

## Key Ideas and Details

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

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

*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.*

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

*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.*

Which phrase best explains why people first created carousels?

*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.*

What made more elaborate carousels possible?

*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.*

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.

*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.*

### 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.

Which sentence would be most important to include in a summary of the article?

*This question measures RI.6.2 because it asks students to identify which information is most important to include in a summary. Students have to identify how particular details can be synthesized to construct a comprehensive summary.*

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

*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.*

Which statement from the article best represents a central idea?

*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.*

Which statement best reflects the central idea of the article?

*This question aligns to CCLS RI.6.2 in that it asks the student to identify the central idea of the article.*

**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 does the author show that the Ross Ice Shelf is dangerous?

*This question measures RI.6.3 because it asks students to analyze how a key idea in the text is elaborated. Students must use details from the text to choose which information is the most relevant to the key idea, as well as the manner in which the author connects the details to the idea.*

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

*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.*

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

*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.*

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.

*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.*

**Craft and Structure**

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

In line 53, the word "inched" means the builders of the highway...

*This question measures L.6.4a because it asks students to use context as a clue to determine the meaning of a word.*

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.

*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.*

Scientists call the lionfish an alien invader (line 6) because lionfish...

*This question aligns to RI.6.4 in that it asks the student to interpret the figurative phrase "alien invader" in light of information in the article as a whole.*

Which of these words is closest in meaning to expedition (line 19)?

*This question aligns to CCLS L.6.4a in that it asks the student to determine the meaning of an unknown word ("expedition") from context.*

Based on the entire article, the word "lavishly" in line 31 shows that the carousels were...

*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.*

**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.**

Why are lines 9 through 14 important to the article?

*This question measures RI.6.5 because it asks students to analyze how a particular section contributes to the development of ideas in the text. Students who answer correctly are able to understand the meaning of the selected section and its significance in the development of the entire passage.*

Why does the author choose to end the passage with “And that will be the sweetest cherry of all”? Use two details from the passage to support your response.

*This question measures RI.6.5 because it asks students to analyze how a particular sentence fits into the overall structure and meaning of the text. More than one response may be correct, but a correct response will focus on Morgan’s background and family experience with baking science, as well as her aspirations.*

Why are lines 9 through 13 important to the article?

*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.*

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

*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 does the author include lines 12–16 (“A year later...as far north as Long Island, New York!”) in the article?

*This question aligns to CCLS RI.6.5 in that it requires students to determine the purpose of a particular paragraph in an article. Understanding of the overall structure of the article and its general content is required to answer this question.*

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

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

*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.*

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

*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.*

**Integration of Knowledge and Ideas (Limited Inclusion When Assessing with 1 Source ONLY)**

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**7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**

**8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.**

Read this sentence from lines 12 and 13.

“When completed, the traverse will be a 1,600-kilometer (1,000-mile) path of groomed snow and ice, marked by green flags.”

Which claim from the article is best supported by this sentence?

*This question measures RI.6.8 because it asks students to consider multiple claims from the text and identify which claim is supported by a specific piece of evidence from the article.*

**9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**