

Threads & Themes Grade 6, Unit 4,

Investigation 2 Summative Assessment (Teacher Edition)

Focus Standards: RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9, L.6.1.e, L.6.2.a, L.6.4.a, L.6.4.b, L.6.5.a, W.6.8

PASSAGE 1

When the Sun Went Dark — Lexile: 960L | Literary (Contemporary Narrative)

(1) In first period, they handed out glasses: cardboard frames with black plastic lenses that looked more like business cards than eyewear. Ms. Pereira said to keep them safe in the paper sleeve until we stepped outside, said not to peek through any camera lens, any window, any puddle, any hand-cupped hole towards the sky. DO NOT, UNDER ANY CIRCUMSTANCES look through any lens but the one we had been given. She said it twice, the way teachers say things when they know no one is listening.

(2) I slid my glasses into my hoodie pocket and waited out the hour. The hallway smelled like cafeteria pizza and floor cleaner. An eighth grader said the world was going to end. None of the teachers corrected her. We laughed anyway, but it was an approval laugh, the kind that keeps something funny alive a little longer, encourages someone else to keep the joke running.

(3) The parking lot was too bright at first. Cars gave off heat from their hoods, and the asphalt smelled like it might melt the bottom of our shoes. We arranged ourselves in a loose half-circle, each of us looking up through our shielded eyes. Nothing. Mr. Kellerman had brought a shoebox with a pinhole punched through the lid so he could aim it at the pinpoint of light as it grew smaller on its side—science, he said, in its simplest form. A few of the seventh graders pretended to yawn. I did not yawn.

(4) For a long time nothing happened. Then, through our glasses, we could see a bite taken out at the edge of the sun, a dark notch where before there had been a complete circle. The light around us thinned. It was not the way dusk thins, when the trees become silhouettes against a pink and purple sky. It was as if someone had draped a thin, mysterious veil over the world.

(5) I had read the stories all summer. A dragon in China, swallowing the sun until the people beat drums and pots to scare it back. A trickster in the Americas, stealing the light into a basket. The sun-goddess Amaterasu closing herself into a cave because her brother had hurt her, and the world going dark until the other gods devised a way to lure her out with music and a mirror. I had liked these stories, but they had stayed inside the book, neat as pressed flowers.

(6) Now the asphalt was covered in small curved shapes of light. Through the leaves of the sycamore at the edge of the lot, the sun was projecting in hundreds of white smiles on the black ground. I crouched and touched one. A mockingbird in the sycamore stopped its song. The temperature dropped as if someone had turned off the lights. Mr. Kellerman said to put on our glasses. To look! LOOK NOW!

(7) The sun had become a ring. A thin bracelet of light, a wedding band, a coin with the face punched out. I held my breath, the way I held it at the top of a roller coaster or right before jumping off the high dive board. I understood, for the space of forty-five seconds, why a person would beat a drum at the sky, honor the sun with stories and ceremonies, fear a time that it might not return.

(8) And then a sliver. The sycamore smiled its hundred smiles again. Then the temperature remembered what season it was and the mockingbird recommenced its song, all as if nothing had happened. We put our glasses back into our hoodies and walked, slowly, back toward the building.

(9) In sixth period I wrote in my notebook. Not a list of facts, not a paragraph. I wrote down the word "crescent," and under it, the word "life," and under that, the shape of a small unfinished circle: a ring with a gap in its side, a basket that could hold all the secrets of the universe.

ITEMS — PASSAGE 1

Item 1 — RL.6.4 | Figurative language — simile | DOK 2 | MC

Read this sentence from paragraph (5) of “When the Sun Went Dark.”

I had liked these stories, but they had stayed inside the book, neat as pressed flowers.

What does the phrase “neat as pressed flowers” MOST suggest about how the speaker felt about the eclipse stories before the eclipse?

- A) The stories had grown dry and fragile with age.
- B) The stories had been beautiful but distant from real life.
- C) The stories seemed small and unimportant compared to real events.
- D) The stories were organized clearly and easy for the speaker to understand.

Item 2 — RL.6.5 | How a paragraph contributes to plot | DOK 2 | MC

How does paragraph 7 MOST contribute to the plot?

- A) It slows the action by pausing to list several metaphors that describe the sun’s shape during the eclipse.
- B) It explains how the eclipse changes the appearance of the sun and sky at its most dramatic moment.
- C) It moves the speaker from knowing the eclipse stories to understanding why people wrote them.
- D) It shows the speaker reacting with fear and uncertainty as the eclipse reaches its darkest moment.

Item 3 — RL.6.3 | How events shape character | DOK 3 | MC

Use “When the Sun Went Dark” to answer the question.

How do the events of the eclipse change the speaker over the course of the passage?

- A) The speaker moves from reading eclipse stories to realizing how strange the eclipse makes the sycamore tree look.
- B) The speaker moves from carefully following the teacher’s instructions to ignoring them as the eclipse becomes more exciting.
- C) The speaker moves from observing the eclipse as a science activity to noticing how it affects the world around them.
- D) The speaker moves from waiting without much reaction to becoming fully focused and aware of the moment as it unfolds.

Item 4 — RL.6.6 | First-person point of view | DOK 2 | MC

Use “When the Sun Went Dark” to answer the question.

How does the first-person narration MOST shape the reader’s experience of the eclipse?

- A) It limits the reader to the speaker’s point of view, so the eclipse is understood only as the speaker experiences it.
- B) It gives the reader direct access to the speaker’s thoughts and feelings, helping show how the eclipse affects them.
- C) It shows the eclipse mainly through what the speaker notices around them, such as changes in light, temperature, and sound.
- D) It focuses on the speaker describing what the eclipse looks like rather than the teacher explaining the scientific reasons behind it.

Item 5 — RL.6.2 | Determine a theme | DOK 3 | MC

Use “When the Sun Went Dark” to answer the question.

Which statement BEST expresses a theme of “When the Sun Went Dark”?

- A) Witnessing a rare event can give new meaning to stories a person already knew.
- B) People often understand natural events better through direct observation.
- C) Scientific explanations describe natural events, but stories make them more fun.
- D) Reading about an experience can help prepare you to experience it in real life.

Item 6 — L.6.4.b | Morphology — Latin root -ject- | DOK 2 | MC

Read this sentence from paragraph 4 of “When the Sun Went Dark.”

It was as if someone had draped a thin, mysterious veil over the world.

Using your knowledge of the suffix -ous, what does the word mysterious MOST likely mean in this sentence?

- A) the inability to understand something clearly
- B) the act of understanding something unknown
- C) having the quality of something not understood

D) causing someone to understand something unknown

Item 7 — RL.6.7 | Comparing written to film version - DOK 3 | MC

Imagine a director creates a scene based on paragraph 7 of “When the Sun Went Dark.” The director removes the narrator’s inner thoughts and instead uses dramatic music, a close-up of the ring-shaped sun, and quick cuts between students reacting.

How would this adaptation MOST likely change the audience’s understanding of the moment?

- A) It would make the scene slower and more reflective by emphasizing the narrator’s thoughts through visuals.
- B) It would make the scene more accurate because film can show details that the narrator cannot describe.
- C) It would make the scene clearer by focusing only on what the eclipse looks like instead of what it means to the narrator.
- D) It would make the scene feel more exciting to watch, but make it harder to understand what the narrator is thinking.

PASSAGE 2

The Wolves and the Sun — Lexile: 1020L | Literary (Traditional Myth — Retelling)

(1) In the old north, long before the land was called Scandinavia and long before the first wooden churches rose above the ancient pine forests, the people told a story about the sun. In this story, the sun was not merely a distant thing burning above them; she was a woman. Her name was Sól, and she drove a blazing chariot across the sky from morning until evening. But before Sól was the sun, she was a daughter. Her father, Mundilfari, had two children so radiant and so fair that he named them after the great lights of the heavens: the girl he called Sun, and the boy he called Moon. It was a father’s pride, and the gods did not forgive it, for in the old stories, pride was a doorway the gods walked through uninvited.

(2) The gods seized the children and placed them in the heavens. The brother, Máni, they sent along the silvery path of the moon, where he measured out its phases, full and thin and new. To Sól, they gave a chariot drawn by two powerful horses, one called Early-Waker and one called All-Strong, and beneath the shoulders of each horse, they fastened bellows that blew iron-cold wind so that the animals would not burn beneath the weight of their own terrible fire.

(3) But the gods did not send Sól and her horses alone. They sent a wolf after them.

(4) His name was Sköll, and his hunger was older than the world itself. Each morning, as Sól’s chariot rose above the eastern horizon, Sköll began his tireless pursuit. He did not slow. He did not stop. His paws made no sound upon the clouds, as silent as snow falling upon snow. And Sól,

always feeling him close behind her, drove her horses faster. This was why the sun crossed the sky so swiftly, the ancient people said, and why she did not linger at noon, did not wait for the slow walkers upon the earth to catch up, did not rest until her weary horses had carried her beyond the wolf's sight. She was being chased.

(5) There was a second wolf, too, a brother to the first. His name was Hati, and he ran ahead of the moon, hoping to seize him as he ascended each night. So the moon also hurried across the heavens, though his flight was quieter and his pace more patient than Sól's.

(6) On certain days, the ancient people said, the wolves drew very close. Then the sun would seem to flicker, and a shadow would cross the earth, and the animals would grow silent, and the mothers would look up at the sky with worry in their eyes. These were the days when Sköll almost caught Sól. But always, just in time, the sun would urge her chariot forward, the wolf would fall back a little, and the day would remember how to be day again.

(7) Someday, the poets said, the wolf would finally catch her. It would happen at the ending of the world itself: Sköll would close his jaws around Sól's chariot, and the light would be extinguished from the sky, and the stars themselves would fall into the sea. The Norse called that ending Ragnarök, and they did not pretend it would not come. They said only that until it came, the sun would keep running.

(8) And the people who told this story, farmers and fishermen and mothers watching from the doorway of a wooden house, would lift their eyes to the pale winter sky and feel, underneath the quiet of the morning, the light and the heat of a daughter in a chariot who keeps running until the day she stops.

Adapted by Newsela from Snorri Sturluson's Prose Edda (c. 1220), Gylfaginning 11–12, drawing on the English translation by Arthur Gilchrist Brodeur (1916).

ITEMS — PASSAGE 2

Item 8 — RL.6.5 | How a paragraph fits overall structure | DOK 2 | MC

How does paragraph 1 MOST contribute to the structure of the passage?

- A)** It introduces the cultural importance of the sun and moon, helping readers understand why they matter to the people in the story.
- B)** It introduces Mundilfari's pride and the naming of his children, setting up the events that lead to their punishment.
- C)** It introduces the name Sól and Máni, showing readers that were always meant to represent the sun and moon.
- D)** It introduces Sól and Máni as unusually bright and beautiful, emphasizing how special they are.

Item 9 — RL.6.3 | Characterization | DOK 2 | MC

Which quote from the text is the best example of rising action?

- A) “They sent a wolf after them.”
- B) “These were the days when Sköll almost caught Sól.”
- C) “The gods seized the children and placed them in the heavens.”
- D) “The Norse called that ending Ragnarök, and they did not pretend it would not come.”

Item 10 — RL.6.4 | Figurative language and mood | DOK 2 | MC

How do the author’s word choices and descriptions in paragraph 4 develop the mood and reveal Sól’s situation?

- A) The words create a mysterious mood, suggesting that Sköll’s power is ancient and not fully understood.
- B) The words create a serious and determined mood, emphasizing that both Sköll and Sól are playing important roles.
- C) The words create a tense and urgent mood, showing that Sól is in constant danger and must keep moving to survive.
- D) The words create a gloomy and hopeless mood, suggesting that Sól has already accepted that she cannot escape Sköll.

Item 11 — L.6.5.a | Connotation | DOK 2 | MC

In paragraph 4, why does the author describe Sköll’s chase as a “tireless pursuit” and Sól’s horses as “weary”?

- A) “Tireless pursuit” suggests the wolf is determined, while “weary” shows the horses are struggling, highlighting the danger and urgency of the chase.
- B) “Tireless pursuit” suggests the wolf is slowly continuing his chase, while “weary” shows that the horses are stronger and more powerful.
- C) “Tireless pursuit” suggests the wolf moves steadily, while “weary” shows the horses are slowing down, creating a calmer pace in the chase.
- D) “Tireless pursuit” suggests the wolf is powerful, while “weary” shows the horses are experienced, suggesting the chase is under control.

Item 12 — L.6.4.a | Context clues | DOK 2 | MC

Read this sentence from paragraph 3 of “The Wolves and the Sun.”

This was why the sun crossed the sky so swiftly, the ancient people said, and why she did not linger at noon, did not wait for the slow walkers upon the earth to catch up.

What does the word linger MOST likely mean in this sentence?

- A) shine brightly
- B) stay in one place
- C) travel quickly
- D) sink low in the sky

Item 13 — RL.6.6 | Narrator’s point of view | DOK 2 | MC

How does the narrator MOST shape the reader’s understanding of the story?

- A) by focusing mainly on Sól’s actions and thoughts, making the story feel like her personal experience
- B) by refusing to take a position on the story’s truth, encouraging readers to doubt the events
- C) by describing the events in a distant, factual way, making the story seem like an objective account
- D) by presenting the people’s beliefs in the events, making the story seem like a cultural explanation

Item 14 — RL.6.2 | Objective summary | DOK 2 | TEI – Sorting

Sort each statement into the correct category based on whether it belongs in an objective summary of “The Wolves and the Sun.”

Category 1: Belongs in an Objective Summary

Category 2: Does Not Belong in an Objective Summary

- A) In a Norse myth, Sól and her brother Máni are placed in the sky by the gods.
- B) Sól’s journey is frightening and dangerous.
- C) The wolves’ pursuit explains the movement of the moon and the sun.
- D) Sól and Máni are chased by wolves as they travel across the sky.
- E) The gods are cruel for forcing Sól into her role.
- F) This Norse myth is an interesting story about how people explained the world.

ITEMS — BOTH LITERARY PASSAGES

Item 15 — RL.6.9 | Compare approaches across genres | DOK 3 | MC

Use both passages to answer the question.

How do “When the Sun Went Dark” and “The Wolves and the Sun” MOST differ in the way they approach explaining an eclipse?

- A) “When the Sun Went Dark” shows a modern speaker reflecting on older stories to find personal meaning, while “The Wolves and the Sun” retells one traditional myth to explain the event.
- B) “When the Sun Went Dark” focuses on describing the eclipse as it happens, while “The Wolves and the Sun” tells a story that explains why the eclipse occurs.
- C) “When the Sun Went Dark” presents several different cultural stories as possible explanations, while “The Wolves and the Sun” presents only one version of events as the explanation.

D) “When the Sun Went Dark” explains the eclipse through detailed scientific ideas, while “The Wolves and the Sun” explains it through imagination and storytelling.

Item 16 — RL.6.9 | Compare how similar endings are built across genres | DOK 3 | TEI: Multi-Select

Use the endings of both passages to answer the question.

Select the TWO statements that MOST accurately describe how the ENDINGS of “When the Sun Went Dark” and “The Wolves and the Sun” treat the sun’s return or disappearance.

- A) “When the Sun Went Dark” ends by focusing on how quickly the eclipse passes, while “The Wolves and the Sun” ends by focusing on how often eclipses happen.
- B) “When the Sun Went Dark” ends with things returning to normal, while “The Wolves and the Sun” ends with a chase that will continue to an eventual ending.
- C) The endings of both stories show that the sun has returned to its normal state, suggesting that the dangers have completely passed for all the characters.
- D) “When the Sun Went Dark” ends with the narrator losing interest in the eclipse, while “The Wolves and the Sun” ends with people thinking about the sun.
- E) “When the Sun Went Dark” ends with the sun’s return, while “The Wolves and the Sun” ends by predicting a future time in which the sun does not return.

Item 17 — RL.6.9 | Cross-text claim support | DOK 3 | TEI: Multi-Select

Use “When the Sun Went Dark” and “The Wolves and the Sun” to answer the question.

Select the TWO statements that are supported by BOTH literary passages.

- A) Different cultures have told stories to explain what happens during an eclipse.
- B) Eclipses create strange lighting and make it get colder before the sun returns.
- C) People should use special glasses when they lift their eyes to look at an eclipse.
- D) Some eclipse stories have been written down and preserved over many centuries.
- E) Beating drums is the one way ancient people have responded to an eclipse.

ITEMS — MEDIA LITERACY (STANDALONE SCENARIOS)

Item 18 — MSLS 2.2/W.6.8 | Assess source credibility and authority | DOK 2 | MC

A student is researching how different cultures have explained eclipses and finds three sources:

1. A 2024 magazine article by a named author, published in a well-known student magazine, that lists its sources at the end
2. A 2019 blog post titled “Crazy Sun Facts,” written by an anonymous user, with colorful diagrams showing how eclipses work
3. A 1922 book written by a well-known scholar titled *Myths and Legends of China*
4. A 2025 social media post by an unknown user that shares eclipse facts but does not list sources

Which source should the student select as the MOST credible to quote in a class research paper, and why?

- A) Source 1, because it names an author and lists the sources it draws from
- B) Source 2, because it provides useful diagrams showing how eclipses work
- C) Source 3, because older sources are always more trustworthy than newer ones
- D) Source 4, because it was written more recently than the other sources

Item 19 — MSLS 3.1/W.6.8 | Ethical use of sources | DOK 2 | MC

A student is writing a report about eclipse stories and wants to include two sentences from a magazine article they found online.

What should the student do to use the quoted sentences ethically and legally?

- A) revise the sentences to change a few words so that credit to the original source is not required
- B) summarize the sentences in the report and say that it came from an article on the internet
- C) copy the sentences as a quotation and cite the author, article title, and publication
- D) paraphrase both sentences in the student's own words and publish it under the student's name

Item 20 — MSLS 4.2/W.6.8 | Responsible attribution across cultures | DOK 2 | MC

A student is researching traditional stories from several cultures for a class report. The school librarian tells the student that when sharing stories from other cultures, researchers should credit the communities the stories come from and use respectful translations.

Why is the librarian's advice MOST important for the student's research?

- A) It ensures the student is following school rules about using outside sources.
- B) It guarantees that the student's research will be published online with correct sources.
- C) It allows the student to present the stories in a way that makes them more interesting.
- D) It helps the student honor the communities whose knowledge they are using.

ITEMS — LANGUAGE EDITING

Item 21 — L.6.1.d | Correcting vague pronouns | DOK 1 | MC

Read the sentence.

It was exciting to watch, but they told us not to look at it without them.

Which revision BEST corrects the vague pronouns to make the sentence clearer?

- A) It was exciting to watch, but the teachers told us not to look at it without them.
- B) The eclipse was exciting to watch, but they told us not to look at it without the special glasses.

C) It was exciting to watch, but the teachers told us not to look at it without the special glasses.

D) The eclipse was exciting to watch, but the teachers told us not to look at the sun without the special glasses.

SPELLING

Administrator note: Read the word, then read the sentence, then repeat the word clearly, and pause for students to write.

Item 22 — L.6.2.a | Spelling | FITB Dictation | DOK 1

volcanic

Ancient storytellers often pictured **volcanic** landscapes as the homes of powerful gods and spirits.

volcanic

Write the spelling word you heard:

Item 23 — L.6.2.a | Spelling | FITB Dictation | DOK 1

ultimatum

In many traditional myths, the hero faces an **ultimatum** that forces a choice between two difficult paths.

ultimatum

Write the spelling word you heard:

Item 24 — L.6.2.a | Spelling | FITB Dictation | DOK 1

disintegrate

The Norse poets feared that at Ragnarök even the stars would **disintegrate** and fall from the sky.

disintegrate

Write the spelling word you heard:

Item 25 — L.6.2.a | Spelling | FITB Dictation | DOK 1

interjected

As the class discussed Norse traditions, several students **interjected** with thoughtful questions about Sköll the wolf.

interjected

Write the spelling word you heard:

Item 26 — L.6.2.a | Spelling | FITB Dictation | DOK 1

condemned

Some myths describe a figure who is **condemned** to perform the same task for all eternity.

condemned

Write the spelling word you heard:

ANSWER KEY

#	Answer	Standard	Skill	DOK	Type
1	B	RL.6.4	Figurative language — simile	2	MC
2	C	RL.6.5	How a paragraph contributes to plot	2	MC
3	D	RL.6.3	How events shape character	3	MC
4	B	RL.6.6	First-person point of view	2	MC
5	A	RL.6.2	Determine a theme	3	MC
6	C	L.6.4.b	Morphology — Latin suffix -ous-	2	MC
7	D	RL.6.7	Comparing written to film version	3	MC
8	B	RL.6.5	How a paragraph fits overall structure	2	MC

9	B	RL.6.3	Characterization	2	MC
10	C	RL.6.4	Word choice and mood	2	MC
11	A	L.6.5.a	Connotation	2	MC
12	B	L.6.4.a	Context clues	2	MC
13	D	RL.6.6	Narrator's point of view	2	MC
14	Category 1: A, C, D Category 2: B, E, F	RL.6.2	Objective summary	2	TEI – Sorting
15	A	RL.6.9	Compare approaches across genres	3	MC
16	B, E	RL.6.9	Compare how similar endings are built across genres	3	TEI: Multi-Select
17	A, D	RL.6.9	Cross-text claim support	3	TEI – Multi-Select
18	A	W.6.8	Assess source credibility and authority	2	MC
19	C	W.6.8	Ethical use of sources	2	MC
20	D	W.6.8	Responsible attribution across cultures	20	MC
21	D	L.6.1.e	Correcting vague	1	MC

			pronouns		
22	volcanic	L.6.2.a	Spelling	1	FITB
23	ultimatum	L.6.2.a	Spelling	1	FITB
24	disintegrate	L.6.2.a	Spelling	1	FITB
25	interjected	L.6.2.a	Spelling	1	FITB
26	condemned	L.6.2.a	Spelling	1	FITB

RATIONALE APPENDIX

Passage 1

Item 1 — RL.6.4

✗ Incorrect: A) The simile focuses on the speaker’s relationship to the stories, not on physical aging; pressed flowers are preserved, not merely decaying.

✓ Correct: B) Pressed flowers are beautiful but separated from living nature; the simile signals that the stories had been admired but remote from the speaker’s real experience until the eclipse made them feel alive.

✗ Incorrect: C) “Neat” might suggest organized, but the phrase “pressed flowers” adds meaning. It shows the stories were preserved and removed from real life, not just easy to understand.

✗ Incorrect: D) Family members are not mentioned in connection with the stories; the simile compares the stories to preserved flowers, not to people.

Item 2 — RL.6.5

✗ Incorrect: A) Paragraph 7 does include metaphors like “ring,” “bracelet,” and “coin,” but its main purpose is not to slow the action. These details support a bigger moment in the plot rather than pause it.

✗ Incorrect: B) This choice focuses on description, which is part of the paragraph, but it misses the main idea. The paragraph is more important for showing a change in the speaker’s understanding, not just how things look.

✓ Correct: C) In this moment, the speaker finally understands why people created stories about eclipses. This shows a shift in thinking and marks an important turning point in the plot.

✗ Incorrect: D) The speaker does mention fear in paragraph 7, saying she understands why people would “fear a time that it might not return.” However, this moment is more about understanding and awe than personal fear. The paragraph shows a shift in insight, not that the speaker herself is afraid.

Item 3 — RL.6.3

✗ Incorrect: A) The speaker does notice the tree and its shadows, but this answer focuses on just one detail. It does not show how the speaker changes across the whole sequence of events.

✗ Incorrect: B) The speaker continues to follow instructions, like using the special glasses. There is no evidence that they ignore the teacher, so this does not describe a real change.

✗ **Incorrect: C)** The speaker does notice changes in the environment, like light and temperature, but this answer misses the bigger change. It focuses on observation, not how the speaker becomes more focused and personally engaged.

✓ **Correct: D)** At first, the speaker is just waiting and watching, but during the eclipse, they become fully engaged and aware of what is happening. This shows how the events change the speaker over time.

Item 4 — RL.6.6

✗ **Incorrect: A)** This is true about first-person narration, but it does not fully explain how it shapes the reader's experience.

✓ **Correct: B)** Because the story is told in first person, readers can see what the speaker thinks and feels during the eclipse. This helps us understand how the experience changes them.

✗ **Incorrect: C)** The speaker does describe what they notice, but this answer focuses only on observations. It misses how first-person narration also reveals the speaker's thoughts and reactions.

✗ **Incorrect: D)** The passage does include description instead of scientific explanation, but this is about the topic, not point of view. It does not explain how first-person narration shapes the reader's experience.

Item 5 — RL.6.2

✓ **Correct: A)** The speaker had read eclipse stories before, but during the eclipse, those stories take on new meaning. This shows how the experience changes their understanding.

✗ **Incorrect: B)** The speaker does observe the eclipse, but this answer focuses only on watching and learning. It misses the deeper idea about how the experience connects to stories and changes understanding.

✗ **Incorrect: C)** The passage includes both science and stories, but it is not about stories being more fun. It focuses on how stories help people understand the meaning of the experience.

✗ **Incorrect: D)** The speaker read about eclipses before, but the passage shows that reading is not the same as experiencing it. The main idea is about how the real experience changes understanding, not just preparation.

Item 6 — L.6.4

✗ **Incorrect: A)** This focuses on not being able to understand, but -ous means "full of" or "having the quality of," not inability.

✗ **Incorrect: B)** This describes an action, but -ous does not show action. Also, "mysterious" means something is unknown, not that it is being understood.

✓ **Correct: C)** The suffix -ous means "having the quality of." "Mystery" means something not understood, so "mysterious" means having that quality.

✗ **Incorrect: D)** This suggests causing something to happen, but -ous does not mean "causing." It describes what something is like, not what it does.

Item 7 - RL.6.7

✗ **Incorrect: A)** This choice doesn't fit because the narrator's thoughts are removed in the film. Without those thoughts, the scene would not feel more reflective or focused on the narrator's thinking.

✗ **Incorrect: B)** This choice focuses on accuracy, but the question is about how the experience changes. A film is not automatically more accurate than a written text.

✗ **Incorrect: C)** This choice is partly right because the film shows what the eclipse looks like. However, it leaves out an important idea—the audience would also lose the narrator’s personal thoughts and meaning.

✓ **Correct: D)** This choice fits best because the music and visuals would make the scene feel more exciting. At the same time, without the narrator’s thoughts, viewers would understand less about what the moment means to the narrator.

Passage 2

Item 8 — RL.6.5

✗ **Incorrect: A)** Paragraph 1 is not mainly about cultural importance. Instead, it focuses on Mundilfari’s actions and pride, which start the events of the story.

✓ **Correct: B)** Paragraph 1 explains what Mundilfari did and why the gods reacted. This sets up the rest of the story, including why Sól and Máni are placed in the sky.

✗ **Incorrect: C)** The paragraph does not say they were “meant” to become the sun and moon. Instead, their names come from their father’s pride, which leads to consequences.

✗ **Incorrect: D)** Although the paragraph describes the children as radiant, that detail supports the idea of pride. The main purpose is to show what leads to the conflict, not just to describe them.

Item 9 — RL.6.3

✗ **Incorrect: A)** This shows the beginning of the conflict (the inciting incident), when the problem is first introduced. However, it does not show the conflict getting more intense, so it is not the best example of rising action.

✓ **Correct: B)** This is the best example of rising action because it shows the conflict getting more dangerous. The wolf is getting closer to catching Sól, which increases tension and raises the stakes in the story.

✗ **Incorrect: C)** This is part of the background or setup of the story. It explains how Sól and her brother came to be in the sky, but it does not involve the conflict with the wolf or show it building.

✗ **Incorrect: D)** This describes the future ending (resolution/climax) of the story, when the wolf finally catches Sól. It does not show the conflict building—it shows what will happen at the very end.

Item 10 — RL.6.4

✗ **Incorrect: A)** The phrase “hunger was older than the world” does suggest something ancient and mysterious. However, most of the description focuses on the chase and danger, which creates tension, not just mystery.

✗ **Incorrect: B)** This answer focuses on “roles,” but the paragraph doesn’t emphasize duty or purpose. Instead, it highlights the relentless chase and urgency, showing danger rather than calm determination.

✓ **Correct: C)** The author uses phrases like “tireless pursuit,” “did not slow,” “did not stop,” and “close behind her.” These words make the scene feel stressful and fast-paced. They show that Sól is being chased and has to keep moving to stay safe.

✗ **Incorrect: D)** Sól is still actively trying to escape. Words like “drove her horses faster” show effort and action, not giving up. The mood is tense, not hopeless.

Item 11 — L.6.5

✓ **Correct: A)** The word choices create a strong contrast: the wolf never gets tired, while the horses do. This makes the situation feel dangerous and urgent.

✗ **Incorrect: B)** “Weary” means tired, not powerful. The horses are struggling, not in control.

✗ **Incorrect: C)** “Tireless” does not mean calm or steady—it suggests the wolf never stops. The contrast actually creates tension, not a calmer pace.

✗ **Incorrect: D)** “Weary” does not mean experienced—it means tired. The horses are not in control; they are struggling to keep going.

Item 12 — L.6.4

✗ **Incorrect: A)** The sentence does not describe how the sun shines; it describes how long she stays, which is a different meaning.

✓ **Correct: B)** The phrase “did not wait for the slow walkers” restates the meaning of “did not linger,” and “swiftly” contrasts with it, so linger here means to stay or wait in place.

✗ **Incorrect: C)** Traveling quickly is what the sun does, not what linger means; the sentence contrasts linger with swiftly.

✗ **Incorrect: D)** Sinking low is not in the sentence; the context describes stopping or waiting at noon, not movement downward.

Item 13 — RL.6.6

✗ **Incorrect: A)** The narrator does not tell the story from inside Sól’s mind. We see what she does, but we do not hear her thoughts or feelings directly like in a personal story.

✗ **Incorrect: B)** The narrator does not question or doubt the story. Instead, the narrator presents it as something people believed, not something to argue about.

✗ **Incorrect: C)** The narrator is not just giving facts. The story includes beliefs and explanations from the people, which shape how readers understand the events.

✓ **Correct: D)** The narrator includes what the ancient people believed (like why the sun moves quickly or what happens during eclipses). This helps readers understand that the story explains natural events through cultural beliefs.

Item 14 — RL.6.2

Category A: Belongs in an objective summary

A: Belongs in an objective summary because it states an important event from the story without adding opinions or feelings.

C: Belongs in an objective summary because it explains a key idea in the story in a clear, factual way.

D: Belongs in an objective summary because it describes a major event in the story without adding opinions.

Category B: Does not belong in an objective summary

B: Does not belong because it includes emotional language (“frightening”) and a judgment rather than just stating what happens.

E: Does not belong because it includes an opinion (“cruel”) rather than a neutral description of events.

F: Does not belong because it includes a personal judgment (“interesting”) instead of an objective summary of the story.

Both Passages

Item 15 — RL.6.9

✓ **Correct: A)** The first text describes a real experience and shows how the narrator connects it to different myths and personal feelings. The second text presents one myth as the explanation for what happens in the sky.

✗ **Incorrect: B)** This explains what each text does, but it misses the deeper difference in how the first text connects the experience to personal meaning and multiple stories.

✗ **Incorrect: C)** The first text mentions different myths, but it does not present them as equally true explanations. Instead, the narrator reflects on them while experiencing the eclipse.

✗ **Incorrect: D)** The first text does not give a detailed scientific explanation. It focuses on observation and personal reaction, not scientific reasoning.

Item 16 — RL.6.9

✗ **Incorrect: A)** The second text does not focus on how often eclipses happen. Instead, it focuses on the idea that the chase will eventually end in a final event.

✓ **Correct: B)** The first story shows normal life returning after the eclipse, while the second shows that the chase continues until a future ending (Ragnarök).

✗ **Incorrect: C)** Only the first text shows the sun returning to normal. The second text warns that the danger has not ended and will eventually lead to the sun’s disappearance.

✗ **Incorrect: D)** The narrator does not lose interest—instead, they reflect deeply on the experience. The second text also does more than show people thinking; it explains an ongoing belief about the sun.

✓ **Correct: E)** The first text shows the eclipse ending and the world going back to normal. The second text explains that one day the wolf will finally catch the sun, meaning it will not return.

Item 17 — RL.6.9

✓ **Correct: A)** “When the Sun Went Dark” lists cultural stories from China, the Americas, and Japan (paragraph 5); “The Wolves and the Sun” presents the Norse explanation. Both passages show people in different cultures telling stories to explain an eclipse.

- ✗ **Incorrect: B)** These details appear only in “When the Sun Went Dark,” which describes the physical experience of the eclipse. “The Wolves and the Sun” focuses on a story, not physical effects.
- ✗ **Incorrect: C)** The idea of using special glasses comes only from the first passage. The second passage does not include any instructions about observing an eclipse.
- ✓ **Correct: D)** “When the Sun Went Dark” refers to stories the speaker “read all summer” in a book; “The Wolves and the Sun” includes an attribution to Snorri Sturluson’s Prose Edda (c. 1220) and an English translation from 1916, so both passages support that eclipse stories have been written down and preserved over many centuries.
- ✗ **Incorrect: E)** Beating drums is just one example mentioned in the first text, not the only response. The second passage does not focus on that action, so it is not supported by both texts.

Media Literacy

Item 18 — W.6.8

- ✓ **Correct: A)** Source 1 names its author and publication and lists its sources at the end; these features—identified authorship, publication responsibility, and traceable sources—are the key markers of credibility and authority.
- ✗ **Incorrect: B)** Diagrams can be helpful, but they do not prove the information is accurate. The author is anonymous and does not list sources, so the information may not be reliable.
- ✗ **Incorrect: C)** Being older does not automatically make a source more reliable. Even though the author is a scholar, the idea that “older is always better” is not true.
- ✗ **Incorrect: D)** Being the most recent does not make a source credible. This source does not name an author or include sources, so it is not reliable for a research paper.

Item 19 — W.6.8

- ✗ **Incorrect: A)** Changing a few words does not remove the need for citation; the ideas still belong to the original author and must be credited.
- ✗ **Incorrect: B)** Saying “an article on the internet” is too vague. The reader needs specific information like the author and title to find and verify the source.
- ✓ **Correct: C)** Ethical and legal use of quoted material requires using it as a quotation and giving credit by naming the author, title, and publication.
- ✗ **Incorrect: D)** Publishing someone else’s ideas under a student’s own name is plagiarism, even when paraphrased; it misrepresents authorship rather than honoring it.

Item 20 — W.6.8

- ✗ **Incorrect: A)** Following rules is important, but this answer focuses only on school requirements. The librarian’s advice is really about respecting the cultures the stories come from, not just following rules.
- ✗ **Incorrect: B)** There is no guarantee that the research will be published. This answer focuses on publication, which is not the main reason for giving credit and using respectful translations.
- ✗ **Incorrect: C)** Making the stories interesting is not the main goal. The advice is about being respectful and accurate, not about entertaining the reader.

✓ **Correct: D)** The advice directly calls for crediting the communities the stories come from and using respectful translations, which honors the people whose knowledge is being shared.

Language

Item 21 — L.6.1

✗ **Incorrect: A)** “It” and “them” are still unclear. The reader does not know exactly what is exciting to watch or what “them” refers to.

✗ **Incorrect: B)** “They” is still vague. The reader does not know who gave the instruction.

✗ **Incorrect: C)** “It” is still unclear. The reader has to guess what is exciting to watch.

✓ **Correct: D)** All pronouns have been replaced with clear nouns. The reader knows what was exciting (the eclipse), who gave the instruction (the teachers), and what “them” refers to (the special glasses).

SPELLING ANSWER KEY

Item 22: volcanic

Pattern: base volcan + suffix -ic (adjective-forming, drop the final o before -ic)

Common errors: volcanik (k for c), volcannic (doubled n), volanic (drops c)

Item 23: ultimatum

Pattern: Latin base -ultim- + suffix -atum (unstressed final syllable)

Common errors: ultimtim (reverses a/i), ultimatum (wrong vowel in second syllable), ultimatom (o for u at end)

Item 24: disintegrate

Pattern: prefix dis- + base integr + suffix -ate (drop silent e convention)

Common errors: disintergrate (adds r), dissintegrate (doubles s), desintegrate (e for i in prefix)

Item 25: interjected

Pattern: prefix inter- + Latin root -ject- + suffix -ed

Common errors: intergetted (adds g), ininterjected (extra j), interjectted (doubled t)

Item 26: condemned

Pattern: prefix con- + base demn (silent n) + suffix -ed

Common errors: condemed (drops n), condemmed (doubles m), comdemned (m for n in prefix)