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Measuring Up<sup>®</sup>

R E S E A R C H  
B A S E

FOR

Measuring Up<sup>®</sup> TO THE  
MICHIGAN CONTENT STANDARDS  
AND SUCCESS STRATEGIES FOR THE MEAP

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## INTRODUCTION

In January 2002, President George Bush signed into law the No Child Left Behind Act of 2001. Under this law, educational programs and materials paid for by federal funding must be based on sound, widely accepted educational research that supports the materials' design, thus increasing the likelihood that the materials will help students achieve the desired learning outcomes. This law, commonly known as NCLB, thus requires educators to be aware of the body of research that supports the design of any materials they are considering for use with their students.

Since its inception in 1990, Peoples Publishing Group has built and revised our student learning products based on continual review of the scientific research literature. The foundation of Peoples Publishing Group's Measuring Up® program is a set of principles derived from the soundest current theory and research on reading and language arts, mathematics, writing, science, social studies, assessment, and literacy. These principles are based specifically on the student learning standards of the state for which the materials are designed.

This document serves both to provide information about the Measuring Up® series for Michigan and to explain the research on learning theory on which the series is based. Consequently, this document is organized to be useful to educators who are considering

the soundness and the practical uses of the materials in classrooms.

First, each principle that supports the design of the materials is articulated. Second, a paragraph discussing the best-known and most respectable educational research substantiating the principle is given. Third, a discussion of the way the Measuring Up® materials specifically embody both the principle and its research-based foundation helps prospective educators see how the materials can be used to help teachers collect information about their students' strengths and weaknesses and help students explore their own understandings of the standards-based information they are likely to encounter on the MEAP.

## THE CHALLENGE

Today's educators, schools, and districts face a daunting challenge: how to raise student achievement in an increasingly rigorous, standards-based environment. This dilemma is particularly critical because the No Child Left Behind Act requires that:

- ❑ Each state adopt challenging academic content standards and challenging student academic achievement standards;
- ❑ Each state educational agency implement a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of children and discerning whether they meet the state's challenging academic standards.

## THE **Measuring Up**® PROGRAM

**Measuring Up**® is a supplemental series of student worktexts with instructional lessons completely customized to the state curriculum standards for Michigan, with added application activities that link specific curriculum objectives with state-mandated tests.

The Michigan series is completely customized to the state's curriculum standards and performance objectives. An assessment component is part of the program in the form of Diagnostic Practice Tests that permit diagnosis and

prescription and offer the option of assessment-based instruction.

For the latest Michigan products and updates, please visit **[www.MIStandardsHelp.com](http://www.MIStandardsHelp.com)**.

## RESEARCH-BASED PEDAGOGY OF THE **Measuring Up**® PROGRAM

The Michigan state version of the **Measuring Up**® program is based on that state's mandated curriculum standards and performance objectives and is completely customized. The **Measuring Up**® series is designed to support and enhance best practices for effective teaching of Michigan's mandated curriculum standards and performance objectives. There are some research-based unifying pedagogical principles, summarized below, that are common across Michigan Content Standards and that form the foundation of the **Measuring Up**® program's design. These standards, their research bases, and the educational application of the standards have been revised and updated through a collaborative effort among Empirical Education, Inc., MarketingWorks, Inc., and Peoples Publishing Group.

See the Appendix for sample lessons illustrating each Research Principle applied.

## RESEARCH PRINCIPLE 1: Challenging Standards

Educational programs must be based on challenging academic content standards in academic subjects, the teaching of advanced skills, and challenging student academic achievement standards.

(PL 107–110, the No Child Left Behind Act of 2001)

### RESEARCH BASIS FOR PRINCIPLE 1

The most extensive and best-known research into the effects of expectations is addressed by Rhona S. Weinstein (2002) in her book, *Reaching Higher: The Power of Expectations in Schooling*, a landmark in support of the results that high standards and expectations can produce. Weinstein's book takes as its thesis that "If . . . we are interested in the development of all children, we must link higher standards to effective teaching strategies for diverse learners. Our assessments of achievement must inform the next steps of instruction, rather than simply hold children accountable for what they may not have been taught."

### RESEARCH PRINCIPLE 1 APPLIED

The implication of Weinstein's statement is that assessment must help teachers understand what students know and need to know. The Measuring Up® materials can be used with students to help teachers know in advance where gaps in student understanding lie. Teachers can then begin to think about filling

in those gaps for all learners. The Michigan Content Standards and Grade Level Expectations demand high achievement for all learners, and the Measuring Up® program can be seen first as an aid to student learning toward those goals first and second as a step toward positive assessment results. The Measuring Up® program provides materials that can be used with all students of all abilities; they allow all teachers of all students to see where their students need help in approaching the MEAP and even allow teachers to work differently with different students to make necessary progress. In other words, using the program allows teachers to enact the principle that high standards can result in higher achievement for all students by using the assessment materials to inform the next steps of instruction.

All Michigan Content Standards and Grade Level Expectations that are appropriate for a print format are addressed in Measuring Up®, regardless of whether they actually appear on any given MEAP or other standardized assessments.

See the Appendix for a sample correlation chart from Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP, English Language Arts, Level G.

## RESEARCH PRINCIPLE 2: Reading instruction requires multiple strategies.

Reading instruction methods are most effective when used as part of a multiple-strategy method that includes:

- ❑ Comprehension monitoring, from which readers learn how to be aware of their understanding of the material;
- ❑ Use of graphic and semantic organizers, which teaches readers to make graphic representations of the materials to assist comprehension;
- ❑ Text structure, which teaches readers to use the structure of the story as a means of helping them recall story content in order to answer questions about what they have read;
- ❑ Summarizing, which teaches readers to integrate ideas and generalize from the text information.

### RESEARCH BASIS FOR PRINCIPLE 2

Principle 2 describes reading in the language of current research as “an active process.” The fundamental, most-respected research that supports all current cognitive analyses of reading comprehension is Piaget’s theory (1969) that students “construct” knowledge actively as they read. Piaget’s work led to the term *constructivism*, and regardless of whether reading teachers adhere overtly to constructivism, it is the current understanding of researchers

that understanding arises through connections to prior knowledge, or “background knowledge.” (Bransford et al., 2000) Brown and her colleagues extended the research into interpersonal methods (students sharing their understandings with each other), particularly reciprocal teaching, which demonstrated the value of student interactions (including drawing, speaking, and writing) in building meaning. (Brown, 1980; Palinscar & Brown, 1984, Brown & Palinscar, 1989)

The National Reading Panel’s 2000 review of the empirical research literature shows that in order to foster comprehension in reading, a number of strategies that result in the reader’s reflecting on the meaning or structure of the passage—including generating sensory images and questions—were effective. The research included in this review also states that both students’ reflections on their own processes of comprehension and monitoring the understanding of the text lead to active and thorough reading proficiency.

### RESEARCH PRINCIPLE 2 APPLIED

The Measuring Up® instructional approach teaches students different reading strategies and skills that build comprehension. It shows students how to apply strategies to reading and how to ask questions as they read. Measuring Up® also uses such organizational tools as graphic organizers, one way of creating sensory images of the text. Specifically,

the *Measuring Up*® English Language Arts series teaches students to:

- ❑ Access prior knowledge and connect the applicable prior experiences to the reading;
- ❑ Set a purpose for reading;
- ❑ Predict outcomes;
- ❑ Decode text;
- ❑ Create mental images;
- ❑ Paraphrase and summarize;
- ❑ Apply the meaning of the reading to new situations.

See the Appendix for a sample lesson from *Measuring Up*® to the Michigan Content Standards and Success Strategies for the MEAP, English Language Arts, Level G.

### RESEARCH PRINCIPLE 3: Explicit Instruction

Students require explicit instruction and multiple opportunities for practice of skills including print awareness, word-attack skills, and language structure.

#### RESEARCH BASIS FOR PRINCIPLE 3

The analysis provided by Marilyn J. Adams (1990) introduced a balanced cognitive approach to any skills that need to be mastered. This work explicitly addressed the need for direct instruction combined with multiple opportunities to practice. Snow, et al. (1998) recognize the need for instruction on such literacy skills as phonological and print awareness as part of teaching literacy.

They write that “for children learning to read, exposure to a wide variety of text can greatly support the child’s engagement and curiosity and keep the process going.” In other words, the explicit instruction and multiple opportunities to practice on a variety of examples provide motivation to young readers to continue to increase their skills.

#### RESEARCH PRINCIPLE 3 APPLIED

All *Measuring Up*® English language arts lessons combine instruction with opportunities to practice. They follow a pattern of introducing key concepts and vocabulary first, providing guided instruction and guided practice next, and only then challenging students with independent, open-ended application activities followed by assessment activities in the MEAP format.

Taking students through this process provides teachers with valuable extra information about where students are experiencing difficulties and where those difficulties might create extra challenges on the MEAP. Again, *Measuring Up*® provides students with extra opportunities to learn and provides teachers with extra opportunities to see their students’ achievements on specific aspects of the complex process that is reading.

See the Appendix for a sample lesson from *Measuring Up*® to the Michigan Content Standards and Success Strategies for the MEAP, English Language Arts, Level D.

### **RESEARCH PRINCIPLE 4:** **Multiple strategy instruction**

Reading skills that complement and support each other should be intertwined, rather than teaching them in isolation.

#### **RESEARCH BASIS FOR PRINCIPLE 4**

The National Reading Panel (2000) writes, “multiple strategy instruction occurs in a dialog between the teacher and the student. Students are taught individual strategies when and where they are appropriate, usually through modeling by the teacher. Over the course of reading a passage, several strategies may be taught in conjunction with one another.” The NRP recommends “coordinated and flexible use of several different kinds of strategies.” Considerable success has been found in improving comprehension by instructing students on the use of more than one strategy during the course of reading. “Skilled reading involves an ongoing adaptation of multiple cognitive processes. Becoming an independent, self-regulated, thinking reader is a goal that can be achieved through instruction of text comprehension.” (Brown et al., 1996)

#### **RESEARCH PRINCIPLE 4 APPLIED**

We apply Principle 4 to all *Measuring Up*® instruction, from reading, writing, and English language arts, to mathematics. *Measuring Up*® lessons integrate skills and occur in an instructionally relevant context, not skills-specific and not conducive to

isolated single skill practice. Lessons cover one or more Grade Level Expectation. Applying Ideas activities at the end of every chapter focus on broadly based, higher-order thinking skills and cover multiple standards and Grade Level Expectations.

See the Appendix for a sample lesson from *Measuring Up*® to the *Michigan Content Standards and Success Strategies for the MEAP*, English Language Arts, Level G.

### **RESEARCH PRINCIPLE 5:** **Use of a wide array of print**

“An effective reading program exposes students to a wide and rich array of print and goes beyond the use of the basal . . . to include a variety of materials both narrative and expository, providing experiences with children’s literature.” (Zemelman et al., 1998)

#### **RESEARCH BASIS FOR PRINCIPLE 5**

Although instruction in basic reading skills cannot be ignored (Snow, Burns, & Griffin, 1998), research on reading development widely supports that the development of vocabulary, comprehension, and understanding of genre cannot be separated from reading authentic literature. (Macon et al., 1990) The “balanced” approach to reading instruction recognizes that positive attitudes toward reading usually come from reading authentic texts and that continuing to read varieties of literature (in the broad sense of the term) may cause readers to sustain an interest in reading

through the upper grades. Literature allows students to explore language more fully, to expand their vocabularies, and to encounter written language with more enthusiasm than skills-building alone. In fact, even “reluctant readers” or those behind grade level show significant improvement when they can explore texts that are meaningful or interesting to them.

#### RESEARCH PRINCIPLE 5 APPLIED

Reading articles about different cultural backgrounds can first be used to provide students with experience in personal expression and understanding, established in the interactive lessons, discussion, and writing opportunities that Measuring Up® provides. In addition, Measuring Up® provides practice in reading authentic literature, including a broad range of diverse multicultural passages. This is designed to ensure practice in a relevant reading and comprehension or language arts context, and to provide a multifaceted approach to teaching reading skills in different textual structures.

Consequently, the opportunities to tell about one’s own culture and sharing other cultures—an aspect of reading development that research has shown to be critical for children and that is valued in the Michigan Content Standards—abound in the Measuring Up® program.

See the Appendix for a sample lesson from *Measuring Up® to the Michigan Content Standards and Success Strategies*

for the MEAP, English Language Arts, Level G.

#### RESEARCH PRINCIPLE 6: Learning mathematics from multiple perspectives

“Students develop a much richer understanding of mathematics and its applications when they can view the same phenomena from multiple mathematical perspectives.” (NCTM, 2000)

#### RESEARCH BASIS FOR PRINCIPLE 6

NCTM explains: “Mathematical ideas can be represented in a variety of ways: pictures, concrete materials, tables, graphs, number and letter symbols, spreadsheet displays, and so on. The ways in which mathematical ideas are represented is fundamental to how people understand and use those ideas.” The notion of multiple perspectives grows out of social constructivism (Gergen, 1995) and builds on the related concepts of metacognition. (Schoenfeld, 1992) Flexibility in choosing the appropriate representation is important for learning to solve unfamiliar problems.

#### RESEARCH PRINCIPLE 6 APPLIED

The Measuring Up® program allows students to use current mathematical understandings to solve what might at first seem to be unfamiliar problems. In addition, working closely with the program allows a teacher added insight into students’ current understandings and potential misunderstandings. Having students “talk through” their understandings of

problems—and the ways in which these problems are like or unlike problems they have encountered previously—can help mathematics learners use a strategy most mathematicians themselves use in approaching an unfamiliar problem: Students can be encouraged to represent problems in ways that make the most sense to them. Thus, students will be using “real” mathematical techniques for problem-solving, teachers will gain additional insight into how their students are thinking about problems, and students will have one more tool for approaching the mathematics section of the MEAP.

Measuring Up® incorporates guided instruction, modeling, examples, application, and test practice into every lesson, so students become increasingly aware of the connections made among various mathematical topics. Application activities are presented in an open-ended format, whereas test practice activities match the MEAP format.

See the Appendix for a sample lesson from *Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP*, Mathematics, Level H.

### RESEARCH PRINCIPLE 7: Guided writing

The combination of frequent, clearly purposeful, guided writing is more

beneficial than frequent unguided writing and occasional guided writing.

#### RESEARCH BASIS FOR PRINCIPLE 7

Sulzby (1992) concludes that even in the earliest stages of literacy, children “can write and should be encouraged to write and share their writing frequently.” Langer (2001) points out that “in the most effective classrooms, there is a high level of engagement in challenging literacy activities, a web of interconnections among tasks (so that writing, for example, is often related to what is being read), and skills are taught explicitly but in connection with real reading and writing activities.” That is, where writing is taught frequently, purposefully, explicitly, and as a process for real communication, students become better, more self-motivated writers.

#### RESEARCH PRINCIPLE 7 APPLIED

Throughout all Measuring Up® worktexts, writing opportunities are provided as often as possible within the application activities. Lessons always include opportunities for open-ended writing. Specific writing applications in Measuring Up® are further guided by purposeful prompts, prewriting activities that involve creating graphic organizers or outlines, and sequences on revising and editing.

See the Appendix for a sample lesson from *Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP*, English Language Arts, Level D.

## RESEARCH PRINCIPLE 8: Mathematics and citizenship

If they are to become more productive citizens, students must learn to value mathematics and, in doing so, learn to communicate with and use mathematics to reason and solve problems in their daily lives.

### RESEARCH BASIS FOR PRINCIPLE 8

The need for a fundamental understanding of mathematical concepts to function in the twenty-first century is well-known. If students are to develop a deep understanding of math concepts and use them to solve problems in their daily lives, it is important that they use the knowledge gained from math in other contexts. A common result of learning math as a set of concepts and procedures is that students can answer direct questions about content but cannot apply these concepts spontaneously in other contexts. This problem was identified as long ago as 1929 by the seminal mathematician, Alfred North Whitehead, who called this kind of knowledge “inert knowledge.” To overcome this issue of inert knowledge, it is important for students to solve math problems in real-world contexts, integrate math concepts with knowledge of other academic subjects, and become active in solving their own problems.

(Cognition and Technology Group at Vanderbilt, 1997)

### RESEARCH PRINCIPLE 8 APPLIED

Students encounter various and unique mathematical word problems and puzzles in the Measuring Up® mathematics series; these problems reflect real-world situations and circumstances that students have encountered and will encounter in life. By incorporating mathematics concepts and ideas into real-life situations, students can more easily realize the usefulness and application of the mathematics lessons, thus increasing their level of interest.

The more a teacher can use these opportunities to help students communicate understandings of problems and solutions to other students, the greater students’ abilities will be to engage in and solve unfamiliar problems—whether on a test or in life. And the more practice students have in explaining their thinking, the more they will come to understand mathematics as a language for communicating quantitative problems and their solutions.

See the Appendix for a sample lesson from *Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP*, Mathematics, Level H.

## RESEARCH PRINCIPLE 9: Test preparation

Teachers are responsible for teaching the skills, knowledge, and behaviors essential to answering test questions, as well as preparing their pupils for the formal assessments.

**RESEARCH BASIS FOR PRINCIPLE 9**

Gulek (2003) writes that adequate and appropriate test preparation plays an important role in helping students demonstrate their knowledge and skills in high-stakes testing situations. Becker (1990) conducted an extensive meta-analysis of the research and concluded that, on average, helping students understand how to approach test questions can help increase SAT scores. Sloane & Kelly (2003) write that “Students can be effective instruments in their own learning if the teacher is clear on the learning goals and the students are informed of their current performance and given clear steps for remediation. . . . The task for teachers is to know and understand their state’s standards, and then translate this knowledge to continuously help students learn and self-assess to meet those standards.”

**RESEARCH PRINCIPLE 9 APPLIED**

Working specifically through questions (“What, exactly, is the question asking?” “What kind of answer will you be looking for?” “Why did you choose the answer you chose?”) can be a fruitful practice in reasoning. The cognitive skills required for understanding and answering test questions are higher-order thinking skills; making these skills overt for students can improve their understanding of the many tasks in their lives that will involve reading and answering questions, well beyond the demands of the MEAP.

To this end, Measuring Up® provides assessment activities embedded in each lesson of the student worktexts and Diagnostic Practice Tests (DPTs) to provide practice on applying curriculum standards in the format of the MEAP. Each question in the DPTs is linked to the Michigan Content Standards, objectives of the MEAP, and Measuring Up® lesson so that the educator can provide targeted direct instruction for those areas that are weak. This means that teachers use Measuring Up® to help students become familiar with the Michigan Content Standards and experience test questions that resemble those on the MEAP.

See the Appendix for a sample lesson from *Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP*, Mathematics, Level H.

**RESEARCH PRINCIPLE 10:  
Formative assessment**

“A major purpose of evaluation is to help teachers better understand what students know and make meaningful decisions about teaching and learning activities.” (Zemelman, et al., 1998)

**RESEARCH BASIS FOR PRINCIPLE 10**

Assessment comes in two forms: formative and summative. Standardized tests like the MEAP are summative, or testing that occurs at the end of a given amount of instruction. Formative assessment occurs throughout a unit of instruction; because it occurs more frequently,

and because its purpose is to inform further instruction, students receive more immediate feedback on their learning. “Formative assessments . . . are essential. They permit the teacher to grasp the students’ preconceptions, understand where the students are in the ‘developmental corridor’ from informal to formal thinking, and design instruction accordingly.” (Bransford et al., 2000)

#### RESEARCH PRINCIPLE 10 APPLIED

Together, teacher observation and *Measuring Up*® Diagnostic Practice Tests (DPTs) enable teachers to define and implement a Personal Prescriptive Path™ of Instruction for all students, no matter how diverse. The *Measuring Up*® program also provides teachers with the opportunity to document how they are teaching to standards and evidence of their students’ learning of those standards.

In addition, students’ approaches to and solutions to questions provide teachers with extra information about what their students know and how they think. Tests are designed to provide information; working through questions in the *Measuring Up*® program can provide a great deal of information for teachers about their students. Seen in this way, the *Measuring Up*® program is a powerful instructional tool for informing classroom instruction in ways more profound than simple “test preparation” could do.

See the Appendix for sample Diagnostic Practice Tests from *Measuring Up*® to the *Michigan Content Standards and Success Strategies for the MEAP*.

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Below is the state-based research bibliography, which is the foundation for *Measuring Up*®.

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# APPENDIX

**RESEARCH PRINCIPLE 1:** Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP, English Language Arts, Level G, Correlation Chart, pages v-ix

**Correlation to the Michigan Content Standards and Grade Level Performance Expectations**

This worktext is customized to the Michigan Content Standards for English Language Arts and will help you prepare for the Michigan Educational Assessment Program (MEAP).

After the lesson is completed, place a (✓) to indicate Mastery or an (X) to indicate Review Needed.

PART 1: Reading, Viewing, and Listening		Review Skill												
Chapter 1: Meaning and Communication		Mastery Skill												
		Lessons	1	2	3	4	5	6	7	8	9	10	11	12
<b>Standard 1: Meaning and Communication</b>		All students will read and comprehend general and technical material.												
1.1	Examine a wide range of text from across cultures, time periods, genres, and authors to broaden perspectives and personal preferences, e.g. common heritage, fairness, coming of age.		★	✓	✓	✓	✓						✓	★
1.2	Read and write a variety of text with accuracy, automaticity, and expression.		○	★	✓	✓	✓						★	★
1.3	Construct generalizations from key ideas in oral and written text.		○	○	★	✓	✓						★	★
1.4a	Explain how to use word structure, sentence structure, and prediction to aid in decoding words.		○	○	○	★	★						✓	✓
1.4b	Recognize words in context using structural analysis (the study of syllables, affixes, roots, and origins) and syntactic analysis (pronoun referents, interjections, complete and complex sentences).		○	○	○	★	★						★	✓
Chapter 2: Focusing on Meaning in Context		Review Skill												
		Mastery Skill												
		Lessons	13	14	15	16	17	18	19	20	21	22	23	24
<b>Standard 3: Meaning and Communication</b>		All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.												
3.3	Discuss written text, participate and answer reader questions, to determine personal and social significance, and to participate in a writer's community.		★	★	✓	✓							★	★
3.6	Determine the meaning of words and phrases (historical terms, content area vocabulary, cross-cultural words and phrases) in context using strategies and resources (etymology, guess and check, discipline-specific references).		○	○	★	★							★	✓
Chapter 3: Genre and Craft of Language		Review Skill												
		Mastery Skill												
		Lessons	10	11	12	13	14	15	16	17	18	19	20	21
<b>Standard 1: Meaning and Communication</b>		All students will read and comprehend general and technical material.												
1.3	Construct generalizations from key ideas in oral and written text.		✓	★	✓	✓	✓	✓	✓	✓			★	★
<b>Standard 6: Voice</b>		All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.												
6.3	Compare and contrast classic and contemporary literature presented in different formats; e.g. multicultural Cinderella stories in prose, poetry, drama, and art.		○	○	○	○	○	★	✓	✓			★	★

Explanation of Standards Numbering System: The numbering system used to identify Michigan Content Standards and Grade Level Performance Expectations is based upon the Michigan Curriculum Framework 2002 Revision issued in September-October 2002. Reflected are the Grade 7 Performance Expectations that extend the current Middle School Benchmarks into grade-specific objectives. A number such as 1.1 indicates English Language Arts Content Standard 1, Grade 7 Performance Expectation 1. If more than one performance expectation is indicated for a benchmark, a number such as 1.4a is used.

A.L. = Applying Ideas

End A.L. = End-of-Book Applying Ideas, page A2B0

★ Standard Covered      ○ Standard to be covered      ✓ Standard previously covered

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Chapter 3: Genre and Craft of Language (Continued)	Review Skill												
	Mastered Skill												
Lessons	10	11	12	13	14	15	16	17	NA	A.L.	✓		
<b>Standard 8: Genre and Craft of Language</b> All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.													
<b>8.2a</b> Analyze emotions, reactions, and tensions among multiple characters and explain how they contribute to the plot in a variety of genres, e.g., figures in historical fiction, suspects in mystery, bizarre characters in science fiction.	★	★	✓	✓	✓	✓	✓	✓			★	★	
<b>8.2b</b> Analyze elements such as dialogue, satire, parody in poetry and drama.	○	○	★	★	✓	✓	✓	✓			✓	✓	
<b>8.3a</b> Clarify central purpose, major ideas, and supporting ideas in oral and written expository text, e.g., brochures, editorials, and procedural documents.	○	○	○	○	★	✓	✓	✓			✓	✓	
<b>8.3b</b> Clarify how authors combine text patterns across genre to convey meaning, e.g., function/purpose, hierarchy of importance, chronological/nonchronological.	○	○	○	○	★	★	✓	✓			★	✓	
<b>8.4</b> Explain how authors use literary devices such as propaganda, distortion, and exaggeration to communicate their message.	○	○	○	○	○	○	★	✓			✓	✓	
<b>8.5</b> Apply knowledge of text features to locate information and construct meaning, e.g., footnotes, sidenotes, bullets.	○	○	○	○	○	○	○	★			★	✓	
<b>Standard 9: Depth of Understanding</b> All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.													
<b>9.1</b> Analyze and explain the overall message, theme, or central purpose of oral or written text (explicit or inferred).	○	★	✓	✓	✓	✓	✓	✓	✓	✓	✓	★	
<b>Chapter 4: Ideas in Action</b>	Review Skill												
	Mastered Skill												
Lessons	18	19	20	21	NA	NA	NA	NA	NA	NA	A.L.	✓	
<b>Standard 9: Depth of Understanding</b> All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.													
<b>9.1</b> Analyze and explain the overall message, theme, or central purpose of oral or written text (explicit or inferred).	✓	✓	★	✓								★	★
<b>9.2</b> Apply lessons learned from global themes, universal truths, and principles within and across oral or written texts to create a deeper understanding, e.g., participate in schoolwide efforts, petition for change, transform perspectives.	○	★	★	✓								★	★
<b>Standard 10: Ideas in Action</b> All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.													
<b>10.1</b> Integrate and relate personal knowledge, experience, and understanding of the world to themes and perspectives in oral and written text.	★	★	✓	✓								★	★

Standard Covered     
  Standard to be covered     
  Standard previously covered

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Chapter 4: Ideas in Action (Continued)	Review Skill											
	Mastery Skill											
Lessons		18	19	20	21	NA	NA	NA	NA	NA	A.L.	ET
<b>10.2</b> Integrate multiple methods to respond to oral and written text, e.g., images, multimedia productions, drama and display for a wider audience.		○	○	★	○						✓	✓
<b>10.3</b> Critically judge and relate to oral or written text, e.g., questioning the author (interview or letter), reading professional reviews, or researching authenticity of figures, time period[s], or events.		○	○	○	★						★	✓
<b>Standard 12: Critical Standards</b>												
All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.												
<b>12.1</b> Select and apply individual and/or established standards to personal or other written text to reflect on the quality of content, to critique and provide rationale for judgment, to select and contribute writing to schoolwide collections.		○	○	○	★						✓	✓
<b>12.2</b> Develop and/or use individual or established standards to critically judge aesthetic qualities and literary merit of oral and written text and discuss or debate opinions with others.		○	○	○	★						✓	✓
Chapter 5: Listening and Speaking	Review Skill											
Lessons	Mastery Skill	12	13	14	15	16	NA	NA	NA	NA	A.L.	ET
<b>Standard 3: Meaning and Communication</b>												
All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.												
<b>3.3</b> Discuss written text to anticipate and answer reader's questions, to determine personal and universal significance, and to participate in a writer's community.		✓	✓	★	★	✓					✓	✓
<b>3.4</b> Read with rhythm, tempo, and inflection, while varying volume and pitch.		○	★	✓	✓	✓					✓	✓
<b>Standard 4: Language</b>												
All students will use the English language effectively.												
<b>4.1</b> Adjust use of language to communicate effectively with a variety of audiences and for different purposes, e.g., soliciting, contributing, and supporting opinions, interviewing and explaining content area concepts.		★	✓	✓	✓	★					★	✓
<b>Standard 7: Skills and Processes</b>												
All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.												
<b>7.2</b> Self-monitor comprehension while reading, listening, or performing daily tasks using a variety of strategies to construct meaning, e.g., planning, managing, or evaluating progress.		○	○	★	✓	★					★	★
<b>Standard 10: Ideas in Action</b>												
All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.												
<b>10.1</b> Integrate and relate personal knowledge, experience, and understanding of the world to themes and perspectives in oral and written text.		✓	✓	✓	★	✓					★	★

★ Standard Covered      ○ Standard to be covered      ✓ Standard previously covered

### Correlation to the Michigan Content Standards and Grade Level Performance Expectations

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PART II: Expository Writing	Review Skill	Mastered Skill											
		07	08	09	00	01	02	03	04	05	06	A.1.	07
<b>Chapter 6: Prewriting and Drafting</b>													
<b>Standard 2: Meaning and Communication</b>													
All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.													
2.1a	Write poetry, matching arrangement of ideas and design with selected forms, e.g., couplets, ballads, and acrostics.	★	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.1b	Write to appeal to the reader's emotions, to convince others to take a position, and to provoke action and subsequently evaluate impact on audience.	★	★	★	✓	✓	✓	✓	✓	✓	✓	★	✓
2.3	Generate, draft, revise, edit, and publish different forms of written expression.	○	★	★	★	★	★	✓	★	★	★	★	★
<b>Standard 3: Meaning and Communication</b>													
All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.													
3.1	Write narrative accounts with multidimensional characterization, e.g., historical accounts, myths, fables.	○	○	○	★	✓	✓	✓	✓	✓	✓	✓	✓
<b>Standard 6: Voice</b>													
All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that entertain and engage an audience.													
6.2	Exhibit individual style and voice to enhance the written message, e.g., in narrative text: foreshadowing and flashback; unique word choice; pacing; in expository text: hypothesis, pros and cons, appeals to reason and emotions.	○	○	○	○	○	○	○	★	★	★	★	★
<b>Standard 7: Skills and Processes</b>													
All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.													
7.4	Employ a wide range of strategies while writing, e.g., using word processing, considering the reader's interests, employing appropriate and mature vocabulary.	○	★	★	★	★	★	✓	✓	✓	✓	★	✓
<b>Standard 8: Genre and Craft of Language</b>													
All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.													
8.1	Write expository reports or essays, organizing content in multiparagraph structure, including clear relationships among ideas, e.g., pros and cons, arguments and counterarguments, chronological sequence.	○	○	○	○	★	✓	✓	✓	✓	✓	✓	✓
<b>Standard 11: Inquiry and Research</b>													
All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.													
11.2	Select, explain, and effectively use the appropriate resources for the task, e.g., research, making decisions, finding support.	○	○	○	○	○	○	★	✓	✓	✓	✓	✓

Standard Covered     
  Standard to be covered     
  Standard previously covered

### Correlation to the Michigan Content Standards and Grade Level Performance Expectations

This worktext is customized to the Michigan Content Standards for English Language Arts and will help you prepare for the Michigan Educational Assessment Program (MEAP).

After the lesson is completed, place a (✓) to indicate Mastery or an (X) to indicate Review Needed.

Chapter 7: Revising, Editing, and Publishing		Review Skill										
		Mastered Skill										
Lessons		31	38	39	40	41	NA	NA	NA	NA	A.L.	CC
		<b>Standard 2: Meaning and Communication</b> All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.										
2.3	Generate, draft, revise, edit, and publish different forms of written expression.	★	★	★	★	✓					★	★
<b>Standard 7: Skills and Processes</b> All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.												
7.4	Employ a wide range of strategies while writing, e.g., using word processing, considering the reader's interests, employing appropriate and maturing vocabulary.	★	★	★	★	✓					★	★
<b>Standard 12: Critical Standards</b> All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation and evaluation of their own and others' oral, written, and visual texts.												
12.1	Select and apply individual and/or established standards to personal or other written text to reflect on the quality of content, to critique and provide rationale for a report, to select and contribute writing to schoolwide collections.	✓	✓	✓	✓	★					✓	✓
12.2	Develop and/or use individual and established standards to critically judge aesthetic qualities and literary merit of oral and written text and discuss or debate opinions with others.	✓	✓	✓	✓	★					✓	✓
Chapter 8: Research Handbook		Review Skill										
		Mastered Skill										
<b>Standard 11: Inquiry and Research</b> All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.												
11.2	Select, explain, and effectively use the appropriate resources for the task, e.g., research, making decisions, finding support.	★										

★ Standard Covered      ○ Standard to be covered      ✓ Standard previously covered

RESEARCH PRINCIPLE 2: Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP,  
English Language Arts, Level G, Lesson 20, page 140

Focus on  
Michigan  
Content  
Standards

Lesson 20

Responding Creatively to Literature

- ELA 9.1 Analyze and explain the overall message, theme, or central purpose of oral or written text (explicit or inferred).  
 ELA 9.2 Apply lessons learned from global themes, universal truths, and principles within and across oral or written texts to create a deeper understanding, e.g., participate in schoolwide efforts, petition for change, transform perspectives.  
 ELA 10.2 Integrate multiple methods to respond to oral and written text, e.g., images, multimedia productions, drama and display for a wider audience.

The events and characters from good stories can live on in your head long after you finish reading the stories. It can be fun to **respond creatively to literature**. Responding creatively can mean drawing an illustration of a favorite scene from the story, it might be writing a poem or short story about what happens to the characters after the story ends. Activities such as these can help you better understand the themes of the literature.

Guided Reading  
Instruction

**Directions** Read the selection below. Use the questions in the margin to guide your reading.

The Jar of Apples  
by Irene N. Watts

In our kitchen, there's a wooden table and three chairs—one for Pa, one for Ma, and one for me.

1 Ma sits at one end of the table. I sit in the middle between her and Pa. I try not to look at Pa's empty place. Pa's gone to the city to look for work. He's been gone a long time.

2 Every night, I lie awake in bed and wait for the train to stop. Wait to hear the creaky gate Pa's gonna fix when he comes home. Wait to hear the sound of his work boots dropping on the step by the kitchen door, and his voice calling, "I'm home!"

Every night, as I lie there, I stare at the window and the curtains Ma made from empty flour sacks.

Every night, the train goes by, boxcars rattling, ghostly whistle sounding in the empty prairie night. Sometimes the train stops—for someone else's pa coming home. Not mine, not yet.

Every night, Ma comes to kiss me good-night—after the train's gone by. She's been listening, too. "Go to sleep. Your pa'll be home soon. Maybe for Thanksgiving."

How can I be thankful without my pa?

3 I go to sleep with the sound of train wheels in my head, whispering, "Maybe tomorrow, maybe tomorrow."

The smell of coffee wakes me. I run into the kitchen. There he is. Pa lifts me onto his shoulders and pretends to stagger from my weight. "How's my boy? You've gotten so big I can barely lift you up anymore."

4 He puts me down, and I stare at the two sacks on the table. One says FLOUR—I know that word. I try reading the other: S-U-G-A-R. Pa whistles admiringly and winks at me. Ma and I've been practicing my letters most days. I can see that Ma's pleased with me; she doesn't say no when Pa sprinkles a bit of that precious white sugar on my bread.

Guided Questions

- 1 Where is Jimmy's pa at the beginning of the story?
- 2 Why does Jimmy lie awake in bed?
- 3 Why do you think Jimmy goes to sleep with the train wheels in his head whispering, "Maybe tomorrow, maybe tomorrow"?
- 4 Circle the word that tells what Jimmy tries to read. Why do you think Jimmy's ma is helping him learn to read?

**RESEARCH PRINCIPLE 3:** Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP, English Language Arts, Level D, Lesson 16, pages 129-135

**Focus on Michigan Content Standards** **Lesson 16 Analyzing Character Motivation**  
**Standards** ELA 8.2b Analyze narrative text for traits, actions, and motivations of characters.

The way an author develops the characters in a story is called **characterization**. Readers get to know and understand the characters by observing

- what they do
- what they say
- what other characters say about them
- how other characters act toward them

You should also “listen” to the **dialogue**, or conversation, between characters in a story. Notice both what the characters say and how they speak to each other. All of these details help you discover a character’s **motivation**, or the reasons why a character acts a certain way.

**Guided Reading Instruction**

**Directions** Read the selection below. Use the questions in the margin to guide your reading.

**Dreams on a Mesa**  
by Terri Anderson

The trailer door closed softly. Annalisa glanced through the window and saw her brother, Harrison, slipping out for his early morning run.

1 Annalisa pulled the soft covers up under her chin and thought about Harrison running on this chilly October morning. He had been a strong runner since he was a little boy, but now he was one of the top high school runners in New Mexico. Harrison’s coach was looking into scholarships for him. Annalisa knew that Harrison secretly dreamed of going to college.

2 Annalisa had dreams of her own. Even though she was only ten, she believed that she, too, had the potential to be an excellent runner. Someday she dreamed of having the strength to train alongside Harrison.

Annalisa liked to run along the dirt trails near their trailer at Mariano Lake. She ran for the sheer pleasure of it—to feel her heart pound as she raced up the steep, rocky goat trails. Sometimes she’d spy a long-eared jackrabbit effortlessly darting across the ground, and she would race it...

**Guided Questions**

- 1 Think about the setting. Where and when does the story take place?
- 2 What is Annalisa’s dream?

## Lesson 16

## Analyzing Character Motivation

Although Annalisa never won the race, she felt that the rabbits were challenging her to run faster, to realize her dream of running with her brother.

❶ Annalisa kept her running a secret from her brother. She was afraid that she couldn't match his stride and that she would only be a nuisance to him. The last thing she wished to do was to interfere with Harrison's training. So Annalisa continued to sprint up and down the trails near her family's trailer, but never in Harrison's sight.

❷ The weekend was approaching, and Annalisa looked forward to her family's trip to Shiprock, New Mexico, to visit Great-Grandmother. Father's grandmother lived in a traditional Navajo hogan with an earthen floor, even though Father and Uncle had built a small two-room hogan for her nearby. Great-Grandmother had tried living in the new house, but she said she felt more comfortable in her old hogan.

When Friday evening came, Annalisa and her family squeezed into their green pickup and headed out on the back roads toward Shiprock. The sun was already setting in the west, and the red rocks of the mesa glowed in the vibrant streaks of orange, red, pink, and purple stretching across the sky. It was dark by the time they arrived at Great-Grandmother's hogan.

Annalisa spent the following morning doing chores with Great-Grandmother...

Later Great-Grandmother fixed some Navajo herb tea and mutton stew for dinner while Annalisa mixed the dough for her favorite treat—fry bread.

Slowly and quietly, Annalisa started to tell Great-Grandmother about her running. She explained how she felt with her hair flying in the wind and her strong legs pumping until her heart felt it would burst. The words rushed out, and Annalisa's face shone with excitement.

❸ Great-Grandmother sat very still, listening. When Annalisa finally finished, there was a twinkle in Great-Grandmother's eye. Annalisa wasn't the only one with a

## Guided Questions

- ❶ Annalisa is afraid she will bother her brother and slow down his running. Underline the word in this paragraph that means "a bother" or "a pest."
- ❷ Find the word *hogan* and circle it. What is a hogan? What culture does Annalisa come from?
- ❸ Why does Great-Grandmother think Annalisa's dream is a good one?

secret to share, Great-Grandmother said. When she was a small girl, she had also found joy in dashing up and down the mesas. She had been proud to be the fastest of all the girls in the family. “Keep trying to run faster and farther,” she told Annalisa. “It’s a good dream.”

Great-Grandmother drew a map with her finger on the dirt floor to show Annalisa an old goat trail that led to an enormous red rock on the side of the mesa. Years ago, Great-Grandmother had run to this very spot with all her cousins. Annalisa studied the map. She vowed to wake up with the sun and make the journey to this special place.

The sound of the old rooster crowing outside the door woke Annalisa. It was already daylight. Annalisa felt for her shoes and her sweat suit and sleepily left the hogan.

13 Somehow, knowing that it was Great-Grandmother’s own special place made this run different from any other. Annalisa pushed her straight black hair away from her face and pressed on toward the rock. . . .

Suddenly she heard a rustling sound below her on the rugged trail. Annalisa held her breath as a black-haired young man deftly climbed the remaining steps to the special rock.

It was Harrison! She hadn’t even heard him behind her. Only slightly winded, he eased himself onto a smooth section of the sandy red rock. He took a moment to survey the beauty of the scene below him, then grinned knowingly at Annalisa.

“You’ve been keeping a secret, little sister,” he teased. “You’re as surefooted as a mountain goat on that rocky trail. How did you ever find this great place?”

Harrison smiled as she told him Great-Grandmother’s secret. Then he said, “Why don’t we run back together?”

14 Annalisa sighed happily as she and Harrison started down, quickly picking their way among the slippery rock footholds. . . . They ran in a rhythmic stride, each one enjoying the company of the other. Joyfully, Annalisa led the way to the hogan, feeling as free-spirited and swift as her old friend the jackrabbit.

**Guided Questions**

15 Annalisa shares a common heritage with Great-Grandmother. How does this make her run more special for her?

16 Why does Annalisa feel so happy at the end of the story?

## Lesson 16

Analyzing Character Motivation

Apply the  
Michigan  
Benchmarks**Directions** Read the story below. Then answer the questions that follow.**Chubb**

by John Miller

Timmy walked to school. A cold wind blew the hard, dry leaves up in his face. They stung, but he liked their smell. They reminded him of summer when he and his mom and dad went camping. He had learned the shapes and names of all of them—the sycamore leaves, the oak leaves, the maple leaves. He liked learning things.

But Timmy didn't like being the new kid at school. His family had moved to Richmond just a week ago. He would never see his old friends again. Would he make any new ones? He felt a strange ache inside his chest and throat. He began to run and clutched his lunch bag so he wouldn't drop it.

When he walked into the room, Ms. Johnson was already talking to the class. Her voice was loud, but warm and nice.

She walked over to him and patted his huge black hair around him. She said, "Now children, I want all of you to welcome Jimmy Gates. At recess, I want you to speak to him, let him know you're glad to see he's in your class. Timmy?" She pointed to the row beside the windows. "You take that empty seat behind Clarence. You can put your lunch bag under your seat."

Several kids giggled.

He sat down and looked around. He was the smallest kid in the class.

Everybody opened their math books. Ms. Johnson said, "Look at question one. Who knows the answer?"

Timmy shot up his hand and said, "Thirty-two."

Clarence turned around and looked at him.

Ms. Johnson said, "That's right, Timmy, but please wait until I call on you before you answer." She looked around the room. "Next question."

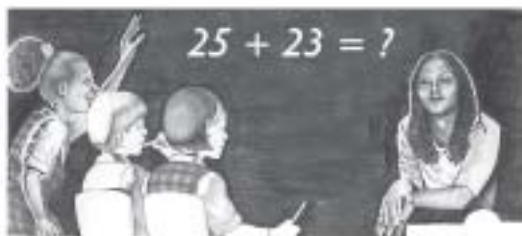
A huge kid in the back of the room raised his hand. His face was round and thick. It made Timmy think of the pig that he saw last summer.

"Yes, Chubb?"

"Forty-seven."

"Try again," Ms. Johnson said.

"Fifty-two."



Timmy was itching to answer. He wanted Ms. Johnson to like him. He shot up his hand. "Forty-eight." He looked at Chubb. The boy's face flamed red. His angry frown seemed to scream silently, as if someone were whipping Chubb for not knowing the answer. Suddenly, Timmy felt sad. It must hurt not to know the answer, he thought.

Ms. Johnson ignored Timmy's answer and said, "Anybody else?"

One of the girls raised her hand. Everybody else was looking at Chubb.

"Yes, Margaret."

"The new kid's right, but he shouldn't have answered." She looked at Chubb and smiled. But Chubb didn't smile back. He made a fist at her.

At free time, Timmy went outside and sat among the leaves around a young maple tree. He watched the other kids play. Their red and brown and yellow jackets—and their laughing voices—flew around the schoolyard as the leaves had earlier.

No one spoke to him, but at least he had learned a few names: Chubb and Clarence and Margaret.

All of a sudden, a whole crowd of kids bunched up in a circle. Timmy ran over to find out what was happening. Being small, he squeezed into the pack. Two kids were rolling on the ground fighting.

He heard Clarence say, "but that's what I heard, I swear it. Margaret told me that the new kid said it."

Chubb said, "I ain't stupid like a pig." Chubb was pounding Clarence on the chest and arms. He said, "You take it back."

"Margaret told me he said it."

Margaret yelled, "That's what Janie said."

Somebody yelled, "All I said was—"

Suddenly the Principal was yelling, "Alright. That's enough. To my office. Both of you. Right this minute. Now."

Back in the classroom they practiced reading aloud from their geography book. A teacher's aide came and asked Margaret to come with her. A little while later Margaret and Clarence came back. They sat down and quickly pulled out their geography books. They didn't look at anybody. Chubb never did come back all morning.

At lunchtime, everybody walked single file toward the cafeteria. Timmy forgot his lunch bag and ran back to get it. When he came out of the room, he walked down the hall after the kids, but they'd already gotten to the cafeteria. Nobody had shown him where it was, but he knew he could find it.

He turned a corner and came to a room that had a wide glass window in it.

**Lesson 16**

Analyzing Character Motivation

It was as wide as the room. He saw Chubb inside sitting in a chair beside a door that led to another room.

Timmy went inside. He said, "Aren't you gonna eat lunch?"

Chubb frowned. He bit his teeth together. He looked mad.

Timmy said, "Your folks pay for your lunch?"

Chubb glanced at him and shook his head.

Timmy said, "My daddy's just started a new job, so I have to bring my lunch."

Chubb said, "My old man ain't got no job."

"Where's your lunch bag? I'll go get it."

"Ain't got one."

Timmy opened up his, pulled out his peanut butter sandwich and handed it toward Chubb. "I have an apple too.

You rather have an apple?"

Chubb didn't move.

Timmy shoved the sandwich into Chubb's hand.

Chubb took a bite and began to chew.

Timmy pulled out his apple and bit into it.

They sat and ate for a minute or two.

Then Timmy looked over at Chubb. His eyes were wet and dripping, but his jaws clamped tightly around his cheeks. He was trying not to cry.

Chubb finished the sandwich and sat still for a few minutes. He said, "I ain't got no friends."

As if to say, "You have one now," Timmy smiled at him.

And Chubb smiled back.



1. What is the conflict that Timmy must handle?

---

2. Who shares Timmy's problem? In what ways?

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**Michigan Content Standard 8** All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.  
ELA 8.2b

**Directions** Mark only the BEST answer for each multiple-choice question. Fill in the circle of the answer you choose.

- Which sentence does NOT explain why Timmy is sad during his walk to school?
    - He is starting class in a new school.
    - He will never see his old friends again.
    - He will miss his father who must work in another town.
    - He worries that he will not make new friends.
  - What mistake does Timmy make?
    - answering math questions incorrectly
    - answering questions without permission
    - making fun of the answer given by Chubb
    - refusing to tell anyone about the fight
  - How are Timmy and Chubb alike?
    - Neither boy has friends in this school.
    - Both boys have trouble solving math problems.
    - Margaret likes to tease both of the boys.
    - Timmy and Chubb are too short to play games at recess.
  - Chubb dislikes Timmy for all of the following reasons EXCEPT
    - Clarence begins a fight with Chubb by repeating something Timmy was supposed to have said.
    - Chubb believes that Timmy said he was stupid like a pig.
    - Chubb's answers were wrong, but Timmy's were right.
    - Timmy made a fist at Chubb.
  - Timmy shares his lunch with Chubb
    - because he is afraid of Chubb.
    - because he knows Chubb likes peanut butter.
    - as a way to become friends.
    - as a way to get the other students to like him.
- Answer the following question on a separate sheet of paper.**
- Think about a time when you did something that made you feel better when you were down. Compare your reasons for doing what you did with the reasons that Annalisa ran or that Timmy shared his lunch with Chubb. Give specific examples or details from the story to support your thinking.

RESEARCH PRINCIPLE 4: Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP,  
English Language Arts, Level G, Lesson 11, page 76

Focus on  
Michigan  
Content  
Standards

Lesson 11

Theme, Plot, and Conflict

- ELA 1.3 Construct generalizations from key ideas in oral and written text.  
 ELA 8.2a Analyze emotions, reactions, and tensions among multiple characters and explain how they contribute to the plot in a variety of genre, e.g., figures in historical fiction, suspects in mystery, bizarre characters in science fiction.  
 ELA 9.1 Analyze and explain the overall message, theme, or central purpose of oral or written text (explicit or inferred).

A **theme** is the deeper meaning of the story. It is the insight into life that you gain after reading about the characters and what happens to them. Sometimes the theme is stated directly, but more often it is left to you to infer.

Authors carefully structure their stories. The **plot** is the pattern of action in the story. Usually the story begins with the main character facing a **conflict**, or problem, that needs to be solved or a situation that needs to be cleared up. The point at which the events come to a head or reach their highest point of intensity is called the **climax**. The point at which the conflict is solved is called the **resolution**.

Guided Reading  
Instruction

**Directions** Read the selection below. Use the questions in the margin to guide your reading.

The Pumpkin Man from Piney Creek  
by Darleen Bailey Beard

"As I live and breathe,  
"My stars!"  
"Would you look at that?"

Hattie slipped through the crowd. What was all the commotion about? Standing on tiptoe, she peered between heads and hats.

There, in the storefront, sat a pumpkin. Not the everyday kind of pumpkin that grew in her Pa's field, but a glowing pumpkin with a face.

It had pie-shaped cuts for eyes and nose, a wide smiling mouth, and a candle inside that flickered and danced.

1 A sign said Jack-o'-lantern. Hattie giggled. Imagine that—a pumpkin named Jack with three crooked teeth!

"Guess what I saw?" Hattie shouted, running into the barn. "A smiling pumpkin named Jack-o'-lantern!"

Ma and Pa looked up, surprised. "Now if *that* don't beat all,"

"Pa?" Hattie asked. "Can we make a jack-o'-lantern?"

2 Pa shook his head. "The Pumpkin Man from Piney Creek is coming out tomorrow. Says he has a store that'll buy every pumpkin we've grown, if they're good enough."

At supper time, Hattie helped Ma set the table, filling their plates with beans and corn bread.

Pa rubbed his belly and growled like a hungry bear. But Hattie didn't laugh, her mind still on pumpkins.

"Can't we keep just one?" she begged. "Please?"

Guided Questions

1 How did Hattie react when she saw the pumpkin?

2 What was the conflict between Hattie and her Pa?

**RESEARCH PRINCIPLE 5:** Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP, English Language Arts, Level G, Lesson 13, pages 87-88

**Focus on  
Michigan  
Content  
Standards**

**Lesson 13**

**Drama: Analyzing Dialogue**

**ELA 8.2b** Analyze elements such as dialogue, satire, parody in poetry and drama.

A **drama** is a play that is written for actors to present on a stage. The script of a play is written in two parts:

- dialogue — the words that the actors speak
- stage directions — instructions for performing the play

Read the following example:

WENDY (*jumping up and down*): Do you think I can learn to fly?

In this play, the actress playing Wendy says, "Do you think I can learn to fly?" while she jumps up and down. The stage directions are written in parentheses to separate them from the dialogue.

**Guided Reading  
Instruction**

**Directions** Read the story below. Use the questions in the margin to guide your reading.

from **An Imaginary Trial of George Washington (Part 1)**  
by Dana Wolman

**1** *Character*

JUDGE, appointed by the King of England

BAILIFF

LORD NORTH, lawyer for the Crown

JOHN ADAMS, lawyer for the defense

GEORGE WASHINGTON, the defendant

witnesses:

THOMAS JEFFERSON

PATRICK HENRY

MARY HAYS (*Molly Pitcher*)

BENJAMIN FRANKLIN

CITIZENS

TIME: 1780

SETTING: A courtroom in Colonial America. Judge's bench, a large table, is at right. There is a chair behind table, and a British flag stands beside chair. The witness stand is at center. Several rows of chairs at left, facing center, represent the gallery. In front of the first row of chairs are two tables, for defense and prosecution, with paper and documents on them.

**Guided Questions**

- 1** What tells you that this is drama?

## Lesson 13

Drama: Analyzing Dialogue

**2** AT RISE: JUDGE *sits at bench*. Witnesses and CITIZENS *sit in gallery*. ADAMS and WASHINGTON *sit in first row, at one table*. LORD NORTH *stands center, holding document*. BAILIFF *stands near JUDGE*. BAILIFF *holds long wooden staff*.

**3** BAILIFF (*Striking floor with staff*): Hear ye, hear ye! The trial of George Washington for treason against the British Crown is now in session.

JUDGE (*Striking gavel on table*): Lord North, as lawyer for the Crown, will you please read the bill of particulars?

**4** NORTH (*Reading from legal document*): First: After pledging loyalty to his country and his king, as subject and officer, George Washington has taken up arms against his government in an effort to overthrow it. Second: He has conspired with other subjects of His Majesty to overthrow the rightfully established government of England by force and violence. Third: He has surrounded himself with people of low character—anarchists, robbers, smugglers—who have incited the people to riot and made treasonous statements in public. (NORTH *places document on JUDGE's table*.)

JUDGE: George Washington, step forward. (WASHINGTON *steps forward to face JUDGE*.) How do you plead, guilty or not guilty?

WASHINGTON: Before God and man, as history is my witness, I am not guilty!

JUDGE: Take the stand. (WASHINGTON *walks to witness stand, sits*. NORTH *approaches witness stand*.)

NORTH: Your full name, please.

WASHINGTON: George Washington.

NORTH: Where and when were you born?

WASHINGTON: February 22, 1732, at Bridges Creek, Virginia.

NORTH: Occupation?

WASHINGTON: Farmer.

NORTH (*Surprised*): A farmer, did you say?

WASHINGTON (*Proudly*): Yes. To me there is nothing more rewarding than to plant my fields and watch living things grow. I would like above all to be able to return to my beloved Mt. Vernon.

NORTH (*With sarcasm*): And can you explain just how you, a lover of the land, became Commander-in-Chief of this handful of rebellious subjects?

**5** WASHINGTON: This honor came to me by default, so to speak. All of us are farmers, or workers, or merchants. We are not soldiers by training or desire. I, at least, had some experience as an officer under General Braddock in the recent French and Indian War. In the spring of 1775, five years ago,

## Guided Questions

- 2** What does the section called "At Rise" explain?
- 3** Circle the words that tell what the Bailiff should be doing as he or she calls the court to order.
- 4** What is Lord North trying to prove in this trial? Who is the lawyer defending George Washington?
- 5** Why was George Washington named as Commander-in-Chief of the Continental Army?

RESEARCH PRINCIPLE 6: Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP, Mathematics, Level H, Lesson 15, pages 68-71

Focus on Michigan Content Standards

Lesson 15 Graph Two Variable Equations

IV 3.2 Graph linear relationships.  
V 2.3 Solve linear equations graphically and use the context of the problem to interpret and explain their solutions.

Guided Instruction

You can graph linear equations in two variables on the coordinate plane, where every point on the line is a solution to the equation.

Problem

A medium pizza costs \$9.00 plus \$1.50 for each topping. Make a graph of the equation that represents the cost of the pizza. What is the cost of a pizza with 8 toppings?

Use the graph of a linear equation to solve the problem.

Step 1 Write an equation.

Cost of a pizza  $y$  equals \$9 plus \$1.50 times the number of toppings  $x$ .

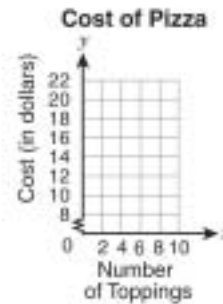
$$y = 9 + 1.50x$$

Step 2 Create a table of values for the equation. Find at least three solutions to the equation.

$x$	$y$
0	
2	
	15

Step 3 Plot the ordered pairs  $(x, y)$  from the table.

Step 4 Draw a line through the points. This line is the graph of the equation  $y = 9 + 1.50x$ .



Step 5 Find the point on the line that has 8 as its  $x$ -coordinate. The corresponding  $y$ -coordinate will be the cost of the pizza. The  $y$ -coordinate is \_\_\_\_\_.

Solution

What is the cost of a pizza with 8 toppings? \_\_\_\_\_

Another Example

Use the graph above to determine how many toppings a medium pizza has if the pizza costs \$16.50.

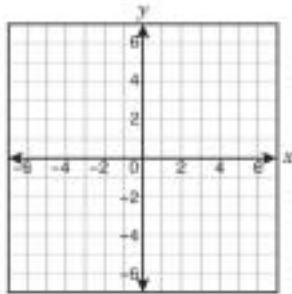
Find 16.5 on the  $y$ -axis. Follow along horizontally to the graph of the line  $y = 9 + 1.50x$ . The  $x$ -coordinate of the point where the horizontal line intersects with the graph is 5.

A medium pizza that costs \$16.50 has 5 toppings.

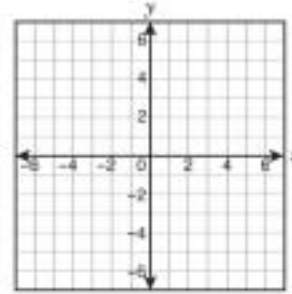
**Apply the Michigan Benchmarks**

Graph each equation. Plot and label at least three points.

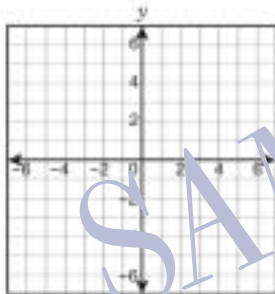
1.  $y = -x + 1$



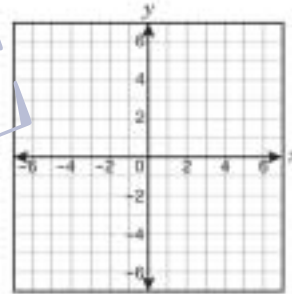
2.  $y = 3x + 2$



3.  $y = -1$

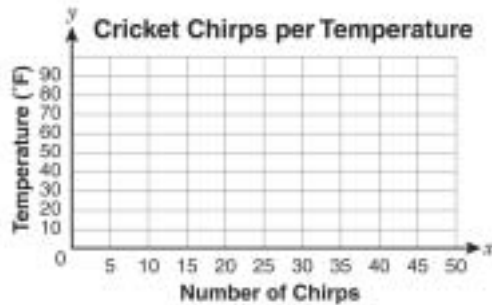


4.  $x = 3$



Graph the relationship and solve the problem.

5. According to some meteorologists, if you count the number of chirps a cricket makes in 14 seconds and add 40 to that number, the total will be equal to the air temperature in degrees Fahrenheit. Make a graph to represent this relationship.



Use the graph to find the number of chirps a cricket will make in 14 seconds if the air temperature is 80°F.

\_\_\_\_\_

Explain how you found your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 15

## Graph Two Variable Equations



**MEAP  
Practice**

**Strand IV, Michigan Content Standard 3** Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.  
**IV 3.2**

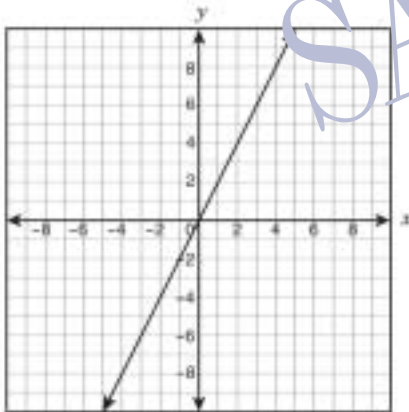
**Strand V, Michigan Content Standard 2** Students analyze problems to determine an appropriate process for solution, and use algebraic solutions to model or represent problems.  
**V 2.3**

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

1 Which equation has the solutions  $(0, 12)$  and  $(4, 0)$ ?

- A  $y = \frac{1}{3}x$
- B  $y = 3x$
- C  $y = -\frac{1}{3}x + 12$
- D  $y = -3x + 12$

2 Look at the graph below.



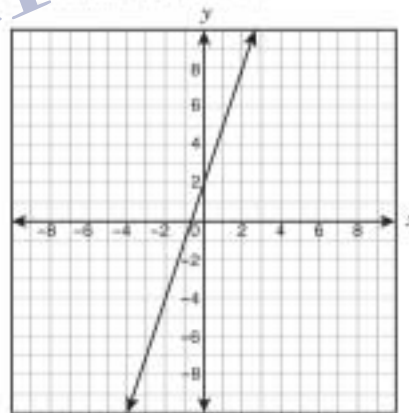
Which is the value of  $x$  when  $y$  is 6?

- A 2
- B 3
- C 4
- D 6

3 Which point is on the graph of the equation  $y = -4x - 9$ ?

- A  $(-2, -1)$
- B  $(-1, -2)$
- C  $(1, 2)$
- D  $(2, 1)$

4 Look at the graph below.



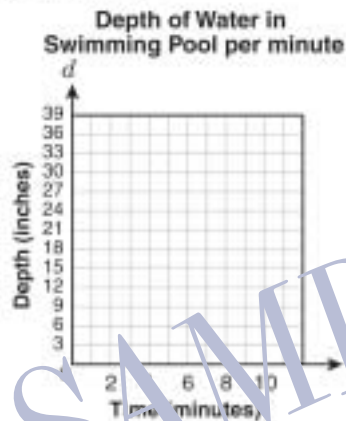
Which is a point on the line?

- A  $(-3, 0)$
- B  $(0, -3)$
- C  $(0, 2)$
- D  $(2, 0)$



**DIRECTIONS** Read each question. Write, explain, or show all your work in the space provided.

- 5 The water in a swimming pool has a depth of one foot. Water is being pumped into the pool at the rate of 3 inches per minute.
- A Graph the relationship between the number of minutes that the water is being pumped into the pool and the depth.

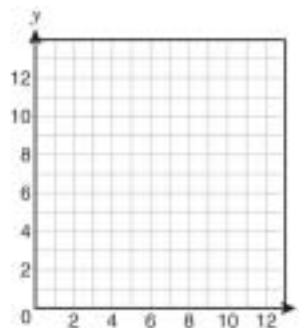


- B How many minutes will it take for the depth of the water in the pool to reach 3 feet?

Explain how you found your answer.

- 6 Mary bought a pizza that had 8 slices. The equation  $y = 8 - x$  represents the number of slices left after  $x$  slices are eaten.

- A Graph the equation  $y = 8 - x$  on the grid.



- B What do the points  $(0, 8)$  and  $(8, 0)$  on the graph of the line represent?

**RESEARCH PRINCIPLE 7:** *Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP, English Language Arts, Level D, Lesson 34, pages 264-267*

**Focus on  
Michigan  
Content  
Standards**

**Lesson 34**

**Planning**

- ELA 2.3** Generate, draft, revise, edit, and publish different forms of written expression.  
**ELA 7.4** Employ a wide range of strategies while writing, e.g. peer conference, add or delete content, use descriptive language, and edit for conventions.

How do you decide what to write? First, decide on your purpose for writing and the audience. Then you need a plan to help you find and develop ideas for writing. You might get ideas from one of the following strategies:

- **Brainstorming:** Write down as many ideas as you can about a topic. Don't worry if your ideas are good or bad.
- **Discussing:** Talk about a topic with other students. Listen to their ideas and write down the most interesting ones.
- **Making a K-W-L Chart:** Make a chart listing what you know and what you want to learn about a subject. Then, do research to find answers to your questions about the subject. Your K-W-L chart should have three columns: What I **K**now, What I **W**ant to Learn, and What I **L**earned.
- **Role-playing:** Act out a situation with other students.
- **Journal Writing:** Keep a journal to record your ideas. Write down interesting facts. Describe things that happen to you and how you feel in different situations.
- **Drawing:** Draw a picture or design to record an idea.



**Guided  
Instruction**

**Directions** Look at the K-W-L chart below. Use the questions below the chart to guide you in using the skill.

**K-W-L Graphic Organizer**

Topic \_\_\_\_\_

1 2 What I <b>Know</b>	3 What I <b>Want</b> to Learn	5 What I <b>Learned</b>
1 A chameleon is a type of lizard. A chameleon can change color and pattern to blend in with its surroundings.	Where do chameleons live?	

1 What is the paper going to be about?

\_\_\_\_\_

2 What do you write in the first column?

\_\_\_\_\_

3 What does this person already know about chameleons?

\_\_\_\_\_

\_\_\_\_\_

4 What do you write in the second column?

\_\_\_\_\_

5 What do you write in the third column?

\_\_\_\_\_

**Lesson 34** Planning**Apply the Michigan Benchmarks**

**Directions** A chameleon can change colors and patterns. It can blend into the landscape so other animals can't see it. Imagine that you have this ability. Use the story map below to plan a story about a time when you used your ability to change color.

**Story Map Graphic Organizer**

The graphic organizer is enclosed in a large rectangular frame. At the top center is a grey header box with the text "Story Map Graphic Organizer". Below this, the layout is as follows:

- Problem:** A 3D rectangular box on the top left.
- Characters:** A large triangle on the top right.
- First:** A rectangular box in the middle left, with a downward-pointing arrow below it.
- Setting:** A rectangular box in the middle right.
- Next:** A rectangular box in the lower middle left, with a downward-pointing arrow below it.
- Then:** A rectangular box in the bottom left, with an arrow pointing to the right towards the Resolution box.
- Resolution:** A large, multi-pointed starburst shape on the bottom right.

A large, light blue "SAMPLE" watermark is oriented diagonally across the center of the graphic organizer.

1. What is the purpose of your story?

---

2. Where does your story take place? Write the setting on the Story Map.

---

3. Who are the characters in your story? List them in the triangle on the Story Map.

---

4. What is the problem in your story that will require you to use your chameleon-like ability? Write it in the Problem box.

---

5. How is the problem solved? Write the steps and the resolution in the boxes on the Story Map.

---

6. How does a story map help a writer plan a story?

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**RESEARCH PRINCIPLE 8:** Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP, Mathematics, Level H, Lesson 3, page 16

**Lesson 3** Multiply and Divide Integers



**DIRECTIONS** Read each question. Write, explain, or show all your work in the space provided.

- 7 The following table shows tournament scores for 5 golfers on a team. A negative score represents a number of strokes below par, a positive score represents a number of strokes above par, and a score of 0 represents par.

	Joe	Cindy	Marty	Fernando	Ted
Round 1	-2	4	-2	-4	0
Round 2	-5	-2	0	-3	-2
Round 3	1	-3	-1	2	2

- A What was Joe's average score for his three rounds?
- B What was the average of all the individual scores listed in the table? Explain how you found your answer.
- 8 Jorge keeps track of the money in his bank account by recording a positive number for deposits and a negative number for withdrawals each month.

Transaction	Jan	Feb	Mar	Apr	May	Jun
Deposits (dollars)	60	100	55	110	125	90
Withdrawals (dollars)	-110	-110	-110	-110	-110	-110

- A Find the total number of dollars that Jorge withdrew from his account during the 6 months.
- B Jorge defines his *net monthly transaction* to be the sum of the positive deposit amount and the negative withdrawal amount for that month. For example, the net monthly transaction for January is:

$$60 + (-110) = -50.$$

What is the average net monthly transaction for the 6 months? Explain how you found your answer.

**RESEARCH PRINCIPLE 9:** Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP, Mathematics, Level H, Applying Ideas, pages A132-A133

## Applying Ideas

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

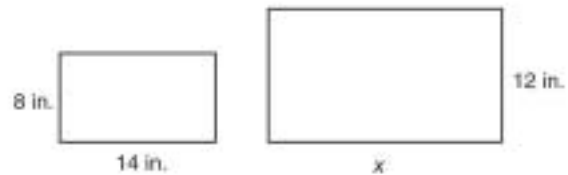
- 1 The table below contains information about four colleges and the number of students and teachers at those colleges.

College	Number of Students	Number of Teachers
A	8,500	900
B	5,600	800
C	12,900	1,300
D	3,600	500

Which college has the lowest student to teacher ratio?


- A College A  
 B College B  
 C College C  
 D College D
- 2 At rest, Halle's heart beats 9 times in 10 seconds. What is Halle's heart rate in beats per minute, bpm?
- A 48 bpm  
 B 54 bpm  
 C 60 bpm  
 D 90 bpm
- 3 A truck driver drove 700 miles and earned \$938.00. At the same rate of pay, how much would the truck driver earn for a 550-mile drive?
- A \$670  
 B \$737  
 C \$1,194  
 D \$1,309

- 4 The rectangles below are similar figures.




What is the value of  $x$ ?

- A 18 in.  
 B 19 in.  
 C 20 in.  
 D 21 in.
- 5 James has 15 coins in his pocket. 20% of the coins are quarters. What is the value of the quarters in James' pocket?
- A \$0.50  
 B \$0.75  
 C \$1.00  
 D \$1.50
- 6 Sarah answered 24 of 32 questions correctly on her last math test. What was her score as a percent?
- A 25%  
 B 70%  
 C 75%  
 D 80%

Applying Ideas

**DIRECTIONS** Read each question. Write, explain, or show all your work in the space provided.

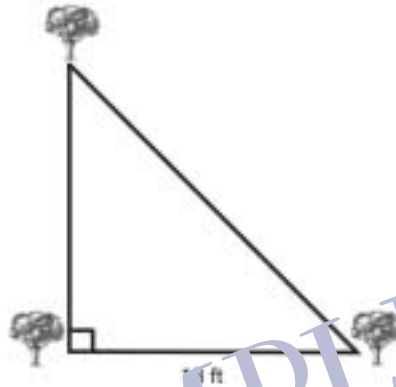
- 7 One of the Great Pyramids at Giza in Egypt is made of about 2.3 million stone blocks.
- A** If each block weighs about 3 tons, about how many tons does the pyramid weigh?
- B** About how many pounds does the pyramid weigh? (1 ton = 2,000 pounds)  
Explain how you found your answer.
- 8 In his first 5 games, a basketball player made 28 free throws out of 40 attempts.
- A** For these first 5 games, what percent of his free throw attempts did he make?
- B** If the player continues to make free throws at the same rate, about how many free throws can his coach expect him to make in a game where he has 16 attempts? Explain how you found your answer.
- 

**RESEARCH PRINCIPLE 10:** Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP, Mathematics, Grade 8, DPT, Test 2, pages 9–10

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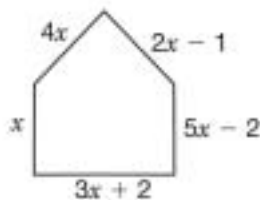
**Grade 8—Part I**

- 4 Lisa is responsible for weeding the path connecting three main exhibits at the botanical gardens.



The triangle formed by the path has an area of  $216 \text{ ft}^2$ . What length must Lisa weed?

- A 33 ft  
 B 72 ft  
 C 108 ft  
 D 300 ft
- 5 What is the perimeter of this figure in simplest terms?



- A  $12x - 4$   
 B  $15x - 2$   
 C  $8x + 5$   
 D  $2x + 15$

---

**Grade 8—Part I**

- 6** Choose the answer that describes independent events.
- A** drawing 2 cards from a deck of cards (without replacing the first card)
  - B** 2 spins of a spinner
  - C** drawing 2 different names from a bag of 10 names
  - D** choosing 2 shoes from the closet at random and getting a pair
- 7** Tina is saving her money in order to take art lessons. She has already saved \$42 and she adds \$10 to her savings every week. She can use the equation  $f(x) = 42 + 10w$  to determine the amount she will have saved after  $w$  weeks. If she graphs this equation, which of the following values will determine the slope of the line?
- A**  $f(x)$
  - B** 42
  - C** 10
  - D**  $w$
- 8** Joe must run more than 20 miles this week in order to prepare for the weekend's race. He is using the following equation to determine the number of miles he must run each day for 5 days:  $5x > 20$ . What is the value of  $x$ ?
- A**  $x < 4$
  - B**  $x > 4$
  - C**  $x > 5$
  - D**  $x > 20$
- 9** Mark recorded the temperature at noon everyday for 3 months for a science project. What is the best way for Mark to represent his data?
- A** line graph
  - B** pie chart
  - C** bar graph
  - D** table

**RESEARCH PRINCIPLE 10:** *Measuring Up® to the Michigan Content Standards and Success Strategies for the MEAP, English Language Arts, Grade 7 DPT, Test 1 Prescriptive Answer Guide, page 5*



## Prescriptive Answer Guide—Test 1

This Prescriptive Answer Guide will help you connect each Diagnostic Practice Test question directly to the appropriate ELA Content Standard and Grade Level Performance Expectations and lessons in the *Measuring Up™* worktexts. The correlation will help you prescribe additional instruction and practice to areas where students require additional support.

### Part 1

Use the Part 1 Rubric on page 24 to rate students' compositions. Check that students have followed one of the topics provided or developed their own topic related to the theme, "Honoring a Promise," and that they have used specific examples from their knowledge or experience to support main ideas in their compositions. Emphasize the value of using the Checklists for Revising and Proofreading as students prepare their final answer document.

### Part 2A — Reading Selection 1

Question	Answer	ELA Content Standard and Grade Level Performance Expectations	<i>Measuring Up™ to the Michigan Content Standards, ELA—Level G</i>
1	D	1.2	Chapter 1, Lesson 2
2	A	1.2	Chapter 1, Lesson 2
3	A	6.3	Chapter 3, Lesson 15
4	C	1.2	Chapter 1, Lesson 2
5	B	1.2	Chapter 1, Lesson 2
6	D	10.1	Chapter 4, Lessons 18, 19
7	C	1.2	Chapter 1, Lesson 2
8	D	10.1	Chapter 4, Lessons 18, 19
9	D	8.3a	Chapter 3, Lesson 14
10	B	10.1	Chapter 4, Lessons 18, 19