

Threads & Themes Grade 8, Unit 2,

Investigation 2 Summative Assessment (Teacher Edition)

Focus Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.7 | RI.8.1, RI.8.3, RI.8.4, RI.8.8 | L.8.4a, L.8.4b, L.8.5b, L.8.6

PASSAGE 1

“The Garden’s Rule” — Lexile: 1040L | Literary

(1) The Riverside Community Garden had been Maya’s idea. Three years ago, she had convinced the neighborhood association to transform the abandoned lot on Fifth Street into something shared and beautiful. Families arrived with seeds and soil. Teenagers painted a mural on the western fence. An older woman named Mrs. Chen taught anyone who would listen about companion planting—which plants grew best alongside each other, which ones fought for nutrients, which ones thrived in the shade. The garden became a place where neighbors who had never spoken began to recognize each other.

(2) Eli had arrived six months in, with a shovel and quiet enthusiasm. He had noticed that the irrigation system was inefficient, that the compost pile was poorly positioned, that the harvest could be organized better. Maya noticed too. Within a year, Eli had built three new raised beds, installed drip lines that cut water usage by half, and created a schedule so that harvests happened on predictable days. He had transformed chaos into something sustainable. At the association meetings, his voice grew louder, and Maya found herself serving as the intermediary between the neighborhood association and Eli’s growing list of proposals.

(3) When Eli proposed a rule that only people who actively participated could harvest vegetables, Maya felt her first hesitation. Participation, he explained, meant showing up at least twice a month for work days. He would keep a list. The garden had to run efficiently. Nobody argued. Efficiency was hard to argue against.

(4) Then came the day Maya arrived at the garden and found the western fence repainted. The community members’ names, which had been lettered in a dozen colors, were covered with a single gray coat. Eli explained at the next meeting that the original mural had been unprofessional. Distracting. A well-run garden required focus. Focus required order.

(5) Mrs. Chen stopped coming. When Maya asked her why, the old woman’s jaw tightened. “The garden does not feel like ours anymore,” she said simply. “It feels like his.”

(6) By the second year of Eli’s leadership, the rules had multiplied. A person who failed to show at a work day twice would lose their plot. A person who planted something unapproved—anything Eli thought might compromise the garden’s design—would find their seedlings pulled up by morning. The harvest was no longer shared equally but allocated by a points system that Eli controlled and explained in ways nobody quite understood.

(7) One evening, Maya stood at the fence and remembered the girl she had been when she proposed the garden. She had imagined a place where nobody was in charge, where knowledge

flowed freely, where everyone belonged. Now she stood looking at the raised beds in neat rows, the irrigation lines running with perfect precision, the carefully sorted harvest waiting in crates to be distributed according to points nobody could quite calculate. The garden was more beautiful than ever. Its beauty had the quality of something deliberately arranged to be looked at rather than lived in. It was a monument to something she no longer recognized.

(8) She bent down to examine a single seedling from her own plot—a tomato volunteer that had pushed through the soil on its own, unscheduled and unplanned—but did not move to plant it in the undesignated row beside her. Eli walked past, clipboard in hand, his expression unreadable. The question formed in her mind but did not reach her lips: When did the garden stop belonging to everyone?

ITEMS — PASSAGE 1

Item 1 — RL.8.1 | Cite textual evidence | | DOK 2 | MC

What was Maya’s MAIN reason for starting the garden?

- A) She wanted to create a shared space for her community.
- B) She needed a place for her family to grow their plants.
- C) She thought young people in the neighborhood had too few activities.
- D) She was concerned that the abandoned lot was dangerous.

Item 2 — RL.8.3 | Analyze character development | DOK 2 | MC

Based on paragraphs 2 through 4, how does Eli’s approach to the garden change over time?

- A) He begins to focus on making improvements that match what the community values.
- B) He becomes less concerned with control and more interested in strengthening relationships.
- C) He shifts from solving practical problems to setting rules that limit what others can do.
- D) He moves from working for his own benefit to requiring all members to follow a formal schedule.

Item 3 — L.8.4b | Morphology: prefix inter- | DOK 2 | MC

Read this excerpt from paragraph 2 of “The Garden’s Rule.”

Maya found herself serving as the intermediary between the neighborhood association and Eli’s growing list of proposals.

The word “intermediary” contains the Latin prefix inter-, meaning “between.” Based on this information, what does Maya do as an “intermediary”?

- A) Maya writes speeches for Eli to give to the neighborhood association.
- B) Maya carries messages to and from Eli and the neighborhood association.
- C) Maya has disagreements with Eli and the neighborhood association.

D) Maya observes conversations Eli has with the neighborhood association.

Item 4 — RL.8.3 | Incident reveals character; effect on plot | DOK 3 | MC

What does Mrs. Chen’s response in paragraph 5 MOST reveal about her views regarding the changes in the garden?

- A) Mrs. Chen thinks that rules are unnecessary in a community garden.
- B) Mrs. Chen feels that the garden regulations are unfair to older members.
- C) Mrs. Chen believes she has taught others at the garden all she can about companion planting.
- D) Mrs. Chen dislikes that the garden has shifted from a shared community space to the domain of one person.

Item 5 — L.8.4a | Context clue: ‘allocated’ | DOK 1 | MC

Read this sentence from paragraph 6 of “The Garden’s Rule.”

The harvest was no longer shared equally but allocated by a points system that Eli controlled and explained in ways nobody quite understood.

What does the word “allocated” mean as it is used in this sentence?

- A) distributed
- B) hidden
- C) challenged
- D) grown

Item 6 — RL.8.4 | Connotation of word choice: ‘monument’ | DOK 2 | MC

Read this sentence from paragraph 7 of “The Garden’s Rule.”

It was a monument to something she no longer recognized.

What does the word “monument” suggest about how Maya views the garden at this point in the story?

- A) The garden has become a tourist attraction for outsiders to visit.
- B) The garden is more important to the community than Maya dared hope it would be.
- C) The garden has become an imposing symbol of something that has been lost.
- D) The garden is a symbol of the ways Eli improved on the original vision.

Item 7 — L.8.5b | Word relationship: ‘arranged to be looked at’ / ‘lived in’ | DOK 2 | MC

Read this sentence from paragraph 7 of “The Garden’s Rule.”

Its beauty had the quality of something deliberately arranged to be looked at rather than lived in.

Which phrase from the paragraph MOST helps the reader to understand the phrase “deliberately arranged”?

- A) “nobody was in charge”
- B) “knowledge flowed freely”
- C) “raised beds in neat rows”
- D) “more beautiful than ever”

Item 8 — RL.8.6 | Dramatic irony: effect on reader | DOK 3 | MC

Which statement correctly describes an effect of the dramatic irony present in paragraph 9 of “The Garden’s Rule”?

- A) It creates sympathy for Eli by revealing that he is unaware of the harm his rules have caused Maya and the others, making his rigidity seem less intentional than it appeared earlier in the story.
- B) It signals that Maya is about to plant the seedling in the undesignated row as a quiet act of resistance against Eli’s control of the garden.
- C) It suggests that Eli senses Maya’s hesitation but chooses to walk past without engaging, showing that he values the garden’s efficiency over her concerns.
- D) It deepens the sense of Maya’s loss because when Eli passes by without speaking it makes the distance between what the garden has become and what it meant to her feel more complete.

Item 9 — RL.8.2 | Objective summary of passage | DOK 2 | MC

Which sentence provides the BEST summary of “The Garden’s Rule”?

- A) A community garden that Maya founded is gradually taken over by Eli, whose rules transform the space into something highly controlled, leaving Maya questioning what the garden has become.
- B) Maya and Eli disagree about how a community garden should be run, leading to conflict that drives away longtime members like Mrs. Chen and leaves the garden’s future in the neighborhood uncertain.
- C) Eli improves a struggling community garden by creating efficient systems, but his strict rules make Maya realize the garden was better when it was informally managed.
- D) A community garden succeeds under Eli’s leadership, but Maya discovers that rules and community are in conflict, causing her to regret starting the garden.

Item 10 — RL.8.2 | Determine theme | DOK 3 | MC

Which statement BEST expresses the theme of “The Garden’s Rule”?

- A) Efficiency and good organization are essential for any successful community project.
- B) Strong leadership requires making difficult decisions that some people may dislike.
- C) Systems built around efficiency and control can undermine the human values they were meant to support.
- D) Communities fail when members prioritize personal authority over shared responsibility.

Item 11 — RL.8.7 | What adaptation conveys that text does not | DOK 2 | MC

Read this film adaptation of paragraph 4 of “The Garden’s Rule.”

[EXT. COMMUNITY GARDEN — MORNING]

[MAYA enters through the garden gate and stops. Her eyes fix on the fence. CLOSE-UP: a wall of flat gray paint. Splashes of color peek through where the gray did not fully cover. One name — CHEN — is faintly legible beneath the gray.]

[MAYA stares. She does not move. She does not speak. Her hand tightens on the strap of her bag.]

[ELI walks past in the background, clipboard in hand, surveying the raised beds.]

Based on the written passage and the film script excerpt, what does the visual adaptation convey that the written text does NOT?

- A) Maya’s realization that the garden she once loved has been changed
- B) the traces of the name Chen beneath the gray paint, which suggests the community’s history
- C) Eli’s satisfaction with the new appearance of the fence after the repainting
- D) the contrast between Eli’s approach and the garden’s original informal character

Item 12 — RL.8.7 | How visual adaptation replaces narrated interiority | DOK 3 | MC

Read this film adaptation of paragraph 8 of “The Garden’s Rule.”

[EXT. COMMUNITY GARDEN — DUSK]

[MAYA crouches beside her raised bed, examining a small tomato seedling that has pushed through the soil on its own. She cups it in both hands but does not plant it.]

[CLOSE-UP: Her hands. The seedling’s roots dangle in the air. The soil of the undesignated row beside her is undisturbed.]

[ELI moves through the frame behind her — clipboard, eyes on his list. He does not slow. He does not look at Maya.]

[MAYA’s eyes remain on the seedling. FADE TO BLACK.]

How does the script’s choice to end on a close-up of the seedling’s dangling roots create a different effect from the written passage?

- A) It reveals that Eli is choosing to avoid Maya, which makes his authority appear more threatening than the written passage suggests.
- B) It shows viewers the garden’s beauty, creating a more hopeful ending than the written passage provides.
- C) It allows viewers to notice the silence of the garden, which helps them feel Maya’s isolation in a way the written text cannot.
- D) It replaces Maya’s unspoken question with an image, leaving viewers to infer the sense of loss that the written text states directly.

PASSAGE 2

“How Revolutions Betray Themselves” — Lexile: 1170L | Informational

(1) Throughout history, some revolutionary movements have followed a strikingly similar pattern. A group of people, united against an oppressive system, overthrows the existing power structure. The revolution succeeds. The leaders announce that a new, more just system will be built—one based on equality, shared power, and the common good. And then the revolution begins to betray itself.

(2) Historians have identified several mechanisms by which this kind of transformation occurs. First, the leaders who orchestrated the revolution must consolidate power to manage the change. This concentration of power, intended to be temporary, becomes permanent. The revolutionary leaders justify their growing authority by citing the need for order during a turbulent time. They argue that efficiency requires centralized decision-making. Citizens, exhausted from the upheaval of revolution, often accept this explanation.

(3) Second, the revolutionary leaders often distinguish between true revolutionaries—people who fully commit to the new order as defined by the leadership—and those who resist or question. This division creates an in-group and an out-group. The in-group gains privileges. The out-group faces suspicion and exclusion. What began as a movement toward equality may fracture into a power structure that mirrors or even exceeds the system it replaced.

(4) Third, revolutionary leaders may rewrite the movement’s original ideals to justify their own authority. If the original revolution promised equality, the leaders might proclaim that some forms of equality are more important than others or that true equality requires complete obedience to those who understand it best. Language becomes a tool. Words are redefined. History is rewritten so that the current leadership appears to have always been the true voice of the revolution. These three mechanisms operate primarily through the control of language and institutional structure. Yet revolutionary movements have also long understood the persuasive power of images.

(5) Revolutionary movements have also recognized the power of visual symbols to shape public identity. Flags, monuments, and public ceremonies become central to the way new governments establish their presence. When the French revolutionaries replaced the royal insignia with the tricolor flag, they signaled that a new era had begun. The Soviet Union covered public squares with heroic sculptures and murals depicting workers as paragons of strength and purpose. In Cuba, the image of Che Guevara became a global emblem of revolutionary aspiration. These visual elements operate through emotion and association rather than argument. They can inspire shared loyalty, giving citizens a felt sense of belonging to something larger than themselves.

(6) The French Revolution provides a vivid example. In 1789, the revolutionaries abolished the feudal system, promising liberty, equality, and fraternity. By 1792, they had abolished the monarchy itself. Yet within a decade, the revolutionary government had descended into

authoritarian rule—thousands were executed not by the old king but by the revolution’s own leadership, in the name of protecting the revolution. By 1799, Napoleon Bonaparte had seized sole power, becoming precisely the kind of ruler the revolution had promised to eliminate. Similar patterns emerged in the Russian Revolution, the Chinese Revolution, and many others. The structure that people believed they were destroying was not destroyed—it was merely relocated into the hands of new leaders who had learned its techniques.

(7) The core cause of this pattern lies in the concentration of power. When any group of people gains the ability to make decisions without meaningful accountability—without checks, without transparency, without input from those affected by their choices—the temptation to maintain and expand that power can become almost irresistible. The revolutionary leaders convince themselves, often sincerely, that they are acting in the best interests of the people. The people, meanwhile, discover that they have exchanged one form of domination for another.

(8) Understanding this pattern does not require giving up on the possibility of positive change. Rather, it requires that people pay careful attention. It requires systems of power that are explicitly designed to be temporary and accountable. It requires that people who lead revolutions remain answerable to the people they serve, not the other way around. When revolutionary ideals are protected by structures that actively prevent the concentration of power, the revolution has a chance of remaining true to itself.

ITEMS — PASSAGE 2

Item 13 — RI.8.3 | Analyze connections among three mechanisms | Multi-Select | DOK 3 | MS

Select the TWO statements that BEST describe how the three mechanisms described in paragraphs 2 through 4 work together to allow revolutionary leaders to maintain power.

- A)** Each mechanism removes a source of accountability and allows for movement away from the original goals of the revolution.
- B)** The three mechanisms are effective because citizens actively choose to support the revolutionary leadership.
- C)** Each mechanism creates conditions in which challenging the leadership becomes increasingly difficult over time.
- D)** The mechanisms succeed primarily because revolutionary citizens are too worn out to resist any new form of authority.
- E)** Each mechanism targets a separate aspect of society, which makes resistance on any single front insufficient.

Item 14 — L.8.4a | Context clue: ‘consolidate’ | DOK 1 | MC

Read this sentence from paragraph 2 of “How Revolutions Betray Themselves.”

First, the leaders who orchestrated the revolution must consolidate power to manage the change.

What is the meaning of the word “consolidate”?

- A) temporarily suspend
- B) bring together
- C) divide equally
- D) document carefully

Item 15 — RI.8.4 | Connotation: ‘fractures’ | DOK 2 | MC

Read this sentence from paragraph 3 of “How Revolutions Betray Themselves.”

What began as a movement toward equality may fracture into a power structure that mirrors or even exceeds the system it replaced.

What does the word “fracture” suggest about how a revolutionary movement may change?

- A) The movement strengthens through struggle.
- B) The movement becomes more practical.
- C) The movement invites new ideas.
- D) The movement undergoes a sudden split.

Item 16 — RI.8.8 | Identify tangential evidence | DOK 3 | MC

Which paragraph in “How Revolutions Betray Themselves” does NOT directly support the central argument that revolutionary movements may betray their ideals?

- A) paragraph 2, which explains how leaders protect their power and prevent it from being shared
- B) paragraph 3, which describes how leaders create divisions between those who support them and those who question them
- C) paragraph 5, which describes how revolutionary movements use visual symbols such as flags and monuments to inspire shared loyalty
- D) paragraph 8, which argues that accountability and watchfulness are tools to prevent corruption

Item 17 — L.8.6 | Word choice: ‘almost irresistible’ | DOK 2 | MC

Read this excerpt from paragraph 7 of “How Revolutions Betray Themselves.”

...the temptation to maintain and expand that power can become almost irresistible.

How does the phrase “almost irresistible” contribute to the author’s argument in paragraph 7?

- A) It suggests that most revolutionary leaders successfully resist the temptation to abuse power.
- B) It implies that the concentration of power is a natural and therefore acceptable part of any revolution.
- C) It conveys that the pull toward maintaining power is so strong that resisting it requires effective structural safeguards.

D) It shows sympathy toward revolutionary leaders who struggle to maintain good intentions.

Item 18 — RI.8.1 | Cite evidence for author's claim | DOK 2 | MC

Which detail from paragraph 8 BEST supports the author's claim that revolutionary movements can remain true to their original ideals?

- A) Understanding this pattern means doubting the possibility that revolution can lead to meaningful improvements in society.
- B) A revolution has a chance of achieving its goals when systems of power are designed to remain temporary and accountable.
- C) People who lead revolutions are unlikely to abuse their power if they began with genuine ideals.
- D) The attention required to protect revolutionary ideals is greater than the strength of any single leader.

Item 19 — RI.8.3 | How example develops central argument | DOK 3 | MC

How does the French Revolution example in paragraph 6 develop the author's central argument?

- A) It provides historical information showing that the patterns described earlier in the text have occurred in real societies.
- B) It introduces political punishment as a new category of evidence to be considered.
- C) It shows that this revolution was unique because its betrayal happened more quickly than in other revolutions.
- D) It demonstrates that revolutionary ideals can succeed if original leaders remain in power long enough.

ITEMS — BOTH PASSAGES

Item 20 — RL.8.3 / RI.8.3 | Cross-text parallel mechanisms | DOK 3 | TEI – Matching

Match each mechanism described in "How Revolutions Betray Themselves" to the event in "The Garden's Rule" that best illustrates it.

Mechanisms (from "How Revolutions Betray Themselves"):

1. Consolidation: leaders who began as managers of change become permanent authorities
2. In-group / out-group division: the new leadership decides who belongs and who does not
3. Authority over evidence: the new leadership controls what counts as truth

Events from "The Garden's Rule":

- A) Eli's role expanding from a helpful newcomer to the unquestioned authority over all garden decisions.

- B) Mrs. Chen leaving after declaring the garden no longer felt like it belonged to everyone.
- C) Eli proposing a points system that he controls and explains in ways nobody else can verify.

Item 21 — RL.8.1 / RI.8.1 | Cross-text synthesis: shared central idea | DOK 3 | MC

Which statement BEST explains how both passages develop the idea that well-intentioned systems can become tools of control?

- A) Both passages suggest that the original goals behind a community project or revolution are flawed from the beginning.
- B) Both passages end by recommending that citizens confront leaders who misuse power.
- C) Both passages show how the slow rise of a leader can change a shared system into one that mainly serves that leader rather than the ideals of the group.
- D) Both passages focus on how visual symbols and physical changes are used to signal new authority to a community.

SPELLING

Administrator note: In digital administration, the platform delivers each word and sentence automatically. In print administration, read the word aloud, then read the sentence, then repeat the word clearly and pause for students to write.

Item 22 — Spelling | Spelling | DOK 1 | FITB

intermediary

When two groups could not agree, they chose a trusted **intermediary** to help them reach a decision.

intermediary

Write the spelling word you heard: _____

Item 23 — Spelling | Spelling | DOK 1 | FITB

unprecedented

The speed of the revolution's collapse was **unprecedented** in the nation's history.

unprecedented

Write the spelling word you heard: _____

Item 24 — Spelling | Spelling | DOK 1 | FITB

acquiesce

The citizens chose to **acquiesce** rather than challenge the new authority.

acquiesce

Write the spelling word you heard: _____

Item 25 — Spelling | Spelling | DOK 1 | FITB

capitulate

The community members did not want to **capitulate** to the new rules, but they saw no other choice.

capitulate

Write the spelling word you heard: _____

ANSWER KEY

| # | Answer | Standard | Skill | DOK | Type |
|----|--------|----------|--|-----|------|
| 1 | A | RL.8.1 | Cite textual evidence | 1 | MC |
| 2 | C | RL.8.3 | Analyze character development | 2 | MC |
| 3 | B | L.8.4b | Morphology: prefix inter- | 2 | MC |
| 4 | D | RL.8.3 | Incident reveals character; effect on plot | 3 | MC |
| 5 | A | L.8.4a | Context clue: 'allocated' | 1 | MC |
| 6 | C | RL.8.4 | Connotation of word choice: 'monument' | 2 | MC |
| 7 | C | L.8.5b | Word relationship: 'arranged to be looked at' / 'lived in' | 2 | MC |
| 8 | D | RL.8.6 | Dramatic irony: effect on reader | 3 | MC |
| 9 | A | RL.8.2 | Objective summary of passage | 2 | MC |
| 10 | C | RL.8.2 | Determine theme | 3 | MC |
| 11 | B | RL.8.7 | What adaptation conveys that text does not | 2 | MC |
| 12 | D | RL.8.7 | How visual adaptation replaces narrated interiority | 3 | MC |
| 13 | A, C | RI.8.3 | Analyze connections among three mechanisms Multi-Select | 3 | MS |
| 14 | B | L.8.4a | Context clue: 'consolidate' | 1 | MC |
| 15 | D | RI.8.4 | Connotation: 'fractures' | 2 | MC |
| 16 | C | RI.8.8 | Identify tangential evidence | 3 | MC |
| 17 | C | L.8.6 | Word choice: 'almost irresistible' | 2 | MC |

| | | | | | |
|----|----------------------|--------------------|--|---|-------------------|
| 18 | B | RI.8.1 | Cite evidence for author's claim | 2 | MC |
| 19 | A | RI.8.3 | How example develops central argument | 3 | MC |
| 20 | 1→A, 2→B, 3→C | RL.8.3 / RI.8.3 | Cross-text parallel to consolidation mechanism | 3 | TEI – Matching |
| 21 | C | RL.8.1 / RI.8.1 | Cross-text synthesis: shared central idea | 3 | MC |
| 22 | intermediary | Spelling | Spelling | 1 | FITB |
| 23 | unprecedented | Spelling | Spelling | 1 | FITB |
| 24 | acquiesce | Spelling | Spelling | 1 | FITB |
| 25 | capitulate | Spelling | Spelling | 1 | FITB |

RATIONALE APPENDIX

Rationales are written for teacher use to support reteaching, student grouping, and instructional reflection. ✓ = Correct | ✗ = Incorrect. Spelling items (22–25) are omitted from this appendix.

Item 1 — RL.8.1

- ✓ **Correct: A)** Paragraph 1 states that Maya wanted to create something “shared and beautiful.”
- ✗ **Incorrect: B)** Although paragraph 1 refers to families arriving with seeds and soil, it does not suggest that Maya’s family was among them or that Maya started the garden out of necessity.
- ✗ **Incorrect: C)** Although paragraph 1 says that teenagers painted a mural in the garden, the text does not suggest that giving the teens something to do was Maya’s main motivation for creating the garden.
- ✗ **Incorrect: D)** Although paragraph 1 refers to the lot as “abandoned,” which some might conclude is unsafe, the text does not suggest that Maya is motivated by making the neighborhood safer.

Item 2 — RL.8.3

- ✗ **Incorrect: A)** Although Eli makes improvements to the garden, it is clear that he is not seeking input from the community on their priorities.
- ✗ **Incorrect: B)** The opposite occurs—Eli becomes less focused on community relationships and more focused on rules and order as paragraphs 3 and 4 develop.
- ✓ **Correct: C)** Paragraph 2 shows Eli solving practical infrastructure problems (irrigation, compost, scheduling). By paragraphs 3–4, he proposes a participation rule and repaints the mural without community input, shifting from problem-solver to rule-setter and space controller (DOK 2 skill application).

✗ Incorrect: D) Although Eli does create a schedule for the garden, this happens fairly quickly rather than representing a change. In addition, his original improvements are for the benefit of the whole garden, not just himself.

Item 3 — L.8.4b

✗ Incorrect: A) The prefix inter- means “between,” which suggests that Maya is facilitating communication between the two parties rather than being the voice behind Eli’s communication.

✓ Correct: B) Inter- means “between,” so an intermediary is one who goes between two parties. The sentence places Maya between the neighborhood association and Eli’s proposals, confirming she serves as a connector or go-between (DOK 2 morpheme analysis).

✗ Incorrect: C) The prefix inter- indicates a position between groups, not disagreements with either of the parties. This option ignores the structural meaning of the prefix.

✗ Incorrect: D) Inter- indicates a role between groups, not outside or apart from them. This option reverses the directional meaning of the prefix.

Item 4 — RL.8.3

✗ Incorrect: A) Mrs. Chen’s stated reason in paragraph 5 is about ownership and belonging, not specific planting rules. Paragraph 6 mentions unapproved plants, but that is a separate detail.

✗ Incorrect: B) Mrs. Chen does not mention age as a factor. Her language focuses on possession—“ours” versus “his”—not on the unfair burden placed on older participants.

✗ Incorrect: C) Paragraph 1 establishes Mrs. Chen’s teaching role, but paragraph 5 does not mention her expertise or its reception. Her stated reason is about communal ownership, not personal recognition.

✓ Correct: D) Mrs. Chen’s exact words—“The garden does not feel like ours anymore. It feels like his”—directly state that the space has moved from communal ownership to individual control, revealing the fundamental change Eli’s leadership has produced (DOK 3 inference about incident’s significance).

Item 5 — L.8.4a

✓ Correct: A) The context clue is the contrast phrase “no longer shared equally but allocated,” which signals that “allocated” describes a method of distribution; “by a points system that Eli controlled” confirms it is a structured assignment process. Students identify the meaning through contrastive and example-based clues (DOK 1 definition in context).

✗ Incorrect: B) Nothing in paragraph 6 suggests the harvest was hidden or withheld outright; it was distributed—just through a system that Eli controlled and that nobody quite understood.

✗ Incorrect: C) Although this sentence indicates that “nobody quite understood” Eli’s system, which may lead to a misunderstanding that the community was challenging Eli’s system, “allocated” refers to how the harvest is divided among the participants.

✗ Incorrect: D) “Allocated” refers to how the harvest is divided, not how the plants are grown.

Item 6 — RL.8.4

✗ Incorrect: A) The passage does not frame the garden as a site for visitors. “Monument” implies something fixed and observed from the outside, but the tourist attraction interpretation overstates this detail.

✗ **Incorrect: B)** The passage does not suggest Maya feels the garden has surpassed her original dreams for it but instead conveys that she is disappointed by how things have turned out.

✓ **Correct: C)** “Monument” connotes something permanent, grand, and meant to be observed rather than used—a marker of something past or lost. Combined with “to something she no longer recognized,” the phrase conveys that the garden now stands as an imposing symbol of the values and community spirit she no longer sees in it (DOK 2 connotation analysis).

✗ **Incorrect: D)** The passage frames the garden as a monument to something Maya “no longer recognized”—her lost vision—not as improved by Eli’s leadership.

Item 7 — L.8.5b

✗ **Incorrect: A)** The idea of nobody being in charge is Maya’s original vision for the “lived in” quality of the garden rather than connected to the description of being “deliberately arranged.”

✗ **Incorrect: B)** The idea of knowledge flowing freely is Maya’s original vision for the “lived in” quality of the garden rather than connected to the description of being “deliberately arranged.”

✓ **Correct: C)** “Deliberately arranged” describes a space designed for appearance and external observation rather than everyday human use, and the description of the raised beds reinforces this description.

✗ **Incorrect: D)** While some might think that a deliberate arrangement might make the garden more attractive, this is not Maya’s opinion.

Item 8 — RL.8.6

✗ **Incorrect: A)** The dramatic irony rests on the gap between what the reader knows (Maya’s unspoken question) and what Eli knows (nothing of her inner state). That gap does not soften Eli’s authority or generate sympathy for him—it sharpens the reader’s sense of Maya’s isolation. Nothing in the paragraph frames Eli’s unawareness as a mitigating quality.

✗ **Incorrect: B)** The paragraph states explicitly that Maya “did not move to plant” the seedling. The dramatic irony does not foreshadow action—it reveals the opposite: paralysis and silence. Maya’s unspoken question confirms that she cannot act, not that she is preparing to.

✗ **Incorrect: C)** Dramatic irony requires that Eli be entirely unaware of Maya’s internal state—that is the source of the reader’s privileged knowledge. This option misreads the scene by suggesting Eli perceives Maya’s hesitation and chooses not to respond. Nothing in the paragraph supports that interpretation: His expression is described as “unreadable,” not avoidant, and the narration gives no indication he registers Maya at all. If Eli were aware, the dramatic irony would collapse.

✓ **Correct: D)** Dramatic irony occurs when the reader holds knowledge a character lacks. Here, the reader knows Maya’s exact unspoken question (“When did the garden stop belonging to everyone?”) while Eli walks past with no awareness of her inner state. The effect is a deepened sense of loss: The reader experiences the full weight of Maya’s alienation from the garden she founded while watching Eli move through it as though nothing is wrong. The tomato volunteer—unscheduled, unplanned, unable to be planted in an “undesignated row”—sharpens this effect: It embodies the organic, uncontrolled spirit the garden was built for, and Maya cannot act on it. The irony makes that paralysis feel more complete than any visible detail alone could convey (DOK 3 craft analysis, RL.8.6).

Item 9 — RL.8.2

✓ **Correct: A)** This summary includes the essential elements in objective terms: Maya’s founding of the garden, Eli’s rule-making, the transformation to a controlled and efficient space, and Maya’s questioning. It neither interprets nor assigns blame, meeting the DOK 2 summary requirement.

✗ **Incorrect: B)** “Future uncertain” is not supported by the passage; the text ends with Maya’s internal question, not an unresolved narrative outcome. The summary also overemphasizes disagreement rather than the gradual power shift.

✗ **Incorrect: C)** “Struggling” is not stated in the passage—the garden thrived informally before Eli arrived. This option also introduces interpretive framing (“better when informally managed”) that goes beyond objective summary.

✗ **Incorrect: D)** “Succeeds under Eli’s leadership” presents Eli’s perspective as the passage’s conclusion, which it does not. The summary also conflates Maya’s realization with regret about starting the garden, which is not stated.

Item 10 — RL.8.2

✗ **Incorrect: A)** This is what Eli believes and what he uses to justify his actions. The passage does not affirm this as its theme—it questions and complicates it through Maya’s perspective and Mrs. Chen’s departure.

✗ **Incorrect: B)** The passage does not affirm that strong leadership requires difficult decisions; it shows the costs of those decisions to the community, implying that the framework itself is the problem.

✓ **Correct: C)** The garden was built to create community and connection; Eli’s efficiency-focused rules produce a beautiful but alienating space. The passage develops the idea that control, even when well-intentioned, can destroy the human values it was designed to serve (DOK 3 theme synthesis across the full passage).

✗ **Incorrect: D)** The passage focuses on how the system itself—not individual members’ choices—produced the problem. Maya and Mrs. Chen do not prioritize personal authority; they are displaced by it.

Item 11 — RL.8.7

✗ **Incorrect: A)** The written passage already conveys Maya’s sense of loss through narration in paragraphs 7 and 8. This is not unique to the film adaptation.

✓ **Correct: B)** The written passage states the names were covered with “a single gray coat,” implying complete coverage. The film script shows “splashes of color peek through where the gray did not fully cover” and a name—CHEN—“faintly legible beneath the gray.” This image of incomplete erasure—the community’s history partially visible beneath the paint—is unique to the visual medium and is not present in the written text (DOK 2 medium comparison).

✗ **Incorrect: C)** The film script does not show Eli’s satisfaction. He walks past in the background without looking at Maya. His emotional response to the fence is not depicted in either version.

✗ **Incorrect: D)** Both the written passage and the film script convey this contrast through Eli’s clipboard and his behavior. It is not unique to the adaptation.

Item 12 — RL.8.7

- ✗ Incorrect: A)** The script shows Eli moving through the frame without slowing or looking at Maya—it does not signal deliberateness or intent. The written passage similarly gives no indication that Eli is aware of Maya’s internal state. This interpretation projects meaning the script does not support.
- ✗ Incorrect: B)** The close-up of dangling roots does not suggest hope or beauty. The image of an unplanted seedling suspended in mid-air carries connotations of suspension and incompleteness, not renewal. The script fades to black rather than lingering on the garden’s appearance.
- ✗ Incorrect: C)** The script contains no reference to sound, and the item does not concern sound design. Inferring an auditory experience goes beyond what the script excerpt specifies.
- ✓ Correct: D)** In the written passage, the reader accesses Maya’s unresolved conflict directly through narration: “The question formed in her mind but did not reach her lips.” In the script, that interiority is replaced by a visual image—the seedling’s roots dangling in Maya’s hands, unplanted. Viewers must read the image to infer the same sense of suspension between intention and inaction that the narration states explicitly. This exchange of stated interiority for visual symbol is the defining difference between literary and film media explored by RL.8.7 (DOK 3 medium analysis).

Item 13 — RI.8.3

- ✓ Correct: A)** Paragraph 2 shows consolidation removing collective decision-making; paragraph 11 shows division creating loyalty pressures that silence questioning; paragraph 12 shows language manipulation erasing alternative accounts of events. Together, these remove three independent sources of accountability (DOK 3 synthesis across paragraphs 2–4).
- ✗ Incorrect: B)** The passage specifically notes that citizens are exhausted and “accept this explanation”—passively, not through active support. The mechanisms work even without enthusiastic endorsement.
- ✓ Correct: C)** Each mechanism reinforces the others: Consolidation removes shared authority, division punishes questioning, and language manipulation eliminates alternative framings. The cumulative effect is that resistance becomes practically impossible (DOK 3 synthesis of cumulative effect).
- ✗ Incorrect: D)** Exhaustion is mentioned in paragraph 2 as one factor enabling consolidation, but the passage presents three distinct mechanisms—exhaustion alone does not account for all of them.
- ✗ Incorrect: E)** The passage does not frame the mechanisms as focusing on different aspects of society. This categorization is imposed from outside the text and does not match the passage’s own framing of consolidation, division, and language manipulation.

Item 14 — L.8.4a

- ✗ Incorrect: A)** Nothing in paragraph 2 suggests power is suspended or paused. The consolidation described is active and ongoing, not a temporary halt.
- ✓ Correct: B)** The context clue is the phrase “This concentration of power, intended to be temporary, becomes permanent,” which describes gathering and centralizing power. The surrounding context of managing change and justifying growing authority confirms that “consolidate” means to bring together and strengthen under central control (DOK 1 context clue identification).
- ✗ Incorrect: C)** The paragraph describes the opposite—power being gathered by leaders, not divided equally. This option conflates consolidation with distribution.
- ✗ Incorrect: D)** The passage describes leaders using consolidated power to justify authority, not to document or publicize decisions. Documentation is not part of the mechanism described.

Item 15 — RI.8.4

✗ Incorrect: A) The passage describes the movement fracturing—not strengthening or unifying. Paragraph 3 shows the movement splitting into in-group and out-group, which is the opposite of unification.

✗ Incorrect: B) “Fractures” implies sudden, irreversible breaking, and the passage shows the movement becoming the mirror of what it opposed, not a more pragmatic version of itself.

✗ Incorrect: C) Nothing in the paragraph suggests inviting a new direction. The fracture leads directly into the old power structure being replicated, not transformed or repaired.

✓ Correct: D) “Fractures” carries connotations of sudden, irreversible, and damaging breakage—as in a fractured bone. The sentence confirms this: The movement becomes “a power structure that mirrors or even exceeds the system it replaced,” meaning the break is irreversible and results in the movement’s transformation into its opposite (DOK 2 connotation analysis).

Item 16 — RI.8.8

✗ Incorrect: A) Paragraph 2 directly supports the argument by explaining the first mechanism—consolidation of power—through which revolutionary ideals begin to be compromised.

✗ Incorrect: B) Paragraph 3 directly supports the argument by explaining the second mechanism—creation of in-group and out-group divisions—that replaces the revolutionary ideal of equality with a new hierarchy.

✓ Correct: C) Paragraph 5 describes how revolutionary movements use visual symbols—flags, monuments, public ceremonies—to inspire loyalty. While this is historically accurate and interesting, it does not connect to the passage’s central argument that revolutions betray their ideals through consolidation of power, creation of in-groups and out-groups, and rewriting of language and history. Paragraphs 2–4 establish the three mechanisms; paragraph 5 introduces a separate phenomenon not tied to the betrayal pattern (DOK 3 evidence evaluation, RI.8.8).

✗ Incorrect: D) Paragraph 8 supports the argument by proposing structural safeguards (vigilance, accountability, temporary power) as the solution to the pattern of betrayal the passage describes throughout.

Item 17 — L.8.6

✗ Incorrect: A) The phrase “almost irresistible” means the opposite—resistance is extremely difficult, not common or typical. The passage uses this phrase to explain why the pattern repeats across revolutions.

✗ Incorrect: B) The author does not present power concentration as natural and therefore acceptable. The phrase sets up the argument in paragraph 16 that structural safeguards are necessary precisely because the temptation is so strong.

✓ Correct: C) “Almost irresistible” conveys that the pull toward maintaining power is nearly impossible to overcome through willpower alone. The word “almost” is critical—it acknowledges the temptation is extreme while leaving open the possibility of resistance, which paragraph 8 then addresses by arguing for structural safeguards (DOK 2 word choice analysis).

✗ Incorrect: D) The phrase “almost irresistible” describes the force of the temptation, not the author’s sympathy. The passage maintains analytical distance from the leaders it describes.

Item 18 — RI.8.1

✗ **Incorrect: A)** Paragraph 8 explicitly states the opposite: “Understanding this pattern does not require giving up on the possibility of positive change.” This option directly contradicts the paragraph.

✓ **Correct: B)** Paragraph 8 states: “When revolutionary ideals are protected by structures that actively prevent the concentration of power, the revolution has a chance of remaining true to itself.” This directly supports the claim that positive outcomes are possible under the right structural conditions (DOK 2 evidence identification).

✗ **Incorrect: C)** Paragraph 7 describes the temptation as “almost irresistible,” implying that natural resistance is insufficient. The argument in paragraph 8 calls for structural safeguards, not reliance on individual character.

✗ **Incorrect: D)** Paragraph 8 does not make a claim comparing the strength of vigilance to that of a single leader. The focus is on institutional structures, not on individual capacity.

Item 19 — RI.8.3

✓ **Correct: A)** Paragraph 6 traces how the French Revolution moved from abolishing feudalism and monarchy (paragraphs 2–4’s mechanisms in action) to authoritarian executions and Napoleon’s seizure of power—demonstrating that the abstract pattern described earlier actually occurred in a documented historical case. The example provides concrete grounding for the three mechanisms (DOK 3 analysis of how an example functions in argument development).

✗ **Incorrect: B)** Execution is not framed as a new category of evidence; it is a specific manifestation of the broader mechanism of authoritarian control described in paragraphs 2–4. The example illustrates known mechanisms, not new ones.

✗ **Incorrect: C)** The passage does not compare the speed of betrayal across revolutions. Paragraph 6 uses the French Revolution as a representative case, not as uniquely fast or slow.

✗ **Incorrect: D)** Paragraph 6 does not suggest that the ideals of the French Revolution were achieved and instead traces the unraveling of those ideals.

Item 20 — RL.8.3 / RI.8.3

✓ **Correct: 1→A)** Eli began as a helpful newcomer and his role expanded to permanent, unquestioned authority — exactly the consolidation mechanism described in paragraph 2.

✓ **Correct: 2→B)** Mrs. Chen’s departure marks the moment the garden community has divided into who belongs and who does not — the in-group/out-group mechanism from paragraph 3.

✓ **Correct: 3→C)** The points system Eli controls and alone can verify shows the new authority controlling what counts as truth — the authority-over-evidence mechanism from paragraph 4.

Item 21 — RL.8.1 / RI.8.1

✗ **Incorrect: A)** Neither passage suggests the original goals were flawed from the start. The garden and the revolutions both began with genuine, achievable ideals that were later corrupted by the concentration of power.

✗ **Incorrect: B)** Neither passage recommends direct confrontation. Paragraph 8 of Passage 2 calls for structural safeguards, and “The Garden’s Rule” ends with Maya’s unspoken question—not action.

✓ **Correct: C)** Both passages trace how a leader’s gradual accumulation of authority—Eli in the garden, revolutionary leaders in Passage 2—transforms a system built for shared benefit into one that serves the

leader's authority. The garden's points system and the revolution's rewritten ideals are parallel examples of this transformation (DOK 3 cross-text synthesis).

✗ Incorrect: D) Visual symbols appear in paragraph 5 of Passage 2 (as tangential evidence), and the mural repainting appears in paragraph 4 of Passage 1, but neither passage focuses on these as the central mechanism of control. This option overstates the significance of visual symbols.

SPELLING ANSWER KEY

Item 22: intermediary

Common errors: intermediery, intermedary, intermediatary

Item 23: unprecedented

Common errors: unprecidented, unpresidented, unpreceadented

Item 24: acquiesce

Common errors: aquiesce, acquiese, ackwiesce, acquiece

Item 25: capitulate

Common errors: capitullate, capitilate, caputalate