

Threads & Themes Grade 8, Unit 4,

Investigation 2 Summative Assessment (Teacher Edition)

Focus Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, L.8.1.b, L.8.2.c, L.8.4.a, L.8.4.d, L.8.5.a, L.8.5.b, L.8.5.c, W.8.8

PASSAGE 1

“The Wings of Icarus” — Lexile: 1010L | Literary (myth retelling)

(1) The Greeks tell of a master craftsman named Daedalus, whose hands could shape stone, bronze, and even cunning machines that no one else could imagine. King Minos of Crete had once welcomed Daedalus to his court, but after a quarrel that the storytellers do not always agree on, the king had Daedalus and his young son, Icarus, locked inside a great stone labyrinth at the edge of the sea. The labyrinth had been built by Daedalus himself, and it was so well made that even its maker could not easily find his way out.

(2) For many days, father and son lived inside the high walls. They could see the sky but not the sea below. They could hear the gulls but not the boats. Daedalus watched the birds come and go between the walls, and over time, an idea began to form.

(3) He gathered every feather the gulls dropped within the maze. He collected wax from the candles the king’s guards left at the entrance. He worked at the feathers and the wax for many quiet weeks, and at last he had built two pairs of wings: one for himself and one for Icarus. The wings were beautiful, but they were also risky because they were held together with nothing stronger than wax.

(4) When the wings were finished, Daedalus called Icarus to him and laid the smaller pair across the boy’s shoulders. “Listen carefully,” he said, “for I will say this only once, and you must remember it. We will fly out of this place over the sea. You will follow me. You will not fly too low, because the spray of the waves will soak the feathers and weigh you down. You will not fly too high, because the heat of the sun will melt the wax that holds the wings together. Stay in the middle path. Do you understand?”

(5) Icarus said that he understood, for he had been a child inside walls for too long, and the wings already trembled at his shoulders as if they wanted to be in the air.

(6) They climbed to the highest part of the labyrinth, and Daedalus stepped off into the wind. For a moment Icarus stood frozen, watching his father lift and bank against the morning light. Then he too stepped off, and the wind caught him, and the world fell away beneath his feet.

(7) For a while, Icarus followed exactly as he had been told. He kept his father’s path, and he watched the cliffs and small islands move below him. He felt the salt rise from the waves and the warmth come down from the sky, and he felt himself perfectly between them, and the labyrinth grew small in the distance behind him.

(8) But after a time, the air above seemed to call to him, and he found that he wanted, more than anything, to know how high it was possible to go. He climbed a little, and nothing happened, so he climbed higher until he felt the warmth grow on the back of his neck. Then he climbed higher still.

(9) The sun did not melt the wax all at once. The first feather slipped quietly from the wing without his noticing, and then a second slipped, and then a third. By the time Icarus heard the sound of wax giving way at his back, the wings had begun to come apart, and the air no longer held him.

(10) Down to the earth he began to fall, plummeting to the sea below. Daedalus searched the water for hours, but the only thing he ever found was a few scattered feathers floating on the surface, a long way from the place where Icarus had begun to fall.

(11) Daedalus flew on alone until he came at last to a strange shore, where he laid down the wings he had made for himself. He never flew again. The Greeks afterward gave the part of the sea where the boy fell the name Icarian, after Icarus, and they have taught his story to their own children, and their children’s children, for as long as anyone can remember.

ITEMS — PASSAGE 1

Item 1 — L.8.4.a | Context-clue strategy: descriptive clues | DOK 2 | MC

Read this excerpt from paragraph 1 of “The Wings of Icarus.”

. . . the king had Daedalus and his young son Icarus locked inside a great stone labyrinth at the edge of the sea.

Which detail from “The Wings of Icarus” BEST helps the reader determine the meaning of labyrinth?

- A) the detail that the structure was built so well that even its maker could not easily find his way out
- B) the detail that Daedalus had once been welcomed at the king’s court
- C) the detail that Daedalus was a master craftsman whose hands could shape stone and bronze
- D) the detail that the structure was built at the edge of the sea

Item 2 — RL.8.5 | Sentence-level structural analysis | DOK 2 | MC

Read paragraph 4 from “The Wings of Icarus.”

When the wings were finished, Daedalus called Icarus to him and laid the smaller pair across the boy’s shoulders. “Listen carefully,” he said, “for I will say this only once, and you must remember it. We will fly out of this place over the sea. You will follow me. You will not fly too low, because the spray of the waves will soak the feathers and weigh you

down. You will not fly too high, because the heat of the sun will melt the wax that holds the wings together. Stay in the middle path. Do you understand?"

What is the role of the two “You will not” sentences in this paragraph?

- A) They explain why Icarus is being given the wings to wear.
- B) They state specific limits that Icarus must follow.
- C) They describe what Daedalus thinks will happen to Icarus.
- D) They show that Daedalus mistrusts Icarus.

Item 3 — RL.8.4 | Connotative meaning | DOK 2 | MC

Read this excerpt from paragraph 5 of “The Wings of Icarus.”

. . . the wings already trembled at his shoulders as if they wanted to be in the air.

What does the word trembled MOST suggest about the wings?

- A) The wings are starting to fall off.
- B) The wings are too heavy for Icarus to carry.
- C) The wings seem alive with a will of their own.
- D) The wings will be difficult to control.

Item 4 — L.8.4.d | Verify preliminary determination using a dictionary | DOK 2 | MC

Read this sentence from paragraph 6 of “The Wings of Icarus.”

For a moment Icarus stood frozen, watching his father lift and bank against the morning light.

Now read this dictionary entry.

bank

1. the side of a river or lake.
2. a place where money is kept and lent.
3. to depend on or count on someone or something.
4. to tilt or roll an aircraft or bird to one side while turning.

Which definition matches the meaning of bank as it is used in the passage?

- A) definition 1
- B) definition 2
- C) definition 3
- D) definition 4

Item 5 — L.8.5.b | Word relationships: connotation and nuance | DOK 2 | MC

Read this excerpt from paragraph 8 of “The Wings of Icarus.”

But after a time, the air above seemed to call to him . . .

Which word, if it replaced call in the sentence, would change the meaning the LEAST?

- A) beckon

- B) command
- C) scream
- D) interrupt

Item 6 — RL.8.6 | Identify dramatic-irony information gap | DOK 2 | MC

What does the reader understand about Icarus’s situation in paragraph 8 that Icarus does NOT?

- A) His father is far ahead of him in the air.
- B) Flying higher will have negative consequences.
- C) The wings have already begun to fail at his back.
- D) He is flying above the deep sea.

Item 7 — RL.8.4 | Connotative meaning of word choice | DOK 2 | MC

Read this sentence from paragraph 10 of “The Wings of Icarus.”

Down to the earth he began to fall, plummeting to the sea below.

What does the word plummeting MOST suggest about Icarus’s fall?

- A) He is falling slowly and gracefully.
- B) He is falling on purpose.
- C) He is falling rapidly and out of control.
- D) He is falling toward a soft surface.

Item 8 — RL.8.2 | Objective summary | DOK 2 | MC

Which sentence BEST summarizes “The Wings of Icarus”?

- A) Daedalus and Icarus are trapped in a labyrinth, and Daedalus invents wings to escape, but Icarus dies because his father fails to warn him about the dangers.
- B) King Minos imprisons Daedalus and Icarus to punish them, but Daedalus uses his skill as a craftsman to build wings that allow them to fly to safety.
- C) Icarus disobeys his father’s warning by flying too high, and the wings are melted by the sun, which causes him to fall and drown.
- D) Daedalus builds wings of feathers and wax to escape his imprisonment and warns his son about the limits of the wings, but Icarus flies too high, the wax melts, and he falls into the sea.

Item 9 — RL.8.2 | Theme/central idea | DOK 3 | MC

Which statement BEST describes a theme developed in “The Wings of Icarus”?

- A) A desire for freedom must be balanced with thoughtfulness.
- B) A child’s love of adventure can teach a parent to take greater risks.
- C) People who defy rules find that their freedom brings long-term happiness.

D) A life of confinement is better than a life of risk.

PASSAGE 2

“The Damaged Reel” — Lexile: 1050L | Literary (modern fiction)

(1) Manny is the lead trainer at the Riverside Community Archive, and the first thing he does with every new intern is play them a damaged tape.

(2) The tape is a quarter-inch reel that lives in a clear plastic case at the front of the training-room cabinet. The label on the case has Manny’s handwriting on it, written the summer he was fourteen.

(3) That summer, the archive had taken Manny on as part of a youth internship program, and he spent his first two weeks dusting boxes and learning how to handle paper without damaging it. In the third week, the archive’s senior archivist, Ms. Vega, brought him into the listening room and laid a reel-to-reel master tape on the table between them.

(4) The tape was nearly fifty years old, and it contained interviews with eight residents of the Riverside neighborhood: workers, teachers, and shop owners who had helped found the community center after a fire destroyed the old one. Several of the speakers had since died, and one of them, Mr. Calderón, had no surviving family in the area anymore, so the tape was the only recording of his voice that was known to exist.

(5) “We are going to digitize this,” Ms. Vega said, “but not yet. The acetate coating on this reel is starting to loosen. If we run it on the wrong machine or with the wrong tension, the coating will lift, and we will lose the content. We will do it tomorrow morning, together, on the small machine in the back. Until then, do not touch the reel. Do not put it on the playback head.”

(6) Manny said that he understood, and Ms. Vega left for the day at five.

(7) Manny stayed late, the way he often did, and he walked into the listening room a little before nine, where the reel was still on the table in its case. He had been thinking about Mr. Calderón all night, and about the youth internship program, and about how good it would feel to walk in tomorrow morning with the digital file already finished. He thought he could be careful, that he had watched Ms. Vega run the other machines many times, and that he understood what to do.

(8) He set the reel on the machine he knew, threaded the tape, and started the playback. For thirty seconds, Mr. Calderón’s voice filled the room, slow and careful, telling the story of how he had left his hometown and traveled north to find work. Then there was a small sound at the playback head, like a dry leaf underfoot. Manny did not stop the machine quickly enough. By the time he pulled the reel, ninety seconds of the recording had been wiped clean: The brown coating that held Mr. Calderón’s voice had come off in flakes onto the read head.

(9) He stayed in the room for what felt like hours, holding the reel, trying to decide what to do.

(10) The next morning, he was waiting at the door before Ms. Vega arrived, and he told her, step-by-step, what he had done, certain that she was going to fire him.

(11) She did not. She listened until he was finished. Then she sat down with the reel and ran it through the small machine in the back, very slowly, and she let him hear the gap where Mr. Calderón’s voice had been. Ninety seconds of empty tape. After that she said, “Tell me what you learned.”

(12) Manny told her, and she wrote down what he said. That afternoon, the two of them labeled the damaged reel and added it to the archive’s training collection—not in the main holdings but in a separate section that the archive used to teach new staff. The label said, in Manny’s handwriting, “Mr. Calderón. 90 seconds lost, July of the year I was fourteen. Lesson: Do not act alone with what is fragile.”

(13) That summer ended, and Manny went back to school, then to college, then to library work, and then, eventually, back to the Riverside Community Archive, where he is now the lead trainer. He plays the damaged reel for every new intern, and he waits, every time, for the silence at the place where Mr. Calderón’s voice used to be. He always tells them, at the end, what Ms. Vega had said to him: Tell me what you learned.

ITEMS — PASSAGE 2

Item 10 — RL.8.5 | Structural function of a paragraph | DOK 2 | MC

What is the role of paragraph 5 in “The Damaged Reel”?

- A) It introduces Ms. Vega’s character to the reader.
- B) It states the specific rule that Manny will later break.
- C) It explains why the tape is valuable to the archive.
- D) It suggests the problem of the tape is too difficult to solve.

Item 11 — RL.8.3 | How a character’s reasoning shapes events | DOK 2 | MC

What does paragraph 7 of “The Damaged Reel” reveal about Manny’s choice?

- A) His confidence is built more on observation than actual training.
- B) He believes Ms. Vega is being unfair by asking him to wait.
- C) He has a hard time thinking beyond the present moment.
- D) He knows he is making a mistake but cannot stop himself.

Item 12 — L.8.5.a | Interpret figurative language: simile | DOK 2 | MC

Read this sentence from paragraph 8 of “The Damaged Reel.”

Then there was a small sound at the playback head, like a dry leaf underfoot.

What does the phrase “like a dry leaf underfoot” suggest?

- A) The tape is turning brown.
- B) The tape is falling to the ground.
- C) The tape is ruined beyond repair.
- D) The tape is making a quiet crunching noise.

Item 13 — L.8.5.c | Distinguish among connotations of near-synonyms | DOK 2 | MC

Read this sentence from paragraph 8 of “The Damaged Reel.”

By the time he pulled the reel, ninety seconds of the recording had been wiped clean: The brown coating that held Mr. Calderón’s voice had come off in flakes onto the read head.

Which statement BEST captures the meaning of the phrase wiped clean?

- A) The recording is temporarily gone, but it can be carefully recovered later.
- B) The recording is partly damaged but mostly understandable to a careful listener.
- C) The recording is fully erased, and it cannot be restored.
- D) The recording has been replaced with a new recording that the archive will use instead.

Item 14 — L.8.1.b | Active and passive voice | DOK 2 | MC

An archivist is writing a note about the damaged reel. Read these two sentences being considered for the note.

1. *The recording was damaged by a young intern.*
2. *A young intern damaged the recording.*

Which statement BEST describes the difference between the two sentences?

- A) Sentence 1 uses passive voice and shifts attention from the intern to the recording.
- B) Sentence 1 uses active voice and emphasizes the intern as the actor.
- C) Sentence 2 uses passive voice and shifts attention to the recording.
- D) Sentence 2 uses active voice and emphasizes the role of the recording rather than the intern.

Item 15 — L.8.2.c | Use of ellipses for omission | DOK 2 | MC

A student is summarizing Daedalus’s instructions from paragraph 4 of “The Wings of Icarus” for a research paper, and she wants to use ellipses to shorten the quotation while keeping its meaning. Read this excerpt from Daedalus’s instructions.

We will fly out of this place over the sea. You will follow me. You will not fly too low, because the spray of the waves will soak the feathers and weigh you down. You will not fly too high, because the heat of the sun will melt the wax that holds the wings together. Stay in the middle path.

Which use of an ellipsis BEST shortens Daedalus’s instructions while preserving the meaning?

- A) “We will fly . . . over the sea . . . too low . . . too high . . . Stay in the middle path.”

- B) “We will fly out of this place over the sea . . . You will not fly too low . . . You will not fly too high . . . Stay in the middle path.”
- C) “. . . You will follow . . . spray . . . soak the feathers . . . heat of the sun . . . melt the wax . . .”
- D) “. . . You will not fly too low . . . heat of the sun . . .”

Item 16 — RL.8.2 | Objective summary | DOK 2 | MC

Which sentence accurately summarizes a key part of “The Damaged Reel”?

- A) Ms. Vega punishes Manny for his mistake by making him write about what he has done.
- B) Manny damages an old reel-to-reel tape because he is frustrated with Ms. Vega for underestimating him.
- C) Mr. Calderón’s voice is restored to the recording when Ms. Vega plays the tape on a more appropriate machine.
- D) Manny damages a tape but then helps preserve it as a teaching tool for future archivists.

Item 17 — RL.8.2 | Theme/central idea | DOK 3 | MC

Which statement BEST describes a theme developed in “The Damaged Reel”?

- A) Some responsibilities are too large for second chances.
- B) It is important to give young people the freedom to make choices.
- C) It is possible to use a mistake in a positive way.
- D) Actions that harm others should have serious consequences.

Item 18 — RL.8.1 | Cite textual evidence (best-evidence pair) | DOK 2 | MC

Which detail from “The Damaged Reel” BEST supports the answer to the previous question?

- A) “. . . he spent his first two weeks dusting boxes and learning how to handle paper without damaging it.” (paragraph 3)
- B) “Until then, do not touch the reel. Do not put it on the playback head.” (paragraph 5)
- C) “She did not. She listened until he was finished.” (paragraph 11)
- D) “He plays the damaged reel for every new intern, and he waits, every time, for the silence at the place where Mr. Calderón’s voice used to be.” (paragraph 13)

ITEMS — BOTH PASSAGES

Item 19 — RL.8.9 | Modern fiction draws on a myth (multi-select) | DOK 3 | TEI – Multi-Select

Select the TWO statements that BEST describe how “The Damaged Reel” draws on “The Wings of Icarus.”

- A) The two passages take place in a similar time period.
- B) Both passages include a specific warning given to a younger person.
- C) Both passages focus on a craftsman who has created something new.

- D) Both passages preserve the story of the younger person’s actions as a cautionary lesson.
- E) Both passages explore relationships between family members.

Item 20 — RL.8.9 | Identify how the modern work renders the source pattern new | DOK 3 | MC

What is the MOST IMPORTANT way “The Damaged Reel” renders a key element of “The Wings of Icarus” in a new way?

- A) by moving the action from the open sky to an archive
- B) by turning the error in judgement into a teaching opportunity
- C) by replacing a warning given before an act with one given afterward
- D) by including additional characters in the story

ITEMS — MEDIA LITERACY

Item 21 — W.8.8 | Source evaluation: usefulness and stable location | DOK 2 | MC

Read this scenario.

A student is writing a research paper about how oral-history archives preserve community memory. The student finds four sources:

- Source 1: A blog post written last year by a high school student about her interest in archiving.
- Source 2: A 2023 report from the National Endowment for the Humanities, titled “Funding Community-Based Oral History Projects,” with a stable URL on [neh.gov](https://www.neh.gov).
- Source 3: A short article on a personal website, titled “Community Memory: The Importance of Preservation,” with no author named and no publication date.
- Source 4: A website for a writer promoting a service helping people record their personal histories that lists the options offered along with their prices

Which source is MOST useful for the student’s research question, and why?

- A) Source 1, because it is written by a student about archiving
- B) Source 2, because it is a recent report from an established government agency
- C) Source 3, because it has a strong title and is freely available on the internet
- D) Source 4, because it is created by someone who works in this field

Item 22 — W.8.8 | Citation with stable location | DOK 1 | MC

Read this scenario.

A student found a useful quote in an article on a community history website. He wants to include the quote in his research paper, and he wants another reader to be able to find the original article later if they want to check his work.

What is the BEST way for the student to cite the quote?

- A) List the keywords he used to search for the article.

- B) Write down the title of the website and the day he found it.
- C) Copy the first paragraph of the article into his paper.
- D) Include the author, title, source name, publication date, and article's stable URL or archive name.

SPELLING

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

Item 23 — Spelling | FITB | DOK 1

bedraggled

After the long storm, the survivors looked **bedraggled** and tired.

bedraggled

Write the spelling word you heard:

Item 24 — Spelling | FITB | DOK 1

haggard

By the third week of the journey, his face had grown **haggard** with worry.

haggard

Write the spelling word you heard:

Item 25 — Spelling | FITB | DOK 1

bioluminescent

The **bioluminescent** creatures of the deep sea produce light through their own chemical reactions.

bioluminescent

Write the spelling word you heard:

Item 26 — Spelling | FITB | DOK 1

commitment

Ms. Vega's **commitment** to preserving the archive was visible in every careful step she took.

commitment

Write the spelling word you heard:

ANSWER KEY

#	Answer	Standard	Skill	DOK	Type
1	A	L.8.4.a	Context-clue strategy: descriptive clues	2	MC
2	B	RL.8.5	Sentence-level structural analysis	2	MC
3	C	RL.8.4	Connotative meaning	2	MC
4	D	L.8.4.d	Verify preliminary determination using a dictionary	2	MC
5	A	L.8.5.b	Word relationships: connotation and nuance	2	MC
6	B	RL.8.6	Identify dramatic-irony information gap	2	MC
7	C	RL.8.4	Connotative meaning of word choice	2	MC
8	D	RL.8.2	Objective summary	2	MC
9	A	RL.8.2	Theme/central idea	3	MC
10	B	RL.8.5	Structural function of a paragraph	2	MC
11	A	RL.8.3	How a character's reasoning shapes events	2	MC
12	D	L.8.5.a	Interpret figurative language: simile	2	MC
13	C	L.8.5.c	Distinguish among connotations of near-synonyms	2	MC
14	A	L.8.1.b	Active and passive voice	2	MC
15	B	L.8.2.c	Use of ellipses for omission	2	MC
16	D	RL.8.2	Objective summary	2	MC
17	C	RL.8.2	Theme/central idea	3	MC
18	D	RL.8.1	Cite textual evidence (best-evidence pair)	2	MC
19	B, D	RL.8.9	Modern fiction draws on a myth (multi-select)	3	TEI – Multi-Select

20	B	RL.8.9	Identify how the modern work renders the source pattern new	3	MC
21	B	W.8.8	Source evaluation: usefulness and stable location	2	MC
22	D	W.8.8	Citation with stable location	1	MC
23	bedraggled	Spelling	Spelling	1	FITB
24	haggard	Spelling	Spelling	1	FITB
25	bioluminescent	Spelling	Spelling	1	FITB
26	commitment	Spelling	Spelling	1	FITB

RATIONALE APPENDIX

Item 1 — L.8.4

✓ **Correct: A)** The descriptive clue in paragraph 1—the labyrinth was so well-made “that even its maker could not easily find his way out”—points directly to a maze-like, complex enclosed structure. Students apply the descriptive context-clue strategy taught in L25 and L31.

✗ **Incorrect: B)** Daedalus’s welcome at the court is biographical background and does not describe the labyrinth itself.

✗ **Incorrect: C)** Daedalus’s general craftsmanship is unrelated to the specific meaning of labyrinth; many things he made were not labyrinths.

✗ **Incorrect: D)** The labyrinth’s location at the edge of the sea is geographic but tells the reader nothing about what kind of structure a labyrinth is.

Item 2 — RL.8.5

✗ **Incorrect: A)** The reason for the wings’ construction is described in previous paragraphs; these sentences set rules, not explain construction.

✓ **Correct: B)** The “too low” sentence and the “too high” sentence give the lower and upper limits whose midpoint defines “the middle path” command that follows. Students must analyze how a pair of sentences develops and refines a key concept (a Grade 8 RL.X.5 task).

✗ **Incorrect: C)** The goal of the sentences is to prevent these consequences from happening to Icarus.

✗ **Incorrect: D)** The sentences are giving instructions, not signaling distrust; Daedalus says “Listen carefully” to Icarus directly without doubting him.

Item 3 — RL.8.4

✗ **Incorrect: A)** Trembled describes a kind of motion, but the text does not suggest that they are falling from Icarus’s shoulders.

✗ **Incorrect: B)** Trembled does not signal weight; the simile “as if they wanted to be in the air” suggests eagerness, not heaviness.

✓ **Correct: C)** Trembled, paired with the simile “as if they wanted to be in the air,” gives the wings a quality of restless, almost animal life. Students must interpret a connotative word choice paired with an animating simile.

✗ **Incorrect: D)** The word choice reflects an eagerness for movement, not that Icarus cannot control the wings.

Item 4 — L.8.4

✗ **Incorrect: A)** Definition 1 (a riverbank) is a noun meaning unrelated to flight.

✗ **Incorrect: B)** Definition 2 (a financial institution) is a noun meaning unrelated to flight.

✗ **Incorrect: C)** Definition 3 (to depend on) does not match the action of leaning while flying.

✓ **Correct: D)** Definition 4 (to tilt or roll while turning) matches the student’s preliminary determination and Daedalus’s action of leaning his wings against the morning light. Students apply the two-step skill of inferring a meaning and then verifying it against a dictionary entry—the L.X.4d skill.

Item 5 — L.8.5

✓ **Correct: A)** Beckon carries a similar connotation of gentle, almost magnetic invitation—close to the soft, irresistible pull the author gives the air. Students distinguish among related words to identify the closest match in connotation (the L.X.5b skill taught in L26 and L27).

✗ **Incorrect: B)** Command would replace the air’s soft pull with a harsh order, changing the meaning sharply.

✗ **Incorrect: C)** Scream adds urgency and panic that do not fit the calm “seemed to” framing of the passage.

✗ **Incorrect: D)** Interrupt suggests a break in something already happening; the air’s appeal is the action itself, not an interruption.

Item 6 — RL.8.6

✗ **Incorrect: A)** The passage does not say Daedalus has fallen behind; this is not what the dramatic irony hinges on.

✓ **Correct: B)** From Daedalus’s warning in paragraph 4, the reader knows the risk of flying too high. As Icarus climbs and feels the warmth grow on the back of his neck, the reader perceives the potential consequence even as Icarus is fixed on the joy of climbing. Students must identify the gap between what the reader has retained and what the character has lost sight of.

✗ **Incorrect: C)** The wings begin to fail in paragraph 9, not paragraph 8; this is not a fact available to the reader yet either.

✗ **Incorrect: D)** Icarus knows that he is flying above the sea. This is not the aspect of his journey that he has lost sight of.

Item 7 — RL.8.4

✗ **Incorrect: A)** Plummeting connotes speed and weight, not grace; the author chose this word over a softer alternative.

✗ **Incorrect: B)** Plummeting suggests an uncontrolled fall caused by the wings failing, not a deliberate choice.

✓ **Correct: C)** Plummeting carries a strong connotation of rapid, uncontrolled descent, intensifying the moment when “the air no longer held him.” Students analyze how the author’s word choice shapes the reader’s experience of the fall (a DOK 3 word-choice analysis task).

✗ **Incorrect: D)** The sea is the ground he is falling toward; nothing in the word plummeting suggests a soft landing.

Item 8 — RL.8.2

✗ **Incorrect: A)** Daedalus does warn Icarus directly in paragraph 4; the loss is caused by Icarus’s climbing, not by missing instruction.

✗ **Incorrect: B)** Only Daedalus reaches safety; Icarus does not survive the flight, so this misrepresents the ending.

✗ **Incorrect: C)** This summary is missing key events in the story.

✓ **Correct: D)** This summary captures the central events—the imprisonment, the wings, the warning, the climb, the melting wax, the fall—without adding interpretation.

Item 9 — RL.8.2

✓ **Correct: A)** There is a tension in the story between the desire to be free and the need to gain that freedom in a way that follows a particular set of rules. A lack of thoughtfulness undermines the ultimate goal.

✗ **Incorrect: B)** Daedalus does not change his approach to risk; he flies the middle path throughout and survives.

✗ **Incorrect: C)** The passage develops the opposite—Icarus’s rule-breaking ends in his fall, not in happiness.

✗ **Incorrect: D)** The message of the story is not that imprisonment would have been a better outcome but instead that the risk taken needed to be approached more carefully by Icarus.

Item 10 — RL.8.5

✗ **Incorrect: A)** Ms. Vega is introduced in paragraph 3, not paragraph 5; the role of paragraph 5 is the rule, not the introduction.

✓ **Correct: B)** Paragraph 5 contains Ms. Vega’s warning (“the wrong machine,” “the wrong tension,” “tomorrow morning, together”)—the rule whose violation drives the rest of the passage. Students identify how a paragraph functions in the development of a key concept.

✗ **Incorrect: C)** The tape is valuable, but this is explained in paragraph 4.

✗ **Incorrect: D)** The paragraph explains how the digitizing can occur, even if that process requires careful attention.

Item 11 — RL.8.3

✓ **Correct: A)** Manny “thought he could be careful, that he had watched Ms. Vega run the other machines many times, and that he understood what to do.” underscores that his readiness is a feeling about watching, not a fact about training. Students analyze how a character’s reasoning shapes the central event.

✗ **Incorrect: B)** Manny is not acting because he thinks Ms. Vega has unfairly restricted his actions but is instead hoping to do something positive for her.

✗ **Incorrect: C)** Manny thinks he knows what the consequences will be—the digital file will be finished early.

✗ **Incorrect: D)** The paragraph’s tone is confidence, not regret; the doubt only appears later when he holds the reel.

Item 12 — L.8.5

✗ **Incorrect: A)** The simile is suggesting the sound the tape is making, not that it is similar to a dry leaf in color.

✗ **Incorrect: B)** The phrase is figurative, not literal—the tape is not under Manny’s foot.

✗ **Incorrect: C)** The simile is suggesting the sound the tape is making, not whether it can be salvaged.

✓ **Correct: D)** The simile is comparing the sound of the tape to the sound made by stepping on a dry leaf.

Item 13 — L.8.5

✗ **Incorrect: A)** The next clause explains that the brown coating has come off in flakes; the recording cannot be recovered.

✗ **Incorrect: B)** Wiped clean signals total loss of those ninety seconds, not partial damage; what comes next confirms this.

✓ **Correct: C)** Wiped clean carries the connotation of a surface swept empty, not just erased; combined with the description of the coating coming off in flakes, this captures the texture of the loss. Students distinguish among related words by their connotations—the L.X.5c skill taught in L34.

✗ **Incorrect: D)** Nothing in the passage suggests a replacement recording; the loss is permanent.

Item 14 — L.8.1

✓ **Correct: A)** Sentence 1 (“was damaged by”) uses passive voice—the recording becomes the subject, and the intern is moved into a “by” phrase. Passive voice shifts attention to the receiver of the action. Students apply the active/passive distinction taught in L37 and L40.

✗ **Incorrect: B)** Sentence 1 is passive, not active; the verb form “was damaged by” is the marker of passive voice.

✗ **Incorrect: C)** Sentence 2 is active, not passive. “A young intern damaged the recording” places the actor as the subject.

✗ **Incorrect: D)** Sentence 2 is active, but it emphasizes the role of the intern.

Item 15 — L.8.2

✗ **Incorrect: A)** Cutting too aggressively leaves fragments (“too low . . . too high”) that strip the meaning down to floating phrases.

✓ **Correct: B)** This use keeps complete clauses (“We will fly out of this place over the sea,” “You will not fly too low,” “You will not fly too high,” “Stay in the middle path”) and uses ellipses only to omit the explanatory “because” clauses, preserving the rule the speaker is conveying. Students apply the L24/L28 instruction that an ellipsis omits words while keeping the original meaning intact.

✗ **Incorrect: C)** Removing the speaker’s framing leaves only descriptive details and loses the rule entirely.

✗ **Incorrect: D)** Omitting most of the framing and keeping only one rule and one detail produces a fragment that misrepresents what Daedalus said.

Item 16 — RL.8.2

✗ **Incorrect: A)** Ms. Vega does not punish Manny; she helps him preserve the damaged reel as a teaching artifact.

✗ **Incorrect: B)** Manny is not frustrated; his motivation is eagerness to impress and to walk in with the digital file finished.

✗ **Incorrect: C)** Mr. Calderón’s voice is not restored; the gap of empty tape remains and is preserved as part of the lesson.

✓ **Correct: D)** This summary captures the events—the choice, the damage, the morning conversation, and the addition of the reel to the training collection—without interpretation.

Item 17 — RL.8.2

✗ **Incorrect: A)** While digitizing the tape is a big responsibility, Manny is not removed from his position. He is given a second chance.

✗ **Incorrect: B)** The passage focuses on people and choices, but it does not suggest that Manny’s choice was the right one or that he was encouraged to make his own choices with regard to digitizing the tape.

✓ **Correct: C)** Manny’s irreversible mistake is folded into the archive’s training collection and into Manny’s own life work as a trainer; the loss becomes a preserved lesson. Students must trace the arc and identify its underlying theme (a DOK 3 task).

✗ **Incorrect: D)** The focus of the story is not on finding an appropriate consequence for Manny. Instead, it is on learning from a mistake.

Item 18 — RL.8.1

✗ **Incorrect: A)** This describes Manny’s first weeks, before the central event; it does not show the mistake-as-preserved-lesson theme.

✗ **Incorrect: B)** This is Ms. Vega’s warning before the mistake; it does not show the lesson being preserved afterward.

✗ **Incorrect: C)** This shows Ms. Vega’s response in the moment but not the long-term preservation of the lesson.

✓ **Correct: D)** This sentence shows Manny continuing, years later, to play the damaged reel for every new intern—the direct, ongoing act of preserving and teaching from the mistake. This is the strongest support for the theme that an irreversible mistake can become a lesson taught to others (a best-evidence task per RL.X.1).

Item 19 — RL.8.9

✗ **Incorrect: A)** “The Damaged Reel” is contemporary, set in a community archive with reel-to-reel tape; only “The Wings of Icarus” takes place in ancient times.

✓ **Correct: B)** Daedalus warns Icarus about the wax-and-feather wings (“too low . . . too high . . . the middle path”); Ms. Vega warns Manny about the fragile master tape (“the wrong machine . . . the wrong tension . . . tomorrow morning, together”). The shared maker-mentor warning is one of the clearest structural debts the modern work owes the source myth (a Grade 8 RL.X.9 task).

✗ **Incorrect: C)** This statement describes “The Wings of Icarus,” but it does not describe “The Damaged Reel.”

✓ **Correct: D)** The Greeks named the Icarian Sea after Icarus and taught his story to their children; Manny labels the damaged reel and plays it for every new intern. Both passages preserve the failure as a teaching artifact—the cross-text RL.X.9 anchor.

✗ **Incorrect: E)** The main characters in “The Damaged Reel” are not related to each other.

Item 20 — RL.8.9

✗ **Incorrect: A)** The setting changes, but a new setting alone is not the meaningful transformation of the cautionary pattern.

✓ **Correct: B)** Where the Icarian Sea preserves Icarus’s name only after his death, Manny himself becomes the keeper of the cautionary story—he labels the damaged reel, places it in the training collection, and plays it for every new intern. The fall, in the modern work, becomes a tool the survivor wields for years (the “rendered new” transformation called for by Grade 8 RL.X.9).

✗ **Incorrect: C)** Both warnings come before the act, not afterward; this is not the transformation.

✗ **Incorrect: D)** Although there are more people referred to in “The Damaged Reel,” this is not the most important way in which the first story is adapted.

Item 21 — MSLS 2.2

✗ **Incorrect: A)** A high school student’s personal interest is not direct evidence on how archives preserve community memory; the source does not match the research question or carry the kind of evidence the question requires.

✓ **Correct: B)** Source 2 was created by an organization (the NEH) that funds and oversees archiving projects, contains direct evidence of how community archives operate, and has a stable URL on neh.gov—the criteria taught in L23 for evaluating sources for usefulness, evidence, and stable location.

✗ **Incorrect: C)** A title and free availability are not evidence of usefulness; the source has no named author and no publication date, which makes it impossible to evaluate.

✗ **Incorrect: D)** Regardless of the work experience of its creator, this source may be biased since it is a commercial enterprise.

Item 22 — MSLS 3.1

✗ **Incorrect: A)** Search rankings change, so keywords are not a stable way for another reader to locate the same article—exactly the failure mode L24 names.

✗ **Incorrect: B)** A website title alone is not enough to identify a specific article; a future reader could not find the original.

✗ **Incorrect: C)** Copying a paragraph is not a citation; it is a quotation without attribution and would not allow another reader to find the source.

✓ **Correct: D)** A full citation—author, title, source name, publication date, and a stable URL or archive name—is exactly what L24 teaches as the way to honor the original source and let a future reader locate it. The “stable location” idea is the key concept students must apply (the L24 instructional move).

SPELLING ANSWER KEY

Item 23: bedraggled

Common errors: single d (“bedragled”); confusion with “bewildered”

Item 24: haggard

Common errors: single g (“hagard”); double a (“haaggard”)

Item 25: bioluminescent

Common errors: missing the “bio” prefix segmentation; misspelling “lumin” (e.g., “lumen-”); forgetting the “-escent” suffix

Item 26: commitment

Common errors: single m (“comitment”); double-letter error (“committment”); missing “-ment” suffix awareness