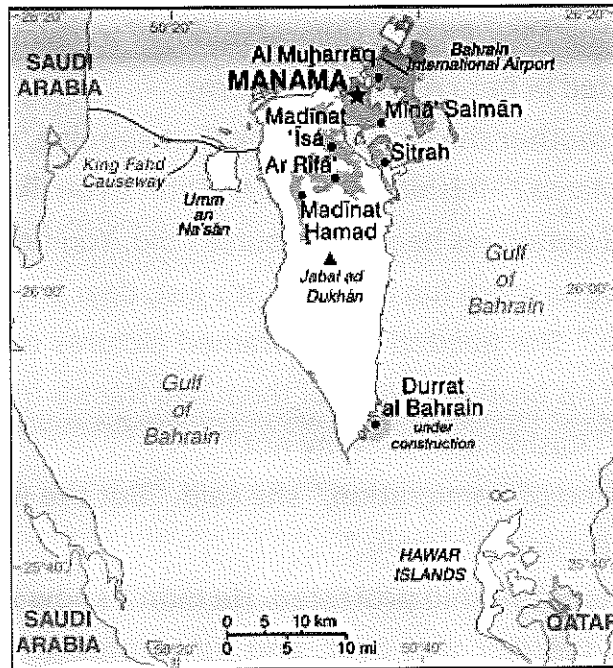


## About the Island

By ReadWorks



Rashid grew up in a very different Bahrain from the Bahrain of his parents, his grandparents, and their grandparents. But he was nine years old and didn't know anything about his country's history. He went to school with friends from all over the world, so he assumed that Bahrain had always been full of all kinds of people.

His best friend was Seher, a girl whose parents grew up in Pakistan. They had moved to Bahrain when Seher was a baby. Seher's best friend was a girl named Prajakta. Her family came from India, which confused Rashid slightly because he thought Indian people were meant to have darker skin. When he asked Seher about this, she explained that Indians from different parts of the country had different complexions. Prajakta was from central India, a state called Maharashtra, and most people there had fair skin and light eyes.

The next time Rashid sat next to Prajakta in class, he took careful note of her eyes and found that Seher was correct: Prajakta's eyes were practically hazel! He smiled to himself, and then realized Prajakta had noticed him staring at her.

"What are you looking at, silly?" she said.

"Oh, nothing," he said. "I was just looking at the color of your eyes."

“Ooh, Rashid was looking into Prajakta’s eyes,” class clown Thomas said in a singsong voice. “Rashid has a crush on Prajakta! Ooh!”

The whole class began oohing at this statement, making Prajakta blush in fury and Rashid laugh and laugh. It took Mrs. Biggins several minutes to calm her students. “Stop being so daft, all of you,” she scolded in her crisp British accent.

When Rashid told his mother the story at home that evening, she sighed.

“What’s the matter, Mama?” Rashid asked her. “Didn’t you like my story?”

His mother smiled and petted his head. “Of course I did. You tell wonderful stories, and I’m glad you and your friends have so much fun at school. It’s just, dear boy, that you don’t know much about where you come from.” She pointed at the framed pictures on the wall. “Those are your uncles, your grandfather, and his brothers. None of them had friends from India and England.”

“What do you mean?” Rashid asked. “Why not?”

“Bahrain has been a land of immigration,” she said. “But the world looked different back then. Let me tell you about Bahrain’s history.”

“We do history in school,” Rashid protested. He didn’t know if he wanted to sit through another lecture. The harsh summer was over, and he wanted to be outside playing soccer while the days were still long and warm.

“This isn’t the kind of history that Mrs. Biggins or Mrs. O’Hare will know,” his mother said. “Your teachers are very well-educated, of course, but they came here from Britain just a few years ago to teach at our international schools. To really learn about Bahrain, you need to talk to someone who has been here for a long time.”

“Like you or Baba?” Rashid asked his mother, becoming more interested in what she was saying.

“That’s right. Rashid, you are part of a family that has lived on this island since 1783, but Bahrain’s history goes back even further in time. Four thousand years ago, there was a completely different civilization in this part of the world, called the Dilmun civilization. The Dilmun people were very active traders, bringing all kinds of goods to and from the Middle East. And so Bahrain and its neighbors received a lot of immigrants, who were traveling along the trade route.”

“What did they trade back then?” Rashid asked.

“People didn’t have computers and books and toys,” his mother said with a smile. “What do you think was around four millennia ago?”

Rashid was stumped. He looked at the photos of his family for help, but they smiled benevolently down at him. “They didn’t have computers back then,” he said to his mother, “but I have one now, and I can use it to find out!”

“Excellent,” his mother laughed. “I will start working on dinner while you do some research.”

Rashid was amazed to learn that the Dilmun civilization centered around the tiny island he was growing up on now, back when Bahrain’s population was much smaller—nowhere near the 1.1 million people here today. At the time of the Dilmun civilization, he learned, people traded raw materials such as timber, ivory, lapis lazuli, gold, and pearls from the Persian Gulf.

“Pearls, Mama!” Rashid announced to his mother. She was instructing the chef about dinner preparations and held up her hand, telling Rashid to wait until she was finished.

“What were you saying, Rashid?” she asked him, once she had finished speaking to the chef.

“We may not trade timber or ivory anymore, but I know that Bahrain is famous for its pearls.”

Every day, on his way to school, Rashid’s driver used to take him past the Pearl Roundabout, one of the most famous and beautiful monuments on the island—that is, until the government had destroyed the monument in 2011 because of all the protests occurring there. Now the driver took him a different way to avoid the monument’s glaring absence. Rashid still missed it.

“That’s right,” his mother said. “And it’s still a big part of our economy. The archipelago of Bahrain has been an important pearl trading center for centuries.”

“Archipelago?”

“That’s the word for a group of islands,” his mother said. “Did you know the word for Bahrain means two seas, for the two main islands that make up the country?”

Rashid didn’t wait to hear any more. He had already dashed off to call Seher and tell her all the things he had learned.

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

1. Where does this story take place?

- A) India
- B) Pakistan
- C) Bahrain
- D) Britain

2. Rashid's mother tells Rashid about the history of Bahrain. What motivates Rashid's mother to do this?

- A) She wants Rashid to know the history of where he comes from.
- B) She wants to help Rashid study for an upcoming history test in school.
- C) She wants to keep Rashid from going outside to play soccer with friends.
- D) She wants Rashid to learn about Bahrain's role in the pearl industry.

3. Bahrain has a very long history. What evidence from the passage best supports this conclusion?

- A) Bahrain has historically played a large role in the pearl industry.
- B) Bahrain has been an island of immigrants.
- C) The Dilmun civilization traded goods to and from the Middle East.
- D) Four thousand years ago, Bahrain was part of the Dilmun civilization.

4. Based on the story, what conclusion can you make about Rashid's family?

- A) They are a relatively new family in Bahrain.
- B) They are a very old, rich family in Bahrain.
- C) They do not value their history in Bahrain.
- D) They do not like the new immigrants in Bahrain.

5. What is this story mostly about?

- A) Rashid learns about the history of Bahrain.
- B) Rashid learns about people from different parts of India.
- C) Rashid has a crush on Prajakta, a girl from India.
- D) Rashid learns the meaning of the word "archipelago."

6. Read the following sentences: “[Prajakta’s] family came from India, which confused Rashid slightly because he thought Indian people were meant to have darker skin. When he asked Seher about this, she explained that Indians from different parts of the country had different **complexions**. Prajakta was from central India, a state called Maharashtra, and most people there had fair skin and light eyes.”

As used in this sentence, what does the word “**complexion**” mean?

- A) the color of the iris of the eye
- B) an attitude toward foreign people
- C) the color or appearance of the skin
- D) a style of traditional Indian dress

7. Choose the answer that best completes the sentence below.

The Dilmun civilization traded a number of raw materials with the Middle East, \_\_\_\_\_ timber, ivory, and pearls.

- A) obviously
- B) therefore
- C) meanwhile
- D) including

8. Bahrain is an important trading center of what commodity?

---

---

---

---

9. Why did Bahrain receive a lot of immigrants during the Dilmun civilization?

---

---

---

---

10. Based on the story, how has Bahrain changed since the Dilmun civilization, and how has it stayed the same? Support your answer using information from the story.

---

---

---

---

## Selective Breeding



Charles Darwin, a British naturalist who lived in the 19th century, is best known for his book *On the Origin of Species*. In it, Darwin established the idea of evolution that is widely accepted today. He proposed that all species alive have evolved through adaptation to their surroundings. Natural selection, the process by which varied traits that increase survival and enable reproduction are passed down from generation to generation, is probably the most famous principle from the book. Darwin's book also addresses the perhaps less well-known concept of artificial selection. Today artificial selection is more often called "selective breeding." Selective breeding involves breeding animals or plants for a specific, typically desirable trait. By doing so, the desired genes from the plant or animal will be passed on to its offspring.

Dog breeding is one of the most common examples of artificial selection. You need only to tune into a dog show on TV to see the power of selective breeding at work. Crossbreeds, for example, are dogs born from parents of two different breeds. Mixed breeds are born from parents of more than two breeds, and pure breeds are born from a single breed. All three varieties are featured in most dog shows. Many of these dogs were bred to achieve certain desirable physical or behavioral traits.

Beyond the context of dog shows, dogs are a particularly interesting example of selective breeding. After all, we call dogs "man's best friend" for a reason. Dogs originally evolved from wolves. Eventually, humans were breeding different types of dogs to accomplish certain jobs. For example, some dogs were bred to hunt well. Others were bred with desired traits to herd cattle. But it was a trait known as "tamability," or a dog's ability to be tamed and live among people, that resulted in humans keeping dogs as pets. Now that many people live relatively quiet, domestic lives, how well a dog can herd sheep is not of huge importance. What matters most is whether a dog makes a good companion.

Charles Darwin may have been the first to describe the process of selective breeding, but the practice may be more than 2,000 years old. The Romans are said to have practiced selective breeding among their livestock, favoring cows that produced a lot of milk. But it wasn't until the 18th century that farmers began practicing it on a large, industrial scale.

Today, farmers breed chickens to have extra-large breasts and to lay a lot of eggs. A wild fowl—a chicken that lives in the woods—lays between 20 and 30 eggs per year. In contrast, a chicken born out of selective breeding can lay as many as 300 eggs per year.

In the same way that chickens are selectively bred for having more meat and laying a greater amount of eggs compared to wild chickens, cattle are often selectively bred either for more meat or for more abundant milk production compared to cattle in the wild. Over the course of the 1700s, the size of bulls sold for slaughter increased dramatically—from around 300 pounds (about 140 kilograms) to nearly 800 pounds (about 360 kilograms)—as a result of selective breeding. Also as a result of selective breeding, the dairy cow, which does not display a lot of girth or muscle, can produce enough milk for 10 calves. One can identify a dairy cow by its udders, which can hold over 5 gallons (over 19 liters) of milk.

Even though people selectively breed to yield animals with desired traits, there are dangers to selective breeding. Temple Grandin, an animal welfare advocate, notes that breeding animals for size and strength interferes with natural animal processes. Breeding roosters for muscle, for example, can make them top-heavy and unsteady on their feet, interfering with their courtship dances. This, in turn, can alienate them from hens.

Speaking of hens, what about those that were bred to lay 300 eggs per year? Laying one egg a day makes a hen's bones brittle, since the eggs soak up the bird's calcium supply. And what about so-called broiler chickens—the ones that are bred for their large breasts? Often, their bodies grow so fast that their skinny legs can't support them.

Cows required to produce enough milk for 10 calves tend to burn out quickly. Cows not subject to selective breeding can live up to 30 years without burning out. But prolific dairy cows tend to make it just four or five years before they are considered worthless, and then they are sent to be slaughtered.

Selective breeding comes with both benefits and drawbacks. Think of all the joy that dogs have offered humans in the form of companionship over the last 100 years. Selective breeding is to thank for man's best friends. And yet, the pain and suffering that livestock endure makes us think twice. It is important to keep in mind that, in some cases, the negative consequences of selective breeding may outweigh the positive.

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

1. According to the text, what is artificial selection most often called?

- A) natural selection
- B) evolution
- C) selective breeding
- D) desirable traits

2. What does the text describe?

- A) experiments completed to analyze the differences and similarities between animals bred for certain traits and animals not bred for certain traits
- B) the attitudes of different societies to selective breeding
- C) different examples of animals that have evolved through adaptation to their surroundings
- D) different examples of selective breeding and the impact of selective breeding on some animals

3. The text explains that selective breeding involves breeding animals or plants for specific desirable traits. For example, humans bred different types of dogs to accomplish certain jobs. Farmers breed chickens for having more meat and laying a greater amount of eggs. Cattle are often selectively bred either for more meat or for more milk production. The text also notes that breeding animals for size and strength interferes with natural animal processes. Based on this information presented in the text, who benefits from the traits different animals are bred for?

- A) humans breeding the animals
- B) the animals being bred by the humans
- C) both the humans breeding the animals and the animals being bred by the humans
- D) animals not being bred by humans

4. The author includes examples of broiler chickens and dairy cows that burn out quickly. How do these examples support the author's statement that "selective breeding comes with both benefits and drawbacks"?

- A) These examples highlight the benefits.
- B) These examples highlight the drawbacks.
- C) These examples highlight both the benefits and drawbacks.
- D) These examples highlight the benefits of natural selection.



5. What is this passage mostly about?

- A) breeding for “tamability” in dogs
- B) the history of selective breeding from the Romans to today
- C) the advantages and disadvantages of selective breeding
- D) the problems associated with selective breeding in industrial farms

6. Read the following sentence: “Even though people selectively breed to **yield** animals with desired traits, there are dangers to selective breeding.”

What does “yield” mean as used in the text?

- A) to produce
- B) to surrender
- C) to endanger
- D) not worth much money to remove

7. Choose the answer that best completes the sentence below.

Temple Grandin, an animal welfare advocate, notes that breeding animals for size and strength interferes with natural animal processes. \_\_\_\_\_, breeding roosters for muscle can make them top-heavy and unsteady on their feet, interfering with their courtship dances.

- A) For example
- B) As a result
- C) Most importantly
- D) In contrast

8. Give an example of a positive effect of selective breeding.

---

---

---

9. Give an example of a negative effect of selective breeding.

---

---

---

**10.** How can the author's view of selective breeding best be described? Use information from the text to support your answer.

---

---

---

---

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

## NTI 7th math - Day #4

## Question 1 of 10

Name the property shown.

$$\left(\frac{4}{7} + \frac{6}{9}\right) + \frac{3}{5} = \frac{4}{7} + \left(\frac{6}{9} + \frac{3}{5}\right)$$

- A. commutative
- B. identity
- C. distributive
- D. associative

## Question 2 of 10

Which of the following is not another way to write the problem?

$$2 + 3 + 6$$

- A.  $3 + 2 + 6$
- B.  $6 + 2 + 3$
- C.  $6 + 3 + 2$
- D.  $2 \times 3 + 6$

## Question 3 of 10

Which of the following demonstrates the Commutative Property of Addition?

- A.  $4(5 + 6) = 4 \times 5 + 4 \times 6$
- B.  $(4 + 5) + 6 = 4 + (5 + 6)$
- C.  $4 + 5 + 6 = 5 + 4 + 6$
- D.  $4 + 0 = 4$

## Question 4 of 10

Which is an example of the commutative property of multiplication?

- A.  $4 \times 5 = 2 \times 2 \times 5$
- B.  $4 \times 5 = 5 \times 4$
- C.  $2 \times (3 \times 4) = (2 \times 3) \times 4$
- D.  $4 \times 1 = 4$

## Question 5 of 10

Which of the following is not another way to write the problem,  $\frac{1}{2} \times \frac{1}{6} \times 3$ ?

- A.  $3 \times \frac{1}{2} \times \frac{1}{6}$
- B.  $\frac{1}{3} \times \frac{1}{2} \times \frac{1}{6}$
- C.  $\frac{1}{6} \times 3 \times \frac{1}{2}$
- D.  $\frac{1}{2} \times 3 \times \frac{1}{6}$

## Question 6 of 10

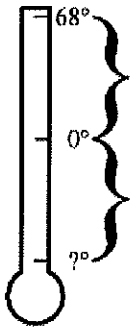
Which of the following is not another way to write the problem?

$$\frac{1}{2} \times \frac{1}{6} \times 3$$

- A.  $3 \times \frac{1}{2} \times \frac{1}{6}$
- B.  $\frac{1}{3} \times \frac{1}{2} \times \frac{1}{6}$
- C.  $\frac{1}{6} \times 3 \times \frac{1}{2}$
- D.  $\frac{1}{2} \times 3 \times \frac{1}{6}$

## Question 7 of 10

The temperature in Jane's house is 68 degrees.



What value, when combined with 68 degrees, will equal 0?

- A. 136 degrees
- B. 68 degrees
- C. -34 degrees
- D. -68 degrees

## Question 8 of 10

When working with fractions, which statement below is true?

- A. You must always find a common denominator before working any type of problem that contains a fraction.
- B. You must always cross cancel before working any type of problem that deals with fractions.
- C. You need to cross cancel when adding or subtracting fractions.
- D. You need to find a common denominator when adding or subtracting fractions.

## Question 9 of 10

Which statement shows the Associative Property of Addition?

- A.  $(4 + 5) + 6 = 6 + (4 + 5)$
- B.  $4(5 + 6) = 20 + 24$
- C.  $4 + 5 = 5 + 4$
- D.  $(4 + 5) + 6 = 4 + (5 + 6)$

Question 10 of 10

Sara solved  $2\frac{1}{2} + 4\frac{2}{5} + 3\frac{1}{2} + 3\frac{3}{5} = 14$  by changing the problem to  $2\frac{1}{2} + 3\frac{1}{2} + 4\frac{2}{5} + 3\frac{3}{5} =$

14.

Which property did she use?

- A. commutative
- B. associative
- C. distributive
- D. identity

Copyright © Discovery Education Assessment 2016. Proprietary Information. All rights reserved.