

| Item | Answer       | DOK | Learning Objective                                      | CCSS  | Location in Unit     |
|------|--------------|-----|---|-------|----------------------|
| 1    | C            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 5 |
| 2    | A            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 5 |
| 3    | B            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 6   |
| 4    | C            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 36  |
| 5    | B            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 22  |
| 6    | B            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 6   |
| 7    | C            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 22  |
| 8    | D            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 5 |
| 9    | B            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 6   |
| 10   | A            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 36  |
| 11   | D            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 22  |
| 12   | C            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 22  |
| 13   | A            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 5 |
| 14   | peer         | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 6   |
| 15   | identity     | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 6   |
| 16   | civilization | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 36  |
| 17   | C            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 36  |
| 18   | A            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 22  |
| 19   | B            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 5 |

| Item | Answer   | DOK | Learning Objective                                      | CCSS    | Location in Unit     |
|------|--|-----|---|---------|----------------------|
| 20   | C  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R2 Key Vocab, p. 22  |
| 21   | D  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | Academic Vocab, p. 5 |
| 22   | D  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R3 Key Vocab, p. 36  |
| 23   | In other words, their behavior may be a natural tool that prepares them for giving birth themselves someday. | 2   | Cite Text Evidence                                      | RI.8.1  | R2 Prepare, p. 23    |
| 24   | C  | 2   | Cite Text Evidence                                      | RI.8.1  | R2 Prepare, p. 23    |
| 25   | B, C   | 2   | Cite Text Evidence                                      | RI.8.1  | R2 Prepare, p. 23    |
| 26   | See sample answer and Short Answer Rubric below.   | 3   | Cite Text Evidence                                      | RI.8.1  | R2 Prepare, p. 23    |
| 27   | See sample answer and Short Answer Rubric below.   | 3   | Cite Text Evidence                                      | RI.8.1  | R2 Prepare, p. 23    |
| 28   | B  | 2   | Analyze Characters and Plot                             | RL.8.3  | R3 Prepare, p. 37    |
| 29   | C  | 2   | Analyze Characters and Plot                             | RL.8.3  | R3 Prepare, p. 37    |
| 30   | C, D   | 2   | Analyze Characters and Plot                             | RL.8.3  | R3 Prepare, p. 37    |
| 31   | See sample answer and Short Answer Rubric below.   | 3   | Analyze Characters and Plot                             | RL.8.3  | R3 Prepare, p. 37    |
| 32   | See sample answer and Short Answer Rubric below.   | 3   | Analyze Characters and Plot                             | RL.8.3  | R3 Prepare, p. 37    |
| 33   | A  | 2   | Preview and Predict                                     |         | R1 Prepare, p. 7     |
| 34   | B  | 2   | Preview and Predict                                     |         | R1 Prepare, p. 7     |
| 35   | D  | 2   | Preview and Predict                                     |         | R1 Prepare, p. 7     |
| 36   | to take (place)  | 1   | Identify and Use Infinitives                            | L.8.1.A | R2 FOL, p. 31        |
| 37   | to know  | 1   | Identify and Use Infinitives                            | L.8.1.A | R2 FOL, p. 31        |
| 38   | to abandon   | 1   | Identify and Use Infinitives                            | L.8.1.A | R2 FOL, p. 31        |
| 39   | adverb   | 2   | Identify and Use Infinitives                            | L.8.1.A | R2 FOL, p. 31        |
| 40   | nouns  | 2   | Identify and Use Infinitives                            | L.8.1.A | R2 FOL, p. 31        |

| Item | Answer   | DOK | Learning Objective                | CCSS    | Location in Unit  |
|------|--|-----|-----------------------------------|---------|-------------------|
| 41   | D  | 2   | Use Word Relationships            | L.8.5.B | R3 FOL, p. 47     |
| 42   | B  | 2   | Use Word Relationships            | L.8.5.B | R3 FOL, p. 47     |
| 43   | D  | 2   | Use Word Relationships            | L.8.5.B | R3 FOL, p. 47     |
| 44   | A  | 2   | Use Word Relationships            | L.8.5.B | R3 FOL, p. 47     |
| 45   | A  | 2   | Use Word Relationships            | L.8.5.B | R3 FOL, p. 47     |
| 46   | C  | 2   | Use Context to Determine Meanings | L.8.4.A | R1 FOL, p. 17     |
| 47   | A  | 2   | Use Context to Determine Meanings | L.8.4.A | R1 FOL, p. 17     |
| 48   | D  | 2   | Use Context to Determine Meanings | L.8.4.A | R1 FOL, p. 17     |
| 49   | C  | 2   | Use Context to Determine Meanings | L.8.4.A | R1 FOL, p. 17     |
| 50   | B  | 2   | Use Context to Determine Meanings | L.8.4.A | R1 FOL, p. 17     |
| 51   | Manually graded; see Short Story Rubric below. | 4   | Write a Short Story               | W.8.3   | PT Writing, p. 50 |

- 26 Sample answer:** It is instinctual for a mother dog to allow a kitten to feed side by side with her pups because many animals show a similar instinctual behavior, even between species. For example, the text describes how a lioness adopted a baby oryx, an animal that would usually be her prey. Also, scientists at Bangor University suggest that animals have the “capacity to care for and help each other,” just like humans.
- 27 Sample answer:** Adoptive behavior takes place both in domesticated animals and in the wild. According to the passage, people have seen domesticated dogs allowing a kitten to feed with her pups. In the wild, scientists have studied many different types of animals adopting other animals. For example, chimpanzees living in West Africa have adopted orphaned chimps, and a monkey in Brazil adopted another kind of monkey.
- 31 Sample answer:** By thrusting out her hand, Kenisha stops Ellen and Jasmine from protesting and potentially saying something hurtful to Li Yung. Kenisha’s words help guide Ellen and Jasmine to realize that they should be supporting Li Yung because she is their friend. Kenisha’s words and actions show maturity and ultimately enable the group to remain friends despite Li Yung’s decision not to participate in the swim team this year.
- 32 Sample answer:** Li Yung had been concerned about her friendship with Jasmine, Ellen, and Kenisha since Li Yung decided to join the cross-country team. However, seeing them supporting her at her first cross-country meet was a surprise that helped Li Yung feel better because she realized that they all were still friends. Seeing them even helped her “feel lighter,” which probably made her run faster.

| Short Answer Rubric for Items 26, 27, 31, and 32              |  |  |  |
|---|--|--|--|
| Criteria  | 1  | 2  | 3  |
|   | On the Way   | Making Progress  | Ready to Go  |
| Question is answered using text support and proper mechanics. | <ul style="list-style-type: none"> <li>Doesn’t answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul> |

| Short Story Rubric for Item 51   |  |  |  |
|--|--|--|--|
| Criteria   | 1  | 2  | 3  |
|  | Beginning  | Intermediate   | Advanced   |
| The story includes a title, at least one setting, and two characters.  | For stories at this level, the title usually names a character, place, or event. There may not be a readily identifiable setting. Only one character is included.            | The title may be simple, but it adequately reflects the story's content or theme. The introduction describes the setting. At least two characters are included.  | The title is cleverly phrased in a way that grabs the reader's attention. The introduction describes the setting. At least two characters are included.  |
| The story includes a plot that has an exposition, conflict, rising action, climax, falling action, and resolution. | The story lacks details that make for a fully developed narrative. There is conflict at the core of the story, but no sense of rising action, climax, and/or falling action. | An introductory exposition identifies the main characters and setting and is immediately followed by the conflict or problem. The main character faces at least one challenge in attempting to resolve the conflict, which reaches a climax somewhere near or just past the midpoint. The conflict is followed by one or two events leading to resolution. | An introductory exposition identifies the main characters and setting and is immediately followed by the conflict or problem. The main character then faces a series of challenges or hurdles, creating a sense of rising action. The tension reaches a climax near or just past the midpoint, where the protagonist takes the most important action relating to the conflict. A series of events after the climax gives a sense of falling action, showing the resolution and how it affects the main characters. |
| The story contains at least two lines of dialogue.   | Dialogue is either missing or, if provided, is punctuated incorrectly.   | At least two lines of dialogue are included, and their punctuation is mostly correct.  | Dialogue adds to character development and is correctly punctuated.  |
| The story uses correct grammar and mechanics.  | Ideas are communicated, but with many errors.  | Ideas are communicated, with some errors.  | Ideas are communicated with few errors and a variety of sentence structures.   |

| Item | Answer        | DOK | Learning Objective                                      | CCSS  | Location in Unit      |
|------|---------------|-----|---|-------|-----------------------|
| 1    | B             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 61 |
| 2    | D             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 61 |
| 3    | A             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 61 |
| 4    | B             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 61 |
| 5    | D             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 61 |
| 6    | C             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 61 |
| 7    | crafted       | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 62   |
| 8    | lament        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 62   |
| 9    | rhetorical    | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 62   |
| 10   | momentum      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 62   |
| 11   | construct     | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 62   |
| 12   | revise        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 62   |
| 13   | C             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 76   |
| 14   | B             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 76   |
| 15   | A             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 76   |
| 16   | A             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 76   |
| 17   | B             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 76   |
| 18   | D             | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 76   |
| 19   | novel         | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 92   |
| 20   | investigation | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 92   |

| Item | Answer  | DOK | Learning Objective                                      | CCSS              | Location in Unit    |
|------|---|-----|---|-------------------|---------------------|
| 21   | mode  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6             | R3 Key Vocab, p. 92 |
| 22   | broaden   | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6             | R3 Key Vocab, p. 92 |
| 23   | inherent  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6             | R3 Key Vocab, p. 92 |
| 24   | quest   | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6             | R3 Key Vocab, p. 92 |
| 25   | C   | 2   | Allusion and Analogy                                    | RL.8.4;<br>RI.8.4 | R1 Prepare, p. 63   |
| 26   | See sample answer and Short Answer Rubric below.                    | 3   | Allusion and Analogy                                    | RL.8.4;<br>RI.8.4 | R1 Prepare, p. 63   |
| 27   | See sample answer and Short Answer Rubric below.                    | 3   | Allusion and Analogy                                    | RL.8.4;<br>RI.8.4 | R1 Prepare, p. 63   |
| 28   | D   | 2   | Make Text-to-Text Connections                           |                   | R3 Prepare, p. 93   |
| 29   | A, C, E   | 2   | Make Text-to-Text Connections                           |                   | R3 Prepare, p. 93   |
| 30   | A   | 2   | Make Text-to-Text Connections                           |                   | R3 Prepare, p. 93   |
| 31   | C   | 2   | Summarize   | RI.8.2            | R2 Prepare, p. 77   |
| 32   | D   | 2   | Summarize   | RI.8.2            | R2 Prepare, p. 77   |
| 33   | A   | 2   | Summarize   | RI.8.2            | R2 Prepare, p. 77   |
| 34   | C   | 3   | Allusion and Analogy                                    | RL.8.4;<br>RI.8.4 | R1 Prepare, p. 63   |
| 35   | B   | 3   | Allusion and Analogy                                    | RL.8.4;<br>RI.8.4 | R1 Prepare, p. 63   |
| 36   | See sample answer and Summary Rubric below.                         | 2   | Summarize   | RI.8.2            | R2 Prepare, p. 77   |
| 37   | <b>Sample answer:</b> Finding a Solution and Communicating It Blind | 2   | Summarize   | RI.8.2            | R2 Prepare, p. 77   |
| 38   | See sample answer and Short Answer Rubric below.                    | 3   | Allusion and Analogy                                    | RL.8.4;<br>RI.8.4 | R1 Prepare, p. 63   |
| 39   | P   | 2   | Understand Active and Passive Voice                     | L.8.1.B           | R2 FOL, p. 87       |
| 40   | A   | 2   | Understand Active and Passive Voice                     | L.8.1.B           | R2 FOL, p. 87       |

| Item | Answer  | DOK | Learning Objective                      | CCSS    | Location in Unit   |
|------|---|-----|---|---------|--------------------|
| 41   | P   | 2   | Understand Active and Passive Voice     | L.8.1.B | R2 FOL, p. 87      |
| 42   | A   | 2   | Understand Active and Passive Voice     | L.8.1.B | R2 FOL, p. 87      |
| 43   | A   | 2   | Understand Active and Passive Voice     | L.8.1.B | R2 FOL, p. 87      |
| 44   | B   | 2   | Overview of Word Parts                  | L.8.4.B | R1 FOL, p. 71      |
| 45   | A   | 2   | Overview of Word Parts                  | L.8.4.B | R1 FOL, p. 71      |
| 46   | before, before, concert                                 | 2   | Overview of Word Parts                  | L.8.4.B | R1 FOL, p. 71      |
| 47   | C   | 2   | Overview of Word Parts                  | L.8.4.B | R1 FOL, p. 71      |
| 48   | B   | 2   | Overview of Word Parts                  | L.8.4.B | R1 FOL, p. 71      |
| 49   | B   | 2   | Recognize and Use Greek and Latin Roots | L.8.4.B | R3 FOL, p. 103     |
| 50   | C   | 2   | Recognize and Use Greek and Latin Roots | L.8.4.B | R3 FOL, p. 103     |
| 51   | sound   | 2   | Recognize and Use Greek and Latin Roots | L.8.4.B | R3 FOL, p. 103     |
| 52   | B   | 2   | Recognize and Use Greek and Latin Roots | L.8.4.B | R3 FOL, p. 103     |
| 53   | D   | 2   | Recognize and Use Greek and Latin Roots | L.8.4.B | R3 FOL, p. 103     |
| 54   | Manually graded; see Informational Report Rubric below. | 4   | Write an Informational Report           | W.8.2   | PT Writing, p. 106 |

**26 Sample answer:** The author makes an allusion to Qomolangma Feng, also called Mount Everest, because it is the tallest mountain in the world. It is a big challenge to climb this mountain. The author compares an actor taking on a new role to this mountain because both are a big challenge that offer a great reward.

**27 Sample answer:** Albert Einstein is known as one of the smartest people to have ever lived. He was a scientist and a genius. The allusion to Einstein helps the reader recognize that new creations, such as works of art, are a sign of genius as well.



**36 Sample answer:** During the Apollo 13 mission to the moon in 1970, the astronauts aboard the spacecraft faced a unexpected but potentially deadly problem. A wire shorted out, causing a tank to start leaking the oxygen that the astronauts needed to stay alive.

**38 Sample answer:** The analogy is “Their work was like trying to locate a diamond in the dark.” A diamond is precious, and so was the answer that the Apollo 13 mission needed. Finding a small object like a diamond (or anything else) in the dark would be a challenge, and finding an answer to the unexpected problem was a challenge. The analogy helps the reader understand how difficult it would be to find a way to save the astronauts’ precious lives.

## Short Answer Rubric for Items 26, 27, and 38

| Criteria  | 1  | 2  | 3  |
|---|--|--|--|
|   | On the Way   | Making Progress  | Ready to Go  |
| Question is answered using text support and proper mechanics. | <ul style="list-style-type: none"> <li>Doesn't answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul> |

## Summary Rubric for Item 36

| Criteria  | 1  | 2  | 3   |
|---|--|--|---|
|   | On the Way   | Making Progress  | Ready to Go   |
| Student's summary describes the central idea and supporting details in his/her own words. | <ul style="list-style-type: none"> <li>Doesn't summarize the text accurately or may include opinions.</li> <li>Uses some phrasing from the original text.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Summarizes the central idea but does not include all supporting details or may include an opinion.</li> <li>Uses mostly his/her own words.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Summarizes the central idea, including all supporting details, without any opinions.</li> <li>Uses his/her own words.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul> |

| Informational Report Rubric for Item 54   |   |  |  |
|---|---|--|--|
| Criteria  | 1   | 2  | 3  |
|   | Beginning   | Intermediate   | Advanced   |
| The beginning of the report presents a thesis statement and introduces key qualities of genius.   | The introduction states the topic but may lack a thesis statement and/or a reference to “genius” characteristics.                             | The introduction states the topic and provides a thesis statement. It mentions some specific “genius” characteristics.   | The introduction states the topic, provides a clear thesis statement, and offers a list of specific “genius” characteristics.  |
| Body paragraphs provide examples of geniuses from different disciplines and historical periods, along with specific details about the transformative nature of their accomplishments. | Body paragraphs include limited information about the geniuses selected and incomplete analyses of the significance of their accomplishments. | Body paragraphs identify “geniuses” from a variety of disciplines and historical periods. Specific details about the significance of their accomplishments are provided. | Body paragraphs identify “geniuses” from a variety of disciplines and historical periods. The significance of their accomplishments is clearly stated and supported with interesting and relevant details.                   |
| The report ends with a conclusion that summarizes how the choices discussed in the report support the characteristics mentioned in the introduction.                                  | The conclusion is missing or does not summarize the key “genius” characteristics mentioned in the introduction.                               | The conclusion summarizes the key “genius” characteristics mentioned in the introduction.  | The conclusion restates the thesis and summarizes the key “genius” characteristics mentioned in the introduction. It poses an interesting question or idea that engages the reader into further speculation about the topic. |
| The report uses correct grammar and mechanics.  | Ideas are communicated, but with many errors.   | Ideas are communicated, with some errors.  | Ideas are communicated with few errors and a variety of sentence structures.   |

| Item | Answer     | DOK | Learning Objective                                      | CCSS  | Location in Unit       |
|------|------------|-----|---|-------|------------------------|
| 1    | media      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 117 |
| 2    | produce    | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 118   |
| 3    | digital    | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 132   |
| 4    | entangled  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 146   |
| 5    | obsolete   | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 132   |
| 6    | D          | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 146   |
| 7    | B          | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 118   |
| 8    | C          | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 146   |
| 9    | C          | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 146   |
| 10   | B          | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 118   |
| 11   | literacy   | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 132   |
| 12   | access     | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 118   |
| 13   | network    | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 117 |
| 14   | debate     | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 117 |
| 15   | inequality | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 118   |
| 16   | D          | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 118   |
| 17   | B          | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 117 |
| 18   | C          | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 146   |
| 19   | D          | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 132   |
| 20   | A          | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 132   |

| Item | Answer   | DOK | Learning Objective                                      | CCSS    | Location in Unit       |
|------|--|-----|---|---------|------------------------|
| 21   | B  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | Academic Vocab, p. 117 |
| 22   | D  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R3 Key Vocab, p. 146   |
| 23   | B  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R2 Key Vocab, p. 132   |
| 24   | A  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | Academic Vocab, p. 117 |
| 25   | C  | 2   | Analyze Humor   | RL.8.6  | R2 Prepare, p. 133     |
| 26   | C  | 2   | Analyze Humor   | RL.8.6  | R2 Prepare, p. 133     |
| 27   | A  | 2   | Analyze Humor   | RL.8.6  | R2 Prepare, p. 133     |
| 28   | C  | 2   | Paraphrase  |         | R1 Prepare, p. 119     |
| 29   | See sample answer and Short Answer Rubric below. | 3   | Analyze Humor   | RL.8.6  | R2 Prepare, p. 133     |
| 30   | See sample answer and Short Answer Rubric below. | 3   | Analyze Humor   | RL.8.6  | R2 Prepare, p. 133     |
| 31   | See sample answer and Paraphrase Rubric below.   | 3   | Paraphrase  |         | R1 Prepare, p. 119     |
| 32   | A  | 2   | Analyze a Paragraph                                     | RI.8.5  | R3 Prepare, p. 147     |
| 33   | D  | 2   | Analyze a Paragraph                                     | RI.8.5  | R3 Prepare, p. 147     |
| 34   | B, D   | 2   | Analyze a Paragraph                                     | RI.8.5  | R3 Prepare, p. 147     |
| 35   | B  | 2   | Paraphrase  |         | R1 Prepare, p. 119     |
| 36   | See sample answer and Short Answer Rubric below. | 3   | Analyze a Paragraph                                     | RI.8.5  | R3 Prepare, p. 147     |
| 37   | See sample answer and Short Answer Rubric below. | 3   | Analyze a Paragraph                                     | RI.8.5  | R3 Prepare, p. 147     |
| 38   | Driving  | 2   | Identify Gerunds  | L.8.1.A | R3 FOL, p. 155         |
| 39   | completing                                       | 2   | Identify Gerunds  | L.8.1.A | R3 FOL, p. 155         |
| 40   | Walking  | 2   | Identify Gerunds  | L.8.1.A | R3 FOL, p. 155         |

| Item | Answer   | DOK | Learning Objective                  | CCSS    | Location in Unit   |
|------|--|-----|-------------------------------------|---------|--------------------|
| 41   | Extracting   | 2   | Identify Gerunds                    | L.8.1.A | R3 FOL, p. 155     |
| 42   | researching  | 2   | Identify Gerunds                    | L.8.1.A | R3 FOL, p. 155     |
| 43   | precaution   | 2   | Understand Greek and Latin Prefixes | L.8.4.B | R1 FOL, p. 127     |
| 44   | replacement  | 2   | Understand Greek and Latin Prefixes | L.8.4.B | R1 FOL, p. 127     |
| 45   | disrespect   | 2   | Understand Greek and Latin Prefixes | L.8.4.B | R1 FOL, p. 127     |
| 46   | impolite   | 2   | Understand Greek and Latin Prefixes | L.8.4.B | R1 FOL, p. 127     |
| 47   | disbelief  | 2   | Understand Greek and Latin Prefixes | L.8.4.B | R1 FOL, p. 127     |
| 48   | A  | 2   | Interpret Figurative Language       | L.8.5.A | R2 FOL, p. 141     |
| 49   | B  | 2   | Interpret Figurative Language       | L.8.5.A | R2 FOL, p. 141     |
| 50   | B  | 2   | Interpret Figurative Language       | L.8.5.A | R2 FOL, p. 141     |
| 51   | C  | 2   | Interpret Figurative Language       | L.8.5.A | R2 FOL, p. 141     |
| 52   | C  | 2   | Interpret Figurative Language       | L.8.5.A | R2 FOL, p. 141     |
| 53   | Manually graded; see Argumentative Essay Rubric below. | 4   | Write an Argumentative Essay        | W.8.1   | PT Writing, p. 158 |

**29 Sample answer:** The story “flips” the reader’s expectations about a society in the future. For example, readers expect all phones in 2050 to be far more advanced than now, yet Imani receives a kind of phone that is already old-fashioned today. Readers also expect the future to have fancy high-tech cars, yet in the world of the story, cars had to be banned because people caused so many accidents because of their phones. Another expectation that gets “flipped” is the idea that technology makes students smarter by giving them access to tons of knowledge. The other students in Imani’s group start out researching the French Revolution, but instead of finishing their project, they all are sucked into playing a game together on their phones.

- 30 Sample answer:** “Flip Phones and Revolutions” satirizes present-day society by exaggerating people’s tendency to obsess over the electronic world. People really do bump into each other and get into car accidents because they are staring at their phones. The author of the story prompts readers to take a close look at their own relationship with technology. Do they want to live in a world where people can no longer drive because they can’t look up from their phones? Through satire, the author invites readers to consider whether they are focusing on their phones too much and, as a result, losing touch with the real world.
- 31 Sample answer:** Following is a paraphrase of paragraph 11 of “Flip Phones and Revolutions”: As they arrived at school, the first bell rang. At the same time, two people got into a fight over phones and had their phones taken away. Such fights over phones were common, but starting the day with one seemed like a sign of bad things to come.
- 36 Sample answer:** In paragraph 2, the topic sentence is the first sentence: “The metals that are vital to the function of cell phones and many other high-tech devices are known as rare earth elements, or REEs.” One supporting sentence tells where REEs are found—in the earth’s crust. The next sentence makes two supporting points: REEs may be light or heavy, and both types are useful in electronics.
- 37 Sample answer:** In paragraph 7, the topic is expressed in the first sentence: “Clay deposits in China are the easiest to extract, so China is the most dominant source of heavy REEs.” The supporting details include that rainfall makes it easy to pull REEs from granite and that it is easier to pull REEs from clay than from carbonatites. Details about the lower cost and use of fewer dangerous chemicals also support the topic that China is the greatest source of REEs.

| Short Answer Rubric for Items 29, 30, 36, and 37              |  |  |  |
|---|--|--|--|
| Criteria  | 1  | 2  | 3  |
|   | On the Way   | Making Progress  | Ready to Go  |
| Question is answered using text support and proper mechanics. | <ul style="list-style-type: none"> <li>Doesn’t answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul> |

| Paraphrase Rubric for Item 31   |   |  |   |
|---|---|--|---|
| Criteria  | 1   | 2  | 3   |
|   | On the Way  | Making Progress  | Ready to Go   |
| Student's paraphrase reflects a clear understanding of the paragraph and the ability to restate it. | <ul style="list-style-type: none"> <li>Doesn't paraphrase the selected paragraph accurately.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Paraphrases the central idea but does not paraphrase all key supporting ideas.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Paraphrases both the central idea and key supporting ideas.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul> |

| Argumentative Essay Rubric for Item 53  |  |  |  |
|---|--|--|--|
| Criteria  | 1  | 2  | 3  |
|   | Beginning  | Intermediate   | Advanced   |
| The introduction presents the topic and includes a thesis statement summarizing the claim.  | The introduction states the topic but may lack a clearly defined thesis.                                   | The introduction states the topic and provides a thesis about the topic.   | The introduction describes the topic and provides a clearly stated thesis about the topic.   |
| Body paragraphs state reasons for the argument and provide supporting evidence such as examples, facts, expert opinions, or statistics. | Body paragraphs include information about the topic, with some reasons and evidence to support the thesis. | Each body paragraph gives a reason in support of the thesis. Examples, facts, expert opinions, or statistics are provided to support most reasons. | Each body paragraph gives a reason that supports the thesis and elaborates on that reason. Each reason is adequately supported with examples, facts, expert opinions, or statistics. |
| The essay ends with a conclusion that restates the claim and summarizes the reasons that support it.                                    | The conclusion is missing or does not restate the claim and summarize the reasons that support it.         | The conclusion restates the claim and summarizes one or two of the reasons that support it.  | The conclusion restates the claim and summarizes the reasons that support it.  |
| The essay uses correct grammar and mechanics.   | Ideas are communicated, but with many errors.  | Ideas are communicated, with some errors.  | Ideas are communicated with few errors and a variety of sentence structures.   |

| Item | Answer      | DOK | Learning Objective                                      | CCSS  | Location in Unit       |
|------|-------------|-----|---|-------|------------------------|
| 1    | demonstrate | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 169 |
| 2    | survival    | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 169 |
| 3    | sequence    | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 169 |
| 4    | A           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 169 |
| 5    | D           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 184   |
| 6    | B           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 169 |
| 7    | A           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 170   |
| 8    | D           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 170   |
| 9    | C           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 170   |
| 10   | C           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 170   |
| 11   | D           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 184   |
| 12   | B           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 184   |
| 13   | C           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 184   |
| 14   | A           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 184   |
| 15   | D           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 184   |
| 16   | B           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 169 |
| 17   | D           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 170   |
| 18   | B           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 170   |
| 19   | D           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 198   |
| 20   | C           | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 198   |



| Item | Answer   | DOK | Learning Objective                                      | CCSS    | Location in Unit     |
|------|--|-----|---|---------|----------------------|
| 21   | A  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R3 Key Vocab, p. 198 |
| 22   | B  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R3 Key Vocab, p. 198 |
| 23   | A  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R3 Key Vocab, p. 198 |
| 24   | C  | 3   | Evaluate an Argument                                    | RI.8.8  | R1 Prepare, p. 171   |
| 25   | B, C   | 3   | Evaluate an Argument                                    | RI.8.8  | R1 Prepare, p. 171   |
| 26   | C  | 3   | Evaluate an Argument                                    | RI.8.8  | R1 Prepare, p. 171   |
| 27   | See sample answer and Short Answer Rubric below. | 3   | Evaluate an Argument                                    | RI.8.8  | R1 Prepare, p. 171   |
| 28   | See sample answer and Short Answer Rubric below. | 3   | Evaluate an Argument                                    | RI.8.8  | R1 Prepare, p. 171   |
| 29   | See sample answer and Short Answer Rubric below. | 3   | Monitor Comprehension                                   |         | R2 Prepare, p. 185   |
| 30   | See sample answer and Short Answer Rubric below. | 3   | Monitor Comprehension                                   |         | R2 Prepare, p. 185   |
| 31   | C  | 3   | Summarize a Story                                       | RL.8.2  | R3 Prepare, p. 199   |
| 32   | B  | 2   | Summarize a Story                                       | RL.8.2  | R3 Prepare, p. 199   |
| 33   | D  | 2   | Summarize a Story                                       | RL.8.2  | R3 Prepare, p. 199   |
| 34   | See sample answer and Summary Rubric below.      | 3   | Summarize a Story                                       | RL.8.2  | R3 Prepare, p. 199   |
| 35   | See sample answer and Summary Rubric below.      | 3   | Summarize a Story                                       | RL.8.2  | R3 Prepare, p. 199   |
| 36   | See sample answer and Short Answer Rubric below. | 3   | Monitor Comprehension                                   |         | R2 Prepare, p. 185   |
| 37   | [stress], / [most]—                              | 3   | Understand Punctuation for Pauses and Breaks            | L.8.2.A | R1 FOL, p. 179       |
| 38   | [diet], / [exercising],                          | 3   | Understand Punctuation for Pauses and Breaks            | L.8.2.A | R1 FOL, p. 179       |
| 39   | [adventures], / [hiking],                        | 3   | Understand Punctuation for Pauses and Breaks            | L.8.2.A | R1 FOL, p. 179       |
| 40   | B  | 3   | Understand Punctuation for Pauses and Breaks            | L.8.2.A | R1 FOL, p. 179       |

| Item | Answer  | DOK | Learning Objective                           | CCSS    | Location in Unit   |
|------|---|-----|--|---------|--------------------|
| 41   | D   | 3   | Understand Punctuation for Pauses and Breaks | L.8.2.A | R1 FOL, p. 179     |
| 42   | A   | 2   | Use a Dictionary                             | L.8.4.C | R2 FOL, p. 193     |
| 43   | B   | 2   | Use a Dictionary                             | L.8.4.C | R2 FOL, p. 193     |
| 44   | multiple-meaning word                           | 2   | Use a Dictionary                             | L.8.4.C | R2 FOL, p. 193     |
| 45   | noun, 3   | 3   | Use a Dictionary                             | L.8.4.C | R2 FOL, p. 193     |
| 46   | noun, two people who are in a relationship      | 3   | Use a Dictionary                             | L.8.4.C | R2 FOL, p. 193     |
| 47   | D   | 2   | Use a Thesaurus                              | L.8.4.C | R3 FOL, p. 209     |
| 48   | D   | 2   | Use a Thesaurus                              | L.8.4.C | R3 FOL, p. 209     |
| 49   | dashed  | 3   | Use a Thesaurus                              | L.8.4.C | R3 FOL, p. 209     |
| 50   | logical   | 3   | Use a Thesaurus                              | L.8.4.C | R3 FOL, p. 209     |
| 51   | frigid  | 3   | Use a Thesaurus                              | L.8.4.C | R3 FOL, p. 209     |
| 52   | Manually graded; see One-Act Play Rubric below. | 4   | Write a One-Act Play                         | W.8.3   | PT Writing, p. 212 |

**27 Sample answer:** I think that the author’s strongest supporting reason for providing Internet access for young people is that Internet access facilitates learning and education. We can do without social media and fan sites because we can make friends at school; however, having access to more classes, virtual learning, and online collaboration is really important to succeed in school and in life.

**28 Sample answer:** The author makes a strong argument for the need for all young people to have access to high-speed Internet. He reveals how important it is for students to have access in order to excel in academics and in the real world. The author provides clear examples to support the reasons. For example, he explains how having high-speed Internet provides students with opportunities to watch lectures, demonstrate their learning to teachers, and participate in group discussions. The author also describes how high-speed Internet allows access to online interest-based groups.

- 29 Sample answer:** At first, I was confused about the sentence “In the modern world, access to broadband is like having access to knowledge.” Then I reread the two previous paragraphs. They explained how Internet access provides access to different interest groups—from whom you can learn about new interests and activities, like capoeira—and access to a wide range of learning opportunities. So then it made sense how access to broadband is like access to knowledge.
- 30 Sample answer:** One question I had about “Internet for All!” is how Internet access could present an equality issue. As I continued reading, I learned that poorer students may not be able to afford broadband, while wealthier students could afford it. The author then recommended that governments work with other organizations to provide equal access to broadband, which deepened my understanding of the issue of equality and Internet access.
- 34 Sample answer:** Hiya takes Fatima to a park that helps Hiya find inspiration for her writing. Fatima relaxes, and Hiya explains how the people there give her ideas for her stories. Fatima then realizes she can tell stories like Fatima, but in paintings.
- 35 Sample answer:** “Searching for Inspiration” is a play about two friends who paint and write. Fatima, the painter, has trouble finding inspiration for painting subjects, so she is not painting. Hiya, the writer, has no trouble writing, so she takes Fatima to a park where she finds inspiration for her writing. Fatima feels inspired by what she sees and begins painting again, starting with a scene of the two of them at the park.
- 36 Sample answer:** Reflecting on the ending of “Searching for Inspiration” makes me realize just how much Fatima appreciates Hiya’s support. Hiya did a small thing, but it had a huge effect on Fatima’s life. Reading this play reminds me that having good friends who understand you and will help you is one of the best things in life.

## Short Answer Rubric for Items 27, 28, 29, 30, and 36

| Criteria  | 1  | 2  | 3  |
|---|--|--|--|
|   | On the Way   | Making Progress  | Ready to Go  |
| Question is answered using text support and proper mechanics. | <ul style="list-style-type: none"> <li>Doesn’t answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul> |

### Summary Rubric for Items 34 and 35

| Criteria  | 1  | 2   | 3  |
|---|--|---|--|
|   | On the Way   | Making Progress   | Ready to Go  |
| Student's summary reflects an objective understanding free of opinions. | <ul style="list-style-type: none"> <li>Doesn't summarize the text accurately or may include opinions.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Summarizes the topic but does not summarize all key elements or may include an opinion.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Summarizes the topic including all key elements, without any opinions.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul> |

### One-Act Play Rubric for Item 52

| Criteria   | 1  | 2  | 3   |
|--|--|--|---|
|  | Beginning  | Intermediate   | Advanced  |
| The dialogue is natural and believable. It establishes the story and moves it along.           | The dialogue is not believable and does not sound the way people actually speak. Much of the dialogue does not move the story along. | The dialogue is mostly believable for the characters. Some unnatural dialogue detracts from the story.   | The dialogue sounds natural, is believable for each character, and clearly establishes the story and drives the plot.   |
| The play is correctly formatted with speaker identifications for each section of dialogue.     | Speaker identifications are missing or are sporadically used. They are not formatted to stand out.                                   | Speaker identifications are mostly present and are formatted to stand out from the dialogue. A speaker identification may be missing or may not start on a new line. | Speaker identifications are clearly noted with all capitals or boldface type. Each section of dialogue has its own speaker identification and begins on a new line. |
| The play includes at least three stage directions to describe how actors should speak or move. | The stage directions are missing or do not tell how the actors should speak or move.   | There may be fewer than three stage directions, or the three stage directions included are lacking in clarity or focus.  | At least three stage directions clearly describe how the actors should speak or move.   |
| The play is based on a stressful situation that is addressed by the characters.                | The play does not present a stressful situation—or if the situation is presented, the characters do not address it.                  | The play presents a stressful situation, but it is not clearly presented or is only partially addressed by the characters.   | The play focuses on a stressful situation that is directly addressed through the characters' actions and dialogue.  |

| Item | Answer   | DOK | Learning Objective                                      | CCSS  | Location in Unit       |
|------|----------|-----|---|-------|------------------------|
| 1    | A        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 223 |
| 2    | B        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 223 |
| 3    | D        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 223 |
| 4    | A        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 223 |
| 5    | D        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 223 |
| 6    | B        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 223 |
| 7    | A        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 224   |
| 8    | C        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 224   |
| 9    | A        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 224   |
| 10   | scan     | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 224   |
| 11   | diverge  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 224   |
| 12   | suitable | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 236   |
| 13   | tendency | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 236   |
| 14   | D        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 236   |
| 15   | A        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 236   |
| 16   | A        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 236   |
| 17   | C        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 236   |
| 18   | B        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 250   |
| 19   | D        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 250   |

| Item | Answer   | DOK | Learning Objective                                      | CCSS   | Location in Unit     |
|------|--|-----|---|--------|----------------------|
| 20   | C  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6  | R3 Key Vocab, p. 250 |
| 21   | B  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6  | R3 Key Vocab, p. 250 |
| 22   | A  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6  | R3 Key Vocab, p. 250 |
| 23   | D  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6  | R3 Key Vocab, p. 250 |
| 24   | C  | 3   | Compare and Contrast Text Structure                     | RL.8.5 | R1 Prepare, p. 225   |
| 25   | B  | 3   | Compare and Contrast Text Structure                     | RL.8.5 | R1 Prepare, p. 225   |
| 26   | D  | 3   | Compare and Contrast Text Structure                     | RL.8.5 | R1 Prepare, p. 225   |
| 27   | C  | 3   | Visualize   |        | R3 Prepare, p. 251   |
| 28   | D  | 3   | Visualize   |        | R3 Prepare, p. 251   |
| 29   | C, D   | 3   | Visualize   |        | R3 Prepare, p. 251   |
| 30   | See sample answer and Short Answer Rubric below.   | 3   | Compare and Contrast Text Structure                     | RL.8.5 | R1 Prepare, p. 225   |
| 31   | See sample answer and Short Answer Rubric below.   | 3   | Compare and Contrast Text Structure                     | RL.8.5 | R1 Prepare, p. 225   |
| 32   | <u>The ceaseless hassles of the modern world can interfere with our ability to get a good night's sleep.</u>   | 2   | Analyze a Problem-Solution Paragraph                    | RI.8.5 | R2 Prepare, p. 237   |
| 33   | <u>First, we can begin by keeping a regular sleeping schedule—that means going to bed around the same time every night, even on the weekends.</u>                | 2   | Analyze a Problem-Solution Paragraph                    | RI.8.5 | R2 Prepare, p. 237   |
| 34   | <u>Next, we can set up enough time to get the amount of sleep we need each night.</u><br><u>Finally, we should be thoughtful about our sleeping environment.</u> | 2   | Analyze a Problem-Solution Paragraph                    | RI.8.5 | R2 Prepare, p. 237   |

| Item | Answer  | DOK | Learning Objective                   | CCSS    | Location in Unit   |
|------|---|-----|--------------------------------------|---------|--------------------|
| 35   | See sample answer and Short Answer Rubric below.          | 2   | Analyze a Problem-Solution Paragraph | RI.8.5  | R2 Prepare, p. 237 |
| 36   | See sample answer and Short Answer Rubric below.          | 2   | Analyze a Problem-Solution Paragraph | RI.8.5  | R2 Prepare, p. 237 |
| 37   | A, C, E   | 3   | Use Ellipses for Omission            | L.8.2.B | R3 FOL, p. 261     |
| 38   | B   | 3   | Use Ellipses for Omission            | L.8.2.B | R3 FOL, p. 261     |
| 39   | A   | 3   | Use Ellipses for Omission            | L.8.2.B | R3 FOL, p. 261     |
| 40   | B   | 3   | Use Ellipses for Omission            | L.8.2.B | R3 FOL, p. 261     |
| 41   | C   | 3   | Use Ellipses for Omission            | L.8.2.B | R3 FOL, p. 261     |
| 42   | B   | 3   | Verify Meaning                       | L.8.4.D | R1 FOL, p. 231     |
| 43   | A   | 3   | Verify Meaning                       | L.8.4.D | R1 FOL, p. 231     |
| 44   | B   | 3   | Verify Meaning                       | L.8.4.D | R1 FOL, p. 231     |
| 45   | A   | 3   | Verify Meaning                       | L.8.4.D | R1 FOL, p. 231     |
| 46   | D   | 3   | Verify Meaning                       | L.8.4.D | R1 FOL, p. 231     |
| 47   | C   | 3   | Use Greek and Latin Suffixes         | L.8.4.B | R2 FOL, p. 245     |
| 48   | A   | 3   | Use Greek and Latin Suffixes         | L.8.4.B | R2 FOL, p. 245     |
| 49   | A   | 3   | Use Greek and Latin Suffixes         | L.8.4.B | R2 FOL, p. 245     |
| 50   | D   | 3   | Use Greek and Latin Suffixes         | L.8.4.B | R2 FOL, p. 245     |
| 51   | B   | 3   | Use Greek and Latin Suffixes         | L.8.4.B | R2 FOL, p. 245     |
| 52   | Manually graded; see Problem-Solution Essay Rubric below. | 4   | Write a Problem-Solution Essay       | W.8.2   | PT Writing, p. 264 |

- 30 Sample answer:** The poem “The Assignment” does not have a regular pattern of rhyme. It also has lines and stanzas that are quite different in length, so there is no clear rhythm. On the other hand, “Decisions, Decisions” does have a clear rhythm. The rhyme scheme and the line length create a musical or lyrical rhythm.
- 31 Sample answer:** The poem “The Assignment” repeats “The assignment is due” like a countdown: first the assignment is due in a month, then in a week, then in three days, then tomorrow, then now. This repetition supports the idea that the poem is about someone putting off what he or she needs to do, and procrastination won’t help. On the other hand, “Decisions, Decisions” repeats the word “we” several times throughout the poem. This supports the idea that everyone makes decisions, so if you get stressed about them, you can take comfort in the idea that you’re not alone.
- 35 Sample answer:** The problem-solution structure of “Getting Better Sleep” supports the author’s purpose of explaining how people can get higher-quality rest and be healthier. The author begins by identifying the problem and explaining why it is a problem. Then the author explains some solutions and explains ways to remedy the problem (such as keeping a regular sleeping schedule and paying attention to the sleeping environment).
- 36 Sample answer:** The author includes a quotation from Dr. Susheel Patil as a supporting detail. This quotation explains the idea of a sleep debt, which is part of the problem the author presents. The quotation also supports the idea that keeping a regular sleep schedule is an effective solution to the problem.

| Short Answer Rubric for Items 30, 31, 35, and 36              |  |  |  |
|---|--|--|--|
| Criteria  | 1  | 2  | 3  |
|   | On the Way   | Making Progress  | Ready to Go  |
| Question is answered using text support and proper mechanics. | <ul style="list-style-type: none"> <li>Doesn’t answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul> |



| Problem-Solution Essay Rubric for Item 52  |  |  |   |
|--|--|--|---|
| Criteria   | 1  | 2  | 3   |
|  | Beginning  | Intermediate   | Advanced  |
| The beginning of the essay introduces the problem.   | The introduction states the topic but may lack a clearly defined topic sentence.   | The introduction states the topic and provides a recognizable topic sentence.  | The introduction describes the topic and provides a clearly stated topic sentence that will shape the rest of the essay.  |
| Body paragraphs provide details that support ideas about the problem and offer one or more solutions.                          | Body paragraphs may include additional information about the topic but may be weak in stating and elaborating on a solution or solutions.        | Body paragraphs provide details that explain the significance of the problem and offer a solution or solutions. Solutions are supported by evidence. | Body paragraphs support an explanation of the significance of the problem and provide clear support for a solution or solutions that will effectively address it. Important points are supported by appropriate evidence. |
| The essay ends with a conclusion that summarizes the problem and solution(s) and leaves readers with something to think about. | The conclusion is missing, or it either does not reference the importance of the problem or does not attempt to engage the reader one last time. | The conclusion summarizes the problem and solution(s) and attempts to engage the reader one last time.   | The conclusion clearly summarizes the problem and solution(s) and engages the reader in a memorable way.  |
| The essay uses correct grammar and mechanics.  | Ideas are communicated, but with many errors.  | Ideas are communicated, with some errors.  | Ideas are communicated with few errors and a variety of sentence structures.  |

| Item | Answer       | DOK | Learning Objective                                      | CCSS  | Location in Unit       |
|------|--------------|-----|---|-------|------------------------|
| 1    | B            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 275 |
| 2    | C            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 275 |
| 3    | C            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 275 |
| 4    | A            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 275 |
| 5    | B            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 275 |
| 6    | C            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 275 |
| 7    | B            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 276   |
| 8    | D            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 276   |
| 9    | B            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 276   |
| 10   | D            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 276   |
| 11   | C            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 276   |
| 12   | B            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 276   |
| 13   | A            | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 292   |
| 14   | psychologist | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 292   |
| 15   | moral        | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 292   |
| 16   | implications | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 292   |
| 17   | altruism     | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 292   |
| 18   | phenomenon   | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 292   |
| 19   | convincing   | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 308   |

| Item | Answer   | DOK | Learning Objective                                      | CCSS    | Location in Unit     |
|------|--|-----|---|---------|----------------------|
| 20   | scholar  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R3 Key Vocab, p. 308 |
| 21   | procrastinate                                    | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R3 Key Vocab, p. 308 |
| 22   | appointed  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R3 Key Vocab, p. 308 |
| 23   | humble   | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R3 Key Vocab, p. 308 |
| 24   | prestige   | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6   | R3 Key Vocab, p. 308 |
| 25   | C  | 2   | Analyze Theme   | RL.8.2  | R3 Prepare, p. 309   |
| 26   | D  | 2   | Analyze Theme   | RL.8.2  | R3 Prepare, p. 309   |
| 27   | B  | 2   | Analyze Theme   | RL.8.2  | R3 Prepare, p. 309   |
| 28   | B  | 2   | Ask Questions   |         | R1 Prepare, p. 277   |
| 29   | See sample answer and Short Answer Rubric below. | 3   | Analyze Theme   | RL.8.2  | R3 Prepare, p. 309   |
| 30   | See sample answer and Short Answer Rubric below. | 3   | Analyze Theme   | RL.8.2  | R3 Prepare, p. 309   |
| 31   | informative                                      | 2   | Analyze an Author's Purpose                             | RI.8.6  | R2 Prepare, p. 293   |
| 32   | A  | 2   | Analyze an Author's Purpose                             | RI.8.6  | R2 Prepare, p. 293   |
| 33   | D  | 2   | Analyze an Author's Purpose                             | RI.8.6  | R2 Prepare, p. 293   |
| 34   | See sample answer and Short Answer Rubric below. | 3   | Analyze an Author's Purpose                             | RI.8.6  | R2 Prepare, p. 293   |
| 35   | See sample answer and Short Answer Rubric below. | 3   | Analyze an Author's Purpose                             | RI.8.6  | R2 Prepare, p. 293   |
| 36   | research   | 2   | Ask Questions   |         | R1 Prepare, p. 277   |
| 37   | A, D   | 2   | Ask Questions   |         | R1 Prepare, p. 277   |
| 38   | imperative                                       | 2   | Understand Verb Mood                                    | L.8.1.C | R1 FOL, p. 287       |
| 39   | A  | 2   | Understand Verb Mood                                    | L.8.1.C | R1 FOL, p. 287       |
| 40   | B  | 2   | Understand Verb Mood                                    | L.8.1.C | R1 FOL, p. 287       |

| Item | Answer  | DOK | Learning Objective          | CCSS    | Location in Unit   |
|------|---|-----|-----------------------------|---------|--------------------|
| 41   | D   | 2   | Understand Verb Mood        | L.8.1.C | R1 FOL, p. 287     |
| 42   | D   | 2   | Understand Verb Mood        | L.8.1.C | R1 FOL, p. 287     |
| 43   | C   | 2   | Understand Conditionals     | L.8.1.C | R2 FOL, p. 303     |
| 44   | B   | 2   | Understand Conditionals     | L.8.1.C | R2 FOL, p. 303     |
| 45   | A   | 2   | Understand Conditionals     | L.8.1.C | R2 FOL, p. 303     |
| 46   | sees had seen / pulls would have pulled               | 2   | Understand Conditionals     | L.8.1.C | R2 FOL, p. 303     |
| 47   | were is / would be will be                            | 2   | Understand Conditionals     | L.8.1.C | R2 FOL, p. 303     |
| 48   | <u>one of</u>   | 2   | Identify Word Relationships | L.8.5.B | R3 FOL, p. 319     |
| 49   | B   | 2   | Identify Word Relationships | L.8.5.B | R3 FOL, p. 319     |
| 50   | D   | 2   | Identify Word Relationships | L.8.5.B | R3 FOL, p. 319     |
| 51   | B   | 2   | Identify Word Relationships | L.8.5.B | R3 FOL, p. 319     |
| 52   | D   | 2   | Identify Word Relationships | L.8.5.B | R3 FOL, p. 319     |
| 53   | Manually graded; see Personal Narrative Rubric below. | 4   | Write a Personal Narrative  | W.8.3   | PT Writing, p. 322 |

**29 Sample answer:** At first, Yui is confident that she will be able to snowboard easily so she can show off her skills to her friend Sakura. She doesn't think failure is a possibility. But when it becomes clear that snowboarding isn't as easy as she thought, Yui becomes frustrated, then angry. Failure is not a friend of Yui, but it finally defeats her, and she realizes that she needs help. Once she accepts help from Sakura, who tells her that failure is a part of the learning process, she learns the sport.

**30 Sample answer:** The details in the story help to develop the theme of failure as a necessary part of learning and success by vividly describing Yui's transformation. At the beginning, Yui's confidence is made clear by the description of her expectations and conversation with her parents regarding lessons. As she starts snowboarding, the text details the difficulty she has with learning, such as her "many falls" and "many more falls." This failure made her feel "angry at everything and everyone." But then the text details how she humbled and "corrected herself," and eventually "mastered snowboarding" with her friend's help.

**34 Sample answer:** The title and introductory paragraph suggest that the author is going to relate a story about “heartwarming opportunities” at the stadium. The inclusion of specific details about the setting (such as the proximity of the hospital to the field) and the event provides much factual information. The author uses quotations and numbers, such as dates, much as a reporter would do. Readers learn what the coach said about the event and in what year the event began.

**35 Sample answer:** The question in paragraph 6 (“Who would have thought that such a simple but heartfelt act of kindness would have such a transformative emotional impact?”) suggests that the author is prompting readers to put themselves into the text as they consider how the event might have affected themselves. The concluding paragraph also reveals the author’s purpose of teaching a moral lesson as well as informing. The events in the text have shown “the power of . . . altruism,” which suggests that the author wants readers to consider how kindness impacts others.

| Short Answer Rubric for Items 29, 30, 34, and 35              |  |  |  |
|---|--|--|--|
| Criteria  | 1  | 2  | 3  |
|   | On the Way   | Making Progress  | Ready to Go  |
| Question is answered using text support and proper mechanics. | <ul style="list-style-type: none"> <li>Doesn’t answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul> |

| Personal Narrative Rubric for Item 53   |  |   |   |
|---|--|---|---|
| Criteria  | 1  | 2   | 3   |
|   | Beginning  | Intermediate  | Advanced  |
| The narrative includes a topic sentence in a paragraph that introduces the experience.  | The introduction is related to the topic but does not introduce the experience.                                | The introduction uses a topic sentence to introduce the experience.   | The introduction includes a topic sentence in a paragraph that introduces the experience in an engaging way.                                |
| Body paragraphs convey a sequence of events with a clear beginning, middle, and end.  | Body paragraphs include information about the experience, but the sequence of events is not always clear.      | The body paragraphs convey a relatively clear sequence of events.   | The body paragraphs use a distinct beginning, middle, and end to convey a clear sequence of events.   |
| The narrative includes sensory details and description to portray action and convey emotion, as well as dialogue or quotations where appropriate. | The narrative includes some details but lacks description to convey actions, emotions, or dialogue/quotations. | The narrative uses description to convey action and emotion but may lack dialogue/quotations or sensory details to bring the narrative to life. | The narrative includes many sensory details and description to portray action and convey emotion, as well as realistic dialogue/quotations. |
| The concluding paragraph reflects on the significance of the event.   | The conclusion lacks reflection on the significance of the experience.   | The conclusion offers limited reflection on the personal significance of the experience.  | The conclusion includes a thoughtful reflection on the personal significance of the experience.   |
| The narrative uses correct grammar and mechanics.   | Ideas are communicated, but with many errors.  | Ideas are communicated, with some errors.   | Ideas are communicated with few errors and a variety of sentence structures.  |

| Item | Answer | DOK | Learning Objective                                      | CCSS  | Location in Unit       |
|------|--------|-----|---|-------|------------------------|
| 1    | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 333 |
| 2    | C      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 334   |
| 3    | C      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 348   |
| 4    | D      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 364   |
| 5    | A      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 333 |
| 6    | A      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 334   |
| 7    | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 348   |
| 8    | C      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 364   |
| 9    | D      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 333 |
| 10   | A      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 334   |
| 11   | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 348   |
| 12   | A      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 364   |
| 13   | D      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 334   |
| 14   | C      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 333 |
| 15   | A      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 348   |
| 16   | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 364   |
| 17   | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 334   |
| 18   | C      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 333 |
| 19   | C      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 348   |

| Item | Answer   | DOK | Learning Objective                                      | CCSS                | Location in Unit       |
|------|--|-----|---|---------------------|------------------------|
| 20   | A  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6               | R3 Key Vocab, p. 364   |
| 21   | concentrate                                      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6               | Academic Vocab, p. 333 |
| 22   | perseverance                                     | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6               | R1 Key Vocab, p. 334   |
| 23   | pushy  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6               | R2 Key Vocab, p. 348   |
| 24   | adrenaline                                       | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6               | R3 Key Vocab, p. 364   |
| 25   | C  | 3   | Determine the Author's Viewpoint                        | RI.8.6              | R1 Prepare, p. 335     |
| 26   | B  | 3   | Determine the Author's Viewpoint                        | RI.8.6              | R1 Prepare, p. 335     |
| 27   | D  | 3   | Make Text-to-Self Connections                           |                     | R3 Prepare, p. 365     |
| 28   | B, C   | 3   | Determine the Author's Viewpoint                        | RI.8.6              | R1 Prepare, p. 335     |
| 29   | See sample answer and Short Answer Rubric below. | 3   | Determine the Author's Viewpoint                        | RI.8.6              | R1 Prepare, p. 335     |
| 30   | See sample answer and Short Answer Rubric below. | 3   | Determine the Author's Viewpoint                        | RI.8.6              | R1 Prepare, p. 335     |
| 31   | C  | 2   | Analyze Dialogue and Inner Monologue                    | RL.8.3              | R2 Prepare, p. 349     |
| 32   | A  | 2   | Analyze Dialogue and Inner Monologue                    | RL.8.3              | R2 Prepare, p. 349     |
| 33   | C  | 2   | Analyze Dialogue and Inner Monologue                    | RL.8.3              | R2 Prepare, p. 349     |
| 34   | See sample answer and Short Answer Rubric below. | 3   | Analyze Dialogue and Inner Monologue                    | RL.8.3              | R2 Prepare, p. 349     |
| 35   | See sample answer and Short Answer Rubric below. | 3   | Analyze Dialogue and Inner Monologue                    | RL.8.3              | R2 Prepare, p. 349     |
| 36   | C  | 3   | Make Text-to-Self Connections                           |                     | R3 Prepare, p. 365     |
| 37   | B  | 3   | Make Text-to-Self Connections                           |                     | R3 Prepare, p. 365     |
| 38   | <u>are banned</u>                                | 2   | Use the Passive Voice                                   | L.8.1.B,<br>L.8.3.A | R1 FOL, p. 343         |



| Item | Answer   | DOK | Learning Objective                                  | CCSS                | Location in Unit   |
|------|--|-----|---|---------------------|--------------------|
| 39   | <u>was announced</u>                                   | 2   | Use the Passive Voice                               | L.8.1.B,<br>L.8.3.A | R1 FOL, p. 343     |
| 40   | <u>were voiced</u>                                     | 2   | Use the Passive Voice                               | L.8.1.B,<br>L.8.3.A | R1 FOL, p. 343     |
| 41   | were made  | 2   | Use the Passive Voice                               | L.8.1.B,<br>L.8.3.A | R1 FOL, p. 343     |
| 42   | was encouraged   | 2   | Use the Passive Voice                               | L.8.1.B,<br>L.8.3.A | R1 FOL, p. 343     |
| 43   | finish   | 2   | Use Mood Consistently                               | L.8.1.D             | R3 FOL, p. 375     |
| 44   | will be  | 2   | Use Mood Consistently                               | L.8.1.D             | R3 FOL, p. 375     |
| 45   | would have arrived                                     | 2   | Use Mood Consistently                               | L.8.1.D             | R3 FOL, p. 375     |
| 46   | B, D   | 2   | Use Mood Consistently                               | L.8.1.D             | R3 FOL, p. 375     |
| 47   | A  | 2   | Use Mood Consistently                               | L.8.1.D             | R3 FOL, p. 375     |
| 48   | understatement   | 2   | Interpret Verbal Irony                              | L.8.5.A             | R2 FOL, p. 359     |
| 49   | overstatement  | 2   | Interpret Verbal Irony                              | L.8.5.A             | R2 FOL, p. 359     |
| 50   | understatement   | 2   | Interpret Verbal Irony                              | L.8.5.A             | R2 FOL, p. 359     |
| 51   | overstatement  | 2   | Interpret Verbal Irony                              | L.8.5.A             | R2 FOL, p. 359     |
| 52   | sarcasm  | 2   | Interpret Verbal Irony                              | L.8.5.A             | R2 FOL, p. 359     |
| 53   | Manually graded; see Argumentative Essay Rubric below. | 4   | Include a Counterargument in an Argumentative Essay | W.8.1               | PT Writing, p. 378 |

**29 Sample answer:** The fact that the title is a question indicates that the author wants readers to think about whether the risks involved in youth sports are worth it, which the author goes into detail to discuss. The author is also inferring that people should consider the risks of youth sports more seriously.

**30 Sample answer:** The author acknowledges that there are benefits to youth sports by citing the “feeling of exhilaration on the field and the chance to learn values like perseverance and teamwork.” However, the author warns about physical harm that might occur and states that “the benefits must be weighed against the risks for kids playing contact and competitive sports.” The author is implying that the risks may outweigh those benefits when they are pushed too far.

**34 Sample answer:** Until this point, the narrator has seemed nervous and unsure about being able to do the climb. She was also distracted by her competition with Liu Yang. This inner monologue shows the narrator refocusing her thoughts to be more confident. Her new confidence and focus leads readers to expect that she will finish the climb.

**35 Sample answer:** In the first half of the story, the narrator describes Liu Yang as being very competitive and wanting to be the best climber. However, when the narrator is the first person to climb the new route, Liu Yang congratulates her. When Liu Yang says, “You were terrific!” the reader realizes that Liu Yang is actually happy for her teammate’s accomplishments and that she may not be as self-centered as the narrator initially thinks her to be.

| Short Answer Rubric for Items 29, 30, 34, and 35              |  |  |  |
|---|--|--|--|
| Criteria  | 1  | 2  | 3  |
|   | On the Way   | Making Progress  | Ready to Go  |
| Question is answered using text support and proper mechanics. | <ul style="list-style-type: none"> <li>Doesn’t answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul> |

| Argumentative Essay Rubric for Item 53  |  |   |  |
|---|--|---|--|
| Criteria  | 1  | 2   | 3  |
|   | Beginning  | Intermediate  | Advanced   |
| The essay begins with an introduction, including a claim, and ends with a conclusion.   | The introduction states the topic but may lack a clearly stated claim. The conclusion is missing or does not restate the claim and summarize the argument. | The introduction states the topic and provides a claim. The conclusion restates the claim but may be weak in summarizing the argument.                                | The introduction describes the topic and provides a clearly stated claim. The conclusion restates the claim and summarizes the argument.               |
| Body paragraphs state supporting reasons and provide evidence for the reasons.  | Body paragraphs include information about the topic, with some reasons and evidence to support the claim.  | Each body paragraph gives a reason in support of the claim. Examples and evidence are provided to substantiate most reasons.  | Each body paragraph gives a reason that supports the claim and elaborates on that reason. Important points are substantiated by evidence and examples. |
| The essay identifies a counterargument, states why the counterargument is problematic, and provides evidence of the counterargument's weakness. | The essay does not mention a counterargument or simply identifies a counterargument without trying to refute it.   | The essay identifies a counterargument and states why the counterargument is problematic. However, it offers little or no evidence of the counterargument's weakness. | The essay identifies a counterargument and states why the counterargument is problematic. It also provides evidence of the counterargument's weakness. |
| The essay uses correct grammar and mechanics.   | Ideas are communicated, but with many errors.  | Ideas are communicated, with some errors.   | Ideas are communicated with few errors and a variety of sentence structures.   |

| Item | Answer | DOK | Learning Objective                                      | CCSS  | Location in Unit       |
|------|--------|-----|---|-------|------------------------|
| 1    | C      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 389 |
| 2    | D      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 389 |
| 3    | A      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 389 |
| 4    | D      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 389 |
| 5    | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 389 |
| 6    | D      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | Academic Vocab, p. 389 |
| 7    | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 390   |
| 8    | A      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 390   |
| 9    | C      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 390   |
| 10   | A      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 390   |
| 11   | C      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 390   |
| 12   | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R1 Key Vocab, p. 390   |
| 13   | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 404   |
| 14   | C      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 404   |
| 15   | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 404   |
| 16   | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 404   |
| 17   | B      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 404   |
| 18   | D      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R2 Key Vocab, p. 404   |
| 19   | C      | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6 | R3 Key Vocab, p. 416   |

| Item | Answer   | DOK | Learning Objective                                      | CCSS              | Location in Unit     |
|------|--|-----|---|-------------------|----------------------|
| 20   | A  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6             | R3 Key Vocab, p. 416 |
| 21   | D  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6             | R3 Key Vocab, p. 416 |
| 22   | C  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6             | R3 Key Vocab, p. 416 |
| 23   | A  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6             | R3 Key Vocab, p. 416 |
| 24   | B  | 2   | Determine Meaning of Grade-appropriate Vocabulary Words | L.8.6             | R3 Key Vocab, p. 416 |
| 25   | C, D, E  | 2   | Cite Text Evidence to Support Inferences                | RL.8.1;<br>RL.8.4 | R2 Prepare, p. 405   |
| 26   | <u>Luis held his breath(,)</u>                   | 2   | Cite Text Evidence to Support Inferences                | RL.8.1;<br>RL.8.4 | R2 Prepare, p. 405   |
| 27   | B  | 2   | Cite Text Evidence to Support Inferences                | RL.8.1;<br>RL.8.4 | R2 Prepare, p. 405   |
| 28   | See sample answer and Short Answer Rubric below. | 3   | Cite Text Evidence to Support Inferences                | RL.8.1;<br>RL.8.4 | R2 Prepare, p. 405   |
| 29   | See sample answer and Short Answer Rubric below. | 3   | Cite Text Evidence to Support Inferences                | RL.8.1;<br>RL.8.4 | R2 Prepare, p. 405   |
| 30   | B  | 2   | Use Cohesive Devices to Connect Ideas                   |                   | R1 Prepare, p. 391   |
| 31   | C  | 2   | Analyze Connections in a Text                           | RI.8.3            | R3 Prepare, p. 417   |
| 32   | B  | 2   | Analyze Connections in a Text                           | RI.8.3            | R3 Prepare, p. 417   |
| 33   | A  | 2   | Analyze Connections in a Text                           | RI.8.3            | R3 Prepare, p. 417   |
| 34   | See sample answer and Short Answer Rubric below. | 3   | Analyze Connections in a Text                           | RI.8.3            | R3 Prepare, p. 417   |
| 35   | See sample answer and Short Answer Rubric below. | 3   | Analyze Connections in a Text                           | RI.8.3            | R3 Prepare, p. 417   |
| 36   | <u>As a result(,)</u>                            | 2   | Use Cohesive Devices to Connect Ideas                   |                   | R1 Prepare, p. 391   |
| 37   | For instance/<br>For example                     | 3   | Use Cohesive Devices to Connect Ideas                   |                   | R1 Prepare, p. 391   |

| Item | Answer                                  | DOK | Learning Objective          | CCSS    | Location in Unit   |
|------|---|-----|-----------------------------|---------|--------------------|
| 38   | PA                                      | 2   | Identify Participles        | L.8.1.A | R1 FOL, p. 399     |
| 39   | PR                                      | 2   | Identify Participles        | L.8.1.A | R1 FOL, p. 399     |
| 40   | PA                                      | 2   | Identify Participles        | L.8.1.A | R1 FOL, p. 399     |
| 41   | crowded                                 | 2   | Identify Participles        | L.8.1.A | R1 FOL, p. 399     |
| 42   | embarrassing                            | 2   | Identify Participles        | L.8.1.A | R1 FOL, p. 399     |
| 43   | A                                       | 3   | Analyze Figurative Language | L.8.5   | R2 FOL, p. 411     |
| 44   | D                                       | 3   | Analyze Figurative Language | L.8.5   | R2 FOL, p. 411     |
| 45   | C                                       | 3   | Analyze Figurative Language | L.8.5   | R2 FOL, p. 411     |
| 46   | B                                       | 3   | Analyze Figurative Language | L.8.5   | R2 FOL, p. 411     |
| 47   | A                                       | 3   | Analyze Figurative Language | L.8.5   | R2 FOL, p. 411     |
| 48   | B                                       | 3   | Analyze Connotations        | L.8.5.C | R3 FOL, p. 429     |
| 49   | individual                              | 3   | Analyze Connotations        | L.8.5.C | R3 FOL, p. 429     |
| 50   | assignment                              | 3   | Analyze Connotations        | L.8.5.C | R3 FOL, p. 429     |
| 51   | neutral                                 | 3   | Analyze Connotations        | L.8.5.C | R3 FOL, p. 429     |
| 52   | negative                                | 3   | Analyze Connotations        | L.8.5.C | R3 FOL, p. 429     |
| 53   | Manually graded; see Poem Rubric below. | 4   | Write a Poem                | W.8.3.D | PT Writing, p. 432 |

**28 Sample answer:** At first, Daniel and Alejandro think that Diego is acting strangely. This is shown when they give each other a “puzzled frown” after Diego says he is “trying to learn your customs.” They also give each other “another confused look” when Diego stands near the freezer. Eventually, though, Diego wins Alejandro over by making hot chocolate, which Alejandro calls “delicious.” At the end, Alejandro wants to “stay for more.”

**29 Sample answer:** A reader could infer that Diego would have trouble adjusting to life in the 21st century from his reaction to modern technology. Before the story begins, Diego has already experienced many examples of modern technology—refrigerators, television, riding lawnmowers, indoor plumbing, microwave ovens—yet he still can’t stop talking about them and marveling over them. There are no hints in the story that Diego would get used to such things easily.

**34 Sample answer:** Micro-apartments and vertical farming are both solutions to the problem of limited space. Micro-apartments provide housing for individuals and families in a small footprint. Vertical farming uses innovations to build farms upward rather than spreading them over wide areas of land. These solutions address the basic human needs of housing and food while using less land.

**35 Sample answer:** The United Nations predicts a big population increase by the year 2050. As a result, architects are thinking of ways to meet the needs of a larger population in the future. There are several innovations that could help—for example, living smaller, building higher, and using tall structures for farming. These ideas are all shaped by the problem of an increasing population and limited space.

### Short Answer Rubric for Items 28, 29, 34, and 35

| Criteria  | 1  | 2  | 3  |
|---|--|--|--|
|   | On the Way   | Making Progress  | Ready to Go  |
| Question is answered using text support and proper mechanics. | <ul style="list-style-type: none"> <li>Doesn't answer the question or writes about something different.</li> <li>Makes many errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers some of the question.</li> <li>Uses some text evidence, facts, or examples as support.</li> <li>Makes some errors in punctuation, spelling, and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Answers the question completely.</li> <li>Uses text evidence, facts, or examples as support.</li> <li>Makes few, if any, errors in punctuation, spelling, and grammar.</li> </ul> |

### Poem Rubric for Item 53

| Criteria   | 1   | 2  | 3  |
|--|---|--|--|
|  | Beginning   | Intermediate   | Advanced   |
| The poem includes a title that gives a clue about the poem's subject or the poet's feelings. | The title is missing or does not give a clue about the poem's subject or poet's feelings. | The title gives a hint about the topic or poet's feelings but is somewhat simplistic or too general. | The title gives a clue about the poem's subject or the poet's feelings in a clever or poetic way.    |
| The poem addresses the topic and includes at least three details about the topic.            | The poem addresses the topic but lacks clear details.                                     | The poem addresses the topic and provides a few details, some of which may be weak.                  | The poem clearly describes the topic with three or more vivid details.                               |
| The poem uses rhyme, rhythm, and/or figurative language.                                     | The poem shows limited understanding of rhyme, rhythm, and/or figurative language.        | The poem makes effective use of rhyme, rhythm, and/or figurative language.                           | The poem uses engaging rhyme, rhythm, and/or figurative language to emphasize ideas about the topic. |