



Ohio



measuring Up[®]

Ohio Standards-Based Programs

- Year-Round and Extended Learning
- Comprehensive Diagnostic, Instruction, and Practice Support
- Benchmark Online Assessments and Personalized Practice





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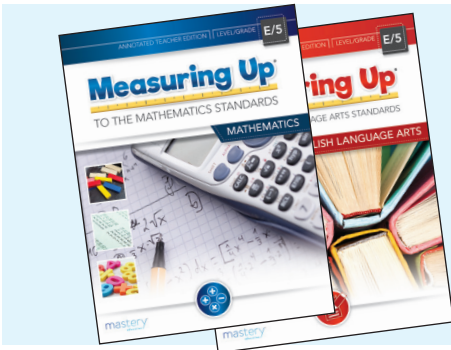
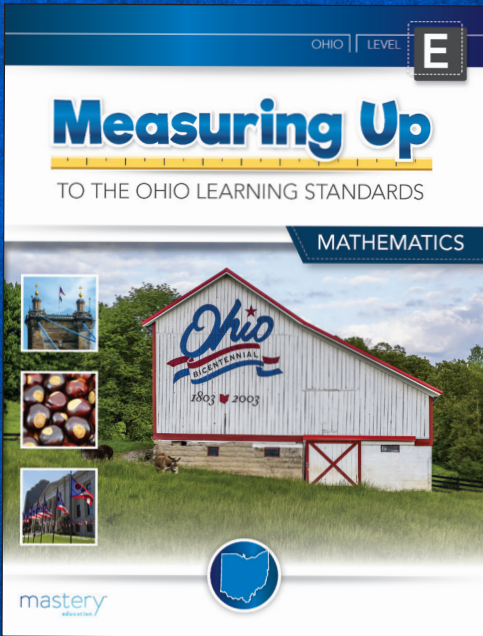
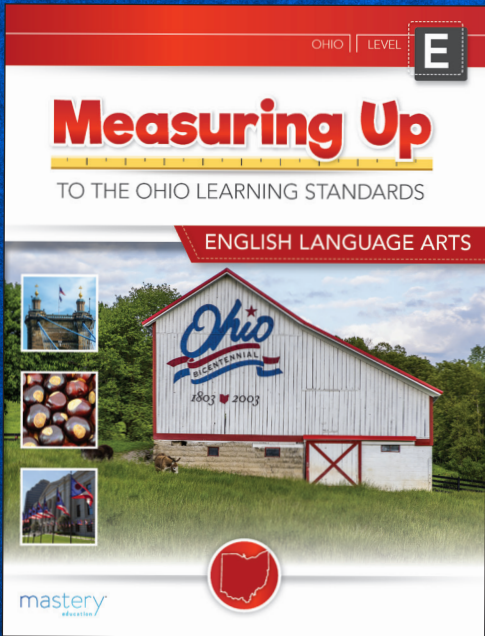
Prices shown in this catalog are the Net School Prices and reflect a discount of 25% off List Price. A school purchase order is required.



Targeted Ohio Learning Standards instruction

Measuring Up to the Ohio Learning Standards prepares students for the rigors of the Ohio AIR Test with lessons designed to improve academic growth and assessment results.

- **Introduce concepts** by connecting what students will learn to what they already know.
- Build relevance with **real-world examples**.
- **Scaffold learning** with **guided questions**, hints, and checklists at point of learning.
- **Apply learning independently** with questions that emulate the assessment.
- Measure mastery with **Exit Ticket** assessments.



Enhanced Teacher Edition

- Lessons feature tips and activities for **diverse learners**, including striving, advanced, and English Language Learners.
- Guidance for **interpreting and using data**.
- **Standards** information and support.

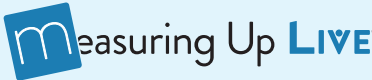
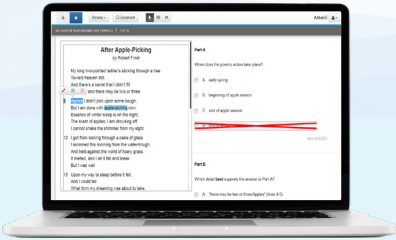
ENGLISH LANGUAGE ARTS

Level/Grade	Item Number	Price*	Level/Grade	Item Number	Price*
STUDENT EDITIONS			ANNOTATED TEACHER EDITIONS		
Level C/Grade 3	T7591	\$14.95	Level C/Grade 3	T7592	\$32.95
Level D/Grade 4	T7594		Level D/Grade 4	T7595	
Level E/Grade 5	T7597		Level E/Grade 5	T7598	
Level F/Grade 6	T7600		Level F/Grade 6	T7601	
Level G/Grade 7	T7603		Level G/Grade 7	T7604	
Level H/Grade 8	T7606		Level H/Grade 8	T7607	

MATHEMATICS

Level/Grade	Item Number	Price*	Level/Grade	Item Number	Price*
STUDENT EDITIONS			ANNOTATED TEACHER EDITIONS		
Level C/Grade 3	T7609	\$14.95	Level C/Grade 3	T7610	\$32.95
Level D/Grade 4	T7612		Level D/Grade 4	T7613	
Level E/Grade 5	T7615		Level E/Grade 5	T7616	
Level F/Grade 6	T7618		Level F/Grade 6	T7619	
Level G/Grade 7	T7621		Level G/Grade 7	T7622	
Level H/Grade 8	T7624		Level H/Grade 8	T7625	

Minimum quantity purchase of 25 Student Editions of the same grade level and subject area.
Free Teacher Edition with purchase of 25 Student Editions.



Extend Learning Online

Add on Ohio Learning Standards-based benchmark assessments.

MATHEMATICS & ENGLISH LANGUAGE ARTS

One-Year Subscription Per Student	Item Number	Price*
Elementary ELA/Reading Assessments	T8894D	\$4.95
Middle School ELA/Reading Assessments	T8895D	\$4.95
Elementary Mathematics Assessments	T8896D	\$4.95
Middle School Mathematics Assessments	T8897D	\$4.95

Minimum quantity purchase of 25 Student Editions of the same grade level and subject area.

*Net School Price reflects a discount of 25% off List Price and requires a school purchase order.

Prices are subject to change without notice.

What's Inside: A Lesson Guide

Deepen understanding to help students make meaning of the lesson content and theme.

An emphasis on academic vocabulary.

UNIT 1

WORDS TO KNOW
understanding
purpose
orally
fluently
expression
rate
rhythm

Lesson 4

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

INTRODUCTION

Real-World Connection

ADVENTURE

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

What I Am Going to Learn

- How to read out loud smoothly and at the right pace
- How to read different kinds of texts

What I May Already Know RF.2.4.a, RF.2.4.b

- I know how to read out loud with feeling.
- I know how to read without going too slow or fast.


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

OHIO | LEVEL C

Measuring Up

TO THE OHIO LEARNING STANDARDS

ENGLISH LANGUAGE ARTS



mastery education

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

Lesson 4 READ FOR UNDERSTANDING

GUIDED INSTRUCTION

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

Over the Hills

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

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

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

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Lesson 4 READ FOR UNDERSTANDING

How Am I Doing?

What questions do you have?

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

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

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

I am stuck.

I almost have it.

I understand the skill.

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

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Unit 1 | Reviewing Foundational Skills | masteryeducation.com

Lesson 4 READ FOR UNDERSTANDING

1. Part A
To whom does the boat belong?

(A) Moose
(B) Raccoon
(C) Swallow
(D) Chipmunk

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

(A) “Moose was getting impatient.” (paragraph 5)
(B) “Moose had built the boat two years ago.” (paragraph 16)
(C) “Okay, mates, let’s go,” yelled Moose in a happy voice. (paragraph 19)
(D) “It’s going to be a good sailing day,” thought Moose. (paragraph 21)

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

(A) She brought snacks.
(B) She is beautiful.
(C) She wants to sail.
(D) She is funny.

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

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

Students practice with questions that are similar to those on the Ohio AIR Test.

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

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

Starred items highlight more difficult, critical thinking questions.

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

Lesson 4 READ FOR UNDERSTANDING

EXIT TICKET

RF.3.4.a, RF.3.4.b

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

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

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What's Inside: A Lesson Guide

Lesson 1

UNDERSTAND MULTIPLICATION 3.OA.A.1

INTRODUCTION

Real-World Connection

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

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

What I Am Going to Learn

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

What I May Already Know 2.OA.A.4, 2.NBT.B.5

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

Vocabulary in Action

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

Words to Know

- multiply
- equal groups
- factor
- product

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

OHIO | LEVEL C

Measuring Up

TO THE OHIO LEARNING STANDARDS

MATHEMATICS

Lesson 1 UNDERSTAND MULTIPLICATION

TURN AND TALK

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

2. Dante has 4 pairs of socks. How many socks are there?

Step One Draw a picture. Show 4 groups. Show 2 socks in each group.

Step Two There are 4 groups of 2. Write an addition sentence. 2 + 2 + 2 + 2 =

Step Three Write a multiplication sentence. 4 × 2 =

Step Four Solve the problem. There are socks in all.

HINT, HINT

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

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

- 2 groups of 3
- 2 + 2 + 2

UNDERSTAND MULTIPLICATION Lesson 1

How Am I Doing?

What questions do you have?

Write a number sentence to show multiplication.

SKETCH IT

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

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

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

Lesson 1 UNDERSTAND MULTIPLICATION

WORK SPACE

INDEPENDENT PRACTICE

Answer the questions.

1. Which is another way to show 5 + 5 + 5?

- 1 × 5
- 3 × 5
- 5 × 2
- 5 × 5

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

2 4 6 8 10 12 16

× =

3. What does 4 × 5 mean?

Write your answers in the boxes.

groups of

4. Find the product.

4 × 5 =

5. Which number sentences show 4 groups of 3? Select the two correct answers.

- 4 + 3
- 3 + 3 + 3 + 3
- 4 × 4
- 4 + 4 + 4
- 3 + 3 + 3 + 4
- 4 × 3

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

A side column provides work space.

Starred items highlight more difficult, critical thinking questions.

UNDERSTAND MULTIPLICATION Lesson 1

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

THINK ABOUT IT

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

You can multiply to find how many apples there are.

GUIDED INSTRUCTION

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

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

Step One Draw a picture. Show 2 groups. Show 4 buttons in each group.

Step Two There are 2 groups of 4. 4 + 4 = 8. Write an addition sentence.

Step Three Write a multiplication sentence. 2 × 4 = 8

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

THINK ABOUT IT

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

UNDERSTAND MULTIPLICATION Lesson 1

EXIT TICKET

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

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

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

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

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

Guided Instruction
Students review the skills and standards and practice answering test items.

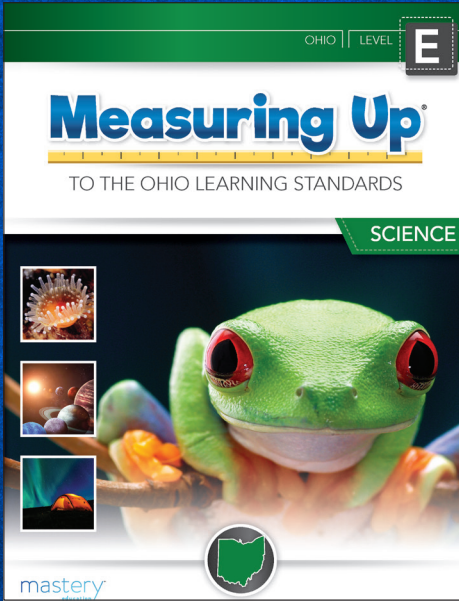
Deepen student understanding of complex concepts by making connections from what they know to what they will learn.

measuring Up[®]
to the *Ohio Learning Science Standards*

Promote data analysis, critical thinking,
and problem solving

Lessons feature:

- **Connections from science** to other subject areas.
- **Lesson goals** that connect prior knowledge to scientific concepts.
- Independent-practice items that meet the **rigor** of the Ohio Learning Standards for Science.
- **Building Stamina** unit tests to check for understanding.
- Hands-on activities, experiments, and investigations.



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

Level E / Grade 5

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

Level H / Grade 8

- Human Body Systems
- Reproduction and Growth
- Energy Transfer and Weather
- Climates and Human Impacts
- Properties of Matter
- Dynamic Interactions within Ecosystems
- Geologic Changes in the Earth
- Forces and Energy
- Energy in Waves
- Mechanisms of Diversity
- Changing Earth

SCIENCE		
Level/Grade	Item Number	Price*
STUDENT EDITION		
Level E/Grade 5	T7627	\$14.95
Level H/Grade 8	T7630	
ANNOTATED TEACHER EDITION		
Level E/Grade 5	T7628	\$32.95
Level H/Grade 8	T7631	

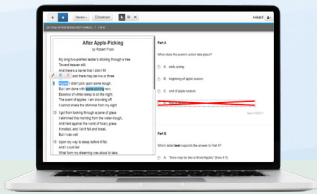
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Free Teacher Edition with purchase of 25 Student Editions.



WORDS TO KNOW:
Vocabulary students will encounter is listed and defined in context.

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

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



measuring Up **LIVE**

Extend Learning Online

Add on Ohio Learning Standards-based benchmark assessments.

SCIENCE		
One-Year Subscription Per Student	Item Number	Price*
Elementary Science Practice Assessments	T8898D	\$4.95
Middle School Science Practice Assessments	T8899D	\$4.95

Minimum quantity purchase of 25 Student Editions of the same grade level and subject area.

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Science Companion

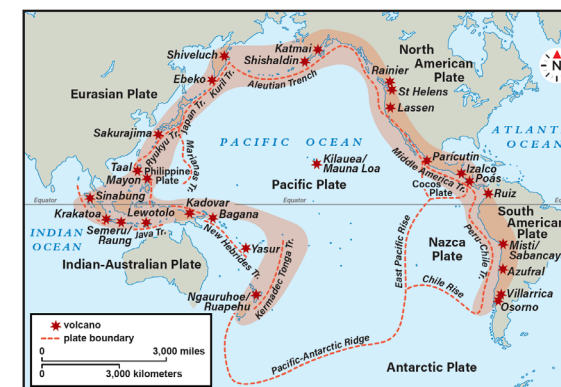
New!

There are multiple opportunities for diagnostic, formative, and summative assessment. Three full-length practice tests diagnose proficiency, measure progress, and ensure mastery and stamina for the NGSS-based exams. Questions are modeled after those found on new Next Generation Science Standards-based state assessments.

- Multiple-choice
- Fill-in-the-blank
- Matching
- Short- and long-answer open-ended response
- Multi-select and multi-part multiple choice questions that mimic technology enhanced questions on digital tests



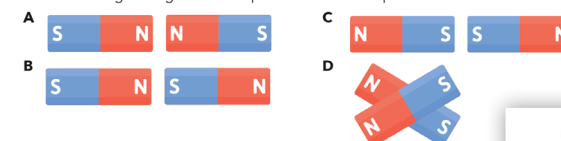
3. On the following map, the red-shaded area shows the "Ring of Fire." This region sees more volcanic eruptions and earthquakes than normal.



Which of the following is a correct interpretation of the map's data?

- A** Plate boundaries are slowly breaking the Pacific Plate.
B No new volcanoes are forming on the North American Plate.
C Volcanoes tend to form near plate boundaries.
D The Cocos Plate is slowly shrinking.

4. Which drawing of magnets shows poles that do **not** repel each other?



2 Science Companion • Grade 5 • Tryout Test

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A **Tryout Test** determines strengths and weaknesses and guides individual instruction by directing students to specific lessons that address learning gaps.

UNIT ONE PHYSICAL SCIENCE

LESSON 1

Forces and Interactions

Review the Expectations (3-PS2-1, 3-PS2-2, 5-PS2-1)

- Forces that affect an object's motion
- Patterns can predict future motion
- Gravity's force pulls objects toward Earth's center

Q: What is “down”? Three people around the world each point down. But they point in different directions! How can they each have a different “down”?

A: We live on a giant globe. The force of gravity pulls two objects toward each other. The Earth is the biggest object nearby, so we are all pulled toward its center.

Q: Mike and Ike are trying to slide a box across the floor. They are both pushing hard, but it is not moving. What is happening?

A: Mike and Ike are putting balanced forces into the same object, in opposite directions. Balanced forces are equal, so they cancel each other out: The box doesn't move. Look out for arrows that show the amount and direction of a force.

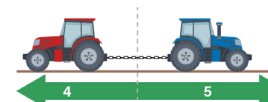


Q: How can we predict how objects will move in the future?

A: We can observe and measure how objects move. This shows us patterns. With enough evidence, we can use these patterns to predict future motion.

 **Bright Ideas!**

Torrey and his family went to a county fair. There he watched a "Tractor War": Two tractors connected by a huge chain pulled away from each other. When one tractor drags the other one across a line, it wins. With your group, discuss what is happening in the diagram: Where is the force coming from? Which tractor will win? Are the forces balanced? Record your thoughts.



14 Science Companion • Grade 5 • UNIT ONE: PHYSICAL SCIENCE

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Skill/Concept Introduction

- A **Question & Answer** format provides a practical, real-world presentation of the overarching concepts reviewed and practiced in the lesson.
- **Bright Ideas!** phenomenon-based prompts offer an opportunity for group collaboration to analyze a real-world application of the lesson concepts.

Guided Instruction
Get Started readings review science concepts using an active reading approach to engage students with the text through in-line critical thinking questions and annotation strategies.

The critical thinking questions often represent Crosscutting Concepts or Science and Engineering Practices.

Get Started

Directions: Read the following article. Then do a second read and underline three phrases that describe how different forces can change an object's motion.

What is "Down"?

What is **gravity** and how does it work? Gravity is the force that pulls everything toward Earth. We all feel it all the time, but even scientists don't quite know how it works. We know a lot about it, though. The more massive a body is, the greater the gravitational force it has. That is why we all "stick" to Earth. Earth is a sphere. So, three friends in different parts of the world will have a different idea of "down." Look at the diagram below:



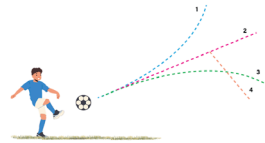
Alphonse (A) lives in the northern United States. Bisma (B) lives in Pakistan. Carlos (C) lives in southern Argentina. They each drop a ball and see it move "down." But the balls all move in different directions. The Earth's gravity pulls each one toward its center. Gravity plays a big role in almost every investigation do.

Key Concept: Explain why we "stick" to Earth.

Cause and Effect: What would happen to our local gravity if the Earth suddenly doubled in size?

Get Started

1. Saunder kicks a soccer ball. Forces act on the ball after it is kicked.



Which path best shows how the ball will move after it is kicked?

- A 1
B 2
C 3
D 4

2. Ava and her team are investigating how changing the surface of a ramp affects the speed of a car rolling down it. They test wood, metal, plastic, and cloth. She records her data in the following table:

Surface	Tester	Ramp Height	Car Weight	Distance Rolled
Wood	Ava	60 cm	38 g	120 cm
Metal	Jackson	60 cm	38 g	135 cm
Plastic	Shanti	60 cm	38 g	130 cm
Cloth	Bill	60 cm	38 g	80 cm

What evidence shows how the force of friction affects this investigation?

- A Distance rolled
B Tester
C Ramp height
D Car weight

Patterns

1. A moving object will travel in a straight line at a constant speed unless unbalanced forces act on it. The forces of gravity act on the soccer ball as soon as Saunder kicks the ball. So the ball does not follow a straight-line path. Choices B and D are incorrect.

Air resistance (friction) acts in the opposite direction of the ball's motion, causing it to slow down. Gravity acts downward on the ball, causing the ball to follow a downward curving path.

Argue from Evidence

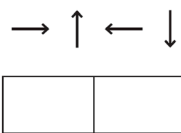
2. Remember that friction acts against an object's motion. Also, make sure to look at the data in investigations like these. Here, the ramp height and car weight are the same in all the tests. This is a good thing in investigations: Only the surface changes, so you know you are testing the right thing.

Guided Practice

Get Started guided practice checks students' comprehension through multiple-choice questions with continually decreasing scaffolded support. The last question asks students to write or draw a model to demonstrate their understanding.

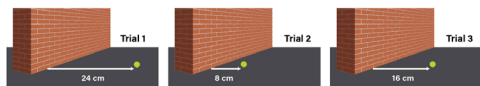
On Your Own

1. A pitcher throws a ball. How will the ball move when viewed from the side? Use two of these arrows to draw how the ball will move.



Directions: Use this information to answer Questions 2 and 3.

Ruta rolled a tennis ball at a wall three times. Each time, she rolled the ball with a different force. She then measured how far the ball bounced back after hitting the wall. The following diagrams show the results.



2. Ruta predicts how a fourth ball will move if she rolls it even harder than in Trial 1. Complete her prediction by circling the correct phrase from each box.

The ball will roll back 16 24 32 centimeters because it will hit the wall with more the same less energy than Trial 1.

Teacher editions align the lessons to the NGSS model and include:

- Detailed answers for all activities, lesson questions, and tests.
- Reproducible answer charts for the Tryout Test, Progress Test, and Mastery Test correlate each test question to the related performance expectation and the corresponding lesson providing important insight into skill gaps and which lessons should be addressed by student or by class.
- Implementation guidance for using Science Companion for targeted instruction, targeted review, or comprehensive review.

Video Links Chart

Unit	Lesson	Video Title	Run Time	Description/Guiding Questions	Performance Expectation
Physical	1: Forces and Interactions	Down to Earth: Crash Course Kids	2:59	Why doesn't a penguin in Antarctica fall off the bottom of Earth?	5-PS2-1
		https://www.youtube.com/watch?v=B1Ptf_NqQl8&ab_channel=CrashCourseKids			
		Balanced and Unbalanced Forces	2:36	This clear explanation gives several fun, real-world demonstrations.	3-PS2-1
		https://www.youtube.com/watch?v=8Q1tw_QWY-8&ab_channel=MooMooMathandScience			
		Real Life Examples of Friction	2:27	Knowing the different types of friction helps us predict motion.	3-PS2-2
		https://www.youtube.com/watch?v=V2P6CuHVVv&ab_channel=MooMooMathandScience			
	2: Electromagnetism	Junkyard Heavy Electromagnet	0:27	When was the electric current on and off? What other uses do electromagnets have?	3-PS2-4
		https://www.youtube.com/watch?v=XBWY9gzGGd4&ab_channel=UnderTheHoodShow			
		Static Electricity Science Demo - Bill Nye	1:45	Different materials lose and gain electrons in different ways.	3-PS2-3
		https://www.youtube.com/watch?v=oU8Fe6846d4&ab_channel=SophiaLearning			
		The Science Behind Movies	4:46	This gives great visualizations of the invisible forces at work in	3-PS2-3
Physical	3: Energy and Motion	Amazing Sound Experiment!	3:39	Different types of sound waves make salt form fascinating patterns. Rewatch after Lesson 4 and discuss in terms of amplitude and frequency.	4-PS3-2
		https://www.youtube.com/watch?v=wwJAgUBF4w&ab_channel=brussup			

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Video Links Chart 7

Links to YouTube videos correlated to the performance expectations each will support.

Science Companion Answer Key

UNIT 1 PHYSICAL SCIENCE

LESSON 1: Forces and Interactions

Performance Expectations

- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.** [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]
- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.** [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.** [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations 3-PS2-1, 3-PS2-2 Engaging in an Argument from Evidence 5-PS2-1	PS2.A: Forces and Motion Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1) The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2) PS2.B: Types of Interactions Objects in contact exert forces on each other. (3-PS2-1) Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their orientation relative to each other. (3-PS2-3), (3-PS2-4) The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)	Patterns Patterns of change can be used to make predictions. (3-PS2-2) Cause and Effect Cause and effect relationships are routinely identified. (3-PS2-1) Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS2-1)

Bright Ideas!

As students discuss the concepts, ask them to point to evidence whenever they make an observation or conclusion. Here, the tractor engines produce the force, the arrows and numbers show that the forces are unbalanced, and the right-most tractor would win if conditions stayed the same.

Get Started

Key Concept: We stick to the Earth because it is the most massive object close to us.

Cause and Effect: Gravitational force would also double. Encourage predictions based on this. E.g., would airplanes still fly? How would our bodies react?

Patterns: Two equal forces are balanced. So the tractors would be stuck in the same position until something changed.

Key Concept: Friction will slow down the motion of the object.

1. C
2. A

3A. Drawings may vary but should generally show the following: "Friction" arrow points downhill, "push" arrow points uphill, and "gravity" arrow points straight down. Students might draw the gravity arrow perpendicular to the hill surface, but remind them that the Earth's gravity pulls directly toward Earth's center, not always straight into the ground.

B. Friction would lessen, and the person would have an easier time rolling the ball uphill.

C. gravity

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Science Companion Answer Key 13

Independent Practice

On Your Own measures student understanding of the lesson skills and concepts as students independently demonstrate what they know.

See page 9 for add-on standards-based benchmark assessments for science.

*Minimum purchase of 25 student editions of same grade level—purchase order required.

^TeBook editions are a 1-year license. Minimum 25 licenses—purchase order required.

**Includes student edition (softcover and a 1-year eBook license). Minimum 25 licenses—purchase order required.

+Teacher editions are sold only to educators in conjunction with a classroom set of 25 eBook or print student editions. Purchase order required.

*Net School Price reflects a discount of 25% off List Price and requires a school purchase order.



Close learning gaps for striving students

For Students

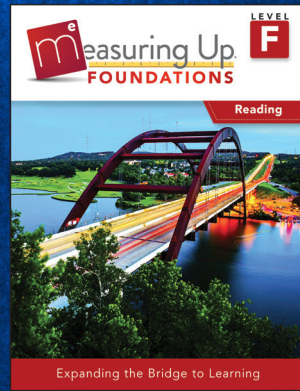
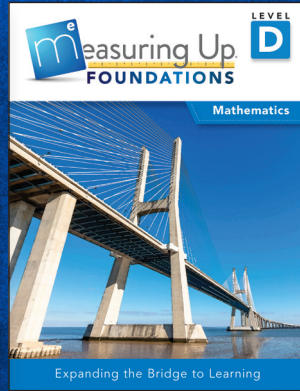
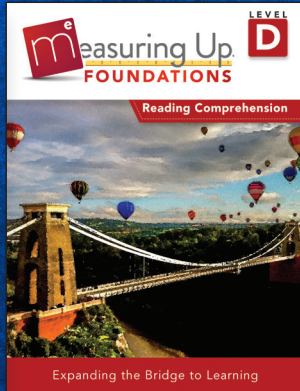
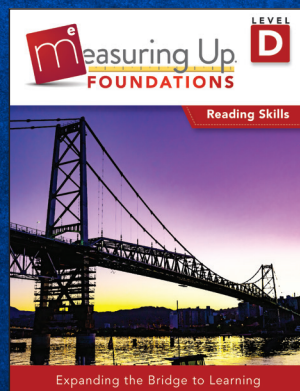
- Uncluttered student page layout.
- Skills-focused instructional design.
- Complex skills segmented into steps.
- Simplified grade-level content.

For Teachers

- Alerts to common errors help avoid student 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.

Reading Skills
Reading Comprehension
Mathematics

Levels A–E | Grades 1–5 Also available in Spanish



Reading
Mathematics

Levels F–H | Grades 6–8

Consistent Instructional Framework

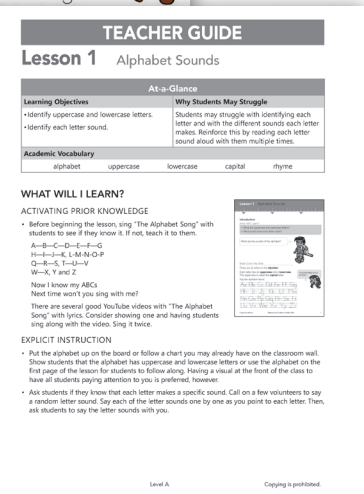
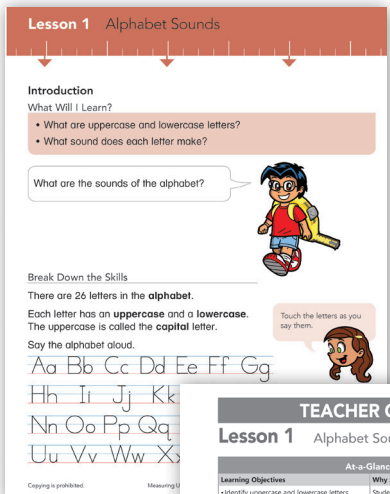
Measuring Up® Foundations incorporates brain research for striving students. Four-part lessons streamline skills and tasks to avoid frustration and boost achievement.

Introduction/Break Down the Skills

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

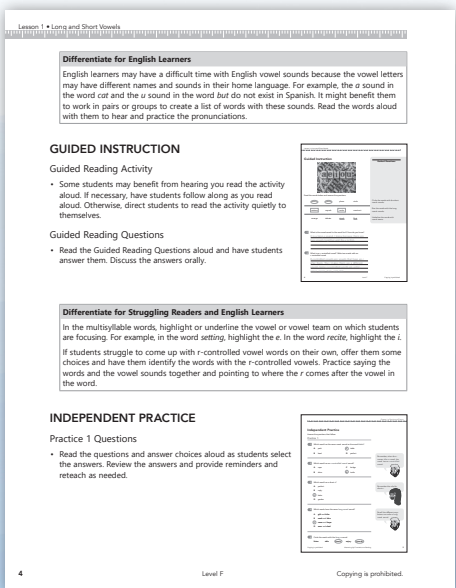
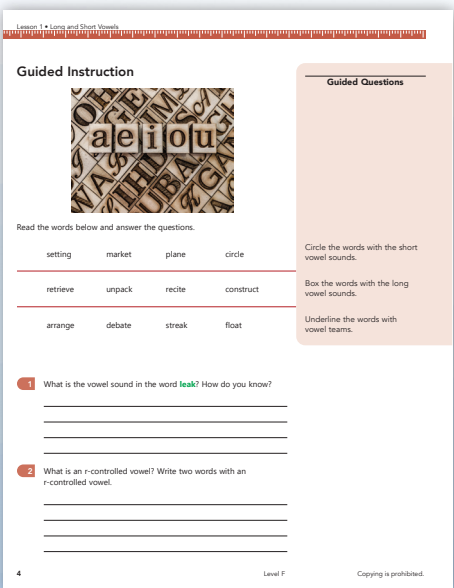
Every lesson includes four distinct parts:

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



Guided Instruction

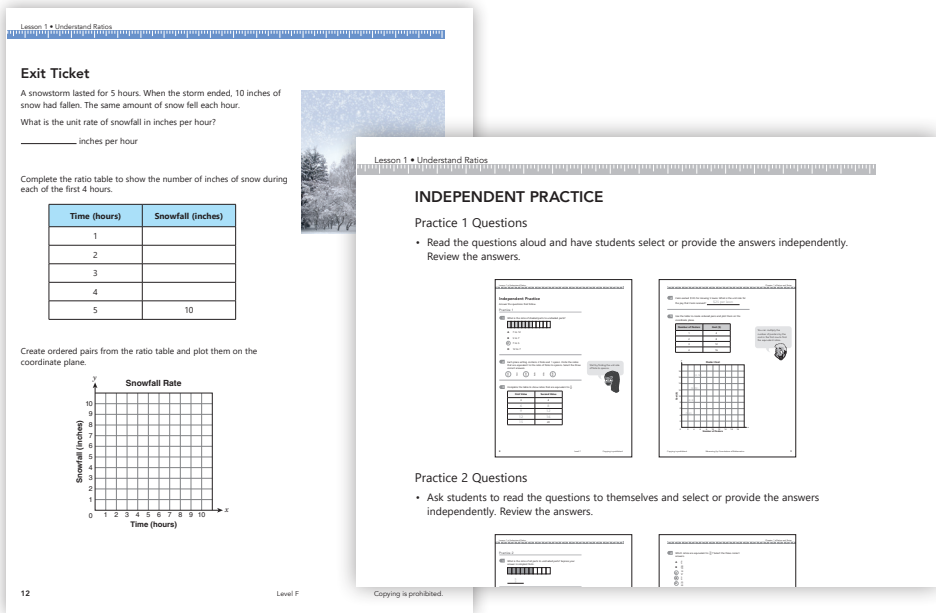
- Strategically placed thinking questions support learners.
- Examples and illustrations support and clarify meaning.
- The Teacher's Manual offers comprehensive directions for assigning and supporting practice.



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

Reading, Grade 6 Student Edition & Teacher's Manual

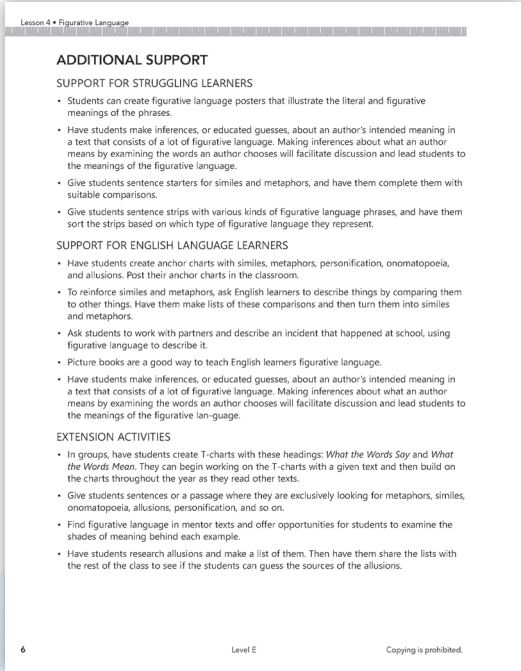
- Exit Ticket**
- Culminating activity for quick assessment check.
 - The Teacher's Manual includes directions for activity.



Mathematics, Grade 6
Student Edition

Mathematics, Grade 6
Teacher's Manual

Reading Comprehension, Grade 5
Teacher's Manual



Additional Support & Extension Activities in the Teacher's Manual

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

Measuring Up Foundations: Assessments

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

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



Scope of Skills | Grades 1–5

READING SKILLS	Print Concepts • Phonological Awareness • Phonics & Word Recognition • Fluency
READING COMPREHENSION	Generate Questions • Main Ideas & Details • Sequence • Summarize • Inferences • Point of View • Illustrations • Text Structure • Compare & 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 & Fluency • Reading Literature • Literary Analysis & Response • Reading Informational Texts • Analyzing Informational Texts
MATHEMATICS (TOPICS VARY BY GRADE)	Ratios & Proportional Relationships • Expressions & Equations • Statistics & Probability • The Number System • Geometry • Functions

English Print/Digital Bundle—Grades 1–5*

	Reading Skills	Reading Comprehension	Mathematics
PRICE	\$16.95**	\$16.95**	\$16.95**
Level A/Grade 1	T6647B	T6627B	T6604B
Level B/Grade 2	T6648B	T6628B	T6605B
Level C/Grade 3	T6649B	T6629B	T6606B
Level D/Grade 4	T6650B	T6630B	T6607B
Level E/Grade 5	T6651B	T6631B	T6608B

English Add-On Print Teacher's Manual—Grades 1–5

	Reading Skills	Reading Comprehension	Mathematics
PRICE	\$34.95**	\$34.95**	\$34.95**
Level A/Grade 1	T6697	T6691	T6668
Level B/Grade 2	T6699	T6692	T6670
Level C/Grade 3	T6701	T6693	T6672
Level D/Grade 4	T6703	T6694	T6674
Level E/Grade 5	T6705	T6695	T6676

Print/Digital Bundle—Grades 6–8*

	Reading	Mathematics
PRICE	\$16.95**	\$16.95**
Level F/Grade 6	T6661B	T6609B
Level G/Grade 7	T6662B	T6610B
Level H/Grade 8	T6663B	T6611B

Spanish Print/Digital Bundle—Grades 1–5*

	Reading Comprehension	Mathematics
PRICE	\$16.95**	\$16.95**
Level A/Grade 1	T9047B	T9042B
Level B/Grade 2	T9048B	T9043B
Level C/Grade 3	T9049B	T9044B
Level D/Grade 4	T9050B	T9045B
Level E/Grade 5	T9051B	T9046B

Spanish Add-On Print Teacher's Manual—Grades 1–5

	Reading Comprehension	Mathematics
PRICE	\$34.95**	\$34.95**
Level A/Grade 1	T6833	T6823
Level B/Grade 2	T6835	T6825
Level C/Grade 3	T6837	T6827
Level D/Grade 4	T6839	T6829
Level E/Grade 5	T6841	T6831

Add-On Print Teacher's Manual—Grades 6–8

	Reading	Mathematics
PRICE	\$34.95**	\$34.95**
Level F/Grade 6	T6707	T6678
Level G/Grade 7	T6709	T6680
Level H/Grade 8	T6711	T6682

*Includes a print Student Edition, online assessments, and online Teacher's Manual.

**Net School Price reflects a discount of 25% off List Price and requires a school purchase order.

Teacher's Manuals sold only with the purchase of a minimum order of 20 Student Editions of the same subject and grade level.

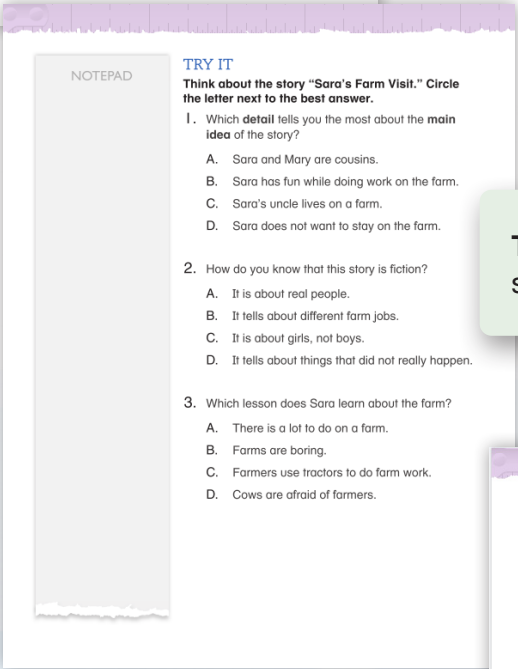
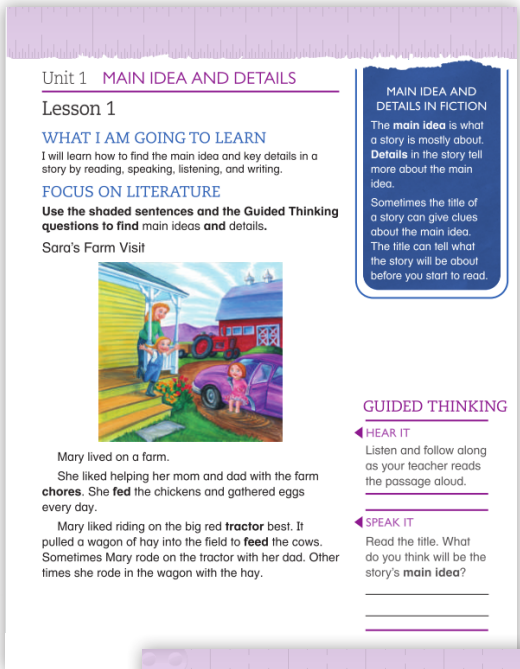
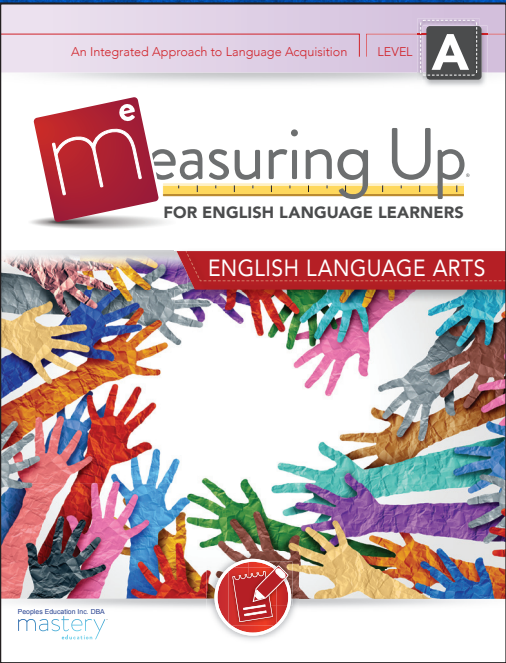
Prices are subject to change without notice.



Accelerate language acquisition with proven strategies

Each unit offers:

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



Try It offers practice questions for students to show what they know.

Organize It helps break down the structure of the story to make it easier to retell.

Exit Ticket checks student understanding to make sure they understand the skill of the lesson.

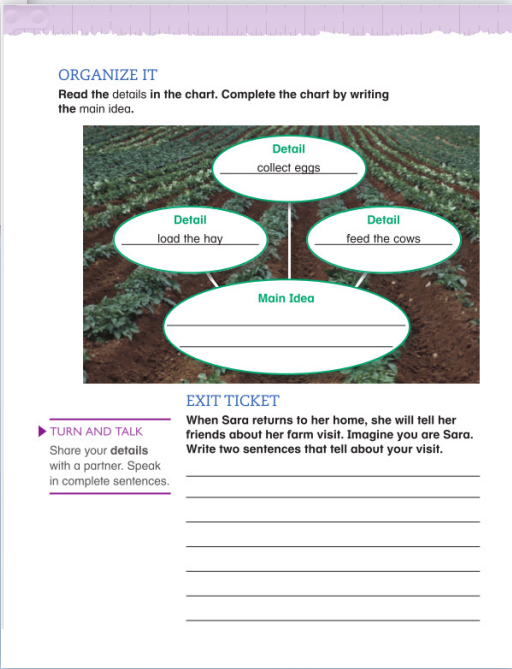
Format & Structure

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

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

Learning targets provide an overview of the purpose of the lesson.

Guided Thinking questions help students understand the passage and encourage them to think critically while practicing English.



Engaging student lessons with explicit teacher instruction deliver an integrated approach

Students interact with an appealing lesson design.

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

Unit 1

MAIN IDEA AND DETAILS

Lesson 1


WHAT I AM GOING TO LEARN

I will learn how to read, speak, listen, and write about main ideas and details in a story.

FOCUS ON LITERATURE

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

Lara the Cat



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

MAIN IDEA AND DETAILS IN FICTION

The **main idea** is what a story is mostly about. **Details** in the story tell more about the main idea.

Sometimes the title of a story can give clues about the main idea. The title can tell what the story will be about before you start to read.

GUIDED THINKING

HEAR IT

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

SPEAK IT

Read the title. What do you think this story will be about?

Tell a partner.

Unit 1 | Main Idea and Details | masteryeducation.com

[1]

Grade 1, Lesson 1

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

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


SPEAK IT

Read the shaded sentences.

Tell the main idea.

HOW AM I DOING?

Check the color to show how you are doing.




SPEAK IT

Read the shaded sentences.

Tell the main idea.

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



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

Unit 1 | Main Idea and Details | masteryeducation.com

[2]

Explicit Instruction

Main Idea and Details

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

Before Reading

Activate Prior Knowledge

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

Preview

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

Model

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

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

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

Present the Passage

Read the Passage Aloud

First Read

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

Unit 1 | Main Idea and Details | masteryeducation.com

[2]

NOTEPAD

TRY IT

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

1. Read these sentences from the passage.
"Alisa found a kitten. Alisa took her inside."
"Dad! Can I keep it?" Alisa asked.
Which word or phrase means the same as her?
A. Alisa C. Grandma
B. The kitten D. Mom

2. Read this sentence from the passage.
"You can come play with her anytime."
Which word or phrase means the same as anytime?
A. Just then C. At first
B. Whenever D. Finally

3. Read this sentence from the passage.
"My! Alisa, that is a cute kitten!" Grandma cried."
Which word best tells how Grandma was feeling?
A. Sad
B. Surprised
C. Unhappy
D. Angry

Unit 1 | Main Idea and Details | masteryeducation.com

[4]

ORGANIZE IT

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

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

EXIT TICKET

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

TURN AND TALK

Share your summary with a partner. Speak in complete sentences.

Unit 1 | Main Idea and Details | masteryeducation.com

[5]

Grade 1, Lesson 1

UNIT 1 REVIEW

KNOW IT, SHOW IT

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

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

2. Read these sentences from "All About Cats."
"This is because cats like to sleep a lot. Cats take 'cat naps.' They like to sleep for a few minutes at a time."
Which word or phrase helps you to understand the meaning of cat naps?
A. Sleep a lot C. Few minutes
B. Like to sleep D. Take

3. Read these sentences from "Lara the Cat."
"Alisa found a kitten. Alisa took her inside."
Which phrase means the same as inside?
A. Into the yard
B. Into the house
C. Into school
D. To Grandma's

WRITE IT

Now read the directions below.

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

Write your final answer on the lines below.

Checklist ☒

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

Go On

Unit 1 | Review | masteryeducation.com

[12]

Each unit concludes with:

- Listening and reading multiple-choice questions.
- A writing task.

English Language Learners | WORKTEXTS

Level/Grade	Item Number	Price*
Level A/Grade 1 Student Edition	T6799	\$16.95
Level B/Grade 2 Student Edition	T6802	\$16.95
Level C/Grade 3 Student Edition	T6805	\$16.95
Level D/Grade 4 Student Edition	T6808	\$16.95
Level E/Grade 5 Student Edition	T6811	\$16.95
Level F/Grade 6 Student Edition	T6814	\$16.95
Level G/Grade 7 Student Edition	T6817	\$16.95
Level H/Grade 8 Student Edition	T6820	\$16.95
Level A/Grade 1 Teacher Edition	T6800	\$32.95
Level B/Grade 2 Teacher Edition	T6803	\$32.95
Level C/Grade 3 Teacher Edition	T6806	\$32.95
Level D/Grade 4 Teacher Edition	T6809	\$32.95
Level E/Grade 5 Teacher Edition	T6812	\$32.95
Level F/Grade 6 Teacher Edition	T6815	\$32.95
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Student Editions of the same subject and grade level.

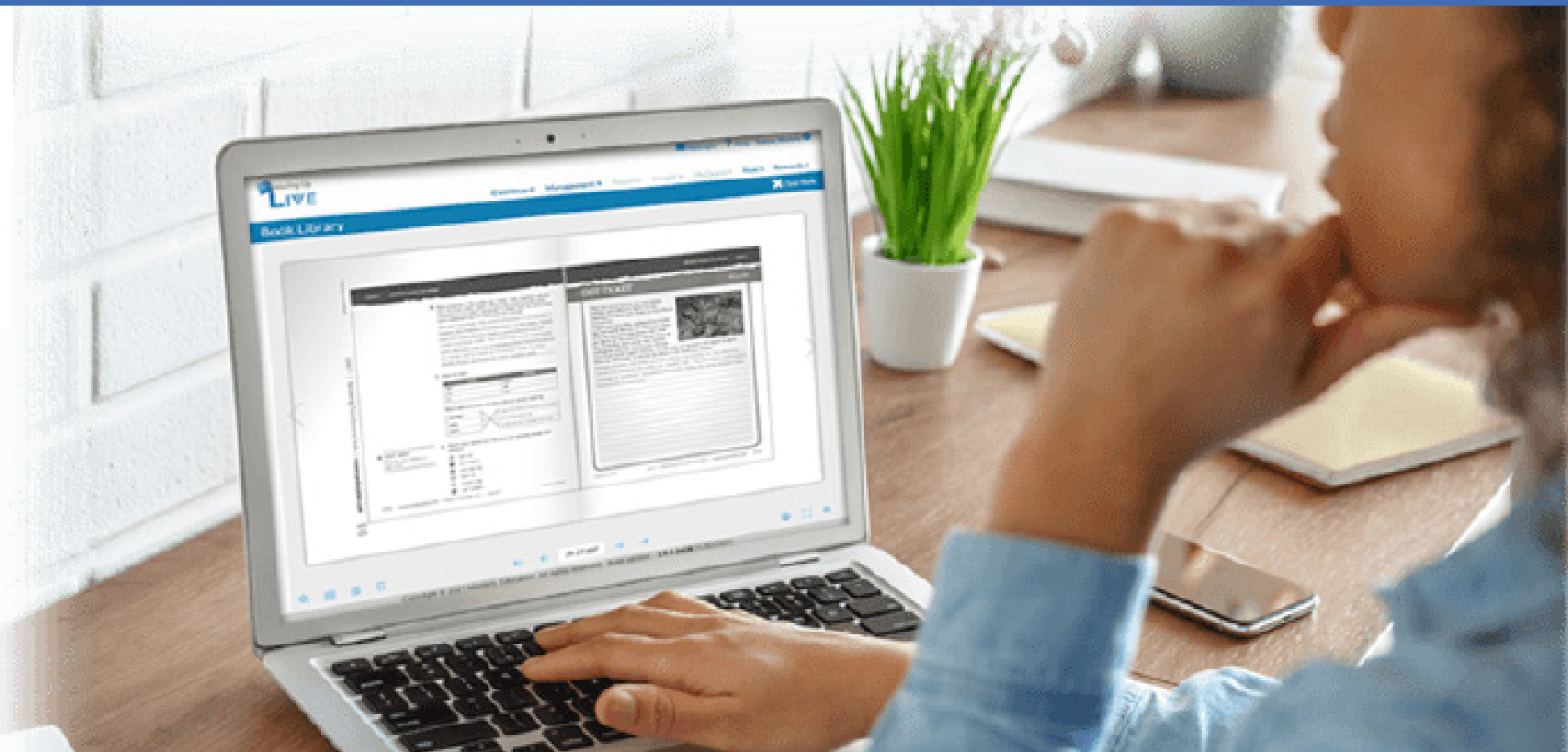
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measuring Up LIVE

Ohio Learning Standards assessment, instruction, and practice

- Formative and summative curriculum-based assessments.
- Measure growth in before- and after-school programs.
- Deepen **Ohio Learning Standards** understanding and comprehension.
- Targeted, customized intervention to support striving learners.
- Actionable data to monitor progress and inform instruction.



measuring Up insight

Ohio Learning Standards-based assessments

Create and customize assessments from 75,000+ questions.

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

- Diagnostic
- Benchmarking
- Progress monitoring
- Formative
- Exit Ticket opportunities

measuring Up reach

An eBook version of *Measuring Up* worktexts

- Access *Measuring Up* lessons designed with scaffolded instruction supporting standards mastery.
 - Mark up, annotate, and access eBooks anywhere, anytime with offline access with the Perfection Next® On-the-Go App.
- PERFECTION NEXT On-the-Go**
- Utilize adaptive reading support through Immersive Reader.
 - Additional focused instructional resources are also available—Keep on Reading and Word Explorer.

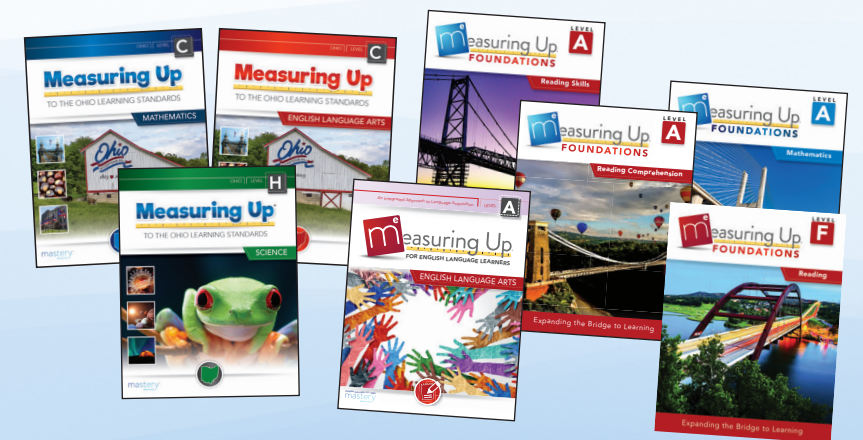
measuring Up myQuest

Differentiated, adaptive, Ohio Learning Standards-driven practice

Select this personalized, formative, motivational instruction.

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

Enrollment and rostering options through Clever, Google Classroom, OneRoster, and Classlink.





A single management system to drive instruction

Receive unparalleled access to student performance data.

Diagnostic Assessments

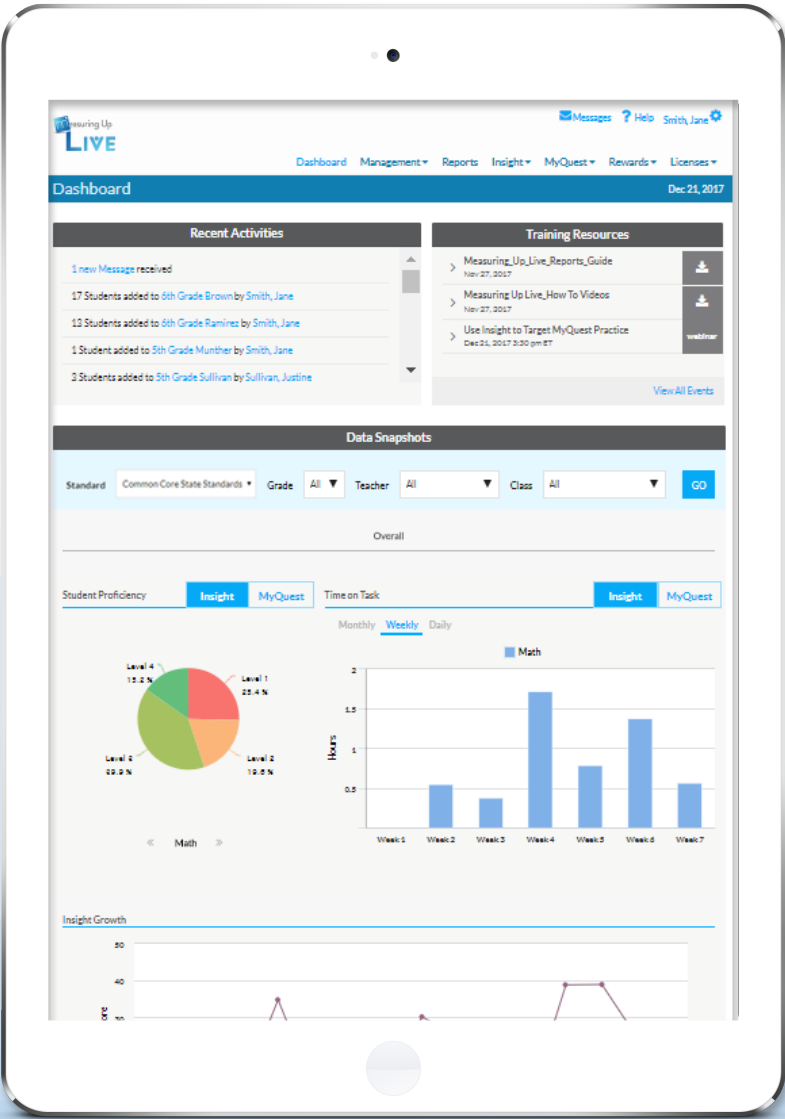
- Access a variety of diagnostic and formative assessments.
- Create your own assessments.
- Use filters to pinpoint questions by item type, difficulty level, or cognitive levels.

Differentiated & Adapted Practice

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

Real-Time Data

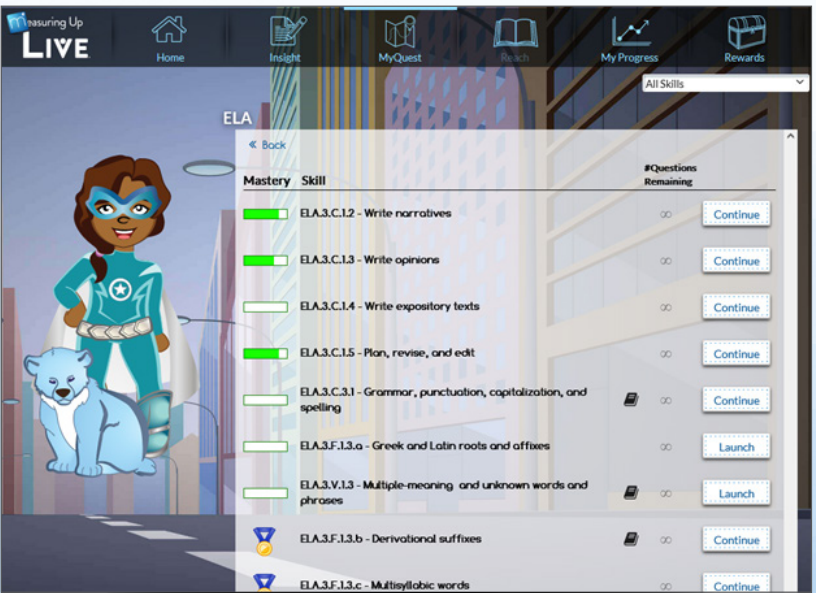
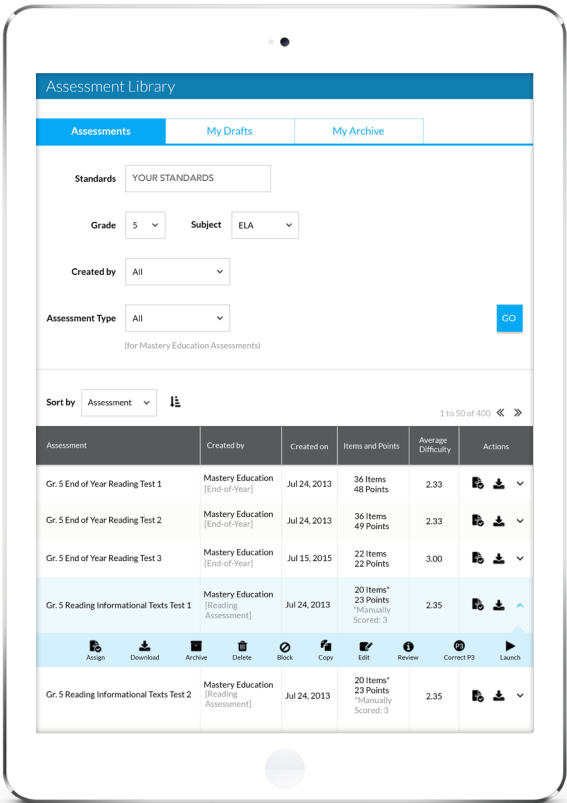
Make a positive impact on student learning with actionable data.



Multiple measures to monitor learning

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

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



Personalized standards-based adaptive practice

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



Access to actionable data

Inform instruction and practice to master the Ohio Learning Standards.

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

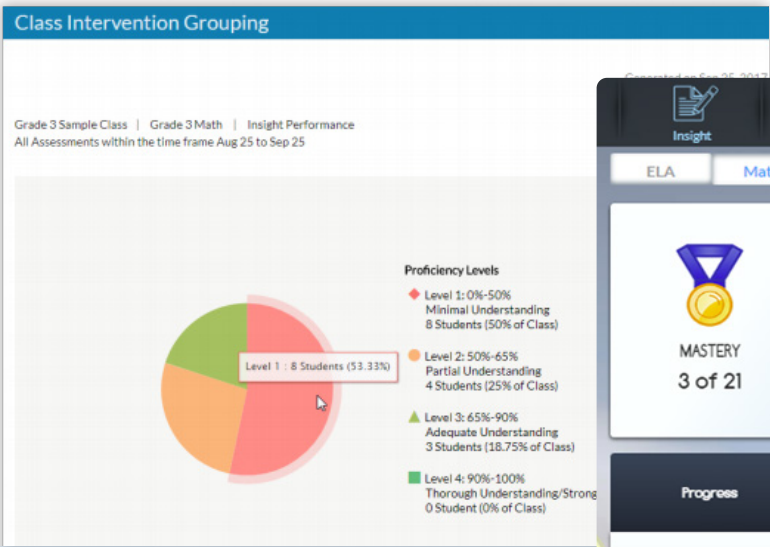
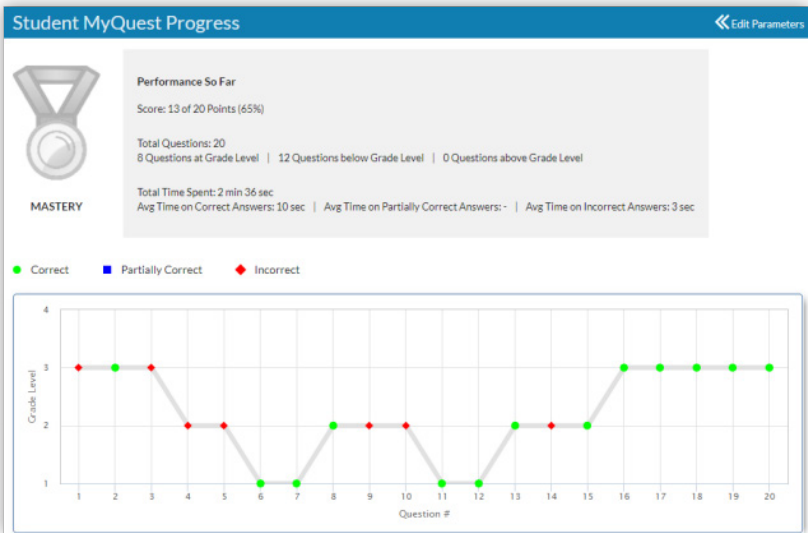
- Adjust instruction, group students, and connect with families.
- **Reporting** for individual students and by class, grade, and school.



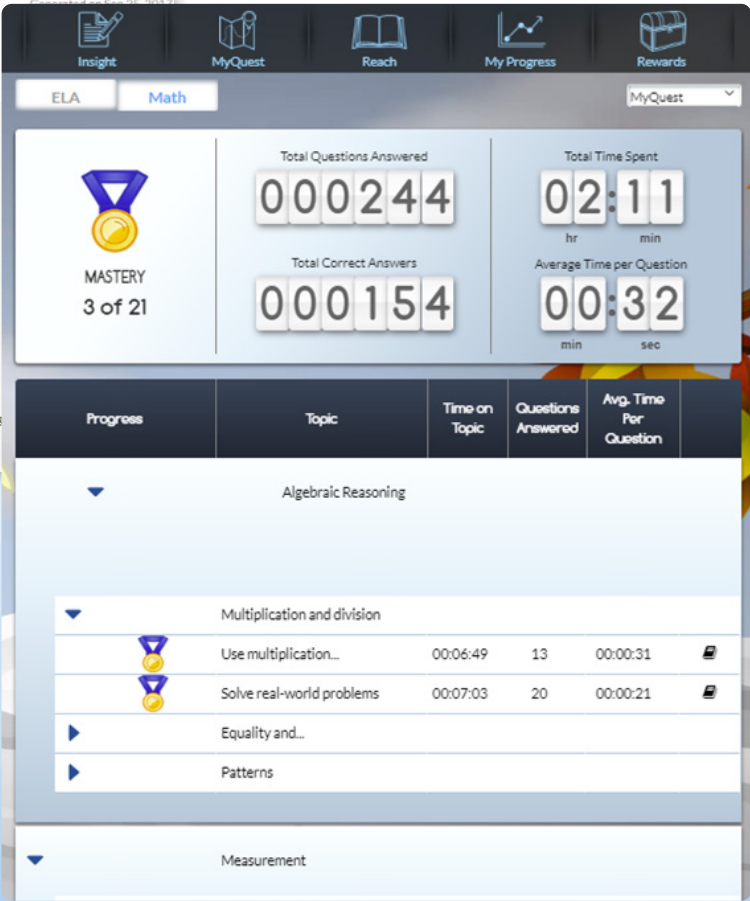
Target the needs of every student

- 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.



My Progress
Motivate students with a view of real-time progress.





Create your own standards-based assessments

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

The Item Bank includes:

- Over 75,000 test questions organized by standards.
- Hundreds of reading passages including informational texts, poetry, and drama.
- Difficulty levels and cognitive scale identified for all questions.
- Higher-level questions that match the rigor of the assessment.
- The ability to edit and print custom assessments.
- *Measuring Up Insight* assessments that can be downloaded to either PDF or Microsoft Word.

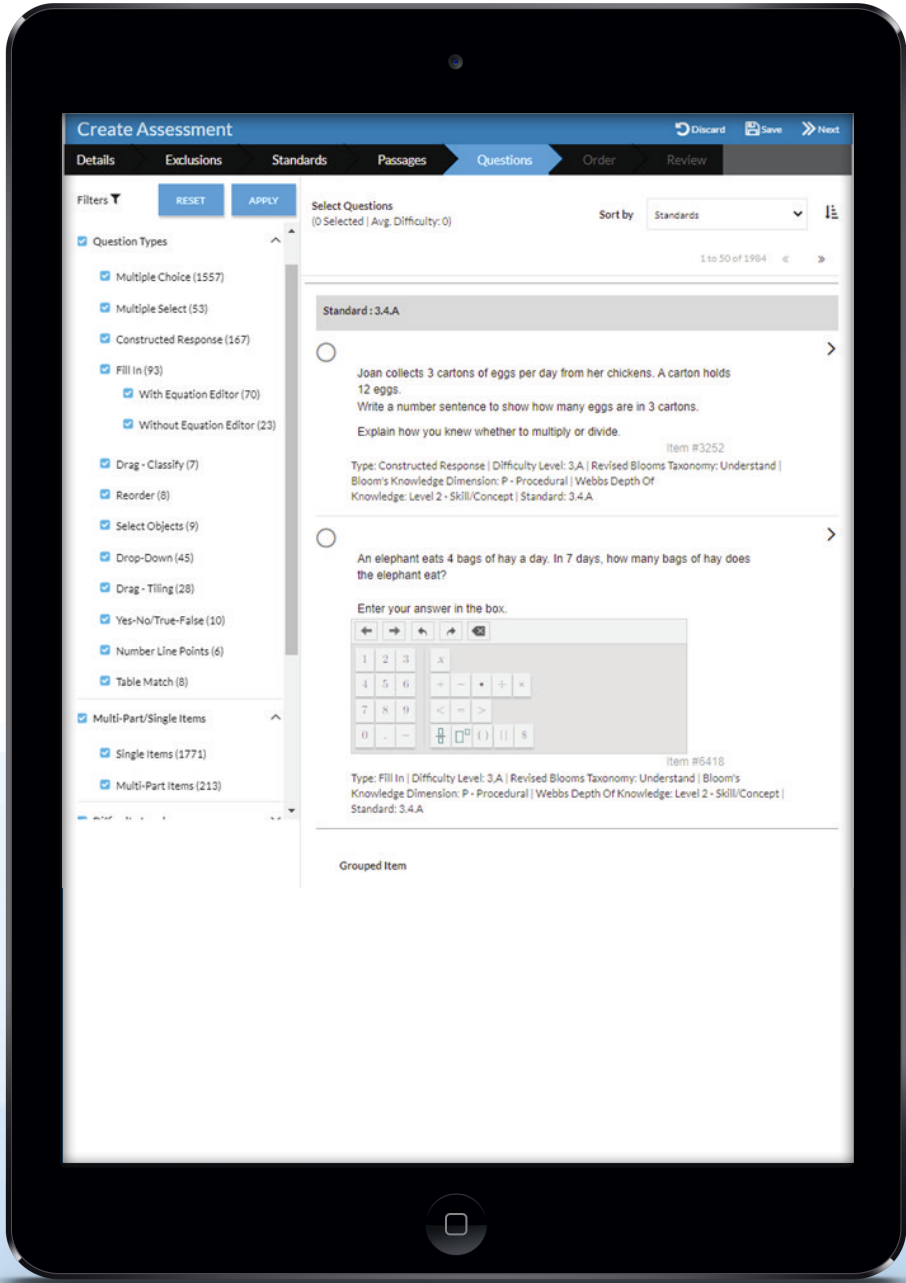
Only three steps to create your assessment!

- 1

Select the standard(s) you wish to assess.
- 2

Choose questions to customize your assessment.
- 3

Print your finished test.



MEASURING UP LIVE

Measuring Up Insight + Measuring Up MyQuest—Grades 1–5			Measuring Up MyQuest—Grades 1–8		
One-Year Subscription Per Student*	Item Number	Price**	One-Year Subscription Per Student*	Item Number	Price**
Insight + MyQuest Elementary ELA	T8984D	\$14.95	MyQuest ELA	T8921D	\$10.95
Insight + MyQuest Elementary Math	T8986D	\$14.95	MyQuest Mathematics	T8922D	\$10.95
Insight + MyQuest Elementary Science	T8988D	\$14.95	MyQuest Science	T8923D	\$10.95
Insight + MyQuest Elementary Math & ELA	T8994D	\$18.95	MyQuest Math & ELA	T9006D	\$12.95
Insight + MyQuest Elementary Math & Science	T8992D	\$18.95	MyQuest Math & Science	T9007D	\$12.95
Insight + MyQuest Elementary ELA & Science	T8990D	\$18.95	MyQuest ELA & Science	T9008D	\$12.95
Insight + MyQuest Elementary ELA, Math & Science	T8996D	\$20.95	MyQuest ELA, Math & Science	T9009D	\$14.95

Measuring Up Insight + Measuring Up MyQuest—Grades 6–8			Measuring Up Insight Item Bank—Grades 1–5		
One-Year Subscription Per Student*	Item Number	Price**	One-Year Subscription Per Campus	Item Number	Price**
Insight + MyQuest Middle School ELA	T8985D	\$14.95	Insight Elementary ELA	T8888D	\$1,000.00
Insight + MyQuest Middle School Math	T8987D	\$14.95	Insight Elementary Math	T8890D	\$1,000.00
Insight + MyQuest Middle School Science	T8989D	\$14.95	Insight Elementary Science	T8892D	\$1,000.00
Insight + MyQuest Middle School Math & ELA	T8995D	\$18.95	Insight Elementary ELA & Math	T9010D	\$1,850.00
Insight + MyQuest Middle School Math & Science	T8993D	\$18.95	Insight Elementary ELA & Science	T9012D	\$1,850.00
Insight + MyQuest Middle School ELA & Science	T8991D	\$18.95	Insight Elementary Science & Math	T9014D	\$1,850.00
Insight + MyQuest Middle School ELA, Math & Science	T8997D	\$20.95	Insight Elementary ELA, Math & Science	T9016D	\$2,700.00

Measuring Up Insight—Grades 1–5			Measuring Up Insight Item Bank—Grades 6–8		
One-Year Subscription Per Student*	Item Number	Price**	One-Year Subscription Per Campus	Item Number	Price**
Insight Elementary ELA	T8882D	\$11.95	Insight Middle School ELA	T8889D	\$1,000.00
Insight Elementary Math	T8884D	\$11.95	Insight Middle School Math	T8891D	\$1,000.00
Insight Elementary Science	T8886D	\$11.95	Insight Middle School Science	T8893D	\$1,000.00
Insight Elementary Math & ELA	T8998D	\$14.95	Insight Middle School ELA & Math	T9011D	\$1,850.00
Insight Elementary Math & Science	T9000D	\$14.95	Insight Middle School ELA & Science	T9013D	\$1,850.00
Insight Elementary ELA & Science	T9002D	\$14.95	Insight Middle School Science & Math	T9015D	\$1,850.00
Insight Elementary ELA, Math & Science	T9004D	\$16.95	Insight Middle School ELA, Math & Science	T9017D	\$2,700.00

Measuring Up Insight—Grades 6–8		
One-Year Subscription Per Student*	Item Number	Price**
Insight Middle School ELA	T8883D	\$11.95
Insight Middle School Math	T8885D	\$11.95
Insight Middle School Science	T8887D	\$11.95
Insight Middle School Math & ELA	T8999D	\$14.95
Insight Middle School Math & Science	T9001D	\$14.95
Insight Middle School ELA & Science	T9003D	\$14.95
Insight Middle School ELA, Math & Science	T9005D	\$16.95

Contact your sales consultant for district pricing for the Insight Item Bank

Measuring Up Reach	
Individual Subscription Per Subject/Per Grade	
Minimum order of 25	Price**
Per Subject/Per Grade	\$9.00
Add-On Per Subject/Per Grade with Purchase of Measuring Up Worktext	\$3.00

** Net School Price reflects a discount of 25% off List Price and requires a school purchase order. Prices are subject to change without notice.

*Minimum order of 25 licenses per subject.

Benson Handwriting with Integrated Reading and Language Arts

Develop fluent, legible handwriting while practicing reading and language arts skills

Each research-based handwriting lesson takes approximately 15 minutes and includes:

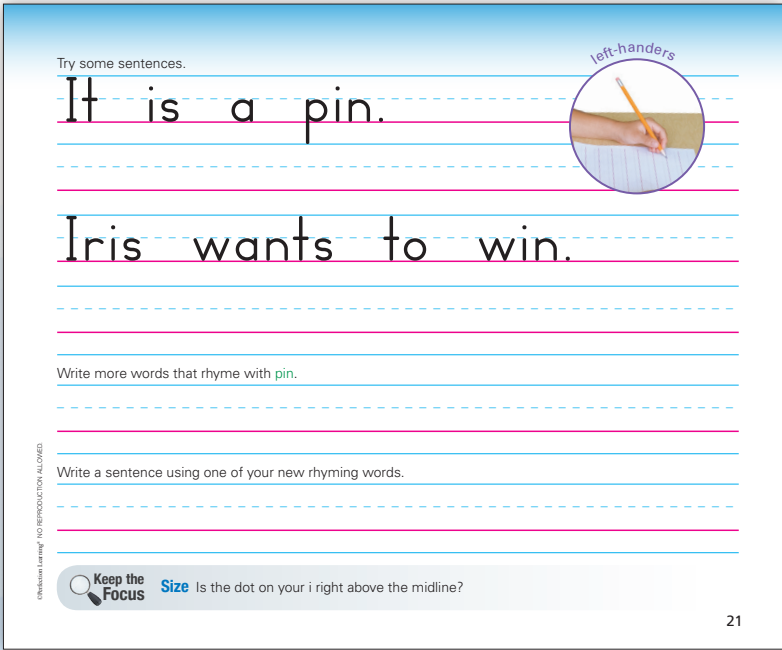
- Letter formation models.
- Scaffolded practice with print and digital support.



Language Arts & Reading

Each lesson contains activities incorporating grade-appropriate reading and language arts standards.

- **Foundational Skills**—phonological awareness, phonics, and phonograms.
- **Reading Skills**—following directions, main idea and details, cause and effect, compare and contrast, using textual evidence, figures of speech, point of view, and plot and characters.
- **Word Study**—identifying word meaning, prefixes/suffixes, synonyms/antonyms, spelling patterns, and content-area vocabulary.
- **Writing**—responding to texts, composing in specific genres (narrative, informational, argumentative, poetry, drama), and reproducible writing journals (grades K and 1).
- **Grammar, Usage, and Mechanics**—capitalization, punctuation, pronouns, verbs, adverbs, adjectives, and proper nouns.

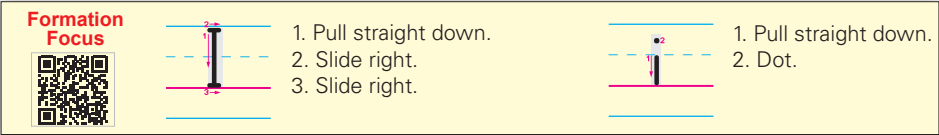


[Learn More and View Pricing](#)



Letter Formation

Support for proper letter formation through multiple print and digital avenues.

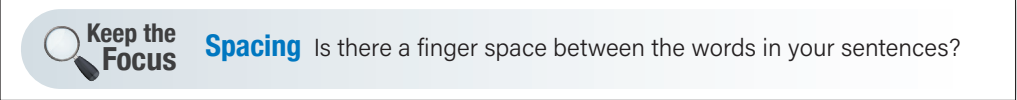
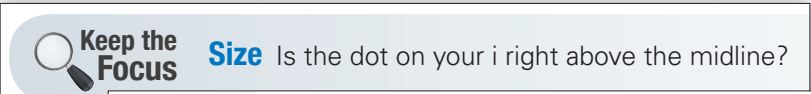


- Simple letter formation with easy-to-follow instructions in each lesson.
- QR codes at point of use provide animated letter formation models accessible on mobile devices—school-to-home support.
- Desk strips and wall posters.
- Reproducible letter tracing cards (grades K and 1).
- Manuscript instruction available for Grades K to 2.
- Cursive instruction available for grades 2T (transition) to grade 6.

Legibility—Keep the Focus

A *Keep the Focus* feature in each lesson reinforces the four components of legibility.

- Size
- Spacing
- Slant
- Strokes



ELL Support

Hold a pencil in the hand you write with and ask the children to do the same. Have Language Partners turn and talk to check for understanding. Circulate and check for pencil grips.

OT TIPS

Uppercase I

Help children remember the strokes used to make the uppercase I by reminding them that the uppercase I begins at the skyline with a long line down. Then it wears a hat and shoes. Using the terms *hat* and *shoes* can help children remember that hats are on top and shoes sit on the line.

SPANISH student and teacher editions available for grades K-5!

Differentiation

Support for ELLs (English editions), occupational therapy tips, and Practice Masters ensure all students are successful.

- **ELL Support** (English editions) provides visual and tactile learning strategies; introduces academic vocabulary using media, visuals, and modeling; provides suggestions for Language Partners; and much more.
- **OT Tips** throughout the program and the **Professional Development Resource** help teachers develop students' fine and gross motor skills and spatial reasoning using a number of strategies and activities.
- **Practice Masters** and **Font Software** give teachers unlimited opportunities to reinforce concepts, provide remediation, and challenge advanced students.

Your Partner

We partner with district and school leaders to create meaningful learning experiences starting with customized professional development plans that include sessions aligned to specific implementation goals and educators’ needs.

Customized to Your Needs

Our professional development sessions support educators’ growth with our programs over the life of their implementation, beginning with a successful launch, moving to ongoing support designed to strengthen instructional practices, and targeted sessions that deepen professional learning.



Experienced Professional Development Team

Our professional development (PD) specialists work alongside your educators to tailor content to meet their needs. Our team is made up of former and current educators, instructional leaders with extensive experience teaching in the classroom, coaching teachers, and working with adult learners.

Flexible Leader Support & Professional Development Sessions

Leaders are an essential component to support a strong implementation. We offer tailored sessions and ongoing consultation to ensure leaders are set up for success to launch and lead, equipped to facilitate data teams to use *Measuring Up Live* data and curriculum to accelerate student learning, and supported to design an implementation model to help all learners succeed.

For teachers, we offer sessions that can be tailored to fit their needs and busy schedules. Our sessions are built in three-hour modules to support personalized professional learning plans and can be tailored for shorter Professional Learning Community (PLC) meetings, data/team meetings, or prep periods.

PD Sessions for *Measuring Up* Curriculum & Assessment

	Launch Your Curriculum & Assessment	Strengthen Your Implementation	Deepen Your Learning
Leaders	Success Planning: Creating an Implementation & Assessment Plan* Tailoring <i>Measuring Up</i> to Your Core Math or Literacy Program & State Standards Getting Started with Reports <ul style="list-style-type: none">• Growth Report• Standards Proficiency Report• And more!	Mid-Year Implementation & Data Review* Coaching & Monitoring Fidelity: Leadership Listen-and-Look-For Tool Analyzing Data to Identify Trends & Inform Instructional Groupings Facilitating Data-Driven Dialogue in Data Teams to Target Instruction	End-of-Year Implementation & Data Review* Vertical Alignment: Deepen Your Math or Literacy Program for Student Success Using <i>Measuring Up</i> to Support Your Students with District/State Assessment Results
Teachers	Launching with Success: Curriculum Launching with Success: Assessment Planning & Pacing of Instruction & Assessment Getting Started with Reports <ul style="list-style-type: none">• Usage Report• Growth Report• Standards Proficiency Report• Student—Family Report• And more!	Creating Meaningful Assessments to Target Instructional Needs Analyzing Data to Inform Instructional Groupings & Accelerate Student Learning Using Instructional Routines to Develop Students’ Mathematical Thinking or Foundational Literacy Skills	Differentiating Instruction with Data to Target Individual Students’ Needs Helping All Learners Succeed: Using Data to Target Unfinished Learning Deepening Learning in a Blended Model—Whole Class, Small Group, and Individualized Instruction

*Gratis for the life of the adoption for multi-year adoptions.

We’re happy to help you personalize your professional development plan.
Contact your educational sales representative to get started.

Visit PerfectionLearning.com/professional-development for more details.



Measuring Up[®]