



Our Students. Their Moment.

**New York State Testing Program  
Grade 6 Common Core  
English Language Arts Test**

**Released Questions with Annotations**

**August 2014**

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## **New York State Testing Program Grade 6 Common Core English Language Arts Test**

### **Released Questions with Annotations**

With the adoption of the New York P-12 Common Core Learning Standards (CCLS) in ELA/Literacy and Mathematics, the Board of Regents signaled a shift in both instruction and assessment. Starting in the Spring 2013, New York State began administering tests designed to assess student performance in accordance with the instructional shifts and the rigor demanded by the Common Core State Standards (CCSS). To aid in the transition to new assessments, New York State has released a number of resources, including test blueprints and specifications, sample questions, and criteria for writing assessment questions. These resources can be found at <http://www.engageny.org/common-core-assessments>.

New York State administered the ELA/Literacy and Mathematics Common Core tests in April 2014 and is now making a portion of the questions from those tests available for review and use. These released questions will help students, families, educators, and the public better understand how tests have changed to assess the instructional shifts demanded by the Common Core and to assess the rigor required to ensure that all students are on track to college and career readiness.

#### ***Annotated Questions Are Teaching Tools***

The released questions are intended to help educators, students, families, and the public understand how the Common Core is different. The annotated questions demonstrate the way the Common Core should drive instruction and how tests have changed to better assess student performance in accordance with the instructional shifts demanded by the Common Core. They are also intended to help educators identify how the rigor of the State tests can inform classroom instruction and local assessment. To this end, these annotated questions will include instructional suggestions for mastery of the CCLS. The annotated questions will include both multiple-choice and constructed-response questions. With each multiple-choice question released, a rationale will be available to demonstrate why the question measures the intended standards; why the correct answer is correct; and why each wrong answer is plausible but incorrect. Additionally, for each constructed-response question, there will be an explanation for why the question measures the intended standards and an annotated rubric with sample student responses that would obtain each score on the rubric.

#### ***Understanding ELA Annotated Questions***

##### **Multiple Choice**

Multiple-choice questions are designed to assess Common Core Reading and Language Standards. They will ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will only be answered correctly if the student comprehends and makes use of the whole passage. For multiple-choice questions, students will select the correct response from four answer choices.

Multiple-choice questions will assess Reading Standards in a range of ways. Some will ask students to analyze aspects of text or vocabulary. Many questions will require students to combine skills. For example, questions

may ask students to identify a segment of text that best supports the central idea. To answer correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions will require more than rote recall or identification. Students will also be required to negotiate plausible, text-based distractors<sup>1</sup>. Each distractor will require students to comprehend the whole passage.

The rationales describe why the distractors are plausible but incorrect and are based in common misconceptions regarding the text. While these rationales will speak to a possible and likely reason for selection of the incorrect option by the student, these rationales do not contain definitive statements as to why the student chose the incorrect option or what we can infer about knowledge and skills of the student based on their selection of an incorrect response. These multiple-choice questions were designed to assess student proficiency, not to diagnose specific misconceptions/errors with each and every incorrect option.

The annotations accompanying the multiple-choice questions will also include instructional suggestions for mastery of the CCLS measured.

### **Short Response**

Short-response questions are designed to assess Common Core Reading and Language Standards. These are single questions in which students use textual evidence to support their own answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students will be expected to write in complete sentences. Responses should require no more than three complete sentences

The rubric used for evaluating short-response questions can be found both in the grade-level annotations and in the Educator Guide to the 2014 Grade 6 Common Core English Language Arts Test at [www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics](http://www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics).

### **Extended Response**

Extended-response questions are designed to measure a student's ability to **Write from Sources**. Questions that measure Writing from Sources prompt students to communicate a clear and coherent analysis of one or two texts. The comprehension and analysis required by each extended response is directly related to grade specific reading standards.

Student responses are evaluated on the degree to which they meet grade-level writing and language expectations. This evaluation is made using a rubric that incorporates the demands of grade specific Common Core Writing, Reading, and Language standards. The integrated nature of the Common Core Learning Standards for ELA and Literacy require that students are evaluated across the strands (Reading, Writing, and Language) with longer piece of writing such as those prompted by the extended-response questions.

The information in the annotated extended-response questions focuses on the demands of the questions and as such will show how the question measures the Common Core Reading standards.

The rubric used for evaluating extended-responses can be found both in the grade-level annotations and in the Educator Guide to the 2014 Grade 6 Common Core English Language Arts Test at [www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics](http://www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics).

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<sup>1</sup> A distractor is an incorrect response that may appear to be a plausible correct response to a student who has not mastered the skill or concept being tested.

***These Released Questions Do Not Comprise a Mini Test***

This document is NOT intended to show how operational tests look or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the new test reflects the demand of the CCSS.

The released questions do not represent the full spectrum of standards assessed on the State tests, nor do they represent the full spectrum of how the Common Core should be taught and assessed in the classroom. Specific criteria for writing test questions as well as additional assessment information is available at [www.engageny.org/common-core-assessments](http://www.engageny.org/common-core-assessments).

# Directions

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Read this poem. Then answer questions XX through XX.

*Ponies and donkeys were once used in mines to pull carts of ore—in the United States as well as Great Britain.*

## The Pit Ponies

*by Leslie Norris*

They come like the ghosts of horses, shyly,  
To this summer field, this fresh green,  
Which scares them.

5 They have been too long in the blind mine,  
Their hooves have trodden only stones  
And the soft, thick dust of fine coal,

And they do not understand the grass.  
For over two years their sun  
Has shone from an electric bulb

10 That has never set, and their walking  
Has been along the one, monotonous  
Track of the pulled coal-trucks.

They have bunched their muscles against  
The harness and pulled, and hauled.  
15 But now they have come out of the underworld

And are set down in the sun and real air,  
Which are strange to them. They are humble  
And modest, their heads are downcast, they

20 Do not expect to see very far. But one  
Is attempting a clumsy gallop. It is  
Something he could do when he was very young.

When he was a little foal a long time ago  
And he could run fleetly on his long foal's legs,  
And almost he can remember this. And look,

25 One rolls on her back with joy in the clean grass!  
And they all, awkwardly and hesitantly, like  
Clumsy old men, begin to run, and the field

Is full of happy thunder. They toss their heads,  
Their manes fly, they are galloping in freedom.

30 The ponies have come above ground, they are galloping!



Why are the ponies scared in line 3?

- A** They are unable to see where they are headed.
- B** They are unfamiliar with the world above ground.
- C** They are uncomfortable being around other ponies.
- D** They are unsure why they are no longer in the mine.

**Key: B**

**MEASURES CCLS: RL.6.2:**

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgments.

**HOW THIS QUESTION MEASURES RL.6.2:**

This question measures RL.6.2 because it asks students to show understanding of a central idea of the poem. The idea that the ponies are at first frightened because they are unfamiliar with the world above ground due to a lifetime spent in underground mines is central to the poem. Students selecting a correct response demonstrate an understanding of a central idea of the poem as it is conveyed through particular details.

**WHY CHOICE "B" IS CORRECT:**

Students selecting "B" show understanding of the central idea of the poem: the pit ponies are scared of the world above ground because it is unfamiliar. Line 4 states that the ponies "have been too long in the blind mine," while line 7 says, "they do not understand the grass." These details establish an unfamiliarity with their new surroundings. Lines 4 through 14 describe the world of the underground mine that they do know, and lines 15 through 17 explain that they are now in "sun and real air,/Which are strange to them." Life above ground is unfamiliar because the ponies have spent their lives below ground in pit mines.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen "A" believing the ponies' fearfulness stems from being unable to see where they are going. Students may have inferred that the ponies cannot see because the text reads, "blind mine" in line 4. This line does not mean the ponies are blind but rather describes the experience of being in the mine. In lines 18 and 19 the poet also writes "they/Do not expect to see very far," but these lines describe the limited distance the ponies could see in the darkened environment of the mines. In line 3, the ponies are above ground and are able to see far ahead.

**Choice C:** Students may have chosen "C" because line 1 reads "shyly," meaning that the ponies seem uncomfortable; however, the text does not allude to the ponies being uncomfortable with one another. Also, in lines 17 and 18, the ponies "are humble/And modest, their heads are downcast," which supports the idea that they are uncomfortable. The text makes it clear though that the ponies' fear is of the unfamiliar world above ground.

**Choice D:** Students may have chosen "D" because the pit ponies are unfamiliar with these new surroundings and the reason for their emergence from the mine is not explained in the poem. However, the poet does not focus on this uncertainty as the cause of the ponies' fear. Most of the poem supports their fear as coming from their lack of familiarity with the world above ground.

**HOW TO HELP STUDENTS MASTER RL.6.2:**

Choices "A," "C," and "D" present inferences that have varying support in the poem about why the ponies are frightened, but only the conclusion in "B" is well-supported. "A" and "C" are reasonable but lack evidence in the poem to support them. "D" indicates a legitimate inference, but little of the poem is spent raising or addressing why the ponies are no longer in the mine. To help students succeed with questions measuring RL.6.2, instruction can focus on building students' capacity to comprehend grade-level complex texts and activities and discussions that ask students to link specific details to central themes or ideas in a poem or other text.

What is the central theme of the poem?

- A** the appeal of discovering the unknown
- B** the thrill of newfound freedom
- C** the promise of a well-planned future
- D** the wonder and beauty of nature

**Key: B**

**MEASURES CCLS: RL.6.2:**

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgments.

**HOW THIS QUESTION MEASURES RL.6.2:**

This question measures RL.6.2 by asking students to identify the central theme of the poem. Students selecting the correct response are able to use the details of the poem to determine its essential message based on details from the poem.

**WHY CHOICE "B" IS CORRECT:**

Students selecting "B" are able to link specific details and sections from the poem to its central message. In lines 4–15, the poem describes the limited lives led by the ponies in the underground mines. In lines 16–19, the poem describes their unfamiliarity with the world above ground. Beginning in line 19, a shift occurs where the author describes the ponies rediscovering how to gallop in the open field. In line 29, the ponies are "galloping in freedom," establishing that they have found freedom in their new surroundings, away from the dark and closed mines. The central theme of this series of descriptions, supported by the stark contrast in the mood and the descriptive language between the first and second halves of the poem, is the thrill of newfound freedom.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students selecting "A" show an understanding of the positive outcome for the ponies indicated by "the appeal of discovering" as the ponies adjust to the world above ground. However, the poem describes the ponies as remembering running above ground before (lines 20–24), so they are not discovering anything "unknown." Furthermore, the poem's contrast of life below and above ground focuses on a discovery of freedom (line 29), making "B" the most accurate choice.

**Choice C:** Students may have chosen "C" because the change to the ponies' world (lines 15–30) could point to a more positive future. The poem, however, does not articulate any "promise," nor does it mention the future of the ponies.

**Choice D:** Students may have chosen "D" because the poem includes positive language about the "sun and real air," and "joy in the clean grass." These details, however, are secondary to the overall theme of the ponies' change from startled to "galloping in freedom."

**HOW TO HELP STUDENTS MASTER RL.6.2:**

Choices "A," "C," and "D" all present reasonable inferences about the central message of the poem, but only "B" accurately captures the poem's theme. To help students succeed with questions measuring RL.6.2, instruction might focus on building students' capacity to comprehend grade-level complex texts and developing statements about a central theme or claim by looking closely at textual details throughout a poem. This may be done by naming a topic or a feeling, then asking what the poet or author is trying to say about that topic or feeling.

In line 7, why don't the ponies "understand the grass"?

- A** They are sick from breathing in too much coal dust.
- B** They are too old to remember where they are going and why.
- C** They have injured legs from pulling heavy coal-trucks.
- D** They have lived most of their lives in a dark and stony space.

**Key: D**

**MEASURES CCLS: RL.6.1:**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**HOW THIS QUESTION MEASURES RL.6.1:**

This question measures RL.6.1 because it asks students to explain the meaning of a specific situation in the text based on evidence present in the text. A student selecting the correct answer shows an ability to use textual evidence to understand what the text implies.

**WHY CHOICE "D" IS CORRECT:**

Students selecting "D" have used textual evidence to arrive at a full understanding of the meaning of a line of the poem. The poet describes how "Their hooves have trodden only stones/And the soft, thick dust of fine coal" (lines 5 and 6) and "their walking/Has been along the one, monotonous/Track of the pulled coal-trucks" (lines 10 through 12). Because the ponies are used to walking on stones, dust, and track, grass has become unfamiliar to them and they do not "understand" it.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen "A" because the poem describes a harsh existence where the ponies "have trodden only stones/And the soft, thick dust of fine coal" (lines 5 and 6), and "have bunched their muscles against/The harness" (lines 13 and 14). Although the ponies are described as "ghosts" (line 1) and the conditions they have been living in are described in unappealing terms, the poem presents no evidence that the ponies are sick from breathing in coal dust.

**Choice B:** Students may have chosen "B" because the poem describes in lines 20–24 how the ponies have distant memories of this scenario, implying that they may be old. But these lines also establish that the ponies remember well what to do and are quickly rolling and galloping outside.

**Choice C:** Students may have chosen "C" because the poem describes the ponies pulling coal-trucks (line 12) and have "bunched their muscles against/The harness and pulled, and hauled (lines 13 and 14). The poem also describes how the ponies are initially clumsy in learning how to gallop (line 20). But there is no evidence that pulling coal-trucks has injured them and that this is why they do not "understand" what grass is.

**HOW TO HELP STUDENTS MASTER RL.6.1:**

To help students master questions that measure RL.6.1, instruction might focus on building students' capacity to comprehend grade-level complex texts and providing guiding questions and instructing students to locate textual evidence to support interpretive and analytical statements made about texts.

In line 1, what does the simile “like the ghosts of horses” suggest?

- A** Living in the mine has made the ponies fierce.
- B** The ponies are sick because of conditions in the mine.
- C** Working underground has changed the ponies.
- D** The ponies look dreadful covered with dust from the mine.

**Key: C**

**MEASURES CCLS: RL.6.4:**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**HOW THIS QUESTION MEASURES RL.6.4:**

This question measures RL.6.4 because it asks students to interpret a simile. Students selecting the correct response show an ability to understand the full meaning of a simile as it is used in the poem.

**WHY CHOICE “C” IS CORRECT:**

Students selecting “C” demonstrate the ability to identify qualities of the ponies that fit with ideas about what ponies emerging from a pit mine might be like, based on the poet’s descriptions. Describing the ponies as ghost-like horses suggests the ponies are weakened or at least changed versions of their former selves, not fully alive and not fully ponies. As the ponies reacquaint themselves with the grass and galloping, they undergo a change from their time in the mine. This suggests that working in the mines changed the ponies. Given that the other choices use the words fierce, sick, and covered with dust, all of which are details that are not included in the poem, the choice that describes the ponies as changed is the best option.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen “A” because the poem describes the difficult labor the ponies did in the mines. However, the poem does not describe the ponies as fierce. Rather, the poem uses words such as “shyly,” “humble and modest,” and “clumsy” to describe the ponies in the outside world. Thus, the simile “like ghosts of horses” cannot be connected to the ponies being fierce.

**Choice B:** Students may have chosen “B” because the poem describes the physical condition the horses experienced in the mines (lines 4–14). These include hauling coal-filled sleds in dark and dusty conditions. The poem does not say though that the ponies were ever sick because of these conditions, nor any other reasons. Although it may be inferred that sickness may lead to a ghostly appearance, the idea that the ponies were ill from their time in the mines is not supported by the poem.

**Choice D:** Students may have chosen “D” because the text describes how the ponies have walked only on “soft, thick dust of fine coal” (line 6) and inferred that the ponies looked like ghosts. The poem does not say that the ponies are covered in dust, nor does it use any descriptive language that alludes to the ponies looking dreadful due to the dust.

**HOW TO HELP STUDENTS MASTER RL.6.4:**

Choices "A," "B," and "D" present interpretations of the simile "like the ghosts of horses" that may refer to details in the poem, but do not accurately interpret the meaning of the phrase. To help students succeed with questions measuring RL.6.4 and analyzing similes, instruction can focus on building students' capacity to comprehend grade-level complex texts and analyzing possible qualities that bridge the two subjects being compared in the simile, then eliminating those qualities that are not plausible or supported by textual details.

What is the importance of lines 19 through 24?

- A** They suggest that the ponies prefer playing to working.
- B** They show the feelings experienced by one unusual pony.
- C** They reveal what was once natural behavior for the ponies.
- D** They indicate that one pony is much smarter than the others.

**Key: C**

**MEASURES CCLS: RL.6.5:**

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**HOW THIS QUESTION MEASURES RL.6.5:**

This question measures RL.6.5 by asking students to consider why the author has included the details present in a particular section of the poem and how those details fit into the development of the poem. A student selecting the correct response demonstrates an understanding of how details from part of the poem lead to an understanding of the poem as a whole.

**WHY CHOICE "C" IS CORRECT:**

Students selecting "C" demonstrate an understanding of how the details in lines 19 through 24 in the poem contribute to the meaning of the poem. Lines 20–21 read, "It is/Something that he could do when he was very young," inferring that the pony had once experienced the freedom to run in a field and reveal to the reader that the ponies have not spent their entire lives in the pit mines. The details in lines 19–24 contrast with the description the poem gives of the ponies' lives in the mines, where they only walk on a "monotonous track" (lines 11–12) and cannot see the light of the sun. The fact that the ponies had once run in the outdoors reveals that they are returning to their more natural state.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** A student selecting "A" has made a valid inference that is supported by the text; however, the text does not fully support the inference. While the poem does suggest that the ponies enjoy their galloping in the fields, lines 19–24 communicate to the reader that they had done this before. These lines serve as a transition from the description in lines 4–14 of their experience in the mines to the latter lines of the poem that describes their freedom.

**Choice B:** Students may have chosen "B" because the poem indeed describes how a lone pony relearns how to run and gallop; however, the lines carry even greater importance as they reveal that the pony has done this before. This information is new to the reader and reveals that the ponies are doing something that "was once natural." These details are meant to illustrate the general experience of all the emerging ponies and contribute to the theme of rediscovered freedom.

**Choice D:** Students may have chosen "D" because the author singles out one pony that discovers how to run again. The poem continues to describe another pony rolling on the grass and ends with all the ponies galloping together. Rather than demonstrating the intelligence of one pony, the author clues in the audience to the fact that these ponies had experienced this kind of freedom before.

**HOW TO HELP STUDENTS MASTER RL.6.5:**

While choices "A," "B," and "D" do refer to textual details in the stated lines, only "C" accurately captures the importance of the lines in the context of the entire poem. To help students succeed with questions measuring RL.6.5, instruction can focus on building students' capacity to comprehend grade-level complex texts and on how specific details help the reader understand a main theme in a poem or text. Instruction might also focus on how an author chooses to include certain details at specific places in a text and analyze the impact of these choices on a reader's understanding of the text and the text itself.

In line 28, what is the “happy thunder”?

- A** the sound of a storm approaching
- B** the sound of the ponies running
- C** the sound of the trucks in the mine
- D** the sound of a pony rolling on the grass

**Key: B**

**MEASURES CCLS: RL.6.4:**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**HOW THIS QUESTION MEASURES RL.6.4:**

This question measures RL.6.4 because it asks students to determine the meaning of a figurative phrase. Students selecting the correct response demonstrate the ability to identify an accurate interpretation of a phrase by using textual details.

**WHY CHOICE “B” IS CORRECT:**

Students selecting “B” demonstrate the ability to link the figurative phrase “happy thunder” in line 28 to textual details surrounding the phrase. In line 27, the poet describes how the ponies relearn to gallop in the field. Immediately following this line, the author uses the phrase “happy thunder.” The author uses the word “thunder” to describe a loud sound, in this case the horses running. The author also qualifies the word “thunder” with “happy,” which tells the reader that the word is being used figuratively as thunder itself cannot be happy.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen “A” because the word “thunder” is often associated with a storm. The author uses the term figuratively, which is evident because of the use of the word “happy” to describe the “thunder.” Together, the words form a figurative rather than a literal phrase to describe the contentment of the horses as they make a loud noise galloping across the field.

**Choice C:** Students may have chosen “C” because one of the poem’s settings is a mine. Although trucks in a mine would produce a loud sound, trucks are never mentioned in the poem. This section of the poem describes ponies learning how to run and not sounds in a mine. Also, “trucks in the mine” would not explain the author’s use of “happy.”

**Choice D:** Students may have chosen “D” because line 25 depicts a pony “on her back with joy in the clean grass!” While this line would certainly account for the author’s use of “happy” in line 28, it does not account for the use of “thunder.” Rolling in the grass would not produce the kind of sound that warrants the term “thunder,” making “B” the best choice.

**HOW TO HELP STUDENTS MASTER RL.6.4:**

Choices “A,” “C,” and “D” all present options which account for part of the description, “happy thunder,” but only “B” fully explains the meaning the poet most likely intended within the context of the poem. To help students succeed with questions measuring RL.6.4, instruction can focus on building students’ capacity to comprehend grade-level complex texts and linking figurative language to words and details surrounding the phrase in order to determine its meaning.

## The Sea Turtle's Built-In Compass

by Sudipta Bardhan

If you were bringing friends home to visit, you could show them the way. You know the landmarks—a big red house, a bus-stop sign, or even a pothole in the front of your driveway. But what if you were swimming in the middle of the Atlantic Ocean, where everything looks almost the same? Could you find your way home?

5 A loggerhead sea turtle could. It's born with a magnetic sense that tells it how to find its way from any place on Earth.

These big turtles swim thousands of miles each year. But somehow, they know which way to turn to stay in warm waters where there is a lot of food.

10 Loggerheads also seem to have a good memory for places, even for places they have seen just once before. Each female will lay eggs only on the beach where she was born, even if she hasn't returned since she hatched. Each year, she goes back to the same beach. That means a baby loggerhead must figure out exactly where it is from the moment it hatches.

15 "We think that the loggerhead turtles have a global-positioning system of sorts," explains Dr. Ken Lohmann, "and that it is somehow based on Earth's magnetic field."

This global-positioning system, or magnetic sense, is important. It helps the turtles locate what they need to live—from the best spots for finding food to their home beaches. Understanding the turtles' magnetic sense will help researchers figure out which areas are important for the survival of this endangered species.

20 It isn't such a stretch to think that loggerheads may have a magnetic sense. Scientists already know of several animals that can detect magnetic fields. Whales, honeybees, birds, fish, and even some bacteria use Earth's magnetic field to find their way. Many of these animals, including loggerheads, have a substance called magnetite in their bodies. That's what may give them their magnetic sense.

25 A difference between other animals and loggerheads, though, is the way they learn to use their magnetic sense. Young whales, honeybees, and birds can learn from adults. Loggerheads are abandoned as eggs.

30 With no adults to learn from, how do hatchlings figure out how to use their magnetic sense? Lohmann thinks they use cues from the environment. One of the cues he tested was light on the horizon.

Baby loggerheads hatch only at night. However, a small amount of light reflects off the ocean. The light makes that region brighter than the rest of the sky. Heading toward the light helps loggerheads get quickly out to sea, where they can find food.

35 Turtles hatching in eastern Florida first swim east, since that is the direction of the light. Lohmann tested whether hatchlings use this light source to set their magnetic compasses.

“We outfitted each hatchling with a cloth bathing suit that was attached to a fishing line and set them free in the tank,” says Lohmann. The fishing line was connected to a tracking system so a computer could record which way the turtles swam.

40 Around the tank, the scientists set up electrical coils to create a magnetic field that matched the Earth’s. They set a dim light to either the “east” or the “west” of the magnetic field. Then they let the hatchlings go.

45 At first, the hatchlings swam toward the light, no matter where it was. After scientists turned off the light, the turtles that had seen the light in the “east” always swam toward “east.” When the researchers reversed the magnetic field, these turtles turned around and swam toward the new “east.” They had learned how to use their built-in compass.

Turtles that had seen the light in the “west” swam toward “west.” In the wild, swimming west would take them the wrong way—away from the ocean. So the light helped set the built-in compass, even if it did give the wrong direction.

50 Turtles that had their first swim in total darkness swam in random directions.

These experiments showed that loggerheads use cues from the outside world to set their magnetic sense. Loggerheads can detect magnetic fields from birth, but at first they don’t know what they mean. After they follow the cues from their surroundings, they remember the “correct” magnetic direction.

55 Lohmann’s work has led others to protect the loggerheads’ habitat. For example, if a turtle hatches on a beach with a bright boardwalk, the turtle may be confused about which lights to follow. If it turns the wrong way, its magnetic sense may be warped forever. That would make survival hard for the turtle.

60 Lohmann is working to find other factors that are important in helping sea turtles find their way around the world. Many questions about these beautiful ocean creatures have still not been answered, so researchers have a lot of ideas to study.

Which detail is **most** helpful for understanding the central idea of the article?

- A** Loggerhead turtles hatch in eastern Florida.
- B** Loggerhead turtles prefer to feed in warm waters.
- C** Scientists are interested in protecting animal habitats.
- D** Scientists have studied how different animals navigate.

**Key: D**

**MEASURES CCLS: RI.6.2:**

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**HOW THIS QUESTION MEASURES RI.6.2:**

This question measures RI.6.2 because it asks students to determine which detail is most helpful for understanding the central idea. The central idea concerns the inherent, internal magnetic navigation system that loggerhead turtles use to find their way from any place in the world. Students selecting a correct response demonstrate an understanding of a central idea as conveyed through particular details.

**WHY CHOICE "D" IS CORRECT:**

Students selecting "D" show an understanding of the central idea of the article: how the built-in compass helps loggerhead turtles find their way throughout the world. Students selecting this answer understand that, to find how the turtles navigate, scientists need to compare what they know about the turtles to other animals. Lines 20 through 24 present other animals that scientists know can detect magnetic fields like the turtles do, while lines 40–50 present experiments that explore this ability.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen "A" because lines 29 through 50 describe experiments testing Lohmann's hypothesis about loggerheads setting their internal compasses based on environmental cues, in this case the light on the horizon as it appears to loggerheads hatched in eastern Florida. However, the text is clear that navigation is an inherent property for turtles and, as such, is not dependent on the location of the turtles' birth.

**Choice B:** Students may have chosen "B" because lines 7 and 8 state that loggerheads prefer warm waters where they know they will find food. This fact refers more to the turtle's memory and its ability to find any place it has been one time. So, turtles will remember where abundant food sources are. However, this textual detail is minor, as the rest of the article does not discuss feeding habits, but focuses on the turtle's navigation ability.

**Choice C:** Students may have chosen "C" because line 55 states that Dr. "Lohmann's work has led others to protect the loggerheads' habitat." Line 56 lists some possible ways that a turtle might become confused after it hatches, but this fact does not help a reader understand the central idea of the article - how the turtles are able to navigate using their magnetic sense of direction.

**HOW TO HELP STUDENTS MASTER RI.6.2:**

Choices "A," "B," and "C" present facets of the central idea about how loggerhead turtles learn to use their magnetic guidance system, but only "D" exhibits an aspect that is necessary to understanding how loggerheads navigate differently. To help students succeed with questions measuring RI.6.2, instruction can focus on building students' capacity to comprehend grade-level complex texts and activities and discussions that ask students to identify specific details in a text that relate to a central idea.

Why are lines 9 through 13 important to the article?

- A** They show how the turtles hatch eggs.
- B** They show the types of beaches turtles prefer.
- C** They explain why the turtles travel long distances.
- D** They explain why the turtle's sense of direction is so important.

**Key: D**

**MEASURES CCLS: RI.6.5:**

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**HOW THIS QUESTION MEASURES RI.6.5:**

This question measures RI.6.5 because it asks students to show understanding of how a particular section is important to the article overall. Lines 9 through 13 explain why the turtle's sense of direction is important to its survival. Students selecting a correct response understand that the section explains the importance of memory to sea turtles.

**WHY CHOICE "D" IS CORRECT:**

Students selecting "D" show an understanding of how a section of a text fits into the structure and meaning of the whole text. The passage explains how turtles are able to find their "way from any place on Earth" (line 6). Lines 9 through 13 establish that this trait must be nurtured from the moment the turtles hatch. This connects with a subsequent discussion (lines 16–19) that link the section in the question with the overall point of the passage.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen "A" because line 10 establishes that female turtles will lay their eggs on the same beach where she was hatched. This establishes a pattern of inherent behavior in the turtles. Students may have inferred that the section shows how females lay their eggs; however, it explains why the magnetic sense of direction is so important to turtles—so they can return to the beaches where they were born.

**Choice B:** Students may have chosen "B" because the lines specify that turtles return to the beaches where they hatched. However, the text does imply that the turtles return to their hatching place because they prefer certain types of beaches. It does mean that their magnetic sense of direction allows them to find the beaches where they hatched in order to lay their own eggs.

**Choice C:** Students may have chosen "C" because they inferred that turtles may have to travel long distances to return to their native hatching place. While the text does mention that these "turtles swim thousands of miles each year," it does not clarify that they swim such distances due to their memory. Lines 9 through 13 show how important the turtle's sense of direction is to the species' survival, not how far a turtle has to travel to return to its place of birth.

**HOW TO HELP STUDENTS MASTER RI.6.5:**

To select choice "D" students must recognize the way lines 9–13 relate to the overall point of this passage. Choices "A," "B," and "C" are based on inferences that are not supported by direct textual evidence. To help students succeed with questions measuring RI.6.5, instruction can focus on building students' capacity to connect sections of a text to the structure of the text and the overall development of ideas.

Why do loggerhead hatchlings have to learn differently from the way many other animals learn?

- A** They hatch when it is dark outside.
- B** They do not have adults to teach them.
- C** They do not live completely on land.
- D** They depend on their surroundings.

**Key: B****MEASURES CCLS: RI.6.1:**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**HOW THIS QUESTION MEASURES RI.6.1:**

This question measures RI.6.1 because it asks students to determine what the text states explicitly. Students must recognize that unlike other animals, baby turtles must learn how to use their magnetic sense of direction without the help of adults.

**WHY CHOICE "B" IS CORRECT:**

Students selecting "B" show an understanding of the difference between baby turtles and other animals that use magnetic sense is that the turtles do not have an adult to learn from (lines 25–26). When the turtles hatch, they are on their own. Their instincts will guide them to the water. Lines 5 and 6 explain that the turtles' magnetic sense guides them in the correct direction. Lines 12 and 13 explain that the baby loggerheads must figure out where they are the moment they hatch. Line 27 tells readers that the turtles "are abandoned as eggs."

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen "A" because the text states that loggerhead turtles are born at night (line 31). However, that is not the reason they learn differently from other animals. The text establishes that since they are abandoned, they have no adults to serve as models of behavior.

**Choice C:** Students may have chosen "C" because the turtles' environment encompasses both land and sea. Lines 3 and 4 raise the question of difficulty of finding one's bearings in the middle of an ocean. Lines 5 and 6 explain that loggerheads, because of their magnetic sense, can. Students may have inferred that learning to live on land and in the ocean is learning differently. However, lines 25 through 27 explain that the turtles are abandoned as eggs, and when they hatch, they have no adults to teach them.

**Choice D:** Students may have chosen "D" because the text states that the hatchlings use their surroundings to learn how to use their magnetic sense (lines 31–54). Their surroundings when they hatch are the beaches, where they are near enough to the water to find their bearings. This is not, however, the reason why they learn differently. When they hatch, they do so alone with no adult guidance, which makes them different from other animals.

**HOW TO HELP STUDENTS MASTER RI.6.1:**

Choices "A," "C," and "D" present information that relates to the text, but only "B" states the reason that loggerheads learn differently. To help students succeed with questions measuring RI.6.1, instruction can focus on building students' ability to comprehend grade-level complex texts and identifying specific, relevant evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Scientists conducted experiments to track the movements of baby turtles because they

- A** wanted to study how quickly turtles learn new behavior
- B** were hoping to recreate turtle territories in a laboratory
- C** were hoping to discover where turtles hatch
- D** wanted to learn how turtles react to light

**Key: D**

**MEASURES CCLS: RI.6.3:**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**HOW THIS QUESTION MEASURES RI.6.3:**

This question measures RI.6.3 because it asks students to identify an event that helps illustrate a key idea in the text. To answer correctly, students must recognize the way a specific example of the text's central idea is developed through the scientist's experiment.

**WHY CHOICE "D" IS CORRECT:**

Students selecting "D" show an understanding of a link between the result of the experiment (lines 53–54) and the central idea in the passage (how turtles navigate). The experiment shows how light cues help the turtles set their built-in compass (lines 43 through 49). Lines 53 and 54 conclude that following the cues helps the turtles set their magnetic sense.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen "A" because line 43 explains that turtles swam toward the light wherever it was, and when the magnetic fields were reversed (lines 45 and 46), the turtles adapted quickly to the change in magnetic fields. However, the experiment was not to see how quickly they adapted or learned new behaviors, but to see what triggers those behaviors since they have no adult role models.

**Choice B:** Students may have chosen "B" because the tank the scientists created mimicked the Earth's magnetic field (lines 40 and 41). However, the experiment's purpose was to ascertain how turtles learned behaviors without adult role models to follow, not whether they could re-create the turtles' habitat.

**Choice C:** Students may have chosen "C" because the turtle eggs usually hatch on the beach, but scientists tried re-creating the habitat (lines 37 through 43) to see how turtles knew which way to go toward the water in total darkness, not to find where on the beach the eggs hatch.

**HOW TO HELP STUDENTS MASTER RI.6.3:**

To select Choice "D" students must recognize the connection between the purpose of the scientist's experiment and the overall point in the passage. Choices "A," "B," and "C" present aspects of the experiment that are not directly related to the overall point of the text or lack textual support. To help students succeed with questions measuring RI.6.3, instruction can focus on building students' capacity to comprehend grade-level complex texts and activities and discussions that ask students to analyze how key individuals, ideas, or events are introduced, illustrated, or elaborated through examples.

According to the article, how might humans threaten loggerhead turtles' survival in the wild?

- A** by creating artificial magnetic fields
- B** by building bright structures near the ocean
- C** by preventing turtles from returning to their eggs
- D** by removing baby turtles from their natural habitat

**Key: B**

**MEASURES CCLS: RI.6.1:**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**HOW THIS QUESTION MEASURES RI.6.1:**

This question measures RI.6.1 because it asks students to identify what the texts states explicitly. Students must determine which action by humans could endanger turtles' survival.

**WHY CHOICE "B" IS CORRECT:**

Students selecting "B" show an understanding of the turtles' guidance system and the need to find water near where they were hatched. The article explains that they often migrate toward light reflected off the water (lines 31–33). Line 43 states that "at first, the hatchlings swam toward the light, no matter where it was," explaining how the turtles swim towards any light after hatching. Finally, the article states that a turtle's magnetic sense could be ruined if "hatches on a beach with a bright boardwalk."

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen "A" because line 5 mentions the turtle's "magnetic sense," and line 14 compares the turtle's internal guidance system to a global positioning system. Students may have inferred that an artificial magnetic field might interfere with the turtle's guidance system because of the experiment outlined in lines 37 through 49, but the article makes no mention of interference except that of artificial lighting.

**Choice C:** Students may have chosen "C" because lines 9 through 13 inform readers that female turtles return to the beaches where they were hatched. Students may be inferring that the female turtles tend to their eggs when, in fact, they lay them in the hot sand to hatch on the beach later in the evening. The turtles' survival depends on their ability to locate water after they hatch.

**Choice D:** Students may have chosen "D" because scientists conducting the experiments removed turtle eggs from their nesting place on the beach and brought them to a control tank. However, the scientists were conditioning the turtles to follow their guidance system rather than interfering with the turtles' progress.

**HOW TO HELP STUDENTS MASTER RI.6.1:**

Choices "A," "C," and "D" present actions that are detrimental to the survival of turtles in the wild but that are not specifically stated in the article. Choice "B" indicates a human action described in the text that is detrimental to that survival. To help students succeed with questions measuring RI.6.1, instruction can focus on building students' ability to comprehend grade-level complex texts; close reading of the text in order to identify specific, relevant details that support both implicit and explicit conclusions may also be helpful for students.

What is the author's **main** purpose for including Dr. Lohmann's work in the article?

- A** to explain to readers how turtles behave in captivity
- B** to show how Dr. Lohmann conducts his experiments
- C** to highlight the important role of environment on turtles
- D** to describe the influence Dr. Lohmann has on the scientific community

**Key: C**

**MEASURES CCLS: RI.6.6:**

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**HOW THIS QUESTION MEASURES RI.6.6:**

This question measures RI.6.6 because it asks students to identify the main purpose for the author's inclusion of Dr. Lohmann's experiment in the text. The experiment serves to corroborate the idea that turtles' built-in compass is activated by light cues. Where turtles hatch determines which direction they will head toward the water.

**WHY CHOICE "C" IS CORRECT:**

Students selecting "C" show an understanding of the importance of the experiment and its findings: that turtles are dependent upon external cues, so their environment plays a large role in whether the turtles' built-in compass is activated correctly (lines 48 and 49).

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen "A" because the experiment is a sterile, secluded environment where external factors are carefully controlled, but the environment is not captivity. The researchers who conducted the experiment are still trying to find ways to protect the natural habitats of the loggerheads (lines 59 through 61).

**Choice B:** Students may have chosen "B" because lines 37 through 43 detail how the experiment was set up, and lines 43 through 50 showed what resulted from the experiment. However, the author's purpose for including the experiment was to corroborate the ideas in the first part of the article that show that loggerheads learn to navigate on their own, without adult aid, from the time they hatch.

**Choice D:** Students may have chosen "D" because line 55 states that Dr. Lohmann has inspired others to work toward protecting the habitats of the loggerheads. However, this information is additional and not related to the purpose of the experiment.

**HOW TO HELP STUDENTS MASTER RI.6.6:**

To arrive at Choice "C" students must understand the experiment and its results in the context of the entire passage. Choices "A," "B," and "D" do not present the experiment or its results in this context, so they are not supported by the text. To help students succeed with questions measuring RI.6.6, instruction can focus on building students' ability to comprehend grade-level complex texts and activities and discussions that ask students to determine an author's point of view or purpose in a text and how it is conveyed in the text.

Which statement from the article **best** represents a central idea?

- A** “It’s born with a magnetic sense that tells it how to find its way from any place on Earth.” (lines 5 and 6)
- B** “Loggerheads also seem to have a good memory for places, even for places they have seen just once before.” (lines 9 and 10)
- C** “In the wild, swimming west would take them the wrong way—away from the ocean.” (lines 47 and 48)
- D** “Lohmann is working to find other factors that are important in helping sea turtles find their way around the world.” (lines 59 and 60)

**Key: A**

**MEASURES CCLS: RI.6.2:**

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**HOW THIS QUESTION MEASURES RI.6.2:**

This question measures RI.6.2 because it asks students to show an understanding of a central idea of the text. Students must identify the key idea in the text by recognizing that the passage emphasizes the turtle’s magnetic guidance system.

**WHY CHOICE “A” IS CORRECT:**

Students selecting “A” show an understanding of the central idea of the article. The text discusses the turtle’s built-in guidance system and how it helps it navigate from the moment it hatches. Lines 5 and 6 make clear that loggerhead turtles have a magnetic sense that guides them from any place on Earth. Finally, the text points out that this ability is something that turtle can do from the moment it is born.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice B:** Students may have chosen “B” because lines 9 and 10 explain that loggerheads can remember locations they have been to only one time. The turtle’s remarkable memory is a facet of its magnetic sense and represents a supporting idea, but it is not the central idea of the article.

**Choice C:** Students may have chosen “C” because lines 47 and 48 allude to the experiment conducted on the turtles, which caused the turtles to swim toward the west. However, the central idea of the article is that turtle’s have a built-in guidance system. The experiment just supports the idea that the turtles are guided by an inherent compass.

**Choice D:** Students may have chosen “D” because the lines allude to the turtle’s ability to find their way from anywhere in the world, but the lines also reflect research into other factors that help the turtles find their way, factors other than their internal compass. The quoted selection is not central to the passage.

**HOW TO HELP STUDENTS MASTER RI.6.2:**

To select Choice “A” students must recognize that the natural ability turtles have to navigate is the central idea of the text. Choices “B,” “C,” and “D” present ideas that pertain to loggerhead’s magnetic sense, but do not best represent this main idea of the text. To help students succeed with questions measuring RI.6.2, instruction can focus on building students’ capacity to comprehend grade-level complex texts and activities and discussions that ask students to identify specific details in a text that relate to a central idea.

## Ring of Horses

by Cindy Seiffert

You hand the man your ticket. The round platform rocks slightly as you step onto it. Spying your favorite mighty steed, you rush toward it, weaving your way past the other horses. As you scramble into the sky-blue saddle, the bouncy cadence of the organ makes you smile. You hold on tightly to the shiny gold pole in front of you as your horse begins  
5 to move up and down, round and round. The world whirls around you, the horse galloping through it. What a wonderful ride!

You've probably ridden a carousel at least once, maybe many times. Did you ever wonder who decided to make pretend horses spin in a circle with people riding them?

The origins of the carousel can be traced all the way back to games played on  
10 horseback by Arabian and Turkish men in the 1100s. In one game riders played catch with clay balls filled with scented oil or water. In another the men held a lance while riding and tried to run it through a small ring dangling by ribbons from a tree or pole. If a rider was successful, the ribbons would pull off the tree and stream behind the ring on his lance like a waving rainbow.

15 Hundreds of years later, Italian and Spanish travelers observed these games and brought them to Europe. The contests were called *garosello* by the Italians and *carosella* by the Spanish. Both words mean "little war." The English word carousel comes from those words.

The first carousel-like contraption was created in France and was designed to help  
20 men practice for their "little war" games. It didn't look as fancy as the carousels you see today, but the structure was similar. The umbrella-like construction had a wooden pole with spokes radiating from the top. Chains hanging from the spokes held carved wooden horses. Men, real horses, or mules turned the center pole while riders practiced putting their lances through a brass ring hanging to one side.

25 In the late 1700s carousels like the ones we know today began to appear throughout Europe. Rather than being used for training, these were enjoyed for the sheer thrill of the ride. In the beginning the carousel was ridden mostly by grownups, not children. Light and small, these first carousels were designed to be easily spun by man or mule.

30 Gustav Dentzel began building the first carousels in America in the 1860s. Powered by steam engines, these carousels moved faster and held more weight than the old model, allowing for a more lavishly decorated machine. Dentzel's company is famous for having carved and painted a variety of animals for his carousels, including cats, lions, ostriches,

pigs, rabbits, and even a kangaroo! For those who could not or did not want to straddle a horse or other animal, he created handsome chariots.

35 Remember the game of tilting a lance through a brass ring? The early carousel designers had this game in mind when they hung brass rings on a wooden arm next to many of their carousels. As the carousel turned, riders would try to grab the ring; if they succeeded, they won a free ride. Today you'd be lucky to find a carousel with a brass ring arm—only a handful in the United States still feature them.

40 Carousels were so popular that nearly 4,000 were built from 1860 to 1930. But when hard times came upon America during the Great Depression in the 1930s, few people had money to spend on extras. Many carousels stopped being used and fell into disrepair, and no one could afford to fix them. Some were even taken apart and put into storage.

45 These beautiful machines had nearly disappeared when, in the 1970s, people began to realize the importance of keeping the magic of the carousel alive for future generations. Enthusiasts formed the National Carousel Association and the American Carousel Society to raise money, restore, and preserve wooden carousels. Thanks to their efforts, today about 150 antique carousels are back in service.

Which phrase **best** explains why people first created carousels?

- A** to provide people with a thrilling ride
- B** as training devices for soldiers
- C** to display carved animals
- D** as a game for horses

**Key: B**

**MEASURES CCLS: RI.6.1**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**HOW THIS QUESTION MEASURES RI.6.1:**

This question measures RI.6.1 because it requires students to locate evidence in a passage that supports what the text says explicitly. To answer correctly, students use the evidence from the text to determine the reason people first created carousels.

**WHY CHOICE "B" IS CORRECT:**

Students who choose "B" show an understanding of the text and the chronology of the events the text describes. Lines 19 and 20 say, "The first carousel-like contraption was created in France and designed to help men practice for their 'little war' games." Lines 26 and 27 offer more evidence with the indication that the carousels built later in the 1700s were no longer used for training.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen "A" because the text states that in the 1700s, carousels "were enjoyed for the sheer thrill of the ride." However, the text also states that the "first carousel-like contraption was created in France and designed to help men practice for their 'little war' games."

**Choice C:** Students may have chosen "C" because Gustav Dentzel's carousels are famous for their carved animals, which were "lavishly decorated." However, this evidence refers to the "the first carousels in America in the 1860s" rather than the first ones that were first built in France for soldiers.

**Choice D:** Students may have chosen "D" because the first French carousels were built to practice the "little war games," which involved horses. However, the text explains that riders, not horses, "practiced putting their lances through a brass ring hanging to one side."

**HOW TO HELP STUDENTS MASTER RI.6.1:**

While all of the choices for this question refer to the development of carousels, only "B" is accurately based on the text's chronology and evidence. To help students succeed with questions measuring RI.6.1, instruction can focus on building their capacity to comprehend grade-level complex texts, locating evidence to answer a specific question, and noting the chronology of events within a text. Students can practice this skill by accurately answering a question and identifying the specific details that provide evidence for that answer.

What made more elaborate carousels possible?

- A** new kinds of animals
- B** a new source of power
- C** the addition of a chariot
- D** the inclusion of brass rings

**Key: B**

**MEASURES CCLS: RI.6.1**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**HOW THIS QUESTION MEASURES RI.6.1:**

This question measures RI.6.1 because it requires students to locate evidence in a passage that supports what the texts states explicitly. To answer correctly, students must locate textual evidence that supports question.

**WHY CHOICE "B" IS CORRECT:**

Students who choose "B" show an understanding of the text by recognizing the connection between using steam power and the appearance of more elaborate carousels. Lines 29 through 31 say, "Powered by steam engines, these carousels moved faster and held more weight than the old model, allowing for a more lavishly decorated machine."

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen "A" because in lines 31 through 34, lavishness is attributed to the heavily carved animals and chariots. However the text uses the animals as examples of Dentzel's elaborate designs, not as an explanation for why they were possible on the new carousels.

**Choice C:** Students may have chosen "C" because line 34 mentions the "handsome chariots" made by Dentzel, "for those who could not or did not want to straddle a horse or other animal." This textual evidence provides a description of lavish variety of options on his carousels, but it does not explain what made them possible.

**Choice D:** Students may have chosen "D" because brass rings are mentioned in the text from the time of the early games to the modern carousel era. Although line 38 says that grabbing the brass ring meant getting a free ride, there is no textual evidence to connect the brass rings with the increased lavishness of the carousels of the 1860s.

**HOW TO HELP STUDENTS MASTER RI.6.1:**

While all of the choices for this question refer to characteristics of the elaborate carousels, only "B" accurately reflects the reason they were made possible – steam engines. To help students succeed with questions measuring RI.6.1, instruction can focus on building their capacity to comprehend grade-level complex texts and using evidence to answer text-based question. Students can practice this skill by accurately answering a question and identifying the specific details in the text that provide that answer.

Based on the entire article, the word “lavishly” in line 31 shows that the carousels were

- A** faster than they had been
- B** larger than they had been
- C** fancier than they had been
- D** stronger than they had been

**Key: C**

**MEASURES CCLS: RI.6.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**HOW THIS QUESTION MEASURES RI.6.4:**

This question measures RI.6.4 because it requires students to use the context of the entire article to determine the meaning of a word. To answer correctly, students must connect the change in carousels over time, and determine how the word “lavishly” contextually indicates a change in their design.

**WHY CHOICE “C” IS CORRECT:**

Students who choose “C” demonstrate an ability to use the context of an article to determine the meaning of a word. Line 21 says that early carousels were not as “fancy” as the ones today. The use of the word “lavishly” in line 31 coincides with a description of Dentzel’s carousels that were “carved and painted” and included several types of animals.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen “A” because line 30 says that the carousels were faster than the previous ones; however the sentence continues by referring to the “lavishly decorated machine.” The text continues with sentences that describe the appearance rather than the movement of the carousel, indicating that “faster” is not what the word means.

**Choice B:** Students may have chosen “B” because in line 27 the first carousels are described as “light and small,” while the carousels powered by steam engines “moved faster and held more weight.” However, there is no textual evidence describing a difference in the size.

**Choice D:** Students may have chosen “D” because line 30 says that the newer design “moved faster and held more weight.” implying that it was stronger. However, these details are provided to explain why lavish designs were possible, not to describe an implied strength.

**HOW TO HELP STUDENTS MASTER RI.6.4:**

While all of the choices for this question refer to possible features of the later carousels, only “C” fits the context of the way the word “lavishly” is used and described. To help students succeed with questions measuring RI.6.4, instruction can focus on determining the meaning of a word used in grade-level complex texts. Students can practice this skill by accurately identifying text-based clues to the meaning of a word, and describing how different words have an impact on the meaning of a text.

How do the details about the Great Depression in lines 40 through 43 contribute to the development of the article?

- A** by helping readers form a mental image of an abandoned carousel
- B** by describing for readers the costs involved in running a carousel
- C** by creating curiosity about where the carousels were stored
- D** by providing an explanation for the decline of carousels

**Key: D**

**MEASURES CCLS: RI.6.5**

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**HOW THIS QUESTION MEASURES RI.6.5:**

This question measures RI.6.5 because students must analyze details in a specified section to determine how they contribute to the development of an idea in the article. To answer correctly, students must recognize that a reference to the historical event allows the reader to understand why there was a decline in the number of working carousels.

**WHY CHOICE "D" IS CORRECT:**

Students who choose "D" demonstrate an understanding of how a part of an article contributes to the whole. Prior to lines 40 through 43, the carousel is described as being increasingly elaborate and popular. The lines about the Great Depression explain why they "nearly disappeared" and provide background for understanding the information in the remainder of the article.

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen "A" because the lines contain descriptions of the abandoned carousels' condition. However those details are not in reference to the Great Depression, nor is the carousels' condition a part of the development of the remainder of the article.

**Choice B:** Students may have chosen "B" because lines 41 and 42 say that "few people had money to spend on extras" and line 43 says, "no one could afford to fix them." However, these details provide information about the "hard time (that) came upon America during the Great Depression," not on carousels.

**Choice C:** Students may have chosen "C" because line 43 says many were placed in storage. However, the location of the storage is not part of the development of the rest of the article, and there is no textual evidence to draw interest or attention to the places where carousels were stored.

**HOW TO HELP STUDENTS MASTER RI.6.5:**

While all of the choices for this question refer to something mentioned in lines 40 through 43, only "D" is connected to the development of the rest of the article. To help students succeed with questions measuring RI.6.5, instruction can focus on building their capacity to comprehend grade-level complex texts and recognizing how a particular idea fits into the development of a text. Students can practice this standard by explaining the importance of a sentence in understanding the rest of the information provided in an article.

What does the history of the word “carousel” reveal about the modern-day carousel?

- A** Carousels were once used for training; now they have been put into storage.
- B** Carousels were once celebrated for their beauty; now they have fallen into disrepair.
- C** Carousels were once used for military practice; now they are used for entertainment.
- D** Carousels were once appreciated for their decoration; now they are used for amusement.

**Key: C**

**MEASURES CCLS: RI.6.3**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### **HOW THIS QUESTION MEASURES RI.6.3:**

This question measures RI.6.3 because it requires students to analyze the history of the word “carousel” and determine what that history shows about a modern carousel. To answer correctly, students must connect the reason for the original use of the word to its current meaning.

#### **WHY CHOICE “C” IS CORRECT:**

Students who choose “C” demonstrate an ability to follow information about the meaning of the word carousel to its modern-day use. Students must determine how its original meaning, “little war,” relates to the description of carousels built after the late 1700s, when “rather than being used for training, (carousels) were enjoyed for the sheer thrill of the ride.”

#### **WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice A:** Students may have chosen “A” because both pieces of evidence come from the text. However, the original meaning of “carousel” is explained in lines 15 through 20, and the text explains that the current use for carousels is not enjoyment, not storage.”

**Choice B:** Students may have chosen “B” because the article describes the elaborately carousels, and then goes on to say in line 42 that they “fell into disrepair.” However, this choice does not address the original meaning of the word “carousel.”

**Choice D:** Students may have chosen “D” because the article describes the beautiful decorations, and says that they are now used for amusement. However, the text reveals that the lavishly carved carousels were the same ones that were designed for people’s amusement. In addition, the texts states that the first use of the word was related to military practice, rather than amusement.

#### **HOW TO HELP STUDENTS MASTER RI.6.3:**

While all of the choices for this question refer to characteristics of carousels and evidence in the text, only “C” is based on an accurate analysis of the history of the word “carousel.” To help students succeed with questions measuring RI.6.3, instruction can focus on analyzing the development of an idea from its introduction to its final mention in grade-level complex texts. Students can practice this skill by accurately describing the way an idea is presented at different points in an article, and use textual evidence to justify their descriptions.

Which statement best expresses the author's point of view in the article?

- A** The carousel is an exciting and fascinating piece of history.
- B** The work to restore and preserve carousels has been completed.
- C** The first carousels in Europe were more beautiful than later ones.
- D** The National Carousel Association can do more to save the carousel.

**Key: A**

**MEASURES CCLS: RI.6.6**

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**HOW THIS QUESTION MEASURES RI.6.6:**

This question measures RI.6.6 because it requires students to recognize the author's point of view as it's conveyed in the article. In order to answer correctly, students must find evidence that describes the author's point of view and identify this viewpoint based on the evidence.

**WHY CHOICE "A" IS CORRECT:**

Students who choose "A" demonstrate an ability to use evidence when identifying the point of view of the author. The details the author provides describe carousels as a unique and important piece of history, from its early beginnings, to their near disappearance, to their current resurgence. Additionally, the author presents a history of the carousel's development using sentences like, "What a wonderful ride!" (line 6) and phrases like, "the sheer thrill of the ride" (lines 26 and 27).

**WHY THE OTHER CHOICES ARE INCORRECT:**

**Choice B:** Students may have chosen "B" because, based on the final paragraph, the author provides details about the efforts to restore and preserve carousels. Although "over 150" are back in service, the author's belief that the work is complete is not conveyed by any of the textual details in the article.

**Choice C:** Students may have chosen "C" because lines 25 through 28 offer a complimentary picture of European carousels. However, the author does not compare their beauty with other carousels, and details in the text indicate that the first in America were "more lavishly decorated."

**Choice D:** Students may have chosen "D" because the article credits the association (along with the American Carousel Society) with providing money and services to save abandoned carousels. However, the author's opinion about whether the National Carousel Association should be doing more is not conveyed in the textual details of the article.

**HOW TO HELP STUDENTS MASTER RI.6.6:**

While all of the choices for this question refer to a possible point of view, only "A" is conveyed clearly by the details in the article. To help students succeed with questions measuring RI.6.6, instruction can focus on building their capacity to comprehend grade-level complex texts and determining what several details convey about the author's point of view. Students can practice this skill by stating a point of view that is conveyed by a variety of sentences from an article, and defending this claim with evidence.

## Excerpt from *We Were There, Too!*

by Phillip Hoose

The French and Indian War settled the long struggle in North America between Britain and France. When it ended in 1763, after many years of fighting, Britain was the clear winner. British forces controlled the most important rivers, commanded the key forts, and held the best seaports. But Britain was broke. The war had left a national debt of  
5 133 million pounds, and King George III wanted even more money to put new British “peacekeeping” forces in North America.

He decided that the American colonists should pay for their “defence.” Beginning in 1764, British authorities imposed taxes on tea, glass, lead, paints, paper, and other items. The idea backfired: It made many colonists rethink their relationship with Britain. Why  
10 were they being treated like children? Why should they be taxed if they had no votes in the British Parliament? Now that the French and Spanish were weak, and now that the colonists outnumbered the Indians nearly twenty to one, why did they need British soldiers to protect them? Hadn’t they cleared the wilderness, built their own homes, and organized their own cities? In short, they asked themselves, wasn’t this really their land to  
15 govern?

### Spinning for Liberty

*The thirteen colonies acted together for the first time by vowing not to import goods from England until the hated taxes were dropped. Sadly, that meant no English tea in the afternoon. It also meant colonists now had to make all the goods they used to get from England.*

20 On a chilly evening in 1766, seventeen girls and women rapped at the door of a large white house in Providence, Rhode Island. Each walked in with all the wool or yarn she could gather. They quickly sat down and began to spin and weave. They were there to protest the British taxes by making their own cloth so they wouldn’t have to import it from England.

25 Whether they meant to or not, they started a movement. Word spread so fast that they had to move their second meeting to a courthouse. Soon there were “patriotic sewing circles” all over New England. Four hundred spinning wheels were built in Boston alone in 1769. One patriot boasted that “some towns have more looms than houses.” Soon fashionable Boston girls wouldn’t be seen in British brocades or anything fancy-looking at  
30 all. In 1768, the entire Harvard graduating class proudly got their diplomas in plain white

homespun. The students at Brown did the same the next year. Girls blazed away at their looms. They knew their strong nimble fingers were as important to liberty as the male fingers that would soon pull triggers. Charity Clark, fifteen, spun wool for “stockens” in her home in New York City. She wrote to her cousin in England, “Heroines may not distinguish themselves at the head of an Army, but freedom [will] also be won by a fighting army of amazones [women] . . . armed with spinning wheels.”

In 1771, a British military officer sent his twelve-year-old daughter, Anna, to Boston to get an education. Anna Green Winslow got an education, all right—just not the one her father intended. One uncle taught her the difference between Whigs (patriots) and Tories (British sympathizers). Another lectured her about politics and religion. But her aunt gave her the best lesson of all: She took Anna to a sewing circle and showed how she could help the cause of liberty.

The girls and women met at Anna’s church each morning. As the sunlight poured in and the minister stood before them reading from the Bible, each sat at a wheel spinning wool as fast as she could. Sometimes they sang together. They raced one another to see who could spin the most. During breaks they refreshed themselves with liberty tea, made from local herbs, instead of British India tea. Soon Anna began to boast of spinning feats in her diary. After a week she wrote, “Another ten knot skane of my yarn was reel’d off today.” A few days later, the girl whose diary had just weeks before been full of notes about parties and feathered hats wrote her own declaration of independence in a letter to her father: “As I am (as we say) a daughter of liberty I chuse to wear as much of our own manufactory as pocible.”

*Young ladies in town, and those that live round,  
Let a friend at this season advise you:  
Since money’s so scarce, and times growing worse  
Strange things may soon hap and surprize you:  
First then, throw aside your high top knots of pride  
Wear none but your own country linnen:  
Of Oeconomy boast, let your pride be the most  
To show cloths of your own make and spinning.  
—A popular song in Boston in 1767*



**MEASURES CCLS: RI.6.3:**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).

**HOW THIS QUESTION MEASURES RI.6.3:**

This question measures RI.6.3 by asking students to analyze how the events described in lines 1 through 6 relate to the decisions described in lines 7 through 15. Students who successfully answer this question demonstrate an understanding of cause and effect and how the British government's need for funds led them to impose taxes on the colonies.

**CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:**

Responses receiving full credit include a well-supported analysis of the situation, including what caused the need for funds and what the eventual outcome was. Situations such as Britain's war debt and their need for more money to fund "peacekeeping" forces in the colonies may be mentioned as causes for the taxes that King George III imposed on the colonies. As a result, the imposed taxes became a cause for the dissention that arose in the colonies. Evidence that may be cited is that Britain acquired a national debt of 133 million pounds funding the French and Indian War. Having secured the borders, they needed money to fund "peacekeeping" forces they planned to move to the colonies. Colonials wondered why they needed British forces to govern and protect them when they could do the job themselves.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Where errors are present, they should not impact readability.

**HOW TO HELP STUDENTS MASTER STANDARD RI.6.3:**

To help students succeed with questions assessing standard RI.6.3, instruction can focus on building students' capacity to comprehend grade-level texts through activities and discussions that ask students to analyze how key events in a text are introduced, illustrated, and elaborated throughout the text.

**[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.**

How does the information in lines 1 through 6 relate to the information in lines 7 through 15?  
Use **two** details from the article to support your response.

The information in line 1 through 6 is the cause of what happened to the information in lines 7 through 15. For example, in the first set of lines, the British decided to put tax in essentials such as tea since they were broke during trades. As they thought it was a great idea, it backfired. In lines 7 through 15, the Americans was insulted in a way and decided to break off their relationships with the British government. Therefore, the relationship between lines 1 through 6 and 7 through 15 is cause and effect.

**Score Point 2 (out of 2 points)**

This response makes a valid inference from the text to explain how the information in lines 1 through 6 relates to the information in lines 7 through 15 (*cause and effect*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the British decided to put tax in essentials such as tea since they were broke and the Americans was insulted in a way and decided to break off their relationships with the British government*). This response includes complete sentences where errors do not impact readability.

How does the information in lines 1 through 6 relate to the information in lines 7 through 15?  
Use **two** details from the article to support your response.

The information in lines 1 through 6 are the cause and the information in lines 7 through 15 are the effect. The war between the British and France made the Britains broke which made them put taxes on items. Colonists were upset with the taxes so they vowed to manufacture their own items. King George III wanted the money to protect the colonists but the colonists realized that they didn't need protection.

**Score Point 2 (out of 2 points)**

This response makes a valid inference from the text to explain how the information in lines 1 through 6 relates to the information in lines 7 through 15 (*1 through 6 are the cause and the information in lines 7 through 15 are the effect*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The war between the British and France made the Britains broke which made them put taxes on items and Colonists were upset with the taxes so they vowed to manufacture their own items*). This response includes complete sentences where errors do not impact readability.

How does the information in lines 1 through 6 relate to the information in lines 7 through 15?  
Use **two** details from the article to support your response.

Lines 1-6 build up to the point in which the story talks about how people protested against England. The text includes facts about why people started to protest. Lines 7 through 15 discuss people's thoughts about the protest. The story states that people felt as though they should control the land.

**Score Point 1 (out of 2 points)**

This response makes a valid inference from the text to explain how the information in lines 1 through 6 relates to the information in lines 7 through 15 (*1-6 build up to the point in which the story talks about how people protested against England*); however, the response only provides some information from the text for support as required by the prompt (*The text includes facts about why people started to protest. Lines 7 through 15 discuss people's thoughts about the protest*). This response includes complete sentences where errors do not impact readability.

How does the information in lines 1 through 6 relate to the information in lines 7 through 15?  
Use **two** details from the article to support your response.

The line 1 through 6 relate to lines 7 through because they have to do with money. And also debt owing money British people. Also owing Taxes. And that the need to give the people a lot of money.

**Score Point 1 (out of 2 points)**

This response is a mostly literal recounting of details from the text as required by the prompt (*they have to do with money. And also debt owing money British people. Also owing Taxes*). While the response includes some information from the text, no valid inference and/or claim is present.

How does the information in lines 1 through 6 relate to the information in lines 7 through 15?  
Use **two** details from the article to support your response.

They relate because they are both talking about how one doesn't have enough to do anything but the others have everything or more to get anything and everything they want because they won. That is how the information in lines 1 through 6 and information from lines 7 through 15.

**Score Point 0 (out of 2 points)**

This response does not address any of the requirements of the prompt (*both talking about how one doesn't have enough to do anything but the others have everything or more*).



**MEASURES CCLS: RI.6.4.:**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**HOW THIS QUESTION MEASURES RI.6.4:**

This question measures RI.6.4 by asking students to explain what the author means by a particular statement. Students who answer this question successfully demonstrate an ability to discern the figurative meaning implied in the author's statement based on their understanding of the events in Anna Green Winslow's life in America.

**CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:**

Responses receiving full credit will include well-supported inferences of the author's statement based on the events in Anna Green Winslow's life in America. These may include her extended family introducing her to controversial topics and her aunt introducing her to sewing circles designed to advance the cause of America's liberty from England. Evidence that may be used in support of an inference will likely include one uncle teaching her the difference between Whigs and Tories and another uncle lecturing her about politics and religion. Responses may also cite how Winslow's aunt introduced her to sewing circles that helped advance the cause of liberty by creating garments made in the colonies rather than buying garments made in England and paying high taxes.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Where errors are present, they should not impact readability.

**HOW TO HELP STUDENTS MASTER STANDARD RI.6.4:**

To help students succeed with questions assessing standard RI.6.4, instruction can focus on building students' capacity to comprehend grade-level texts through activities and discussions that ask students to determine the meaning of unknown words and phrases, including connotative meanings, by searching for context clues within the text.

**[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.**

In lines 38 and 39, the author states, "Anna Green Winslow got an education, all right—just not the one her father intended." Explain what the author means by this statement. Use **two** details from the article to support your response.

The author means that Anna learned many things, but not the things her father wanted. He probably wanted Anna to learn "educational" things such as math, science, manners, and behavior. For instance, the article states that "one uncle taught her the difference between Whigs and Tories." This shows she is learning about the revolution and protests. Additionally, the article tells that "She [Anna's aunt] took Anna to a sewing circle and showed how she could help the cause of liberty," which shows that Anna is helping the protesters. Consequently, the author meant that Anna learned many things, just not what her father had imagined.

### Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain what the author means by the statement, "Anna Green Winslow got an education, all right—just not the one her father intended" (*He probably wanted Anna to learn "educational" things such as math, science, manners, and behavior*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*one uncle taught her the difference between Whigs and Tories and She [Anna's aunt] took Anna to a sewing circle and showed how she could help the cause of liberty*). The response includes complete sentences where errors do not impact readability.

In lines 38 and 39, the author states, “Anna Green Winslow got an education, all right—just not the one her father intended.” Explain what the author means by this statement. Use **two** details from the article to support your response.

The author means that Anna got educated about Liberty and working against Britain. Anna's uncle taught her the difference between Whigs (patriots) and Tories (British sympathizers). Her aunt took Anna to a sewing circle and showed how she could help the cause of Liberty.

**Score Point 2 (out of 2 points)**

This response makes a valid inference from the text to explain what the author means by the statement, “Anna Green Winslow got an education, all right—just not the one her father intended” (*Anna got educated about Liberty and working against Britain*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*Anna's uncle taught her the difference between Whigs (patriots) and Tories (British sympathizers) and Her aunt took Anna to a sewing circle and showed how she could help the cause of Liberty*]. The response includes complete sentences where errors do not impact readability.

In lines 38 and 39, the author states, “Anna Green Winslow got an education, all right—just not the one her father intended.” Explain what the author means by this statement. Use **two** details from the article to support your response.

The author means by that sentence that Anna Green Winslow got an education on something her father had not meant for her to have. For example, she had learned about sew circles and how to help the cause of liberty. Also, her father, a British military officer would not have wanted her to learn about those since those actions were protesting taxes the British authorities imposed. Therefore the author implies how Anna's education was not one her father would have favored or asked for. "It was not the one her father intended."

**Score Point 1 (out of 2 points)**

This response is a mostly literal recounting of details from the text (*she had learned about sew circles and how to help the cause of liberty. Also, her father, a British military officer would not have wanted her to learn about those since those actions were protesting taxes the British authorities imposed*). While the response provides details from the text, no valid inference and/or claim is present. This response includes complete sentences where errors do not impact readability.

In lines 38 and 39, the author states, "Anna Green Winslow got an education, all right—just not the one her father intended." Explain what the author means by this statement. Use **two** details from the article to support your response.

What the author means by this statement is that one of Anna's uncles taught her the difference between Whig (patrots) and Tories (British sympathizers). Another ~~lectured~~ taught her about politics and religion. Her aunt took Anna to a sewing circle and showed how she can help in cause of liberty.

**Score Point 1 (out of 2 points)**

This response is a mostly literal recounting of details from the text [*one of Anna's uncles taught her the difference between Whig (patrots) and Tories (British sympathizers) and Her aunt took Anna to a sewing circle and showed how she can help in cause of liberty*]. While the response provides details from the text, no valid inference and/or claim is present. This response includes complete sentences where errors do not impact readability.

In lines 38 and 39, the author states, "Anna Green Winslow got an education, all right—just not the one her father intended." Explain what the author means by this statement. Use **two** details from the article to support your response.

The author means by saying "Anna Green Winslow got an education, all right—just not the one her father intended" are for a couple of reasons. One reason is because Anna Green Winslow got a education and she is a woman. Most importantly, Anna didn't got the education her father intended because now they didn't have the goods that the England use to gave them.

**Score Point 0 (out of 2 points)**

This response is totally inaccurate (*One reason is because Anna Green Winslow got a education and she is a women*).

## Windblown

*by Britt Norlander*

When howling winds whip up in Earth's largest deserts, it's time to head for cover. Billowing gusts kick up sand, forming walls of fast-moving dust that can block the sun. "You can't see anything that's more than a few meters away," says Joseph Prospero, an atmospheric chemist at Florida's University of Miami, who studies dust storms.

5 Grains of sand pelt against your skin like thousands of piercing needles, and musty-smelling grit coats your mouth and nostrils. "The amount of dust that gets in the air feels suffocating," says Prospero.

10 For people who live in and around the deserts along Earth's midsection—such as Central Asia's Gobi Desert and Africa's Sahara Desert—dust storms frequently disrupt daily routines. "When a storm kicks up, you just have to go inside and wait it out," says Prospero. But scientists have discovered that the effects of dust storms extend much farther than the deserts' sandy borders.

15 Global winds lift dust from Asia and Africa and carry it to other continents thousands of miles away, including North America. Now, many scientists are concerned that the grimy visitor may be putting people and other organisms in danger. Hoping to learn more about the storms' potential health risks, researchers are following the dust trails.

### WORLD TOUR

During the Asian dust storm season—from March through May—winds frequently blow dust clouds eastward across the Pacific Ocean. In just a week, the dust can complete a journey from Asia, over the Pacific, and across the entire United States.

20 As Asia's storms settle, windstorms begin kicking up dust in Africa's deserts. Between May and October, African dust drifts westward across the Atlantic Ocean, making its way toward the southeastern coast of the U.S. and islands in the Caribbean Sea.

### FOUL CLOUDS

25 The billows of traveling dust disrupt air quality—creating hazy skies along their routes. Eventually, the winds slow and can no longer keep the sandy particles airborne. The dust drops from the sky, depositing a gritty film on every exposed surface.

Studies have shown that this falling desert dust is actually an important nutrient for plants. "Researchers think that rain forests in the northern Hawaiian Islands are nurtured by Asian dust events," says Dale Griffin, a microbiologist with the U.S. Geological Survey.

30 But the same falling dust that is welcomed by plants can cause health problems for humans and other animals that inhale it.

### **HITCHHIKERS**

Many scientists are now concerned that dust storms are also carrying harmful chemical pollutants. In many areas around deserts, farmers sprinkle artificial herbicides and pesticides onto the soil. When that soil blows skyward, these dangerous chemicals can hitch a ride too.

35 By examining Asian dust that has been dumped on the U.S., scientists have also discovered that soot and other air pollutants can latch on to the particles. In New England, scientists analyzed the material left behind after dust from a Gobi Desert storm passed by in 2001. They discovered that the airborne particles contained the toxic gas carbon  
40 monoxide—probably emitted by a power plant in Asia. “As a dust storm generated in Asia passes over urban areas, polluted air gets mixed with the dust, and it all gets transported at the same time,” explains Robert Talbot, an atmospheric chemist at the University of New Hampshire.

### **DRIED OUT**

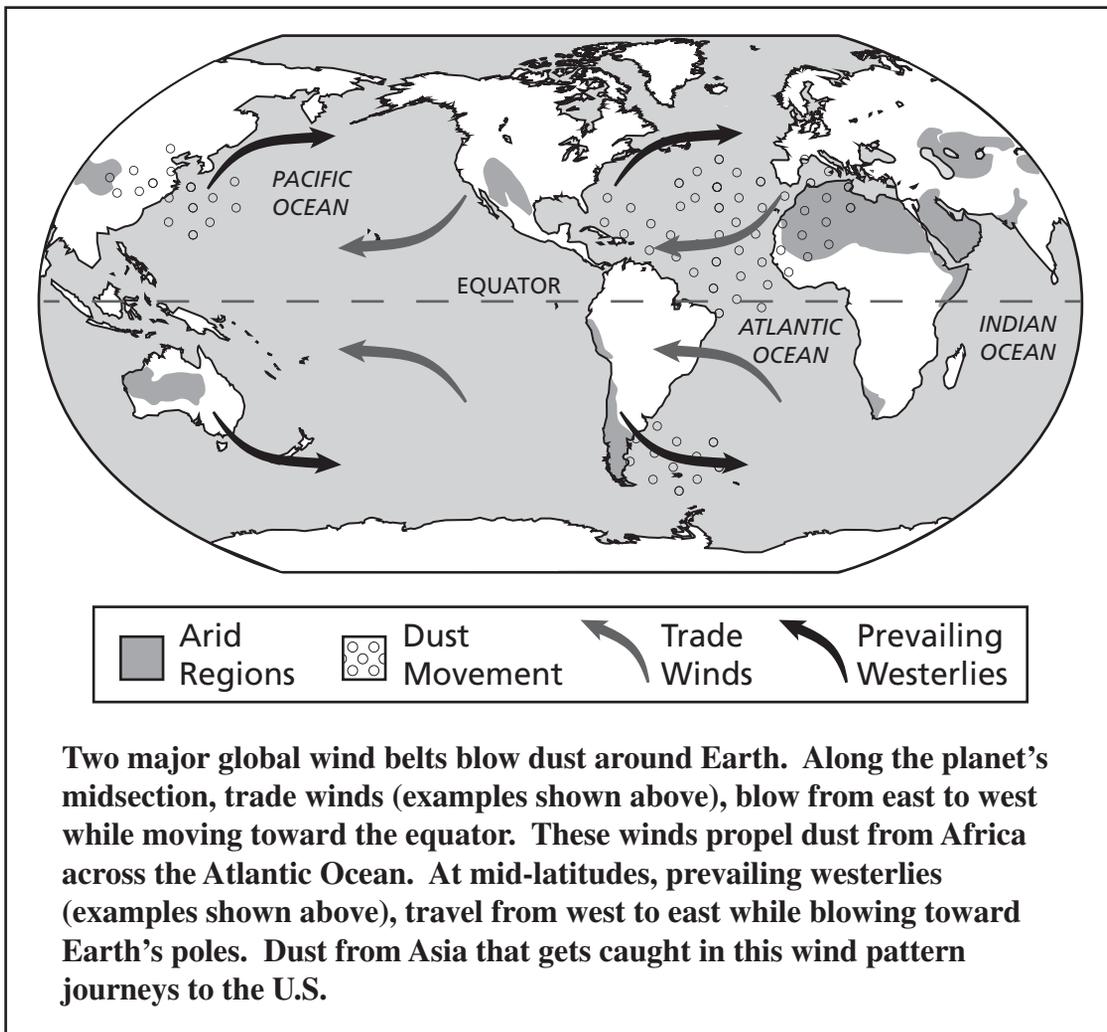
45 Scientists believe that local sources of air pollution outweigh the input from foreign dust storms. But the amount of dust traveling across oceans—and the pollutants it carries—is growing. Today, an estimated 3 billion metric tons of dust blow around Earth each year. And, according to the United Nations Environmental Programme, dust storms in Northeast Asia have increased five fold in the last 50 years. Africa’s storms have also intensified over the last 30 years.

50 What’s to blame for the increase? Africa has been experiencing a drought, or period of time when there is unusually low rainfall. With less moisture weighing down the sand, it’s easier for strong winds to kick it up. And in some areas, humans may be partly to blame for the growing intensity of the dust storms. Overuse of water has drained lakes—leaving behind dusty holes. Plus, farmers sometimes cut down forests to plant crops, or they allow livestock to overgraze grasslands. “In areas where agriculture strips the protective  
55 vegetation from the surface of the soil, you can get a lot more dust moving,” says Prospero.

### **CLEAN UP**

Better farming practices may keep more soil packed close to the ground. But, Griffin says, “You are never going to stop the dust storms. They have been occurring for billions of years.”

60 Still, scientists hope that by reducing worldwide pollution from sources like power plants and cars, the most negative impacts of the storms can be lessened. “There’s not much that humans can do to control the emissions [of dust] from a desert,” says Talbot. “But you can do something to reduce the emissions [of pollutants] in industrial areas.”





## **MEASURES CCLS: RI.6.1**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **HOW THIS QUESTION MEASURES RI.6.1:**

This question measures RI.6.1 because it requires students to make an inference regarding the central claim made by the author and cite evidence the author includes supporting this claim. Students who successfully answer the question demonstrate an ability to determine the author's central claim about the windblown dust moving from continent to continent and can communicate how the author supports this claim with details.

### **CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:**

Responses receiving full credit will include a well-supported inference about the author's central claim and at least two details that the author uses in support. The author makes a case that although the dust storms are a naturally occurring phenomenon that does offer some benefits (lines 26 through 28), dangerous chemicals and pollutants are being transported with the dust are causing negative impacts from these transcontinental dust storms. The author explores details in support in this claim in lines 23 through 25 and the "Hitchhikers" section of the article; the author also explores causal relationships in lines 49 through 55.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

**[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, one 0-pt response.**

What is the author's central claim about the windblown dust moving from continent to continent? Use **two** details from the article to support your response.

The author's central claim about the windblown dust moving from continent to continent is that this dust moving around can be good for some thing but can be harmful for others. In the article the author claims that this dust that is moving around is <sup>a</sup>very good nutrient for plants. When the dust reaches the Hawaiian islands it can be used as nutrients for the rain forests. Even though it is good for plants it can make humans very sick. Many farmers put chemicals into the soil to help the crops grow. But when the soil that has the chemicals in it hitchhikes with the dust storm it can cause harm for humans. We could inhale it and get very sick. That is the author's central claim about the windblown dust.

**Score Point 2 (out of 2 points)**

This response makes a valid inference from the text to explain the author's central claim about the windblown dust moving from continent to continent (*this dust moving around can be good for some thing but can be harmful for others*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*When the dust reaches the Hawaiian islands it can be used as nutrients for the rain forests and Many farmers put chemicals into the soil to help the crops grow. But when the soil that has the chemicals in it hitchhikes with the dust storm it can cause harm for humans*). This response includes complete sentences where errors do not impact readability.

What is the author's central claim about the windblown dust moving from continent to continent? Use **two** details from the article to support your response.

The author's central claim about the windblown dust moving from continent to continent is that it may be dangerous for humans and other organisms. In the section "HITCHHIKERS" he says carbon monoxide latches on to the particles. Carbon monoxide is a toxic gas. The traveling particles also disrupt air quality. This can cause health problems for humans and animals that inhale it.

**Score Point 2 (out of 2 points)**

This response makes a valid inference from the text to explain the author's central claim about the windblown dust moving from continent to continent (*it may be dangerous for humans and other organisms*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*he says carbon monoxide latches on to the particles and The traveling particles also disrupt air quality...can cause health problems for humans and animals that inhale it*). This response includes complete sentences where errors do not impact readability.

What is the author's central claim about the windblown dust moving from continent to continent? Use **two** details from the article to support your response.

The author's central claim about the windblown dust moving from continent to continent, is that the dust is creating health problems to humans and animals. Even though falling dust is a nutrient to plants, ~~is a source of sediment~~ the dust contains grains of sand and possible chemicals that are bad for humans to inhale. The dust also delays activity in the Asia and Africa, therefore wasting valuable time.

**Score Point 1 (out of 2 points)**

This response makes a valid inference from the text to explain the author's central claim about the windblown dust moving from continent to continent (*the dust is creating health problems to humans and animals*); however, the response only provides one concrete detail from the text for support as required by the prompt (*Even though falling dust is a nutrient to plants, the dust contains grains of sand and possible chemicals that are bad for humans to inhale*). This response includes complete sentences where errors do not impact readability.

What is the author's central claim about the windblown dust moving from continent to continent? Use **two** details from the article to support your response.

That it <sup>might be</sup> putting people and other organisms in danger.

In just a week, the dust can complete a journey from Asia, over the Pacific, and across the entire United States.

**Score Point 1 (out of 2 points)**

This response makes a valid inference from the text to explain the author's central claim about the windblown dust moving from continent to continent (*might be putting people and other organisms in danger*); however, the response only provides one concrete detail from the text for support as required by the prompt (*In just a week, the dust can complete a journey from Asia, over the Pacific, and across the entire United States*). This response includes complete sentences where errors do not impact readability.

What is the author's central claim about the windblown dust moving from continent to continent? Use **two** details from the article to support your response.

The central claim about the windblown dust moving from continent to continent is that it shows which way the wind is blowing. This is because which ever way the dust moves determines which way the wind was blowing.

**Score Point 0 (out of 2 points)**

This response is totally inaccurate (*shows which way the wind is blowing. This is because which ever way the dust moves determines which way the wind was blowing*).

# Directions

306028P

Read this story. Then answer questions XX through XX.

*This is a fictional portrayal of a real person, eighteen-year-old Perce Blackborrow, who joined the crew of the *Endurance*. Ernest Shackleton commanded the ship in 1914, intending to cross Antarctica. The vessel was crushed by icebergs, and the men were stranded for more than four months before all were rescued.*

## Shackleton's Stowaway

by Victoria McKernan

Once on deck, Perce stopped and stared. The flat, endless ice plain they had lived in for months was torn apart. But rather than opening up the sea for their escape, it was trapping them more than ever.

5 Great jagged slabs of ice were piled up all around the ship, lifting her hull half out of the water, tipping the *Endurance* until she was almost on her side. Deck planks were snapping, and metal halyards screeched like fingernails on a chalkboard. Shackleton stood on the bridge, calmly giving orders in the chaos. Wild directed the men as they came on deck.

10 "Billy," Wild shouted. "Help McNeish with the lifeboats." The *Endurance* was heeled so far over, the lifeboats on the port side were in danger of being crushed against the ice.

15 "Blackie, Tim," Wild commanded. "Help get the dogs on board." Dogloo city was a wreck. The dogs howled with fright. Some of the chains had come free, and the loose dogs ran everywhere. Others were trapped and buried in their dogloos. Huge slabs of ice stuck straight up like tombstones in a giant's graveyard. Perce grabbed an ax in one hand and a pike in the other. It was hard even getting to the dogs through the maze of broken ice. Perce began to chop the chains free. Crean was digging Sampson out of his collapsed dogloo.

"What's happening?" Perce had to shout to be heard over the noise of crunching ice.

20 "Pressure!" Crean shouted back. "Ice starts to break up, and the current jams it all together. Then the wind catches the broken slabs like sails and pushes it up more."

25 It was scary to see blocks of ice that weighed ten tons piled up around them like a child's building blocks. Crean freed Sampson and led him to the safety of the ship, with the four grown pups running right behind. Hurley had his hands full with Shakespeare but grabbed another dog from Perce. They bolted in opposite directions, almost pulling him in two. Hurley swore, yanked on the leashes, and muscled the dogs back to his side. It was a frantic race, but within ten minutes every dog was securely on board the ship. They were so terrorized, they even forgot to fight. They just cowered in corners and whined.

McNeish came running, as much as anyone could run on the sloping deck.

30 “She’s sprung fore an’ aft, Boss!” he announced. “There’s two foot of water in the hold, and the pump’s froze up.”

“Very well,” Shackleton said evenly. “Get some men on the hand pumps. Can you stem the leaks?”

“Timbers is split, sir. I might build a cofferdam, though. Might keep the water back from the engines.”

35 “Take whatever men you need.”

“You two—” Wild pointed at Perce and Tim. “Help Hurley secure the dogs, then relieve the men on the pumps. You there—Bill, Vincent, the rest of you there—get the pikes, let’s try to push some of this ice back from the ship. The rest of you with McNeish.”

40 They worked all day and all night. McNeish and his crew sloshed waist deep in the freezing water as they tried to stop the leaks. The sailors, officers, and scientists worked shoulder to shoulder. They were so wet and dirty, you could hardly tell one man from another. Fifteen minutes on the hand pumps—fifteen minutes’ rest, half hour chopping at the ice or helping with the dam down below. Perce pounded nails and stuffed blankets into cracks, then went back to the pumps. The labor was extreme. The water was pouring  
45 in so fast, they had to pump full out. After five minutes, his arms ached. After ten minutes, his shoulders and neck were in a spasm.

The night became a blur. Once Perce fell asleep while holding a board in place on the dam. Once he found a mug of soup in his hand and didn’t know how it got there. The  
50 strangest thing was how the Boss was everywhere all the time. When a shift finished on the pumps, there he was with mugs of chocolate. When the strips of blanket floated out of the cofferdam, it was Shackleton’s hand that caught them. His clothes were as wet and dirty as any of theirs, but he never rested, never seemed tired.

Finally, late the next morning, the efforts began to show success. Water still came in, but slower. Shackleton ordered an hour’s rest. Charlie had somehow managed to cook with  
55 the galley at a crazy tilt and now dished out big bowls of porridge. The men ate hunched over, too tired to speak. Some fell asleep at the table, their heads beside the empty bowls. And always, the terrible screech and groaning of the pressing ice continued all around them.



**MEASURES CCLS: RL.6.2:**

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**HOW THIS QUESTION MEASURES RL.6.2:**

This question measures RL.6.2 by asking students to express a central idea contained within selected lines and explain how that idea is developed in the lines. Students who successfully answer the question demonstrate the ability to express a central idea statement, as well as isolate and explain aspects of the selected text.

**CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:**

Responses receiving full credit will include a coherent expression of a central idea contained within the selected text. Central idea statements will likely focus on the dangers presented by the breakup of the ice surface and its effect on both men and animals. Relevant support may include a description of the broken surface of ice or the damage the breaking ice caused to the Endurance. The answer may also describe how hard the men worked and with calm resolve despite the treacherous situation to remedy the situation. Support may include the men working together to pump water, and Shackleton's amazing help throughout the ordeal.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses that receive full credit will have the following characteristics: relevant and sufficient use of textual detail; organization of details in a logical way; include an introduction and conclusion; and be composed in complete sentences. Any errors should not impact readability.

**HOW TO HELP STUDENTS MASTER STANDARD RL.6.2:**

To help students succeed with questions assessing standard RL.6.2, instruction can focus on building students' capacity to comprehend grade-level texts through activities and discussions that ask students to determine central themes in a text and support these themes using various details throughout the text.

**[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.**

What is a central idea of lines 1 through 27 of "Shackleton's Stowaway"? Use **two** details from the story to support your response.

The idea of lines 1-27 were that the iceblocks surrounding them were causing trouble to people on the ship. To prove this, it states things like, "great jagged slabs of ice were piled up all around the ship." and "blocks of ice that weighed ten tons piled up around them like a child's building blocks." These sentences portray the thought of the ice creating havoc for the passengers.

**Score Point 2 (out of 2 points)**

This response makes a valid inference from the text to explain a central idea of lines 1 through 27 of "Shackleton's Stowaway" (*the iceblocks surrounding them were causing trouble to people on the ship*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*great jagged slabs of ice were piled up all around the ship and blocks of ice that weighed ten tons piled up around them like a child's building blocks*). This response includes complete sentences where errors do not impact readability.

What is a central idea of lines 1 through 27 of "Shackleton's Stowaway"? Use **two** details from the story to support your response.

The central idea of lines 1-27 of "Shackleton's Stowaway" is how they had to work really hard. An example is they had to secure the lifeboats. Another example is they had to get all the dogs on board safely.

**Score Point 2 (out of 2 points)**

This response makes a valid inference from the text to explain a central idea of lines 1 through 27 of "Shackleton's Stowaway" (*how they had to work really hard*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*they had to secure the lifeboats* and *they had to get all the dogs on board safely*). This response includes complete sentences where errors do not impact readability.

What is a central idea of lines 1 through 27 of “Shackleton’s Stowaway”? Use **two** details from the story to support your response.

The central I ded is to never give up. I think this because they kept on trying to save their ship and they, wouldn't give up. Also they went off the boat to go and save dogs that were trapped on the ice.

**Score Point 1 (out of 2 points)**

This response makes a valid inference from the text to explain a central idea of lines 1 through 27 of “Shackleton’s Stowaway” (*never give up*); however, the response only provides one concrete detail from the text for support as required by the prompt (*they went off the boat to go and save dogs that were trapped on the ice*). This response includes complete sentences where errors do not impact readability.

What is a central idea of lines 1 through 27 of “Shackleton’s Stowaway”? Use **two** details from the story to support your response.

The lines in 1-27 showed  
the chaos that was in place  
aboard the ship.

**Score Point 1 (out of 2 points)**

This response makes a valid inference from the text to explain a central idea of lines 1 through 27 of “Shackleton’s Stowaway” (*the chaos that was in place aboard the ship*); however, the response does not provide two concrete details from the text for support as required by the prompt.

What is a central idea of lines 1 through 27 of "Shackleton's Stowaway"? Use **two** details from the story to support your response.

the central idea is that someone fell in the ice and someone needed to rescue him so a guy went to get help from another guy.

**Score Point 0 (out of 2 points)**

This response is totally inaccurate (*someone fell in the ice and someone needed to rescue him so a guy went to get help*).



### **MEASURES CCLS: RL.6.1:**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **HOW THIS QUESTION MEASURES RL.6.1:**

This question measures RL.6.1 by asking students to make an inference from the text and cite the textual evidence used to support the inference. Students who successfully answer the question demonstrate an ability to draw an inference about why the crew of the Endurance must work through the night and cite the relevant support that led them to their inference.

### **CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:**

Responses receiving full credit will include well-supported inferences about why the crew must work through the night. Circumstances and situations, such as the ice buckling and puncturing the aft section of the ship, causing it to leak, may be used to support the inference and reason why they work so diligently. Other evidence that may be used is that the engine compartment is in danger of flooding and the leak must be shored up so the engines are not damaged. Students may cite line 39, which states that the crew “worked all day and all night” trying to repair the damage.

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Where errors are present, they should not impact readability.

### **HOW TO HELP STUDENTS MASTER STANDARD RL.6.1:**

To help students succeed with questions assessing standard RL.6.1, instruction can focus on building students’ capacity to comprehend grade-level texts through activities and discussions that ask students to support inferences and what the text says explicitly with textual details.

**[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.**

Why must the crew of the *Endurance* work through the night? Use **two** details from the story to support your response.

The crew of the *Endurance* worked through the night to keep too much water from coming in, and to do as much repair as they can to all of the cracks and leaks. For example, the passage says, "They worked all day and night. McNeish and his crew sloshed in the freezing water as they tried to stop the leaks." The crew had to use hand pumps to keep the water out. Therefore, the crew of the *Endurance* had to work through the night.

**Score Point 2 (out of 2 points)**

This response makes valid inferences from the text to explain why the crew of the *Endurance* must work through the night (*to keep too much water from coming in and to do as much repair as they can to all of the cracks and leaks*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Mc Neish and his crew sloshed in the freezing water as they tried to stop the leaks and The crew had to use hand pumps to keep the water out*). This response includes complete sentences where errors do not impact readability.

Why must the crew of the *Endurance* work through the night? Use **two** details from the story to support your response.

The crew of the *Endurance* must work through the night because there were leaks in the boat. For example, it says "Can you stem the leaks?" Also, it says "The water was pouring in so fast, they had to pump full out." In conclusion, the crew of the *Endurance* had to work through the night as there were so many leaks in the boat.

**Score Point 2 (out of 2 points)**

This response makes a valid inference from the text to explain why the crew of the *Endurance* must work through the night (*there were leaks in the boat*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Can you stem the leaks?* and *The water was pouring in so fast, they had to pump full out*). This response includes complete sentences where errors do not impact readability.

Why must the crew of the *Endurance* work through the night? Use **two** details from the story to support your response.

The crew of the *Endurance* work through the night because the men had to pump the water out of their boat. McNeish and his crew sloshed waist deep in the freezing water as they tried to stop the leaks.

**Score Point 1 (out of 2 points)**

This response makes a valid inference from the text to explain why the crew of the *Endurance* must work through the night (*men had to pump the water out of their boat*); however, the response only provides one concrete detail from the text for support as required by the prompt (*McNeish and his crew sloshed waist deep in the freezing water as they tried to stop the leaks*). This response includes complete sentences where errors do not impact readability.

Why must the crew of the *Endurance* work through the night? Use **two** details from the story to support your response.

The crew must work all night because they needed to patch leaks and repair the ship. They also needed to make sure everyone is safe on board.

**Score Point 1 (out of 2 points)**

This response makes valid inferences from the text to explain why the crew of the *Endurance* must work through the night (*they needed to patch leaks and repair the ship and to make sure everyone is safe on board*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

Why must the crew of the *Endurance* work through the night? Use **two** details from the story to support your response.

The *Endurance* ~~was~~ needed to work through the night because they need more help on the ship. They needed someone watching if there going to bump in to something. Or if they need help with the breaks or steering the ship. If the *Endurance* don't work through the night the ship might crash.

**Score Point 0 (out of 2 points)**

This response is totally inaccurate (*they need more help on the ship. They needed someone watching if there going to bump in to somethng*).

# Directions

306030P

Read this story. Then answer questions XX through XX.

*In this fictionalized account of a real event, a group of Canadian climbers is stranded in France on a treacherous part of Mont Dax called the Slide. DeMaistre and Leval, two experienced climbers, have begun their rescue mission when they encounter a surprise.*

## Excerpt from *In Caverns of Blue Ice*

*by Robert Roper*

As DeMaistre edged out to his left, he felt the rock shift under his feet. This was some of that rotten, unstable rock for which Mont Dax is well known. It occurred to him that the covering of ice might actually work in their favor: to a certain extent it held the rocks in place, froze them solid to one another. As long as the sun didn't melt the ice, the  
5 traverse they were on might be possible.

After half an hour of difficult, slippery climbing, DeMaistre reached the area directly under the Slide. The caves where the Canadians might be were above, forty yards straight up. But now he saw something that caused his blood to run cold. A hundred yards below and to the right, two climbers were clawing their way up a steep, icy stretch of the  
10 mountain wall.

"Who can that be?" he thought. "Who'd be so crazy as to come out today, when the rocks are covered with ice?"

Now Leval caught up with DeMaistre. He, too, noticed the climbers below them.

"Who can that be? Why, they're completely mad, Jules! They'll never make it—that  
15 part of the wall has never been climbed, as far as I know."

As the two men watched, the two other climbers—Jean-Claude and Louise, of course—came to rest on a slanted ledge. Though DeMaistre recognized them now, he still couldn't believe what he was seeing: his own children, aged fifteen and thirteen, climbing one of the most dangerous routes in the Alps. Even more astonishing, it was young Louise,  
20 not her older brother, who was leading on the rope. (She had taken over from Jean-Claude when, as had happened on Henry's Hat, he reached a part of the cliff he couldn't manage.) Louise, apparently, was the more agile of the two, better at keeping her balance on tiny, slippery footholds.

"Jules," Leval whispered, "I'm afraid that those two youngsters are your own—"

25 "Yes, yes, I know. And please—don't speak too loudly. You might startle them."

After a short rest, the young climbers continued up. It was clear to DeMaistre that they were completely exhausted, that only a combination of fear and desperation was keeping them from falling off. Having come more than halfway up the mountain, they now realized that their only chance lay in making it to the top. To climb back down would have been harder—maybe impossible.

“When they reach that shattered boulder,” DeMaistre whispered, “I’m going to call out. But I’m going to speak calmly, as if it were the most natural thing in the world to run into them up here, on this terrible, icy face.”

When he saw Louise at the boulder, DeMaistre called down to his daughter. He asked her in a cheerful voice if she had remembered to bring him up some chocolate—he was getting hungry, he said, and it was still hours till dinnertime. At the sound of her father’s voice, an expression of fear, surprise, and deep relief crossed Louise’s face. Until that moment, she had believed that she would never see him again—that she and her brother were doomed to die on this terrible cliff, which they had mistakenly thought they could climb.

“Papa! Oh—Papa! I don’t know what to do! I’m so scared. And Jean-Claude has cut his hand badly, and we’re very tired. . . .”

Just then, Jean-Claude reached the boulder, too. DeMaistre could see that his hand was wrapped in a piece of bloody cloth. Jean-Claude was equally surprised to see his father above them—so surprised, that he almost lost his grip and fell.

“Careful!” his father shouted anxiously. “Quickly, tie yourselves in to the rock! I can’t believe you’ve climbed all this way without belaying. Be calm now; don’t do anything foolish, and I’m sure we’ll get out of this alive.”

When his two children were attached to the cliff, DeMaistre dropped a rope down to the shattered boulder. Then he carefully climbed down. He examined Jean-Claude’s hand. Two of the boy’s fingers looked broken, and there was a deep cut across the back of his hand.

“You’ll be all right,” he said. “But we have to keep climbing—on up to the caves. Think you can do it?”

“Y-y-yes,” Jean-Claude said uncertainly.

“You’ve done well so far. No one has ever climbed this route before, did you know that? But tell me: has Louise been leading the whole time? Or just since you hurt your hand?”

“Well . . . not *quite* the whole time,” the boy answered slowly. “There was a smooth patch of rock, you see, very icy and steep, and I had trouble getting up. Louise isn’t bothered by things like that. Oh, Papa—I’m *so* sorry! I don’t know why I did this crazy thing! I’ll never disobey you again, never! I promise!” And then he started to cry.

DeMaistre comforted his son, and he tied him on to his own climbing rope. He urged Jean-Claude to begin climbing to the higher ledge. The boy went at a painfully slow pace, but eventually he arrived. Then it was Louise's turn. She climbed much faster, with little show of difficulty.

"Very good," their father called up. "Now follow Leval's instructions. I'll climb behind you, bringing the yellow rope."

By slow, careful progress, the party made its way up. Just before dark they arrived at a tiny cave, so small that they couldn't all squeeze into it together. DeMaistre had to spend the night outside, huddled on a ledge. The cave with the Canadians was just above, only about fifty feet away. However, neither party was aware of the other, and everyone passed a cold, uncomfortable night.



**MEASURES CCLS: RL.6.5:**

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**HOW THIS QUESTION MEASURES RL.6.5:**

This question measures RL.6.5 by asking students to demonstrate how a story's structure contributes to its meaning. Students who successfully answer this question demonstrate an ability to explain how the craft and structure an author chooses for a story supports the intended purpose, plot, meaning, or other aspect of the text. Students also demonstrate an ability to cite relevant textual evidence in support of their conclusions.

**CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:**

Responses that receive full credit will use textual details to discuss the way that events in the narrative alter the mood of the story. Specifically, these responses will recognize the way that language associated with the danger the ice presents shifts the tone in the text. Supported inferences as to how lines 8 through 15 change the mood of the story may include references to the danger presented by the ice. Responses may reference lines 4 and 5 that state, "the traverse they were on might be possible." Line 6 describes the climb as "difficult" and "slippery." Responses may also reference DeMaistre's thoughts upon seeing other climbers below them. He thought that whoever would come out under those conditions had to be crazy, and he was worried that the climbers on the "icy stretch of the mountain wall" might not make it.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

**HOW TO HELP STUDENTS MASTER STANDARD RL.6.5:**

To help students succeed with questions assessing standard RL.6.5, instruction can focus on building students' capacity to comprehend grade-level texts through activities and discussions that ask students to determine how specific sections of a text influence, relate to, and contribute to the development of the text as a whole.

**[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.**

In "Excerpt from *In Caverns of Blue Ice*," how do lines 8 through 15 change the mood of the story? Use **two** details from the story to support your response.

In "Excerpt from *In Caverns of Blue Ice*," lines 8 through 15 change the mood of the story from a somewhat calm to an astonished and fearful mood. On line 8 the author states "As long as the sun didn't melt, the traverse they were on might be possible." This statement in the story creates a reassuring and calm mood. However this statement "They'll never make it - that part of the wall has never been climbed, as far as I know," changes the mood into a terrified state.

**Score Point 2 (out of 2 points)**

This response makes a valid inference from the text to explain how lines 8 through 15 change the mood in "Excerpt from *In Caverns of Blue Ice*" (from a somewhat calm to an astonished and fearful mood). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("As long as the sun didn't melt, the traverse they were on might be possible." This statement in the story creates a reassuring and calm mood and "They'll never make it - that part of the wall has never been climbed, as far as I know," changes the mood into a terrified state). This response includes complete sentences where errors do not impact readability.

In "Excerpt from *In Caverns of Blue Ice*," how do lines 8 through 15 change the mood of the story? Use **two** details from the story to support your response.

Line's 8 through 15 change the mood by making it seem like the other two climbers might not make it. One detail to support my response is that the rocks were icy and slippery that day. My second detail is that DeMaistre thought the two climbers were crazy to be up there.

**Score Point 2 (out of 2 points)**

This response makes a valid inference from the text to explain how lines 8 through 15 change the mood in "Excerpt from *In Caverns of Blue Ice*" (by making it seem like the other two climbers' might not make it). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the rock's were icy and slippery that day* and *DeMaistre thought the two climber's were crazy to be up thier*). This response includes complete sentences where errors do not impact readability.

In "Excerpt from *In Caverns of Blue Ice*," how do lines 8 through 15 change the mood of the story? Use **two** details from the story to support your response.

In these lines, the mood changes when DeMaistre was on top of Mont Dax without any fears. Then, he sees two climbers who turn out to be his children. His ease disappears and he fears for the lives of his children.

**Score Point 1 (out of 2 points)**

This response makes a valid inference from the text to explain how lines 8 through 15 change the mood in "Excerpt from *In Caverns of Blue Ice*" (*DeMaistre was on top of Mont Dax without any fears. . . . His ease disappears and he fears for the lives of his children*); however, the response only provides one concrete detail from the text for support as required by the prompt (*he sees two climbers who turn out to be his children*). This response includes complete sentences where errors do not impact readability.

In "Excerpt from *In Caverns of Blue Ice*," how do lines 8 through 15 change the mood of the story? Use **two** details from the story to support your response.

In lines 8 through 15 the mood of the story is changed. For example in line 8 it says that "he saw something that caused his blood to run cold. Furthermore in line 15 it says that part of the wall has never been climbed, as far as I know."

**Score Point 1 (out of 2 points)**

This response is a mostly literal recounting of details from the text ("*he saw something that caused his blood to run cold.*" *Furthermore in line 15 it says that part of the wall has never been climbed, as far as I know*). While the response provides details from the text, no valid inference and/or claim is present. This response includes complete sentences where errors do not impact readability.

In "Excerpt from *In Caverns of Blue Ice*," how do lines 8 through 15 change the mood of the story? Use **two** details from the story to support your response.

In lines 8-15 it changes the mood because DeMaistre saw his son and daughter climbing up a very dangerest path up a mountian. Another thing is sons hand was badley cut. Thats what changed the mood.

**Score Point 0 (out of 2 points)**

This response does not address any of the requirements of the prompt (*DeMaistre saw his son and daughter climbing up a very dangerest path up a mountian. Another thing is sons hand was badley cut*).





## **MEASURES CCLS: RL.6.2:**

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.

### **HOW THIS QUESTION MEASURES RL.6.2:**

This question measures RL.6.2 by asking students to express a theme that two passages have in common and explain how that theme is developed in each passage. Students successfully responding to this question demonstrate the ability to express a theme statement, as well as isolate and explain the aspects of a story an author uses to develop this theme.

### **CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:**

Responses that receive full credit will identify clearly a central theme from each text, and using textual evidence, discuss how the themes compare to one another. Responses that receive full credit will focus on the ways that the setting in each text affects the way the each author develops the common theme. Students should, then, discuss each theme based on the details that characterize each passage. Both texts relate a theme of danger and remaining calm in the face of danger, and each shows how the main character deals with the perilous situation before him.

Responses may indicate that in "Shackleton's Stowaway," the crew of the *Endurance* encounters ice slabs that have punched a hole in the ship and it is taking on water. Responses may cite the ever shifting, icy field around the crew, the coldness of the water, the destruction of the dog igloos, and the final relief of warm food. All of these elements add to the setting and help the author develop the theme.

In "Excerpt from *In Caverns of Blue Ice*," the danger presents itself on the side of the mountain, when an experienced climber sees his children far below just beginning to ascend the mountain. However, the fear is not for the experienced climber but for his children. Elements of the setting responses may cite include: "rotten, unstable rock" of the mountain and consequential "slippery climbing;" the children's ascent up one of the "most dangerous routes in the Alps;" the cliff halfway up; and the son's hurt hand. These all add to the story's tense and adventurous theme.

There is no single "correct" response, but rather responses that sufficiently and clearly develop the topic based on the four criteria in the Extended-Response (4-point) Holistic Rubric and responses that do not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions and inferences made about the text and the selection, discussion, relevance, and organization of supporting details. Student responses should include an introductory and concluding comment and be logically organized. Responses should be in complete sentences where errors, if present, do not impact readability.

### **HOW TO HELP STUDENTS MASTER STANDARD RL.6.2:**

To help students succeed with questions assessing standard RL.6.2, instruction can focus on building students' capacity to comprehend grade-level texts through activities and discussions that ask students to determine how authors develop and present information and events that support a central idea of theme. To help students with questions that require synthesis of information across multiple texts educators can use graphic organizers to help students track information and events in different texts in order to identify and analyze points of comparison among the different texts.

**[See Extended-Response \(4-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 4-pt responses, two 3-pt responses, two 2-pt responses, two 1-pt responses, and one 0-pt response.**

Compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*." How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*"
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

**B**oth "Shackleton's Stowaway" and "Excerpt from *In Caverns of Blue Ice*" tell true stories of peril and danger. Victoria McKernan, author of "Shackleton's Stowaway," writes of the true 1914 incident, involving Ernest Shackleton and his crew, when their ship was crushed by icebergs, leaving them stranded for 4 months. The excerpt of "In Caverns of Ice Blue", by Robert Proyer, explains the - also true - story of two climber DeMaistre and Leavel go on a rescue mission for a group of climbers and encounter DeMaistre's children, climbing the very same mountain. As similar yet different passages, they have differing themes, and each author develops it in his or her own way.

The theme of McKernan's "Shackleton's Stowaway" is that, with the teamwork - and endurance (just as their ship is named for) - it is always likely that your (problem(s)) can be solved. This is portrayed within the passage as the crew works together, through the night, to solve the leaks within the ship. On the other hand, Proyer's "In Caverns of Ice Blue" expresses the theme that, if you keep calm, all will

be well, which is depicted through DeMaistre's approach to coming across his children during his mission.

In "Shackleton's Stowaway", as the frigid sea is the setting, McKernan has the crew first split into small partnerships. However, as the situation worsens, the crew - altogether - joins to fix the leaks that threaten all of their lives. In "In Caverns of Ice Blue", the setting - the mountains - affects the way Roper develops his theme, as it provides first a perilous and dangerous event, but slowly dies down to a calm tone. DeMaistre finds himself worried and startled at the sight of his children, but convinces himself to keep calm for the safety of them all. The mountains are dangerous at first, but once you find safety at the top, you are calm as the theme develops.

#### Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*As similar yet different passages, they have differing themes, and each author develops it in his or her own way*). The response demonstrates insightful analysis of the texts [*The theme of McKernan's "Shackleton's Stowaway" is that, with the teamwork - and endurance (just as their ship is named for) - it is always likely that your problems(s) can be solved; Roper's "In Caverns of Ice Blue" expresses the theme that, if you keep calm, all will be well; the setting - the mountains - affects the way Roper develops his theme, as it provides first a perilous and dangerous event, but slowly dies down to a calm tone*]. The topic is developed with the sustained use of relevant, well-chosen concrete details from the texts (*the crew works together, through the night, to solve the leaks within the ship; as the frigid sea is the setting, McKernan has the crew first split into small partnerships; as the situation worsens, the crew - altogether - joins to fix the leaks that threaten all of their lives; DeMaistre finds himself worried and startled at the sight of his children, but convinces himself to keep calm for the safety of them all*). The response exhibits clear organization with the skillful use of appropriate and varied transitions to create a unified whole (*Both, As similar yet different passages, On the other hand, In "Shackleton's Stowaway", However, "In Caverns of Ice Blue"*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*peril and danger, incident, rescue mission, encounter, portrayed, depicted, partnerships, threaten, perilous*). No concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with few errors.

Compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*." How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*"
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The theme of "Shackleton's Stowaway" and "Excerpt from *In Caverns of Blue Ice*" are very alike. "Shackleton's Stowaway's" theme is to never give up and keep striving and "In Caverns of Blue Ice's" theme is to strive for your goal and don't let fear scare you. Both the themes talk about never giving up and working hard pays off in the end. In "Shackleton's Stowaway", the crew of The Endurance keeps working to fix their ship. In "Excerpt from The Caverns of Blue Ice", the main character DeMaistre, his children, and his climbing partner work hard to get to the cave and try to be brave. This is how the stories' two themes are alike.

The settings affect the way the authors develop each theme. This is because in both stories, the setting causes the problem and the themes tell about the solution to the problem. In "Shackleton's

Stowaway", the ice strands the crew and in "Excerpt from ~~the~~ the Caverns of Blue Ice" the main characters show the theme as they climb up an icy mountain. This is how the settings of each story affects the theme.

In both stories, the themes are very alike. The settings are also very important to the themes. This is how both stories themes are alike and how the setting affects the themes.

#### Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The theme of "Shackleton's Stowaway" and "Excerpt from In Caverns of Blue Ice" are very alike*). The response demonstrates insightful analysis of the texts (*Both the themes talk about never giving up and working hard pays off in the end and in both stories, the setting causes the problem and the themes tell about the solution to the problem*). The topic is developed with the sustained use of relevant, well-chosen concrete details from the texts (*the crew of The Endurance keeps working to fix their ship; the main character DeMaistre, his children, and his climbing partner work hard to get to the cave and try to be brave; the ice strands the crew; the main characters show the theme as they climb up an icy mountain*). The response exhibits clear organization with the use of appropriate transitions to create a unified whole (*Both the themes, In "Excerpt from The Caverns of Blue ice, The settings affect the way, In "Shackleton's Stowaway"*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*keep striving, goal, fear, climbing partner, brave, solution to the problem*). The concluding section follows from the topic and information presented (*This is how both stories themes are alike and how the setting affects the themes*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*the main character DeMaistre, develope, settings*) that do not hinder comprehension.

Compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*." How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*"
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The stories "Shackleton's Stowaway" and "Excerpt from *In Caverns of Blue Ice*" are very similar. They show the same similarities in each other's stories.

In both stories, there is one man that comes and saves the day. In the first story, Wild comes in and tries to build a cofferdam to keep the water away from the engine. In the second story, DeMaistre helps his kids try and stay alive when they climb the dangerous mountain. Wild and DeMaistre find away to keep people alive in two different kinds of ways! I am sure ~~the~~ Wild was a hero to his crew and the kids thought ~~the~~ their dad was their hero.

The setting wasn't totally different in these two stories. They both had deadly rocks that could kill them. The first story was just in the Arctic and the second story was in mountains. The setting effected the first story because the cold water was getting near the engine. The setting effected the ~~second~~ second story because the rocks on the mountains were loose and they were trying to kill the people climbing. The stories were the same, just not in the way some people think.

**Score Point 3 (out of 4 points)**

This response introduces a topic in a manner that follows from the task and purpose (*The stories "Shackleton's Stowaway" and "Excerpt from In Caverns of Blue Ice" are very similar*). This response demonstrates grade-appropriate analysis of the texts (*In both stories, there is one man that comes and saves the day and Wild was a hero to his crew and the kids thought their dad was their hero*). The topic is developed with relevant details from the texts (*Wild comes in and tries to build a cofferdam to keep the water away from the engine, DeMaistre helps his kids try and stay alive when they climb the dangerous mountain, the cold water was getting near the engine, the rocks on the mountains were loose and they were trying to kill the people climbing*). The use of relevant evidence is sustained with some lack of variety (*They both had deadly rocks that could kill them*). The response exhibits clear organization with the use of appropriate transitions to create a unified whole (*In both stories, In the first story, In the second story, The setting wasn't totally different*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*saves the day, dangerous mountain, keep people alive, hero*). The concluding statement follows from the topic and information presented (*The stories were the same, just not in the way some people think*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*Exerpt, away, in mountains*) that do not hinder comprehension.

Compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*." How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*"
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The theme of "Shackleton's Stowaway" and "Excerpt from *In Caverns*" are both similar. They are both about survival. Shackleton and his crew have to survive the boat damage done by icebergs. In "Excerpt from *In Caverns*", Jules and Leval have to help Jean-Claude and Louise climb the mountain. Both of the stories take place in icy environments. That means someone can slip and fall and hurt themselves so the authors use suspense in the stories. This is how the theme of both stories are similar.

### Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The theme of "Shackleton's Stoaway" and "Excerpt from In Caverns" are both similar*). This response demonstrates grade-appropriate analysis of the texts (*They are both about survival and the authors use suspense*). The topic is developed with relevant details from the texts (*Shackleton and his crew have to survive the boat damage done by icebergs, Jules and Leval have to help Jean-Claude and Louise climb the mountain, Both of the stories take place in icy enviroments, someone can slip and fall and hurt themselve*). This response exhibits some attempt at organization, with inconsistent use of transitions (*The theme, In Excerpt From In Caverns, Both of the stories*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*survival, boat damage, icy enviroments, suspense*). The concluding statement follows generally from the topic and information presented (*This is how the theme of both stories are similar*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*Stoaway, enviroments, themselve, suspence*) that do not hinder comprehension.

Compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*." How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*"
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

In Shackleton's Stowaway, the crew was in danger because of the ice and its pressure. The excerpt from *In Caverns of Blue Ice* two sybilings' lives were in danger due to ice on the mountains. Ice played a big role in both stories.

In the excerpt, the ice on the mountains made it dangerous for the climbers. In Shackleton's Stowaway the ice around them created a dangerous environment for the whole team. A similarity in both stories is that life and death were options almost forced upon the characters.

These stories were interesting and were very much in common. All the characters were

intresting and havd there own characteristic and attitudes.

**Score Point 2 (out of 4 points)**

This response introduces a topic in a manner that follows generally from the task and purpose (*Ice played a big role in both stories*). This response demonstrates some grade-appropriate analysis of the texts (*A similarity in both stories is that life and death were options almost forced upon the characters*). The topic is partially developed with the use of some textual evidence (*two syblings' lives were in danger due to ice on the mountains and the ice around them created a dangerous evironment for the whole team*). This response exhibits some attempt at organization, with inconsistent use of transitions (*In Shackleton's Stowaway, In the exerpt, These stories*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*danger, syblings', dangerous environment, options*). The concluding statement follows generally from the topic and information presented (*These stories were intresting and were very much in common. All the characters were intresting and havd there own characteristic and attitudes*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*syblings', exerpt, evironment, intresting, havd, there*) that do not hinder comprehension.

Compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*.” How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*”
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The themes of “Shackleton’s Stowaway” and “Excerpt from *In Caverns of Blue Ice*” both describe dangerous situations. One depicts a crew desperate to save their ship from huge mountains of ice. The other tells a story of a mountain climber who spots his two children climbing a path that no other had taken before. These themes are similar because they both describe situations that are dangerous to the people in them.

#### Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and demonstrates a literal comprehension of the texts (*The themes of “Shackleton’s Stowaway” and “Excerpt from In Caverns of Blue Ice” both describe dangerous situations*). The topic is partially developed with the use of some textual evidence (*One depicts a crew desperate to save their ship from huge mountains of ice and a mountain climber who spots his two children climbing a path that no other had taken before*). This response exhibits some attempt at organization, with inconsistent use of transitions (*The theme, One depicts, The other tells, These themes*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*dangerous situations, huge mountains, climbing a path*). The concluding statement follows generally from the topic and information presented (*These themes are similar because they both describe situations that are dangerous to the people in them*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*thier, no other, bea use*) that do not hinder comprehension.

Compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*." How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*"
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The theme in "Shackleton's Stowaway" and "Excerpt from *In Caverns*" are the same because the theme is fright.

The setting is the same because they take place in the cold winter.

"Shackleton Stowaway" and "Excerpt from *In Caverns*" are the same because they go through the tuff times of the cold.

#### Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task (*The theme in "Shackleton's Stowaway" and "Excerpt from In Caverns" are the same because the theme is fright. The setting is the same because they take place in the cold winter*). The response demonstrates an attempt to use minimal evidence (*the same because they go through the tuff times of the cold*). The response exhibits little attempt at organization and lacks a formal style. No concluding statement is provided. The response demonstrates an emerging command of conventions, with some errors (*Shackeltons, Cavers, tuff*) that may hinder comprehension.

Compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*.” How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*”
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

in The first passage they are freezEing to death with a boat. In the second one they are in freezEing too, because they are bothe in icy conditions.

#### Score Point 1 (out of 4 points)

This response introduces a topic in a manner that does not logically follow from the task and demonstrates little understanding of the texts (*in The first passage they are freezEing to death with a boat. In the second one they are in freezEing too*). The response demonstrates an attempt to use minimal evidence (*they are bothe in icy conditions*). The response exhibits little attempt at organization and does not provide a concluding statement. The response demonstrates an emerging command of conventions, with some errors (*in, freezEing, because, bothe*) that may hinder comprehension.

Compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*.” How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*”
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The themes of “Shackleton’s Stowaway” and “Excerpt from *In Caverns of Blue Ice*” are alike. In the first story the setting is in the cold ocean and the second story was outside.

**Score Point 0 (out of 4 points)**

This response introduces a topic in a manner that follows generally from the task (*are alike*). The response demonstrates little understanding of the texts (*the first story the setting is in the cold ocean and the second story was outside*). There is no evidence of organization and language is imprecise. The response is minimal, making assessment of conventions unreliable.

## 2-Point Rubric—Short Response

Score	Response Features
<b>2 Point</b>	The features of a 2-point response are <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
<b>1 Point</b>	The features of a 1-point response are <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
<b>0 Point*</b>	The features of a 0-point response are <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

• If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

\* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

## New York State Grade 6-8 Expository Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				Essays at this level: —demonstrate a lack of comprehension of the text(s) or task
		4	3	2	1	
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	W.2 R.1-9	<b>Essays at this level:</b> —clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	<b>Essays at this level:</b> —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	<b>Essays at this level:</b> —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	<b>Essays at this level:</b> —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	
		—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.9 R.1-9	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning	—exhibit clear organization, with the use of appropriate transitions to create a unified whole	—exhibit some attempt at organization, with inconsistent use of transitions	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task	
		—establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	
		—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with some errors that may hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2					

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
  - If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
  - Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
  - A response totally copied from the text(s) with no original student writing should be scored a 0.
- \* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).