



# Compton USD Learning Packet

Fourth 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](http://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](http://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.

# 4th Grade Learning Packet

## TABLE OF CONTENTS

Day	Lesson	Date Completed
1	"Read Cinder the Crow" and Answer Questions 1-5	
	Claim 1, Target A	
2	Read "Gullah Traditions" and Answer Questions 6-13	
	Claim 1, Target A	
3	Answer Questions 14-20	
	Claim 1, Target D	
4	Read "The Fisherman and His Wife" and Answer Questions 21-28	
	Claim 1, Target D	
5	Read "Mighty Krakatoa" and Answer Questions 29 - 39	
	Claim 1, Target E	
6	Informational Performance Task: Read Sources 1 & 2	
	Claim 1, Target E	
7	Informational Performance Task: Read Source 3 and Answer Questions 1-3	
	Claim 1, Target F	
8	Informational Performance Task: Start Writing the Informational Article	
	Claim 1, Target F	
9	Informational Performance Task: Continue Writing the Informational Article	
	Claim 1, Target G	
10	Informational Performance Task: Finish Writing the Informational Article	
	Claim 1, Target G	

<b>Recommended Online Usage</b>	
<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 passage. Then answer the questions.

### Cinder the Crow

Cinder was an American crow, and, like most crows, she was very sociable and hated to be alone. But Cinder was also quite shy. She lived in a large group, and she never told another crow what to do. She liked to hear good gossip, but she never cawed first.

Most of Cinder's crow friends were brave and bold. They ventured into other crow communities, searching for new sources of food. They were clever about getting into closed garbage containers where humans threw away such delicious morsels! When enemy birds approached, these crows chased them away. They were brave, even when facing birds that were a lot larger than they were, like hawks or herons.

Cinder stayed close to home and fed quietly on insects. Her favorite time of the day was just before bedtime because that's when all of her friends and family would gather in the boughs of a big tree. They would exchange news before falling asleep.

Cinder did not have a husband or children of her own. She was a helper crow. She happily helped raise the young of her sister, Smoke, and Smoke's husband Night.

Each spring, when it was time to build a new nest, Cinder and Smoke would find a nice, tall tree in their group's territory. Then they would gather big sticks and use them to construct the nest's outer ring. Next, they would line the nest with soft materials, such as leaves. Smoke would lay her eggs, and they would wait. Cinder looked forward to the moment when the first shell would crack open. A tiny pink creature would emerge that needed much food and attention to survive!

Cinder observed the young ones growing bigger in the nest. She saw their first flights. Then she watched the young crows play with acorns and stones. She knew these games would one day help the young gather food for themselves.

Life for Cinder was good until she was seven. Then something strange and terrible began to happen.

Large numbers of crows started to get sick. Many of them died. Luckily, Cinder and Smoke stayed healthy, and so did Smoke's children. But it was sad to lose so many good friends. When it was time to roost at night, the tree was no longer full of dozens of crows, loudly talking over the events of the day. It was half-empty and much too quiet.

Then Night disappeared. Smoke was sure he had died of the mysterious sickness. She sat sadly on a bough, refusing to move. Cinder brought her delicious bugs. She even stole some snacks from a picnic, but Smoke was much too sad to eat.

Cinder was very worried. She had to find a way to get her sister interested in living again. As she flew around in circles, trying to think, Cinder heard a sad cawing from a field below. She landed to see what was wrong.

Two baby crows sat next to a puddle. Their wings looked dusty and droopy. Their eyes were as dull as pebbles.

"Are you sick?" Cinder asked them gently.

"No," one of them answered. "Just hungry and lonely. Everyone in our community got sick except us, and now we are alone."

"You cannot stay here by yourself," cawed Cinder in a firm voice. "Follow me."

Cinder flew with strong, steady wing beats to the tree where her sister was staying. The little crows followed.

"Smoke," said Cinder. "I would like you to meet the two new members of our family, Ashes and Pepper. You and I need to find them food right away."

At the word *food*, Pepper got so excited he almost fell out of the tree! Smoke gave a small, crowish smile and flew off in search of provisions.

Cinder found families for other lost and lonely orphans. She met with leaders of neighboring crow communities to deal with the problem they all faced. She even moved her family to a safer area.

The next year, the sickness went away as mysteriously as it had arrived. New crows were born, and, once more, the skies were full of the clever black birds. Cinder married a handsome crow named Jet, and, for the first time, she had a nest full of her own babies – and Smoke became a very good helper.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** Which of these conclusions about Cinder is supported by the passage?

- (A)** At the end of the story, Cinder understands the reasons for the mysterious sickness.
- (B)** At the end of the story, Cinder understands the joy of caring for a family of her own.
- (C)** At the end of the story, Cinder understands that the problems of all the lost and lonely crow children are over.
- (D)** At the end of the story, Cinder understands that the problems of the community are more important than her own.

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

- (A)** "Cinder found families for other lost and lonely orphans."
- (B)** "She met with leaders of neighboring crow communities to deal with the problem they all faced."
- (C)** "The next year, the sickness went away as mysteriously as it had arrived."
- (D)** "Cinder married a handsome crow named Jet, and, for the first time, she had a nest full of her own babies – and Smoke became a very good helper."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** Which statement **best** describes the relationship between Cinder and Smoke?

- (A) They both teach the young crows to take their first flights.
- (B) They both want to be leaders and tell others what to do.
- (C) They both remember being lost and lonely orphans themselves.
- (D) They both work together to build nests and care for their children.

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

- (A) "Each spring, when it was time to build a new nest, Cinder and Smoke would find a nice, tall tree in their group's territory."
- (B) "Luckily, Cinder and Smoke stayed healthy, and so did Smoke's children."
- (C) "Cinder found families for other lost and lonely orphans."
- (D) "She met with leaders of neighboring crow communities to deal with the problem they all faced."

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

**Part A:** Read the sentences from the passage.

“Two baby crows sat next to a puddle. Their wings looked dusty and droopy. Their eyes were as dull as pebbles.”

What does the author tell the reader by using the underlined phrase?

- (A) The birds are unable to eat or fly.
- (B) The birds are feeling sick from eating rocks.
- (C) The birds are looking for other orphans.
- (D) The birds are feeling tired and without hope.

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

- (A) “Their wings looked dusty and droopy.”
- (B) “‘Are you sick?’ Cinder asked them gently.”
- (C) “‘No,’ one of them answered. ‘Just hungry and lonely.’”
- (D) “Cinder found families for other lost and lonely orphans.”

- 4 Match each theme idea found in the passage to the event in the passage that shows that theme.

being kind to others

Cinder and her sister build a new nest every spring.

showing courage

Cinder’s friends chase away enemy birds.

using thinking skills to solve problems

Cinder finds families for baby birds who are alone and lost.

working together to complete a task

Cinder meets with leaders of neighboring crow communities to talk about the sickness.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**5** Read the paragraph from the passage.

“Cinder was an American crow, and, like most crows, she was very sociable and hated to be alone. But Cinder was also quite shy. She lived in a large group, and she never told another crow what to do. She liked to hear good gossip but never cawed first.”

How does this first description of Cinder help the reader understand Cinder’s character? Support your answer with details from the passage.

---

---

---

---

---

---

---

4th Grade - Claim 1 Target A



Name \_\_\_\_\_

1. A roller blading team has 5 members. Each team member has 6 roller blades. Each roller blade has 3 wheels.

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

wheels

- 
2. Natalie is 20 years old.

Charlie is  $n$  years old.

Natalie is 5 times as old as Charlie.

For A-C, choose Yes or No to indicate whether each statement is true.

- A.** Charlie's age, in years, can be found by solving the equation  $20 = 5 \times n$ .  Yes  No
- B.** Charlie's age, in years, can be represented by the expression  $5 \div 20$ .  Yes  No
- C.** Charlie is 6 years old.  Yes  No

- 
3. Christian ran 300 meters on Sunday. He ran 200 meters on Monday. What is the total number of meters Christian ran these two days?

meters

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

**A.**  $9 \times 7 - 2 = 61$

Yes  No

**B.**  $7 + 16 \div 2 = 11$

Yes  No

**C.**  $8 \div 4 + 2 = 4$

Yes  No

**D.**  $8 \times 5 + 8 = 104$

Yes  No

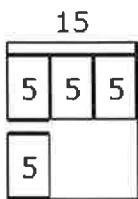
**E.**  $8 \div 2 \times 4 = 16$

Yes  No

---

5. Write an equation using the numbers on the tiles.

4 5 15 3



---

6. A container holds 200 milliliters of water. Avery drank 80 milliliters of the water. How many milliliters of water remain in the container?

milliliters

---

7. Julia listens to 5 times as many songs as Abigail. Abigail listens to 5 songs.

Enter the number of songs to which Julia listens.

songs

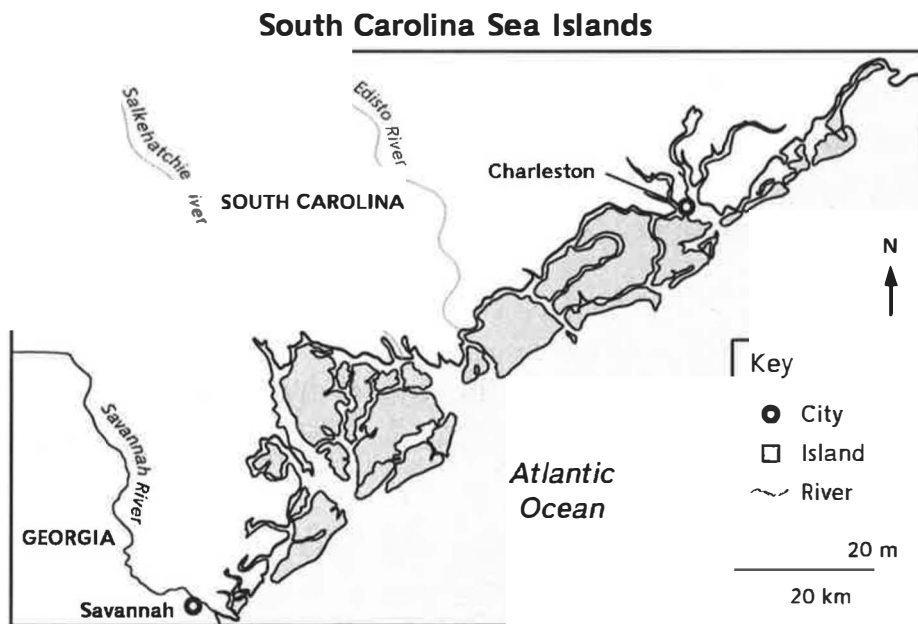
Read the passage. Then answer the questions.

## Gullah Traditions

As Europeans settled in the Americas during the 1600s, thousands of people were taken from West Africa and brought to the Americas as slaves. Some of them ended up on the Sea Islands off the coast of South Carolina.

The warm climate of the Sea Islands made them a perfect place to grow rice. Some Africans came from Sierra Leone in West Africa. Sierra Leone is a rice-growing region. These people brought with them the knowledge necessary to cultivate rice.

Today, descendants of these West Africans still live on the Sea Islands. They are known as the Gullah people. They live in small communities that are separated from the mainland. They carry on many African traditions.



### The Gullah Language

One thing that makes the Gullah people special is their speech. It is a mixture of English and several African languages. Gullah was developed by slaves working in the rice fields. They needed a way to communicate with one another. They took English as a common tongue but added words from their home countries. They also changed certain rules of grammar.

Over the years, outsiders have moved to the Sea Islands. Many local people have also moved away, looking for work. Language experts keep predicting

that the Gullah language will die out. However, after hundreds of years, this has not yet happened. Today, many Gullah people hold their language and culture as an important part of who they are.

### **Grass Baskets**

Gullah women today make baskets like those made by their ancestors. These coiled sweetgrass baskets come in different shapes. A basket called fannah, or fanner, is wide and shallow. This type of basket was used both in Africa and South Carolina to clean rice by fanning, or tossing the grains into the air. This separated the inedible covering from the part of the rice that could be eaten.

Today, Gullah women sell their baskets to tourists. The baskets are woven from different types of grass and are stitched with palm leaves. Sometimes, they are decorated with pine needles. They are a beautiful mixture of soft green and brown. The baskets are expensive because it takes a lot of time and work to create each one.

Sometimes, baskets from other countries are sold as Gullah baskets. These fake baskets are far less expensive. They tend to be gray, are stiffer, and they do not hold up as well as the real thing. Gullah basket weavers are trying to educate the public about the differences between traditional and fake sweetgrass baskets.

### **Other Traditions**

The Gullah also brought with them the knowledge of how to grow indigo, a plant used to make a deep blue dye. This dye was valued for making clothes in the 1800s.

They brought folktales, too. The Gullah character Brer (Brother) Rabbit is a clever trickster who defeats bigger enemies. A similar character, Koni Rabbit, pops up in many West African tales.

### **An Amazing Story**

Think back to the ancestors of today's Gullah. They were taken from their homes and families. They made a long and difficult journey over the ocean. They landed on a new continent where they were forced to work for others. They lost so much.

Yet, they held on to so many things, including words, stories, songs, and crafts. They also maintained their ways of farming. The strength of the human spirit can be seen in the story of the Gullah.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

- (A) The Gullah people faced difficulty, but they continued many traditions.
- (B) Many Africans were brought to America as slaves by European settlers.
- (C) The baskets made by the Gullah people are highly prized.
- (D) Africans from Sierra Leone settled on the islands off the coast of South Carolina.

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

- (A) "Some of them ended up on the Sea Islands off the coast of South Carolina."
- (B) "Sometimes, baskets from other countries are sold as Gullah baskets."
- (C) "They were taken from their homes and families."
- (D) "Yet, they held on to so many things, including words, stories, songs, and crafts."



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** What conclusion about the Gullah people is supported by the passage?

- (A) The Gullah people needed a new place to grow rice.
- (B) The Gullah people knew how to grow food for survival.
- (C) The Gullah people could no longer grow rice as they had in the past.
- (D) The Gullah people had to learn how to grow new kinds of crops to survive.

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

- (A) "The warm climate of the Sea Islands made them a perfect place to grow rice."
- (B) "Some Africans came from Sierra Leone in West Africa."
- (C) "These people brought with them the knowledge necessary to cultivate rice."
- (D) "They live in small communities that are separated from the mainland."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** Read the sentences from the passage.

“One thing that makes the Gullah people special is their speech. It is a mixture of English and several African languages. Gullah was developed by slaves working in the rice fields. They needed a way to communicate with one another. They took English as a common tongue but added words from their home countries.”

What does the underlined phrase **most likely** mean as it is used in the passage?

- (A) a way of communicating among people who share the same ancestors
- (B) a way of communicating among people who speak different languages
- (C) a way of communicating among people who come from different places
- (D) a way of communicating among people who live on the same continent

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

- (A) “One thing that makes the Gullah people special is their speech.”
- (B) “It is a mixture of English and several African languages.”
- (C) “Gullah was developed by slaves working in the rice fields.”
- (D) “They needed a way to communicate with one another.”

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** What is the **most likely** reason the author included the map in the passage?

- (A) to show where Europeans settled
- (B) to show where the Gullah people came from
- (C) to show where the Gullah communities are located
- (D) to show why the Sea Islands are good for growing rice

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

- (A) "As Europeans settled in the Americas during the 1600s, thousands of people were taken from West Africa and brought to the Americas as slaves."
- (B) "The warm climate of the Sea Islands made them a perfect place to grow rice."
- (C) "Some Africans came from Sierra Leone in West Africa."
- (D) "They live in small communities that are separated from the mainland."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** Read the paragraph from the passage.

“These coiled sweetgrass baskets come in different shapes. A basket called fannah, or fanner, is wide and shallow. This type of basket was used both in Africa and South Carolina to clean rice by fanning, or tossing the grains into the air. This separated the inedible covering from the part of the rice that could be eaten.”

What does the prefix *in-* in the underlined word mean?

- (A) different
- (B) not
- (C) outer
- (D) repeated

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

- (A) “come in different shapes”
- (B) “wide and shallow”
- (C) “tossing the grains into the air”
- (D) “part of the rice that could be eaten”

- 11** Which of the following phrases **best** describe traditions of the Gullah people? Select **all** that apply.

- (A) growing rice
- (B) using indigo for dye
- (C) speaking many languages
- (D) living in large communities
- (E) cleaning rice with fanner baskets
- (F) making fake sweetgrass baskets

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 12** Number the events in the correct order in which they happened, as explained by the passage.

\_\_\_\_\_ Europeans brought slaves from West Africa.  
\_\_\_\_\_ The Gullah culture developed over time.  
\_\_\_\_\_ Gullah women began selling fanner baskets to tourists.  
\_\_\_\_\_ Some Gullah people moved away to find work.  
\_\_\_\_\_ Some Africans settled in the South Carolina Sea Islands.

- 13** Which sentence **best** states the author's main idea about fanner baskets?

- (A)** Making fanner baskets takes a very long time.  
**(B)** Fanner baskets are no longer used to clean rice.  
**(C)** Making fanner baskets is an important tradition for the Gullah people.  
**(D)** Fanner baskets have become important for the economy of the Gullah people.

## 4th Grade - Claim 1 Target A



Name \_\_\_\_\_

1. Blake ran 600 meters on Sunday. He ran 800 meters on Monday. What is the total number of meters Blake ran these two days?

meters

- 
2. Last weekend, Andrew collected 7 times as many marbles as Owen. Together, they collected 72 marbles. How many marbles did Owen collect?

marbles

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

**A.**  $6 \times 8 + 7 = 55$

Yes  No

**B.**  $3 \times 5 - 4 = 11$

Yes  No

**C.**  $5 \times 2 \div 5 = 1$

Yes  No

**D.**  $81 \div 9 + 3 = 6$

Yes  No

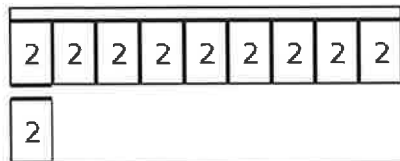
**E.**  $4 + 15 \div 5 = 3$

Yes  No

4. Write an equation using the numbers on the tiles.

9 2 10 18

18



- 
5. Kaylee and Mackenzie are collecting buttons. Kaylee collects 3 buttons and Mackenzie collects 15 buttons. How many times more buttons does Mackenzie collect than Kaylee?

times

- 
6. A dirt bike team has 9 members. Each team member has 2 dirt bikes. Each dirt bike has 2 wheels.

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

wheels

- 
7. Savannah divides her 80 toy cars into boxes. Each box holds 8 cars. How many boxes does Savannah need to store all of her cars?

boxes



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the directions. Then answer the questions.

- 14 A student is writing a research report about summer camps. She wrote an opinion in the report.

Summer camps offer lots of benefits for students. Summer camps are fun, entertaining, and rewarding. \_\_\_\_\_ Students can spend the day or stay overnight. \_\_\_\_\_ These are some of the benefits of enrolling a student into summer camp.

Choose the **two** sentences that should go in the blanks to **best** support the student's opinion.

- Ⓐ Many summer camps are found near state parks.
- Ⓑ Summer camps last for a few days to weeks at a time.
- Ⓒ Students get a chance to meet new friends and learn new skills.
- Ⓓ Summer camps are often held at schools and other gathering places.
- Ⓔ Students can choose from a variety of exciting activities at camp.
- Ⓕ Summer camps are available in every state, and many are in other countries.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 15 A student is writing a report about volunteering. Read the sentences from the source and the directions that follow.

There is quite a variety of volunteering activities to choose from. You can choose to donate clothes or used household goods. You can help by making neighborhoods and parks more beautiful. You can care for sick or hurt animals and people. You could help clean up wildlife and natural areas. Or, you could convince your family to care for foster pets. The possibilities are endless!

The parts of the student's report are listed below. Choose **two** parts of the report where the information from the source should be placed.

- (A) Helping People
- (B) Helping Schools
- (C) How to Fundraise
- (D) Reasons to Volunteer
- (E) Being a Good Volunteer
- (F) Helping the World Around You

- 16 A student is writing a report on how having a household pet can be a good thing. The student found the following sources. Which source would **most likely** have information for the report?

- (A) a website article titled "Cats Are Better Than Dogs"
- (B) a fictional novel titled "Shiloh - the Story of a Heroic Dog"
- (C) a nonfiction book titled "Wild at Home: Wild Animals as Pets"
- (D) a magazine article titled "Can Pets Help Your Happiness?"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 17 A student has made a plan for research. Read the plan and the directions that follow.

**Research Report**

**Plan Topic:** Architects

**Audience:** Students

**Purpose:** To inform

**Research Question:** How do people learn how to design buildings and become architects?

Which of these sources is the **most** useful source for the information needed to answer the research question?

- (A) a toy catalog about becoming a master builder
- (B) a book about architects and modern buildings in different countries
- (C) an advertisement for a summer camp where building tree houses is an activity
- (D) a website that explains a university's courses and requirements for architecture

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 18** For her science class, a student is writing an opinion article about the space shuttle program. Read the draft of the opinion article and complete the task that follows.

The space shuttle program started in 1972. President Nixon announced that the United States would build a space shuttle and send it into orbit. This happened less than ten years later. The program had 135 missions. Then it was ended in 2011.

The space shuttle has been called the “world’s first reusable spacecraft.” It is launched like a rocket. It orbits like a spacecraft, and it lands like a plane. This makes it the best type of spacecraft. The entire shuttle can be flown many times. It does not have to be built again like some other spacecrafts do.

Using information from the student’s draft, write a paragraph that concludes the article and supports an opinion about the space shuttle program.

---

---

---

---

---

---

---

---



Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 19 A student is writing a story for his teacher about two friends who go hiking together. The student wants to revise his draft to show the reader what is happening at the beginning of the story. Read the draft of the story.

Sam and Amil had never gone hiking together. Sam hiked all the time with his father and older brother. They liked going into the woods behind the lake near where they lived. Sam knew he would have to be patient with Amil. But, he did not expect to need this level of patience. He realized this when he asked his friend how much water he had brought with him and got a puzzled look in return. "I was supposed to bring water?" Amil replied. Sam decided he could share what he had brought, but he was already irritated.

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

- (A) Amil, however, had never gone hiking before.
- (B) Amil's house was not anywhere near the lake.
- (C) Sam's older brother would tease him on their hikes.
- (D) Sam, however, packed plenty of water when he hiked.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 20** A student is writing a report for her teacher about ideas for the year's field trip. The student wants to revise the draft to better develop her ideas. Read the draft of the report and complete the task that follows.

Field trips are taken for educational purposes. However, if students do not enjoy the field trip, they will not learn as well. This year, students should be able to choose where we take our field trip.

There are 23 students in our class. I asked everyone where we should take our field trip this year. I then made this table to show the number of votes each location received. Almost everyone wanted to go to the science center. Therefore, the science center should be the place we go for this semester's trip.

Location for Field Trip	Number of Votes
Super Space Age Science Center	10
McElwain Soup Factory	7
Neuschwander Museum of Art	4
Ye Olde Historical Hall	2

Choose the sentence that is a better way to use information from the student's chart to support the student's idea in the underlined sentence.

- (A)** The science center and the soup factory both got a lot of votes from the class.
- (B)** The museum of art and the historical hall got the fewest votes from the class.
- (C)** Out of the 23 students in our class, 10 think we should go to the science center.
- (D)** Out of the 23 students in our class, only 2 think we should go to the historical hall.

4th Grade - Claim 1 Target D



Name \_\_\_\_\_

1. For items A-C, choose True or False for each comparison.

	True	False
<b>A.</b> 3 hundreds + 6 tens + 9 ones < 3 hundreds + 9 tens + 6 ones	<input type="radio"/>	<input type="radio"/>
<b>B.</b> 40 tens + 60 ones < 4 hundreds + 60 tens	<input type="radio"/>	<input type="radio"/>
<b>C.</b> 532 < 5 + 30 + 200	<input type="radio"/>	<input type="radio"/>

2. Enter the symbol (<, >, or =) that correctly completes the statement.

1,000 less than 16,466 is  1,000 less than 16,466

3. Enter a number in the box that would make the comparison true.

= 309

4. Layla and Sean collected soda cans to raise money. Layla collected 80 cans and Sean collected 800 cans.

The number of cans Sean collected is how many times greater than the number of cans Layla collected?

times

5. The total season attendance for a football team's away games, rounded to the nearest ten thousand, was 60,000.

For A-D, choose Yes or No to indicate whether the number could be the exact attendance.

**A.** 56,074

Yes  No

**B.** 57,027

Yes  No

**C.** 66,159

Yes  No

**D.** 54,166

Yes  No

---

6. Identify a digit that, when placed in the box, makes this comparison true.

$$381,573 < 381, \boxed{\phantom{0}} 73$$

---

7. Round 4,696 to the nearest ten. Write your answer in the box below.
- 

8. Match the number to the value of its 1.

866,147 •

• 100,000

53,741 •

• 100

125,256 •

• 10,000

618,832 •

• 1

---

9. Jackson made a four-digit number with a 1 in the thousands place, a 9 in the ones place, a 8 in the tens place, and a 3 in the hundreds place. What was the number?



## SESSION 2

Read the passage. Then answer the questions.

### The Fisherman and His Wife

*Adapted from the Brothers Grimm*

Once upon a time, in a miserable little hut by the sea, there lived a fisherman and his wife. One day, the fisherman was fishing and pondering nothing in particular, when he felt a great force tug on his line. The fisherman hauled in the line with all his might and discovered he had caught a flounder as big as a whale.

Suddenly, the flounder said, "Wait, fisherman, I beg you to let me live. I am actually an enchanted prince. Please put me back into the water and let me go free."

Astonished, the fisherman stopped heaving the line and said, "Well, of course I will let you go. I had no idea that you were enchanted."

Then the fisherman left and trudged home.

"Husband, have you caught nothing today?" asked his wife as he entered through the door.

"Well, I did catch a giant flounder," said the fisherman. "But he was an enchanted prince, so I let him go free."

"Didn't you make a wish first?" asked the woman.

"What would I wish for?" he asked. "We have everything we need."

The fisherman's wife was beside herself. "Are you serious?" she bellowed.

"We live in a shack! Go back and ask the flounder for a nice house we can live in. That's the least he can do; you spared his life."



The fisherman did not want to go back and bother the enchanted flounder, but he did want to please his wife. So he returned to the sea and uttered,

*“Flounder, flounder, in the sea,  
Come back today and talk to me.  
My good wife wants to make a wish  
And hopes you are a magic fish.”*

In a few moments, the flounder appeared and asked, “Well, what does she want?”

“Ah,” said the fisherman, “we live in a miserable little shack. She would like to have a nice cozy cottage by the sea.”

“Go home, fisherman,” said the flounder. “She will have what she desires.”

The fisherman returned home, and it was true. Instead of the rundown shack, he found a cozy cottage. It had a delightful living room and a warm kitchen. His wife was smiling broadly when he walked in the door.


“Do you see, husband? All you had to do was request it, and here we are, living like a lord and a lady.”

The fisherman had to agree that this was a very fine home, and he was glad to see his wife so happy. Everything went well for the next few days, but then she started grumbling, and finally she demanded that he go back to the flounder again.

“If he can give us a cheap little cottage, then he can give us a lovely stone castle. I would rather live in a castle than in this shameful place.”

The fisherman did not want to go back to the flounder, but he did as his wife instructed. He explained to the magical fish what his wife desired, and the flounder granted the wish. When the fisherman got home this time, he found an elaborate stone castle. The solid wooden gates to the castle were open. He found his wife perched on a throne-like chair.

“Do you see, husband? All you had to do was request it, and here we are, living like royalty.”



The fisherman had to agree that this was a very fine castle, and he was glad to see his wife so happy. Everything went well for the next few days, but then she started grumbling, and finally she demanded that he go back to the flounder once again.

“If he can give us a lovely stone castle, then he can make me a queen. I should be a queen if I’m going to live in a place like this.”

The fisherman did not want to go back to request more from the flounder, but he did what his wife asked. He explained to the magical flounder what his wife desired. The flounder said, “You spared my life once, and I am grateful. In return, I have tried to give you what you wished for, but this time your wife has gone too far. Go home, fisherman, and see what she has done.”

The fisherman felt terrible about making the flounder upset. He turned away from the sea and went home. The elaborate stone castle was gone. In its place he found their old miserable home. He stood and gazed at it for a moment. He was happy with what had happened, because he had never thought their old home was so bad after all.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** Read the sentences from the passage.

“Do you see, husband? All you had to do was request it, and here we are, living like royalty.”

What does the underlined phrase tell the reader about the fisherman’s wife?

- (A) She has very nice things.
- (B) She wishes she had a magic fish.
- (C) She receives visits from the king and queen.
- (D) She comes from a very rich family.

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

- (A) “My good wife wants to make a wish / And hopes you are a magic fish.”
- (B) “The solid wooden gates to the castle were open.”
- (C) “The fisherman had to agree that this was a very fine castle, and he was glad to see his wife so happy.”
- (D) “I should be a queen if I’m going to live in a place like this.”

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** Read the paragraph from the passage.

The fisherman did not want to go back and bother the enchanted flounder, but he did want to please his wife. So he returned to the sea and uttered,

*“Flounder, flounder, in the sea,  
Come back today and talk to me.  
My good wife wants to make a wish  
And hopes you are a magic fish.”*

What does the underlined word **most likely** mean as it is used in the passage?

- (A) welcomed
- (B) underwater
- (C) under a spell
- (D) nowhere to be found

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

- (A) “in the sea”
- (B) “Come back today”
- (C) “My good wife wants”
- (D) “magic fish”

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** Read the sentence from the story.

“We live in a shack!”

Which of these is a synonym of the underlined word?

- (A) apartment
- (B) cabin
- (C) house
- (D) palace

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

- (A) “Once upon a time, in a miserable little hut by the sea, there lived a fisherman and his wife.”
- (B) ““Go back and ask the flounder for a nice house we can live in.””
- (C) “The fisherman had to agree that this was a very fine home, and he was glad to see his wife so happy.”
- (D) ““I should be a queen if I’m going to live in a place like this.””

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** Which sentence **best** states the author's message?

- (A) Do not be greedy.
- (B) Magic can be dangerous.
- (C) Try to make your family happy.
- (D) A fish should be returned to the sea.

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

- (A) "Well, of course I will let you go."
- (B) "The fisherman did not want to go back and bother the enchanted flounder, but he did want to please his wife."
- (C) "He explained to the magical fish what his wife desired, and the flounder granted the wish."
- (D) "In return, I have tried to give you what you wished for, but this time your wife has gone too far."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** Read the sentence from the passage.

"The fisherman's wife was beside herself."

What does the underlined phrase suggest about the fisherman's wife?

- (A) She was very angry.
- (B) She had many questions.
- (C) She was pleased with her husband.
- (D) She wanted to sit next to her husband.

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

- (A) "'Husband, have you caught nothing today?' asked his wife as he entered through the door."
- (B) "'Are you serious?' she bellowed."
- (C) "His wife was smiling broadly when he walked in the door."
- (D) "He found his wife perched on a throne-like chair."



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**26** Read the paragraph from the passage.

The fisherman did not want to go back to request more from the flounder, but he did what his wife asked. He explained to the magical flounder what his wife desired. The flounder said, "You spared my life once, and I am grateful. In return, I have tried to give you what you wished for, but this time your wife has gone too far. Go home, fisherman, and see what she has done."

Choose **two** conclusions that can be made based on the paragraph.

- (A) The fisherman is happy to obey his wife.
- (B) The fisherman does not wish to return to speak to the flounder
- (C) The flounder understands why the fisherman wants another wish granted.
- (D) The flounder wants to give back to the fisherman for his good deed.
- (E) The fisherman's wife should have gone to see the flounder herself.
- (F) The fisherman's wife has moved away from her big home.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**27** Match each statement with the character it **best** describes.

the fisherman

happy with the way things are

the flounder

unable to be pleased

the fisherman's wife

grateful for being saved

**28** Reread the last paragraph of the passage.

In your own words, explain what conclusion can be drawn about the fisherman based on the **last paragraph** of the passage? Support your answer with details from the passage.

---

---

---

4th Grade - Claim 1 Target D



Name \_\_\_\_\_

1. Round 155,292 to the nearest hundred thousand. Write your answer in the box below.
- 

2. The total season attendance for a soccer team's away games, rounded to the nearest thousand, was 46,000.

For A-D, choose Yes or No to indicate whether the number could be the exact attendance.

- |                  |  |
|------------------|--|
| <b>A.</b> 45,846 | <input type="radio"/> Yes <input type="radio"/> No |
| <b>B.</b> 45,265 | <input type="radio"/> Yes <input type="radio"/> No |
| <b>C.</b> 46,482 | <input type="radio"/> Yes <input type="radio"/> No |
| <b>D.</b> 46,439 | <input type="radio"/> Yes <input type="radio"/> No |
- 

3. For items A-C, choose True or False for each comparison.

- |   | True                  | False                 |
|---|-----------------------|-----------------------|
| <b>A.</b> $749 < 7 + 40 + 900$  | <input type="radio"/> | <input type="radio"/> |
| <b>B.</b> $30 \text{ tens} + 80 \text{ ones} = 3 \text{ hundreds} + 80 \text{ tens}$                                    | <input type="radio"/> | <input type="radio"/> |
| <b>C.</b> $4 \text{ hundreds} + 7 \text{ tens} + 3 \text{ ones} = 4 \text{ hundreds} + 3 \text{ tens} + 7 \text{ ones}$ | <input type="radio"/> | <input type="radio"/> |
- 

4. John made a four-digit number with a 3 in the thousands place, a 6 in the ones place, a 8 in the tens place, and a 5 in the hundreds place. What was the number?

5. Round 2,612 to the nearest thousand. Write your answer in the box below.

---

6. Identify a digit that, when placed in the box, makes this comparison true.

$$364,1\boxed{\phantom{0}}4 < 364,114$$

---

7. Enter the symbol (<, >, or =) that correctly completes the statement.

$$1,000 \text{ less than } 2,875 \text{ is } \boxed{\phantom{0}} \text{ } 1,000 \text{ less than } 2,875$$

---

8. Select the symbol (<, >, or =) that correctly completes each equation.

**A.**  $2,018 \boxed{\phantom{0}} 2,603$

**B.**  $1,512 \boxed{\phantom{0}} 1,656$

**C.**  $4,692 \boxed{\phantom{0}} 4,474$

<	>	=
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

9. Enter a number in the box that would make the comparison true.

$$\boxed{\phantom{0}} > 441$$

---

10. Match the number to the value of its 5.

586,907 •

244,517 •

337,858 •

615,921 •

• 5,000

• 500,000

• 50

• 500

© 2018 Next Gen Math

Read the passage. Then answer the questions.

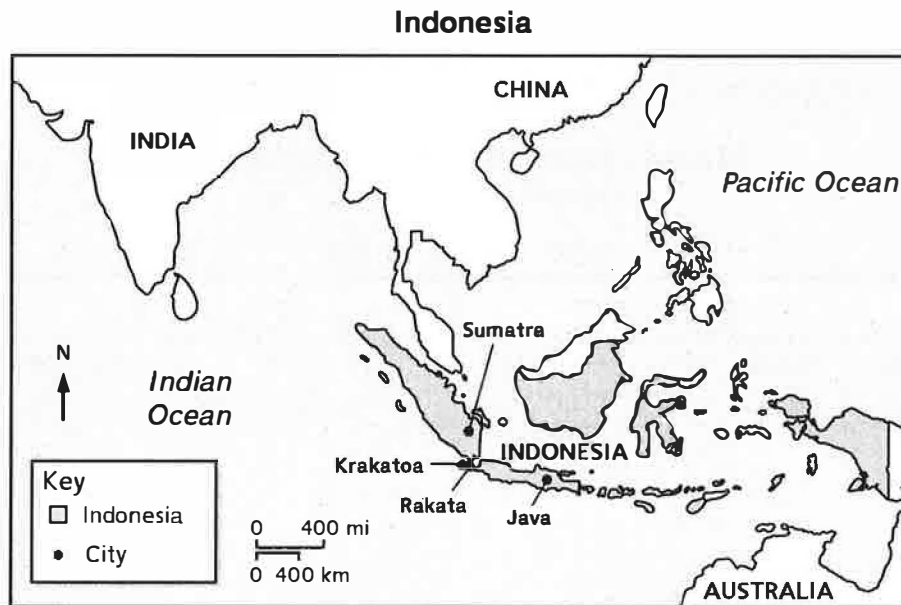
## Mighty Krakatoa

One of the largest and most destructive volcanoes the world has ever known exploded on the island of Rakata in 1883. Rakata lies in Indonesia, a large Asian country made up of thousands of islands.

On May 20, 1883, the volcano known as Krakatoa became active. Ash rose from the volcano and filled the air. Explosions could be heard 100 miles away. By the end of the month, the volcano was quieting down. The people living on nearby islands thought the danger had passed.

That summer, Krakatoa began grumbling again. On August 27, a huge eruption took place. Two thirds of the island exploded with a force greater than that of any bomb.

The noise was so loud that people heard it 2,000 miles away in Australia and 4,000 miles away in India! Black smoke shot 50 miles high into the air above the volcano. A ship 50 miles away reported being tossed around by sudden high winds. People on the ship felt like they were in a hurricane.



Luckily, no one lived on Rakata Island at the time. The powerful shock triggered tsunamis, or giant ocean waves that are up to 120 feet tall. Many people died when these waves slammed into the islands of Java and Sumatra.

The effects of Krakatoa lasted long after the eruption. The explosion did not just produce flames and smoke. It threw so much dirt into the air that the area around the volcano was plunged into complete darkness for two and a half days. It must have felt as if the world had come to an end!

Material from the volcano landed in the sea. In some places, the layer of debris was so thick that ships had to wait for some of it to float away or sink just so they could get by!

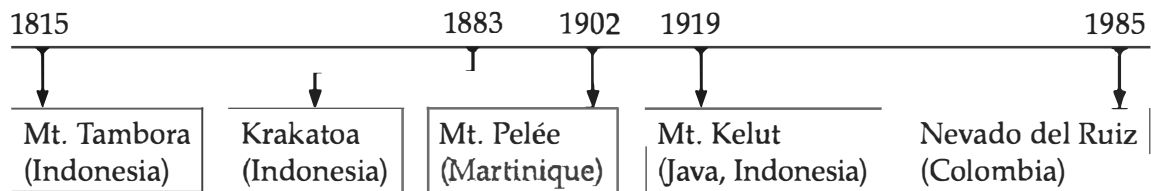
Breezes carried dust from Krakatoa around the globe. When sunlight struck the dust, it was reflected. This had two effects. First, less sunlight reached the earth, so temperatures dropped around the globe. Second, the reflections created beautiful colors. For more than a year after the eruption, people far away marveled at the dramatic red and orange sunsets!

The islands around the volcano were completely covered in a thick layer of ash. For many years, nothing lived there—not even plants. However, over time, life gradually returned to the region.

In 1927, the underwater volcano that had created Rakata and Krakatoa began acting up again. Eventually, it produced a new, smaller island, called Anak Krakatoa, or “child of Krakatoa.” In 2007, this lively youngster began erupting. Experts are keeping a close eye on this dangerous location, as is everyone living on nearby islands.

### Major Volcanic Eruptions Since 1800

(Source: *World Almanac* 2011)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** In paragraph 3, what is the meaning of the word eruption?

- (A) a giant wave
- (B) a big hurricane
- (C) a strong outburst
- (D) a sudden event

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

- (A) "Two thirds of the island exploded with a force greater than that of any bomb."
- (B) "A ship 50 miles away reported being tossed around by the sudden high winds."
- (C) "People on the ship felt like they were in a hurricane."
- (D) "The powerful shock triggered tsunamis, or giant ocean waves that are up to 120 feet tall."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** What is the **most likely** reason the author used a cause-and-effect structure in the passage?

- (A) to introduce the island called Anak Krakatoa
- (B) to explain the specific location of Krakatoa
- (C) to warn people that the volcano is likely to erupt again soon
- (D) to show that the volcano was the source of many problems

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

- (A) "Rakata lies in Indonesia, a large Asian country made up of thousands of islands."
- (B) "The effects of Krakatoa lasted long after the eruption."
- (C) "Eventually, it produced a new, smaller island, called Anak Krakatoa, or 'child of Krakatoa.'"
- (D) "Experts are keeping a close eye on this dangerous location, as is everyone living on nearby islands."



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Part A:** What conclusion about the author's point of view is supported by the passage?

- (A) The author believes that Krakatoa's eruption could have caused the world to end.
- (B) The author believes that Anak Krakatoa will be even more powerful than Krakatoa.
- (C) The author believes that Krakatoa created a great amount of damage and affected a large area.
- (D) The author believes that Krakatoa created so many problems for the area around Rakata that nothing could live there ever again.

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

- (A) "One of the largest and most destructive volcanoes the world has ever known exploded on the island of Rakata in 1883."
- (B) "It must have felt as if the world had come to an end!"
- (C) "For many years, nothing lived there—not even plants."
- (D) "In 1927, the underwater volcano that had created Rakata and Krakatoa began acting up again."

What were the author's **most likely** reasons for including the map in the passage? Pick **two** choices.

- (A) to show the location of Indonesia
- (B) to show how destructive Krakatoa was to the region
- (C) to show how giant waves were formed when the volcano exploded
- (D) to help the reader understand how far away the effects of the volcano were felt
- (E) to help the reader understand why a new island was formed by the volcano



Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 36 Choose the **two** sentences that do **not** have errors in grammar.
- (A) This is the place where I lost my watch.
  - (B) After lunch is the time when us eat lunch.
  - (C) Students who ride bicycles must sign up for their bicycle passes.
  - (D) Me don't know the reason why the play has been cancelled.
  - (E) If them are late for school, they should report to the office.
- 37 A student is writing an article for his school newsletter. Read the draft of the article and complete the task that follows.

The library club is pleased to announce that it is starting a new group this year. This group is for students who like to read informational books. A wide range of topics will be read. These include famous heroes and professional sports. Students will also be invited to recommend topics. The club will meet each Monday after school. Mrs. Johns is the sponsor.

The student wants to make sure that his words convince his audience to join the library club. Choose **two** words that would **best** replace the underlined words.

- (A) contained
- (B) content
- (C) excited
- (D) explored
- (E) seen

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 38** A student is writing a report for her science class about hurricanes. Read the draft of the report and complete the task that follows.

Hurricanes begin in the tropics where it is very hot. These are the areas nearest the equator. Hurricanes often happen in late summer. This is the season when these areas have the highest amounts of moist air and heat. These are the two things necessary for hurricanes to form. People who know about violent storms can predict hurricanes. They are predicted based on the weather conditions at the time. Weather satellites predict and track hurricanes. This helps people prepare for them.

Choose the **best** phrase to replace the underlined phrase to make the writer's meaning more clear.

- (A) People who know about hurricanes
- (B) People who know how to operate satellites
- (C) People who are experts about tropical areas
- (D) People who are trained to forecast the weather

- 39** A student is writing a report about the book, *Folk Music*. Read the draft of the report and complete the task that follows.

Much of the country music we enjoy today came from folk music. Folk music is music which has been passed down throughout the ages. In our country, much of it came from rural areas. Often, a song was never written down but simply passed along by different singers. For this reason, many forms of the same folk songs exist today.

Which more exact phrase **best** replaces the underlined phrase?

- (A) from different country areas
- (B) from country areas to the city
- (C) from one generation to the next
- (D) from non-written to written music

## 4th Grade - Claim 1 Target E



Name \_\_\_\_\_

1. Enter the unknown number that makes the equation true.

$$140 \times \boxed{\phantom{00}} + 9 = 569$$

---

2. A stadium organizer sets up chairs in rows with 5 seats in each row. How many rows will need to be set up if 305 people are expected to attend the game?

rows

---

3. Write the sum.

$$\begin{array}{r} 5441 \\ + 7082 \\ \hline \boxed{\phantom{0000}} \end{array}$$

---

4. Write the product.

$$\begin{array}{r} 29 \\ \times 32 \\ \hline \boxed{\phantom{0000}} \end{array}$$

5. Enter the unknown number that makes the equation true.

$$76 \times 59 = (70 + 6) \times (50 + \boxed{\phantom{00}})$$

---

6. Washington has an area of 66,544 square miles. Missouri has an area of 68,886 square miles. How much less is the area, in square miles of Washington than the area of Missouri?

square miles

---

7. Multiply 70 and 13. Write the product in the box below.
- 

8. Enter the unknown number that makes the equation true.

$$1040 \div 4 = \boxed{\phantom{000}}$$

---

9. Write the product.

$$\begin{array}{r} 4625 \\ \times 3 \\ \hline \boxed{\phantom{0000}} \end{array}$$

---

10. Add together 136, 44, and 60.

Write the sum in the box below.

## Informational Performance Task

### **Task:**

Your school's history fair is taking place soon. Your class has decided to focus on prehistoric people. You become interested in learning more about the development of Neanderthal people. You have found three sources about this topic in the school library.

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 details from the three sources.

### **Directions for Part 1**

You will now look at three sources. You can look at 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 write your article. You may refer to the sources when you think it would be helpful. You may also look at your notes.

## Source #1: Neanderthal Man

### Early Humans

Neanderthals were early people who lived around 200,000 years ago. They were first discovered in Neander Valley in Germany. The valley was named after a German pastor, Joachin Neander. The Neanderthals disappeared about 28,000 years ago. The people who came after Neanderthals became known as Homo sapiens, or “people who think.” This group includes modern day humans. It appeared as though Neanderthals had many talents, even though they did not appear smart.

### The First Bones

Neanderthal skulls were first discovered in 1829 in Belgium. In 1856, bones of the first Neanderthal man were found. The bones came from the skull, the right arm, the left arm, and the ribs.

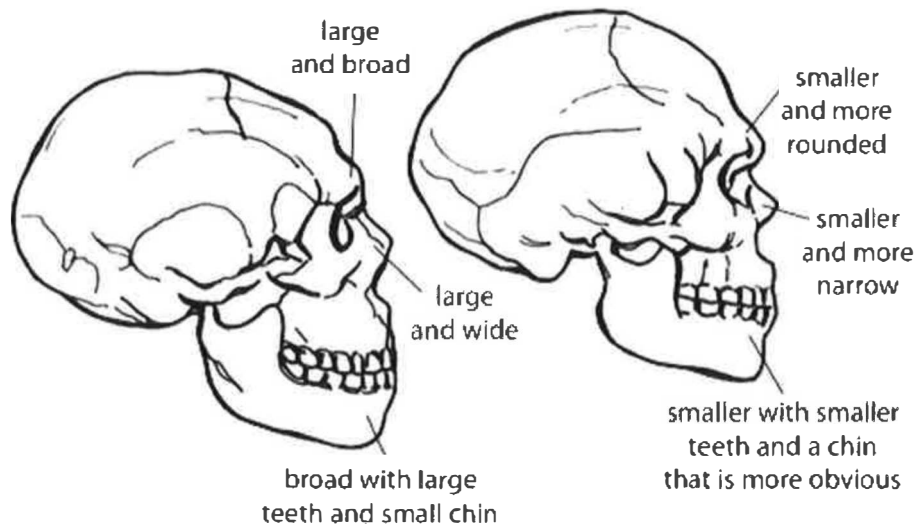
In 1866, a German man named Ernst Haeckel decided an ancient skull belonged to a Homo sapiens man. The thick skull and sloping forehead made Haeckel think this ancient man could not have been very smart. Haeckel was soon proved to be wrong on both counts. Neanderthals were not Homo sapiens, but they were related. People believed Neanderthals were unintelligent and clumsy.

In 1908, an almost complete male skeleton was found in France. When it was rebuilt, the scientist constructed it so the skeleton slouched badly. Its hands hung below its knees. This suggested Neanderthals slouched like apes when they walked.

Years later, it was discovered that the scientist purposely recreated the skeleton so that it slouched, even though it was not correct. However, the idea of Neanderthal man as a slow-witted ape was already set.

As of today, the bones of more than 400 Neanderthals have been found.





**Neanderthal (left), Homo Sapiens (right)**

### **Signs of Culture**

Neanderthal sites have been found all over Europe and parts of Asia. The sites show that the Neanderthals were civilized people. Recent research shows that Neanderthals were the first humans to wear clothes. They controlled fire and developed tools. They hunted meat for food. Neanderthals were also skilled in sewing and stitching. They used needles that were made of bone.

In 2009, researchers in southern Spain dug up a large number of painted shells and beads made by Neanderthals around 50,000 years ago. Homo sapiens did not reach that part of Europe until 10,000 years later. The beads were made of fine clay. The Neanderthals would have had to create this clay and heat it in an oven like modern pottery.

Unlike other early peoples, Neanderthals buried their dead. Some did lay flowers on graves, but there is no evidence of rituals or ceremony. Some think they buried the dead to remove the bad smell. As far as researchers know, no other early humans treated the dead this way.

### **Neanderthals Today**

Neanderthals seem to have disappeared long ago, but traces of them are found in modern-day humans. Recent evidence suggests that Homo sapiens and Neanderthals share a common ancestor that lived about 500,000 years ago. The same research shows that most people living today share a link with Neanderthals through DNA structure. Researchers are learning more about the mystery of Neanderthals every day.

## Source #2: Neanderthal Discoveries

### Discovery

The first humans with Neanderthal traits were believed to have lived 350,000–600,000 years ago. However, the first true “Neanderthals” appeared between 200,000 and 250,000 years ago. Neanderthal skulls were first discovered in Belgium in 1829. In 1856, scientists discovered the bones of the first Neanderthal. They found bones from the skull, arms, and ribs. Neanderthals are considered the immediate ancestors of modern-day humans.

### Homes

Early Neanderthals lived in the Ice Age for about 100,000 years. Because of damage to their land, little information about the species is known.

Remains of Neanderthals have been discovered in most of Europe, including the countries of Germany, Spain, and Italy. Remains have also been found in parts of Asia. Researchers have estimated that the total population of Neanderthals in all these areas was about 70,000.

Neanderthals lived mostly in cold climates. They would migrate north if the temperature got warmer.

### Appearance

Neanderthals had a muscular build, with short limbs and a large nose. Evidence suggests they had strong arms and hands. Neanderthal males were about 5 feet, 5 inches tall. Females were about 5 feet tall. Males weighed about 170 pounds, while females weighed about 146 pounds. Some studies suggest that Neanderthals may have had red or blonde hair, with light skin. They also had large eye sockets. This meant they had great vision. Neanderthals had a large brain size because of their large bodies.

### Hunting

While earlier studies suggest Neanderthals were not good at hunting, new evidence shows they hunted many prey. Scientists have discovered sharp wooden spears and animal remains. It appears as though they hunted animals such as deer and boar. When they were near water, they hunted food such as seals, dolphins, and fish. Neanderthals also hunted to make clothing. They used the animal hide and tools made of bone to make the clothing.

### **Way of Life**

Neanderthals likely lived in small groups and spoke a common language. One discovery showed a fracture on top of the skull. This seemed to be caused by a blade, which suggests violence among the groups. Another skull had a fracture and a damaged eye at a young age. Even though there was violence, studies also show that they looked after each other. Even with these injuries, the Neanderthal lifespan was approximately 40 years.

### **Disappearance**

In 2014, a scientist studied Neanderthal bones and tools. He discovered that Neanderthals died out in Europe between 39,000 and 41,000 years ago. The reason Neanderthals disappeared still remains a mystery. Scientists have several ideas about this. Some believe they disappeared because of climate. Neanderthals went through a very cold weather period, and they may have had little food to eat as a result. Another idea is that there was a violent conflict among the Neanderthals that led to their deaths. They also may have disappeared due to the spread of disease. Finally, scientists believe Neanderthals may have been replaced by modern humans who came to the region.



## 4th Grade - Claim 1 Target E



Name \_\_\_\_\_

1. Add together 30, 32, and 52.

Write the sum in the box below.

---

2. Enter the unknown number that makes the equation true.

$$5112 \div 8 = \square$$

---

3. There are 40 students in a class. Students go to a science lab in groups that contain no more than 8 students.

What is the fewest number of groups that will need to be formed with these 40 students?

groups

---

4. Select the equation that has the same unknown number as  $42 \div 7 = \square$  ?

(A)  $42 \times \square = 7$

(B)  $\square \times 42 = 7$

(C)  $7 \times 42 = \square$

(D)  $\square \times 7 = 42$

5. A scientist watched a group of squirrels collect acorns. Each squirrel ate some of the collected acorns and stored the rest of the collected acorns.

The table shows data for three squirrels in the group. The number of acorns each squirrel stored is missing from the table. Fill in the data that is missing from the table.

Squirrel	Number Eaten	Number Stored	Total Number Collected
A	20		80
B	35		65
C	45		95

- 
6. Write the sum.

$$\begin{array}{r} 4949 \\ + 625 \\ \hline \end{array}$$

- 
7. Which expression is equal to  $21 \times 39$ ?

- (A)  $(30 + 9) \times (20 + 1)$   
(B)  $30 \times (9 + 20) \times 1$   
(C)  $30 \times 9 \times 20 \times 1$   
(D)  $(20 + 1) + (30 + 9)$

- 
8. A stadium organizer sets up chairs in rows with 7 seats in each row. How many rows will need to be set up if 245 people are expected to attend the game?

rows

## Source #3: Why Study Neanderthals?

### Crossing Paths

Many studies suggest that Neanderthals disappeared about 40,000 years ago. Studies also suggest that modern humans started to appear in small groups about 45,000 years ago. This means that Neanderthals and modern humans may have lived together in Europe for more than 5,000 years. This amount of time allowed the two species to share ideas, cultures, and genes. It is important to understand how this time influenced modern human development.

### Similarities

There are many similarities among Neanderthals and modern humans. Researchers have discovered that Neanderthals and modern humans are similar in appearance and behavior. They have the same posture and foot structure. They also have the same basic structure and function of limbs. Neanderthals' brain size is similar to modern humans' brain size. Neanderthals relied on their physical structures to survive in the cold climates they lived in.

Neanderthals and modern-day humans also shared similar traits in their behavior. They both made stones into tools, controlled fire, and relied on meat for survival. Hunting was a main source of food. Both groups ate meat, fish, plants, and vegetables. Neanderthals used tools such as spears to hunt. The style of hunting tools has developed over time, but the purpose of their use has stayed the same.

Both species shared basic language abilities and culture. Some scientists thought Neanderthals could not speak; however, one discovery proved this to be wrong. In 1983, a Neanderthal skeleton was found. In the skeleton, there was a bone in the throat that was directly related to the structure of the human throat. This proved that Neanderthals had basic language skills. Humans used these basic language skills and developed them further into more complex speech.

### Differences

There are few differences between Neanderthals and modern humans. The main difference in appearance is that Neanderthals were stronger and more

muscular than the average human today. Researchers discovered that they had large muscles and large, long faces with sloping foreheads. They also had larger noses than modern humans.

### **Linking Past and Present**

While some people believe the past is not important to our current way of life, one can see that it has influenced present-day lives. Researchers study the past to learn about our ancestors and where we came from. The way modern humans think and act is an effect of Neanderthals. Many genes, such as ones found in our skin, hair, and nails, are rich in Neanderthal DNA. We share common characteristics that show why we look the same and behave similarly. The Neanderthals paved the way for modern life. Since their disappearance, modern humans have used their way of life as a starting point to develop and change as humans.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1** Match each source with the detail that is included in that source.

Neanderthals and modern humans have the same structure and function of limbs.

Source #3: Why Study Neanderthals?

Neanderthals lived in different parts of the world.

Source #2: Neanderthal Discoveries

The population of Neanderthals was about 70,000.

Source #1: Neanderthal Man

**2** All of the sources discuss Neanderthals. What does Source #1 explain about Neanderthals that Source #2 does not? Explain why that information is helpful for the reader. Give **two** details from Source #1 to support your explanation.

---

---

---

---

---

---

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 3** Source #1 includes an illustration. Explain how this illustration would be helpful if it were added to Source #3. Give **two** details from Source #3 to support your explanation.

---

---

---

---

---

---

---

## 4th Grade - Claim 1 Target F



Name \_\_\_\_\_

1. For A and B, enter the symbol ( $<$ ,  $>$ , or  $=$ ) that correctly compares each pair of numbers.

A.  $\frac{8}{9}$    $\frac{1}{3}$

B.  $\frac{6}{9}$    $\frac{3}{5}$

2. Enter the symbol ( $<$ ,  $>$ , or  $=$ ) that correctly compares the fractions.

$\frac{1}{2}$    $\frac{3}{4}$

3. Addison rode her bike  $\frac{4}{5}$  mile. Audrey rode her bike  $\frac{1}{4}$  mile. They want to compare how far they each rode their bikes using the benchmark  $\frac{1}{2}$ .

Compare Addison's distance to the benchmark:  $\frac{4}{5}$    $\frac{1}{2}$ .

=

&gt;

&lt;

4. Enter **another** fraction that is equivalent to  $\frac{6}{8}$ .

5. In the school musical,  $\frac{8}{40}$  of the students are fifth graders. In simplest form, what fraction of the students in the school musical are fifth graders?
- 

6. The figure below is  $\frac{2}{3}$  shaded.



Enter **another** fraction equal to  $\frac{2}{3}$ .

---

7. Charlie rode her bike  $\frac{2}{9}$  of a mile. Leo rode his bike  $\frac{1}{4}$  of a mile. They want to compare how far they each rode their bikes.

Circle the answer that correctly compares how far Charlie and Leo rode their bikes.

Charlie rode her bike  the same as  a shorter distance than  Leo.  
 a longer distance than

© 2018 Next Gen Math

## Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your article. First read your assignment and the information about how your informational article will be scored. Then begin your work.

### Your Assignment:

Your class is creating a website about early people. Your task is to write an informational article about Neanderthals and their development. Your article will be read by other students, teacher, and parents.

Using more than one source, develop a main idea about Neanderthals and their development. Choose the most important information from more than one source to support your main idea. Then, write an informational article about your main idea 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.

### REMEMBER: A well-written informational article

- has a clear main idea
- is well-organized and stays on topic
- has an introduction and conclusion
- uses transitions
- 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 from the sources
- develops ideas clearly
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar usage)

**Now begin work on your informational 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. Enter the symbol (<, >, or =) that correctly compares the fractions.

$$\frac{1}{3} \square \frac{3}{6}$$

- 
2. James rode his bike  $\frac{7}{8}$  mile. Alaina rode her bike  $\frac{5}{9}$  mile. They want to compare how far they each rode their bikes using the benchmark  $\frac{1}{2}$ .

Compare James's distance to the benchmark:  $\frac{7}{8}$    $\frac{1}{2}$ .

&gt;

=

&lt;

3. Ellie's grandfather gave her a recipe for beef tacos.

$\frac{1}{10}$ cup guacamole	$\frac{1}{4}$ cup shredded cheese
$\frac{2}{3}$ cup onions	$\frac{1}{3}$ cup ground beef

Order the ingredients used in the recipe from least to greatest.

- 
4. Vivian works in a florist shop and makes flower arrangements. She puts 10 flowers in each vase, and  $\frac{8}{10}$  of the flowers are carnations.

If Vivian makes 7 arrangements, how many carnations does she need?

carnations

- 
5. In the school chorus,  $\frac{4}{32}$  of the students are sixth graders. In simplest form, what fraction of the students in the school chorus are sixth graders?



Name \_\_\_\_\_

1. Enter the unknown fraction that makes the equation true.

$$\frac{1}{3} + \frac{1}{3} = \boxed{\phantom{00}}$$


---

2. Benjamin buys some polyester to make curtains. He uses 8 different colors of polyester to make his design. He needs  $\frac{1}{6}$  yard of each color. Use the following equation.

Enter the number in the box to make the statement true.

$$\frac{8}{6} = \boxed{\phantom{00}} \times \frac{1}{6}$$


---

3. Easton has  $1\frac{4}{5}$  feet of string. Together, Easton and Caleb have  $5\frac{1}{5}$  feet of string.

How many feet of string does Caleb have?

feet

---

4. Enter the fraction that is equivalent to the following expression.

$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$$

5. Gabriella drank  $\frac{1}{7}$  of a water. Ella drank  $\frac{3}{7}$  of the same water.

How much more of the water did Ella drink than Gabriella?

more

---

6. For A-C, decide whether each expression is equal to  $\frac{7}{8}$ .

**A.**  $\frac{3}{8} + \frac{3}{8}$

**True** **False**

**B.**  $\frac{2}{8} + \frac{2}{8} + \frac{2}{8} + \frac{1}{8}$

**C.**  $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

---

7. Which fraction is a multiple of  $\frac{1}{6}$ ? Mark all that apply.

**A.**   $\frac{5}{6}$

**B.**   $\frac{6}{7}$

**C.**   $\frac{1}{5}$

**D.**   $\frac{6}{9}$



Name \_\_\_\_\_

1. Which fraction is a multiple of  $\frac{1}{6}$ ? Mark all that apply.

A.   $\frac{1}{5}$

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

C.   $\frac{6}{1}$

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

- 
2. Aiden went biking  $2\frac{1}{2}$  hours on Monday,  $1\frac{1}{2}$  hours on Tuesday, and  $2\frac{1}{2}$  hours on Wednesday. What is the total number of hours Aiden spent biking?

Aiden spent  hours biking.

- 
3. Each day, Maya eats  $\frac{1}{5}$  cup of melons in the morning and  $\frac{1}{5}$  cup of melons in the afternoon.

How many days will it take Maya to eat 8 cups of melons? Circle the number below.

19   20   18

4. For A-C, decide whether each expression is equal to  $\frac{5}{6}$ .

**A.**  $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

**True** **False**

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

**C.**  $\frac{3}{6}$

---

5. Avery drank  $\frac{1}{5}$  of a milk. Lincoln drank  $\frac{4}{5}$  of the same milk.

How much more of the milk did Lincoln drink than Avery?

more

---

6. Enter the unknown number that makes the equation true.

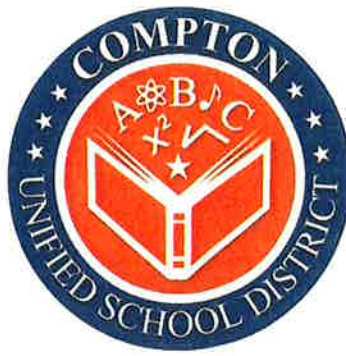
=  $4 \times \frac{1}{6}$

---

7. Amelia is making 2 batches of chili. Each batch needs  $\frac{3}{4}$  cup of beans. She only has a  $\frac{1}{4}$  cup measure. How many times must Amelia measure  $\frac{1}{4}$  cup of beans to have enough for all of the chili?

times

---



COMPTON UNIFIED SCHOOL DISTRICT

# DIGITAL RESOURCE GUIDE

2019-2020








# LEARNING ACTIVITIES

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



**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](http://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 Launch  
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

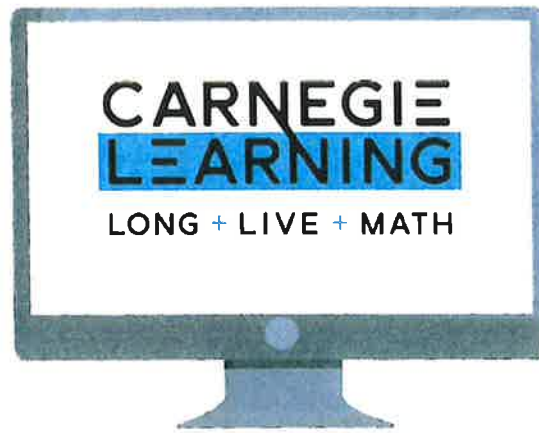
Students can log in to Edgenuity on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

#### 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**

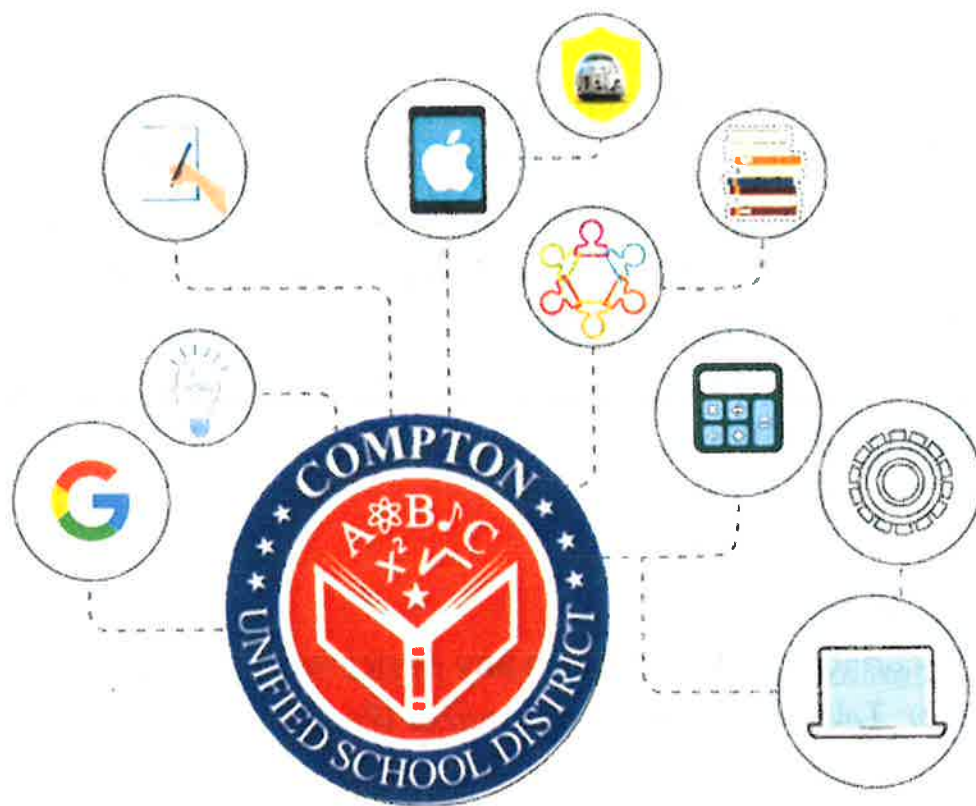


©2020 Appleton, Login  
Compton Unified School District Single Sign-On



# COMPTON UNIFIED SCHOOL DISTRICT

## Department of Educational Technology



**FOR SUPPORT  
CONTACT THE EDTECH DEPARTMENT  
[edtech@compton.k12.ca.us](mailto:edtech@compton.k12.ca.us)**