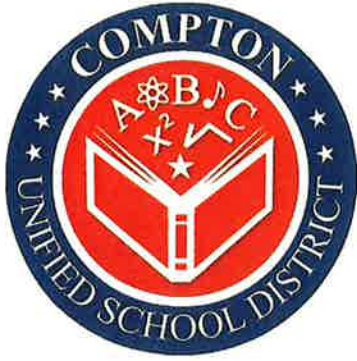




Compton USD Learning Packet

Sixth 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.

6th Grade Learning Packet

TABLE OF CONTENTS

Day	Lesson	Date Completed
1	Read, "Ode to the Ant" and "Spiny Wonders of the Southwest" Answer Questions 1-10	
	Claim 1, Target A	
2	Answer Questions 11-20	
	Claim 1, Target A	
3	Read, "Patriot Girl" and Answer Questions 21-28	
	Claim 1, Target B	
4	Read, "Why We Value Gold" and Answer Questions 29-33	
	Claim 1, Target B	
5	Answer Questions 34-39	
	Claim 1, Target D	
6	Argumentative Performance Task: Read Sources 1 & 2	
	Claim 1, Target D	
7	Argumentative Performance Task: Read Source 3 and Answer Questions 1-3	
	Claim 1, Target E	
8	Argumentative Performance Task: Start Writing the Argumentative Article	
	Claim 1, Target E	
9	Argumentative Performance Task: Continue Writing the Argumentative Article	
	Claim 1, Target F	
10	Argumentative Performance Task: Finish Writing the Argumentative 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 mins/week	<input type="checkbox"/> Dreambox - 90 minutes per week

Read the poem. Then answer the questions.

Ode to the Ant

One Saturday I sat outside, relaxing in the sun.
I had some chores and homework, but they weren't getting done.
I lay there on the lawn, grass stains upon my pants.
Then I noticed that the yard was filled with busy, bustling ants.

They streamed out from their colony beneath a tiny mound.
They scurried forth with great purpose in a blur across the ground.
I spied upon their journey while on my hands and knees
As they marched through blades of grass as tall as redwood trees.

They reached their destination, a bush with leaves of green,
A finish line of ants atop each branch and in between.
As the ants descended and resumed their steady gait,
Each held aloft a leaf-bit that was several times its weight.

Then back they marched, the brave workers, with food to feed the nest.
There, other ants would now commence the job that they did best.
Yes, every ant it knows its place, the gatherers were done,
But now the food preparers' work had only just begun.

As I looked down upon their hill, I wished for X-ray vision.
Then I could see the colony behave with great precision.
Each ant on an assignment, "Feed the Young" or "Cook and Clean,"
While soldier ants with pincers stood on guard around the Queen.

Each ant toiled without question, working for the greater good.
Would I be happy as an ant? I wondered if I could.
I'd exist for just one purpose: survival of the nest.
That's certainly a question that I've never quite addressed.

The ants still dash and scamper, their pace a grim reminder
That I still need to clean my room, there's homework in my binder.
Take inspiration from the ants! There's much to be admired.
But watching their exertion—well, it's made me much too tired.

Name: _____ Date: _____

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

Part A: Which statement **best** describes the speaker's point of view?

- (A)** The speaker wishes he could understand ants.
- (B)** The speaker views the ants as simple insects.
- (C)** The speaker respects the work habits of the ants.
- (D)** The speaker thinks that humans and ants are similar.

Part B: Which **two** lines from the poem **best** support your answer in part A?

- (A)** "They streamed out from their colony beneath a tiny mound."
- (B)** "They scurried forth with great purpose in a blur across the ground."
- (C)** "As they marched through blades of grass as tall as redwood trees."
- (D)** "Then back they marched, the brave workers, with food to feed the nest."
- (E)** "Would I be happy as an ant? I wondered if I could."

Name: _____ Date: _____

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

Part A: What is **most likely** the poet's intent by mentioning that the narrator still has homework and cleaning to do at the end of the poem?

- (A)** to demonstrate how long the narrator watched the ants
- (B)** to provide contrast between the narrator and the ants
- (C)** to illustrate that the ants think the narrator is lazy
- (D)** to share how much the ants distracted the narrator

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

- (A)** "One Saturday I sat outside, relaxing in the sun."
- (B)** "Yes, every ant it knows its place, the gatherers were done,"
- (C)** "Then I could see the colony behave with great precision."
- (D)** "But watching their exertion—well, it's made me much too tired."

Name: _____ Date: _____

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

Part A: Read the lines from the poem.

The ants still dash and scamper, their pace a grim reminder
That I still need to clean my room, there's homework in my binder.
Take inspiration from the ants! There's much to be admired.
But watching their exertion—well, it's made me much too tired.

What does the word inspiration most likely mean?

- (A) an interesting discovery
- (B) a drawing in of a deep breath
- (C) something that gives one an idea
- (D) something that results from working hard

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

- (A) "their pace a grim reminder"
- (B) "That I still need to clean my room"
- (C) "there's homework in my binder"
- (D) "There's much to be admired"

Name: _____ Date: _____

- 4 One central message of the poem is that ants are physically remarkable creatures. Underline **one** line from the stanzas that **best** supports this message.

They streamed out from their colony beneath a tiny mound.
They scurried forth with great purpose in a blur across the ground.
I spied upon their journey while on my hands and knees
As they marched through blades of grass as tall as redwood trees.

They reached their destination, a bush with leaves of green,
A finish line of ants atop each branch and in between.
As the ants descended and resumed their steady gait,
Each held aloft a leaf-bit that was several times its weight.

Then back they marched, the brave workers, with food to feed the nest.
There, other ants would now commence the job that they did best.
Yes, every ant it knows its place, the gatherers were done,
But now the food preparers' work had only just begun.

Name: _____ Date: _____

5 Read the lines from the poem.

As I looked down upon their hill, I wished for X-ray vision.
Then I could see the colony behave with great precision.
Each ant on an assignment, "Feed the Young" or "Cook and Clean,"
While soldier ants with pincers stood on guard around the Queen.

Each ant toiled without question, working for the greater good.
Would I be happy as an ant? I wondered if I could.
I'd exist for just one purpose: survival of the nest.
That's certainly a question that I've never quite addressed.

What theme is expressed in these lines? Use details from the poem to support your answer.

Read the text. Then answer the questions.

Spiny Wonders of the Southwest

The saguaro, the largest cactus in the United States, is a picturesque icon of the American Southwest. This unusual plant is native only to parts of the Sonoran Desert: southern Arizona, the western part of the Mexican state of Sonora, and a small section of southeast California. The saguaro is very sensitive to elevation. It grows strictly between 0 and 4,000 feet above sea level. If you look at a mountain covered in saguaros, you can see a clear “tree” line where the cacti stop appearing. Given the saguaro’s unique characteristics and sensitivity, it’s important that the plant stay protected.

The saguaro’s physical features are unmistakable. It has a sturdy, trunk-like main body with tough, pleated skin. The plant’s cartoon-like personality comes from its arms, which can number as many as 25. Most of a saguaro’s arms grow away from the body slightly and then shoot straight up toward the sun. However, some arms jut out horizontally or even point toward the ground. Rows of sharp spines cover the entire plant. The body’s major root, or tap root, is buried two feet deep, but the remaining roots are shallow; only 4 to 6 inches underground, they extend horizontally as far as the cactus is tall.

The saguaro’s features change with both seasons and precipitation levels. It has white flowers in the late spring and bright red fruit in the summer. During rainy times, when its roots take in moisture, the cactus’s pleated skin expands like an accordion to store water. In dry times, the pleats contract.

A saguaro grows very slowly. After 10 years, the cactus is still a tiny baby at about 1.5 inches tall. Flowers begin to form at age 35, and arms do not start growing until the plant is about 50. The saguaro is not considered an adult until it has reached the ripe old age of 125, when it stands 40 to 60 feet tall and weighs 6 or more tons. (Most of the plant’s weight comes from stored water.) Saguaros usually live for 150 to 175 years but can last as long as 200 years.

The saguaro lives in harmony with many native animals. For reproduction, it relies on the pollination services of bats, insects, and birds. Coyotes also help out when they eat the plant's fruit and leave its seeds in their scat. Gilded flickers and Gila woodpeckers take up residence by nesting inside the saguaro's body or arms. These birds' abandoned nests then house owls, sparrows, and finches. Hawks use the cactus's arms as supports for nests and hunting watchtowers. During droughts, larger animals such as bighorn sheep and mule deer eat the saguaro's water-rich flesh.

Humans have benefited from the saguaro as well. Native Americans once used the woody skeletons of dead saguaros to build shelters and even furniture. Old saguaro birds' nests became containers for water. Today, the Tohono O'odham tribes still gather saguaro fruit to make jam and other products.

Saguaros are well protected and regulated by the state of Arizona. They are not considered endangered or threatened within their habitat. However, real estate development and the spread of non-native plants have thinned their populations in recent decades. The saguaro is certainly a desert treasure worth preserving.

Name: _____ Date: _____

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

Part A: The author includes main ideas followed by supporting details. What is the **most likely** reason why the author presents the saguaro in this way?

- (A) to highlight the many uncommon characteristics of the saguaro
- (B) to describe the different ways that the saguaro's habitat is being destroyed
- (C) to demonstrate the various reasons why the saguaro is only found in a few states
- (D) to explain the variety of factors that contribute to the saguaro's decrease in population

Part B: Which sentences from the text **best** support your answer in part A? Select **two** options.

- (A) "The plant's cartoon-like personality comes from its arms, which can number 25."
- (B) "During rainy times, when its roots take in moisture, the cactus's pleated skin expands like an accordion to store water."
- (C) "The saguaro lives in harmony with many native animals."
- (D) "Hawks use the cactus's arms as supports for nests and hunting watchtowers."
- (E) "However, real estate development and the spread of non-native plants have thinned their populations in recent decades."

Name: _____ Date: _____

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

Part A: Read the paragraph from the text.

Saguaros are well protected and regulated by the state of Arizona. They are not considered endangered or threatened within their habitat. However, real estate development and the spread of non-native plants have thinned their populations in recent decades. The saguaro is certainly a desert treasure worth preserving.

What does the word preserving most likely mean?

- (A) taking ownership of
- (B) offering help to others
- (C) keeping safe from harm
- (D) preparing by cooking

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

- (A) "by the state of Arizona"
- (B) "not considered endangered"
- (C) "the spread of non-native plants"
- (D) "have thinned their population"

Name: _____ Date: _____

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

Part A: Read the paragraph from the text.

The saguaro lives in harmony with many native animals. For reproduction, it relies on the pollination services of bats, insects, and birds. Coyotes also help out when they eat the plant's fruit and leave its seeds in their scat. Gilded flickers and Gila woodpeckers take up residence by nesting inside the saguaro's body or arms. These birds' abandoned nests then house owls, sparrows, and finches. Hawks use the cactus's arms as supports for nests and hunting watchtowers. During droughts, larger animals such as bighorn sheep and mule deer eat the saguaro's water-rich flesh.

Which sentence **best** summarizes the central idea of the paragraph?

- (A) Both people and animals depend on the saguaro.
- (B) The saguaro does not harm the animals in its habitat.
- (C) Different animals use the saguaro when there is a drought.
- (D) The saguaro and animals help each other in various ways.

Part B: Which additional detail would **best** support your answer in part A?

- (A) Wasps build nests on the saguaro's arm, just a short trip from the cactus's flowers.
- (B) The saguaro is able to repair woodpecker holes and stop water from leaking out.
- (C) The Tohono O'odham tribes use saguaro fruit to make drinks.
- (D) According to Arizona law, it is illegal to harm a saguaro.

Name: _____ Date: _____

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

Part A: Which statement **best** summarizes the central idea of the text?

- (A) The saguaro, the largest and rarest cactus in the United States, supports a number of other living things.
- (B) The saguaro, a valuable plant native to the American Southwest, is worth protecting for many reasons.
- (C) The saguaro, the symbol of the American Southwest, is becoming extinct without protection.
- (D) The saguaro, a plant widely used by Native Americans, provides many benefits to humans.

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

- (A) "Rows of sharp spines cover the entire plant."
- (B) "The saguaro's features change with both seasons and precipitation levels."
- (C) "Saguaros usually live for 150 to 175 years but can last as long as 200 years."
- (D) "Today, the Tohono O'odham tribes still gather saguaro fruit to make jam and other products."

- 10 Read the paragraph from the text.

Humans have benefited from the saguaro as well. Native Americans once used the woody skeletons of dead saguaros to build shelters and even furniture. Old saguaro birds' nests became containers for water. Today, the Tohono O'odham tribes still gather saguaro fruit to make jam and other products.

Why did the author **most likely** choose to include this paragraph directly after paragraph 5?

- (A) to establish why it is important to protect the places where the saguaro grows in Arizona
- (B) to show that animals are not the only ones that use the saguaro in their daily lives
- (C) to give an example of why the saguaro is an "icon of the American Southwest"
- (D) to explain why it is important to allow the plant to reach maturity

- 11 Read the sentence from the text.

Saguaros are well protected and regulated by the state of Arizona.

Which statements **best** describe what the author most likely intended by mentioning this fact? Select **two** options.

- (A) to show that people in Arizona are using the plant for food and homes
- (B) to show that Arizona is the state most concerned about the future of the plant
- (C) to show that people in Arizona depend more on the plant than people in other states
- (D) to show that Arizona is planning ahead by addressing threats to the plant before it is too late
- (E) to show that people in Arizona were harming the plant by developing houses and spreading non-native plants
- (F) to show that people in Arizona value the plant and are working to make sure it does not become endangered



Name _____

1. Circle the option that makes the sentence below true.

	=	
10% of 30	<	90% of 30
	>	

2. Kaelyn has 3 yellow peppers and 2 red peppers. Select the ratios that compare the number of red peppers to the total number of peppers. Mark all that apply.

- A. $\frac{2}{3}$
- B. 2:5
- C. 2 to 5

3. A particular reindeer runs 30 miles per hour. Select the animals who run at a faster unit rate per hour than the reindeer. Mark all that apply.

- A. elk: 180 miles in 4 hours
- B. jackal: 70 miles in 2 hours
- C. elephant: 75 miles in 3 hours
- D. squirrel: 36 miles in 3 hours

4. The table shows the number of volleyballs that fit into a given number of containers. Each container holds the same number of balls.

Containers	Balls
1	4
	8
3	12
5	20

Enter the missing value from the table.

5. The table shows the number of footballs that fit into a given number of containers. Each container holds the same number of balls.

Containers	Balls
2	4
	8
7	14
	16

Enter the missing values from the table.

6. Abigail needs 19 inches of copper wire for an experiment. The wire is sold by the centimeter. Given that 1 inch = 2.54 centimeters, how many **centimeters** of wire does Abigail need?

centimeters

Name: _____ Date: _____

- 12 Draw a line from each main idea to the key detail from the text that **best** supports it.

Main Idea

The saguaro has a very long lifespan.

The saguaro plant has an interesting appearance.

The saguaro plant takes a very long time to mature.

The saguaro can only survive in very specific conditions.

Key Detail

"Flowers begin to form at age 35, and arms do not start growing until the plant is about 50."

"Most of a saguaro's arms grow away from the body slightly and then shoot straight up toward the sun."

"It grows strictly between 0 and 4,000 feet above sea level."

"Saguaros usually live for 150 to 175 years but can last as long as 200 years."

- 13 Read the summary of the text.

The saguaro cactus grows in the Sonoran Desert. The saguaro changes during different seasons and kinds of weather. These unique cacti grow slowly and can live for up to 200 years. Desert animals rely on the saguaro cactus for food and shelter. Native Americans have used the saguaro in various ways, too. This important plant is protected in Arizona.

Which key detail is missing from the summary?

- (A) The saguaro cactus grows mainly in Arizona.
- (B) The saguaro is a symbol of the American Southwest.
- (C) The saguaro cactus has been used to make furniture.
- (D) The saguaro can be home to several kinds of desert animals.

Name: _____ Date: _____

Read the directions. Then answer the questions.

- 14 A student is writing an argumentative report about how to deal with trash. She found the sources below. Read the sources and the directions that follow.

Source 1

The United States produces more trash than any other country. About 1/3 of the trash is recycled or composted. About 1/6 of it is burned. The rest is buried in landfills, which keep the trash dry and away from the surrounding soil. There are systems in place to collect any water that drains through the trash, and groundwater is monitored to make sure it is not being contaminated. Once a landfill is full, it is closed and a new one is opened. Even though the landfill is closed, the groundwater has to be monitored for thirty years. The problem is that trash breaks down slowly and can be recovered in good condition as many as 40 years later.

Source 2

Zero-waste plants use trash to make energy, while also reducing the trash put into landfills. Zero-waste systems first remove anything that can be recycled. The remaining trash is shredded and sent to different chambers to be made into energy. Zero waste solves some problems created by landfills. First, there is no need to always find new sites for more landfills. Second, the cost of creating new landfills is greatly reduced. Finally, energy is created to help keep up with growing populations.

The student wrote down some claims to use in her report. Decide if the information in **Source 1**, **Source 2**, both sources, or neither source supports each claim. Draw a line from each claim on the left to an answer on the right.

Claims	Supported By
Zero-waste trash management systems are the way of the future.	Source 1
Future generations will have to deal with trash left in landfills.	neither source
Everyone should make it a high priority to reduce, reuse, and recycle trash.	both sources
Landfills create a number of long-term problems.	Source 2

GO ON →

- 15** A student is writing a report about tornadoes in the U.S. Read both sources and the directions that follow.

Source 1

There are about 1,253 tornadoes spotted in the U.S. each year. Of those tornadoes spotted, $\frac{1}{3}$ happen in a small number of states. Tornado Alley is the nickname for the part of the U.S. with the most tornadoes each year. Tornado Alley includes most of Kansas, Oklahoma, and Nebraska. It also includes parts of Texas, Eastern Colorado, Iowa, and South Dakota. On a map, these states run up the middle of the U.S. These states also have some of the best farmland because of the rain that comes with tornadoes. Luckily, most of the tornadoes are mild (EF1-EF2). Only a few are considered violent (EF3-EF5).

Source 2

State	Average Annual Number of EF3-EF5 Tornadoes
Iowa	1.8
Kansas	3.1
Nebraska	1.2
Oklahoma	2.7
Texas	2.8

Choose the sentence that correctly paraphrases information from **both** sources.

- (A)** Tornado Alley is the flattest portion of the United States where a third of the average 1,253 tornadoes happen; the fewest violent tornadoes happen in Colorado.
- (B)** Tornado Alley is the name of the Midwest region where a third of the average 1,253 tornadoes happen; Oklahoma is the safest place to live in the region.
- (C)** Tornado Alley is a group of farming states in the United States where a third of the average 1,253 tornadoes happen; Kansas experiences the highest yearly average of violent tornadoes.
- (D)** Tornado Alley is the part of the United States with the fewest people because a third of the average 1,253 tornadoes happen there; the central part of the United States is the most dangerous place to live.

Name: _____ Date: _____

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

Research Report Plan

Topic: Civil War

Audience: Teacher, students, Civil War historians

Purpose: To inform

Research Question: What could have caused the Civil War to end differently?

The student needs to find a credible, or trustworthy, source with relevant information. Which website is **most likely** the **best** source for the information needed to answer the research question?

- (A) www.historyofcivilwars.org
This historical society website has detailed accounts of civil wars fought around the world and throughout history.
- (B) www.cw.southmilitary.gov
This is a government website that gives information about major turning points in the Civil War and the military plans and actions around them.
- (C) www.cwcauses.blogspot.com
This public blog was created by a college student and discusses the many causes of the Civil War.
- (D) www.uswarhistory.net
This independent website discusses the advantages and disadvantages of the wars that have shaped the United States.

Name: _____ Date: _____

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

Research Report Plan

Topic: Weeds that can be eaten

Audience: Teacher, students, chefs, consumers, gardeners

Purpose: To inform

Research Question: Can a person survive on a diet of weeds?

The student needs to find a credible source with relevant information. Which of these is **most likely** the **best** source for the information needed to answer the research question?

- (A) Gleick, James. *The Ultimate Pocket Guide to Survival*. Denver: Penguin, 2000. Print.
This is a handbook that covers everything needed for short-term survival and is great for hikers, campers, or anyone else who finds themselves in the wilderness.
- (B) www.botany.cu.edu
This website is hosted by a university and provides easy access to encyclopedia information for all plants native to the state.
- (C) Cotter, Tad. "Simply Overlooked: Everyday Plants as Food." *Mother Earth News* [Topeka, KS] 5 Dec. 2000: 32. Print.
This is a magazine article that discusses plants that can be food and how to cook or prepare them.
- (D) "Urban Decay." *The Survivalist*. WBPI, Los Angeles. 24 May 2010. Television.
This is a broadcast television program about how to find water, food, and shelter in an abandoned city.

Name: _____ Date: _____

- 18** A student is writing a report for the teacher about plate tectonics and Earth's structure. Read the draft of the introduction and complete the task that follows.

Plate tectonics explains how features form on Earth's surface. It also shows how events happen around the world. Landforms such as volcanoes, mountains, and valleys form because of plate tectonics. Events such as earthquakes, volcanic eruptions, and mountain formation happen because of the plate movement.

Student Notes

- crust—outer layer of Earth
- plates—pieces of crust made of rock, always moving
- earthquakes—pressure builds, gets too strong, rocks shift, plates grind against each other
- volcanoes—two plates move away from each other
- mountains—two plates push against each other, one goes on top of the other

Using information from the student's notes, write one additional paragraph developing the ideas found in the introduction.

Name: _____ Date: _____

- 19 A student is writing an argumentative essay for the principal about school uniforms. The student wants to revise the draft to improve support of her claim that students would focus more on school if they wore uniforms. Read the draft of the essay and complete the task that follows.

Students are always arguing over school uniforms. Those who are against wearing uniforms believe they should be able to wear what they want. They argue that all people are unique and should be able to express themselves as they please.

The other side argues that school uniforms should be worn because there would be less bullying. If someone does not dress in a certain way, they may get made fun of. This can hurt people's feelings. Also, if students wore uniforms, they would be able to focus on their education more.

Choose the sentence that gives the **best** evidence to improve support of the student's underlined claim.

- (A) They need to focus on schoolwork to get good grades, go to college, and get a job someday.
- (B) They would be more popular if they focused on their schoolwork instead of what they wore to school every day.
- (C) They would not worry about how they look and how they fit in, so they would be able to pay more attention to their schoolwork.
- (D) They would do better with schoolwork if they spent the time focusing on how to do it, rather than getting distracted by hurt feelings.

Name: _____ Date: _____

- 20** A student is writing a narrative for the teacher about a time he helped his grandmother. The student wants to revise the draft to better conclude his story. Read the draft of the narrative and complete the task that follows.

Every year on my birthday, we go to my grandmother's house to celebrate. I love spending my birthdays there because she is from Italy and makes the most delicious food. This year, she made my favorite meal of spaghetti and meatballs. No one can make meatballs like my grandmother.

When we all sat down to eat, I noticed my grandmother was not at the table. Instead of just digging in like I usually do, I got up to go check on her. She was trying to carry a heavy pitcher of milk to the table but was too embarrassed to ask for help. I immediately took the pitcher from her and held her hand and walked her to the table. Then I made her a plate and we all ate. Grandma looked at me gratefully and gave me a wink as I started to twirl my spaghetti.

Choose the sentence that would **best** conclude the narrative.

- (A)** I felt proud that I was able to help my grandmother after all she had done for me on my special day.
- (B)** My family did not even know I helped her—my grandmother wanted to keep it our secret.
- (C)** I was relieved that she was not hurt, and she was happy that I helped her.
- (D)** My grandmother makes the most delicious meatballs in town.





Name _____

1. For A-D, Choose Yes or No to indicate whether the percent and the fraction represent the same amount.

A. 50% and $\frac{3}{8}$

Yes No

B. $\frac{4}{9}$ and 49%

Yes No

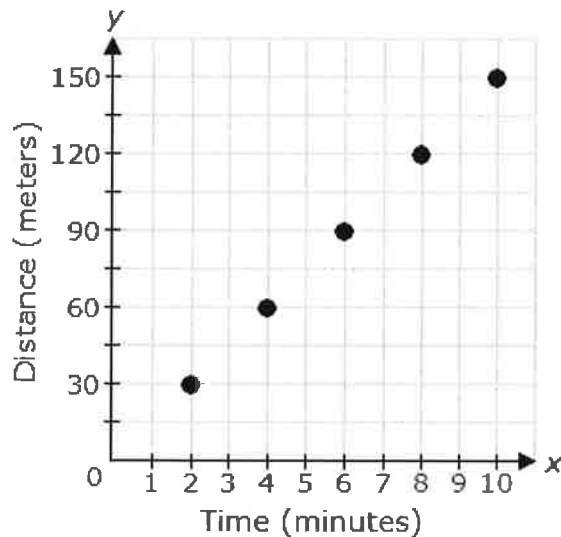
C. 50% and $\frac{3}{6}$

Yes No

D. $\frac{4}{7}$ and 44.44%

Yes No

2. Lucy goes to the pool to swim laps. The graph shows how far Lucy swam over time. Use equivalent ratios to find how far Lucy swam in 14 minutes.



meters.

3. This table contains equivalent ratios between x and y .

x	y
2	20
5	50
	70
9	90

Enter the missing value from the table.

4. A game has red and green pieces. The ratio of green game pieces to total pieces is 6:10. Select **all** the statements about the game pieces that are correct.

- A.** The ratio of green pieces to red pieces is 6:4.
- B.** There must be 4 more red pieces than green pieces.
- C.** The ratio of total pieces to green pieces is 10:6.
- D.** The ratio of total pieces to red pieces is 10:6.
-

5. Hudson types 130 words in 2 minutes. Enter the number of words Hudson types in 7 minutes at this rate.

words

6. A construction crew needs to remove 4.5 tons of river rock during the construction of new office buildings.

The weight of the rocks is pounds.

9,000

8,000

10,000

© 2018 Next Gen Math

Read the text. Then answer the questions.

Patriot Girl

Rubbing the cloth in circles, Emma polished the long teak table until it sparkled like a mirror. She paused to look at her reflection; the distorted image that stared backed at her was strange and unrecognizable. *Like my new life*, she thought, as she smoothed her long apron over her servant's dress of plain blue cotton. Two months ago, she was managing the stables on her family's farm. Her days were spent tending to the animals or riding her horse out in the sun. But when the British took over the farmhouse and made it a boardinghouse for a company of Redcoats, her family was forced out. Emma's father had found her a position in town where she could stay until the family could return safely to their farm.

"Emma!" Mrs. Langley strode into the dining hall in a swirl of yellow silks. "If you pay any more attention to that table, you will surely rub the shine straight off it! Now hurry to the kitchen and try to make yourself useful. The colonel will be entertaining several officers at tea."

Emma hurried through the maze of corridors to the rear of the mansion. In the kitchen, the cook put her to work extracting pastries from the oven and arranging them on flowered china platters. A feeling of worry carved a dull pain into the back of her head. Did Mother and Father even know where she was? She had started working for the Langleys when they had lived in Boston, but Colonel Langley had moved his family to upstate New York—and had taken his staff and servants with him.

It was troubling enough to know that British soldiers were living in her family's home, but it was worse to be forced from the freedom of the farm into being a servant to a wealthy British colonel. But what angered Emma most was bending her knee to the British while American patriots were fighting to free the colonies from British rule. How she wished she were with her brother, serving in the militia for the patriot cause. Did Edward know that the British had come and taken over their farm?

"Give those here, girl!" The cook snatched the pastry platter and banged it onto a tray. "I swear, Emma, if you go on daydreaming, you will burn those lazy fingers! Now shoo—sweep the front hallway."

Grateful to be banished from the noisy, stifling kitchen, Emma headed for the front of the house. Icing from the sweet tea cakes clung to her fingers, so Emma

GO ON →

buried her hands in her apron and scrubbed off the sticky sugar as if she were trying to wipe off her whole life at the Langley mansion. In the front hall, she found a broom and began sweeping it over the tiles, but the door to the dining room was ajar, and voices spilled into the hall. Her heartbeat quickening, Emma pushed her broom closer to the door. The colonel was seldom at home, and he almost never entertained other officers. It was interesting to hear someone talking about things other than household chores and tea service. Sweeping her broom in wide, lazy circles, Emma lingered and listened. She began to put the pieces of the conversation together, but she could hardly believe her ears.

The colonel had been meeting with his officers to exchange information and to discuss military strategies. Emma focused carefully on tile after tile outside the dining room door so she could catch bits of information. As each troop movement was mentioned, Emma committed it to memory by making up little rhymes. When she heard the name of Edward's company, all of the other words nearly flew out the window as she whispered the information to herself and repeated it three times. Emma wished she had a scrap of paper, a pen, and ink, but then she realized that writing down these secrets would put her in grave danger, so she would have to rely on her memory.

As soon as she could get away without being noticed, Emma climbed the back steps, taking them two at a time. The secrets were gnawing at her and making her hurry up to her attic room. Her hands shook with excitement about the information she had gathered, and she was relieved, but not surprised, to find the servants' room empty. No doubt the housekeeper was looking for her right this minute to assign more chores. Emma sat on her bed and gazed out at the night sky, lit brightly by the moon. The butterflies fluttered about in her stomach as she thought about what to do next.

Now she knew that her brother's company was nearby. If only she could get to him. With her secrets about British troop movements, she could finally help the patriot cause. Slowly, Emma realized that nothing was stopping her except her own fear.

Tiptoeing down the hall, she peeked into the stable boy's room. It was empty. Quickly, she took pants, boots, a shirt, and a cap from under the boy's bed. Back in her own quarters, she dressed frantically, tied back her hair, fastened it on top of her head, and pulled on the cap. Emma looked in the mirror and discovered her brother's face stared back at her. Suddenly, voices sounded on the steps.

Emma eased open the window, climbed down the trellis on the outside wall, and swung over to the branch of a tree. Looking down, she spotted several horses tethered nearby. At the moment she was sure no one was around to see her, Emma dropped softly to the ground.

GO ON →

Name: _____ Date: _____

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

Part A: Which statement **best** expresses a central message of the text?

- (A) War often separates children from their parents.
- (B) Believing in a cause helps people act bravely.
- (C) Hard work eventually results in success.
- (D) Never trust someone to keep a secret.

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

- (A) "In the kitchen, the cook put her to work extracting pastries from the oven and arranging them on flowered china plates."
- (B) "She had started working for the Langleys when they had lived in Boston, but Colonel Langley had moved his family to upstate New York—and had taken his staff and servants with him."
- (C) "As each troop movement was mentioned, Emma committed it to memory by making up little rhymes."
- (D) "Emma eased open the window, climbed down the trellis on the outside wall, and swung over to the branch of a tree."

Name: _____ Date: _____

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

Part A: Read the paragraph from the text.

It was troubling enough to know that British soldiers were living in her family's home, but it was worse to be forced from the freedom of the farm into being a servant to a wealthy British colonel. But what angered Emma most was bending her knee to the British while American patriots were fighting to free the colonies from British rule. How she wished she were with her brother, serving in the militia for the patriot cause. Did Edward know that the British had come and taken over their farm?

What does the phrase "bending her knee" mean in the text?

- (A) praying
- (B) leaning over
- (C) scrubbing floors
- (D) showing respect

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

- (A) "It was troubling enough to know"
- (B) "forced from the freedom of the farm"
- (C) "being a servant to a wealthy British colonel"
- (D) "wished she were with her brother, serving in the militia"

Name: _____ Date: _____

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

Part A: Read the paragraph from the text.

Tiptoeing down the hall, she peeked into the stable boy's room. It was empty. Quickly, she took pants, boots, a shirt, and a cap from under the boy's bed. Back in her own quarters, she dressed frantically, tied back her hair, fastened it on top of her head, and pulled on the cap. Emma looked in the mirror and discovered her brother's face stared back at her. Suddenly, voices sounded on the steps.

What does the word quarters mean as it is used in the text?

- (A) bedroom
- (B) closet
- (C) job
- (D) thoughts

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

- (A) "Tiptoeing down the hall"
- (B) "she peeked into the stable boy's room"
- (C) "Emma looked in the mirror and discovered"
- (D) "voices sounded on the steps"

Name: _____ Date: _____

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

Part A: How does the first paragraph **mostly** add to the overall plot of the story?

- (A) It establishes that the story is taking place in New York in the past.
- (B) It uses flashback to summarize the most important events in the main character's life.
- (C) It describes the type of physical labor that the main character has done for most of her life.
- (D) It provides background information to explain the motivation of the main character.

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

- (A) "*Like my new life*, she thought, as she smoothed her long apron over her servant's dress of plain blue cotton."
- (B) "Her days were spent tending to the animals or riding her horse out in the sun."
- (C) "But when the British took over the farmhouse and made it a boardinghouse for a company of Redcoats, her family was forced out."
- (D) "Emma's father had found her a position in town where she could stay until the family could return safely to their farm."

Name: _____ Date: _____

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

Part A: What event in the text allows Emma to hear valuable information?

- (A) She accidentally covers her fingers in icing while working in the kitchen.
- (B) She is sent from the kitchen for not paying attention to her task.
- (C) She pretends to be ill so that she can leave the kitchen.
- (D) She is scolded for not polishing furniture correctly.

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

- (A) "If you pay any more attention to that table, you will surely rub the shine straight off it!"
- (B) "A feeling of worry carved a dull pain into the back of her head."
- (C) "I swear, Emma, if you go on daydreaming, you will burn those lazy fingers!"
- (D) "Icing from the sweet tea cakes clung to her fingers, so Emma buried her hands in her apron and scrubbed off the sticky sugar as if she were trying to wipe off her whole life at the Langley mansion."

- 26 Emma's actions and her character help inform the theme of the text. Draw a line from each of Emma's character traits to the detail from the text that best supports it.

Courageous

"When she heard the name of Edward's company, all of the other words nearly flew out the window as she whispered the information to herself and repeated it three times."

Determined

"With her secrets about British troop movements, she could finally help the patriot cause."

Loyal

"Back in her own quarters, she dressed frantically, tied back her hair, fastened it on top of her head, and pulled on the cap."

Name: _____ Date: _____

27 Create a summary of the text by putting the key events in the correct order. Write the number 1 to 6 in front of each event.

- _____ Emma and her family are forced from their home during the Revolutionary War.
- _____ Emma decides to help the patriot cause and share the information she discovers.
- _____ While attending to her chores, Emma overhears the military plans of the British army.
- _____ Emma dresses up as a boy and sneaks out of the house.
- _____ Emma becomes a servant in the home of a wealthy British family.
- _____ Emma is preoccupied with her thoughts and is banished from the kitchen.

28 What is the author’s message about young people? Use details from the text to support your answer.

6th Grade - Claim 1 Target B



Name _____

1. Find the quotient.

$$1\frac{1}{2} \div 2 = \boxed{}$$

2. What is the value of $1\frac{1}{2} \div \frac{2}{3}$?
-

3. Dominic used $2\frac{1}{4}$ liters of lemonade to completely fill 2 bottles. If the bottles are all the same size, how many liters of lemonade does each bottle hold? Enter your answer below.

liters

4. $\div \frac{1}{3} = \frac{6}{7}$

The equation shown has an unknown number.

Enter a number that makes the equation true.

5. Complete the table by finding the product.

Division	Multiplication
$\frac{2}{5} \div \frac{1}{2} = \frac{4}{5}$	$\frac{2}{5} \times \frac{2}{1} = \boxed{}$

6. Josiah made $\frac{1}{2}$ of a recipe and used $\frac{4}{5}$ cups of cauliflower. How many cups of cauliflower are required for a whole recipe? Enter your answer below.

cups

7. Find the quotient.

$$\frac{7}{8} \div \frac{5}{7} = \boxed{}$$

8. What is the value of $\frac{1}{2} \div \frac{2}{3}$?

9. $\frac{1}{4} \div \boxed{} = \frac{1}{2}$

The equation shown has an unknown number.

Enter a number that makes the equation true.

10. A recipe requires $\frac{2}{7}$ cup of chocolate for 1 batch of S'mores. Enter the number of batches of S'mores that can be made using $1\frac{1}{7}$ cups of chocolate.

batches

Read the text. Then answer the questions.

Why We Value Gold

People sometimes describe something valuable as “worth its weight in gold.” Gold also figures prominently in other expressions. For example, a successful person may be said to have “struck gold,” and Olympic athletes “go for the gold.”

Gold is not merely a symbol of worth. The gold in coins, jewelry, and other objects has actual value. It also serves as a common measure for evaluating other objects, especially money.

Before Money

The earliest societies did not use currency, or money, to buy goods. Instead, they bartered, or traded. For instance, someone who raised chickens might barter eggs for shoes or medicine. Without an accepted medium of exchange (money) to represent objects' worth, value was a flexible concept. To a shoemaker with many chickens, eggs might not be worth much. A shoemaker with no chickens, however, might consider eggs very valuable indeed. Bartering worked on a small scale, but growing societies needed to establish common standards for exchanging goods and services.

Cattle became an early form of currency in livestock-dependent societies. In some early societies, farmers used grain or other crops as money. In ancient Africa, salt was valuable, so it was used as currency. Salt had great value because it had limited availability, but people needed it to survive. In about 1200 BC, some groups of people in Asia and Africa began using cowrie shells as a medium of exchange.

Early Metal Coins

In about 1000 BC, the Chinese began making discs from base metals, including iron, bronze, and copper. Like cowrie shells, these early coins were made from materials that were readily available. Their only value was as a medium of exchange.

Around 550 BC, King Croesus of present-day Turkey began making coins out of pure gold. They were stamped with his royal emblem and were used as money in commerce and trade. Because gold is a precious metal, these coins were valuable both as money and as objects with their own value.

How Gold Became the Standard

Through the centuries, gold emerged as the most valuable standard because it satisfied certain conditions. First, its value was established early on, so its use became a lasting custom. Second, gold is found in nature, but it is rare, making it more valuable. Things that are hard to find become valuable because many people want what they cannot have. Third, gold is an element with several attractive properties.

There are more than 100 known elements, but most of them would make poor money. For example, lithium is an element that bursts into flame when exposed to air. Iron and copper develop rust, and silver tarnishes. Gold, however, has none of these drawbacks.

Gold is a fairly soft, malleable metal. That means it can be flattened and shaped into many objects. Gold can also be melted and poured into molds. It is generally found near the earth's surface, making it easier to access.

Real gold has played an important role in events throughout history. One example is the Gold Rush of 1849. When gold was discovered in California, thousands of people raced there with the dream of becoming rich overnight. But as the saying goes, "All that glitters is not gold," and many people ended up losing everything they had.

A Golden History

Gold eventually became a worldwide standard of value. In the early 1800s, many European countries adopted the gold standard as a means of setting their own money's value and trading with each other. The United States adopted the gold standard in 1879. This system lasted almost 100 years.

After the gold standard was dropped, the value of gold began to rise rapidly, and it became very attractive to investors. People could buy gold, wait for the value to rise, and sell the gold for a higher price. Today, gold is considered one of the world's best investments.

Name: _____ Date: _____

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

Part A: Read the paragraph from the text.

Gold is a fairly soft, malleable metal. That means it can be flattened and shaped into many objects. Gold can also be melted and poured into molds. It is generally found near the earth's surface, making it easier to access.

What is a synonym for malleable as it is used in the paragraph?

- (A) liquid
- (B) flexible
- (C) precious
- (D) shiny

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

- (A) "flattened and shaped into many objects"
- (B) "can be melted and poured into molds"
- (C) "found near the earth's surface"
- (D) "making it easier to access"

Name: _____ Date: _____

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

Part A: Which of these inferences about the author's purpose is supported in the text?

- (A) The author wants to explain the history of gold.
- (B) The author wants to encourage others to invest in gold.
- (C) The author wants to promote the value of bartering instead of gold.
- (D) The author wants to convince people to use gold as a form of currency.

Part B: Which sentences from the text **best** support your answer in part A? Select **three** options.

- (A) "Without an accepted medium of exchange (money) to represent objects' worth, value was a flexible concept."
- (B) "Bartering worked on a small scale, but growing societies needed to establish common standards for exchanging goods and services."
- (C) "In about 1200 BC, some groups of people in Asia and Africa began using cowrie shells as a medium of exchange."
- (D) "When gold was discovered in California, thousands of people raced there with the dream of becoming rich overnight."
- (E) "In the early 1800s, many European countries adopted the gold standard as a means of setting their own money's value and trading with each other."
- (F) "After the gold standard was dropped, the value of gold began to rise rapidly, and it became very attractive to investors."

Name: _____ Date: _____

- 31 Read the sentence from the text.

But as the saying goes, "All that glitters is not gold," and many people who rushed to find gold ended up losing everything they had.

What does the saying "All that glitters is not gold" mean?

- (A) Things that are easy to find are less valuable.
- (B) Gold is good for currency because it is attractive.
- (C) People who search for riches are wasting their time.
- (D) Some things that look appealing may turn out not to be.

- 32 Draw a line from each section heading from the text to the statement that **best** summarizes the main idea of that section.

**Before
Money**

The author provides an overview of gold's characteristics and its role in history to help explain why gold made a valuable standard.

**Early Metal
Coins**

The author explains how societies began to use different materials to make coins.

**How Gold
Became the
Standard**

The author explains that gold has served as a standard of value throughout the world.

**A Golden
History**

The author describes how early societies bartered and used other mediums of exchange.

Name: _____ Date: _____

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

Part A: What important point about gold does the author **mostly** make in the section titled "How Gold Became the Standard"?

- (A)** Gold is one of the few items in the world that can serve as a good standard of value.
- (B)** Gold is easy to form into shapes, which is the greatest reason it is used as the standard.
- (C)** Gold is the main reason that many western states were founded in the 19th century.
- (D)** Gold is among many elements that are rare, which makes it especially attractive to people.

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

- (A)** "Things that are hard to find become valuable because people want what they cannot have."
- (B)** "There are more than 100 known elements, but most of them would make poor money."
- (C)** "Real gold has played an important role in events throughout history."
- (D)** "When gold was discovered in California, thousands of people raced there with the dream of becoming rich overnight."

6th Grade - Claim 1 Target B



Name _____

1. Hannah used $2\frac{1}{3}$ liters of milk to completely fill 2 bottles. If the bottles are all the same size, how many liters of milk does each bottle hold? Enter your answer below.

 liters

2. Find the quotient.

$$3\frac{1}{2} \div 6 = \boxed{}$$

3. Complete the table by finding the product.

Division	Multiplication
$\frac{1}{3} \div \frac{1}{2} = \frac{2}{3}$	$\frac{1}{3} \times \frac{2}{1} = \boxed{}$

4. What is the value of $\frac{1}{2} \div \frac{5}{8}$?

5. Find the quotient.

$$\frac{4}{5} \div \frac{3}{4} = \boxed{}$$

6. Skyler made $\frac{1}{4}$ of a recipe and used $\frac{2}{5}$ cups of soy beans. How many cups of soy beans are required for a whole recipe? Enter your answer below.

cups

7. A recipe requires $\frac{3}{4}$ cup of flour for 1 batch of banana bread. Enter the number of batches of banana bread that can be made using $3\frac{3}{4}$ cups of flour.

batches

8. $\square \div \frac{3}{4} = \frac{2}{3}$

The equation shown has an unknown number.

Enter a number that makes the equation true.

9. $\frac{1}{7} \div \square = \frac{2}{7}$

The equation shown has an unknown number.

Enter a number that makes the equation true.

10. What is the value of $1\frac{7}{8} \div \frac{3}{5}$?

Name: _____ Date: _____

Read the directions. Then answer the questions.

34 Reach the sentence.

When Eric asked Sally to the dance, he said, "My dearest Sally, it would be my pleasure to have you accompany my to the dance on Friday."

Choose the correct word to replace the underlined word.

- (A)** us
- (B)** myself
- (C)** me
- (D)** mine

35 Read the sentences.

When Stella saw her teacher, she waved. She had never seen her outside of school before.

Choose the **two best** ways to make the meaning clearer in the underlined sentence.

- (A)** When she saw her teacher, she waved.
- (B)** Stella waved when she saw her teacher.
- (C)** She waved when Stella saw her teacher.
- (D)** When Stella saw her teacher, Stella waved.
- (E)** Stella waved when she saw Stella's teacher.
- (F)** When Stella saw Stella's teacher, she waved.

Name: _____ Date: _____

- 36 Which sentence is correct?
- (A) My sister and me received an award for being good citizens. Our parents said they were very proud of us.
 - (B) My sister and I received an award for being good citizens. Our parents said they were very proud of we.
 - (C) My sister and she received an award for being good citizens. Our parents said they were very proud of us.
 - (D) My sister and I received an award for being good citizens. Our parents said they were very proud of us.

- 37 A student is writing an article about School Spirit Day for her student newspaper. Read the draft of the article and complete the task that follows.

Red and white filled the hallways of Martinsville Middle School last Friday. It was our annual School Spirit Day. Cheerleaders and football players wore their uniforms. Other students _____ their school spirit by wearing their MMS Pride T-shirts. During the pep rally, the speakers could barely be heard over the _____ of the crowd. Students chanted "M-M-S" and cheered as the members of the MMS sports teams were introduced.

The student wants to use language to make her meaning clear. Select the set of words that **best** expresses the writer's idea for each blank.

- (A) displayed, roar
- (B) remembered, voices
- (C) supported, loudness
- (D) determined, sound

Name: _____ Date: _____

- 38** A student is writing a story for her school’s literary magazine about a girl who thinks she has moved into a haunted house. Read the draft of the story and complete the task that follows.

Creak! It appeared that the creaking noises that Corina heard last night had started up again, and she was determined to prove this house was haunted once and for all. Corina grabbed a flashlight but didn’t turn it on because she didn’t want to scare anyone—or anything—that might be making the noise. The girl then walked down the hallway that led to the attic, making very sure that she didn’t make any noise. The creaking continued but then suddenly stopped as Corina got closer to the attic door.

Choose the **best** way to revise the underlined sentence so that the story maintains a consistent style.

- (A)** Her feet then headed down the hallway that led to the attic, being careful to not make any noise.
- (B)** Corina then went down the hallway to the attic, being particularly careful to not make a noise.
- (C)** She then tiptoed down the hallway that led to the attic, taking care to not make a sound.
- (D)** The girl then marched down the hallway to the attic, not making the slightest peep.

Name: _____ Date: _____

- 39 A student is writing a letter to the editor of her student newspaper about the new healthy lunch choices being served in the school's cafeteria. Read the draft of the letter and answer the question that follows.

To Whom It May Concern:

Recently there have been a lot of complaints about the new healthy lunch choices being served in the school's cafeteria. Students have said the food lacks flavor and doesn't fill them up. Clearly, they're not taking advantage of all the cafeteria has to offer.

Most of the students who are complaining about the healthier choices only eat the small entrée they are given when they go through the lunch line. They don't even visit the large fruit and salad bar that the cafeteria workers set up every day. The all-you-can-eat fruit and salad bar is full of more than just fruits and vegetables. It also has different cheeses and meats, so students can make large salads.

The large selection of salad dressings also gives students a way to make their salads and entrées more flavorful. Try putting some ranch dressing on your grilled chicken sandwich. So instead of complaining about the healthy food choices, look to the fruit and salad bar to help make your lunch tastier and more filling. Enjoy your healthy lunch.

What is a more clear and specific word to replace the underlined word?

- (A) amazing
- (B) hearty
- (C) cool
- (D) tasty



6th Grade - Claim 1 Target D



Name _____

1. For A-D, choose Yes or No to indicate whether the statement is correct.

A. $4\frac{1}{4}$ is between 2 and 3. Yes No

B. $2\frac{1}{4}$ is between 2 and 3. Yes No

C. $1\frac{1}{2}$ is between 0 and 1. Yes No

D. $-2\frac{2}{5}$ is between 0 and -1. Yes No

2. Choose <, > or =.

	=	
4.935	<	4.667
	>	

3. For A-D, choose Yes or No to indicate whether the situation can be represented by a positive number.

A. A temperature is 9°F below zero. Yes No

B. Nicholas lost 14 points answering a question incorrectly. Yes No

C. Nicholas takes \$2 from her piggy bank. Yes No

D. Nicholas ran 3 miles further than yesterday. Yes No

4. For A-D, choose Yes or No to indicate whether the situation could be represented by the integer +14.

A. Violet gained 14 pounds.

Yes No

B. An elevation is 14 feet above sea level.

Yes No

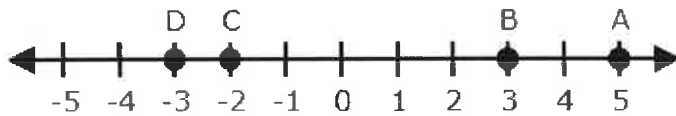
C. Violet ran 14 miles further than yesterday.

Yes No

D. A football team loses 14 yards on a play.

Yes No

5. Which point on the number line has an absolute value of 3? Mark all that apply.



A. Point B

B. Point A

C. Point D

D. Point C

Argumentative Performance Task

Task:

Your class has been learning about different types of relationships. You have chosen to research the relationships that happen between people of different ages. As part of your research, you have uncovered the following three 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 review the sources carefully to gain the information you will need to answer the questions and write an argumentative article.

In Part 2, you will write an argumentative article on a topic related to the sources.

Directions for Part 1

You will now look at three sources. You can look at any of the sources as often as you would 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 argumentative article. You may refer to the sources when you think it would be helpful. You may also look at your notes. Answer the questions in the space provided.

Source #1: Don't Waste

The door shuts. All that can be heard is the slow breathing of an older gentleman sitting in a recliner in the corner of the room. His only companions are the photographs of family and friends that surround him. He has not forgotten his loved ones. He is all but forgotten. This is an all-too-familiar scene in the life of older adults. It is a tragedy that our greatest resource is shut away from contact with younger generations.

As a society, we have come to rely on textbooks and the Internet for information. Where do you think that information comes from? It comes from the people who actually experienced it. Textbooks and the Internet only give us the facts. Facts are important, but a person's motivations, emotions, and the lessons they learned are a vital piece of the puzzle. If we only consider the facts of a situation, we are doomed to repeat it because we have not really learned the effects it had on individuals, families, and even whole communities. When researching historical information, the younger generation should seek out primary sources by interviewing those who were around to experience it. The simple act of interviewing elderly adults about a topic helps preserve and encourage both the interviewer and the interviewee. And, many times, talking with a person is more interesting than reading print on a page.

Older adults have a unique perspective of the world that younger generations need to tap into. The older generations can more easily look back at the causes and effects of so many personal and governmental actions over a wider time span than younger generations. They have gained wisdom over the years and have experienced any number of relationships. As a result, they can help guide a young person through the social jungle that surrounds them.

Beyond the stories and historical knowledge, the older generations are our largest underutilized resource because of their skills. Society relies so heavily on technology to complete tasks for us that were once done simply and by skilled workers. These skills will soon be lost entirely if younger generations don't take the initiative to learn them from the older generations. For example, farming and gardening are becoming skills that are less common. There was a time when almost everyone had a small garden and chickens or other small animals in their back yard. Less than 75 years ago during the Second World War and even earlier during The Great Depression, the government actually encouraged people to garden and can food. How many young families do you see gardening and canning or preserving food today? Sure, there are books and Internet resources

that can attempt to explain how to preserve food and garden, but most of us don't learn best by reading. Research has found that most of us learn best by seeing and doing. Even though the print resources may exist, it is more efficient for us to learn from another person.

Another skill that the older generations have is the ability to conserve. On the other hand, today's younger generations could best be characterized by their waste. We are constantly seeing stories and advertisements promoting recycling or up-cycling, the taking of something old and making or remaking it into something new, as if these are new ideas. They aren't. Many older adults didn't have the resources to go buy new socks if they got a hole in them or a new pair of shoes if the soles wore out. These items were mended. Do you know how to mend a sock or replace a button? A large number of young people don't. These are only a few examples; the practical knowledge that the older generations have to share is endless.

The youth of our country have become accustomed to being able to get or do what they want when they want. The amount of trash and waste has increased exponentially with each generation. The wasting of our natural resources doesn't end with water or fossil fuels; people are a resource, too. The older a person is, the more knowledge and experience they have to share. Take the time to build relationships and learn from the older generations. Don't waste this resource.

Source #2: Bridging Generations

Intergenerational relationships are those relationships between people of different ages and different generations. Relationships that cross the age and generation gaps benefit young and old people alike. Sometimes the generations are closer, like the one between a parent and child, but many times the relationships span many years. One common intergenerational relationship is the one between grandparents and their own grandchildren.

Older adults have a lot to offer children, if given the opportunity. Grandparents are unique sources of wisdom and skills because they have had more time and resources to use for the purpose of their own education. They also have more life experience and historical knowledge to share with their grandchildren and the younger generations in general. Many experienced things like the Great Depression, a major war, or other major events firsthand. Experiencing something firsthand gives them a unique ability to share not just their way of life or events, but the emotional side that children do not get to see in a textbook. Daily activities were different for older adults, too. They may not have had things like microwaves, cell phones, or computers. Children who spend time with their grandparents also learn more about their family history. Some even discover that their family is originally from another country. Children can gain confidence from sharing their own unique knowledge and skills with their grandparents. Older adults want to learn new things. They especially enjoy learning from younger generations. Children benefit from the love and support they can receive from an adult caregiver, not just a grandparent. Older adults want to have relationships with the younger generation. This desire can help children feel appreciated and strengthen their self-esteem.

In a similar way, spending time with children greatly enriches the lives of older adults. There have been multiple studies about the benefits of intergenerational relationships. According to these studies, connections with young people improve older people's self-esteem and relieve the feeling of being isolated or alone. They no longer feel forgotten when a younger person expresses an interest in getting to know them. Young people can also help keep the older generation more active and energized simply by being around.

Today, the family life and cultural structure of the United States does not promote close intergenerational relationships. On the contrary, it supports the destruction of such relationships. Current research reveals that out of eight single Americans in the older generations, only one lives with his or her extended family. Most either live alone and on their own, in nursing homes or assisted living communities. It is

GO ON →

extremely common for children and grandparents to live in different towns, states, or even countries. The distance can make it more difficult and even impossible to spend time building a strong relationship. Researchers have also found that these trends differ depending on the cultural and ethnic group of a given family. For example, Hispanic-American and African-American families, when compared to other ethnicities, are more commonly found living in the same home or neighborhood, resulting in closer relationships across generations.

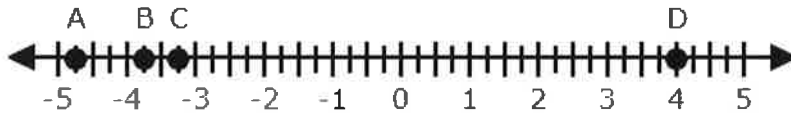
Close relationships are often built around activities. The next time you visit a grandparent, suggest doing an activity together like playing a card game or request a cooking lesson. Learn how to make their favorite meal or one of your parent's favorites. Ask them to teach you a skill like knitting or crochet. Better yet, find out if they enjoy bowling and take them out to teach you how to play. The simplest way to build a relationship is to just sit down and start swapping stories. Take the time to find out what they have experienced and seen over the course of their life. It may surprise you. Then share what you have experienced and what you hope to see or do in the future. You will both be better for it.

6th Grade - Claim 1 Target D



Name _____

1. Consider the points plotted on the number line shown.



Select True or False for each statement about the number line.

- | | True | False |
|--|-----------------------|-----------------------|
| A. The value of Point A is greater than -4. | <input type="radio"/> | <input type="radio"/> |
| B. The value of Point B is $-3\frac{3}{4}$. | <input type="radio"/> | <input type="radio"/> |
| C. The value of Point C is greater than the value of Point B. | <input type="radio"/> | <input type="radio"/> |

2. Choose $<$, $>$ or $=$.

$3\frac{263}{1000}$	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p style="margin: 0;">></p> <p style="margin: 0;"><</p> <p style="margin: 0;">=</p> </div>	3.166
---------------------	--	-------

3. For A-D, choose Yes or No to indicate whether the number is between -3 and -4.

A. $-3\frac{3}{10}$

Yes No

B. $3\frac{1}{3}$

Yes No

C. $-\frac{1}{2}$

Yes No

D. -3.25

Yes No

4. What is the absolute value of Point A on the number line?



(A) 1

(B) -1

(C) 2

(D) -2

5. A Fahrenheit thermometer shows that the temperature is 16 degrees below zero. Enter the integer that represents the temperature in degrees Fahrenheit.

degrees Fahrenheit

Source #3: The Largest Natural Resource

Many inspirational stories are told about an adult making a difference in the life of a young person. Teachers hear one at the start of every new school year from a superintendent or principal. The stories are used to motivate people to volunteer to work with youth. Some stories compare youth to a dirty penny lying on the ground that gets overlooked by so many or a starfish that is thrown back into the ocean to survive another day. Unfortunately, many times the motivational stories fall on deaf ears, even in industries focused on youth. This is sad because our youth are the largest and greatest resource in the world.

At a very basic level, the children of today will be the adults of tomorrow. They will be taking care of the older generations and controlling the government and resources. They will be furthering modern medicine to help increase the quality of life for the elderly. If adults take this simple fact for granted, their elder years could be filled with misfortune and loneliness. Older generations could see their government benefits reduced if they neglect the younger generation. Instead of seeing the youth as reckless or disrespectful, adults should embrace the enthusiasm and determination of the young.

Young people don't have the self-inflicted limits that the older generation has. Many adults only see the limits and what will prevent them from achieving their goal. Children see the possibilities. The younger generation sees how far they can go, not what will stop them. Some might argue that they lack the preparation and knowledge required to reach their goals, but that is not always true. Children see the world differently and have some of the most creative ways of solving problems—both their own problems and the ones they see around them. They think outside of the box. After all, Philo Farnsworth invented the television at age 14, and Alexander Graham Bell was only 18 when he invented the first telephone. The younger generation has fueled advancement throughout our history, yet adults continue to look down on them.

People say technology is the future, but someone has to think up and create that technology. The younger generation is who will take the ideas of a better future and make them a reality. The older generation must invest in them and not just from an educational perspective. In fact, today's younger generation is more educated than the youth of the past and as a result, is bringing about change. They continue to further the fields of technology and science and are also a source of energy and encouragement.

Additionally, if adults are willing to help, learn from, and build relationships with children and young people, they will benefit emotionally. Children can make a person laugh and have the uncanny ability to speak kindness into a person's life at an important time. Sometimes that kindness comes from a simple "Merry Christmas" from a 6-year-old on a rough day.

With the help of social media and technology, young people are able to collaborate and tackle challenges more quickly and efficiently than many adults. The older generation must move beyond the old methods of communicating and working together, which can be a challenge. Many members of the older generation have no idea where to start. They should start with young people by viewing them as a resource of information and creativity that can be used over and over again and easily accessed.

A resource is only as good as the person who nurtures and uses it. Education and technology are important, but building relationships is key to nurturing the resource that is young people. Through relationships, the older generation can help influence the future by influencing the youth.

How can the older generation invest in the world's greatest resource? Time. They can spend time with their own children, grandchildren, and great-grandchildren. If adults don't have a member of the younger generation in their lives, they can volunteer by connecting with a youth organization or school. Members of the older generation cannot waste time neglecting the youth; they need to take the time to listen to their ideas and empower them to make those ideas a reality. That one relationship could change the future of the world.

Name: _____ Date: _____

- 1 Choose the **two** answers below that correctly paraphrase the information about relationships found in **both** Source #1 and Source #3.
- (A) People in the older generations can guide young people in their social relationships.
 - (B) Members of both the older and younger generations can learn new skills from each other.
 - (C) A relationship with someone in a younger generation can increase the self-esteem of an older person.
 - (D) It is the responsibility of members of the older generation to build relationships with members of the younger generation.
 - (E) Spending time together is the best way for members of the older and younger generations to build relationships.
 - (F) Building relationships with members of the older generations is how the members of the younger generations will change the future.

2 Source #1 describes how older generations are often forgotten. Explain how the information in Source #2 adds to the reader's understanding of forgotten older generations. Give **two** details from Source #2 to support your explanation.

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GO ON →

Name: _____ Date: _____

- 3** Relationships among different generations can be extremely beneficial to each generation. Provide **one** piece of evidence from **two** different sources, and explain how each piece of evidence supports the claim. Identify the source for each piece of evidence by title or number.

6th Grade - Claim 1 Target E



Name _____

1. The formula $C = \frac{5}{9}(F - 32)$ is used to convert degrees Fahrenheit (F) to degrees Celsius (C).

Enter the temperature, in degrees Celsius (C), equal to 320 degrees Fahrenheit (F).

°C

-
2. Choose the word that makes the sentence true.

Brooklyn wrote the expression $8k + 16$ in her notebook. She uses the

Commutative

Distributive

Associative

Property to write the equivalent expression $8 \times (k + 2)$.

-
3. Enter the value of $7^3 \cdot 5^2 - 9 \div 3$.

4. Choose the number that makes the sentence true.

The formula $V = s^3$ gives the volume V of a cube with side length s . The volume of a cube that has a side length of 3 inches

27
is 9 inches cubed.
 9

5. Write 5^2 using repeated multiplication. Then find the value of 5^2
-

6. Select **all** of the expressions that are equivalent to the following expression.

$$15 + w + w + w + w + w + w + w + w + w + w + w + w + w + w + w$$

- A.** $15 + w^{15}$
B. $15 + 15w$
C. $15(1 + w)$
D. $15w^{15}$
-
7. Logan owns 5 times as many trading cards than Adam. Let k represent the number of Adam's trading cards. Identify the expression that can be used to find the number of trading cards that Logan owns.

- (A) $5k$
 (B) $k + 5$
 (C) $4k - 5$
 (D) $k - 5$

Directions for Part 2

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

Your Assignment:

Your school is thinking about adding a special after-school mentoring program that would partner students in the school with people from older generations. The editor of the student newspaper has asked you for an argumentative article about the importance of building relationships with other generations. She will use your article about the issue in an upcoming special edition of the student newspaper. The special edition will be read by other students, teachers, and parents.

Your assignment is to use the research sources to write a multi-paragraph argumentative article supporting or opposing building relationships with people in other generations. Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Argumentative Article Scoring:

Your argumentative article will be scored using the following:

- 1. Organization/purpose:** How well did you state and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
- 2. Evidence/Elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number?
- 3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your argumentative 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. Use exponents to write the expression.

$$6 \times 6 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$$

$$6^{\square} \times 10^{\square}$$

-
2. Select **all** the statements that correctly describe the expression $2^4 \cdot (7w - 3)$.

- A.** 4 is a factor of the expression.
- B.** The expression represents the difference of $2^4 \cdot 7w$ and 3.
- C.** The difference of $7w$ and 3 is a factor of the expression.
- D.** The expression represents the product of 2^4 and $7w - 3$.

-
3. Consider this expression: $8(3x + 5y)$.

Enter an expression that shows the **sum of exactly two terms** that is equivalent to $8(3x + 5y)$.

-
4. Select **all** of the expressions that are equivalent to $4(11x + 3y)$.

- A.** $2(22x + 22y)$
- B.** $4(44x + 12y)$
- C.** $(4 \cdot 11x) + (4 \cdot 3y)$
- D.** $44x + 12y$

5. Luke owns 9 more hats than Skyler. Let k represent the number of Skyler's hats. Identify the expression that can be used to find the number of hats that Luke owns.

- (A) $k + 9$
 - (B) $9k$
 - (C) $8k - 9$
 - (D) $k - 9$
-

6. Which expresses the calculation *multiply* 5 and k ?

- (A) $5k$
 - (B) $k - 5$
 - (C) $k + 5$
 - (D) $k \div 5$
-

7. A taxi company charges \$4 for pick-up plus \$0.67 for each mile. Select the expressions that represent the cost in dollars for a taxi pick-up and m miles. Mark all that apply.

- A. 0.67 more than the product of 4 and m
- B. $4 + 0.67m$
- C. The product of 4 and m plus 0.67
- D. $4m + 0.67$



Name _____

1. Select **all** inequalities that include 3 in the solution set.

A. $x > -6.7$

B. $x < 7.47$

C. $x < 8.78$

D. $x < 1.7$

-
2. Elijah is planning to put a rectangular dog run in his backyard. The length (l) of the dog run must be less than 15 feet and the width (w) must be less than 27 feet. Select the pair of inequalities that models the possible measurements for each dimension.

(A) $l > 15$ and $w < 27$

(B) $l < 15$ and $w < 27$

(C) $15 < l$ and $27 < w$

(D) $l > 15$ and $w > 27$

-
3. Isaiah is 2 years younger than his brother Landon. Let k represent Landon's age. Identify the expression that can be used to find Isaiah's age.

(A) $\frac{k}{2}$

(B) $k + 2$

(C) $k - 2$

(D) $2k$

4. The distance from one end of Alexis's backyard to the other is 83 feet. Alexis plants a tree 32.7 feet away from one end of her backyard. The equation $83 - t = 32.7$ can be used to determine the remaining distance from the tree to the other side of the backyard. Using substitution, Alexis determines that she has

115.7

50.3 feet remaining from the tree to the other side of the backyard.

50

-
5. Match the inequality to the word sentence it represents.

$x \leq 12$ ●

- Fewer than 12 people attended the game.

$x < 12$ ●

- No more than 12 people can be seated at a table.

$x \geq 12$ ●

- Leo saved more than \$12.

$x > 12$ ●

- The temperature did not drop below 12 degrees.

-
6. The sum of 31 and n is equal to 45.84.

Enter the equation described in the sentence.



Name _____

1. Tristan and Alexandra like to work on lego kits. Tristan has 9 kits. If together they have 15 kits, then we can use the equation $x + 9 = 15$ to determine how many kits Alexandra has.

How many kits does Alexandra have?

kits

2. Select **all** equations that have $x = 4$ as a solution.

A. $8 \cdot x = 12$

B. $x + 10 = 9$

C. $x \cdot 4 = 16$

D. $2 + x = 6$

3. A hotel rents cabanas for \$15 plus \$2 for each hour the cabana is rented. An expression for the total cost of renting a cabana for h hours is $15 + 2h$.

Complete the table by finding the total cost of renting a cabana for h hours.

Number of Hours, h	$15 + 2h$	Total Cost
1	$15 + 2 \times 1$	17
2		\$
3		\$
4		\$

4. Select **all** inequalities that include -3 in the solution set.

A. $x > 2.77$

B. $x < 8.36$

C. $x > -3.24$

D. $x < 8.21$

5. For A-C, choose Yes or No to indicate whether the given value of the variable is a solution of the equation.

A. $n + 10 = 21$; $n = 11$

Yes No

B. $5z = 40$; $z = 13$

Yes No

C. $\frac{1}{2}v = 5$; $v = 8$

Yes No

6. Olivia's avocado tree is 28 inches taller than her pear tree. The pear tree is 65 inches tall. Solve the addition equation to find the height of her avocado tree.

$$65 + 28 = x; x = \boxed{}$$

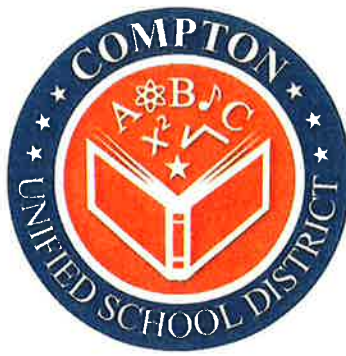
7. Keira is planning to put a rectangular pool in her backyard. The length (l) of the pool must be less than 34 feet and the width (w) must be less than 14 feet. Select the pair of inequalities that models the possible measurements for each dimension.

(A) $l > 34$ and $w < 14$

(B) $l < 34$ and $w < 14$

(C) $l > 34$ and $w > 14$

(D) $34 < l$ and $14 < w$



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



CLUSD Application page:
Compton 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



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Compton Unified School District Single Sign-On





**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



ClassLink Application Manager
Compton Unified School District Single Sign-On





**GRADES
6-8
ELA/ELD**

PROGRAM INFORMATION

Description

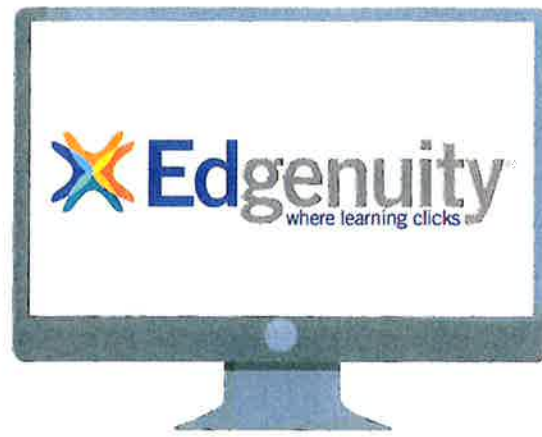
Collections/My HRW (6th-8th grade) is proven effective at creating thoughtful, passionate readers in the classroom. Collections presents materials and activities in a variety of ways, allowing students to interact with different types of content. Students have the tools they need to think critically, 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





**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

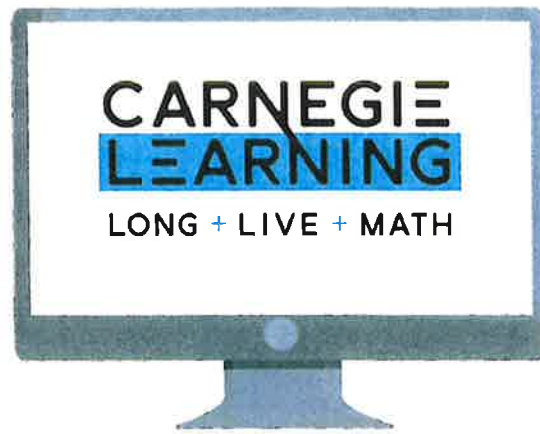
Students can log in to Edgenuity on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CLUSD 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



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Kendall United 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





**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





**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



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COMPTON UNIFIED SCHOOL DISTRICT

Department of Educational Technology



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