

Threads & Themes Grade 7, Unit 2,

Investigation 1 Summative Assessment (Teacher Edition)

Focus Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.6, RI.7.9, L.7.1.a, L.7.1.b, L.7.4.a, L.7.4.b, L.7.5.c, Spelling

PASSAGE 1

“What the Yearbook Holds” — Lexile: 1040L | Informational

(1) Anyone who has worked on a high school yearbook knows the strange experience of cracking open the finished book at the end of a school year and turning its pages. Images appear that the editors had forgotten they'd ever photographed. The pages reflect edits that writers argued over for hours. Photographs of special events feel like they happened a lifetime ago. The yearbook has become a record of a year that has ended. But that record will outlast almost every other piece of writing produced in the school that year.

(2) Few records preserve as much of a school's essence as the yearbook does. A school newspaper covers individual events. A school website holds announcements that change every week. The yearbook does something different. It captures every student's face, the names of every team and club, the unrehearsed energy of an afternoon practice, and the awkward dignity of a lab partner photograph. It includes the band's group photo, the drama club's costume crew, and the pages where seniors write quotes beneath their portraits. Together, these pieces become a portrait of a year in the life of a school community. There is no other source that does this work.

(3) Some critics argue that yearbooks are too curated to be reliable historical records. They point to the careful selection of photographs, the polished captions, and the absence of conflict from many spreads. There is something to this view. But even a yearbook with images that have been carefully selected preserves more about its school's year than almost any other source. The dance team's group photograph, the science club's three-paragraph summary, and the senior portraits with their handwritten quotes are all records that exist because someone took the time to make them. They hold details that no other school record captures.

(4) Local historians have learned to value yearbooks for exactly this reason. A small-town museum researching what its high school looked like in the 1960s has very few alternative options: minutes from school board meetings and occasional newspaper clippings are really the only other choices. Yearbooks, more than any other source, show who the students were, what activities filled the school day, and what the building and the community looked like that year. These volumes have become a primary source for the kind of community history that other records cannot supply.

(5) Families know this, too. A grandparent who hands a yearbook to a grandchild offers something more specific than a story. The yearbook holds an actual page on which a younger version of the grandparent appears, surrounded by classmates and teachers, in clothing and a

classroom that the grandchild can study. The book closes the gap between past and present in a way that few other records do. A reader who knows where to look can find a single face in a crowd and connect it to a relative, a neighbor, or a name in a town's history.

(6) None of this means that yearbooks are perfect records. A careful reader has to ask questions of any record. Who took the photographs? Who wrote the captions? Who decided which clubs received a full page and which received a single paragraph? What was left out, and why? These questions matter, but they are the questions a historian asks of any source. They do not change the basic fact that yearbooks preserve material that other records do not. A reader who treats a yearbook as one source among many — one that should be questioned, compared, and read carefully — will find more in it than in almost any other school document.

(7) The strange thing, looking back at one's own yearbook, is how much of the year survives in those pages and how much, even so, gets lost. A photograph of a hallway at lunchtime preserves the hallway and the lunch and the people in it. It cannot preserve everything that everyone was thinking, hoping, or worrying about. What the yearbook does well is keep the surface of the year intact, ready for the next reader to recognize, study, and remember. Students who help make the book are also helping make the school's history, even if the work feels, at the time, like meeting a deadline and choosing one more photo for one more page.

ITEMS — PASSAGE 1

Item 1 — RI.7.6 | how the author distinguishes own position from an alternative view | DOK 3 | MC

In paragraph 3, the writer mentions critics who argue that yearbooks are too curated to be reliable historical records. What is the writer MAINLY doing by including this view?

- A) supporting the position of these critics
- B) presenting an opposing view in order to argue against it
- C) providing examples of why certain yearbooks have failed
- D) suggesting that yearbooks should be more complete

Item 2 — L.7.5.c | word nuance via synonym substitution | DOK 2 | MC

Read this sentence from paragraph 3 of “What the Yearbook Holds.”

But even a yearbook with images that have been carefully selected preserves more about its school's year than almost any other source.

The writer uses the phrase *carefully selected* instead of the word *screened*. What does this word choice suggest about the writer's view of yearbook editors?

- A) The writer believes that yearbook editors hide important information.
- B) The writer believes that yearbook editors waste time on small choices.
- C) The writer treats the editors' choices as thoughtful work.
- D) The writer treats the editors' choices as difficult to make.

Item 3 — RI.7.3 | how an example develops the writer’s argument | DOK 2 | MC

How does the example of the small-town museum in paragraph 4 develop the writer’s argument?

- A) It proves that most museums include yearbooks in their collections.
- B) It suggests that yearbooks should be donated to museums.
- C) It compares yearbooks to school board minutes to argue that minutes are difficult to find.
- D) It demonstrates how yearbooks preserve community information that other records cannot supply.

Item 4 — RI.7.6 | how the writer refines own position | DOK 3 | MC

In paragraph 6, the writer says that “a careful reader has to ask questions of any record.” How does this idea fit with the writer’s overall argument about yearbooks?

- A) It refines the writer’s claim by accepting that yearbooks should be viewed critically.
- B) It provides a counterargument to the rest of the passage by suggesting yearbooks may be unreliable.
- C) It introduces a new topic related to yearbooks that the writer will explore later in the passage.
- D) It calls on readers to stop using yearbooks as historical sources and to turn toward other materials.

Item 5 — L.7.1.a | function of a parallel series of phrases or clauses | DOK 2 | MC

Read these sentences from paragraph 6 of “What the Yearbook Holds.”

Who took the photographs? Who wrote the captions? Who decided which clubs received a full page and which received a single paragraph? What was left out, and why?

What is the function of these questions in paragraph 6?

- A) to introduce a new claim that the writer will defend in the next paragraph
- B) to provide direct quotations from a historian who studies yearbooks
- C) to illustrate the kinds of questions a thoughtful reader would ask about a source
- D) to offer a complete list of questions that can be asked about a yearbook

Item 6 — L.7.4.b | morphology — prefix re- | DOK 2 | MC

Read this sentence from paragraph 7 of “What the Yearbook Holds.”

What the yearbook does well is keep the surface of the year intact, ready for the next reader to recognize, study, and remember.

The word recognize contains the prefix re-. Based on the meaning of this prefix, what does recognize MOST closely mean as it is used in the sentence?

- A) to write a description of something for the first time
- B) to identify something that has been seen or known before
- C) to refuse to understand something
- D) to teach others about an unfamiliar topic

Item 7 — RI.7.1 | cite multiple pieces of textual evidence to support a claim | DOK 2 | TEI – Multi-Select

Select the TWO sentences from “What the Yearbook Holds” that BEST support the idea that yearbooks preserve information about a school year that other school records cannot.

- A) “Anyone who has worked on a yearbook knows the strange experience of cracking open the finished book at the end of a school year and turning its pages.”
- B) “A school newspaper covers individual events.”
- C) “It captures every student’s face, the names of every team and club, the unrehearsed energy of an afternoon practice, and the awkward dignity of a lab partner photograph.”
- D) “Yearbooks, more than any other source, show who the students were, what activities filled the school day, and what the building and the community looked like that year.”
- E) “These questions matter, but they are the questions a historian asks of any source.”

Item 8 — RI.7.2 | objective summary | DOK 2 | MC

Which sentence BEST summarizes “What the Yearbook Holds”?

- A) Yearbooks are especially important to groups such as grandparents and small-town historians.
- B) Because most school records are unreliable, they should be questioned by readers.
- C) The work of producing a yearbook is challenging but worthwhile.
- D) Despite their possible shortcomings, yearbooks provide a valuable resource for learning about the past.

Item 9 — RI.7.2 | central idea | DOK 3 | MC

Which detail from the “What the Yearbook Holds” BEST supports its central idea?

- A) “The pages reflect edits that writers argued over for hours.”
- B) “But that record will outlast almost every other piece of writing produced in the school that year.”
- C) “The strange thing, looking back at one’s own yearbook, is how much of the year survives in those pages and how much, even so, gets lost.”
- D) “It cannot preserve everything that everyone was thinking, hoping, or worrying about.”

PASSAGE 2

“Yearbooks as Records” — Lexile: 1110L | Informational

Framing note: The following is excerpted from a guide for school journalism advisers and yearbook staff.

(1) Yearbooks vary dramatically in their value as historical records. Open one yearbook and find a multi-page section on the year the school's music program was cut from the budget: interviews with students about what the program had meant, photographs of the student walkout that followed the school board's decision, and the petition students brought to the next board meeting. The pages do not flatter the school or the board. They record what was on the community's mind that year, and they record it from a student's point of view. Open another yearbook from the same year, from a school five miles away that faced similar pressures, and find polished sports portraits, posed club photos, and a senior section so smoothly produced that nothing of the year's actual concerns appears anywhere. The activities, the awards, and the dances are there; the mess and debate of the year are not. The book reads like a brochure rather than a record. The two yearbooks would seem to have been produced for different purposes. In a way, they were.

(2) The deciding factor is editorial practice. A yearbook produced with prior review by administrators tends to be less complete than a yearbook produced with significant student authority. The narrower book reflects what the administration wanted to celebrate. The richer book reflects what the students themselves identified as worth recording. The first book is, in an important sense, an institutional document. The second book is something closer to a community record.

(3) The school journalism community has long recognized this distinction. National adviser organizations have argued that scholastic journalism is, at its best, real journalism, not school promotion. Published guidance from those organizations treats student editorial decision-making as the foundation of strong scholastic journalism. The adviser provides instruction in writing, design, journalism law, and the judgment that responsible reporting requires. Editorial decisions about content, however, remain with the student staff. Where this division of work is followed, the adviser teaches and the students decide.

(4) Where this guidance is followed, yearbooks become substantive records. Student staff report on their school's actual concerns: budget pressures, mental health, and the social patterns that adults sometimes prefer not to address. The published yearbook reflects students' authority to report on what mattered that year. Years later, the same yearbook can be read by historians, graduates returning for reunions, and researchers studying how American schools operated in a particular era, and it will give them something real to digest. It becomes the kind of source that holds up to questioning.

(5) Where this guidance is not followed, the slope toward censorship is real and well-documented. Prior review by administrators usually starts as a safety check. Over time, it can shift into pre-publication editing of content the administration finds embarrassing or unwelcome. The line between safety review and content control is sometimes hard to mark precisely. However, the long-term effect on the publication is clear. Yearbooks that have been pre-screened tend to be weaker records of student life than yearbooks that have not. Themes

that complicate the school's image quietly disappear. The pages that survive look polished and untroubled, and the school year, on the page, reads the same way.

(6) The case for student-led editorial practice is partly a journalism case and partly a historical case. The journalism case is that students cannot learn responsible journalism without making real decisions about content, including the difficult ones. They learn the craft by practicing it, with appropriate instruction and adviser support, but with the editorial decisions remaining theirs. The historical case is that yearbooks become useful records of student life only when they reflect what students themselves chose to record. Both cases point in the same direction: a yearbook in which the students hold editorial authority is both a stronger publication and a stronger record.

(7) None of this is to argue that any yearbook produced by a student staff is a strong historical record. Student-led publications can fail in their own ways: through inattention, through self-censorship, through editorial choices that go unexamined. But the path to a yearbook that future historians will value runs through student authority over editorial decisions, supported by adviser instruction in the craft of journalism. That is what makes the difference between a yearbook that acts as a journalistic record and one that acts as an advertisement.

ITEMS — PASSAGE 2

Item 10 — RI.7.3 | how a contrast example develops the writer's argument | DOK 2 | MC

How does the description of two contrasting yearbooks in paragraph 1 develop the writer's argument?

- A) It shows that there are more and less common ways to construct yearbooks.
- B) It explains why arts programs are typically featured in yearbooks.
- C) It establishes that yearbooks can be quite different in what they present.
- D) It proves that yearbooks are flawed as historical records.

Item 11 — L.7.5.c | connotation through word choice | DOK 2 | MC

Read this part of paragraph 1 from "Yearbooks as Records."

...polished sports portraits, posed club photos, and a senior section so smoothly produced that nothing of the year's actual concerns appears anywhere.

What does the writer's choice of the words polished and smoothly produced suggest about the second yearbook the writer is describing?

- A) The yearbook looks attractive on the surface but may lack substance.
- B) The yearbook took longer than expected to produce.
- C) The yearbook was assembled by professionals rather than students.
- D) The yearbook will be valued more highly by future readers.

Item 12 — L.7.4.a | context clue determines meaning | DOK 2 | MC

Read this sentence from paragraph 4 of “Yearbooks as Records.”

Where this guidance is followed, yearbooks become substantive records.

Based on how *substantive* is used in the sentence and the surrounding paragraph, what does the word MOST closely mean?

- A) shorter than expected
- B) carrying real meaning
- C) decorated and detailed
- D) rare and difficult to find

Item 13 — RI.7.3 | how a cause-and-effect chain develops the argument | DOK 3 | MC

How does the description in paragraph 5 of what happens “where this guidance is not followed” develop the writer’s argument?

- A) It explains that most yearbooks are subject to interference.
- B) It argues that administrators should wait to read yearbooks until after publication.
- C) It shows how prior review can reduce the value of a yearbook as a record.
- D) It identifies specific schools where yearbook censorship has occurred.

Item 14 — L.7.1.b | function of a connector signaling contrast | DOK 1 | MC

Read these sentences from paragraph 5 “Yearbooks as Records.”

The line between safety review and content control is sometimes hard to mark precisely. However, the long-term effect on the publication is clear.

What is the function of the word *However* at the start of the second sentence?

- A) to signal that what follows contrasts with what was just said
- B) to signal a cause-and-effect relationship between the two sentences
- C) to provide an example of the idea in the previous sentence
- D) to introduce a list of reasons to support an argument

Item 15 — L.7.5.c | connotation through word choice | DOK 2 | MC

Read this sentence from paragraph 5 of “Yearbooks as Records.”

Themes that complicate the school’s image quietly disappear.

What does the writer’s choice of the phrase *quietly disappear* suggest about how the change happens?

- A) The change is announced before it takes place.
- B) The change happens without drawing attention to itself.
- C) The change is completed in partnership with students.
- D) The change is temporary and may be reversed.

Item 16 — RI.7.6 | how the writer refines own position in the closing | DOK 3 | MC

In paragraph 7, the writer states that a yearbook produced by a student staff is not automatically a strong historical record. How does this statement fit with the writer’s overall argument?

- A) It provides a counterargument to the rest of the passage.
- B) It signals that the writer is introducing a new topic.
- C) It offers a lesson to those who might serve as advisers to students.
- D) It refines the argument of the writer by acknowledging a related idea.

Item 17 — RI.7.1 | cite textual evidence to support a claim | DOK 2 | MC

Which sentence from “Yearbooks as Records” BEST supports the idea that editorial practice is what makes a yearbook valuable as a historical record?

- A) “Open one yearbook and find a multi-page section on the year the school’s music program was cut from the budget...” (paragraph 1)
- B) “A yearbook produced with prior review by administrators tends to be less complete than a yearbook produced with significant student authority.” (paragraph 2)
- C) “National adviser organizations have argued that scholastic journalism is, at its best, real journalism, not school promotion.” (paragraph 3)
- D) “They learn the craft by practicing it, with appropriate instruction and adviser support, but with the editorial decisions remaining theirs.” (paragraph 6)

Item 18 — RI.7.2 | objective summary | DOK 2 | MC

Which sentence BEST summarizes paragraph 3 of “Yearbooks as Records”?

- A) Guidance from national adviser organizations suggests that students should be taught the fundamentals of journalism and then be allowed to make important decisions.
- B) There are national adviser organizations that offer guidelines about what students should be taught about journalism and decision-making.
- C) Students should decide whether to follow the guidelines offered by national adviser organizations regarding foundational topics in journalism such as writing and design.
- D) The role of the adviser is to teach students according to the directions provided by national adviser organizations that are part of the school journalism community.

Item 19 — RI.7.2 | central idea | DOK 3 | MC

Which statement BEST expresses the central idea of “Yearbooks as Records”?

- A) Yearbooks become real journalism when they are reviewed by administrators and advisers.
- B) The value of a yearbook as a historical record depends on whether students have the authority to make important decisions.
- C) A yearbook produced by professionals tends to outlast one produced by students.

D) Yearbooks are at their best when they focus on difficult or controversial topics.

ITEMS — BOTH PASSAGES

Item 20 — RI.7.9 | sort claims by which passage emphasizes them | DOK 3 | TEI – Sorting

Read each statement below. Sort the statements based on which passage MOST closely emphasizes each idea.

Drag each statement into the column for the passage that MOST closely emphasizes it.

Categories:

- 1) Emphasized in “What the Yearbook Holds”
- 2) Emphasized in “Yearbooks as Records”

Statements to sort:

- A) Even a carefully curated yearbook preserves more about a school’s year than other sources do.
- B) Editorial practice is the deciding factor in whether a yearbook becomes a strong historical record.
- C) Local historians value yearbooks because they show what other records cannot supply.
- D) Prior review of a yearbook by administrators can shift over time into content control.
- E) A reader who treats a yearbook as one source among many may find more in it than in other school documents.

Item 21 — RI.7.9 | how each writer’s argument differs | DOK 3 | MC

Both passages discuss yearbooks as historical records. Which statement correctly compares the two texts?

- A) Both writers argue that yearbooks have significant shortcomings.
- B) Both writers focus on the ways photography can influence editorial practice.
- C) The first writer argues that yearbooks can be unreliable; the second argues that they are helpful resources.
- D) The first writer argues that yearbooks are a valuable resource; the second argues that this value depends on editorial practice.

SPELLING

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

Item 22 — Spelling | Spelling (Literacy Lab) | DOK 1 | FITB

contemplate

Photo editors must **contemplate** which details to keep in an image and which to leave out.

contemplate

Write the spelling word you heard:

Item 23 — Spelling | Spelling (Literacy Lab) | DOK 1 | FITB

visible

Captions help make important details **visible** to readers who might overlook them.

visible

Write the spelling word you heard:

Item 24 — Spelling | Spelling (Literacy Lab) | DOK 1 | FITB

resilient

Strong reporting becomes more **resilient** when reporters check their facts against many sources.

resilient

Write the spelling word you heard:

Item 25 — Spelling | Spelling (Literacy Lab) | DOK 1 | FITB

splendor

A careful caption helps readers see the **splendor** of a moment that a hurried glance might miss.

splendor

Write the spelling word you heard:

ANSWER KEY

#	Answer	Standard	Skill	DOK	Type
1	B	RI.7.6	how the author distinguishes own position from an alternative view	3	MC
2	C	L.7.5.c	word nuance via synonym substitution	2	MC
3	D	RI.7.3	how an example develops the writer's argument	2	MC

4	A	RI.7.6	how the writer refines own position	3	MC
5	C	L.7.1.a	function of a parallel series of phrases or clauses	2	MC
6	B	L.7.4.b	morphology — prefix re-	2	MC
7	C, D	RI.7.1	cite multiple pieces of textual evidence to support a claim	2	TEI – Multi-Select
8	D	RI.7.2	objective summary	2	MC
9	B	RI.7.2	central idea	3	MC
10	C	RI.7.3	how a contrast example develops the writer’s argument	2	MC
11	A	L.7.5.c	connotation through word choice	2	MC
12	B	L.7.4.a	context clue determines meaning	2	MC
13	C	RI.7.3	how a cause-and-effect chain develops the argument	3	MC
14	A	L.7.1.b	function of a connector signaling contrast	1	MC
15	B	L.7.5.c	connotation through word choice	2	MC
16	D	RI.7.6	how the writer refines own position in the closing	3	MC
17	B	RI.7.1	cite textual evidence to support a claim	2	MC
18	A	RI.7.2	objective summary	2	MC
19	B	RI.7.2	central idea	3	MC
20	1) A, C, E 2) B, D	RI.7.9	sort claims by which passage emphasizes them	3	TEI – Sorting
21	D	RI.7.9	how each writer’s argument differs	3	MC
22	contemplate	Spelling	Spelling	1	FITB
23	visible	Spelling	Spelling	1	FITB
24	resilient	Spelling	Spelling	1	FITB
25	splendor	Spelling	Spelling	1	FITB

RATIONALE APPENDIX

Item 1 — RI.7.6

✗ **Incorrect: A)** The writer concedes “there is something to this view” but argues it does not change the basic value of yearbooks. This is disagreement, not agreement.

✓ **Correct: B)** The writer introduces the critics’ view in order to push back against it. The writer concedes the point in part, then argues that even carefully selected yearbooks preserve more about a school’s year than other sources do.

✗ **Incorrect: C)** Examples of yearbook use appear in paragraphs 4 and 5; paragraph 3 introduces a counterargument, not specific examples.

✗ **Incorrect: D)** The writer does not advocate for unfiltered yearbooks; the writer accepts that yearbooks are curated but argues this does not invalidate them as records.

Item 2 — L.7.5

✗ **Incorrect: A)** Hiding and concealment connotations would more naturally come with words like screened or filtered; the writer’s choice of carefully selected avoids that connotation.

✗ **Incorrect: B)** Carefully implies attention and effort, not waste.

✓ **Correct: C)** Carefully selected carries a positive connotation of thoughtful, attentive work. By using this phrase rather than curated (the word the critics use earlier in the paragraph), the writer signals that editor decisions are considered choices rather than acts of concealment.

✗ **Incorrect: D)** The phrase “carefully selected” does not necessarily imply difficulty, just thoughtfulness.

Item 3 — RI.7.3

✗ **Incorrect: A)** The passage describes small-town museums as one example of yearbook users the example is not sufficient to prove that others do the same.

✗ **Incorrect: B)** The passage does not advise donating yearbooks to museums; it describes how museums already use them.

✗ **Incorrect: C)** The passage lists school board minutes as one of the few alternative sources.

✓ **Correct: D)** The museum example shows that researchers turn to yearbooks because no other record provides the same kind of community information — who the students were, what activities filled the school day, what the building and community looked like. This supports the writer’s larger argument that yearbooks preserve unique material.

Item 4 — RI.7.6

✓ **Correct: A)** The writer’s overall argument is that yearbooks preserve unique material that other records do not. By saying readers should question any record, the writer refines that argument — acknowledging that yearbooks (like all records) need careful reading while maintaining that what they preserve is uniquely valuable.

✗ **Incorrect: B)** The writer says these questions “do not change the basic fact that yearbooks preserve material that other records do not.” The view supports rather than contradicts the larger claim.

✗ **Incorrect: C)** The questions about records connect directly to and refine the passage’s main argument; they are not a new topic.

✗ **Incorrect: D)** The writer argues for using yearbooks carefully as one source among many, not for stopping use of them.

Item 5 — L.7.1

✗ **Incorrect: A)** The questions illustrate a point made in the same paragraph; they do not introduce a new claim for a later paragraph.

✗ **Incorrect: B)** The questions are not quoted from any specific person; they are presented as the kinds of questions a careful reader would ask.

✓ **Correct: C)** The four questions all begin with “Who” or “What,” forming a parallel series. The writer uses this structure to model the kind of careful questioning a historian applies to any source — and to make those questions concrete for the reader.

✗ **Incorrect: D)** The writer presents these as examples of careful-reader questions, not as a complete or exclusive list.

Item 6 — L.7.4

✗ **Incorrect: A)** The prefix re- means “again,” not “for the first time.”

✓ **Correct: B)** The prefix re-, taught in lessons on words such as retry and revisit, means “again.” Combined with cognize (“to know”), the word recognize means to know or identify something again — that is, to identify something that has been seen or known before.

✗ **Incorrect: C)** Re- does not signal refusal; it signals repetition.

✗ **Incorrect: D)** Re- signals “again,” not “to teach.”

Item 7 — RI.7.1

✗ **Incorrect: A)** This sentence describes an experience of interacting with a yearbook, but it does not make a claim about its value for preserving information.

✗ **Incorrect: C)** This sentence describes what a school newspaper does, not what yearbooks preserve. It does not support the claim about unique material in yearbooks.

✓ **Correct: C)** This sentence specifies the kinds of things yearbooks capture — every face, every team and club, candid moments, lab partner photos — material that other school records do not routinely capture.

✓ **Correct: D)** This sentence states directly that yearbooks, more than any other source, show students, activities, and community life. It supports the claim that yearbooks preserve material other records do not.

✗ **Incorrect: E)** This sentence describes what historians do with any source, not what yearbooks specifically preserve. It does not support the comparison claim.

Item 8 — RI.7.2

✗ **Incorrect: A)** This describes some users of yearbooks but does not summarize the writer’s argument about yearbook value.

✗ **Incorrect: B)** The writer recommends questioning yearbooks but does not claim that most school records are unreliable.

✗ **Incorrect: C)** The passage is not mostly about the challenge of producing a yearbook.

✓ **Correct: D)** The passage develops the argument that yearbooks, even when carefully selected, preserve information about a school year that other records (newspapers, websites, board minutes) do not capture. This summary covers what the passage as a whole communicates.

Item 9 — RI.7.2

✗ **Incorrect: A)** The central idea of the passage is not about the arguments yearbook editors have about what to include in its pages.

✓ **Correct: B)** The passage develops the idea that yearbooks, even when curated, preserve unique and valuable records of a school year. This is the central claim the passage develops across all seven paragraphs.

✗ **Incorrect: C)** This statement acknowledges that yearbooks cannot capture everything about a year, which is an important detail but does not best express the central idea of the text.

✗ **Incorrect: D)** This statement acknowledges that yearbooks do not include the thoughts and feelings of individuals in the book, which is an important detail but does not best express the central idea of the text.

Item 10 — RI.7.3

✗ **Incorrect: A)** Although this paragraph presents two contrasting methods for producing a yearbook, it does not suggest that one is more common than the other.

✗ **Incorrect: B)** The music program cut is one detail in the example; the larger purpose is to contrast two yearbooks, not to explain budget decisions.

✓ **Correct: C)** Paragraph 1 opens by stating that yearbooks vary dramatically in their value as records, then provides two contrasting examples to make that variability concrete. The contrast sets up the writer's argument in paragraph 9 that the deciding factor is editorial practice.

✗ **Incorrect: D)** The passage does not assert that all yearbooks are flawed as historical records.

Item 11 — L.7.5

✓ **Correct: A)** Polished and smoothly produced carry positive surface connotations (attractive, professional-looking), but the writer immediately follows them with the criticism that “nothing of the year's actual concerns appears anywhere.” The word choice signals that the surface appearance comes at the cost of substance.

✗ **Incorrect: B)** The passage does not address production time.

✗ **Incorrect: C)** The passage does not specify whether students or professionals produced the second yearbook; the contrast is about content, not staffing.

✗ **Incorrect: D)** The writer's argument runs in the opposite direction — yearbooks like this one have less value as records because they leave out the year's actual concerns.

Item 12 — L.7.4

✗ **Incorrect: A)** The surrounding paragraph describes yearbooks that report on actual concerns and that historians and researchers can read as primary sources — the meaning is real or significant value, not shortness.

✓ **Correct: B)** The surrounding paragraph (paragraph 11) describes yearbooks that report on real school concerns, reflect student authority, and hold up to questioning. Substantive in this context means carrying real content and value — the opposite of superficial.

✗ **Incorrect: C)** The passage does not describe these yearbooks as decorated; substantive refers to content value, not appearance.

✗ **Incorrect: D)** The passage does not address rarity; substantive describes the value of the record, not its scarcity.

Item 13 — RI.7.3

✗ **Incorrect: A)** The writer describes a slope toward censorship that occurs “where guidance is not followed” — not in most yearbooks. Earlier paragraphs describe yearbooks that succeed as records.

✗ **Incorrect: B)** The writer describes prior review as something that can shift over time into content control; the writer does not say administrators should not see yearbooks during production.

✓ **Correct: C)** Paragraph 5 traces a chain: prior review starts as a safety check, shifts into pre-publication editing, leads to themes that disappear, and produces yearbooks that look polished but become weaker records. This cause-and-effect chain develops the writer’s argument that editorial practice determines a yearbook’s value as a record.

✗ **Incorrect: D)** The paragraph describes a general pattern, not specific schools.

Item 14 — L.7.1

✓ **Correct: A)** However signals contrast. The first sentence acknowledges difficulty in identifying where safety review becomes content control; the second sentence pushes back by stating that the long-term effect is nonetheless clear. However signals that the second idea contrasts with the concession in the first.

✗ **Incorrect: B)** A cause-effect connector would be because, so, or therefore. However signals contrast, not causation.

✗ **Incorrect: C)** However does not introduce examples; it signals contrast.

✗ **Incorrect: D)** However does not introduce a list; it joins two contrasting ideas.

Item 15 — L.7.5

✗ **Incorrect: A)** Quietly signals an absence of announcement, not its opposite.

✓ **Correct: B)** Quietly carries a connotation of subtle, unobtrusive action. Combined with disappear, the phrase signals that themes are removed without any open discussion or public notice — the change happens without anyone calling attention to it.

✗ **Incorrect: C)** Quietly does not imply consent; it implies absence of attention.

✗ **Incorrect: D)** Quietly describes how the change happens (without notice), not whether it is temporary or reversible.

Item 16 — RI.7.6

✗ **Incorrect: A)** The statement is consistent with the writer’s overall argument. The writer has been arguing that good yearbooks require both student authority and adviser instruction, not student authority alone.

✗ **Incorrect: B)** The writer is refining their argument, not introducing a new topic.

✗ **Incorrect: C)** The writer recommends supporting student authority with adviser instruction, but this information is not offered as a lesson to yearbook advisers. It is directed at any reader of a yearbook.

✓ **Correct: D)** The writer’s overall position is that student authority over editorial decisions, supported by adviser instruction, is the path to a yearbook that future historians will value. Paragraph 14 refines this by acknowledging that student authority alone is not enough; the craft instruction matters too.

Item 17 — RI.7.1

✗ **Incorrect: A)** This sentence introduces the example of a substantive yearbook but does not directly connect editorial practice to value.

✓ **Correct: B)** This sentence directly connects editorial practice (prior review vs. student authority) to a yearbook’s resulting value as a record (narrower vs. richer). It provides direct evidence for the writer’s central argument.

✗ **Incorrect: C)** This sentence reports what national adviser organizations have argued, not the writer’s direct claim about editorial practice and record value.

✗ **Incorrect: D)** This sentence acknowledges that students should learn the craft of journalism rather than addressing the historical value of yearbooks.

Item 18 — RI.7.2

✓ **Correct: A)** This summary captures what the paragraph as a whole communicates.

✗ **Incorrect: B)** This summary focuses on a detail in the paragraph and misses its central idea.

✗ **Incorrect: C)** This summary does not accurately convey the content of the paragraph, misstating the decisions the author feels students should be a part of.

✗ **Incorrect: D)** This summary is incomplete and does not accurately convey the central idea of the paragraph.

Item 19 — RI.7.2

✗ **Incorrect: A)** The writer argues that scholastic journalism is real journalism precisely when administrative prior review does not control content.

✓ **Correct: B)** The passage develops the idea that yearbooks vary dramatically in their value as records, that editorial practice is the deciding factor, and that the path to a strong record runs through student authority over editorial decisions. This is the central claim the passage develops.

✗ **Incorrect: C)** The passage argues the opposite — that student-led yearbooks tend to be richer records than those produced under heavy administrative review.

✗ **Incorrect: D)** The passage argues that yearbooks gain value as records by including the year’s actual concerns, including the difficult ones, but does not suggest that these should be the focus of the yearbooks.

Item 20 — RI.7.9

✓ **Correct: A)** “What the Yearbook Holds” develops this idea throughout, especially in paragraph 3 (“even a yearbook that has been carefully selected preserves more about its school’s year than almost any other source”).

✓ **Correct: B)** “Yearbooks as Records: Editorial Practice Matters” makes this its central claim, beginning in paragraph 9 (“The deciding factor is editorial practice”).

✓ **Correct: C)** “What the Yearbook Holds” develops this idea in paragraph 4, describing how small-town museums and researchers turn to yearbooks for community information that other records cannot supply.

✓ **Correct: D)** “Yearbooks as Records: Editorial Practice Matters” develops this idea in paragraph 12, tracing how prior review can drift over time into content control.

✓ **Correct: E)** “What the Yearbook Holds” develops this idea in paragraph 6, where the writer treats yearbooks as one source among many that careful readers should question and compare.

Correct sorting: Holds: A, C, E | Records: B, D

Item 21 — RI.7.9

✗ **Incorrect: A)** Both writers treat yearbooks as historical sources worth examining and discussing.

✗ **Incorrect: B)** Both writers address editorial practice and content; but neither claims that photography is an influence on editorial practice.

✗ **Incorrect: C)** The first writer argues that yearbooks preserve unique material; the second argues that their value depends on editorial practice. Neither claims yearbooks are always reliable or always unreliable.

✓ **Correct: D)** “What the Yearbook Holds” treats yearbooks as a category of record that preserves unique material, even when carefully selected. “Yearbooks as Records: Editorial Practice Matters” argues that this value is conditional — yearbooks succeed as records when student authority and adviser instruction are present, and they fail when prior review shifts into content control.

SPELLING ANSWER KEY

Item 22: contemplate

Common Errors: contimplate (i instead of e); contemplete (e for a in syllable 4); doubled consonants

Item 23: visible

Common Errors: visable (-able for -ible); vissible (doubled s); visble (missing i)

Item 24: resilient

Common Errors: resiliant (-ant for -ent); resillient (doubled l); resilent (missing i in syllable 3)

Item 25: splendor

Common Errors: splendour (British -our spelling); splendor (e for o in syllable 2); splindor (i for e); doubled consonants