



Compton USD Learning Packet

Third Grade

Name _____



COMPTON UNIFIED SCHOOL DISTRICT

Support Learning
at Home



MESSAGE FOR PARENTS

Dear Parents and Guardians,

As spring break approaches, we would like to share with you some learning resources that we have available for our PreK-12 students. From activity packets and online programs, to the use of Google Classroom and Google Meet, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning beyond the classroom, whether it is at home, after school, on weekends, during vacation time, or in the event of extenuating circumstances that would prevent students from coming to school.

Visit our Compton Unified School District website to access the resources that we have available for our students!

PARENT SQUARE REGISTRATION

To receive important updates on student assignments please make sure that you are registered on Parent Square! You will receive notification from your schools.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

REVIEW LEARNING PACKETS

Our Common-Core aligned **Review Learning Packets** offer TK-12 students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work for 2 weeks, and it includes recommendations for students and families on how to distribute the completion of these review activities. In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

ACCESS TO ONLINE PROGRAMS

In addition our Learning Packets, our district offers a variety of **online programs** that students can access. Some of these programs include i-Ready, Imagine Learning, Dreambox, and My Writing Coach. The use of this programs offer a great opportunity for students to master those skills that they are experiencing difficulty with, while learning new grade-level concepts! A Digital Resource Guide and usage program usage recommendations are included at the back of our Learning Packet.

GOOGLE CLASSROOM

Many of our educators also use **Google Classroom**, which makes their teaching more productive, collaborative, and meaningful. Using this management system, our teachers can distribute assignments that students can complete from home, and teachers can review, grade, and send feedback!

GOOGLE MEET

Many of our teachers use **Google Meet** as part of their Google Classroom. This platform allows teachers to video conference live with students to deliver lessons, tutor, and answer clarifying questions virtually.



DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning
at Home



MENSAJE PARA LOS PADRES

Estimados padres y tutores,

A medida que se acerca el descanso de primavera, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes de PreK-12. Desde paquetes de actividades y programas en la web, hasta el uso de Google Classroom y Google Meet, los estudiantes del Distrito Escolar Unificado de Compton (CUSD) tienen múltiples oportunidades para reforzar el aprendizaje.

Queremos que nuestros estudiantes continúen aprendiendo más allá del salón de clases, ya sea en casa, después de la escuela, los fines de semana, durante las vacaciones, o en el caso de circunstancias atenuantes que prevendrían a los estudiantes asistir a clases.

¡Visite nuestro sitio web del Distrito Escolar Unificado de Compton para tener acceso a los recursos que tenemos disponibles para nuestros estudiantes!

PARENT SQUARE

Para recibir notificaciones sobre las tareas para su hijo/a por favor regístrese en Parent Square. Su escuela le mandará más información.

SERVICIOS EDUCATIVOS

TELÉFONO:

(310) 639 4321 Ext. 55012

SITIO WEB:

www.compton.k12.ca.us

REVISAR PAQUETES DE APRENDIZAJE

Nuestros **Paquetes de Aprendizaje de Repaso** están alineados con los estándares del estado y ofrecen a los estudiantes TK-12 la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las esferas de la alfabetización y las matemáticas. Cada paquete contiene trabajo para los estudiantes para 2 semanas, e incluye recomendaciones para los estudiantes y las familias sobre cómo distribuir estas tareas. Además, recomendamos que los estudiantes se involucren en lectura libre por un mínimo de 30 minutos cada día.

ACCESO A PROGRAMAS DE COMPUTACION

Además de nuestros Paquetes de Aprendizaje, nuestro distrito ofrece una variedad de **programas de computación** a los que los estudiantes pueden acceder. Algunos de estos programas incluyen i-Ready, Imagine Learning, Dreambox y My Writing Coach. ¡El uso de estos programas ofrece una gran oportunidad para que los estudiantes dominen aquellas habilidades con las que están experimentando dificultades, mientras aprenden nuevos conceptos de nivel de grado! En la parte posterior de nuestros Paquetes de Aprendizaje se incluye una Guía de Recursos Digitales.

SALÓN DE CLASES DE GOOGLE

Muchos de nuestros educadores también utilizan **Google Classroom**, lo que hace que su enseñanza sea más productiva, colaborativa y relevante. ¡Usando este sistema, nuestros maestros pueden distribuir tareas que los estudiantes pueden completar desde casa, y los maestros pueden revisar, calificar y enviar comentarios!

GOOGLE MEET

Muchos de nuestros maestros utilizan los **Google Meet** como parte de su Google Classroom. Esta plataforma permite a los profesores realizar videoconferencias con los estudiantes para impartir lecciones, ofrecer clases particulares y responder a preguntas y dudas de forma virtual.

3rd Grade Learning Packet

TABLE OF CONTENTS

Day	Lesson	Date Completed
1	Read "If I Could Fly" and Answer Questions 1-5	
	Claim 1, Target A	
2	Read "Marine Animals" and Answer Questions 6-8	
	Claim 1, Target A	
3	Answer Questions 9-15	
	Claim 1, Target B	
4	Answer Questions 16-20	
	Claim 1, Target B	
5	Read "A New Beginning" and Answer Questions 21-28	
	Claim 1, Target C	
6	Informational Performance Task: Read Source 1	
	Claim 1, Target C	
7	Informational Performance Task: Read Source 2	
	Claim 1, Target D	
8	Informational Performance Task: Answer Questions 1-3	
	Claim 1, Target D	
9	Informational Performance Task: Start Writing the Informational Article	
	Claim 1, Target F	
10	Informational Performance Task: Finish Writing the Informational Article	
	Claim 1, Target F	

Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

SESSION 1

Read the poem. Then answer the questions.

If I Could Fly

by Claire Daniel

If I had wings like a bird,
Then I would rise and fly.
I would explore distant lands
And mountains that touch the sky.

First I'd fly to far-flung shores,
To feel what it's like to be free.
I would float on waves, dive for food,
And wink at the whales I see.

I'd fly away to the rainforest,
To find other birds like me.
With toucans, eagles, and parrots,
I'd laugh at monkeys in the trees.

Next I'd fly to the desert,
Soar past a cactus or two.
I might chase a snake or rabbit,
There's so much I could do.

Next I'd fly to the frozen north,
A white snowy owl with me.
Tossing snowballs at polar bears
Until it's best to flee.

After all this flying I'm tired,
I need sleep and rest.
Where should I lay my weary head?
Which location is best?

But I don't have wings after all,
I'm anchored to the ground.
I'll snuggle in my bed at home,
and dream of flying 'round.

Name: _____ Date: _____

- 1 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence **best** describes what the second stanza shows about the narrator of the poem?

- Ⓐ The narrator wants to go on a trip.
- Ⓑ The narrator enjoys whale watching.
- Ⓒ The narrator enjoys studying the ocean.
- Ⓓ The narrator wants to be able to travel anywhere.

Part B: Which line from the poem **best** supports your answer in part A?

- Ⓐ First I'd fly to far-flung shores,
- Ⓑ To feel what it's like to be free.
- Ⓒ I would float on waves, dive for food,
- Ⓓ And wink at the whales I see.

Name: _____ Date: _____

- 2 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the lines from the poem.

Tossing snowballs at polar bears
Until it's best to flee.

How does the use of flee help the reader understand the author's feelings on being like a bird?

- (A) The author thinks being like a bird would mean being in scary situations.
- (B) The author thinks being like a bird would mean getting away from danger.
- (C) The author thinks being like a bird would mean playing jokes and not getting in trouble.
- (D) The author thinks being like a bird would mean being thought of as dangerous by other animals.

Part B: Which word from the poem **best** supports your answer in part A?

- (A) tossing
- (B) snowballs
- (C) bears
- (D) best

Name: _____ Date: _____

- 3** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence **best** tells the message of the poem?

- (A) The author wishes she were a bird.
- (B) The author wishes she could see different animals.
- (C) The author wishes she were able to travel the world.
- (D) The author wishes she had more dreams of being a bird.

Part B: Which line from the poem **best** supports your answer in part A?

- (A) If I had wings like a bird,
- (B) I would explore distant lands
- (C) With toucans, eagles, and parrots,
- (D) and dream of flying 'round.



Name: _____ Date: _____

4 Draw lines and match **each** phrase from the poem with its meaning.

- | | |
|----------------------------------|--------------------------|
| “touch the sky” | able to explore |
| “far-flung shores” | very tall |
| “feel what it’s like to be free” | unable to try new things |
| “anchored to the ground” | a great distance away |

5 How does the last stanza add to the central idea of the poem? Use details from the poem to support your answer.



Name _____

1. For A-D, choose Yes or No to indicate whether each unknown factor is equal to 3.

A. $6 \times \square = 18$

Yes No

B. $\square \times 7 = 56$

Yes No

C. $\square \times 4 = 36$

Yes No

D. $8 \times \square = 40$

Yes No

2. A math book is 45 pages long. If each chapter is 9 pages long, how many chapters are there?

chapters

3. What unknown number makes this equation true?

$$7 = \square \div 5$$

4. Stella saves all her dimes. Today she is getting them out of her piggy bank and wrapping them to take to the bank. She finds she has 600 dimes. It takes 50 dimes to fill each paper wrapper and make a roll.

For A, how many wrappers does she need?

For B, complete the equation for the unknown factor n that could be used to find the number of wrappers needed.

A. wrappers

B. $n \times \square = \square$

5. A waiter carried 3 trays with 3 desserts on each tray. How many desserts did he carry all together?

desserts

6. A dollar bill has a mass of 1 gram.
What is the mass, in grams, of 15 dollar bills?

grams

7. Isaiah took 16 dimes from his bank and put them in 4 equal stacks. How many dimes did Isaiah put in each stack?

dimes

8. Natalie used 35 blue berries to make 5 blue berry smoothies. She used the same number of blue berries in each smoothie. How many blue berries did Natalie use in each smoothie?

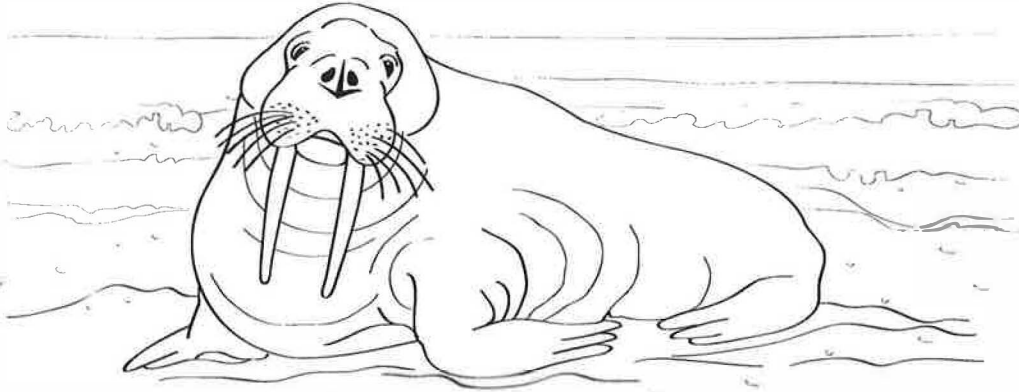
blue berries

9. Alexandra arranges 88 sea shells into equal rows of 8 sea shells
How many rows are there?

rows

Read the passage. Then answer the questions.

Marine Animals



The walrus is only one animal that lives in the sea but can also live on land. It grows a thick coat to keep warm when it swims in the sea.

If you wanted to explore the ocean, you would need special equipment. A boat could take you over the water, but underwater is a different story. You would need special gear, such as air tanks, to let you breathe. In cold water, you would need a special suit to keep you warm.

Marine animals live in oceans without any gear at all. Their bodies have changed, or adapted, over the years to survive in many different places.

The Vast Oceans

Oceans cover over half of Earth's surface. More than one million different kinds of animals and plants live in the oceans. These animals have adapted in amazing ways.

Large animals, such as whales, need large areas to live in. For example, a blue whale can weigh 100 to 150 tons. When feeding, it can eat four tons of food each day! To find enough food, it travels thousands of miles each year. The blue whale needs a lot of space.

Surviving in Salty Water

Have you ever had a drink of salty water? Not only does it taste bad, it is not good for you. So how do animals live in it?

Marine fish have adapted to the salty water. Marine animals have specially developed kidneys, gills, and body functions that make sure their bodies are not harmed by too much salt. They can drink the water. Extra salt from the water is then pumped out of their gills.

Salt water also helps animals move and swim. Salt water is dense, so it makes floating easier. Huge animals like blue whales can move easily. They do not need big strong bones to support the weight of their huge bodies because the water does that.

Salt water actually presses down on animals that live beneath it. The deeper an animal swims, the more pressure the animal must withstand.

People can't dive in very deep water because the pressure is too great. Air in the lungs can be harmful, even dangerous. That is because the pressure of the water outside the body is much greater than the pressure inside. But many marine animals can dive down deep. Some push air out from their lungs as they dive. Another animal, the seal, has adapted in another way. Its lungs lose air like a flattened rubber bag. The air goes into the upper part of the seal's respiratory system. After its lungs collapse, the seal becomes heavier than the salt water. It sinks deeper and deeper.

Staying Warm

Ocean waters have different temperatures. Marine animals have adapted to the different temperatures in the oceans. Seals, walruses, and whales have developed layers of blubber, or fat.

The blubber protects the animal from the cold. The blubber on some whales can be as much as two feet thick!

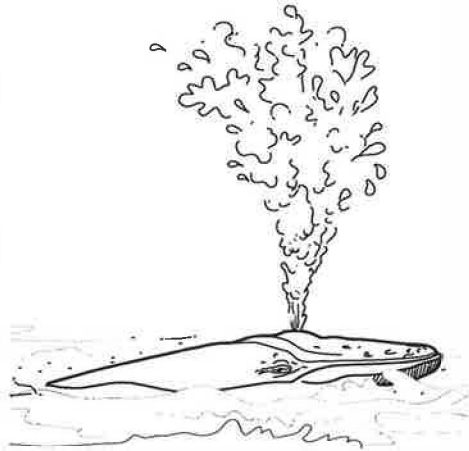
Sea otters don't have blubber. Instead, they have adapted in a different way. They grow very thick fur. Their fur may have a million hairs per square inch! This thick fur doesn't allow the cold water to touch the skin.

Breathing Air

All animals must breathe, but marine animals do so in different ways. Fish have gills that take oxygen from the water. Other marine animals don't have gills. Whales and dolphins are two animals that must breathe air. They have to come to the surface of the water to breathe through blowholes on the tops of their heads.

Seals breathe air too, but they can hold their breath for a long time. Some can stay below the surface for over 30 minutes.

Blue Whales



Blue whales can't breathe underwater. Every few minutes they must come to the surface to take a breath. They blow out water and air and take in fresh air. Strong muscles around the blowholes close when the blue whale dives back down.

Name: _____ Date: _____

6 Read the paragraphs from the passage.

If you wanted to explore the ocean, you would need special equipment. A boat could take you over the water, but underwater is a different story. You would need special gear, such as air tanks, to let you breathe. In cold water, you would need a special suit to keep you warm.

Marine animals live in oceans without any gear at all. Their bodies have changed, or adapted, over the years to survive in many different places.

How does the second paragraph support the ideas in the first paragraph? Pick **two** choices.

- A** It explains what kinds of animals live in the sea.
- B** It reveals the main idea of the passage.
- C** It describes how sea animals are able to live in the sea.
- D** It names the tools that people can use to explore the sea.
- E** It tells how people use special gear to learn more about the sea.
- F** It compares how people and animals are suited for the places they live.

Name: _____ Date: _____

- 7 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the passage.

The deeper an animal swims, the more pressure the animal must withstand.

What does the word pressure **most likely** mean as it is used in the sentence?

- (A) the force that pushes against something
- (B) a problem when trying to do something
- (C) what makes salt water easy to float in
- (D) the movement of breathing air out through lungs

Part B: Which detail from the passage **best** supports your answer in part A?

- (A) "Extra salt from the water is then pumped out of their gills."
- (B) "Salt water is dense, so it makes floating easier."
- (C) "Salt water actually presses down on animals that live beneath it."
- (D) "After its lungs collapse, the seal becomes heavier than the salt water."

Name: _____ Date: _____

- 8 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the passage.

Its lungs lose air like a flattened rubber bag.

Which word **best** defines flattened as it is used in the sentence?

- (A) empty
- (B) large
- (C) soft
- (D) stretchy

Part B: Which sentence from the passage **best** supports your answer in part A?

- (A) "Air in the lungs can be harmful, even dangerous."
- (B) "Another animal, the seal, has adapted in another way."
- (C) "The air goes into the upper part of the seal's respiratory system."
- (D) "After its lungs collapse, the seal becomes heavier than the salt water."



Name _____

1. Zoe has 50 walnut trees that she wants to plant in rows. She wants the same number of walnut trees in each row. She claims each of these methods will work. Select the method that will **not** work.

- (A) 25 rows with 2 walnut trees in each row
 - (B) 2 rows with 25 walnut trees in each row
 - (C) 6 rows with 8 walnut trees in each row
 - (D) 5 rows with 10 walnut trees in each row
-

2. Eva and her grandmother made muffins. They put 9 muffins on each of 5 plates.

Select the number sentences that show all the muffins Eva and her grandmother made. Mark all that apply.

- A. $5 \times 9 = 45$
 - B. $5 + 9 = 14$
 - C. $4 + 41 = 45$
 - D. $9 + 9 + 9 + 9 + 9 = 45$
-

3. Circle the unknown factor.

$$6 \times \begin{array}{c} 9 \\ 11 \\ 10 \end{array} = 60$$

4. A textbook is 40 pages long. If each chapter is 10 pages long, how many chapters are there?

chapters

5. Parker buys 4 bags of powdered sugar. Each bag weighs 5 pounds. How many pounds of powdered sugar did Parker buy?

pounds

6. What unknown number makes this equation true?

$$8 \times \boxed{} = 16$$

7. The coach separated the 21 players at tennis practice into 3 different groups. How many players are in each group?.

players

8. Isaiah divided 36 crayons among 6 different friends. Each friend received the same number of crayons. How many crayons did Isaiah give to each friend?

- (A) 4
- (B) 5
- (C) 6
- (D) 7

Name: _____ Date: _____

- 9 The following question has two parts. First, answer part A. Then, answer part B.

Part A: What conclusion about the author's opinion is supported by the passage?

- (A) The ocean is difficult to learn about.
- (B) The ocean is filled with interesting animals.
- (C) The ocean is the best home for large animals.
- (D) The ocean is the most dangerous part of nature.

Part B: Which sentence from the passage best supports your answer in part A?

- (A) "Oceans cover over half of Earth's surface."
- (B) "These animals have adapted in amazing ways."
- (C) "Large animals, such as whales, need large areas to live in."
- (D) "Air in the lungs can be harmful, even dangerous."

Name: _____ Date: _____

- 10 The following question has two parts. First, answer part A. Then, answer part B.

Part A: What is the **most likely** reason the author uses a picture of a whale to illustrate the passage?

- (A) because whales are the main topic of the passage
- (B) because whales can be dangerous ocean animals
- (C) because whales need very large areas of water to live in
- (D) because whales have special parts that help them live in the ocean

Part B: Which detail from the passage **best** supports your answer in part A?

- (A) "Large animals, such as whales, need large areas to live in."
- (B) "When feeding, it can eat four tons of food each day!"
- (C) "To find enough food, it travels thousands of miles each year."
- (D) "They have to come to the surface of the water to breathe through blowholes on the tops of their heads."

Name: _____ Date: _____

- 11 The passage is divided into sections with headings in bold. Draw lines and match each heading with the **best** description of its main idea.

"The Vast Oceans"

Animals are adapted to stay beneath the ocean waters for a long period of time.

"Surviving in Salty Water"

Animals are adapted to travel long distances in ocean waters.

"Staying Warm"

Animals are adapted for living in cold ocean waters.

"Breathing Air"

Animals are adapted to drink and swim in ocean waters.

- 12 Why does the author **most likely** choose to include a special feature about blue whales in the passage?

- (A) to show that blue whales are very large animals
- (B) to show that blue whales can move easily in the ocean
- (C) to explain how blue whales are able to breathe air at the surface
- (D) to explain how blue whales have thick blubber to keep them warm

Name: _____ Date: _____

- 13** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence **best** tells the main idea of the passage?

- (A)** People can explore the ocean using special equipment.
- (B)** People can find many interesting living things in the ocean.
- (C)** Animals that live in the ocean can breathe in different ways.
- (D)** Animals have special parts that help them live in the ocean.

Part B: Which sentence from the passage **best** supports your answer in part A?

- (A)** "If you wanted to explore the ocean, you would need special equipment."
- (B)** "Their bodies have changed, or adapted, over the years to survive in many different places."
- (C)** "More than one million different kinds of animals and plants live in the oceans."
- (D)** "All animals must breathe, but marine animals do so in different ways."

Name: _____ Date: _____

- 14** A student is writing a research report about the benefits of recess. He wrote an opinion in the report. Read the sentences from the student's report and the directions that follow.

Recess is a very important time for students. Children need breaks during a busy day of learning. Moving around can help students focus better on what they are learning. A break can help students remember the lessons better. Teachers need a break too. Some teachers use stretches to give their students brain breaks.

The student took notes about the reasons kids need recess. Choose **two** notes that support the student's opinion.

- (A)** Teachers at schools without recess are usually unhappy.
- (B)** Recess should be given to students who are well behaved.
- (C)** Teachers who lead class stretches have more focused students.
- (D)** Studies show students who have more breaks have better grades.
- (E)** Schools where recess is given only as a reward have better behaved students.
- (F)** Recess should be outside if possible and kids should not have electronic devices during this time.

Name: _____ Date: _____

- 15** A student is writing a research report about cell phones. She is looking for information about cell phone safety. Choose the **three** sentences that have information about cell phone safety.
- (A)** Many people began using cell phones in the 1990s.
 - (B)** Using cell phones to text while driving is an increasing problem in our country.
 - (C)** Some people fear that the waves sent out by cell phones could be harmful to humans.
 - (D)** Now, with cell phones being so common, there are safety concerns people have about other electronic devices.
 - (E)** Many people feel cell phones are helpful because you could always call for help in an emergency.
 - (F)** Today cell phones have replaced almost every other type of phone, which means people have their phones wherever they go.



Name _____

1. There are 96 peaches packed in 8 baskets with the same number of peaches in each basket. How many peaches are in each basket?

For A-D, choose Yes or No to indicate whether each number sentence represents the problem.

A. $96 \div \square = 8$

Yes No

B. $\square + 8 = 96$

Yes No

C. $8 \times \square = 96$

Yes No

D. $96 - \square = 8$

Yes No

2. Select the number sentences that show the Commutative Property of Multiplication. Mark all that apply.

A. $8 \times 4 = 32$

B. $3 \times 6 = 3 \times 6$

C. $9 \times 5 = 5 \times 9$

D. $2 \times 7 = 7 \times 2$

E. $1 \times 10 = 1 + 10$

3. What unknown number makes the equation true?

Enter the number in the box below.

$7 \times 8 = \square \times 7$

4. What unknown number makes this equation true?

$$32 \div \square = 8$$

5. Austin has 7 sheets of stickers. There are 6 stickers on each sheet. He wrote this number sentence to represent the total number of stickers.

$$7 \times 6 = \square$$

What is the related expression that also represents the total number of stickers he has?

(A) $6 + 7 = \square$

(B) $6 \times 7 = \square$

(C) $7 \times 7 = \square$

(D) $7 + 7 + 7 + 7 + 7 + 7 + 7 = \square$

6. What unknown number makes the equation true?

$$6 \times 9 = 6 \times \square \times 3$$

7. Which equation has the same unknown value as $16 \div 8 = \square$

(A) $16 \div \square = 8$

(B) $\square \div 8 = 16$

(C) $\square \div 16 = 8$

(D) $16 \times \square = 8$

Name: _____ Date: _____

- 16 A student is writing a report about how chocolate is made. Which source would **most likely** have information for the report?
- (A) A website where people share their opinions of chocolate.
 - (B) A magazine article about what happens inside chocolate factories.
 - (C) A nonfiction book about how chocolate has changed over the years.
 - (D) A medical journal study about the health benefits of eating chocolate.
- 17 A student is writing a report about bike safety. Which website is the **most useful** source of information for the report?
- (A) www.biketobehealthy.org
 - (B) www.bikesandhelmets.org
 - (C) www.bikesandgearsandchains.com
 - (D) www.bikecrashstories.blogspot.com

Name: _____ Date: _____

- 18** A student is writing an opinion article about dogs for her school newspaper. Read the draft of the article and complete the task that follows.

Many people own dogs. They are the best pets in the world. They are the best pets because they can be trained and taught tricks. People train them to obey commands such as sit, stay, and come. Some dogs learn to play dead and some even learn how to dance on their back legs. Dogs quickly become companions or friends with their owners. They enjoy going on walks with them, cuddling with them, and even riding in cars with them. Dogs are also loyal to their owners. They will follow them wherever they go.

Write a paragraph that concludes the article and supports the opinion about dogs.

Name: _____ Date: _____

- 19 A student is writing a story for class about being in the rain. The student wants to revise the draft to add details. Read the draft and complete the task that follows.

Yesterday I took the bus on my way home from school and it started raining. My first thought was, "I don't have an umbrella!" As I climbed down the bus steps I could feel the raindrops falling on my head. Quickly my hair was getting soaked. I was carrying a pile of library books for my book report. I had to come up with a plan to keep them dry until I got home. First I took off my coat and wrapped them inside. Next, I put my body over the coat and started running home. As I was running, I tripped over a rock and fell on top of my coat and the books. Lucky for me my plan to wrap them up kept them dry.

Choose the **best** sentence to add **after** the underlined sentence to explain what is happening.

- (A) This morning I ran out of the house without my backpack.
- (B) Tomorrow the librarian would be very angry about these books.
- (C) I still had to walk two blocks to my house from the bus stop.
- (D) The bus driver started yelling at me to hurry up and get off the bus.

Name: _____ Date: _____

- 20 A student is writing an article for class about how to wash dishes. The student wants to revise the draft to make the directions clearer. Read the draft of the article. Then complete the task that follows.

Have you ever learned to wash dishes? It is a simple chore that can be done to help out around the house. First, you make sure the drain in your sink is closed. Place the dishes in the sink. You begin to fill the sink with hot water and add dishwashing soap. Then, using a sponge, begin scrubbing the leftover food off the dishes. Place the cleaned dishes on the rinsing side of the sink. After all the dishes are cleaned, turn on the water, and begin rinsing the soap off the dishes.

Choose the **best** word to connect the underlined sentences.

- Ⓐ Also,
- Ⓑ But,
- Ⓒ Finally,
- Ⓓ Next,



Name _____

1. What unknown number makes the equation true?

Enter the number in the box below.

$$9 \times 5 = 5 \times \square$$

2. What unknown number makes this equation true?

$$\square \div 2 = 3$$

3. Which equation has the same unknown value as $27 \div 3 = \square$

(A) $27 \times \square = 3$

(B) $\square \times 3 = 27$

(C) $\square \div 27 = 3$

(D) $3 \div \square = 27$

4. For A-D, choose Yes or No to indicate whether each number sentence has the same value as 6×4 .

A. $6 \times (1 + 3) = \square$

Yes No

B. $(6 \times 1) + (6 \times 4) = \square$

Yes No

C. $6 + (1 + 3) = \square$

Yes No

D. $(4 \times 3) + (4 \times 3) = \square$

Yes No

5. Select the number sentences that show the Commutative Property of Multiplication. Mark all that apply.

A. $3 \times 2 = 3 \times 2$

B. $8 \times 4 = 4 \times 8$

C. $5 \times 6 = 6 \times 5$

D. $7 \times 1 = 1 \times 7$

E. $9 \times 10 = 10 \times 9$

6. There are 56 peaches packed in 7 baskets with the same number of peaches in each basket. How many peaches are in each basket?

For A-D, choose Yes or No to indicate whether each number sentence represents the problem.

A. $7 + \square = 56$

Yes No

B. $56 \div \square = 7$

Yes No

C. $\square \times 7 = 56$

Yes No

D. $\square - 56 = 7$

Yes No

7. What unknown number makes the equation true?

$5 \times 9 = 5 \times 10 - \square$

© 2018 Next Gen Math

SESSION 2

Read the passage. Then answer the questions.

A New Beginning

November 17, 1732

"It's the first day of our new life, Mercy," Mother said to me. She's right. Today we're sailing out of London and toward America. The ship is a busy place. The sailors don't care much for the passengers. They act like we're in the way. I want to be on deck all the time. There are so many ropes and sails, and so much water!

November 20, 1732

Gus, a gruff sailor, pulled me aside yesterday. This is his third trip west, he said. He also said that there are snakes as big as alligators where we are going. He said the mosquitoes are as big as ducks. He said I'd be lucky to last a week. I had nightmares last night. I wish we could go back home.

If truth be told, my family needs a change. My father is an excellent carpenter, but there are many excellent carpenters in London. He just never got enough work. Often we had little food. I was always outgrowing my shoes. So my father jumped at the opportunity to take his skills to a new country. We will all make a new start when we get to America.

We're sailing on the ship *Ann*. There are 115 of us. There are many families and children. I think there are too many of us.

Our quarters below deck are crowded and dark. Many passengers are seasick, even though the sailors tell us the seas are calm. I don't feel so well myself.

December 1, 1732

Dad built some shelves for the cook in the galley, so the sailors are friendlier to us. Gus took me up on the deck and showed me the ropes—except they aren't ropes after all. They are called "lines." This ship has hundreds of them. Gus showed me how they worked. I felt happy that he was teaching me all this, but then he started telling me about the Native Americans. He said they'd probably attack us when we reach land. That is, if the crocodiles didn't eat us first. I told my father what Gus said. He just laughed and said Gus was kidding with me.

December 15, 1732

I'm a terrible journal writer. I've just been so busy! I've been helping the sailors with the lines and sails. Gus is showing me how to use the stars to figure out which direction we are sailing. Today, I even got to go up to the crow's-nest! A ten-year old boy went first, and I was determined to go, too. I was really scared, but I am tired of being afraid. After I got up there, I was amazed at the ocean. There was dark blue water in every direction as far as I could see.



January 13, 1733

The good news is that we can now see land! We are docked in Charleston, South Carolina. The bad news is that we can't get off the boat yet. General Oglethorpe is going ashore to meet with the Native Americans so we can settle in a place just south of here.

It will be called Georgia. Oglethorpe, as we call him, named our town Savannah. Of course, there is nothing there yet!

February 12, 1733

We are here at last! There are tall bluffs instead of a beach. Groups of trees are on top of the cliffs. Oglethorpe says that is where we will build our town.

My mom keeps saying, "Look at all the trees!" Of course, when my dad sees trees, he sees benches, tables, chairs, and wooden houses.

I also noticed that there were no Native Americans waiting to attack us. There were no crocodiles lining up on the beach to eat us. I asked Gus where the mosquitoes and snakes were, and he said they were hiding in the bushes. I smiled. I told him I'd go into the woods and bring him some to take back to London.

Name: _____ Date: _____

- 21** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Why did the author choose to describe how the narrator was feeling in the journal entries throughout the passage?

- (A) to show that the narrator changes her attitude
- (B) to show how unhappy the narrator was on her journey
- (C) to explain how lucky the narrator was to move to America
- (D) to explain that it was scary for the narrator to leave London

Part B: Which sentence from the passage **best** supports your answer in part A?

- (A) "Our quarters below deck are crowded and dark."
- (B) "If truth be told, my family needs a change."
- (C) "He said they'd probably attack us when we reach land."
- (D) "I was really scared, but I am tired of being afraid."

Name: _____ Date: _____

- 22** The following question has two parts. First, answer part A. Then, answer part B.

Part A: What conclusion about the narrator's father is supported by the passage?

- (A)** He is excited about their new start.
- (B)** He is sad they have to leave their home.
- (C)** He wishes they could get there faster.
- (D)** He is worried about being on the ship.

Part B: Which sentence from the passage **best** supports your answer in part A?

- (A)** "My father is an excellent carpenter, but there are many excellent carpenters in London."
- (B)** "So my father jumped at the opportunity to take his skills to a new country."
- (C)** "Dad built some shelves for the cook in the galley, so the sailors are friendlier to us."
- (D)** "Of course, when my dad sees trees, he sees benches, tables, chairs, and wooden houses."

Name: _____ Date: _____

- 23** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the passage.

He also said that there are snakes as big as alligators where we are going.

What does the author tell the reader about Gus by using the phrase “as big as alligators”?

- (A) Gus was trying to scare the narrator.
- (B) Gus had never really been to America.
- (C) Gus did not know much about the sizes of animals.
- (D) Gus wanted to get the narrator excited about America.

Part B: Which sentence from the passage **best** supports your answer in part A?

- (A) “Gus, a gruff sailor, pulled me aside yesterday.”
- (B) “This is his third trip west, he said.”
- (C) “I had nightmares last night.”
- (D) “I wish we could go back home.”

Name: _____ Date: _____

- 24 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the passage.

We are docked in Charleston, South Carolina.

Which phrase **best** states the meaning of docked as it is used in the sentence?

- (A) They are unloading in Charleston.
- (B) Their boat has landed in Charleston.
- (C) They can see Charleston in the distance.
- (D) The boat is being pulled toward Charleston.

Part B: Which sentence from the passage **best** supports your answer in part A?

- (A) "Groups of trees are on top of the cliffs."
- (B) "There are tall bluffs instead of a beach."
- (C) "The good news is that we can now see land!"
- (D) "The bad news is that we can't get off the boat yet."

Name: _____ Date: _____

- 25 The following question has two parts. First, answer part A. Then, answer part B.

Part A: What conclusion can be drawn about how the narrator feels at the end of the passage?

- (A) She feels excited.
- (B) She feels curious.
- (C) She feels brave.
- (D) She feels proud.

Part B: Which sentence from the passage **best** supports your answer in part A?

- (A) "We are here at last!"
- (B) "There are tall bluffs instead of a beach."
- (C) "Of course, when my dad sees trees, he sees benches, tables, chairs, and wooden houses."
- (D) "I told him I'd go into the woods and bring him some to take back to London."

26 Read the paragraphs from the passage.

Gus, a gruff sailor, pulled me aside yesterday. This is his third trip west, he said. He also said that there are snakes as big as alligators where we are going. He said the mosquitoes are as big as ducks. He said I'd be lucky to last a week. I had nightmares last night. I wish we could go back home.

I also noticed that there were no Native Americans waiting to attack us. There were no crocodiles lining up on the beach to eat us. I asked Gus where the mosquitoes and snakes were, and he said they were hiding in the bushes. I smiled. I told him I'd go into the woods and bring him some to take back to London.

Which sentences **best** show that the narrator understands that Gus was kidding? Pick **two** choices.

- (A) "He said the mosquitoes are as big as ducks."
- (B) "He said I'd be lucky to last a week."
- (C) "Gus took me up on the deck and showed me the ropes—except they aren't ropes after all."
- (D) "I told my father what Gus said."
- (E) "I also noticed that there were no Native Americans waiting to attack us."
- (F) "There were no crocodiles lining up on the beach to eat us."

Name: _____ Date: _____

27 Which sentences **best** tell the main idea of the passage? Pick **two** choices.

- (A) "The ship is a busy place."
- (B) "If truth be told, my family needs a change."
- (C) "My father is an excellent carpenter, but there are many excellent carpenters in London."
- (D) "We will all make a new start when we get to America."
- (E) "He just laughed and said Gus was kidding with me."
- (F) "I'm a terrible journal writer."

28 The narrator uses several vocabulary words to describe the different parts of a ship. Explain the meanings of the words deck, galley, and quarters. Use details from the passage to support your answer.

Copyright © McGraw-Hill Education

GO ON →



Name _____

1. Riley buys some tape and cuts it into 8 pieces that are the same length. Each piece is 6 inches long. How long was the tape that Riley bought?

inches.

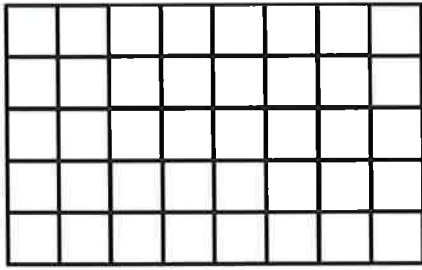
2. For A-D, select **all** expressions that equal the given product: 4

- A.** 2×2
B. 6×10
C. 9×3
D. 3×4
-

3. For A-D, select **all** expressions that equal the given product: 80

- A.** 10×8
B. 1×1
C. 3×9
D. 7×6

4. Select the equations that represent the array. Mark all that apply.



- A. $40 \div 8 =$
- B. $4 \times$ $= 40$
- C. $\times 5 = 8$
- D. $8 \times$ $= 40$
-

5. What unknown number makes this equation true?

$$5 \times 7 = \boxed{}$$

6. For A-C, decide whether each equation is true or false. Select True or False for each equation.

- A. $3 \times 9 = 6 \times 4$
- B. $9 \times 6 = 9 \times 5$
- C. $5 \times 8 = 8 \times 5$

True	False
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

Informational Performance Task

Task:

Your class is creating a book about unique animals and insects. Each person has been assigned to learn about one kind of animal that helps people. Your assignment is to learn about silkworms. While doing your research, you have found two sources.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research.

In Part 2, you will write an informational article using information from the two sources.

Directions for Part 1

You will now review two sources. You can review any of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you to write your informational article. You may refer to the sources when you think it would be helpful. You may also look at your notes.

Source #1: Silk Moths

Have you ever seen a silk moth? There are a few different kinds. The giant silk moth is the largest moth in North America. Silk moths have a soft body covered in fine hairs. They have two pairs of wings. These wings are covered in tiny scales. The scales give the moth its color. Silk moths are mostly brown, orange, and white. Moths usually rest during the day. They are active at night, or nocturnal.

Silk moths begin their lives as small eggs. In the spring, the female moth lays eggs in a tree, which is often a mulberry tree. These eggs are bright yellow like a lemon. After about ten days, the eggs turn black. The tiny caterpillars, or silkworms, are ready to emerge. After the silkworms hatch, they eat leaves from the trees. They nibble on these leaves for a few weeks. As the silkworms eat leaves, they grow larger. They may molt, or shed, their outer skin once or twice as they eat and grow.

Next, the silkworms spin silky cocoons around themselves. Some kinds of silkworms make such nice cocoons that their silk is used to make cloth.

The silkworms spend the winter in their cocoons. Finally, in the spring, they break out of their cocoons. They are now moths. Adult moths don't really have teeth or mouths, so they do not eat. Silk moths will live only long enough to mate and lay eggs. Even though they have wings, they cannot even fly. After the silk moths lay their eggs, they die. Then the cycle of life begins again.



Name _____

1. What unknown number makes this equation true?

$$2 \times 2 = \square$$

2. For A-D, select **all** expressions that equal the given product: 63

A. 8×1

B. 8×9

C. 7×1

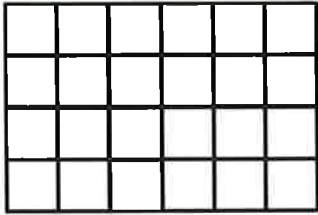
D. 9×7

3. Enter the unknown numbers that make each equation true.

$$4 \times 3 = \square$$

$$63 \div 9 = \square$$

4. Select the equations that represent the array. Mark all that apply.



- A. $\times 4 = 6$
B. $4 \times 6 =$
C. $6 \times$ $= 4$
D. $24 \div 3 =$

-
5. For A-C, decide whether each equation is true or false. Select True or False for each equation.

A. $5 \times 9 = 84 \div 6$

B. $7 \times 9 = 80 \div 5$

C. $1 \times 7 = 7 \div 1$

True False



-
6. For A-D, select **all** expressions that equal the given product: 25

A. 9×1

B. 2×1

C. 5×5

D. 5×6

Source #2: The Secret of Silk

How long do you think you could keep a secret? Do you think you could keep a secret for more than 3,000 years? The Chinese people did.

According to Chinese legend, a princess was walking in her garden one day. Suddenly, something fell into her teacup. Plop! She peered into her cup. She saw that a cocoon had fallen into it. As she pulled the cocoon out of her cup, a long shiny thread pulled free from it. It was the most beautiful thread she had ever seen. She caught her breath. She imagined herself wearing a dress woven from this magic thread. It was silk!

The princess learned how to raise silkworms. She shared the secret with her people. They learned to feed the small silkworms mulberry leaves until they grew fat and made a cocoon. They found out that if they kept the silkworm from emerging from the cocoon, they could unwind it. This way they were able to get long, unbroken threads. They combined the threads so they became thick and strong. They used these threads to weave cloth.

The Chinese people used this cloth to make beautiful clothes. At first only very rich people wore these silk clothes. These clothes were wonderful because they kept you warm in cold weather. They kept you cool in the summer. They used dye to make the shiny clothes brightly colored. Soon everyone wanted to wear silk.

People far and wide heard about silk. They journeyed far across the desert to trade gold, gems, or spices for silk cloth. The path that they took through the Chinese desert became known as the Silk Road. The road was filled with danger. Many travelers crossed it anyway. Caravans of people rode camels across the harsh desert. They faced sandstorms, robbers, hunger, and thirst. Why would anyone want to take these risks? If the caravans made it to China they could get silk. These people could make a lot of money for the silk if they could bring it back to their country.

GRADE 3 BENCHMARK 3

The Chinese were very careful to keep their secret. People from everywhere wanted to know how to make silk. The Chinese would not tell. Anyone who tried to leave China with silkworms, or tell the secret of making silk was punished. They grew very rich from selling and trading their silk. It was a secret worth keeping.

One day some old men came to China. The men caught silkworms. They hid them inside of their walking sticks. They took the silkworms back to their country. There, they learned how to make the cocoons into silk. The secret was out!



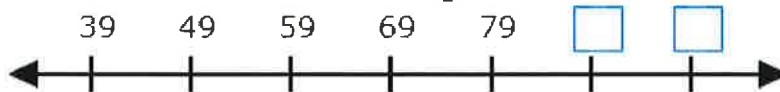
Name _____

1. A roller blading team has 9 members. Each team member has 2 roller blades. Each roller blade has 3 wheels.

What is the total number of wheels that the team has?

wheels

2. Enter the two numbers that belong in the boxes on the number line.



3. Complete the table. Tristan said a rule for the pattern in this table is "multiply by 4."

Bowls	4	5	6	<input type="text"/>	8
Peaches	16	20	<input type="text"/>	28	<input type="text"/>

4. Enter the number that belongs in the box on the number line.



5. Gabriel learned that, beginning at age 2, children grow about 6 centimeters per year. Gabriel's sister is 2 years old today and 22 centimeters tall.

Gabriel wants to estimate what his sister's height would be at age 7. Enter the correct number in the box to the right.

sister's height at age 7 will be about centimeters

6. Part of a multiplication table is shown.

What number correctly completes the pattern in the table? Enter your answer in the table.

8	12	16	20
10	15	20	25
12		24	30
14	21	28	35

7. Grayson is going on a field trip in 3 weeks and 5 days.

Which equation can be used to find the number of days until Grayson goes on a field trip?

- (A) $3 \times 7 - 5 = d$; $d = 16$ days
(B) $3 \times 2 + 5 = d$; $d = 11$ days
(C) $3 \times 7 + 5 = d$; $d = 26$ days
(D) $3 + 7 + 5 = d$; $d = 15$ days

Name: _____ Date: _____

- 1 Look at the details below. Draw lines and decide if **each** piece of information belongs in "Silk Moths," "The Secret of Silk," both sources, or neither source.

Silk Moths

Silkworms have a short life cycle.

The Secret of Silk

Raising silkworms is difficult.

Both

The cocoon of silkworm is used to make cloth.

Neither

Silk was very rare and expensive.

- 2 Explain which source has the most helpful information in understanding why silk was so important to people. Support your answer with **two** details from your chosen source.

Name: _____ Date: _____

- 3** Both sources discuss the topic of silkworms. What does “Silk Moths” explain about silkworms that the “The Secret of Silk” does not? Explain why that information is helpful to the reader. Give **two** details from “Silk Moths” to support your answer.



Name _____

1. Part of a multiplication table is shown.

What two numbers correctly completes the pattern in the table? Enter your answers in the table.

15	20	25	30
18	24	30	36
21	28	<input type="text"/>	42
24	32	40	<input type="text"/>

2. Micah selected an odd number to be added to the factors in this table. Write *even* or *odd* to describe each sum.

+	3	4	5	6	7
odd number	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Vivian learned that, beginning at age 2, children grow about 6 centimeters per year. Vivian's cousin is 3 years old today and 26 centimeters tall.

Vivian wants to estimate what her cousin's height would be at age 4. Enter the correct number in the box to the right.

cousin's height at age 4 will be about centimeters

4. Alexander is going to the circus in 3 weeks and 5 days.

Which equation can be used to find the number of days until Alexander goes to the circus?

- (A) $3 + 7 + 5 = d$; $d = 15$ days
(B) $3 \times 7 - 5 = d$; $d = 16$ days
(C) $3 \times 7 + 5 = d$; $d = 26$ days
(D) $3 \times 2 + 5 = d$; $d = 11$ days
-

5. For A-E, choose Yes or No to indicate whether each equation is true.

A. $6 \times 2 + 7 = 19$

Yes No

B. $36 \div 6 + 3 = 9$

Yes No

C. $20 \div 4 + 8 = 1$

Yes No

D. $6 \times 4 \div 4 = 6$

Yes No

E. $2 \times 2 - 2 = 2$

Yes No

6. A roller blading team has 6 members. Each team member has 2 roller blades. Each roller blade has 5 wheels.

What is the total number of wheels that the team has?

wheels

7. Complete the table. Eli said a rule for the pattern in this table is "multiply by 3."

Cans	2	3	4		6
Peaches	6	9		15	

Directions for Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

Your class has been learning about unique animals and insects and is now ready to create a book about the topic. For your part in the book, you are going to write an informational article about silkworms. Your article will be read by other students, teachers, and parents.

Using both sources, develop a main idea about how the silk moth's life cycle affects how silk is made. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title when using details from it.

REMEMBER: A well-written informational article

- has a clear main idea.
- is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses details from the sources to support your main idea.
- puts the information from the sources in your own words except when using direct quotations.
- gives the title or number of the source
- uses clear language.
- follows rules of writing (spelling, punctuation, and grammar usage).

Now begin work on your article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate sheet of paper.



Name _____

1. For A-D, choose Yes or No to indicate whether each fraction is equivalent.

A. $\frac{3}{12}$ and $\frac{9}{4}$

Yes No

B. $\frac{6}{6}$ and $\frac{12}{12}$

Yes No

C. $\frac{10}{12}$ and $\frac{5}{6}$

Yes No

D. $\frac{36}{36}$ and $\frac{9}{9}$

Yes No

2. Select the symbol (<, >, or =) that correctly completes each pair of numbers.

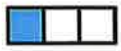
A. $\frac{7}{11}$ $\frac{7}{8}$

< > =

B. $\frac{5}{6}$ $\frac{5}{5}$

C. $\frac{6}{8}$ $\frac{6}{9}$

3. The fraction model shows $\frac{1}{3}$ of the whole model shaded.

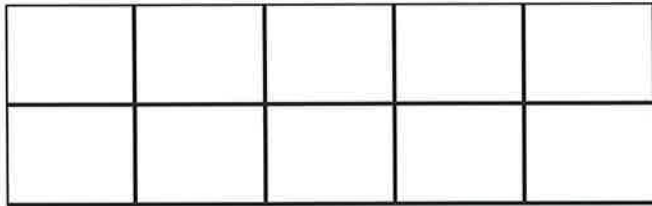


$$1 = \frac{\square}{3}$$

What number goes in the box to make a true equation?

Enter the number in the box below.

4. Shade $\frac{3}{5}$ of the whole model shown below.



5. Enter the fraction located at point *A* on the number line.





Name _____

1. The model shows one whole. What fraction of the model is **NOT** shaded?



2. Select the fraction that would be included in an equivalence chain for $\frac{2}{5}$. Mark all that apply.

A. $\frac{5}{5}$

B. $\frac{6}{2}$

C. $\frac{6}{15}$

D. $\frac{2}{8}$

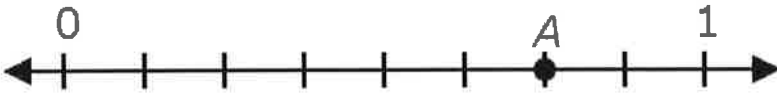
E. $\frac{4}{10}$

3. What number goes in the box to make the equation true?

Complete the fraction below to make the equation true.

$$\frac{31}{\boxed{}} = 31$$

4. Enter the fraction located at point A on the number line.



-
5. David and Anna are comparing fraction strips. Which statements are correct? Mark all that apply.

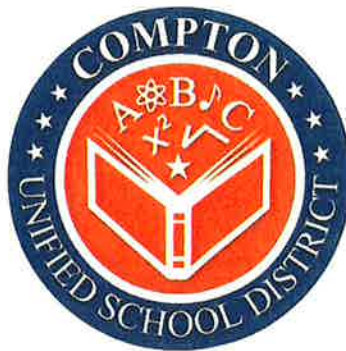
For A-D, select each comparison that is true.

A. $\frac{7}{10} = \frac{4}{10}$

B. $\frac{5}{5} > \frac{1}{5}$

C. $\frac{6}{9} > \frac{4}{9}$

D. $\frac{4}{7} = \frac{1}{7}$



COMPTON UNIFIED SCHOOL DISTRICT

DIGITAL RESOURCE GUIDE

2019-2020




LEARNING ACTIVITIES

	TK	K-8	9-12
Learning Packet	●	●	●
Library Books	●	●	●
i-Ready ELA		●	
i-Ready Math		●	
Dreambox		●	
Imagine Learning		●	
Edgenuity			●
Carnegie Math			●
Khan Academy		●	●
Google Classroom		●	●



ClassLink is the login system used by Compton Unified School District. It allows students to access multiple programs by just logging in once. Logging into ClassLink is easy. Just follow the steps below.

To log on from home:

1. Go to www.compton.k12.ca.us
2. Select STUDENTS (bottom of page)
3. Select ClassLink 
4. Enter student's district login credentials (provided by school)
5. Select program (to add programs click on the + on the top left hand side)



CUSD Application Login
Compton Unified School District Single Sign-On

Program availability vary from grade level and school site.





**GRADES
K-8
ELA
MATH**

PROGRAM INFORMATION

Description

i-Ready is a web-based program in Reading and Math (K-8) that identifies your student's challenges and proficiencies. I-Ready immediately addresses both with online and teacher-led instruction for all students- below grade level, on grade level, and above grade level.

- Adaptive diagnostic- Screens all students and pinpoints needs down to the sub-skill level.
- Instruction- Each student receives a prescriptive path of learning based on the results of their diagnostic. It is an automated online differentiated instruction, guided practice and ongoing assessment which is engaging and motivating for students.

Student Login

Students can log in to iReady on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink





**GRADES
K-8
MATH**

PROGRAM INFORMATION

Description

DreamBox Learning Math is an online adaptive learning K-8 math program. At its foundation, the program is built upon three elements:

- **Motivating Learning Environment** - The gaming nature of DreamBox keeps kids in control and engaged.
- **Intelligent Adaptive Learning Engine** - provides millions of personalized learning paths—each one—tailored to a student's unique needs.
- **Rigorous Elementary Mathematics** - DreamBox is built to be aligned with all the state standards.

Student Login

Students can log in to Dreambox on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink





**GRADES
K-5
ELD**

PROGRAM INFORMATION

Description

Imagine Learning is a web-based program with a strategic, research-based curriculum that meets students at their own level. With Imagine Language & Literacy, every child receives explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. Over 4,100 engaging activities teach critical language and literacy concepts such as basic vocabulary, academic language, grammar, listening comprehension, phonological awareness, phonics, and fluency. Educators trust the program because it is differentiated, standards-aligned, rigorous, and effective.

Student Login

Students can log in to Imagine Learning on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



ClassLink Application Learn
Coniston Unified School District Single Sign-On





**GRADES
K-5
ELA/ELD**

PROGRAM INFORMATION

Description

Wonders is a comprehensive K-5 ELA/ELD program built on the new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Wonders makes every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. It is filled with exemplars, award-winners and other high-interest literary and informational texts that range across many genres, eras, and cultures.

Student Login

Students can log in to Wonders on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink





**GRADES
K-8
ELA**

PROGRAM INFORMATION

Description

MyWriting Coach is a subscription service that includes online writing instructional tasks with embedded guided practice. “The Coach” will provide customized feedback in the areas of inference, main idea, theme, revision, research, and full writes—The Super Six! Additionally, it offers ELAPC writing support. All tasks are designed to provide extra support for students needing additional or different opportunities while mastering the state standards.

Student Login

Students can log in to MyWriting Coach on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CUSD Application Portal
Conant Unified School District Single Sign-On





**GRADES
6-8
ELA/ELD**

PROGRAM INFORMATION

Description

Collections/My HRW (6th-8th grade) is proven effective at creating thoughtful, passionate readers in the classroom. Collections presents materials and activities in a variety of ways, allowing students to interact with different types of content. Students have the tools they need to think critically, expand their curiosity, and tackle challenging concepts—which helps them learn to close read selections and prepare for high-stakes assessments.

Student Login

Students can log in to My HRW on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



TUSD Application Login
Compton Unified School District Single Sign-On





**GRADES
9-12**

PROGRAM INFORMATION

Description

Edgenuity's credit recovery courses are designed to help students who have fallen behind and focus on the skills they need to improve so they can graduate on time. Students begin by taking a pretest to determine where they need to focus, and the flexibility of these courses allows them to work at their own pace and on their own time to recover credits so they can catch up to their peers.

Student Login

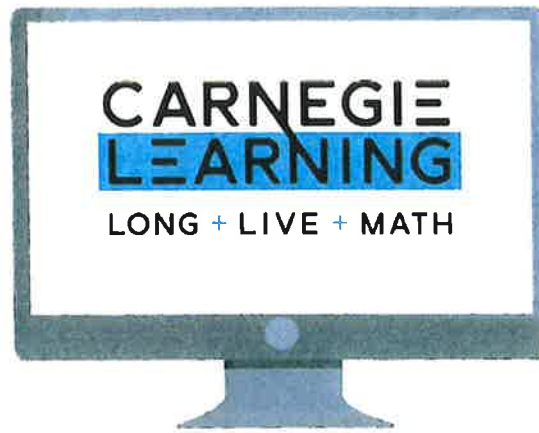
Students can log in to Edgenuity on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CUUSD Application Login
Compton Unified School District Single Sign-On





**GRADES
9-12
MATH**

PROGRAM INFORMATION

Description

Carnegie Math provides a targeted practice of skills and mathematical concepts to students in an online platform. The platform guides students as they learn and practice key, mathematical concepts and skills. Students understand where they are and where they're headed in math lessons. The program provides students with 'coaching' as they learn, practice, and do math lessons online.

Student Login

Students can log in to Carnegie Math on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



ClassLink App Functionality
Consistent Unified School District Single Sign-On





**GRADES
6-12**

PROGRAM INFORMATION

Description

Created by experts, Khan Academy's library of trusted, standards-aligned practice and lessons covers math through early college, grammar, science, history, AP®, SAT®, and more. It's all free for learners and teachers. Students practice at their own pace, first filling in gaps in their understanding and then accelerating their learning. With Khan Academy, teachers can identify gaps in their students' understanding, tailor instruction, and meet the needs of every student.

Student Login

Students can log in to Khan Academy on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CUUSD Application Login
Compton Unified School District Single Sign-On





**GRADES
K-12**

PROGRAM INFORMATION

Description

Google Classroom is Compton Unified School District's Learning Management System. Teachers are able to assign projects, tasks and activities to students via Google Classrooms. Teachers can also communicate with students, give student feedback on assignments and track student grades. Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication.

Student Login

Students can log in to Google Classroom on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CLSD Application Logo
Compton Unified School District Single Sign-On





**GRADES
K-2**

PROGRAM INFORMATION

Description

Student driven digital portfolios and simple parent communication. Seesaw helps educators engage all learners, transform family engagement, and save time. Students use built-in annotation tools to capture what they know in Seesaw's digital portfolio. Teachers deeply understand student thinking and progress – enabling them to teach better. Families gain a window into their student's learning and engage with school happenings.

Student Login

Students can log in to Seesaw on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

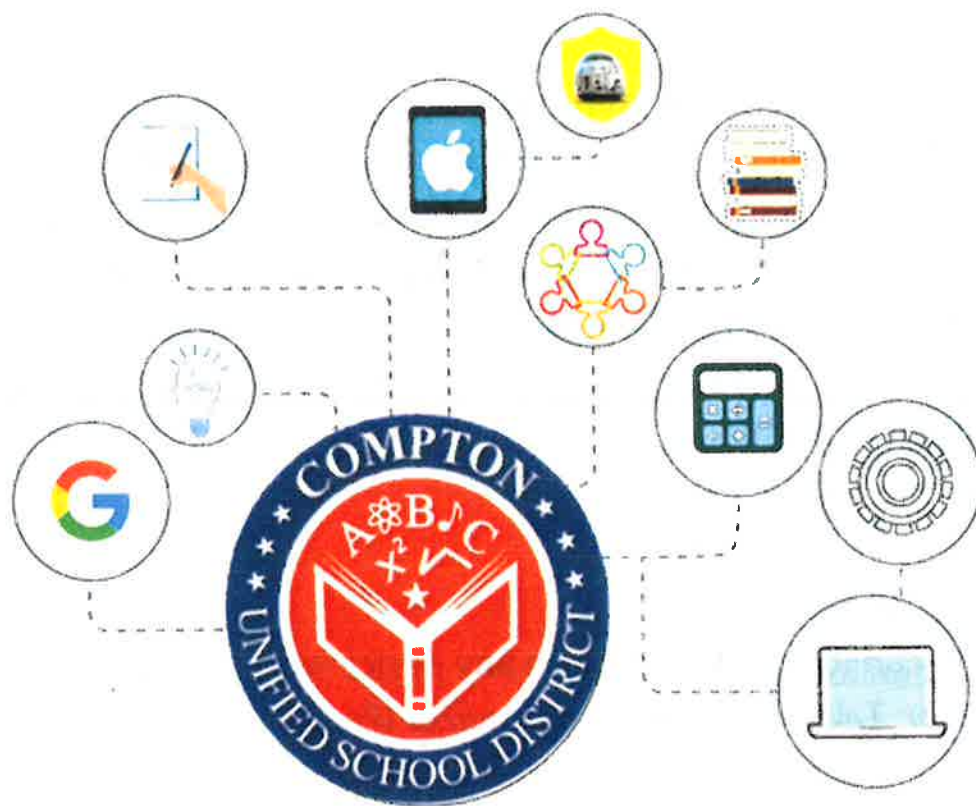


©2020 Appleton, Login
Compton Unified School District Single Sign-On



COMPTON UNIFIED SCHOOL DISTRICT

Department of Educational Technology



**FOR SUPPORT
CONTACT THE EDTECH DEPARTMENT
edtech@compton.k12.ca.us**