



# Compton USD Learning Packet #6

**Seventh Grade**

Name \_\_\_\_\_

# 7th Grade Learning Packet

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1. Read the sentences.

The boys next door were making noise. It made me mad.

How could you combine them using an adjective clause?

- A. The boys next door were making a lot of noise, so I was mad.
- B. The boys next door were making a lot of noise, and it made me mad.
- C. The boys next door were making a lot of noise; therefore, I was mad.
- D. The boys next door were making a lot of noise, which made me mad.

L.7.1.A

2. Read the sentences.

Damian practices baseball every day after school. He plays with his team on Saturdays.

What is the correct combination of the ideas in these two sentences?

- A. Damian practices baseball every Saturday afternoon with his team.
- B. Damian practices baseball every day after school, so he can play with his team on Saturdays.
- C. Damian practices baseball every afternoon, and he rarely plays with his team on Saturdays.
- D. Damian practices baseball every day after school, but he plays with his team only on Saturdays.

L.7.1.B

3. Which sentence contains a misplaced modifier?

- A. Today, when he got home, he seemed really down.
- B. I asked him how his day had gone.
- C. He had a lot of stories about what a terrible day he'd had.
- D. He sat down and told me all about it in the living room.

L.7.1.C

4. Read the sentence.

We ate our picnic under a blue cloudless sky.

Which of these rewrites has the comma in the correct place?

- A. We ate our picnic under a blue, cloudless sky.
- B. We ate our picnic under a, blue cloudless, sky.
- C. We ate our picnic, under a blue cloudless sky.
- D. We ate, our picnic under a blue cloudless sky.

L.7.2.A

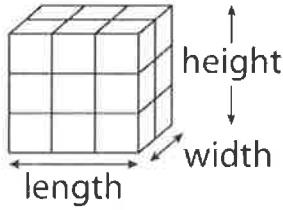
**LESSON**  
**9-5**

# Solving Volume Problems

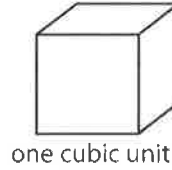
## Reteach

The **volume** of a solid figure is the number of cubic units inside the figure.

A prism is a solid figure that has length, width, and height.



Each small cube represents one cubic unit.

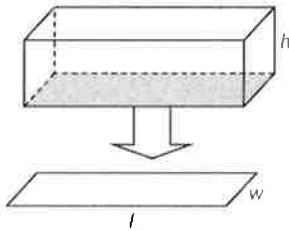


Volume is measured in cubic units, such as  $\text{in}^3$ ,  $\text{cm}^3$ ,  $\text{ft}^3$ , and  $\text{m}^3$ .

The volume of a solid figure is the product of the area of the base ( $B$ ) and the height ( $h$ ).

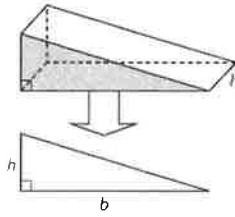
$$V = Bh$$

### Rectangular Prism



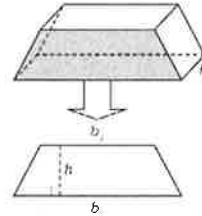
The base is a rectangle.  
To find the area of the base,  
use  $B = lw$ .

### Triangular Prism



The base is a triangle.  
To find the area of the base,  
use  $B = \frac{1}{2}bh$ .

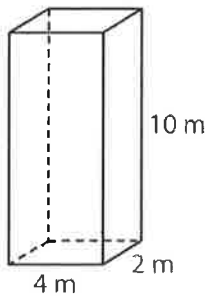
### Trapezoidal Prism



The base is a trapezoid.  
To find the area of the base,  
use  $B = \frac{1}{2}(b_1 + b_2)h$ .

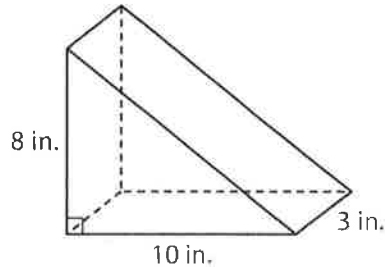
Find the volume of each figure.

1.



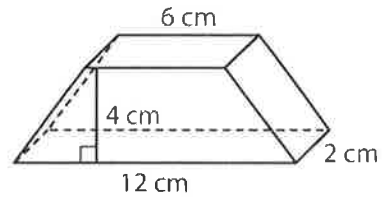
\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

5. In the sentence below, which word is spelled incorrectly?

Surfing is the most popular sport, and indeed when people think of Hawaii they generally recognise it as a surfer's paradise.

- A. popular
- B. indeed
- C. genreally
- D. recognise

L.7.2.B

6. Read the sentence.

Kids play baseball and basketball and skateboard in parking lots and schoolyards and places like that, although they don't have grass, just concrete to play on.

Which is the **BEST** revision of the wordy sentence ?

- A. Kids play baseball and basketball and skateboard in parking lots and schoolyards.
- B. Kids play games and skateboard in parking lots and schoolyards.
- C. Kids play baseball, basketball, and skateboard in parking lots and schoolyards because they do not have grass to play on.
- D. Kids play baseball and basketball and skateboard in parking lots and schoolyards and concrete places like that.

L.7.3.A

7. Read the passage.

"This one is odd," the woman said as she reached for Benito's ugly bowl. She turned it over and saw "B" scratched into the bottom.

To Benito's chagrin, she asked, "Who is 'B'?"

Benito's face burned red, and his mouth was dry as dust. He pulled his lips apart and said, "Me, Madam. I'm Benito."

The woman looked at the curling black design. "Is this an octopus?"

Benito responded, "It's a turtle."

Suddenly, an idea flashed through Benito's head. "That bowl is not for sale, Madam. It is to show you what NOT to buy. Do not buy a bowl whose sides are thick and lumpy."

The word *madam* comes from the French *madame*. What was the original meaning of the word *madame*?

- A. my lady
- B. my friend
- C. my darling
- D. my daughter

L.7.4.A

8. Read the sentence from "A History of Equine Welfare."

The ASPCA worked to prevent cruelty to horses and other animals.

The word cruelty is derived from the Latin word "cruelty," meaning "rude and unfeeling." Using your knowledge of the Latin origin, what is the meaning of the word cruelty?

- A. a state of politeness
- B. a feeling of numbness
- C. saving others from excessive harm
- D. performing actions that cause pain

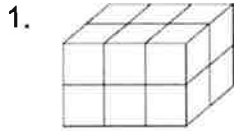
L.7.4.B

**LESSON**  
**9-5**

**Solving Volume Problems**

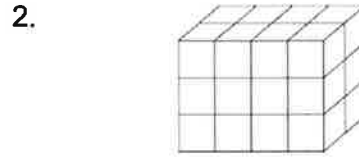
**Practice and Problem Solving: D**

Tell how many cubes are in each figure. The first one is done for you.

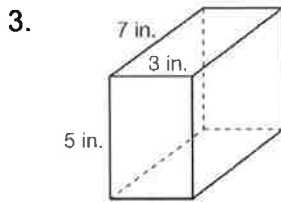


Think: There are  $3 \times 2$  cubes in each layer. There are 2 layers. So, there are  $3 \times 2 \times 2$  cubes.

**12 cubes**

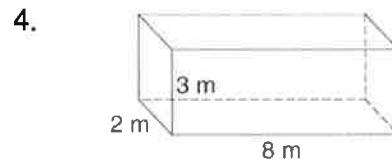


Find the volume of each figure. The first one is done for you.



Think:  $V = lwh$   
 $V = 7 \times 3 \times 5 = 105$

**105 in<sup>3</sup>**

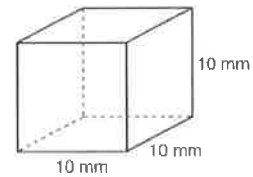


For a school project, students have to build a pyramid of cubes.

5. Each cube will be like the one shown at the right. What are the dimensions of the cube?

length: \_\_\_\_\_ mm      height: \_\_\_\_\_ mm

width: \_\_\_\_\_ mm



6. What is the volume of the cube at the right?

\_\_\_\_\_

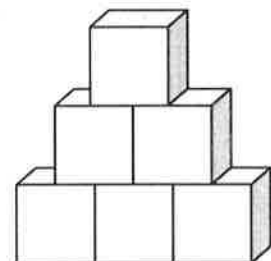
The completed pyramid will look like the figure shown at the right.

7. How many cubes are in the pyramid?

\_\_\_\_\_

8. What is the volume of the entire pyramid?

\_\_\_\_\_







9. Use the information in the box below to answer the question.

retain v.  
1. to keep in a particular place or condition  
2. to keep in mind  
3. to keep possession of something  
4. to keep in one's employ

What does retained mean as it is used in the sentence?

Hoban retained the outer walls and painted them white to cover up any smoke marks.

- A. to keep in a particular place or condition
- B. to keep in mind
- C. to keep possession of something
- D. to keep in one's employ

L.7.4.C

10. Read the sentence in the box below.

A knob had grown on the tree's trunk.

What does the word knob mean in this sentence?

- A. a handle
- B. a rounded lump
- C. a hill
- D. a decoration

L.7.4.D

11. Read the lines from the poem.

"And the constellations tell stories—  
Turned to dreams, they fuse waking and sleep;"

Which literary device does the author use in these lines?

- A. personification
- B. hyperbole
- C. metaphor
- D. allusion

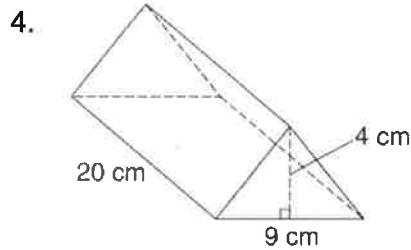
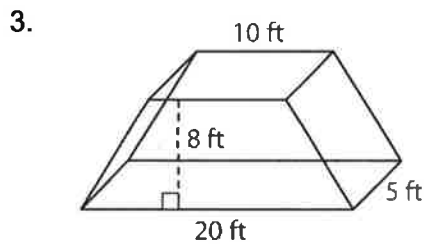
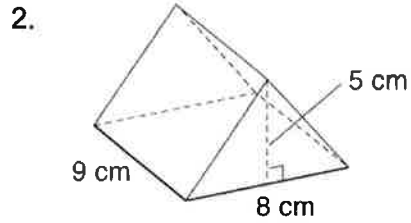
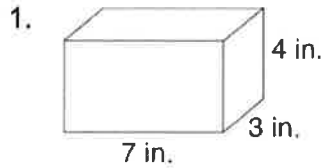
L.7.5.A

**LESSON**  
**9-5**

**Solving Volume Problems**

*Practice and Problem Solving: A/B*

Find the volume of each figure.



Using cheese, Theo made the display shown at right. Use the figure to complete Exercises 5–7.

5. How many cubic centimeters of cheese are in the completed display?

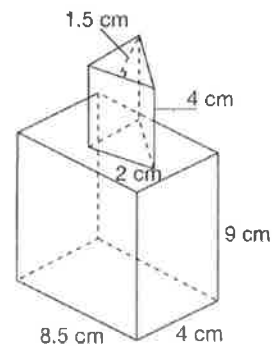
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6. Each kilogram of the cheese Theo used takes up a volume of about 20 cubic centimeters. What is the approximate mass of Theo's display?

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7. Theo's friend made a display with dimensions that were each half as long as those Theo used. What is the approximate mass of Theo's friends display?

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12. Which of the following lines from "Arrival" contain a metaphor?

- A. watching a river of people / flowing off the airplanes—
- B. every single face, watching, / waiting, for the right face.
- C. my pulse / roaring, like a jet engine / coming in to land.
- D. grins and grins, / his wide smile almost as good as a hug.

L.7.5.A

13. Which of the following sentences is an example of imagery?

- A. Peter turned an even brighter shade of red.
- B. I guess I've learned that it's a bad idea to be too curious.
- C. Most younger brothers think that their older brothers act strangely sometimes.
- D. Naturally, that has made me even more determined to discover what Peter is up to.

L.7.5.A

14. Read the sentence.

The man seated himself at his loom; he commenced his daily task.

- A. started
- B. finished
- C. concluded
- D. followed

L.7.5.B

15. Read the sentence.

Over time individuals can improve their memory, enhance their ability to focus, and possibly even get smarter.

Which word has the same connotation as focus as it is used in the text?

- A. concentrate
- B. engage
- C. emphasize
- D. adjust

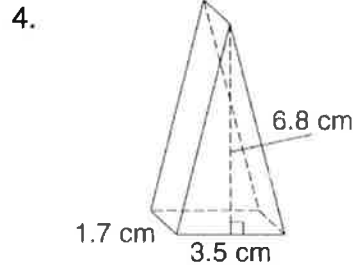
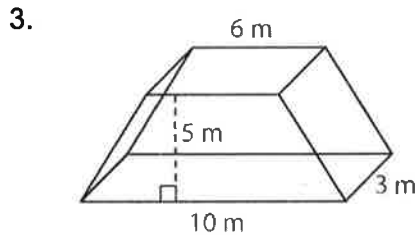
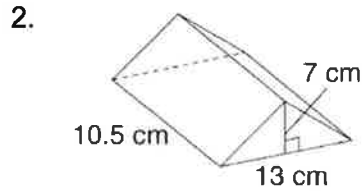
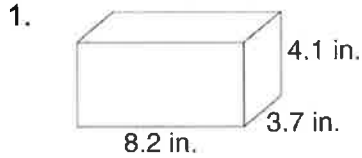
L.7.5.C

**LESSON**  
**9-5**

# Solving Volume Problems

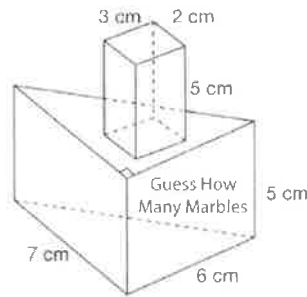
## Practice and Problem Solving: C

Find the volume of each figure.



For the school carnival, Pietro built a clear plastic container to be used in a game called **Guess How Many Marbles**. The container is to be filled with marbles that are 12 millimeters in diameter.

5. Find the volume of the entire container.



6. Marsha says that one marble has a volume of  $904.3 \text{ cm}^3$ , so the container can't hold any marbles. What error did Marsha make?

7. Can you find how many marbles fit in the container by dividing the volume of the container by the volume of 1 marble? Explain your reasoning.

## 16. Read the paragraph.

I spent five summers engineering the "perfect" treehouse. There was one huge oak tree in the tiny yard behind our apartment building, and for some reason, the landlord didn't mind that I used it as a construction site year after year. I fabricated what I thought were elaborate additions—one per summer—until my friends and I had a genuine five-room condo, a perfect location for our super-secret club. It wasn't until years later that I realized my prized creation was nothing more than a crudely nailed together shack with cracks in the walls and a couple of rotting boards for a floor. And we loved it.

What does the word perfect suggest about the narrator's initial thoughts about his construction. Select two:

- A. He thought it was plain and simple
- B. He thought it was extraordinary
- C. He thought he created something spectacular
- D. He thought he and his friends could live in it

L.7.6\*

## 17. Read the paragraph.

The chemistry assignment required the students to test their hypothesis with two different controls.

Which phrase defines *control*?

- A. A battery operated device
- B. Item that remains the same throughout an experiment
- C. Resources need to create an experiment
- D. Regulation of power

L.7.6\*

## 18. Read this sentence from the paragraph.

The German war machine was magnificent, invincible, and for the fourth time in a century the Germans, the exulting Kaiser at their head, might enter Paris.

What is the definition of the underline word?

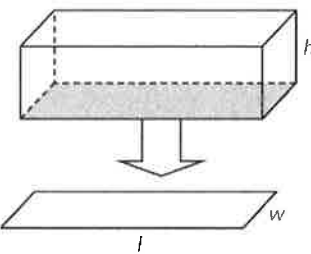
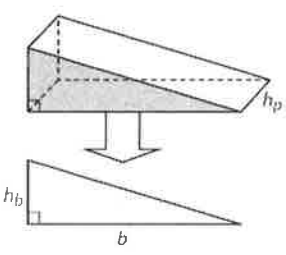
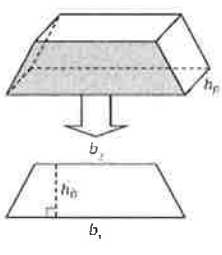
- A. wonderful
- B. unbeatable
- C. historic
- D. impossible

**LESSON**  
**9-5**

# Solving Volume Problems

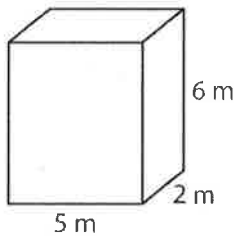
**Reading Strategies: Use a Graphic Organizer**

You can use a graphic organizer to help when you are solving volume problems.

<p><b>Volume of all Prisms</b></p> $V = Bh$ <p>             ↑                      ↑                      ↑              volume            area of            height of              of a                the base        the prism              prism              of prism         </p>	<p><b>Volume of a Rectangular Prism</b></p>  <p>The base is a rectangle. To find the area of the base, use <math>B = lw</math>.</p> $V = Bh = lwh$
<p><b>Volume of a Triangular Prism</b></p>  <p>The base is a triangle. To find the area of the base, use <math>B = \frac{1}{2}bh</math>.</p> $V = Bh = \frac{1}{2}bh_b h_p$	<p><b>Volume of a Trapezoidal Prism</b></p>  <p>The base is a trapezoid. To find the area of the base, use <math>B = \frac{1}{2}(b_1 + b_2)h</math>.</p> $V = Bh = \frac{1}{2}(b_1 + b_2)h_b h_p$

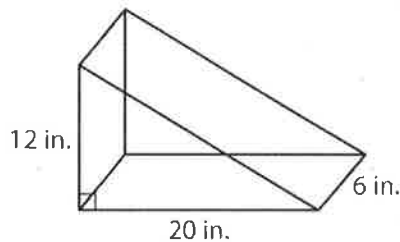
**Find the volume of each figure.**

1.



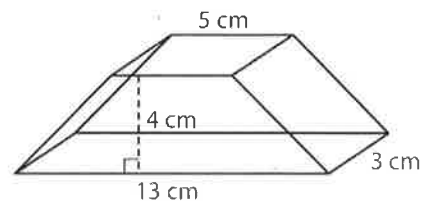
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2.



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3.



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# Assignment

## Making an Inference from Informational Text

**Topic: The Tides**

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

*Read the research report below.*

#### **The Tides of the Ocean**

The tides of the oceans around the world are dependent on the systems of the Earth, specifically the force of gravity. Tides are the continuous bulges in sea waters along coast lines around the world and are largely affected by the gravitational pull from both the sun and the moon.

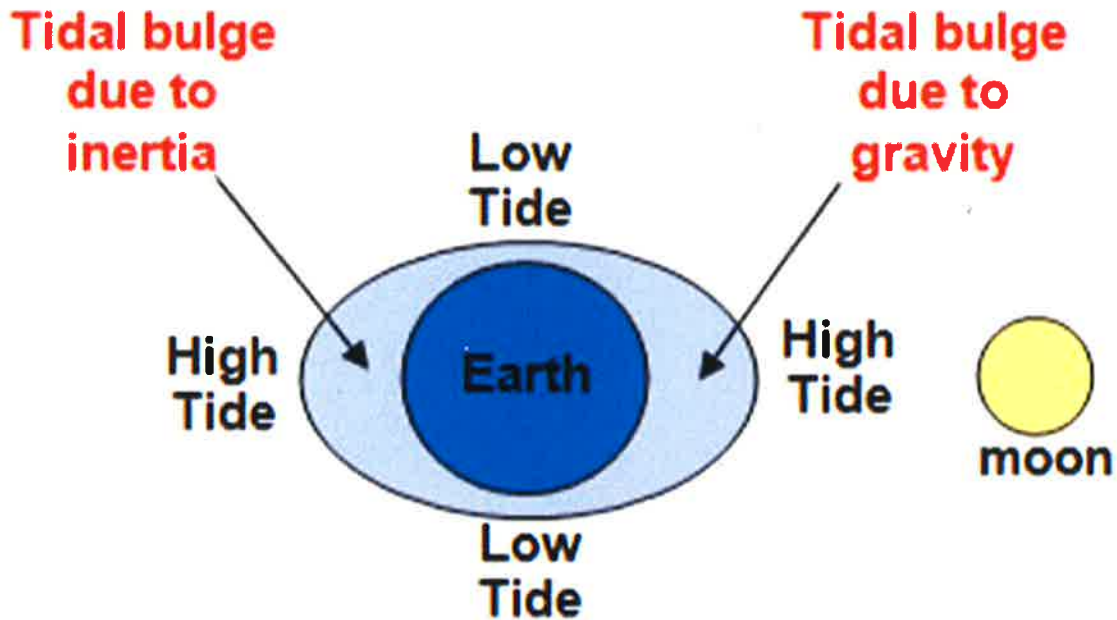
##### **What is a Tide?**

Tides are the rising and falling of sea water by gravitational forces of the moon and the sun on the Earth. Generally, tides change about every twelve hours. This means that there is a predictable pattern of tides each day with low tide and high tide alternating every six hours. Scientists continue to study the formation of tides and how they occur as a result of the gravitational forces exerted by the sun and the moon.

##### **Gravitational Pull**

Gravity is a difficult subject and one that is often misunderstood. Simply put, it is the attraction the Earth exerts on an object. Both mass and velocity, or speed, of an object affect the gravity. It is this attraction from the sun that keeps all of the planets, including

Earth, in orbit. The same force is also responsible for life on Earth. Without gravity and its ability to pull objects and humans toward the ground, life would be impossible. It is gravity that glues humans to the surface of the Earth.



### How Does the Sun Affect the Tides?

The sun works in harmony with the moon and the Earth to create tides. However, the sun is not solely responsible for the rising and falling of the ocean. While the gravitational pull of the sun on the Earth is several times greater than that of the moon, the sun is much farther away. The greatest effects the sun has on the tides is during the new moon and full moon phases.

### How Does the Moon Affect the Tides?

Although both the sun and moon affect the tides, the moon has the greatest impact because of its close proximity to Earth. The moon is primarily responsible for the rising and falling of the seas. Due to the rotation of the Earth on an axis, or a tilt, and the moon's elliptical orbit, the moon draws closer to the Earth about every 12 days. When the moon is nearest the Earth, the tides will peak. The moon's gravity pulls the water directly below it on both sides of the Earth; thus, causing the bulge in seawater. While it is high tide directly below the moon, ninety degrees on either side of the moon is low tide because the moon is not pulling directly on these sides of the Earth.

### Conclusion



As a result of the gravitational pull from both the moon and the sun on the Earth, tides are formed. Tides peak two times each day or every twelve hours depending on the Earth's rotation. Without the sun and the moon, the crests of the ocean waters would not exist.

## 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.*

I infer that the author thinks...

The author thinks that...

I can tell that the author thinks...

## Your Response:

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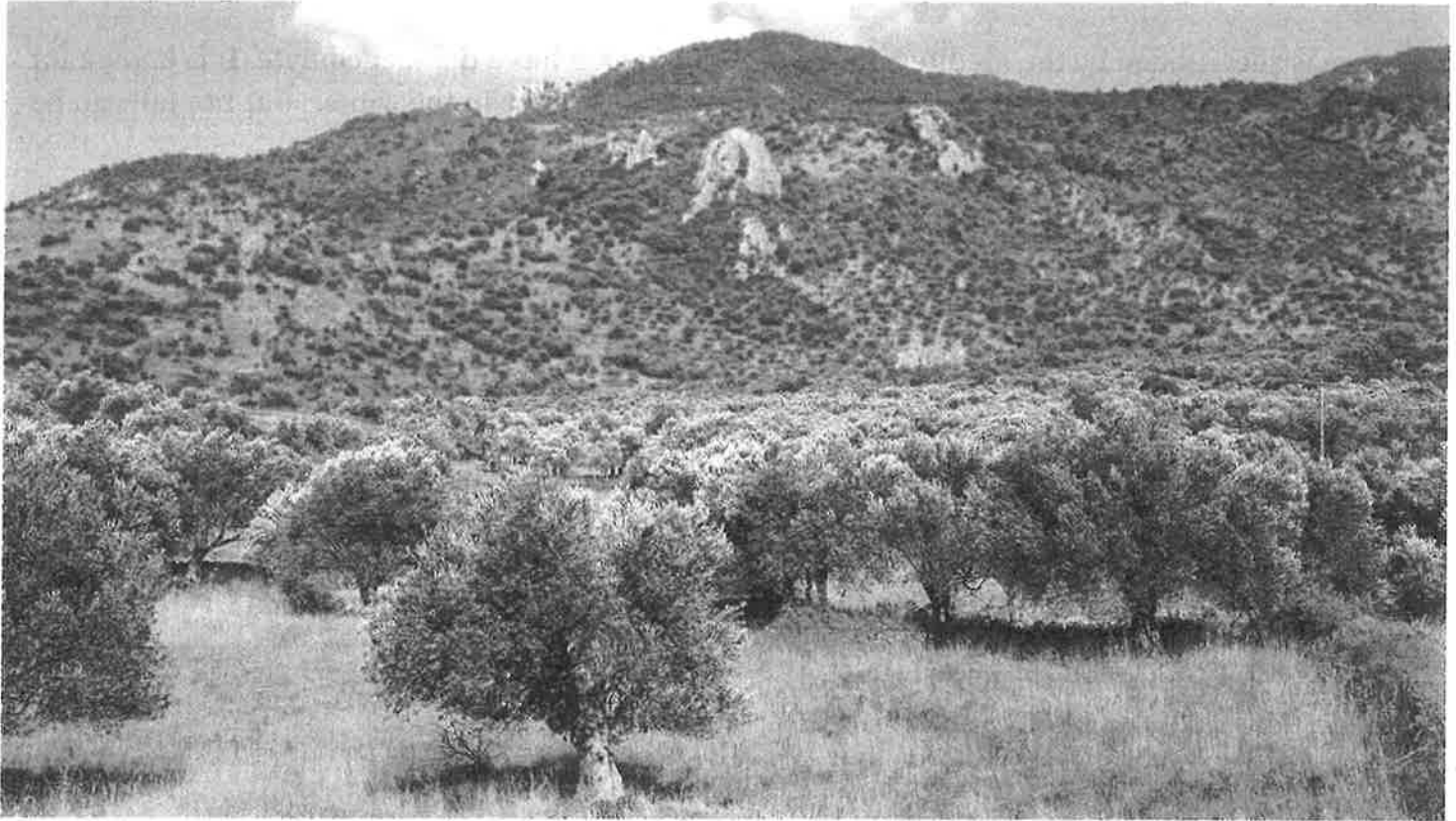


# Food and Agriculture in Ancient Greece

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.



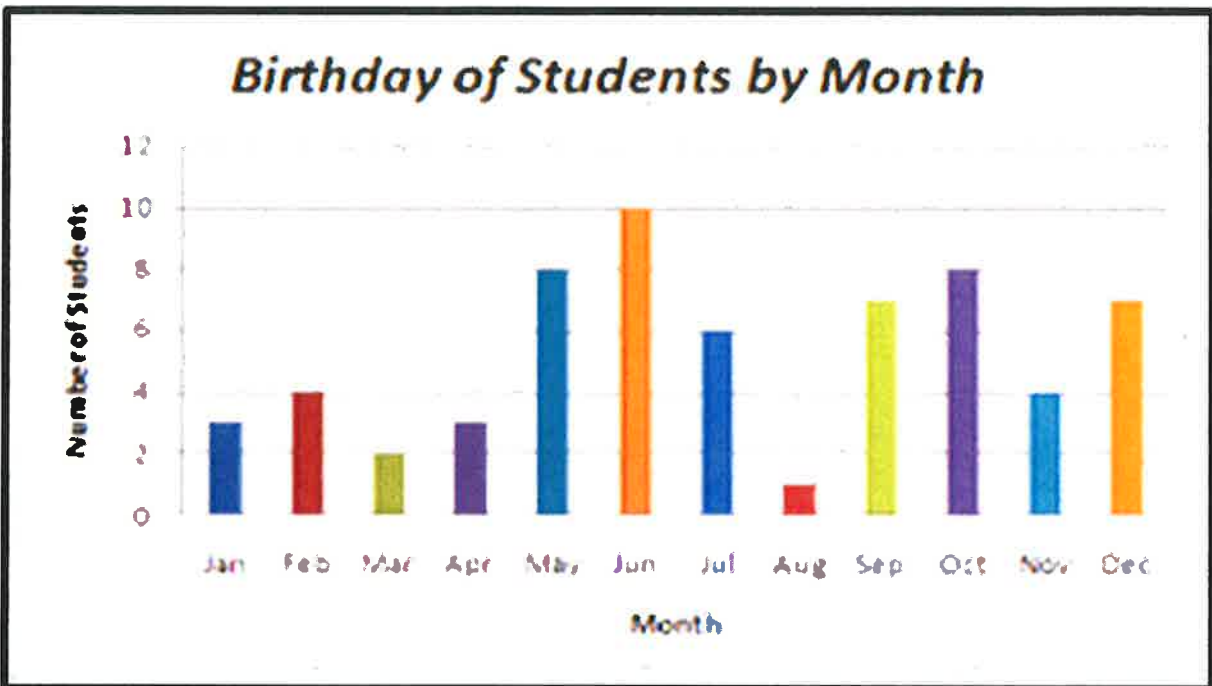
# Compton USD Learning Packet

## 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 \_\_\_\_\_.

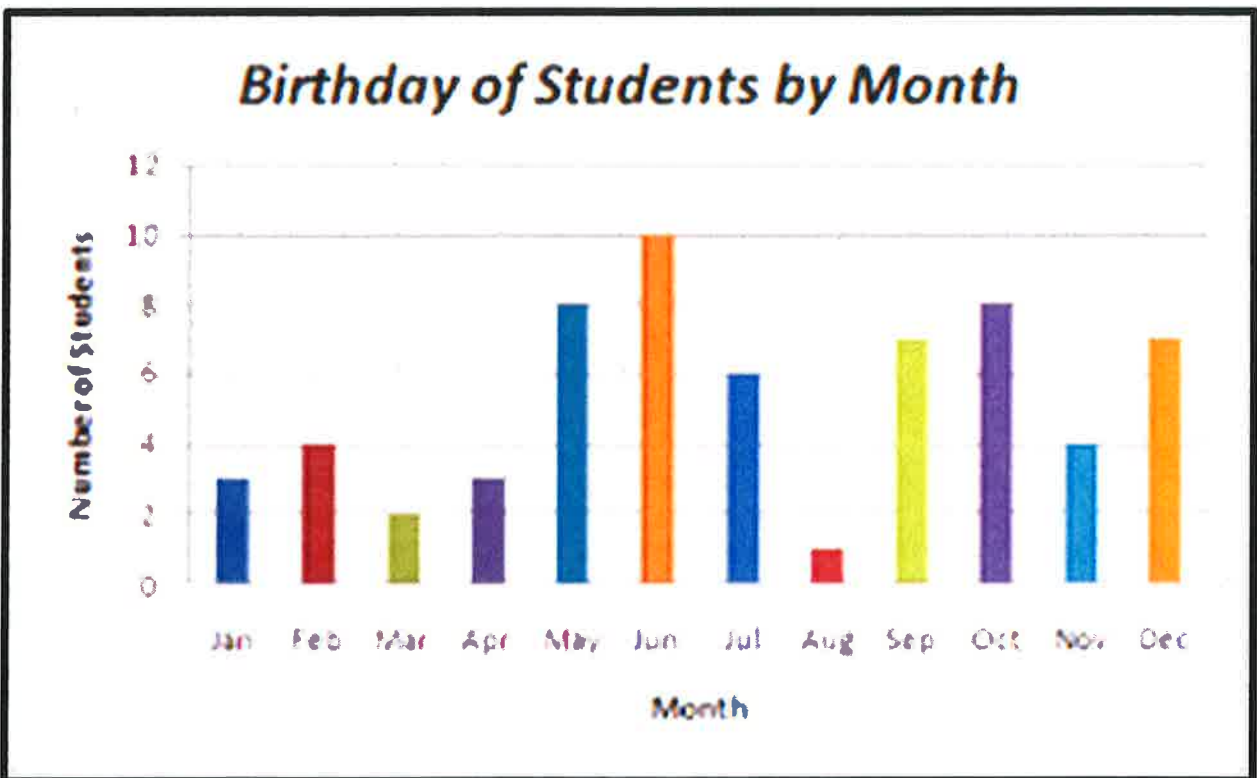
If your answer includes a clear description of the information in the graph, you receive the highest score of 3. **Congratulations!**



Rubric for question 1:

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

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**

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**REASON #2**

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

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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> <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"> <li>• 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.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul>
2	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>
1	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>

## 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)

<b>BEGINNING</b>	<b>MIDDLE</b>	<b>END</b>

### WORD BANK

<b>First,</b>	<b>Next,</b>	<b>Soon,</b>	<b>At the same time,</b>	<b>Finally,</b>
<b>Initially,</b>	<b>Subsequently,</b>	<b>Thereafter,</b>	<b>Meanwhile,</b>	<b>In conclusion,</b>



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

# **Learning Packet**

## **Answer Key**





## 7th Grade Language Spirals Answer Key

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

## 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.

## LESSON 9-4

### Practice and Problem Solving: A/B

1.  $142 \text{ in}^2$
2.  $190 \text{ cm}^2$
3.  $1,236 \text{ cm}^2$
4.  $3,380 \text{ ft}^2$
5. Possible answer: I would find the total surface area of each cube and then subtract the area of the sides that are not painted, including the square underneath the small cube.
6.  $384 \text{ in}^2$

### Practice and Problem Solving: C

1.  $101.4 \text{ in}^2$
2.  $797.4 \text{ m}^2$
3. Check students' guesses.
4. B;  $384 \text{ in}^2$
5. C;  $340 \text{ in}^2$
6. A;  $338.8 \text{ in}^2$
7. Discuss students' guesses and whether they were correct or not.

### Practice and Problem Solving: D

1.  $286 \text{ ft}^2$
2.  $1,160 \text{ ft}^2$
3.  $80 \text{ in}^2$
4.  $124 \text{ in}^2$
5.  $96 \text{ in}^2$
6.  $384 \text{ in}^2$
7.  $480 \text{ in}^2$

### Reteach

1.  $5 \cdot 8 = 40 \text{ in}^2$ ;  $2 \cdot 40 = 80 \text{ in}^2$
2.  $5 \cdot 3 = 15 \text{ in}^2$ ;  $2 \cdot 15 = 30 \text{ in}^2$
3.  $3 \cdot 8 = 24 \text{ in}^2$ ;  $2 \cdot 24 = 48 \text{ in}^2$
4.  $80 + 30 + 48 = 158 \text{ in}^2$
5.  $158 \text{ in}^2$
6.  $340 \text{ in}^2$
7.  $592 \text{ cm}^2$

## Reading Strategies

1. 756 square feet
2. 600 square inches

## Success for English Learners

1.  $32 \text{ cm}^2$
2.  $32 \text{ cm}^2$
3.  $8 \text{ cm}^2$
4.  $8 \text{ cm}^2$
5.  $16 \text{ cm}^2$
6.  $16 \text{ cm}^2$
7.  $112 \text{ cm}^2$
8. Sample answer: There are 3 pairs of surfaces with the same areas: the top and bottom, the left side and right side, the front and back.

## LESSON 9-5

### Practice and Problem Solving: A/B

1.  $84 \text{ in}^3$
2.  $180 \text{ cm}^3$
3.  $600 \text{ ft}^3$
4.  $360 \text{ cm}^3$
5.  $312 \text{ cm}^3$
6. 15.6 kg
7. 1.95 kg

### Practice and Problem Solving: C

1.  $124.4 \text{ in}^3$
2.  $477.8 \text{ cm}^3$
3.  $120 \text{ m}^3$
4.  $20.2 \text{ cm}^3$
5.  $135 \text{ cm}^3$
6. Marsha got the units confused. The volume of one marble is  $7,234.5 \text{ mm}^3$ . Marsha needs to convert that volume to  $\text{cm}^3$ , which is about  $7.2 \text{ cm}^3$ .
7. Answers will vary. Sample answer: If you divide the volume of the container by the volume of 1 marble, you can find the number of marbles that will fit inside the container. However, the volume of all the marbles will not equal the volume of the container, because the marbles are round and there will be empty space.

### Practice and Problem Solving: D

- 12 cubes
- 24 cubes
- $105 \text{ in}^3$
- $48 \text{ m}^3$
- length: 10 mm; width: 10 mm; height: 10 mm
- $1,000 \text{ mm}^3$
- 6 cubes
- $6,000 \text{ mm}^3$

### Reteach

- $80 \text{ m}^3$
- $120 \text{ in}^3$
- $72 \text{ cm}^3$

### Reading Strategies

- $60 \text{ m}^3$
- $720 \text{ in}^3$
- $108 \text{ cm}^3$

### Success for English Learners

- $216 \text{ in}^3$
- $108 \text{ cm}^3$

### MODULE 9 Challenge

- $2(20 + x) \leq 100; x \leq 30$
- $20x > 400; x > 20$
- $0.5(20x) \leq 350; x \leq 35$
- $0.15(20x) \geq 45; x \geq 15$
- $w = 20$  feet and  $30 \text{ feet} \geq l > 20$  feet
- $5 \text{ ft} \leq r \leq 7 \text{ ft}$
- $31\frac{3}{7} \text{ ft} \leq C_p \leq 44 \text{ ft}$
- $44 \text{ ft} \leq C_w \leq 56\frac{1}{7} \text{ ft}$
- $157\frac{1}{7} \text{ ft}^3 \leq V \leq 308 \text{ ft}^3$