



# Compton USD Learning Packet #4

**Eighth Grade**

Name \_\_\_\_\_

# 8th Grade Learning Packet

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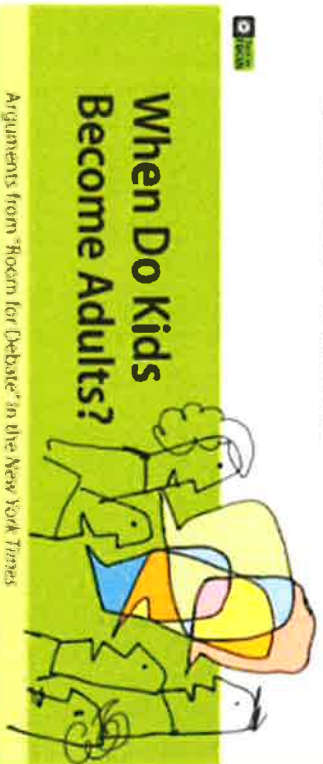
### Week 5

Day	Lesson	Date Completed
1	1) CATQ - When Do Kids Become Adults? #1-10	
	2) Math-Positive Scientific Notation ES1 #1-14	
	3) History - Read, "What is a Primary Source?"	
	4) ELD: IMAGE WALK	
2	1) Language Spiral - #1-7	
	2) Math -Scientific Notation Mixed #1-14	
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	1) Math-Scientific Notation w/Negative exponents #1-14	
	2) History - Read section, "Why is it important for students to use Primary Sources?"	
5	1) My SBAC Coach - Read the story. What is the theme of the text?	
	2) Math- Scientific Notation Add & Subtract #1-8	
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	4) ELD: ELPAC SPIRAL (Describe a Picture)	

## Collection 4: Approaching Adulthood

**Anchor Text 3:** When Do Kids Become Adults?  
**LEXILE:** 1440 L

**Background:** "Room for Debate" is a weekly feature of the New York Times newspaper. Each week, the Times poses a question to a group of knowledgeable outside contributors about a news event or other timely issue. The contributors each bring different perspectives to the question and often offer conflicting opinions. Readers are invited to comment on the topic as well.



What the Brain Says about Maturity by  
 Laurence Steinberg  
 Leave the Voting Age Alone by Jenny Diamond  
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Is it time to rethink the age of adulthood?  
 Do the age requirements for certain rights need

**1. Claim 1, Target 9: Central Ideas, Standard: RI.8.1.**

Which sentence **best** expresses the central idea of the text?

- (A) Mandatory service would ensure that young adults are mature.
- (B) Graduated licenses are far safer than simply giving a license away at 17.
- (C) Brain maturity happens later than we initially thought.
- (D) Although someone may reach the age to be considered an adult, that alone does not make someone an adult.

**2. Claim 1, Target 8: Key Details, Standard: RH.8.1.**

Select **two** details from the text that **best** support the inference that it may be time to rethink the age of adulthood.

- (A) "More broadly, young Americans suffer from the same challenges to meaningful representation and governance that plague our democracy at all levels."
- (B) "Indeed, some brain regions and systems do not reach full maturity until the early or mid-20s."
- (C) "Researchers and observers have noted that while our children are getting brighter (I.Q. scores have been going up for the last two decades), they are relatively immature for their ages in comparison to earlier generations."
- (D) "Second, science has never had much of an influence on these sorts of decisions."

to be lowered or raised? Shouldn't they at least be consistent?

What the Brain Says about Maturity  
By Laurence Steinberg

Neuroscientists now know that brain maturation continues far later into development than had been believed previously. Significant changes in brain anatomy and activity are still taking place during young adulthood, especially in prefrontal regions that are important for planning ahead, anticipating the future consequences of one's decisions, controlling impulses, and comparing risk and reward. Indeed, some brain regions and systems do not reach full maturity until the early or mid-20s. Should this new knowledge prompt us to rethink where we draw legal boundaries between minors and adults?

Maybe, but it's not as straightforward as it seems, for at least two reasons. First, different brain regions and systems mature along different timetables. There is no single age at which the adolescent brain becomes an adult brain. Systems responsible for logical reasoning mature by the time people are 16, but those involved in self-regulation are still developing in young adulthood. This is why 16-year-olds are just as competent as adults when it comes to granting informed medical consent, but still immature in ways that diminish their criminal responsibility, as the Supreme Court has noted in several recent

**3. Claim 1, Target 11:** Reasoning and Evidence, **Standard:** RI.8.6.

This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

What is **most** likely the author's intent by mentioning the development of a young adult in the text?

- (A) To show that their mental state has not yet developed by the time they reach eighteen.
- (B) To show that the level of intelligence in young adults has advanced beyond their previous generations.
- (C) To show that during a human's teenage years, they lack the ability to make good decisions.
- (D) To show that during a human's teenage years, they have the ability to make good decisions.

**Part B**

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

- (A) "The second decider for me is the discovery by scientists that poor decision-making, the hallmark of many teenagers' existence, has its roots in biology."
- (B) "Researchers and observers have noted that while our children are getting brighter (I.Q. scores have been going up for the last two decades), they are relatively immature for their ages in comparison to earlier generations."
- (C) "Systems responsible for logical reasoning mature by the time people are 16, but those involved in self-regulation are still developing in young adulthood."
- (D) "The 26th Amendment, ratified in 1971, establishes 18 as the minimum voting age for both state and federal elections."

cases. Using different ages for different legal boundaries seems odd, but it would make neuroscientific sense if we did it rationally.

Second, science has never had much of an influence on these sorts of decisions. If it did, we wouldn't have ended up with a society that permits teenagers to drive before they can see R-rated movies on their own, or go to war before they can buy beer. Surely the maturity required to operate a car or face combat exceeds that required to handle sexy movies or drinking. Age boundaries are drawn for mainly political reasons, not scientific ones. It's unlikely that brain science will have much of an impact on these thresholds, no matter what the science says.

Leave the Voting Age Alone  
By Jenny Diamond Cheng

The 26th Amendment, ratified in 1971, establishes 18 as the minimum voting age for both state and federal elections. Like all lines that divide legal childhood from adulthood, the voting age is essentially arbitrary. Indeed, in modern America 18-year-old voting has become unmoored from one of its more important original justifications, which was matching the minimum age for draft eligibility (itself also an arbitrary line). Despite this, raising or lowering the voting age, as some groups have suggested, seems a waste of time at best.

The American colonies mostly set their

**4. Claim 1, Target 10:** Word Meaning, **Standard:** RI.8.4.  
Read the sentence.

Like all lines that divide legal childhood from adulthood, the voting age is essentially arbitrary.

What is the meaning of arbitrary?

- (A) Unrestrained and autocratic in the use of authority.
- (B) Based on random choice or personal whim, rather than any reason or system.
- (C) (Of a constant or other quantity) of unspecified value.
- (D) Well-considered; cautious; prudent.

**5. Claim 1, Target 12:** Analysis within/across Texts, **Standard:** RI.8.6.

What does the information in the first paragraph of the text (What the Brain Says about Maturity) reveal about the author's point of view?

- (A) It lets the reader know that the author may believe that there is a reason for adjusting the age of adulthood.
- (B) It lets the reader know that the research reveals the age of adulthood should be changed.
- (C) It lets the reader know that there may be reason to question the age of adulthood and that there is textual evidence to support this questioning.
- (D) It lets the reader know that science/research has a strong impact on the decision to change the age of adulthood.

voting ages at 21, reflecting British common law. This requirement went largely unchallenged until World War II, when several members of Congress proposed amending the Constitution to lower the age to 18. Between 1942 and 1970 federal legislators introduced hundreds of such proposals, but the issue lacked momentum until the late 1960s, when a confluence of factors—including the escalating war in Vietnam—pushed 18-year-old voting closer to the surface of the national political agenda. The 26th Amendment itself was the culmination of some creative political maneuvering by Congressional advocates, with a crucial assist from the Supreme Court in *Oregon v. Mitchell*.

As a historical matter, the significance of the soldier-voter link has been somewhat overstated. The amendment's passage was propelled by a small group of federal legislators whose motivations and rationales were considerably more complex than commonly thought. Still, the Vietnam-era slogan, "Old enough to fight, old enough to vote," was unquestionably a powerful claim, encompassing deeply embedded ideas about civic virtue, adulthood and fairness.

Tying voting to soldiering was always problematic, though, and it is even more so today. The contemporary U.S. military is an all-volunteer force and only a small fraction of Americans ever serve. Selective Service registration applies only to males and the possibility of an actual draft is remote. Yet

**6. Claim 1, Target 13** Text Structures and Features, **Standard:** RI.8.1.  
Why did the author choose to end the text with a statement about how mandatory service makes better citizens?

- (A) The author wanted to solidify their point that mandatory service is beneficial for society as a whole.
- (B) The authors wanted to make clear that they are concerned about the technical age of majority.
- (C) The author wanted to draw a comparison to Israel's mandatory service requirement and the results of that requirement.
- (D) The author wanted to show that the only way to make young adults better citizens, is to initiate mandatory service requirements.

**7. Claim 1, Target 14:** Language Usage, **Standard:** RI.8.1.

Read the sentence.

Interest in improving young adults' political participation would be better focused on attacking barriers like residency requirements that exclude college students and voter ID laws that disfavor young and mobile voters, sometimes egregiously.

How does egregiously affect the reader's interpretation of the meaning of the text?

- (A) It makes it clear that political participation involves attacking barriers.
- (B) It makes it clear that residency requirements are more important than focusing on a voter's age.
- (C) It makes it clear that sometimes, the barriers are challenging.
- (D) It makes it clear exactly how bad the barriers actually are.

there is no life moment to which the voting age might be more obviously tethered, and any bright-line rule will inevitably seem unfair to some.

Interest in improving young adults' political participation would be better focused on attacking barriers like residency requirements that exclude college students and voter ID laws that disfavor young and mobile voters, sometimes egregiously. Tennessee's new law, for example, specifically disallows students, but not university employees, from using state university ID cards at the polls. More broadly, young Americans suffer from the same challenges to meaningful representation and governance that plague our democracy at all levels. The voting age is the least of their problems.

Better Training for New Drivers  
By Jamie Lincoln Kitman

Bright and early on the day I turned 17 you would have found me at the front of the line at the local New Jersey D.M.V. office, applying for a permit to drive. In due course, I got my full license and it wasn't long before I got my first ticket for speeding. And soon after that I got another for failing to observe a stop sign. After which failure, I'd turned without signaling and then traveled 40 mph in a 25 mph zone, a points cluster-bomb that resulted in the suspension of my license until I enrolled in a driver-training course. Which, I might add, like

**8. Claim 2, Target 9: Edit Clarify (conventions), Standard: L.8.2.**

Choose **two** sentences that are punctuated correctly.

- (A) Another psychological aspect of being an adult is feeling autonomous, and individuals whose autonomy is supported: at any age are more personally motivated.
- (B) Significant changes in brain anatomy and activity are still taking place during young adulthood, especially in prefrontal regions that are important for planning ahead, anticipating the future consequences of one's decisions, controlling impulses, and comparing risk and reward.
- (C) As a college professor who studies adolescents and emerging adults, I am particularly concerned that college students are not getting the opportunities they need to grow into autonomous, healthily connected adults when parents are still hyper-involved in their lives.
- (D) Parents who are using technology: calls, Skype, texting, e-mail, Facebook, etc.; to micromanage lives from afar may be thwarting the timely passage to adulthood.

the driving instruction I'd received in school, was virtually useless.

Americans (with an assist from the automobile and oil industries) tend to treat driving like a right, rather than the privilege it most assuredly is. And now that I'm grown and I like to think a more responsible driver, two factors leave me convinced that the driving age shouldn't be lowered, indeed the right to drive should be doled out gradually to teens as it has been in New York since 2010.

The first problem is the utter inadequacy of our driver training. American states would do well to follow the example of European countries where licensing procedures require considerably more training and proven skill before new drivers are let loose on public roads. The second decider for me is the discovery by scientists that poor decision-making, the hallmark of many teenagers' existence, has its roots in biology.

So graduated licenses like we have in New York—where young drivers cannot drive past nightfall or with more than one unrelated person under the age of 21 in their car—make good sense.

Is it the case that many teenagers can and will drive responsibly, regardless the hour, number of young passengers or brain chemistry? Yes. Is there any inconsistency in the fact that a teen may work but not drive at night? Sure.

**9. Claim 2, Target 9: Edit Clarify (conventions), Standard: L.8.2.**

Choose the **two** sentences containing spelling errors.

- Ⓐ Yet my research with Abigail Sullivan Moore, reported in our book, shows that many college students are in frequent contact with their parents—nearly twice daily, on average—and that frequency of contact is related to lower autonomy.
- Ⓑ Children are so variable in their growth and the ways in which cultures understand child development are so different, it is futile to attempt to pin down the “right” age of majority.
- Ⓒ More broadly, young Americans suffer from the same challenges to meaningful representation and governance that plague our democracy at all levels.
- Ⓓ There is no single age at which the adolescent brain becomes an adult brain.



But, as every parent worth his or her salt has reminded their child at least a hundred times, Sometimes, life isn't fair.

A Parent's Role in the Path to Adulthood  
By Barbara Hofer

The transition to adulthood can be either clear or diffuse, depending on whether a culture chooses to offer all the privileges and responsibilities at one distinct age or spread them across time. In some countries, the ability to vote, drink, enter into legal contracts and serve in the military all occur at once. In the United States, these rights are not only spread out, but often without clear rationale. Serving in the military before one is considered responsible enough to purchase alcohol is one of the glaring inconsistencies. Some cultures also mark the transition formally, as in Japan, where "Coming of Age Day" (Seijin Shiki) is a national holiday to celebrate all who reached adulthood in the current year.

Becoming an adult is also a subjective experience, of course, and there is little doubt from recent research that individuals are taking longer to recognize themselves as adults. The age of first marriage and birth of a first child, often perceived by individuals as adult markers, are now occurring later than at any time in history in the U.S. (and greater numbers of individuals are also choosing to forge lives without either of these traditional markers). With increased numbers of

**10. Claim 1, Target 9 : Constructed Response Standard: RI.8.1.**

Determine the central idea of the text. Explain the central idea and support your answer using key details from the text.

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individuals attending college and with the tremendous rise in the cost of education and the loans necessary for many, young people are also remaining dependent on parents financially far longer, often leaving them less likely to perceive themselves as adults.

Another psychological aspect of being an adult is feeling autonomous, and individuals whose autonomy is supported—at any age—are more personally motivated. As a college professor who studies adolescents and emerging adults, I am particularly concerned that college students are not getting the opportunities they need to grow into autonomous, healthily connected adults when parents are still hyper-involved in their lives. “Emerging adults”—whom Jeffrey Arnett defines as individuals between 18 and 25—need opportunities to make their own choices, whether that’s about their major, what courses to take, their social lives or summer plans, and they need practice in making mistakes and recovering, and in owning the outcomes of their choices. They don’t arrive in college fully formed as adults, but we hope they will use these years to make significant progress toward adult behavior, with all the support and safety nets that college can offer.

Yet my research with Abigail Sullivan Moore, reported in our book, shows that many college students are in frequent contact with their parents—nearly twice daily, on average—and that frequency of contact is related to lower autonomy. Parents who are

using technology (calls, Skype, texting, e-mail, Facebook, etc.) to micromanage lives from afar may be thwarting the timely passage to adulthood. Not surprisingly, these college students are also not likely to see themselves as adults, nor fully prepared to take the responsibilities of their actions, nor even getting the benefits of college that they and their parents are paying for. One in five students in our study report parents are editing and proofing their papers, for example. College parents can help with the transition by serving as a sounding board rather than being directive, by steering their college-age kids to campus resources for help, by considering long-range goals rather than short-term ones and by giving their “kids” space to grow up.

Mandatory Service to Become an

Adult

By Michael Thompson

Children are so variable in their growth and the ways in which cultures understand child development are so different, it is futile to attempt to pin down the “right” age of majority. The Dutch, for example, allow children to drink at the age of 16 but not to drive until they are 19. Even if I thought it was a good idea to lower the drinking age and raise the driving age—and I do—I recognize that the U.S. would never embrace it.

I am more concerned with the issue of maturity than I am with the technical age of majority. Researchers and observers have

noted that while our children are getting brighter (I.Q. scores have been going up for the last two decades), they are relatively immature for their ages in comparison to earlier generations. Over-protected by their parents and spending vast amounts of time in front of TV, computers and cellphones (over 50 hours a week by middle adolescence, according to the Kaiser Family Foundation), they are less skilled in the world, less able to build friendships and function in groups, and more reliant on their parents.

Instead of fiddling with the age of majority, we should encourage our children to grow up, and mandatory service would do just that. We should require all 18-year-olds in America to leave home and give a year to society, either in the military or in community-based projects like tutoring younger children or working in retirement homes or the inner city. The result would be a cohort of more mature 19-year-olds who would make better workers and better citizens.

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

Score : \_\_\_\_\_

# Scientific Notation

Add/Sub: ES1

Simplify and express in scientific notation:

Example 1

$$\begin{aligned} & (2 \times 10^4) + (3 \times 10^5) \\ &= (2 \times 10^4) + (3 \times 10^4) \times 10 \\ &= (2 \times 10^4) + (30 \times 10^4) \\ &= 32 \times 10^4 \\ &= \mathbf{3.2 \times 10^5} \end{aligned}$$

Example 2

$$\begin{aligned} & (7 \times 10^8) - (4 \times 10^6) \\ &= (7 \times 10^6) \times 10^2 - (4 \times 10^6) \\ &= (700 \times 10^6) - (4 \times 10^6) \\ &= 696 \times 10^6 \\ &= \mathbf{6.96 \times 10^8} \end{aligned}$$

Simplify each problem and express the answer in scientific notation.

1)  $(2 \times 10^3) + (5 \times 10^5)$

Answer : \_\_\_\_\_

2)  $(4 \times 10^8) - (9 \times 10^7)$

Answer : \_\_\_\_\_

3)  $(8 \times 10^9) - (3 \times 10^7)$

Answer : \_\_\_\_\_

4)  $(5 \times 10^7) + (1 \times 10^6)$

Answer : \_\_\_\_\_

5)  $(4 \times 10^2) + (7 \times 10^3)$

Answer : \_\_\_\_\_

6)  $(9 \times 10^5) - (6 \times 10^4)$

Answer : \_\_\_\_\_

7)  $(1 \times 10^6) - (8 \times 10^4)$

Answer : \_\_\_\_\_

8)  $(5 \times 10^9) + (3 \times 10^8)$

Answer : \_\_\_\_\_

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# Fact Sheet: Primary Sources



## What is a Primary Source?

Primary sources are original records of the political, economic, artistic, scientific, social, and intellectual thoughts and achievements of specific historical periods. Produced by the people who participated in and witnessed the past, primary sources offer a variety of points of view and perspectives of events, issues, people, and places. These records can be found anywhere—in a home, a government archive, etc.—the important thing to remember is they were used or created by someone with firsthand experience of an event.

## Examples of Primary Sources:

Primary sources are not just documents and written records. There are many different kinds of primary sources, including: first-person accounts, documents, physical artifacts, scientific data that has been collected but not interpreted, and face-to-face mentors with specific knowledge or expertise. Primary sources also take a variety of formats—examples of these are listed below.

- **Audio**—oral histories or memoirs, interviews, music
- **Images**—photographs, videos, film, fine art
- **Objects**—clothing (fashion or uniforms), tools, pottery, gravestones, inventions, weapons, memorabilia
- **Statistics**—census data, population statistics, weather records
- **Text**—letters, diaries, original documents, legal agreements, treaties, maps, laws, advertisements, recipes, genealogical information, sermons/lectures

## How do Primary and Secondary Sources differ?

While primary sources are the original records created by firsthand witnesses of an event, secondary sources are documents, texts, images, and objects about an event created by someone who typically referenced the primary sources for their information. Textbooks are excellent examples of secondary sources.

## Why is it important for students to use Primary Sources?

1. Direct engagement with artifacts and records of the past encourages deeper content exploration, active analysis, and thoughtful response.
2. Analysis of primary sources helps students develop critical thinking skills by examining meaning, context, bias, purpose, point of view, etc.
3. Primary source analysis fosters learner-led inquiry as students construct knowledge by interacting with a variety of sources that represent different accounts of the past.
4. Students realize that history exists through interpretation that reflects the view points and biases of those doing the interpreting.

### Sources:

National Archives and Records Administration, [www.archives.gov](http://www.archives.gov)

Library of Congress, [www.loc.gov](http://www.loc.gov)

*Teaching with Primary Sources: Educational Materials for Teachers.* The Lyndon Baines Johnson Presidential Library & Museum.

Function of  
Verbs

1. Which sentence is written in the *best possible way*?

- A. San Diego gets about nine inches of rain a year, but they use much more.
- B. Because of their very unusual laugh, hyenas are easy to identify.
- C. Since peacocks have such beautiful feathers, it is greatly admired.
- D. Virginia gave the coins to Jill and her friend because she trusted her.

L.8.1.A

Verbs

2. Which sentence revises the following sentence by correctly writing in the ACTIVE VOICE?

The students were told to sit down by the teacher.

- A. The students, by the teacher, were told to sit down.
- B. The teacher, who begged the students to sit down.
- C. The students were begged to sit down by the teacher.
- D. The teacher told the students to sit down.

L.8.1.B

Verbs

3. Read the sentence and question that follows.

I was in charge of the cafeteria that served ice cream sundaes and cake every day.

Which of the following sentences correctly revise the sentence so that it is the subjunctive mood? Select TWO that apply.

- A. Take charge of the cafeteria that serves ice cream sundaes and cake every day.
- B. I will be in charge of the cafeteria that serves ice cream sundaes and cake every day.
- C. I might be in charge of the cafeteria that serves ice cream sundaes and cake every day.
- D. I wish that I was in charge of the cafeteria so that I could serve ice cream sundaes and cake every day.
- E. I am in charge of the cafeteria that serves ice cream sundaes and cake every day.
- F. If I were in charge of the cafeteria, I would serve ice cream sundaes and cake every day.

L.8.1.C

Verbs

4. The sentence below contains an error in grammar usage. Read the sentence and complete the task that follows.

If a person has self-confidence, you will succeed in life and love.

Choose TWO sentences that have been correctly edited for grammar usage.

- A. If you have self-confidence, you will succeed in life and love.
- B. If a person has self-confidence, they will succeed in life and love.
- C. If a person has self-confidence, he or she will succeed in life and love.
- D. If a person has self-confidence, we will succeed in life and love.

L.8.1.D

5. What is the correct way to punctuate the underlined portion of this sentence?

Mariana Smith, an artist-by-trade, purchased a studio on an expensive piece of waterfront property.

- A. Mariana Smith: an artist-by-trade:
- B. Mariana Smith; an artist-by-trade,
- C. Mariana Smith an artist-by-trade
- D. Leave as is.

L.8.2.A

6. Jerome is writing an essay for class. Read the quotation from Patrick Henry's speech in 1775 to the Virginia House of Burgesses and then answer the question that follows.

"I know not what course others may take; but as for me, give me liberty or give me death!"

If Jerome wants to use only part of the quotation in his essay, which *two* sentences are punctuated correctly?

- A. "...[G]ive me liberty or...death!"
- B. "I know not what course others may take; but...give me liberty or give me death!"
- C. "I know not what course others may take. Give me liberty, or death!"
- D. "I know not—give me liberty or give me death!"
- E. "[B]ut, give me liberty, or death!"

L.8.2.B

7. What is the correct way to spell the underlined words in the following sentence?

Studying after midnight is definitely a hinderance to your ability to focus the next day.

- A. definatly; hinderance
- B. definatly; hindrance
- C. definitely; hindrance
- D. Correct as is

L.8.2.C



## Scientific Notation - Standard

Mixed: ES1

Example: 1Write  $3.25 \times 10^2$  in standard notation.

Here the exponent is 2. We should move the decimal point 2 places to the right.

$$\begin{array}{c}
 3.25 \\
 \curvearrowright \quad \curvearrowright \\
 325
 \end{array}$$

$3.25 \times 10^2 = \mathbf{325}$

Example: 2Write  $8.76 \times 10^{-2}$  in standard notation.

Here the exponent is -2. We should move the decimal point 2 places to the left.

$$\begin{array}{c}
 008.76 \\
 \curvearrowleft \quad \curvearrowleft \\
 0.0876
 \end{array}$$

$8.76 \times 10^{-2} = \mathbf{0.0876}$

Express each number in standard notation.

1)  $9.63 \times 10^{-3} =$  \_\_\_\_\_

2)  $5.1146 \times 10^3 =$  \_\_\_\_\_

3)  $3.042 \times 10^2 =$  \_\_\_\_\_

4)  $7.259 \times 10^4 =$  \_\_\_\_\_

5)  $9.105 \times 10^{-2} =$  \_\_\_\_\_

6)  $6.5 \times 10^{-5} =$  \_\_\_\_\_

7)  $6.1 \times 10^4 =$  \_\_\_\_\_

8)  $9.8 \times 10^{-1} =$  \_\_\_\_\_

9)  $2.9854 \times 10^{-1} =$  \_\_\_\_\_

10)  $8.432 \times 10^4 =$  \_\_\_\_\_

11)  $1.05 \times 10^2 =$  \_\_\_\_\_

12)  $2.8502 \times 10^{-3} =$  \_\_\_\_\_

13)  $4.172 \times 10^{-4} =$  \_\_\_\_\_

14)  $9.7 \times 10^5 =$  \_\_\_\_\_

8. A student is writing a narrative for the teacher. Read the draft of the narrative and answer the question that follows.

I saw a fascinating documentary about the whales that migrate from Alaska to the San Ignacio Lagoon, in Mexico. I wish I could go see them and their calves this winter. If I was able to visit anywhere in the world, this would most certainly be my number one choice.

The student wants to use correct verbs throughout the paper. What is the correct choice to replace the underlined phrase?

- A. am able
- B. were able
- C. went
- D. wished

L.8.3.A

9. Which of the following means the opposite of the underlined word in the following sentence?

My favorite part of the motorcycle ride was when we accelerated on the curvy road.

- A. stopped
- B. sped up
- C. took pictures
- D. slowed down

L.8.4.A

10. The Latin word *con-* means "together" and *tempus* means "time." Based on this etymology, what is the *best* definition for the word contemporaries as it is used in this sentence?

President Lincoln did not always have the full support of his contemporaries when it came to issues surrounding the Civil War.

- A. people who lived near Lincoln in Washington, D.C.
- B. people who were anxious about Lincoln's leadership
- C. people who had been presidents during Lincoln's life
- D. people who lived during the same historical era as Lincoln

L.8.4.B

11. Read the following sentences.

Francisco thought the developers were monsters, greedily devouring the wide stretches of unsoiled beaches and empty, grassy meadows...Why such destruction, and not even to give people homes?

Now read the dictionary entry for destruction.

Main entry: destruction

1. damage
2. slay
3. neutralized
4. abolished
5. devastation

Which of these is an accurate definition of destruction as it is used in the text above? Pick two options.

- A. damage
- B. slay
- C. neutralized
- D. abolished
- E. devastation

L.8.4.C

12. Sally thought that the word despicable meant "descriptive."

After she read the following text, she discovered that her definition was incorrect.

Read the lines from the text.

Legend has it that Charles and Agatha argued about everything they ever did, whether it was something important or something insignificant. One day, they were so angry that they said appalling things to each other. Angered and frustrated, Agatha left the house to journey through the woods alone. She decided that a walk in the snow would cool her off both inside and out.

When Agatha was nearly a mile from her house, the ground beneath her started to shake tremendously. . .

'I'm being punished for the despicable things I said to poor Charles!' she yelled loudly in desperation.

Which of the following *most* accurately defines despicable as it is used in the text above? Select the two correct options.

- A. awful
- B. false
- C. mean
- D. true
- E. unintelligent

L.8.4.D

**Standard and Scientific Notations**

Mixed: ES1

Express each number in scientific notation.

1) 0.0056 = \_\_\_\_\_

2) 24,010 = \_\_\_\_\_

3) 4,085 = \_\_\_\_\_

4) 0.017 = \_\_\_\_\_

5) 0.000796 = \_\_\_\_\_

6) 952 = \_\_\_\_\_

7) 50,413 = \_\_\_\_\_

8) 0.004 = \_\_\_\_\_

Express each number in standard notation.

9)  $2.445 \times 10^3$  = \_\_\_\_\_

10)  $1.04 \times 10^{-4}$  = \_\_\_\_\_

11)  $9.165 \times 10^{-2}$  = \_\_\_\_\_

12)  $5.962 \times 10^3$  = \_\_\_\_\_

13)  $2.2 \times 10^{-5}$  = \_\_\_\_\_

14)  $3.12 \times 10^{-1}$  = \_\_\_\_\_

15)  $8.0447 \times 10^4$  = \_\_\_\_\_

16)  $1.278 \times 10^2$  = \_\_\_\_\_

13. Read this sentence:

The group members said that the homework assignment was as easy as pie.

Identify the correct explanation of the underlined *idiom* in the sentence.

- A. difficult to achieve
- B. enjoyable and fun
- C. quick and effortless
- D. boring and dull

L.8.5.A

14. Read the following paragraph:

There was a carriage waiting. A man and a woman approached the master. The woman's arms went out and clutched the master around the neck—a hostile act! The next moment, Weedon Scott had torn loose from the embrace and closed with White Fang, who had become a snarling, ranging demo.

What word from the text helps to understand what the underlined word means?

- A. carriage
- B. clutched
- C. hostile
- D. snarling

L.8.5.B

15. What is the correct replacement for heroics below:

After many brave rescues, the lifeguard earned awards for her heroics.

- A. histrionics
- B. heroism
- C. dramatics
- D. melodrama

L.8.5.C

16. A student wants to explore the ideas in a paragraph more clearly. Read the paragraph and answer the question that follows:

Andrea is a very smart and friendly girl. She thinks of how her actions and words may impact other people, and, therefore, her friends trust and appreciate her. Julia is encouraging her to run as President of the Student Council because Andrea cares about others.

Which specific word or phrase BEST replaces the underlined words::

- is mindful of
- is afraid of
- knows
- talks

L.8.6\*

17. Read the paragraph.

The location of the tomb of Cleopatra is one of the biggest enigmas of the ancient world. We know that she lost her life after losing the battle of Actium against Octavian.

Which phrase defines *enigma*?

- A. pertaining to the ancient world
- B. extremely dangerous
- C. mysterious subject
- D. as shown in the ancient texts

L.8.6\*

18. In which sentence is **ravenous** used correctly?

- A. The **ravenous** state of the situation made me doubt myself.
- B. The **ravenous** vulture ate the carcass in record time.
- C. Starting tomorrow, we will become **ravenous**.
- D. The box looked **ravenous** and weathered..

L.8.6\*

## Scientific Notation - Standard

Negative: ES1

Example:Write  $9.52 \times 10^{-2}$  in standard notation.

Here the exponent is -2. We should move the decimal point 2 places to the left.

$$9.52 \times 10^{-2} = \mathbf{0.0952}$$

Express each number in standard notation.

1)  $8.5 \times 10^{-2} =$  \_\_\_\_\_

2)  $6.13 \times 10^{-4} =$  \_\_\_\_\_

3)  $2.0712 \times 10^{-5} =$  \_\_\_\_\_

4)  $5.0015 \times 10^{-3} =$  \_\_\_\_\_

5)  $4.155 \times 10^{-3} =$  \_\_\_\_\_

6)  $8.075 \times 10^{-2} =$  \_\_\_\_\_

7)  $7.4 \times 10^{-4} =$  \_\_\_\_\_

8)  $9.2 \times 10^{-1} =$  \_\_\_\_\_

9)  $1.4258 \times 10^{-1} =$  \_\_\_\_\_

10)  $2.98 \times 10^{-4} =$  \_\_\_\_\_

11)  $9.01 \times 10^{-4} =$  \_\_\_\_\_

12)  $1.7206 \times 10^{-3} =$  \_\_\_\_\_

13)  $3.7026 \times 10^{-2} =$  \_\_\_\_\_

14)  $8.69 \times 10^{-5} =$  \_\_\_\_\_



# Assignment

## Determine a Theme from Literary Text

**Topic: Camped in the backyard**

### ***Your Assignment:***

*Read the story below. What is the theme of the text? Explain using key details from the text to support your answer.*

#### **The Big Night Out**

**By Kiki E.**

A couple of weeks ago I had an unexpected day off from work. I didn't want to do the usual which is rent a movie, so I made a plan. Boy were my kids going to be surprised! After heading out to Ralph's for some supplies, I invited our cousin, Vin, over to get in on the action. Once Vin arrived, I ordered pizza from the local Pizza Hut.

When our bellies were full of tasty pizza, my kids and I camped out in my backyard! Not being one to "rough it," I was a little nervous about my adventure. It took me a while, but I set up my tent all by myself and the kids even set up their tent too! As the daylight faded into darkness, I toasted marshmallows on the crackling fire to turn them into S'mores. They're called S'mores because once you have one, you always want SOME MORE! At the end of the evening, I snuggled in my tent like a bear in its cave, hoping for a long hibernation. That's when I saw the shadow of a wild beast passing by my tent. It had pointy ears and a long tail- oh no! Luckily it was just my cat. Unfortunately, my



hibernation was not what I had hoped for because I was too worried about what might be lurking outside my tent.

Early the next morning the sun woke me up like an alarm clock, so I snuck inside for a much needed cup of coffee. Not wanting to wake my sleeping children, I silently closed the door to my house and began to cook breakfast. Homemade waffles are a favorite around here! I am going to go camping in the real wilderness next time, and hopefully I won't see any mysterious shadows!

## Stem Starters:

*You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.*

The theme of the story is...

After reading the story, I learned that...

## Your Response:

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

Score : \_\_\_\_\_

## Scientific Notation

Positive: ES1

### Example:

Write 3,200 in scientific notation.

3,200.



We should move the decimal point 3 places to the left. So, the exponent will be 3.

$$3,200 = 3.2 \times 10^3$$

Express each number in scientific notation.

1) 625 = \_\_\_\_\_

2) 4,216 = \_\_\_\_\_

3) 49,603 = \_\_\_\_\_

4) 25 = \_\_\_\_\_

5) 18,569 = \_\_\_\_\_

6) 836 = \_\_\_\_\_

7) 9,364 = \_\_\_\_\_

8) 34,121 = \_\_\_\_\_

9) 22 = \_\_\_\_\_

10) 912 = \_\_\_\_\_

11) 7,350 = \_\_\_\_\_

12) 4,874 = \_\_\_\_\_

13) 62,503 = \_\_\_\_\_

14) 13,058 = \_\_\_\_\_

# What It Really Means

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

Directions: Rewrite the definitions below in your own words.

**Primary**—not made or coming from something else; original

**Firsthand**—coming directly from the original source

**Source**—a person, publication, or object that gives information

**Secondary**—coming from or created using an original source

**Secondhand**—not original; taken from someone or something else



Definitions compiled from *Webster's for Kids* online dictionary



# Compton USD Learning Packet

## Middle School ELD

**English Language  
Development (ELD)**



# IMAGE WALK - Positive Messages

## Directions

STEP 1: Study each image.

STEP 2: Answer a question or respond to a prompt for each image.

## 6th-8th ALD ELD Image Walk Self-Image Week 2



### IMAGE #1

What are the 3 adjectives in the image?

List 3 more sentences that could be added to this image.

Example:

You are valuable.

- 1.
- 2.
- 3.

Remember an adjective is a word that describes a noun. To help you, think of positive words you might use to describe one of your friends.



### IMAGE #2

Is there something you believe that you can't do? Complete the sentence frames.

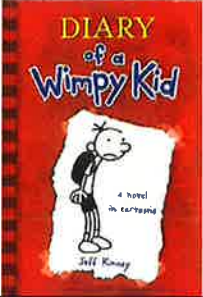

I sometimes tell myself that I can't \_\_\_\_\_ . Instead, I might say,

"I'll try to \_\_\_\_\_ ."



## ADJECTIVES

Adjectives are describing words. Adjectives describe nouns.

If there are more than two adjectives describing the same thing, the adjectives are separated by commas.

	<p>My teacher has an <b>interesting</b> book on her desk. My teacher has an <b>interesting new</b> book on her desk.</p>
	<p>I found a <b>rusty</b> bike in the garage. I found an <b>old, rusty, red</b> bike in the garage.</p>

Look at the pictures. Read the original sentence. Add adjectives to the sentence to make it more detailed. Share your work with a partner.

	<p>Example: The tourists are visiting the cathedral. The <b>exciting</b> tourists are visiting the <b>well-known Italian</b> cathedral.</p>
	<p>The children are picking apples.</p>
	<p>My brother's boots are in the truck.</p>



The house is on a hilltop.



The boy doesn't want to play with the toy.



The puppies are playing with a ball.



The carpenters are building a fence.



Look at the butterflies.

**Describe a Picture**

**The Pod**



**Look at this paragraph.**

Suddenly as if it had at last understood, the young dolphin turned toward deeper water and bigen to swim toward the pud. Waiting dolphins arced nearer as if in welcome, and watching them.

**This paragraph has THREE errors. Rewrite the sentence correctly.**

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