



Compton USD Learning Packet #6

Sixth Grade

Name _____

6th Grade Learning Packet

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Pronouns

1. Which sentence contains the correct use of a possessive pronoun?

- A. At the Houston Zoo, the children saw tigers protecting its cubs.
- B. At the Houston Zoo, the children saw a tiger protecting it's cub.
- C. At the Houston Zoo, the children saw tigers protecting there cubs.
- D. At the Houston Zoo, the children saw tigers protecting their small cubs.

L.6.1.A

Pronouns

2. Which sentence does **not** contain an intensive pronoun?

- A. I guess I will just take out the trash myself.
- B. While treating herself to lunch, Angie ran into an old friend.
- C. Tony himself made dinner last night even though he hates to cook.
- D. Lisa wondered if she herself was the one who left the oven on all day.

L.6.1.B

Pronouns

3. Which sentence has an incorrect shift in pronoun-antecedent agreement?

- A. Neither Sue nor Maria wants her name put on the ballot.
- B. Both Marsha and Neely need their hair cut for the dance.
- C. Both Geoffrey and William want to be president of their club.
- D. Either Ben or George is willing to drive their car to the show.

L.6.1.C

Pronouns

4. Select the pronoun that correctly completes this sentence:

The football team cannot play ____ best on very hot days.

- A. its
- B. our
- C. their
- D. you're

L.6.1.D

Language Variations

5. Which sentence is **NOT** an example of Standard English?

- A. I done did that job yesterday.
- B. I completed all my homework and all my chores.
- C. Yesterday I went to the movie with my friend and her mom.
- D. On the weekends I love to take long naps and watch old movies.

L.6.1.E

Punctuation

6. Which sentence correctly uses dashes for punctuation?

- A. I would ask—or insist that he brings his wife—to the meeting.
- B. I would ask—or insist that he brings—his wife to the meeting.
- C. I would ask—or insist—that he brings his wife to the meeting.
- D. I —would ask or insist—that he brings his wife to the meeting.

L.6.2.A

LESSON
16-5

Histograms

Reteach

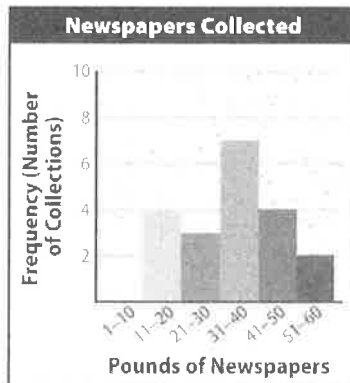
Histograms can be used to display data. Use intervals of 10.

Pounds of Newspapers Collected for Recycling				
12	28	24	32	35
31	38	55	43	52
42	49	18	22	15
47	37	19	31	37

Pounds of Newspapers

Interval	Frequency
1–10	0
11–20	4
21–30	3
31–40	7
41–50	4
51–60	2

A **histogram** is a bar graph in which the bars represent the frequencies of the numeric data within intervals. The bars on a histogram touch, but do not overlap.



Use the histogram to complete Exercises 1–4.

1. Which interval has the greatest number of collections?

2. Were there any collections of less than 11 pounds? Explain your answer.

3. Which display can you use to find the median? _____

4. What is the median of the data? _____

7. Which word or phrase correctly completes the sentence below?

Albert wrapped _____ in a blanket during last night's rain storm.

- A. him
- B. himself
- C. his self
- D. his own self

L.6.2.B

8. Which sentence pattern is different from the others?

- A. Some students in my History class like to study right after school.
- B. Ingrid doesn't need to study too much because she takes great notes.
- C. Sandra and Eileen prefer to study together on their long bus ride home.
- D. Most football players and cheerleaders study at night after practice.

L.6.3.A

9. Which sentence has a formal style and tone?

- A. We will NEVER listen to the lies of politicians again! Never! Never!
- B. I ain't never received any employment benefits, and I ain't ever going to do so.
- C. People shouldn't never depend on government handouts in order to make it through their debts.
- D. The editorial debate continues over whether or not unemployment benefits should remain available.

L.6.3.B

10. What is the **BEST** definition of the word *clouds* as it is used in this sentence?

Stress interferes with your objectivity and *clouds* your business judgment.

- A. visible masses of particles in the air
- B. appears dark or threatening
- C. becomes dark and gloomy
- D. negatively influences

L.6.4.A

11. The word "pertussis" contains the Latin affix "tuss." What does this affix mean?

- A. cough
- B. pain
- C. run
- D. tooth

L.6.4.B

Spelling

Sentence
Pattern

Style & Tone

Context
Clues

Roots &
Affixes

LESSON
16-5

Histograms

Practice and Problem Solving: D

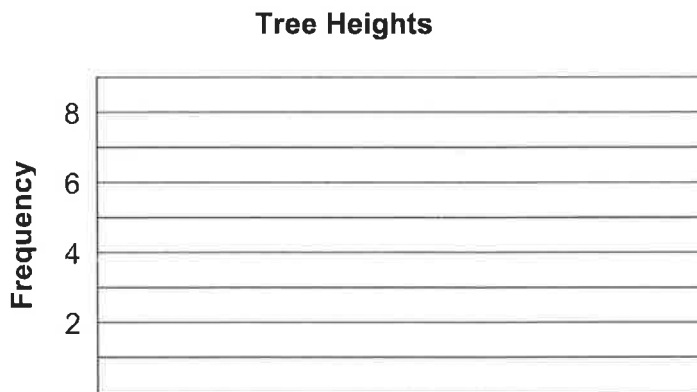
Below is a list of the heights of trees that are for sale at a nursery. Use the data for Exercises 1–8. The first one is done for you.

Tree Heights							
70	75	65	70	74	64	77	61
77	73	75	79	68	86	79	75

1. Complete the frequency table.
Use an interval of 5.

Tree Heights	
Heights (in.)	Frequency
60–64	2
65–69	2
70–74	4
75–79	7
80–84	0
85–89	1

2. Complete the histogram for the data.



Answer the questions below. The first one is done for you.

- What is the range of the tree heights? 25
- What is the median of the tree heights? _____
- What is the mean of the tree heights? _____
- Where did you need to look to answer Exercises 3–5?

7. The nursery wants a sign that tells what trees are available for sale by height. What measure of center would you use for the sign? _____

8. In the space below, make a sign for the trees for sale at the nursery.

12. Read the sentences below.

Daniel is reading chapter four of *The Way Science Works*. As he writes a summary, he rereads it and discovers he has used the word 'convenient' four times.

Which **BEST** identifies the reference material that Daniel could consult to avoid using the same word over and over?

- A. dictionary
- B. an online encyclopedia
- C. glossary
- D. thesaurus

L.6.4.C

13. What guide words would you look between to find the definition of the word below?

DESSERT

- A. deep - desert
- B. design - difficult
- C. dig - disappoint
- D. discover - doctor

L.6.4.D

14. Read the passage below.

Excerpt from **The Catching of Unshelled Fish**
Olive Green (Myrtle Reed)

'It may be cold up North, but down in the Gulf they are fishing—scudding among the Florida Keys in a little white sailboat, landing for lunch on a strand as snowy as the northern streets, where the shimmering distances of white sand are paved with shell and pearl, and the tide thrums out its old song under the palms.'

What two things are being compared in this sentence?

- A. a pavement of shells and a row of palms
- B. the Florida Keys and the northern streets
- C. a little white sailboat and shimmering sand
- D. a white, sandy beach and a snow covered street

L.6.5.A

15.

Janet had never really followed through on any of her dreams before, but this time Janet was determined to be *resolute*, and all her family was willing to help her.

The word *resolute* in this sentence most nearly means:

- A. determined
- B. mighty
- C. unsure
- D. weighty

L.6.5.B

LESSON
16-5

Histograms

Practice and Problem Solving: A/B

Use the data in the chart and the description below to complete Exercises 1–2.

The data set lists the heights of the Houston Rockets players during the 2011–2012 basketball season.

Players' Heights						
81	80	79	72	72	78	82
80	80	76	87	65	79	82
80	79	81	71	77		

1. Complete the frequency table. Use an interval of 5.

Players' Heights	
Heights (in.)	Frequency
65–69	

2. Complete the histogram.



Solve. Use the histogram or the set of data. Tell which you used.

3. Find the range, the median, and the mean of the players' heights.

a. range

b. median

c. mode

4. Based on this data, what do you think is the average height of players in the National Basketball Association? Explain how you decided on your answer including which display of data you used.

16. Read the passage below.

Excerpt from **The Sahara and Sahel**
Roberto Barerra

The Sahara stretches across northern Africa from the coast of the Red Sea in the east all the way to the Atlantic Ocean in the west.

Why does the author **MOST LIKELY** use the word *stretches* in the first sentence of the second paragraph of the passage?

- A. to emphasize the vast size of the desert
- B. to compare it to the desert in Antarctica
- C. to reveal that the desert is increasing in size
- D. to show that the desert is in the northern part of Africa

L.6.5.C

17. A literary work that is imaginative and not factual is...

- A. creative writing
- B. fiction
- C. non-fiction
- D. expository writing

L.6.6*

LESSON
16-5

Histograms

Practice and Problem Solving: C

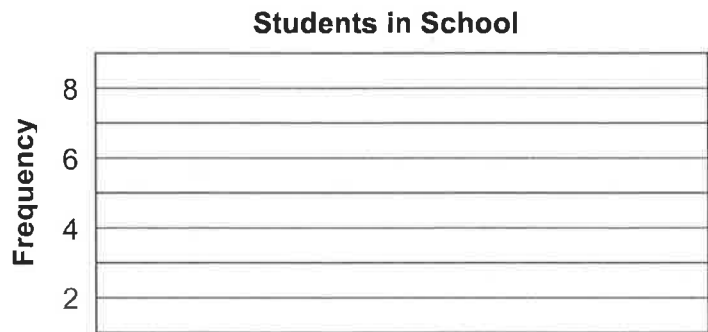
Use the data set and the description below to complete Exercises 1–5.

The data set shows a list of the number of students at school each day during the month of January.

Students in School				
281	260	279	253	275
278	255	280	220	266
287	252	279	282	293
277	288	254	256	285

- Complete the frequency table. Use an interval of 20.
- Complete the histogram.

Students in School	
Number	Frequency
220–239	



- Where can you find the range, the median, and the mean of the data.

- Where can you find intervals and frequencies?

- Besides the histogram, what are some other ways you could display these data?

Issue Overview: Should we have zoos?

By Shayna Orens, adapted by Newsela Staff on 03.30.17

Word Count **1,990**

Level **1170L**



Newborn lion and tiger cubs are seen at Qingdao Zoo in China. Zoos have been at the center of debates about conservation and animal ethics. Photo: Feature China/Barcroft Media via Getty Images.

The Panamanian golden frog is critically endangered. Hundreds of them live at zoos across the United States. Though they have become a national symbol in Panama, seen everywhere from lottery tickets to T-shirts, it is uncertain whether there are any golden frogs left in Panama.

They have likely been extinct in the wild since 2007 after a fungal disease spread through their habitat.

Zoos in the United States have been breeding the golden frogs for years. Breeders hope that by maintaining genetic diversity in the species, they might be able to reintroduce the frogs to their native forests in western Panama. But factors including rapid deforestation, big construction projects and the presence of toxic fungi leave little possibility that the golden frogs could survive. Should the zoos continue to breed them anyway?

This question is part of a larger debate about the role of zoos and aquariums, a debate that has gained attention in recent years. From the documentary "Blackfish" that exposed grim details about the lives of captive killer whales to the shooting of Harambe the gorilla after a boy fell into

his exhibit, a new focus asks the question: Are zoos and aquariums a good thing? Should we still have them? Is it wrong to keep animals in captivity for our own enjoyment?

What Is Conservation?

The debate about zoos tends to center around issues of conservation and biodiversity. While conservation is about helping plants and animals stay alive, biodiversity is about maintaining a wide variety of plants and animals in order to keep entire ecosystems, like the Amazon rainforest or arctic tundra, healthy.



There are two types of conservation. In-situ conservation efforts are those that focus on protecting a species in its natural habitat, such as creating a protected area in Africa to help elephants thrive. Advocates of in-situ conservation believe that it is the best and most natural way to maintain biodiversity. That's because species evolve and adapt based on their environments. Evolution is the process by which living things have developed over many, many years. Helping animals thrive in their own environment is the best way to maintain the natural progress of the species, the argument goes. Major changes such as droughts or other environmental disturbances will require the species to adapt or risk extinction.

The other type of conservation is called ex-situ conservation. The golden frog project is an example of ex-situ conservation. Its efforts focus on maintaining species survival somewhere outside the animal's natural habitat. Those who support ex-situ conservation argue that it provides researchers opportunities, can help preserve the genetic diversity of a species and can raise awareness about the importance of biodiversity.

Zoos play a role in both types of conservation. Though housing the animals is a clear example of ex-situ conservation, many zoos have partnerships and funding structures that support in-situ conservation also. The Wildlife Conservation Society (WCS), for instance, is based at the Bronx Zoo in New York City and manages four other zoos. In addition to the zoos, WCS has programs in nearly 50 countries that work to protect some of the world's most at-risk species and habitats. In Indonesia, for example, WCS has experts working to protect the Sumatran tiger. WCS has helped the Indonesian government come up with policies to increase the effectiveness of in-situ conservation efforts inside national parks.

What Are The Main Arguments Supporting Zoos?

Zoos' ability to merge in-situ and ex-situ conservation is not the only argument supporting them. Zoos promote conservation through educational programs. Many zoos devote resources to programs that inform the public about biodiversity and conservation. The San Diego Zoo, for instance, offers tours, camps, art and photography courses and zoo sleepovers, according to its website. It even offers video conferencing so classrooms can chat with zookeepers and see animals up close.

The Association of Zoos and Aquariums (AZA) believes these efforts are critical to public understanding of conservation. "When they experience a stronger connection to nature, they are

prompted to reconsider their role in environmental problems and conservation action and see themselves as part of the solution," the AZA says on its website. According to the AZA, more than 180 million visitors to its zoos participate in educational programs each year. That includes more than 50 million students.

Advocates of zoos say that they are an affordable way for people to learn about different ecosystems and that the experience provides a sense of wonder. Seeing a lion or elephant up close could inspire someone to take action to save the species. This is not the same, zoo supporters argue, as watching a video or seeing a picture of these animals.



A second major argument in favor of zoos is that they preserve genetic diversity of species. Zoos also have specialized breeding programs that are managed by the AZA. For threatened or endangered species such as chimpanzees, the AZA maintains species survival plans. The plans involve breeding and transferring animals within the network of AZA-accredited zoos. Each plan identifies population goals and recommendations to ensure a healthy population that varies in genetics and demographics, according to the AZA. There are more than 500 species survival plans currently in place.

Animals born in captivity are rarely re-released to their natural habitats. There have been a few successful cases, though. One was the reintroduction of the red wolf in the southeastern United States after it had nearly gone extinct. A species survival plan was used to bring the wolf back, and its breeding program started with only 14 individuals.

Releasing captive animals into the wild involves challenges aside from having a large enough population and transporting it back to its native habitat. It involves working with government agencies and in some cases international bodies like the International Union for the Conservation of Nature (IUCN). The IUCN is the group that classifies species as threatened, endangered or critically endangered. The AZA oversees only zoos and aquariums in the United States. The reintroduction of a species with a breeding program in the U.S. to a habitat in another country would have additional challenges. It has been done, but the cases are exceedingly rare.

Another reason people support zoos is because they think animals there are treated well. Many zoos now emphasize creating habitats that look and feel more natural for the animals, which advocates of zoos point out. Humans have kept wild animals in captivity since ancient times, and that isn't going to change, they say. If animals are going to be kept, a well-managed zoo is the best place for them. Over the last 20 years, many zoos have transformed drab concrete and metal enclosures into exhibits with more enrichment for the animals. Their homes mirror their natural habitat, with trees, ropes for climbing and artificial "natural" features like caves.

Lastly, many zoos are able to rescue animals from abuse or mishandling. In 2002, U.S. authorities seized six polar bears from a Mexican circus that was touring Puerto Rico. The Suarez Brothers circus had abandoned them in sweltering heat when they realized they could not bring polar bears to the next country on their tour. The bears had been abused and were severely malnourished. After being moved to zoos in the U.S., the bears, Alaska, Royal, Willy, Masha, Boris

and Kenny, recovered and had access to large water tanks and open spaces. Had they not been rescued and sent to the zoos, they might have lived more years in terrible conditions.

What Are The Main Arguments Against Zoos?

Many people believe that zoos use animals only for human enjoyment. They think this is a form of exploitation. Opponents argue that the entire history of zoos is full of instances of animals and even humans used for entertainment purposes. In the 19th century, when zoological parks first gained popularity, many had "cultural exhibits," which displayed not just animals from a certain region but people as well. They were displayed alongside the animals against their will as people from another part of the world and treated very poorly. In the U.S., a man from Africa was put on display in the Bronx Zoo in 1906. That was after the United States had abolished slavery.

Opponents of zoos also believe zoo animals suffer. According to the Captive Animals' Protection Society (CAPS), a United Kingdom-based organization, "wild animals in zoos suffer physically and mentally as their social, behavioral and physical needs cannot be met in unnatural man-made environments." Although conditions in zoos have improved immensely, zoos around the world differ widely in quality and standards of care for their animals. While the U.S. has the AZA, many countries have no such organization that ensures the quality of zoos.



Even places that have strict regulations on keeping wild animals in captivity may not enforce them well. Liz Tyson, director of CAPS, said laws to protect zoo animals have not been effective. "Our ongoing monitoring work over the years has uncovered numerous examples of non-compliance with legal standards but we were shocked to discover the extent of the failings across the industry," she said. She added that the current situation "is wholly unacceptable."

Even with more natural enclosures, many believe it is wrong to keep a wild animal in captivity regardless of what its home looks like. Some activists say that all living things should have personhood, meaning they are entitled to rights just as people are. Holding wild animals violates their rights, they say.

Critics also point to how expensive zoos are. They believe that zoos are a massive misuse of resources, if not a total waste. Spending the money to create a natural-looking elephant enclosure in the United States is less effective for overall conservation efforts, they say. That same money could be better spent in a community-based conservation project in Africa.

Some zoos spend upwards of \$1 million a year just to maintain a single exhibit. The San Diego Zoo, in 2014, spent more than \$10,000 just on advertising, according to its public financial statement. The cost of a one-day pass to the zoo, \$50 for an adult, could feed a family of four in Kenya for a month, based on World Food Program estimates. That could be one fewer person who decides to become a poacher, or someone who hunts animals illegally. And with about 165 million people visiting accredited zoos in the U.S. each year, that money could go a long way in meeting needs in conservation hotspots.

Conclusion

Though it doesn't seem as if zoos are going away any time soon, the debate about them will surely continue. Changes have happened in many zoos because of this debate. Also, there has been an increased focus on wildlife reserves and parks where animals are protected in-situ and people can visit to see them. Accessibility is an issue, though. To see a wild gorilla in the African country of Rwanda, for instance, you'd have to pay \$750 to enter the park, with no guarantee that you'll see one.

Each side of the debate has strong points. There's no denying the joy and awe one can experience when encountering an animal up close. But there is also something sad about a wild animal living somewhere it doesn't quite belong. Perhaps Pulitzer Prize-winning writer Thomas French put it best: "What's the reality of being inside a zoo, for the animals and for the people who love and care for those animals? There's a lot of joy, and there's a lot of loss."

Quiz

- 1 Which answer choice **BEST** explains the author's purpose in this article?
- (A) to provide an overview of the zoo debate while showing that modern zoos are succeeding in converting critics
 - (B) to demonstrate that while there are valid arguments on both sides of the debate, the pro-zoo side is definitively stronger
 - (C) to show that there are valid points on both sides of the zoo debate and the debate itself has contributed to progress
 - (D) to argue that there will never be an answer to the zoo debate, so rather than arguing with each other, both sides should work together

- 2 Read the following selection from the section "What Are The Main Arguments Supporting Zoos?"

Humans have kept wild animals in captivity since ancient times, and that isn't going to change, they say. If animals are going to be kept, a well-managed zoo is the best place for them.

What is the **MAIN** purpose of this pro-zoo argument?

- (A) to appeal to the reader's sense of logic and practicality
 - (B) to appeal to the reader's sense of emotionality and empathy
 - (C) to appeal to the reader's sense of concrete moral principles
 - (D) to appeal to the reader's sense of connection with history
- 3 Read the selection from the section "What Are The Main Arguments Against Zoos?"
- Liz Tyson, director of CAPS, said laws to protect zoo animals have not been effective. "Our ongoing monitoring work over the years has uncovered numerous examples of non-compliance with legal standards but we were shocked to discover the extent of the failings across the industry," she said.*

Why does Tyson include the phrase "the extent of the failings"?

- (A) to show that the zoo industry occasionally fails to take care of animals adequately
- (B) to show that the zoo industry's failure to take care of animals is very widespread
- (C) to show that some zoos in the industry are much worse than others at taking care of animals
- (D) to show that some zoos in the industry have failed so completely at taking care of animals that they have been shut down

Read the paragraph from the section "What Are The Main Arguments Against Zoos?"

Even with more natural enclosures, many believe it is wrong to keep a wild animal in captivity regardless of what its home looks like. Some activists say that all living things should have personhood, meaning they are entitled to rights just as people are. Holding wild animals violates their rights, they say.

Which of the following uses the word "violate" in the MOST similar way to how it is used above?

- (A) It is never OK to violate another person, no matter what.
- (B) Our privacy and freedoms are violated by this new law.
- (C) They have violated the terms of our peace agreement.
- (D) After writing her name on the tomb's wall, she was accused of violating a historical landmark.

LESSON
16-5

Histograms

Reading Strategies: Compare and Contrast Displays

Statistical data can be displayed in different ways. Each of the following displays shows the high temperature on the 15th of each month in one city.

<p>Ordered List</p> <p style="text-align: center;">High Temperatures</p> <p>2 15 18 22 30 30 30 32 45 65 65 90</p>	<p>Line Plot</p>														
<p>Frequency Table</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2">High Temperatures</th> </tr> <tr> <th>Temperatures</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>0-19</td> <td>3</td> </tr> <tr> <td>20-39</td> <td>5</td> </tr> <tr> <td>40-59</td> <td>1</td> </tr> <tr> <td>60-79</td> <td>2</td> </tr> <tr> <td>80-99</td> <td>1</td> </tr> </tbody> </table>	High Temperatures		Temperatures	Frequency	0-19	3	20-39	5	40-59	1	60-79	2	80-99	1	<p>Histogram</p>
High Temperatures															
Temperatures	Frequency														
0-19	3														
20-39	5														
40-59	1														
60-79	2														
80-99	1														
<p>Dot Plot</p>															

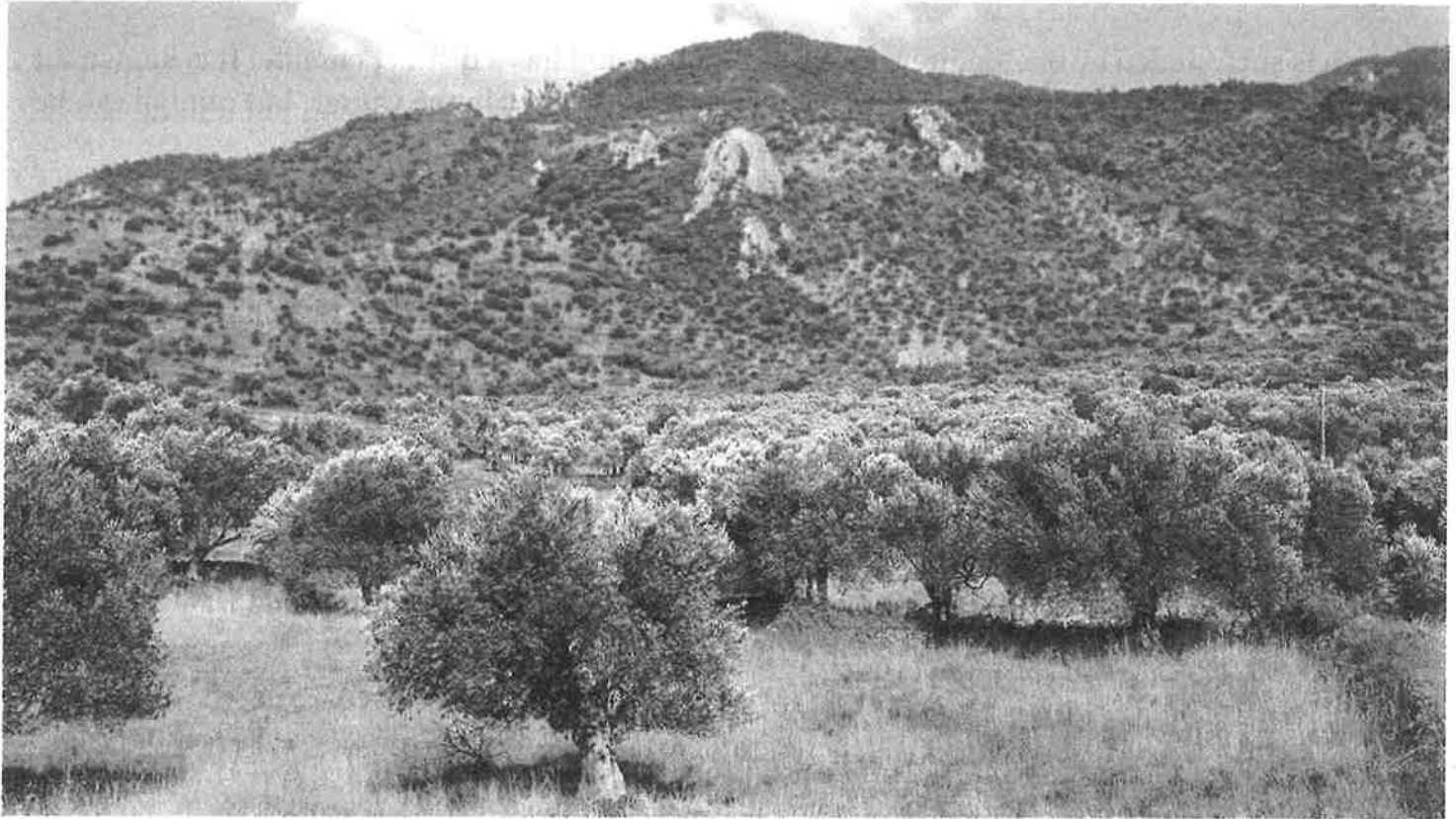
1. Compare and contrast the ability to identify the measures of center with each type of display.

Food and Agriculture in Ancient Greece

By Ancient History Encyclopedia, adapted by Newsela staff on 08.08.17

Word Count **1,085**

Level **1050L**



Olive trees on the Greek island of Anaxos. Cereals, olives and wine were the three most produced foodstuffs in ancient Greece, suited as they are to the Mediterranean climate. Photo by: Pixabay

The ancient Greek city-states were able to flourish because of agriculture. Farming skills allowed the Greeks to produce more food than what they immediately needed. This extra food meant that most people in ancient Greece did not have to constantly worry about whether there would be enough food. This allowed them to pursue other trades and create goods that could be exported, or shipped out. These goods could then be traded for other necessities.

Cereals, olives and wine all thrived in the Mediterranean climate and were the three most produced foodstuffs in Greece. As Greeks colonized the Mediterranean, they spread their agricultural ideas and products.

A network of smallholdings

The state government did not control what was farmed. Anyone could grow crops and own livestock on their own land. Most farms in Greece were private and family-owned.

Farms in Athens ranged in size from 5 hectares to 20 hectares for the wealthy aristocracy. A hectare is about the size of a modern football field. In Sparta farms were a little bigger on average, as large as 44 hectares for the richest citizens. The poorest citizens had no land at all, and often worked on the land of others, or would rent land and farm it themselves.

It is not clear if farmers lived on their farms or resided in the city and traveled each day. What they did was probably dependent on how close they lived to the city and their amount of wealth. Some may have been able to buy slaves to work the land.

Crops

Greece is surrounded by the Mediterranean Sea. The region has a distinct climate. It is known for a combination of dry summers and mild winters. It usually rains in the winter, but rainfall can be unpredictable. As a result, crop failure was a regular problem in ancient Greece.

Wheat crops may have failed once every four years, and barley crops once every 10 years, because of insufficient water supply. Some areas had different soils and weather conditions that made them more fertile than others. As a whole, only one-fifth of Greece's land is farmable, so pressure to use the land was quite high.

The most common food products in Greece were wheat, barley, olives and grapevines.

Greeks didn't make much bread from wheat, but they did make baked goods called barley cakes. They also made gruel, a sort of cereal made from barley. Broad beans, chickpeas and lentils were grown. Many private households tended fruit such as figs, apples, pears and pomegranates, as well as vegetables such as cucumbers, onions, garlic and salads. Nuts like almonds and walnuts were popular, too.

Crop management

Plowing of soil and planting of seeds was carried out in October, November and December. During this crucial and busy period, Athens did not hold any religious festivals or government meetings. In the early spring, vines were pruned back and in May and June, grain was harvested. In June and July, grain was loosened from its husks and stored, and in September, grapes were gathered and made into wine. In the autumn, olives were harvested and pressed into oil.

There is evidence that the Greeks rotated their crops, moving them to different parts of their land each year. In more difficult times, some fields would have been used throughout the year or planted with numerous crops at the same time. Small plots used for growing fruit and vegetables would have been irrigated with small water channels. Trenches were sometimes dug around trees to hold precious rainwater for when it was most needed.

Equipment used in Greek agriculture was basic. Digging, weeding and plowing was usually done by hand using wooden or iron-tipped plows and hoes. Wealthier farmers had oxen to help plow their fields. A tool called a sickle was used to harvest crops. The crops were then winnowed, or cut down, using a flat shovel and baskets to separate the grain from its outer husk, known as the chaff. Grains were then trampled on by livestock, which further separated the wheat from the chaff. Grapes were crushed underfoot in special containers while olives were crushed in stone presses.

Animal husbandry

would have kept a small number of animals, perhaps no more than 50 in a herd. These included sheep, goats, pigs, chickens and some cattle. They were useful for their meat and milk. The ancient Greeks did not drink a lot of milk, but they did use it to make cheese. Animals were also useful for their eggs, wool or leather and their waste, which could fertilize crops.

More animals were reared in areas where land wasn't suitable for agriculture. These animals were often fed meals of straw, stalks of vegetable plants, damaged fruit and leftover bits of grapes and olives after they were pressed. Horses, mules and donkeys were also reared so they could transport people and things.

Trade of foodstuffs

Most farmers would have only produced enough food for their own families' needs. They would have traded extra produce for things they did not produce themselves, such as cheese, honey, fish and shellfish. Some of the wealthier citizens with larger plots could make a profit from selling their extra crops at the market.

During the fifth century B.C., Athens' port of Piraeus became the most important trading center in the Mediterranean. It gained a reputation as the place to find any type of goods on the market.

Greek merchant ships sailed the Mediterranean and exported, or shipped out, wine, olives and olive oil to such places as Egypt and Asia Minor, which is now the country Turkey. Many Greek city-states were trade centers for hundreds of years. The ports of Athens, Delos and Rhodes were especially important.

State intervention

The state didn't get too involved in the production and sale of agricultural products. However, they did take an interest in keeping a high supply of grain. Grain was imported from Egypt and the Black Sea area to ensure that the population didn't starve during times of drought. It was so vital to feed Athens' large population that trade in wheat was controlled by a special "grain buyer." Anyone who tried to block the government from bringing in grain could be put to death.

Government officials patrolled food markets to make sure that the products being sold were high-quality. Grain had its own supervisors who made sure that prices and quantities were fair.

“Food and Agriculture in Ancient Greece”

A network of smallholdings

Crops and Crop Management

Animal husbandry

Trade of foodstuffs

State Intervention

Quiz

- 1 Which section highlights the idea that grain was an essential and highly regulated foodstuff?
- (A) "A network of smallholdings"
 - (B) "Animal husbandry"
 - (C) "Trade of foodstuffs"
 - (D) "State intervention"
- 2 Select the paragraph from the section "Crop management" that explains HOW Greek farmers maintained their crops despite unpredictable rain.
- 3 Which of the following answer choices describes two MAIN ideas of the article?
- (A) Agriculture was vital to the success and trade of ancient Greece. The ports of Athens and Rhodes were especially important places to meet and trade goods.
 - (B) Agriculture was vital to the success and trade of ancient Greece. Greek farmers developed organized farming methods to use the resources and land available.
 - (C) The Mediterranean climate allowed Greek farmers to grow a variety of crops. Farms in Athens ranged in size from 5 to 20 hectares for the wealthy aristocracy.
 - (D) The Mediterranean climate allowed Greek farmers to grow a variety of crops. The ancient Greeks also used milk from their animals to make items they could trade.
- 4 Which sentence from the article would be MOST important to include in a summary of the article?
- (A) Farming skills allowed the Greeks to produce more food than what they immediately needed.
 - (B) Anyone could grow crops and own livestock on their own land.
 - (C) During this crucial and busy period, Athens did not hold any religious festivals or government meetings.
 - (D) More animals were reared in areas where land wasn't suitable for agriculture.



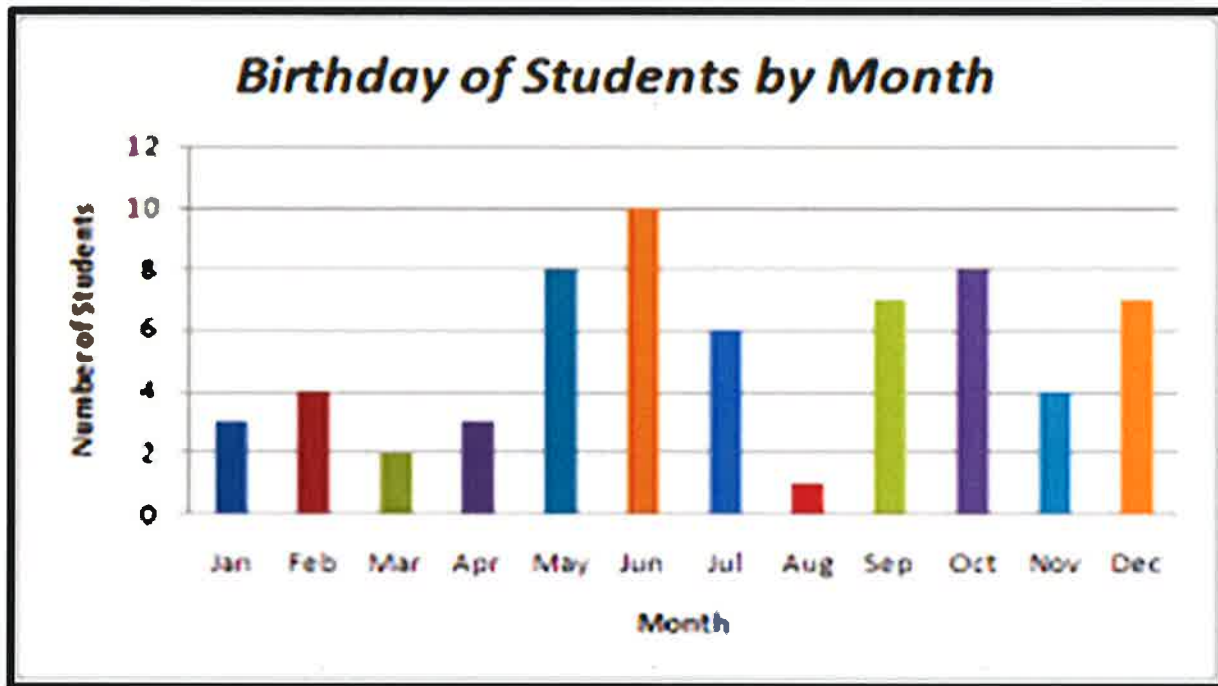
Compton USD Learning Packet

Middle School ELD

**English Language
Development (ELD)**



A sixth grade teacher has sorted the birthdays of her students by months. Take some time to read the bar graph.



1. What does the bar graph show about the students' birthdays? Use the sentence frames to include details in your answer.

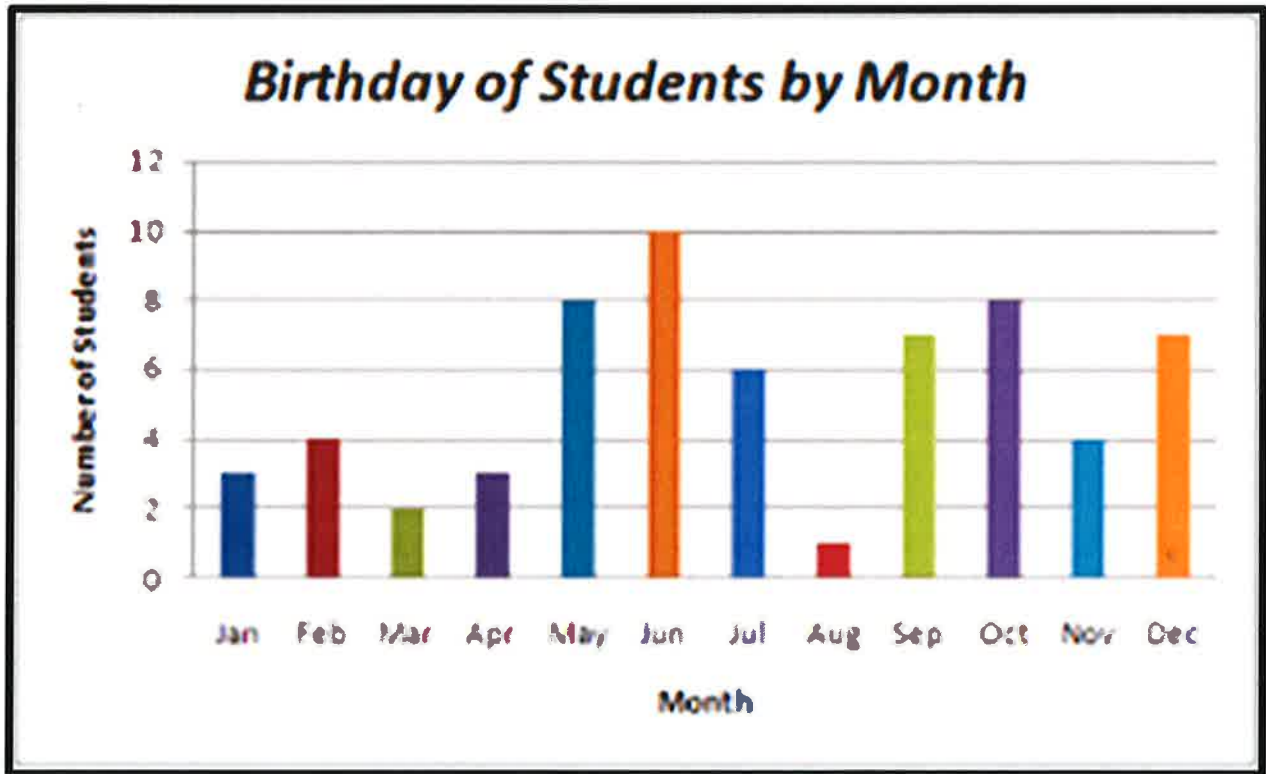
The bar graph shows that _____.
It also indicates that _____.

If your answer includes a clear description of the information in the graph, you receive the highest score of 3. **Congratulations!**

Rubric for question 1:

Score	Descriptors
3	<ul style="list-style-type: none"> Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. Speech is fairly smooth and sustained.
2	<ul style="list-style-type: none"> Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none"> Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation often impede meaning. Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.
0	<ul style="list-style-type: none"> Response is not relevant. Response contains no English. No response, "I don't know," or is completely unintelligible.

2. Is the following claim **supported or not supported** based on the information in the bar graph? Give details from the bar graph to support your answer.



Claim: The same number of students have birthdays in September as in December.

Answer the question.

The claim is supported.

OR

The claim is not supported.

Give at least 1 reason with relevant details and accurate information.

REASON #1

First, the claim is/is not supported because the **bar graph shows**

REASON #2

Also, the claim is/is not supported because the **bar graph indicates**

Write your response. Read your response aloud to a family member.

<p>The claim _____ supported.</p> <p>First, _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Self Assessment

Did you

- state whether the claim is supported?
- give at least one reason?
- use relevant details?

Congratulations! If you checked all three boxes, you received the highest score of 3!

Rubric for question 2:

Score	Descriptors
3	<ul style="list-style-type: none"> • Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
2	<ul style="list-style-type: none"> • Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none"> • Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.
0	<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

WRITING ABOUT AN EXPERIENCE-PRE-WRITING

WRITING PROMPT

Think of your best day in school. What happened that makes this day stand out in your memory. Write a story for a friend that tells about what happened on this day in school.

What was the best day in school?	
What happened?	
Who was there?	
Why was it the best day in school?	

GRAPHIC ORGANIZER (FLOW MAP)

BEGINNING	MIDDLE	END

WORD BANK

First,	Next,	Soon,	At the same time,	Finally,
Initially,	Subsequently,	Thereafter,	Meanwhile,	In conclusion,

WRITING Write About an Experience

In this task type, students write about a familiar topic, such as a memorable classroom activity or event, based on their own personal experience.

Aligned 2012 ELD Standards: PI.C.10, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score	Descriptors
4	<ul style="list-style-type: none">• The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples.• The response is readily coherent.• Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.• Minor errors in spelling and punctuation may be present, but they do not impede meaning.• The response includes a paragraph of at least three sentences.
3	<ul style="list-style-type: none">• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples.• The response is generally coherent.• Errors and limitations in grammar and word choice may impede meaning in some sentences.• Errors in spelling and punctuation may impede meaning at times.• The response includes at least two sentences.
2	<ul style="list-style-type: none">• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete.• The response is somewhat coherent.• Errors and limitations in grammar and word choice impede the overall meaning.• Errors in spelling and punctuation frequently impede meaning.• The response includes at least one sentence.
1	<ul style="list-style-type: none">• The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information.• The response lacks coherence. It may consist of isolated words or phrases.• Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas.
0	<ul style="list-style-type: none">• Response contains no English, does not relate to the prompt, or includes only "I don't know."

Learning Packet

Answer Key



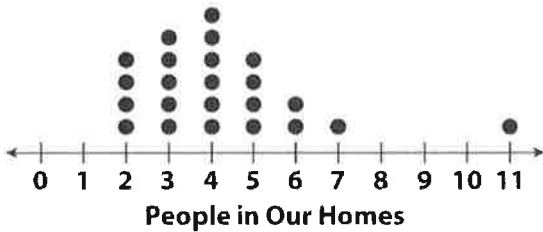
6th Grade Language Spirals Answer Key

Item #	Spiral 3	Spiral 4	Spiral 5
1	C	D	A
2	C	B	D
3	D	B	C
4	A	A	A
5	B	A	D
6	C	C	D
7	A	B	D
8	A	B	A
9	D	D	D
10	A	D	B
11	D	A	A
12	C	D	C
13	A	B	B
14	B	D	B
15	A	A	A
16	B	A	B
17	A	B	A

LESSON 16-4

Practice and Problem Solving: A/B

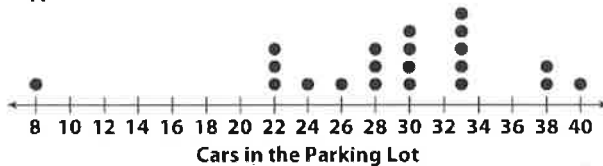
1. statistical; Sample answer: miles
2. not statistical
- 3.



4. mean: 4.2; median: 4; range: 9
5. The spread is from 2 to 11, 11 appears to be an outlier. There is a cluster from 2 to 7 with a peak at 4. The distribution is not symmetric.
6. 11; The outlier raises the mean by 0.3 and increases the spread by 4. It does not change the median.
7. Check student's work.

Practice and Problem Solving: C

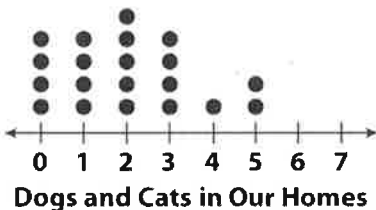
- 1.



2. mean: 29; median: 30; range: 32
3. The spread is from 8 to 40, 8 appears to be an outlier. There is a cluster from 28 to 33 with a peak at 33. The distribution is not symmetric.
4. 8; The outlier lowers the mean by 1 and increases the spread by 14. It does not change the median.
- 5–8. Check student's work.

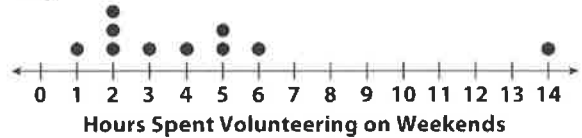
Practice and Problem Solving: D

- 1.



2. mean: 2; median: 2; range: 5
3. B. not symmetric

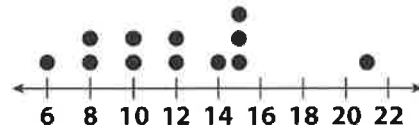
- 4.



5. mean: 4.4; median: 3.5; range: 13
6. B. not symmetric
7. an outlier

Reteach

- 1.



2. 15
3. 12.2
4. 12

Reading Strategies

1. The range is 8. The spread of the data is from 0 to 8 with 8 being an outlier.
2. The mean is 2.1 and the median is 2.
3. Sample answer: There are about the same number of dots on each side of the center of the range.

Success for English Learners

1. The spread of the data is 1 to 7, which is a range of 6.
2. 4.1
3. 4
4. There are more dots on one side of the center of the range than on the other side.

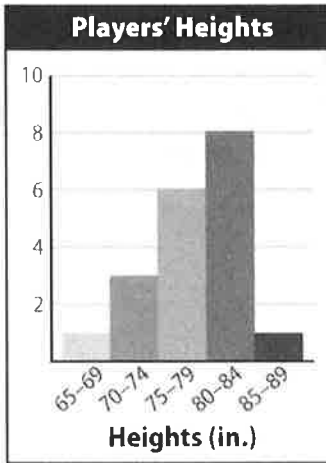
LESSON 16-5

Practice and Problem Solving: A/B

- 1.

Players' Heights	
Heights (in.)	Frequency
65–69	1
70–74	3
75–79	6
80–84	8
85–89	1

2.



3. a. 22; set of data

b. 79; set of data

c. 80; set of data

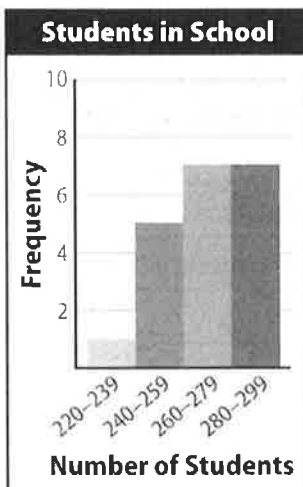
4. Sample answer: The average height of players is about 77.9 inches. I used the mean for the Houston Rockets from the data in the chart.

Practice and Problem Solving: C

1.

Students in School	
Number	Frequency
220-239	1
240-259	5
260-279	7
280-299	7

2.



3. from the set of data

4. in the frequency table or histogram

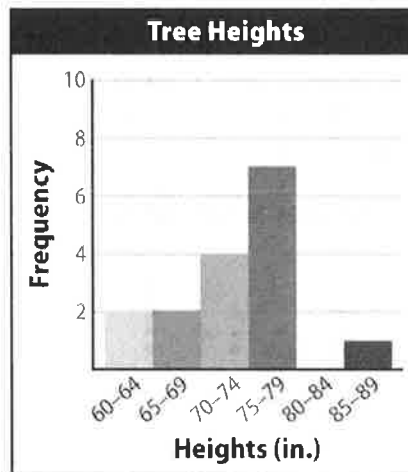
5. box-and-whisker plot, dot plot

Practice and Problem Solving: D

1.

Players' Heights	
Heights (in.)	Frequency
60-64	2
65-69	2
70-74	4
75-79	7
80-84	0
85-89	1

2.



3. 25

4. 74.5

5. 73

6. at the chart of the tree heights

7. range

8. Check students' work. Sample answer: Trees for sale ranging from 61 in. to 86 in.

Reteach

1. the interval from 31-40

2. No, there are no collections in the 1-10-pound interval.

3. the chart showing the 20 collections

4. 33.5

Reading Strategies

1. Sample answer: The ordered list and dot plot make it easy to identify the median, range, and mean. The mean and the range cannot be found using the frequency table and histogram.

Success for English Learners

1. No. They are individual values and not visible in a histogram.
2. Most of the high temperatures are less than 80.

MODULE 16 Challenge

1. 24
2. $Q1 < V1 < M$
3. $21 < V2 < Q1$
4. $V1 > 21$
5. $Q1 = 45$; $M = 66$; $Q3 = 72$; $MAX = 84$
6. Answers will vary, except for 21 and 84. Other points should include five data points between 21 and 45; six data points each in the intervals between 45 and 66 and between 66 and 72; five data points between 72 and 84.

Sample answer: from 21 to $Q1$: 21, 24, 27, 30, 33, and 42; from $Q1$ to M , 48, 51, 54, 57, 60, and 63; from M to $Q3$, 67, 68, 69, 70, 70, and 71; from $Q3$ to and including 84, 75, 76, 78, 79, 81, and 84

Answer Key

- 1 Which answer choice BEST explains the author's purpose in this article?
- (A) to provide an overview of the zoo debate while showing that modern zoos are succeeding in converting critics
 - (B) to demonstrate that while there are valid arguments on both sides of the debate, the pro-zoo side is definitively stronger
 - (C) to show that there are valid points on both sides of the zoo debate and the debate itself has contributed to progress**
 - (D) to argue that there will never be an answer to the zoo debate, so rather than arguing with each other, both sides should work together

- 2 Read the following selection from the section "What Are The Main Arguments Supporting Zoos?"

Humans have kept wild animals in captivity since ancient times, and that isn't going to change, they say. If animals are going to be kept, a well-managed zoo is the best place for them.

What is the MAIN purpose of this pro-zoo argument?

- (A) to appeal to the reader's sense of logic and practicality**
- (B) to appeal to the reader's sense of emotionality and empathy
- (C) to appeal to the reader's sense of concrete moral principles
- (D) to appeal to the reader's sense of connection with history

- 3 Read the selection from the section "What Are The Main Arguments Against Zoos?"

Liz Tyson, director of CAPS, said laws to protect zoo animals have not been effective. "Our ongoing monitoring work over the years has uncovered numerous examples of non-compliance with legal standards but we were shocked to discover the extent of the failings across the industry," she said.

Why does Tyson include the phrase "the extent of the failings"?

- (A) to show that the zoo industry occasionally fails to take care of animals adequately
- (B) to show that the zoo industry's failure to take care of animals is very widespread**
- (C) to show that some zoos in the industry are much worse than others at taking care of animals
- (D) to show that some zoos in the industry have failed so completely at taking care of animals that they have been shut down

Read the paragraph from the section "What Are The Main Arguments Against Zoos?"

Even with more natural enclosures, many believe it is wrong to keep a wild animal in captivity regardless of what its home looks like. Some activists say that all living things should have personhood, meaning they are entitled to rights just as people are. Holding wild animals violates their rights, they say.

Which of the following uses the word "violate" in the MOST similar way to how it is used above?

- (A) It is never OK to violate another person, no matter what.
- (B) Our privacy and freedoms are violated by this new law.**
- (C) They have violated the terms of our peace agreement.
- (D) After writing her name on the tomb's wall, she was accused of violating a historical landmark.

Answer Key

- 1 Which section highlights the idea that grain was an essential and highly regulated foodstuff?
- (A) "A network of smallholdings"
 - (B) "Animal husbandry"
 - (C) "Trade of foodstuffs"
 - (D) "State intervention"**
- 2 Select the paragraph from the section "Crop management" that explains HOW Greek farmers maintained their crops despite unpredictable rain.
- Paragraph 10:**
There is evidence that the Greeks rotated their crops, moving them to different parts of their land each year. In more difficult times, some fields would have been used throughout the year or planted with numerous crops at the same time. Small plots used for growing fruit and vegetables would have been irrigated with small water channels. Trenches were sometimes dug around trees to hold precious rainwater for when it was most needed.
- 3 Which of the following answer choices describes two MAIN ideas of the article?
- (A) Agriculture was vital to the success and trade of ancient Greece. The ports of Athens and Rhodes were especially important places to meet and trade goods.
 - (B) Agriculture was vital to the success and trade of ancient Greece. Greek farmers developed organized farming methods to use the resources and land available.**
 - (C) The Mediterranean climate allowed Greek farmers to grow a variety of crops. Farms in Athens ranged in size from 5 to 20 hectares for the wealthy aristocracy.
 - (D) The Mediterranean climate allowed Greek farmers to grow a variety of crops. The ancient Greeks also used milk from their animals to make items they could trade.
- 4 Which sentence from the article would be MOST important to include in a summary of the article?
- (A) Farming skills allowed the Greeks to produce more food than what they immediately needed.**
 - (B) Anyone could grow crops and own livestock on their own land.
 - (C) During this crucial and busy period, Athens did not hold any religious festivals or government meetings.
 - (D) More animals were reared in areas where land wasn't suitable for agriculture.