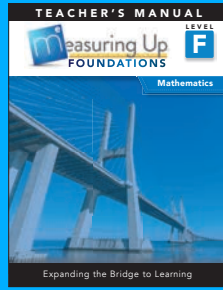
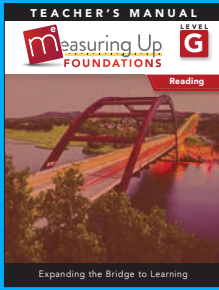


60 miles in 2 hours
or
60 miles
2 hours



Copying is prohibited. Measuring Up Foundations • Mathematics 1

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

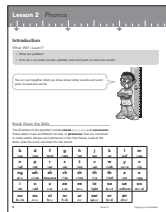
At-a-Glance

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

Copying is prohibited.

Reading, Grade 7
Teacher's Manual

TEACHER GUIDE

Lesson 1 Understand Ratios

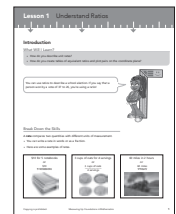
At-a-Glance

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	Students may list ratios that are not equivalent before finding ordered pairs.
ordered pair	x-coordinate	y-coordinate	Students may add or subtract instead of multiplying or dividing to find equivalent ratios.
origin			

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 $\frac{2}{6}$.



Copying is prohibited.

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

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

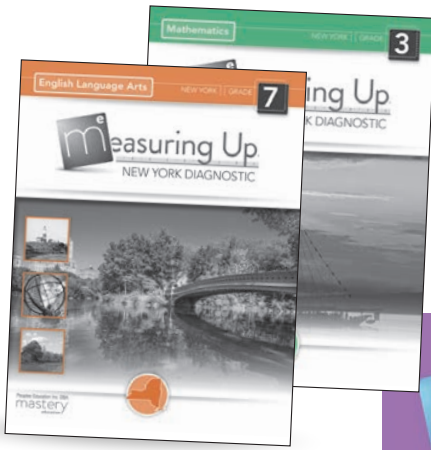
MATHEMATICS (TOPICS VARY BY GRADE)

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

5-PACKS: INCLUDES 5 COPIES OF STUDENT BOOK + ASSESSMENTS Includes 5 copies of Student Book + Assessments				
Level/Grade	Reading Skills	Reading Comprehension	Mathematics	PRICE
Level A/Grade 1	902965530	902965581	902965638	\$62.50
Level B/Grade 2	902965549	90296559X	902965646	\$62.50
Level C/Grade 3	902965557	902965603	902965654	\$62.50
Level E/Grade 4	902965565	902965611	902965662	\$62.50
Level E/Grade 5	902965573	90296562X	902965670	\$62.50
25-PACKS: INCLUDES 25 COPIES OF STUDENT BOOK + ASSESSMENTS + ONLINE TG Includes 25 copies of Student Book + Assessments + Online TG				
Level/Grade	Reading Skills	Reading Comprehension	Mathematics	PRICE
Level A/Grade 1	902965689	902965735	902965921	\$311.25
Level B/Grade 2	902965697	902965743	902965786	\$311.25
Level C/Grade 3	902965700	902965751	902965794	\$311.25
Level D/Grade 4	902965719	90296576X	902965808	\$311.25
Level E/Grade 5	902965727	902965778	902965816	\$311.25

5-PACKS: INCLUDES 5 COPIES OF STUDENT BOOK + ASSESSMENTS Includes 5 copies of Student Book + Assessments			
Level/Grade	Reading	Mathematics	PRICE
Level F/Grade 6	903020831	903020807	\$62.50
Level G/Grade 7	90302084X	903020815	\$62.50
Level H/Grade 8	903020858	903020823	\$62.50
25-PACKS: INCLUDES 25 COPIES OF STUDENT BOOK + ASSESSMENTS + ONLINE TG Includes 25 copies of Student Book + Assessments + Online TG			
Level/Grade	Reading	Mathematics	PRICE
Level F/Grade 6	903020890	903020866	\$311.25
Level G/Grade 7	903020904	903020874	\$311.25
Level H/Grade 8	903020912	903020882	\$311.25

Updated for 2023–2024
NY Next Generation
Learning Standards



Updated to
the latest changes.

m **e** **a** **s** **u** **r** **i** **n** **g** **U** **p** **.**
New York Diagnostic
Grades 3–8

Prepare students with two full-length
diagnostics written to the NY State Standards.

Mirrors the test rigor in format, design,
and questions.

Grade 5, Math

Measuring Up New York Diagnostic 1

35 Matthew has a banner hanging on his wall in the shape of a triangle. One angle measures 90 degrees and another angle measures 60 degrees. What type of triangle is the banner?

A equilateral
B acute
C obtuse
D right

36 What is the area of this rectangle?

Show your work.

Answer _____ square foot

37 Look at the rectangular prism below.

masteryeducation.com

Measuring Up New York Diagnostic 1

31 A number rounded to the nearest hundredth is 5.65. Which number could have been the starting number?

A 5.65
B 5.644
C 5.649
D 5.657

32 An art teacher has 8 pounds of modeling clay. She must divide it equally among 18 students. How many pounds will each student receive?

A $\frac{4}{9}$
B $2\frac{1}{4}$
C 10
D 144

33 Charmaine bought a $\frac{1}{2}$ -gallon carton of milk. She used $\frac{1}{4}$ of the milk in a recipe. Which operation would be best to find the part of a gallon she used?

A addition
B division
C subtraction
D multiplication

masteryeducation.com

GO ON

Grade 4, ELA

Measuring Up New York Diagnostic 2

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

This is a story about Mayi, a little girl growing up in Transylvania. The story was published in Highlights magazine.

Rodika
by Marianna Filăp Crystal

1 Mayi lived in Transylvania, which means “across the woods.” Transylvania was not a country or a state; it was more like a state of mind, which changed often. From time to time, this region was part of two different countries. Sometimes it was the southern part of Hungary, but just as often it was the northern tip of Romania.

2 In Transylvania, Romanians and Hungarians lived as neighbors, side by side. But they didn’t always get along.

3 Mayi didn’t know any of this, being a very young Hungarian. She lived in a house surrounded by a big garden and a tall fence. There were no children to play with, so she played alone. Oh, sometimes Grandmother played with her, by crocheting and watching, but mostly by telling her not to run and jump so much. Mother played with her by taking her for a walk in the park to visit the swans. Mayi had to wear white gloves, white socks, and pink ribbons in her hair, and she couldn’t touch the grass.

4 Mayi’s two funny uncles played with her, too. The one with thick glasses read stories, and the one who smelled of toast teased and made jokes.

5 But most of the time Mayi played her own secret games, making magic by twisting the fingers of both hands, one on top of the other, until they looked like pretzels. The magic kept her safe from the witch who lived in the dark, damp cellar, from the arms of the weeping willow that reached down to grab her, and from the wolves that lurked behind the trees, howling hungry aoooooos that only she could hear.

6 One day, through a loose slat in the wooden fence, Mayi saw people move into the house next door. Soon a little girl appeared. She was somewhat bigger than Mayi, but still a person nearly her own size.

7 Mayi was very excited as she waved and called in Hungarian, “Hi, come here. Do you want to play?”

8 The girl said something that sounded like “Gruschnikov skitankro.” Then she pointed to herself and said “Rodika.” Mayi raced home to get help. “There’s a girl at the fence, but she talks funny. I can’t understand her. Can she come over to play with me?” she asked.

9 “No,” said Grandmother. “They’re strangers.”

10 “Romanian strangers,” added Uncle Glasses. “They don’t speak our language. How will you talk? It’s rude to point!”

11 Mayi ran back to the fence; she was not going to give up so easily on her first friend. But Rodika was gone.

12 The next morning, when everyone was out shopping except for Uncle Toast, Mayi and Rodika met again. They held each other’s hands through the opening in the fence and sang songs, each in her own language, and knocked on a big snail’s shell to make him come out. Then Rodika waved and motioned for Mayi to try to squeeze through the fence.

masteryeducation.com

GO ON

Session 1

45

**ENGLISH
LANGUAGE ARTS
AND
MATHEMATICS**

Available in Spanish

Use the diagnostic results to re-teach and review.

The comprehensive Answer Key is your guide to identify weak skills just in time to review and re-teach before the test.

- Identifies standards per question
- Refers to precise re-teaching lesson
- Group students for re-teaching based on results

Grade 5, ELA,
Answer Key

Measuring Up New York Diagnostic 1 Answer Key
NY Gr. 5 ELA 2023 Diagnostic 1 (Session 1) - Answer Key | 28 Questions | 30 Points

Question	Type	Solution	Primary Standard	Difficulty	RB	BKD	DCK	Additional Resources
1	Multiple Choice	D	5R7	4, A	Ap	C	2	MUNYNGS Grade 5 Lessons 9, 18, Foundations RC Level E Lessons 7, 15
2	Multiple Choice	D	5R1	5, D	An	C	3	MUNYNGS Grade 5 Lessons 1, 12, Foundations RC Level E Lessons 1, 9
3	Multiple Choice	B	5R1	3, A	U	C	2	MUNYNGS Grade 5 Lessons 1, 12, Foundations RC Level E Lessons 1, 9
4	Multiple Choice	B	5R3	1, E	R	F	1	MUNYNGS Grade 5 Lessons 3, 14, Foundations RC Level E Lessons 3, 11
5	Multiple Choice	C	5R1	3, A	U	C	2	MUNYNGS Grade 5 Lessons 1, 12, Foundations RC Level E Lessons 1, 9
6	Multiple Choice	D	5R1	3, A	U	C	2	MUNYNGS Grade 5 Lessons 1, 12, Foundations RC Level E Lessons 1, 9
7	Multiple Choice	C	5R2	3, A	U	C	2	MUNYNGS Grade 5 Lessons 2, 13, Foundations RC Level E Lessons 2, 10
8	Multiple Choice	D	5R3	5, D	An	C	3	MUNYNGS Grade 5 Lessons 3, 14, Foundations RC Level E Lessons 3, 11
9	Multiple Choice	A	5R4	3, A	U	C	2	MUNYNGS Grade 5 Lessons 4, 15, Foundations RC Level E Lessons 4, 12
10	Multiple Choice	C	5R8	5, D	An	C	3	MUNYNGS Grade 5 Lessons 10, 19, Foundations RC Level E Lesson 16
11	Multiple Choice	D	5R3	3, A	U	C	2	MUNYNGS Grade 5 Lessons 3, 14,

Measuring Up New York Diagnostic 1

28 Describe one way that human efforts to save the condors were successful and one way that the efforts have not been successful. Use **two** details from the article to support your response.

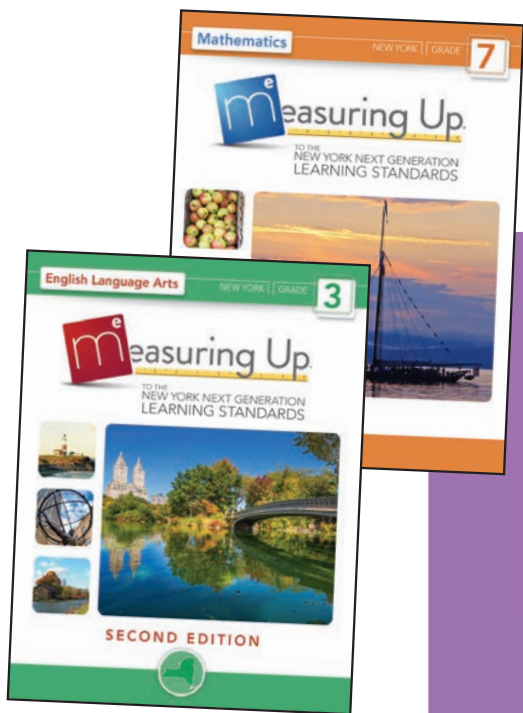
One way that the human efforts to save the condors were successful is that there are now many more condors in the wild. Going from about 20 condors to over 200 condors was major progress! In other words, the human efforts lessened the worries that condors would become extinct.

On the other hand, the human efforts have resulted in some condors not acclimating properly to the wild. For example, some of the condors do not fear humans, so they hang around people and cause trouble instead of staying away from humans as a condor born in the wild would likely do. Also, some condors raised in captivity have had problems learning standard condor behavior, such as how to protect eggs to grow new baby condors. In such cases, the human efforts have resulted in the young condors not embracing their lives in the wild as



Measuring Up Live 2.0 offers NY State Tests in a digital format with score reporting.

ISBN	Grade/Level	Price	ISBN	Grade/Level	Price
MATHEMATICS			ENGLISH LANGUAGE ARTS		
25-PACK + 1 DIGITAL ANSWER GUIDE			25-PACK + 1 DIGITAL ANSWER GUIDE		
903038595	C/3	\$123.95	903038471	C/3	\$123.95
903038609	D/4		90303848X	D/4	
903038617	E/5		903038498	E/5	
903038625	F/6		903038501	F/6	
903038633	G/7		90303851X	G/7	
903038641	H/8		903038528	H/8	
5-PACK + 1 DIGITAL ANSWER GUIDE			5-PACK + 1 DIGITAL ANSWER GUIDE		
903038536	C/3	\$24.99	903038412	C/3	\$24.99
903038544	D/4		903038420	D/4	
903038552	E/5		903038439	E/5	
903038560	F/6		903038447	F/6	
903038579	G/7		903038455	G/7	
903038587	H/8		903038463	H/8	



to the New York Next Generation Learning Standards

Grades 3–8 | English Language Arts and Mathematics

NY Next Generation Learning Standards-Driven Achievement

Bold new features support collaborative teaching and modeled instruction.

- Connect new learning to what students may already know.
- Emphasize academic vocabulary with Words to Know and Vocabulary in Action.
- Strengthen collaborative learning with Turn and Talk and Learning Together.
- Support Culturally Responsive Sustaining-Education Framework.

Engage students with Checkpoints, Hints, Turn and Talk, Think About It, Sketch It, and other prompts.

Classroom Pack:
Includes 30 Student Editions and 1 Print teacher guide
Call rep for quote!

ITEM NUMBERS	Level/Grade	Price
ENGLISH LANGUAGE ARTS		
902965042	C/3	\$387.95
902965050	D/4	
902965069	E/5	
902965077	F/6	
902965085	G/7	
902965093	H/8	
MATHEMATICS		
902965166	C/3	\$387.95
902965174	D/4	
902965182	E/5	
902965190	F/6	
902965204	G/7	
902965212	H/8	

Digital Teacher Edition available in **Measuring Up Live 2.0**

Teacher Edition includes:

- Real-world lesson goal
- Differentiation for struggling, advanced, and English Language Learners
- Scoring rubrics, checklists, and graphic organizers



measuring Up

to the New York Next Generation Learning Standards

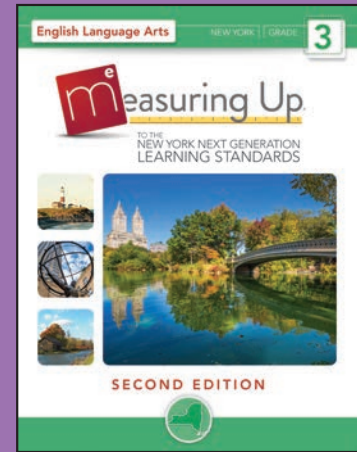
Grades 3–8

Four units easily integrate into your literacy curriculum.

- Literature
 - Informational Text
 - Writing
 - Foundations & Vocabulary (Grades 3–5)
 - Vocabulary (Grades 6–8)

Newly revised standards-based instruction includes:

- Variety of complex texts that meet updated reading level ranges
- More cross-curricular texts in grades 6–8
- Emphasis on academic vocabulary, foundational and word knowledge skills
- Language Conventions handbook supports L.1 and L.2 Anchor Standards
- Punctuation, spelling, and core conventions ensure proficiency



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

Copying is prohibited.

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.”

Copying is prohibited.

Unit 2 | Informational Texts | masteryeducation.com [173]

Updated lesson pedagogy

Boost learning with differentiated Independent Practice

- Practice 1
 - Beginning to mid-grade-level passages
 - Scaffolded support
- Practice 2
 - Mid-to-end of grade-level passages
 - NY State Assessment-like items

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.

Copying is prohibited.

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

Copying is prohibited.

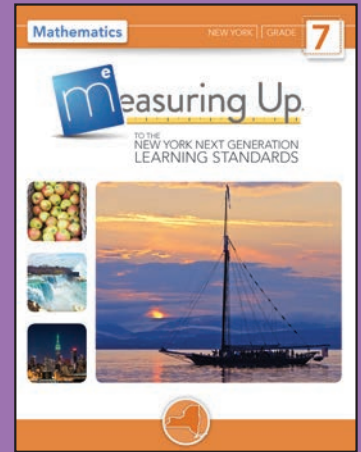
Unit 2 | Informational Texts | masteryeducation.com [179]

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.

Copying is prohibited. Chapter 2 | Number and Operations | masteryeducation.com [121]

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.



Copying is prohibited.

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?

Copying is prohibited. Chapter 2 | Number and Operations | masteryeducation.com [123]

14

view lesson samples at masteryeducation.com

INDEPENDENT PRACTICE 2

1 Look at the chart below.

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

Which rule shows the pattern that is highlighted on the hundred chart?

- A Add 6.
- B Add 3.
- C Multiply by 6.
- D Multiply by 3.

2 Sofia is making soup. She uses this table to know how much water and vegetables to use.

SOUP DIRECTIONS

Cups of Water	Cups of Vegetables
4	1
8	2
12	3

How many cups of water should she use for 5 cups of vegetables?

- A 10, because the rule is divide by 2.
- B 14, because the rule is add 9.
- C 20, because the rule is divide by 4.
- D 15, because the rule is divide by 3.

INDEPENDENT PRACTICE 1

1 A number pattern is shown below.

7, 12, 17, 22, 27

Which is the rule for this pattern?

- A Add 5.
- B Add 7.
- C Multiply by 5.
- D Multiply by 7.

TIPS AND HINTS

Write an equation to show how to get from the first number to the second number. Do this for every pair of numbers listed.

2 Jay is making lemonade. He uses this chart to find out how much mix and water to use.

LEMONADE RECIPE

Cups of Mix	Cups of Water
1	3
2	6
3	9

How many cups of water should he use for 5 cups of mix?

- A 10, because the rule is multiply by 2.
- B 11, because the rule is add 6.
- C 15, because the rule is multiply by 3.
- D 20, because the rule is multiply by 4.

TIPS AND HINTS

Look for a rule that works for all numbers shown in the table.

Two independent practices increase difficulty level

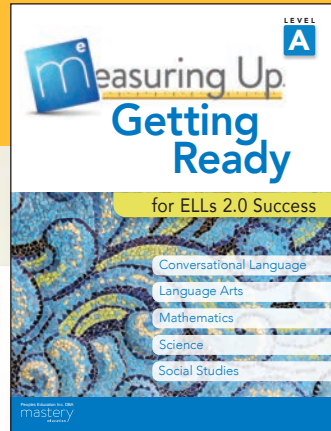
Diagnostic 1

- Basic-level procedural and application questions
- Scaffolded support

Diagnostic 2

- Rigorous item types
- Independent practice without support

SKILL BUILDING & INTERVENTION



Measuring Up. Getting Ready for ELLs 2.0 Success

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

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

LESSON 1




Everyday Life

SOCIAL INSTRUCTIONAL SPEAKING




UNIT 1 SPEAKING

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

1. Tell which image shows a baseball hat.

A.  B.  C. 

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

1.  2.  3. 

2 • Level A • Student Edition masteryeducation.com Copying is prohibited.

Grade 1, Student Edition

LESSON 1

Everyday Life




SOCIAL INSTRUCTIONAL SPEAKING

UNIT 1 SPEAKING

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

SAY 1 Directions: Today we are going to practice some speaking activities. You are going to listen to a question or a statement and then answer in English.




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

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

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

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

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

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

2 • Level A • Student Edition masteryeducation.com Copying is prohibited.

Grade 1, Annotated Teacher Edition

Grade 1, Table of Contents

Table of Contents	
Program Overview	iv
What's Inside	v
WIDA Standards Correlation Chart	vii
Speaking	
Lesson 1: Everyday Life Social Instructional	2
Lesson 2: Homes and Shelter Social Studies	8
Lesson 3: Measuring Length Mathematics	15
Lesson 4: Animals Science	20
Lesson 5: Verbs Language Arts	25
Lesson 6: Jobs and Careers Social Studies	32
Lesson 7: Safety Social Instructional	38
Lesson 8: Five Senses Science	44
Lesson 9: Addition and Subtraction Mathematics	51
Lesson 10: Characters in a Story Language Arts	57
Listening*	
Lesson 11: Transportation Social Studies	64
Lesson 12: Social Awareness Social Instructional	68
Lesson 13: Human Bodies Science	72
Lesson 14: Words That Express Language Arts	78
Lesson 15: 2D Shapes Math	82
Lesson 16: Communities Social Studies	88
Lesson 17: Weather and Seasons Science	93
Lesson 18: Kindness Social Instructional	98
Lesson 19: Illustrations in a Story Language Arts	104
Lesson 20: Telling Time Mathematics	110

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

ii • Level A • Student Edition Copying is prohibited. masteryeducation.com

Four thematic units of 10 lessons each focus on a language domain: speaking, listening, reading, and writing.

Student Edition

- Grade-level instructional practice books designed to support language acquisition and test readiness.

Comprehensive Annotated Teacher Edition

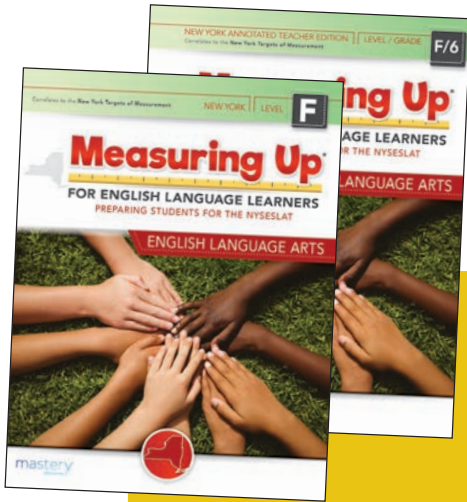
- Scaffolded instruction for all PLDs: Entering, Emerging, Developing, Expanding, Bridging, and Reaching.

Getting Ready for ELLs 2.0 Success | WORKTEXTS

ISBN	Level/Grade	Price
978-1-64090-900-7	Grade 1 Student Edition	\$19.95
978-1-64090-902-1	Grade 2 Student Edition	\$19.95
978-1-64090-904-5	Grade 3 Student Edition	\$19.95
978-1-64090-906-9	Grade 4 Student Edition	\$19.95
978-1-64090-908-3	Grade 5 Student Edition	\$19.95
978-1-64090-910-6	Grade 6 Student Edition	\$19.95
978-1-64090-912-0	Grade 7 Student Edition	\$19.95
978-1-64090-914-4	Grade 8 Student Edition	\$19.95
978-1-64090-916-8	Grades 9–12 Student Edition	\$19.95
978-1-64090-901-4	Level A/Grade 1 Teacher Edition	\$49.95
978-1-64090-903-8	Level B/Grade 2 Teacher Edition	\$49.95
978-1-64090-905-2	Level C/Grade 3 Teacher Edition	\$49.95
978-1-64090-907-6	Level D/Grade 4 Teacher Edition	\$49.95
978-1-64090-909-0	Level E/Grade 5 Teacher Edition	\$49.95
978-1-64090-911-3	Level F/Grade 6 Teacher Edition	\$49.95
978-1-64090-913-7	Level G/Grade 7 Teacher Edition	\$49.95
978-1-64090-915-1	Level H/Grade 8 Teacher Edition	\$49.95
978-1-64090-917-5	Grades 9–12 Teacher Edition	\$49.95

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

Shipping is additional.



An Integrated Approach to Prepare Students for NYSESLAT

Measuring Up®

for English Language Learners

Grades 1–8

Engaging Student Lessons with Explicit Teacher Instruction deliver an integrated approach.

Supporting language proficiency, each unit presents a literary passage followed by a thematically linked informational text.

Students interact with engaging lesson design.

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

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.

Unit 1 MAIN IDEA AND DETAILS
Lesson 1
LEARNING TARGETS
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

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.

GUIDED THINKING

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?

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! Whack! Whack! Chop!**

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

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

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 dangle in the air, **suspended** from the great Kapok tree.

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

IMPLIED MAIN IDEA

DETAILS

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

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

Copying is prohibited. [2] masteryeducation.com | English Language Arts | Level F

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 tree. 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:

- 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.

Copying is prohibited. 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"

Copying is prohibited.

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

What was the man told to do? Where was he doing it?

Main Idea

How was the tree important to the snake? How was the tree important to the porcupines?
How was the tree important to the bee?

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 Copying is prohibited.

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

marsupials: mammals with a pouch for their young

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

The Layers of the Forest
Australia has many kinds of eucalyptus trees. Some are called gum trees because they ooze gummy sap. Some gum trees are called peppermint trees because their leaves give off a peppermint smell.

A eucalyptus forest is an ecosystem made of many different plants and animals. Like other forests, eucalyptus forests have three different levels. The canopy is a roof-like layer formed by the spreading branches of tall eucalyptus. Taller trees stick up here and there above the canopy. The canopy shades the forest beneath it, creating a dimly lit understory. Here, tall shrubs and shorter trees grow below the canopy. The understory includes ferns, vines, and orchids.

The forest floor is covered with dead and rotting leaves and branches. Insects and worms feed on the dead matter and break it down. This process helps feed the forest plants.

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.

One kind of marsupial is called a glider. A thin sheet of skin stretches between its front and back paws. When it leaps from a branch, it extends its legs and stretches the sheet of skin into a "wing." It steers with its long, furry tail. Gliders usually make their nests in tree hollows.

The koala is another marsupial. Weighing 25 to 30 pounds, an adult koala is about 3 feet long. It gets its food and most of its water

[6] masteryeducation.com | English Language Arts | Level F Copying is prohibited.

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 which

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?

TURN AND TALK
"The Great Kapok Tree." Circle the letter next to the best answer.
A. The tree extends its legs and stretches its wings.
B. The tree extends its legs and stretches its wings.
C. The tree extends its legs and stretches its wings.
D. The tree extends its legs and stretches its wings.

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 C. You can see
B. Look out over 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 C. Extends
B. Flexible 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 Copying is prohibited.

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

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

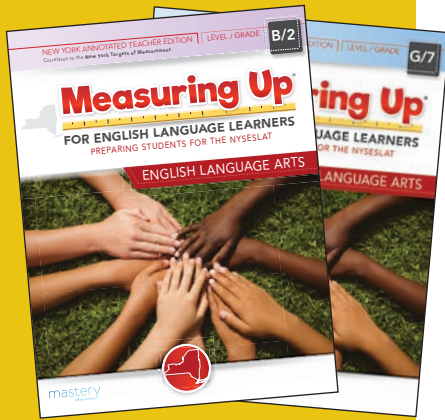
Each unit offers:

- 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.

CONTENTS		
Introduction		
Letter to Students		v
What You'll See in <i>Measuring Up for English Language Learners</i>		vi
Unit 1 MAIN IDEA AND DETAILS		
TOMs R.5-6.1, R.5-6.2, R.5-6.3, R.5-6.4, R.5-6.5, S.5-6.1, S.5-6.2, L.5-6.1, L.5-6.2, L.5-6.3, L.5-6.4, W.5-6.1, W.5-6.2, W.5-6.3, W.5-6.4	LESSON	
	1. The Great Kapok Tree	Literary 1
	2. The Eucalyptus Forest	Informational Science 5
	Unit 1 Review	10
Unit 2 SUMMARIZE		
TOMs R.5-6.1, R.5-6.2, R.5-6.3, R.5-6.4, R.5-6.5, S.5-6.1, S.5-6.2, S.5-6.3, L.5-6.1, L.5-6.2, L.5-6.3, L.5-6.4, W.5-6.1, W.5-6.2, W.5-6.3, W.5-6.4	LESSON	
	3. Speak!	Literary 13
	4. Living with Chimpanzees	Informational Social Studies 19
	Unit 2 Review	24
[ii]		

CONTENTS		
Unit 6 INFERENCES		
TOMs R.5-6.1, R.5-6.2, R.5-6.3, R.5-6.4, R.5-6.5, S.5-6.1, S.5-6.2, S.5-6.3, L.5-6.1, L.5-6.2, L.5-6.3, L.5-6.4, W.5-6.1, W.5-6.2, W.5-6.3	LESSON	
	11. Lonely Ling	Literary 67
	12. How to Make a Friend	Informational Social Studies 71
	Unit 6 Review	77
Appendix		
	Acknowledgments	80
	Graphic Organizers	81
	Language Frames	87
	Spanish Cognates	91
	Correlation to the New York Targets of Measurement	95
[iv]		

Grade 6



Instructional Teacher Edition brings language acquisition strategies to the forefront.

Enhanced Teacher Edition features:

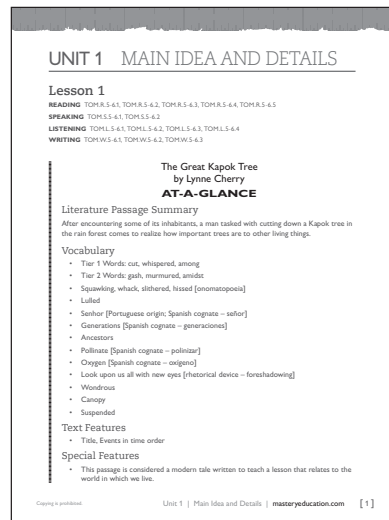
- Explicit teaching support and suggested pacing.
- Support for Entering and Emerging PLD students.
- Before-, during-, and after-reading support and guidance.

FORMAT AND STRUCTURE

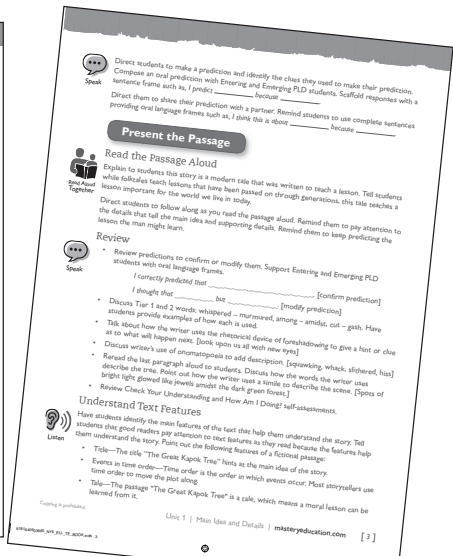
Six units: Main Idea and Details, Summarize, Sequence, Problems and Solutions, Cause and Effect, and Inferences/Draw Conclusions

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 that reflect the NYSESLAT.

Instruction targets the 5 performance-level descriptors (PLDs): Entering, Emerging, Transitioning, Expanding, and Commanding.



Grade 6

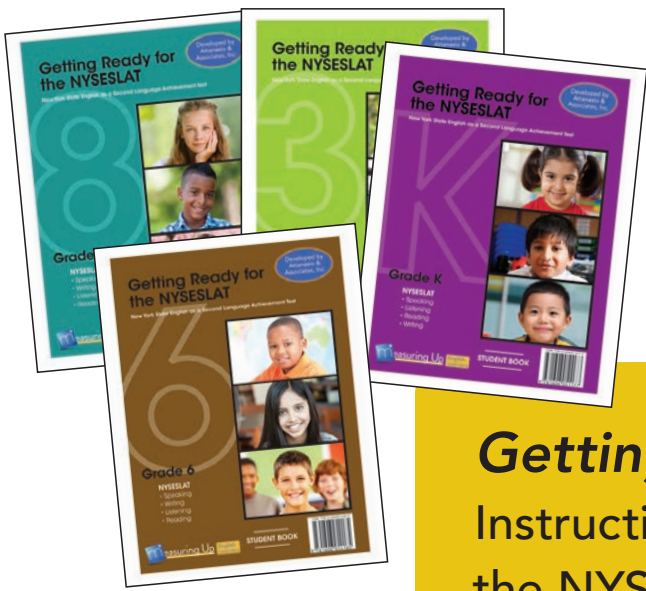


Classroom Pack:
Includes 25 Student Editions and 1 Teacher Edition

5-Pack:
Includes 5 Student Editions

Call rep for quote!

Level/Grade	ITEM Classroom Pack Number	Price
A/1	902773941	\$443.75
B/2	90277395X	
C/3	902773968	
D/4	902773976	
E/5	902773984	
F/6	902773992	
G/7	90277400X	
H/8	902774018	
Level/Grade	ITEM 5-Pack Number	Price
A/1	902774026	\$89.75
B/2	902774034	
C/3	902774042	
D/4	902774050	
E/5	902774069	
F/6	902774077	
G/7	902774085	
H/8	902774093	



Developed by Attanasio & Associates and now part of the Measuring Up programs

Getting Ready for the NYSESLAT

Instructional and Assessment Guide for the NYSESLAT

Grades K–8, HS

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

- Grade-level instructional practice books are aligned to the Bilingual Progressions.
- Separate speaking practice activities for all PLDs.
- Broad-based content themes integrate listening, reading, and writing.
- Comprehensive Teacher Guide offers explicit guidance and instruction, Individual Tracking Chart, and Rubrics for Speaking and Writing by PLD.

Measuring Up's NYSESLAT-based practice and instructional formats match the test.

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

Table of Contents

Individual Student Progress Chart	i
SPEAKING	1
Entering	13
Emerging	25
Transitioning	37
Expanding	51
Commanding	
THEME 1: TECHNOLOGY	67
Listening	68
Reading	76
Writing	87
THEME 2: THE POWER OF WATER	93
Listening	94
Reading	102
Writing	112
THEME 3: IMMIGRANTS AND IMMIGRATION	127
Listening	128
Reading	136
Writing	148

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

Getting Ready for the NYSESLAT • Grade 5 73 Copyright ©2016 by Attainment & Associates, Inc. All rights reserved.

 **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



Getting Ready for the NYSESLAT • Grade 5 72 Copyright ©2016 by Attainment & Associates, Inc. All rights reserved.


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

Getting Ready for the NYSESLAT • Grade 5 78 Copyright ©2016 by Attainment & Associates, Inc. All rights reserved.

 **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.

Getting Ready for the NYSESLAT • Grade 5 79 Copyright ©2016 by Attainment & Associates, Inc. All rights reserved.

READING

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

LINKED ACTIVITIES

Class Set:
Includes 30 Student Editions and 1 Teacher Edition

5-Pack:
Includes 5 Student Editions

Grade	ITEM Class Set Number	Price
K	903037912	\$598.95
1	903037920	
2	903037939	
3	903037947	
4	903037955	
5	903037963	
6	903037971	
7	90303798X	
8	903037998	
HS	903038005	
Grade	ITEM 5-Pack Number	Price
K	903037815	\$98.00
1	903037823	
2	903037831	
3	90303784X	
4	903037858	
5	903037866	
6	903037874	
7	903037882	
8	903037890	
HS	903037904	

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.

Getting Ready for the NYSESLAT • Grade 5 92 Copyright ©2016 by Attainment & Associates, Inc. All rights reserved.

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.

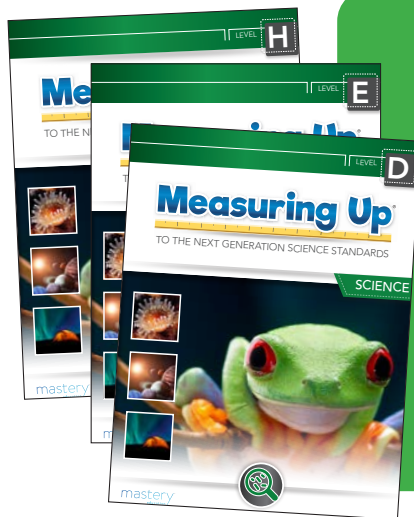
In 1792, William Murdoch discovered that the gases from coal produced a steady, bright flame, and by the middle 1800s homes, businesses, and streetlights were using gas lamps. Gas wasn't perfect, though. It can be

Getting Ready for the NYSESLAT • Grade 5 91 Copyright ©2016 by Attainment & Associates, Inc. All rights reserved.

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.



Measuring Up[®]

to the Next Generation Science Standards

Grades 4, 5, and 8

Promote data analysis, critical thinking, and problem solving.

Lessons Feature:

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



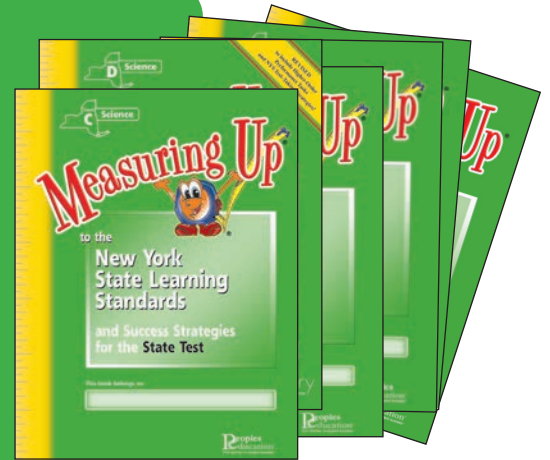
ISBN	Level/Grade	Price
STUDENT EDITION		
978-1-64090-098-1	D/4	\$14.95
978-1-64090-099-8	E/5	\$14.95
978-1-64090-100-1	H/8	\$14.95
ANNOTATED TEACHER EDITION		
978-1-64090-101-8	D/4	\$32.95
978-1-64090-102-5	E/5	
978-1-64090-103-2	H/8	

Minimum quantity purchase of 20 Student Editions of the same grade level. Shipping is additional

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?

Peoples Education Copying is illegal. Chapter 5 • Earth 151

Item Number	Level/Grade	Price
SCIENCE STUDENT EDITIONS		
90104623X	C/3	\$11.99
901561819	D/4	\$12.85
901412872	E/5	\$12.95
901046248	F/6	\$11.99
901412880	G/7	\$12.95
589843605	H/8	\$11.99



New York Next Generation Learning Standards Assessment, Instruction, and Practice

- Full-length practice diagnostic
- Formative and summative curriculum-based assessments
- Measure growth in before- and after-school programs
- Deepen NY Next Gen Learning Standards understanding and comprehension
- Targeted, customized intervention to support struggling learners
- Actionable data to monitor progress and inform instruction



EBOOK VERSION OF MEASURING UP WORKTEXTS



ELA,
MATH,
AND
SCIENCE

measuring Up
insight.

**NY NEXT GENERATION LEARNING
STANDARDS-BASED ASSESSMENTS**

DIAGNOSTIC/
BENCHMARKING

FORMATIVE AND
INFORMATIVE

CURRICULUM-BASED
ASSESSMENTS

EXIT TICKETS

BRAIN BREAKS

Create and customize assessments
with 65,000+ questions.

Choose precreated assessments for
multiple grade levels and
standards.



measuring Up
myQuest.

**DIFFERENTIATED, ADAPTIVE,
NY NEXT GENERATION LEARNING
STANDARDS-DRIVEN PRACTICE**

PERSONALIZED

FORMATIVE

PRESCRIBED

MOTIVATIONAL

Teacher activated or automatically
prescribed from *Insight* results

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

Quiz mode and game mode



Available 24/7
ONLINE ACCESS
for ongoing assessment & practice

A Single Management System to Drive Instruction!

Receive unparalleled access to student performance data.



Diagnostic Assessments

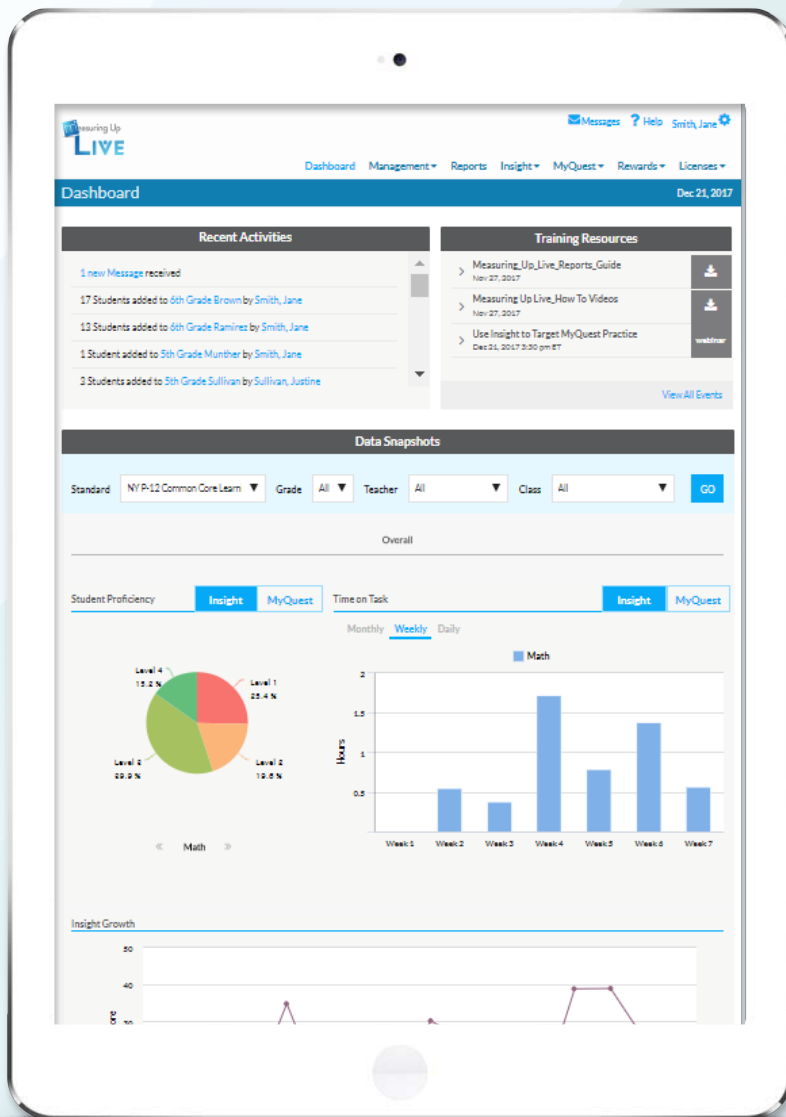
- Access a variety of New York State diagnostic and formative assessments.
- Create your own assessments.
- Use filters to pinpoint questions by item type, difficulty level, or cognitive levels.

Differentiated and Adapted Practice

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

Real-Time Data

Make a positive impact on student learning with actionable data.

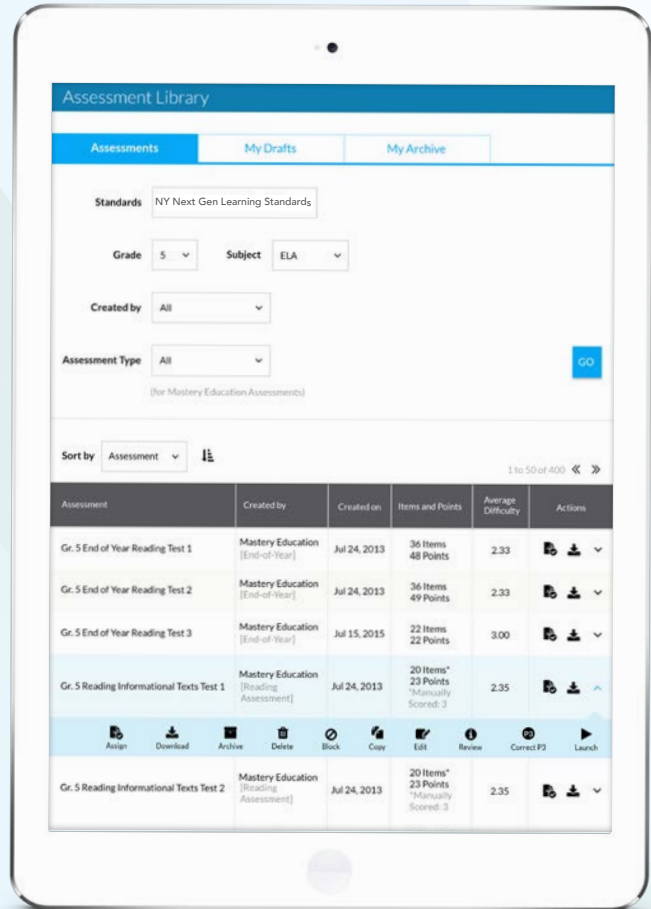


Multiple Measures to Monitor Learning

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



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



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



Available 24/7
ONLINE ACCESS
 for ongoing assessment & practice

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.



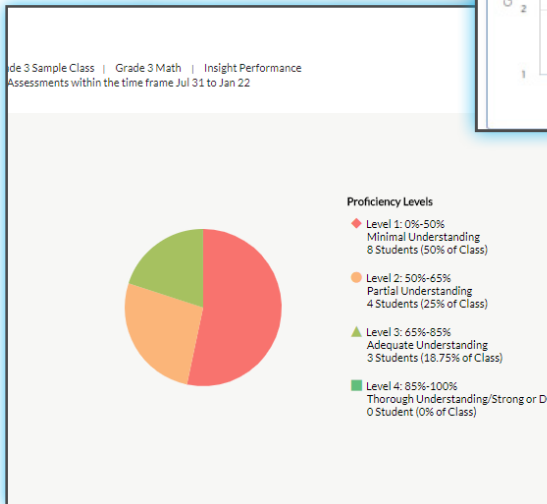
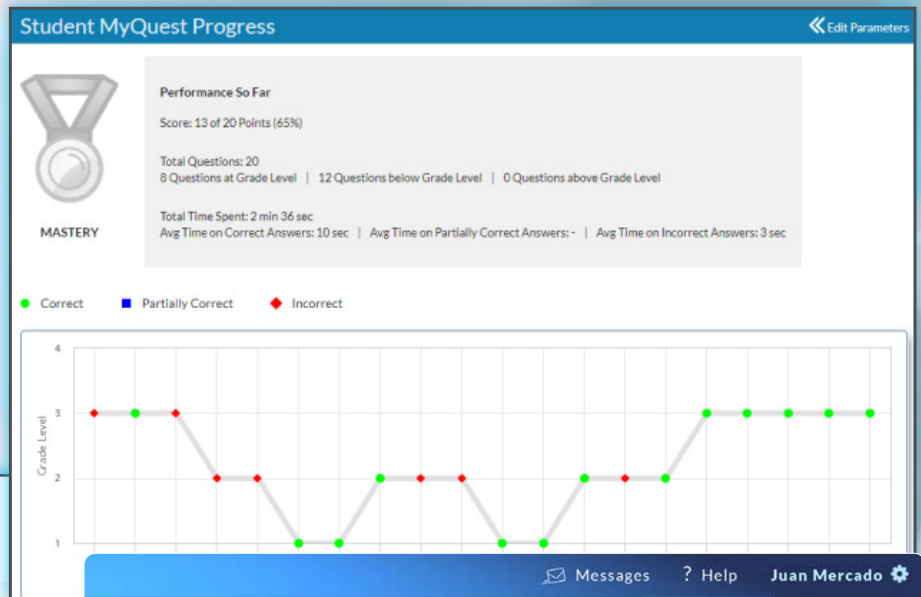
Target the Needs of Every Student

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.



Measuring Up
insight
ITEM BANK

**Educator
Access
Only**

Custom resource to create
formative and diagnostic
assessments

Create and Print Your Own NY Next Gen Learning Standards-Based Assessments

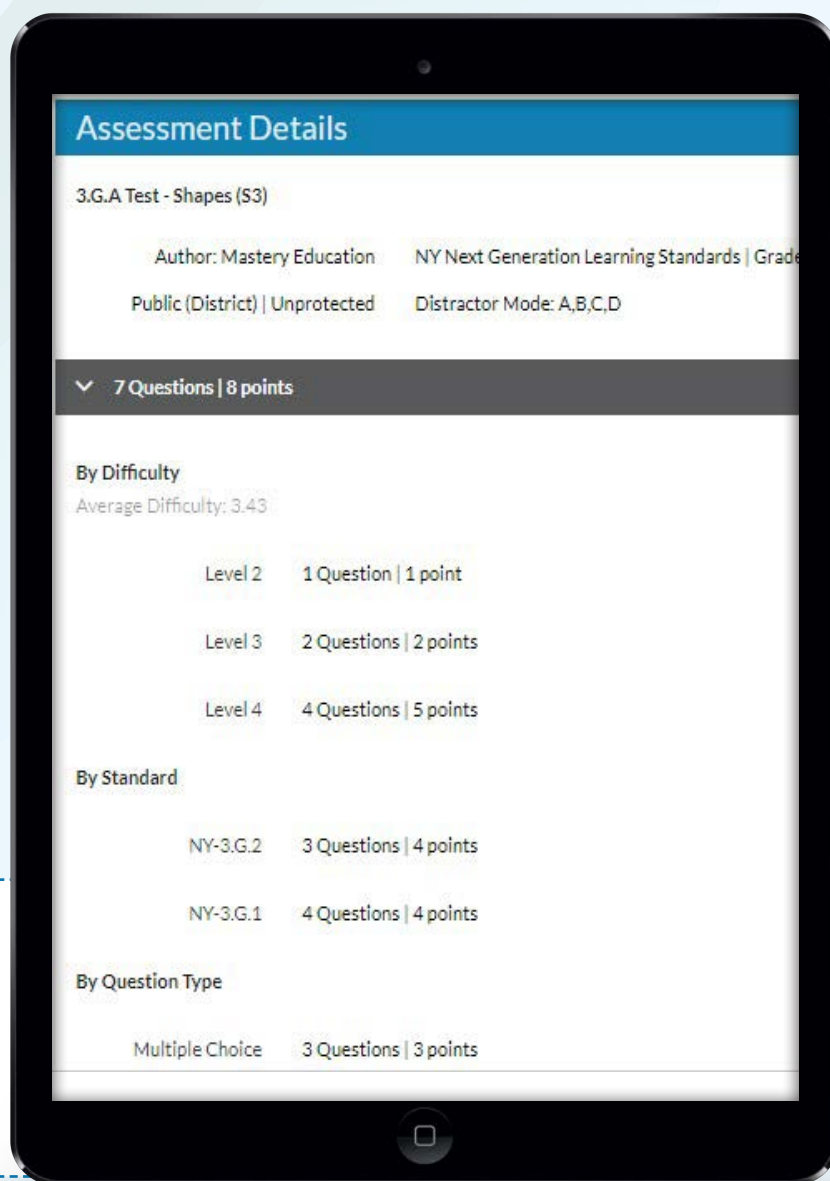
One site license opens up the entire subject area.

The Item Bank includes:

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

**Only a few
simple
steps to
create your
assessment!**

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



Measuring Up Live 2.0 Ordering Information

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

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

Measuring Up Insight : Grades 1–8

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

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

Measuring Up MyQuest : Grades 1–8

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

Measuring Up Insight Item Bank : Grades 1–8

ISBN	One-Year Subscription Per Campus	Price
978-1-60979-456-9	<i>MyQuest 2.0: ELA</i>	\$1000*
978-1-60979-457-6	<i>MyQuest 2.0: Math</i>	\$1000*
978-1-60979-458-3	<i>MyQuest 2.0: Science</i>	\$1000*

2 subjects: \$925 for each subject=\$1850
3 subjects: \$900 for each subject=\$1,800

Call rep for district pricing!

Measuring Up Reach

Individual Subscription Per Subject | Per Grade

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



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

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

Professional Development Training Sessions additional with purchase of Measuring Up Live

Creating Meaningful Assessments
Differentiated Instruction
Using Data to Drive Instruction

Functionality Training

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

Professional Development: Webinar

ISBN	Professional Development Guideline	Price
978-1-64090-198-8	1 Professional Development Session; approximately 1 hr. in length	\$999
978-1-64090-199-5	2 Professional Development Session; approximately 2 hrs. in length	\$1,499
978-1-64090-200-8	3 Professional Development Session; approximately 3 hrs. in length	\$2,199

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

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

Professional Development: On-Site

ISBN	Professional Development Guideline	Price
978-1-64090-201-5	Professional Development 1 Day: <i>Measuring Up Live 2.0</i> Functionality + 2 Professional Development Sessions	\$3,299
978-1-64090-202-2	Professional Development 1 Day: <i>Measuring Up Live 2.0</i> Functionality + 3 Professional Development Sessions	\$3,999
978-1-64090-203-9	Professional Development 1 Day: 2 Professional Development Sessions	\$2,999
978-1-64090-204-6	Professional Development 1 Day: 3 Professional Development Sessions	\$3,699
978-1-64090-205-3	Professional Development On-Site 2 Days: <i>Measuring Up Live 2.0</i> Functionality + 2 Professional Development Sessions	\$3,499
978-1-64090-206-0	Professional Development On-Site 2 Days: <i>Measuring Up Live 2.0</i> Functionality + 3 Professional Development Sessions	\$4,299

Empower

Inspire

Engage

VENDOR # PEO075000
DOE/State Contract # 7000998
Peoples Education, Inc. dba Mastery Education



Peoples Education, Inc. | Mastery Education
25 Philips Parkway, Suite 105
Montvale, NJ 07645

☎ 800-822-1080

✉ cs@masteryeducation.com

🖨 201-712-0045

Call for current shipping rates.



Get a Quote!



See Sole Source!

Himanshu Jain

NYC Team Lead

Cell: 917-674-0391

Email: hjain05@gmail.com

David Katz

*Queens (all districts except 24, 30), Nassau,
Suffolk, Staten Island*

Cell: 917-837-6861

Email: david.katz@rcn.com

Cesar Roca

Bronx, Queens – District 24, 30, NYC

Cell: 973-303-3414

Email: Croca.edu@gmail.com

John Perez

Brooklyn

Cell: 973-943-2312

Email: johnperezcha@gmail.com

**Judy Thau | Nicole Russo
Annette Petrosino**

*Westchester, Rockland, Sullivan, Ulster,
Putnam, Orange, and Dutchess Counties*

Cell: 914-309-6659

Office: 914-862-0133

Email: atozresources@optonline.net

Heather Feggans

NYC and New York Office

Toll-Free: 800-822-1080 ext. 228

Direct: 201-708-2337

Email: hfeeggans@perfectionlearning.com



979-8-88711-575-7