

Threads & Themes Grade 8, Unit 1, Mid-Unit Summative Assessment (Teacher Edition)

Focus Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.5, RI.8.6, RI.8.7, RI.8.9, L.8.1.a, L.8.2.a, L.8.2.e, L.8.4.b

PASSAGE 1

Why the Montgomery Bus Boycott Worked — Lexile: 1130L |

Informational

(1) In December 1955, African Americans in Montgomery, Alabama, began a boycott of the city’s bus system after Rosa Parks was arrested for refusing to give up her seat to a white passenger. Parks’s arrest started the protest, but the boycott’s success came from careful organization, shared goals, and sustained effort—not from a single act of resistance.

(2) The bus boycott did not happen by accident. Local activists and community leaders had talked about a boycott long before Parks’s arrest. Many African Americans in Montgomery were already angry about how they were treated on buses. They were often forced to enter through the back door or give up their seats when white passengers boarded. These shared experiences helped unite people around a common cause. When the boycott began, organizers spread the message through churches, flyers, and word of mouth. Thousands of people learned both why the protest was happening and how to take part.

(3) One key reason the boycott worked was that it offered a clear alternative to riding the buses. Since many African Americans relied on buses to get to work, simply refusing to ride them would not have been possible without planning. Community members organized carpools, while others walked long distances each day. Churches helped coordinate transportation schedules, and volunteers donated time, cars, and gas. These efforts required discipline and cooperation, but they allowed the boycott to continue far longer than city officials expected.

(4) The boycott was also guided by the principle of nonviolent protest. Organizers believed that staying peaceful, even when facing harassment or arrest, would reveal how unfair segregation laws were. This meant participants had to control their reactions and follow agreed-upon rules of behavior. By sitting, walking, and organizing without using violence, protesters focused attention on the injustice of the bus system rather than on their own actions.

(5) City leaders and bus officials responded in different ways. Some tried to pressure African Americans to return to the buses by issuing fines or threatening arrests. Others dismissed the boycott as temporary, thinking people would eventually give in. Instead, thousands of residents kept participating, showing the power of collective action. Over time, the economic impact on the bus system grew, and the boycott became impossible to ignore.

(6) The Montgomery bus boycott showed that ordinary people acting together over time could bring about meaningful change. Its success did not come from a single protest or leader, but from organization, persistence, and shared commitment. These elements turned individual frustration into coordinated action and set the stage for future challenges to segregation.

ITEMS — PASSAGE 1

Item 1 — RI.8.1 | Citing textual evidence (explicit) | DOK 1 | Multiple Choice

Which detail BEST supports the idea that the boycott was organized, not accidental?

- A) African Americans began a boycott after Rosa Parks refused to give up her seat.
- B) Leaders had discussed a boycott before Rosa Parks’s arrest.
- C) Many African Americans were already frustrated by mistreatment before the boycott.
- D) The economic impact of the boycott made it impossible to ignore.

Item 2 — RI.8.1 | Citing textual evidence (inference) | DOK 2 | Multiple Choice

How does the detail about churches, flyers, and word of mouth support a main point of “Why the Montgomery Bus Boycott Worked”?

- A) It shows the boycott depended on secret communication to avoid attention.
- B) It shows how participants learned about the boycott after city officials made arrests.
- C) It shows the boycott succeeded because many people clearly understood how to participate.
- D) It shows how the bus company’s workers were recruited into the boycott.

Item 3 — RI.8.2 | Central idea | DOK 2 | Multiple Choice

What is the central idea of “Why the Montgomery Bus Boycott Worked”?

- A) The boycott succeeded mainly because bus officials quickly changed the law.
- B) The boycott was unsuccessful until outside groups took control.
- C) The boycott succeeded because of planning and persistence.
- D) The boycott was unsuccessful because the protesters remained peaceful.

Item 4 — RI.8.3 | Cause and effect | DOK 2 | Multiple Choice

What cause-and-effect relationship is emphasized in “Why the Montgomery Bus Boycott Worked”?

- A) Arrests caused the boycott to become increasingly violent over time.
- B) The boycott caused fewer people to need transportation to work.
- C) Carpools and walking caused the boycott to continue longer than officials expected.
- D) Flyers caused city leaders to unexpectedly repeal any and all laws enforcing segregation.

Item 5 — RI.8.2 | Supporting ideas | DOK 2 | Multi-Select (select TWO)

Select TWO ideas that MOST strongly develop the central idea of “Why the Montgomery Bus Boycott Worked.”

- A) Organizers created carpools and coordinated transportation.
- B) Rosa Parks’s arrest was widely reported.
- C) The boycott was guided by nonviolent protest rules.
- D) Some officials assumed the boycott would be temporary.
- E) The boycott received national news coverage over several months.

Item 6 — RI.8.3 | Cause and effect (matching) | DOK 3 | Sorting/Matching

Match each action to its MOST likely result, based on “Why the Montgomery Bus Boycott Worked.”

Actions:

1. Community groups organize carpools and other travel support.
2. Demonstrators remain disciplined even when confronted or insulted.
3. Large numbers of people stop using city buses over an extended period.

Results:

- A. Many people are still able to get where they need to go without relying on the buses.
- B. City leaders and the transit system experience increasing financial strain.

C. Public attention stays on the unfair system instead of on the protesters' response.

Item 7 — RI.8.5 | Text structure (paragraph function) | DOK 3 | Multiple Choice

How does paragraph 3 about carpools function in the structure of “Why the Montgomery Bus Boycott Worked”?

- A) It shows the role of churches in planning for the boycott.
- B) It explains a key strategy that made the boycott sustainable.
- C) It describes how long the boycott lasted.
- D) It explains how city officials responded to the boycott.

Item 8 — RI.8.5 | Text structure (sentence function) | DOK 3 | Multiple Choice

Read this sentence from “Why the Montgomery Bus Boycott Worked.”

By sitting, walking, and organizing without using violence, protesters focused attention on the injustice of the bus system rather than on their own actions.

In paragraph 4 on nonviolence, what role does this sentence play?

- A) It introduces the principle of nonviolent protest for the first time in the paragraph.
- B) It provides a contrast to violent methods used by other protesters.
- C) It explains how protesters were harassed and arrested as a result of the boycott.
- D) It summarizes how peaceful actions kept attention on injustice rather than on the protesters' behavior.

Item 9 — L.8.1.a | Gerunds and participles | DOK 1 | Multiple Choice

Read this sentence from “Why the Montgomery Bus Boycott Worked.”

In December 1955, African Americans in Montgomery, Alabama, began a boycott of the city's bus system after Rosa Parks was arrested for refusing to give up her seat to a white passenger.

How does the word refusing function in the sentence?

- A) infinitive

- B) proper noun
- C) participle
- D) gerund

Item 10 — L.8.1.a | Gerund phrase function | DOK 1 | Multiple Choice

Read this sentence from “Why the Montgomery Bus Boycott Worked.”

Since many African Americans relied on buses to get to work, simply refusing to ride them would not have been possible without planning.

What is the function of the gerund phrase “simply refusing to ride them” in the sentence?

- A) It acts as a noun, naming the action that serves as the subject of the sentence.
- B) It acts as an adjective, describing how African Americans felt about bus travel.
- C) It acts as an adverb, explaining the reason African Americans relied on buses.
- D) It acts as an appositive, renaming “buses” earlier in the sentence.

Item 11 — L.8.2.a | Comma usage | DOK 1 | Multiple Choice

Which sentence about the Montgomery bus boycott uses all commas correctly?

- A) Community leaders helped spread the word quickly, and protesters sacrificed comfort, money, and time.
- B) Community leaders helped spread the word quickly, and protesters sacrificed comfort money and time.
- C) Community leaders helped spread the word quickly and protesters sacrificed comfort, money, and time.
- D) Community leaders, helped spread the word quickly and protesters, sacrificed comfort money and time.

Item 12 — L.8.4.b | Prefix meaning (co-) | DOK 2 | Multiple Choice

Read these sentences from “Why the Montgomery Bus Boycott Worked.”

Churches helped coordinate transportation schedules, and volunteers donated time, cars, and gas. These efforts required discipline and cooperation, but they allowed the boycott to continue far longer than city officials expected.

Based on these sentences, what does the prefix “co-” mean in the words coordinate and cooperation?

- A) together
- B) collecting
- C) repeatedly
- D) not

Item 13 — L.8.1.a | Participle function | DOK 1 | Multiple Choice

Read this sentence from “Why the Montgomery Bus Boycott Worked.”

These shared experiences helped unite people around a common cause.

In this sentence, what is the function of the word shared?

- A) participle modifying “helped”
- B) participle modifying “experiences”
- C) gerund acting as a noun
- D) gerund acting as an adverb

PASSAGE 2

City Officials Respond to the Montgomery Bus Boycott — Lexile:

approx. 1180L | Informational

(1) In early 1956, Montgomery city officials and local newspapers closely watched the ongoing bus boycott that had been going on for several weeks. Reports often focused on the disruption caused by the protest rather than on the complaints of African American riders. City leaders were concerned about public order, economic stability, and respect for the law.

(2) Newspaper articles at the time frequently described the boycott as an inconvenience to the city. Headlines emphasized reduced bus revenue, changes to traffic patterns, and the strain placed on city services. Some reports called the protest a “refusal to cooperate” with established rules, suggesting that it threatened normal daily life in Montgomery. In these accounts, the reasons African Americans chose not to ride the buses were often mentioned briefly or not at all.

(3) Statements from city officials reflected a similar focus. The mayor and other leaders argued that segregation laws were legal and had been upheld for years. According to this view, changes to the bus system should come through the courts rather than through public protest. Officials warned that boycotts could encourage disorder and weaken respect for local authority. In some cases, they suggested that outside groups were influencing local residents. This downplayed the role of Montgomery’s African American community in organizing the protest.

(4) Coverage of the boycott also highlighted enforcement efforts. Articles reported on arrests, fines, and new regulations aimed at limiting carpools. These measures were presented as necessary steps to keep order and protect public safety. Little attention was given to how these actions affected the daily lives of those participating in the boycott, such as workers who relied on shared rides or long walks to reach their jobs.

(5) Newspapers noted that large numbers of people were involved, but they often avoided describing the boycott as a moral or political movement. Instead, the protest was framed as a logistical problem for the city to manage. By focusing on

laws, revenue, and control, these reports offered a different interpretation of the same events described by activists and participants.

(6) The way city officials and newspapers portrayed the Montgomery Bus Boycott shaped how many readers understood the protest. Their accounts show how the same event can be described in contrasting ways, depending on which details are emphasized and which voices are included.

ITEMS — PASSAGE 2

Item 14 — RI.8.1 | Citing textual evidence (phrase) | DOK 1 | Multiple Choice

Which phrase BEST reveals that the newspapers emphasized problems in the city instead of the concerns of the riders?

- A) “large numbers of people”
- B) “the same event can be described”
- C) “the ongoing bus boycott”
- D) “the disruption caused by the protest”

Item 15 — RI.8.2 | Central idea | DOK 2 | Multiple Choice

Which statement BEST expresses the central idea of “City Officials Respond to the Montgomery Bus Boycott”?

- A) Newspapers and city officials highlighted the boycott’s effects on order, law, and revenue more than protesters’ reasons for participating.
- B) Newspapers mostly described the long walks and shared rides used by participants during the boycott.
- C) Officials argued that outside groups were influencing local residents to join the protest.
- D) Articles reported on arrests, fines, and efforts to limit carpools during the boycott.

Item 16 — RI.8.3 | Comparing viewpoints | DOK 3 | Multiple Choice

How does “City Officials Respond to the Montgomery Bus Boycott” present the viewpoints of both city officials and activists?

- A) It explains that both groups mainly agreed about the causes of the boycott.
- B) It shows that both officials and activists were mostly concerned with traffic patterns and city services.
- C) It contrasts officials’ focus on law, revenue, and public order with activists’ focus on unfair treatment and justice.

D) It suggests that officials cared more about following city rules than about changing the bus system.

Item 17 — RI.8.3 | Cause and effect (officials' impact) | DOK 3 | Multiple Choice

Which explanation BEST describes how officials' actions impacted the boycott's continuation?

- A) By changing bus rules to address complaints, officials reduced support for the protest, and it ended quickly.
- B) By encouraging carpools and shared rides, officials made it easier for participants to stay involved over time.
- C) By refusing to respond to the protest, officials allowed the boycott to lose momentum within a few days.
- D) By warning that the boycott could cause disorder, officials tried to discourage participation, but many people continued anyway.

Item 18 — RI.8.5 | Text structure (passage function) | DOK 3 | Multiple Choice

How does the structure of “City Officials Respond to the Montgomery Bus Boycott” help readers understand its message about different perspectives?

- A) It presents protesters' daily experiences and then explains how those experiences changed newspaper coverage of the boycott.
- B) It presents officials' concerns and then describes enforcement efforts, showing how the boycott was framed as a problem to control.
- C) It contrasts statements from city officials about upholding segregation laws with newspaper articles about the reasons African Americans chose not to ride the buses.
- D) It focuses on newspaper headlines about reduced bus revenue and traffic changes to show how the boycott affected daily life in Montgomery.

Item 19 — RI.8.6 | Author point of view | DOK 2 | Multiple Choice

What is the author's point of view in “City Officials Respond to the Montgomery Bus Boycott”?

- A) The author believes officials were justified in emphasizing order and protecting the city's laws.
- B) The author believes the boycott was described differently depending on which voices were emphasized.
- C) The author believes protesters should have ended the boycott before tensions increased.
- D) The author believes the conflict was mainly about traffic, revenue, and city services.

Item 20 — RI.8.6 | Author purpose | DOK 3 | Multiple Choice

How does the purpose of “City Officials Respond to the Montgomery Bus Boycott” shape the way events are described?

- A) It includes details about arrests, fines, and new regulations to suggest the boycott created disorder that needed control.
- B) It includes details about shared rides and long walks to emphasize the daily sacrifices made by participants.
- C) It includes details about revenue, laws, and enforcement to show how institutions shaped public understanding of the boycott.
- D) It includes details about outside influence to suggest local residents played only a minor role in the protest.

Item 21 — RI.8.7 | Visual/media analysis | DOK 2 | Multi-Select (select TWO)

A photo shows African American residents walking to work instead of riding the bus during the boycott.

Select TWO ways this visual adds to “City Officials Respond to the Montgomery Bus Boycott.”

- A) It supports the idea that many participants continued the boycott through daily effort and sacrifice.
- B) It supports the idea that officials and newspapers focused more on disruption than on the protesters' reasons.
- C) It supports the idea that city officials welcomed the boycott as a peaceful way to request change.

D) It supports the idea that the boycott was visible in everyday city life and affected normal routines.

E) It supports the idea that the boycott eventually caused city officials to change the bus seating rules.

Item 22 — L.8.2.a | Comma after introductory element | DOK 2 | Multiple Choice

Read the sentence from “City Officials Respond to the Montgomery Bus Boycott.”

Instead, the protest was framed as a logistical problem for the city to manage.

Why is a comma needed in the sentence?

A) It separates an introductory transition from the main clause.

B) It separates two independent clauses joined in one sentence.

C) It sets off extra information that is not needed to identify the protest.

D) It shows where the reader should pause before the verb phrase.

Item 23 — L.8.4.b | Morpheme meanings (matching) | DOK 2 | Sorting/Matching

Match each word part to its meaning as used in “City Officials Respond to the Montgomery Bus Boycott.”

Word Parts:

1. –ment (as in enforcement)

2. inter– (as in interpretation)

3. –tion (as in interpretation)

4. en– (as in enforcement)

Meanings:

A. the act or process of

B. to cause to / to put into

C. between / among

D. a result or state (a “thing” formed)

Item 24 — L.8.2.a | Comma usage in series | DOK 1 | Multiple Choice

Which sentence is punctuated correctly?

- A) Articles reported, on arrests, fines, and new regulations aimed at limiting carpools.
- B) Articles reported on arrests, fines, and new regulations aimed at limiting carpools.
- C) Articles reported on arrests fines, and new regulations aimed at limiting carpools.
- D) Articles reported on arrests, fines and new, regulations aimed at limiting carpools.

ITEMS — BOTH PASSAGES

Item 25 — RI.8.9 | Compare emphases (matching) | DOK 3 | Sorting/Matching

Match each emphasis to the passage in which it is more strongly emphasized. You will use the answer choices more than once.

Emphases:

1. Participants' commitment to nonviolence
2. Concerns about law, order, and authority
3. Reduced revenue and economic strain
4. Organizing carpools and other alternatives

Passages:

- A. Passage 1
- B. Passage 2

Item 26 — RI.8.9 | Compare interpretations | DOK 3 | Multiple Choice

Which difference in interpretation between the passages is MOST accurate?

- A) Passage 1 presents the boycott as mostly ineffective, while Passage 2 presents it as mostly successful.
- B) Passage 1 emphasizes legal arguments about segregation, while Passage 2 emphasizes changes in bus routes and schedules.
- C) Passage 1 focuses on the experiences of city officials, while Passage 2 focuses on the experiences of bus riders.
- D) Passage 1 emphasizes the actions and choices that sustained the boycott, while Passage 2 emphasizes how officials and newspapers portrayed it.

SPELLING

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

Item 27 — L.8.2.e | Spelling | DOK 1 | FITB

segregation

The civil rights movement challenged the system of **segregation** that divided public spaces based on race.

segregation

Write the spelling word you heard:

Item 28 — L.8.2.e | Spelling | DOK 1 | FITB

nonviolent

The protesters committed to a **nonviolent** approach, which kept attention focused on the unfairness of the law.

nonviolent

Write the spelling word you heard:

Item 29 — L.8.2.e | Spelling | DOK 1 | FITB

frantic

Organizers made **frantic** calls across the neighborhood to spread the word about the boycott before the next morning's buses ran.

frantic

Write the spelling word you heard:

Item 30 — L.8.2.e | Spelling | DOK 1 | FITB

inauguration

The **inauguration** of the new transit policy was celebrated as a step forward, though many residents felt the changes did not go far enough.

inauguration

Write the spelling word you heard:

ANSWER KEY

#	Answer	Standard	Skill	DOCK	Type	Passage	Lesson(s)
1	B	RI.8.1	Citing textual evidence (explicit)	1	MC	P1	L2, L6
2	C	RI.8.1	Citing textual evidence (inference)	2	MC	P1	L2, L6
3	C	RI.8.2	Central idea	2	MC	P1	L3, L8
4	C	RI.8.3	Cause and effect	2	MC	P1	L4, L7
5	A, C	RI.8.2	Supporting ideas	2	MS	P1	L3, L8
6	1→A, 2→C, 3→B	RI.8.3	Cause and effect (matching)	3	SM	P1	L4, L7
7	B	RI.8.5	Text structure (paragraph function)	3	MC	P1	L11
8	D	RI.8.5	Text structure (sentence function)	3	MC	P1	L11
9	D	L.8.1. a	Gerunds and participles	1	MC	P1	LL
10	A	L.8.1. a	Gerund phrase function	1	MC	P1	LL
11	A	L.8.2. a	Comma usage	1	MC	P1	LL
12	A	L.8.4. b	Prefix meaning (co-)	2	MC	P1	LL

1 3	B	L.8.1. a	Participle function	1	MC	P1	LL
1 4	D	RI.8.1	Citing textual evidence (phrase)	1	MC	P2	L2, L6
1 5	A	RI.8.2	Central idea	2	MC	P2	L3, L8
1 6	C	RI.8.3	Comparing viewpoints	3	MC	P2	L4, L7
1 7	D	RI.8.3	Cause and effect (officials' impact)	3	MC	P2	L4, L7
1 8	B	RI.8.5	Text structure (passage function)	3	MC	P2	L11
1 9	B	RI.8.6	Author point of view	2	MC	P2	L9
2 0	C	RI.8.6	Author purpose	3	MC	P2	L9
2 1	A, D	RI.8.7	Visual/media analysis	2	MS	P2	L10
2 2	A	L.8.2. a	Comma after introductory element	2	MC	P2	LL
2 3	1→D, 2→C, 3→A, 4→B	L.8.4. b	Morpheme meanings (matching)	2	SM	P2	LL
2 4	B	L.8.2. a	Comma usage in series	1	MC	P2	LL
2 5	1→A, 2→B, 3→B, 4→A	RI.8.9	Compare emphases (matching)	3	SM	Both	L13, L14

2 6	D	RI.8.9	Compare interpretations	3	MC	Both	L13, L14
2 7	segregation	L.8.2. e	Spelling	1	FITB	—	LL
2 8	nonviolent	L.8.2. e	Spelling	1	FITB	—	LL
2 9	frantic	L.8.2. e	Spelling	1	FITB	—	LL
3 0	inauguration	L.8.2. e	Spelling	1	FITB	—	LL

RATIONALE APPENDIX

Item 1 — RI.8.1

- ✗ **Incorrect:** A) Describes the triggering event, not evidence that the boycott was planned in advance.
- ✓ **Correct:** B) Leaders had already discussed a boycott before Parks's arrest, showing the action was organized, not spontaneous.
- ✗ **Incorrect:** C) Describes the shared frustration that motivated participation, not evidence of prior planning.
- ✗ **Incorrect:** D) Describes the boycott's economic impact, not its organizational structure.

Item 2 — RI.8.1

- ✗ **Incorrect:** A) The passage describes open, not secret, organizing.
- ✗ **Incorrect:** B) Participants learned about the boycott before arrests, not after.
- ✓ **Correct:** C) Open communication methods ensured widespread participation, directly supporting the passage's central point about organized, collective action.
- ✗ **Incorrect:** D) Bus company workers are not mentioned as participants in the boycott.

Item 3 — RI.8.2

- ✗ **Incorrect:** A) Bus officials changed policies only after sustained pressure, not quickly, and that is not what the passage emphasizes.
- ✗ **Incorrect:** B) The boycott was successful, and leadership came from the local community, not outside groups.
- ✓ **Correct:** C) The passage focuses throughout on how organization and sustained effort produced the boycott's success.
- ✗ **Incorrect:** D) The boycott succeeded; peaceful protest is presented as a strategy that worked, not a reason for failure.

Item 4 — RI.8.3

- ✗ **Incorrect:** A) The passage emphasizes that protesters remained nonviolent despite arrests.
- ✗ **Incorrect:** B) Boycotters still needed transportation to commute to work; the boycott changed how they traveled, not whether they worked.
- ✓ **Correct:** C) Transportation alternatives made sustained participation possible, which is explicitly stated in paragraph 3.

✗ **Incorrect:** D) Flyers were a communication tool, not the cause of any policy change; the passage does not describe immediate repeal.

Item 5 — RI.8.2

✓ **Correct:** A) Describes the logistical planning that sustained participation, directly illustrating the central idea that organization made the boycott work.

✗ **Incorrect:** B) Parks's arrest triggered the boycott but does not support the idea that planning and persistence drove its success.

✓ **Correct:** C) Nonviolent protest rules represent the shared strategic commitment that unified participants, directly supporting the central idea.

✗ **Incorrect:** D) Officials' assumptions about the boycott's temporary nature do not develop the central idea about the protesters' own actions.

✗ **Incorrect:** E) National media coverage is not discussed in the passage as a factor in the boycott's effectiveness.

Item 6 — RI.8.3

Correct sequence: 1→A, 2→C, 3→B

1→A: Carpools and travel support directly enabled people to commute without buses, keeping the boycott viable.

2→C: Staying disciplined under pressure kept public focus on injustice rather than on protesters' behavior.

3→B: Sustained non-ridership reduced bus revenue and created economic pressure on the transit system and city.

Item 7 — RI.8.5

✗ **Incorrect:** A) Churches are mentioned as a supporting detail in paragraph 3, but the paragraph's overall function is to explain logistics, not to highlight the role of churches specifically.

✓ **Correct:** B) The paragraph explains how the organization of alternative transportation made it possible for the boycott to continue, showing why logistics were central to success.

✗ **Incorrect:** C) The paragraph mentions that the boycott continued longer than officials expected, but describing its duration is not the paragraph's main function.

✗ **Incorrect:** D) City officials' response is the subject of paragraph 5, not paragraph 3.

Item 8 — RI.8.5

✗ **Incorrect:** A) The first sentence of paragraph 4 introduces nonviolent protest; this sentence concludes the paragraph's argument.

✗ **Incorrect:** B) The passage does not describe violent methods used by other protesters.

✗ **Incorrect:** C) Harassment and arrest are mentioned in the second sentence of the paragraph as context, not as a result explained by this sentence.

✓ **Correct:** D) This closing sentence draws together the paragraph's point: by staying peaceful, protesters shifted public attention to the unfairness of the system, not to their own conduct.

Item 9 — L.8.1.a

✗ **Incorrect:** A) An infinitive consists of “to” + a base verb; “refusing” does not follow that form.

✗ **Incorrect:** B) A proper noun names a specific person, place, or thing; “refusing” is a verb form.

✗ **Incorrect:** C) A participle functions as an adjective modifying a noun; here “refusing to give up her seat” is the object of the preposition “for,” not a modifier.

✓ **Correct:** D) “Refusing to give up her seat” is a gerund phrase acting as the noun object of the preposition “for.” Gerunds are -ing verb forms that function as nouns.

Item 10 — L.8.1.a

✓ **Correct:** A) “Simply refusing to ride them” is what the sentence is about—it is the subject of the main clause, filling the noun role that answers “what would not have been possible?”

✗ **Incorrect:** B) The phrase does not describe a noun or tell us what something is like; it names an action, not a quality.

✗ **Incorrect:** C) The phrase does not modify “relied” or explain a reason for relying on buses; it stands as the grammatical subject of its own clause.

✗ **Incorrect:** D) An appositive follows and renames a noun; this phrase does not rename “buses” or any other noun in the sentence.

Item 11 — L.8.2.a

✓ **Correct:** A) The comma before “and” correctly joins two independent clauses; the commas in the series correctly separate items.

✗ **Incorrect:** B) Commas are missing from the series (“comfort money and time”), making items run together.

✗ **Incorrect:** C) The comma joining two independent clauses is missing (“quickly and” connects clauses without punctuation).

✗ **Incorrect:** D) Commas are incorrectly placed after “leaders” and “protesters,” interrupting the subject-verb relationship; required commas are missing.

Item 12 — L.8.4.b

✓ **Correct:** A) In both words, “co-” carries the meaning of “together”: “coordinate” means to organize parts so they work together; “cooperation” means working together toward a shared goal.

✗ **Incorrect:** B) Students may associate these words with gathering or accumulating resources, but “collecting” does not match the prefix meaning.

✗ **Incorrect:** C) Students may connect the sustained effort of the boycott with repetition, but “co-” signals joint action, not recurrence.

✗ **Incorrect:** D) Students may confuse “co-” with prefixes like “contra-” or “counter-” that signal opposition; “co-” signals collaboration.

Item 13 — L.8.1.a

✗ **Incorrect:** A) “Shared” modifies “experiences,” not “helped”; it is not the action word in the sentence.

✓ **Correct:** B) “Shared” is a past participle used as an adjective, modifying the noun “experiences” to describe what kind of experiences they were.

✗ **Incorrect:** C) A gerund is an -ing form functioning as a noun; “shared” is a past participle form and does not act as a noun here.

✗ **Incorrect:** D) Gerunds do not function as adverbs, and “shared” is not a gerund in this sentence.

Item 14 — RI.8.1

✗ **Incorrect:** A) This phrase notes the scale of participation but does not emphasize problems or disruption.

✗ **Incorrect:** B) This phrase reflects the author’s general observation about competing accounts, not an example of newspaper framing.

✗ **Incorrect:** C) This is a neutral descriptive label for the event, not language that signals a focus on disruption.

✓ **Correct:** D) “The disruption caused by the protest” frames the boycott as a problem imposed on the city, revealing the newspaper’s emphasis on inconvenience over riders’ grievances.

Item 15 — RI.8.2

✓ **Correct:** A) This captures the passage’s central idea: officials and newspapers consistently foregrounded disruption, law, and economics rather than the moral and human dimensions of the protest.

✗ **Incorrect:** B) The passage actually says participants’ daily hardships received little attention—the opposite of this claim.

✗ **Incorrect:** C) This is one supporting detail from paragraph 9, not the overarching central idea.

✗ **Incorrect:** D) Enforcement details appear in paragraph 10 as supporting evidence, not as the passage's central claim.

Item 16 — RI.8.3

✗ **Incorrect:** A) The passage presents the two groups as interpreting the same events in fundamentally different ways.

✗ **Incorrect:** B) Traffic patterns and city services are details from newspaper coverage; activists' concerns centered on dignity and justice.

✓ **Correct:** C) The passage explicitly contrasts what officials and newspapers emphasized (order, law, revenue) with what activists and participants emphasized (injustice, collective action, dignity).

✗ **Incorrect:** D) This captures only the officials' perspective and omits the activists' viewpoint entirely.

Item 17 — RI.8.3

✗ **Incorrect:** A) The passage does not describe officials changing bus rules to address complaints; their response was enforcement, not accommodation.

✗ **Incorrect:** B) The passage describes officials limiting and disrupting carpools, not supporting them.

✗ **Incorrect:** C) Officials responded with active enforcement and media framing; the passage describes ongoing pressure, not silence.

✓ **Correct:** D) Officials used warnings, fines, and enforcement to discourage participation, yet thousands of residents continued the boycott, demonstrating that these tactics did not end the protest.

Item 18 — RI.8.5

✗ **Incorrect:** A) The passage does not focus on protesters' daily experiences; it focuses on how officials and newspapers portrayed the boycott.

✓ **Correct:** B) The passage moves from officials' statements (paragraphs 9–10) to enforcement actions (paragraph 10) to media framing (paragraph 11), building a picture of how institutions treated the boycott as a logistical problem.

✗ **Incorrect:** C) Newspaper reports generally avoided explaining why African Americans boycotted; the contrast the passage draws is between institutional framing and activists' perspectives, not between two types of official statements.

✗ **Incorrect:** D) Revenue and traffic details appear in paragraph 8 as examples, not as the passage's organizational structure.

Item 19 — RI.8.6

- ✗ **Incorrect:** A) The passage reports officials' view without endorsing it; the author's tone signals critical distance from that framing.
- ✓ **Correct:** B) The author explicitly states in paragraph 12 that the same event can be described in contrasting ways depending on which details and voices are foregrounded.
- ✗ **Incorrect:** C) The passage does not suggest the boycott should have ended sooner; it analyzes how different parties framed it.
- ✗ **Incorrect:** D) This reflects the framing used by officials and newspapers, which the author analyzes critically, not the author's own view.

Item 20 — RI.8.6

- ✗ **Incorrect:** A) These details appear in the passage, but they represent how officials and newspapers framed events, not the author's own purpose.
- ✗ **Incorrect:** B) The passage explicitly notes that participants' daily hardships received little attention, so these details are not foregrounded in service of that message.
- ✓ **Correct:** C) The author selects institutional details (revenue, laws, arrests) to show how those institutions controlled what the public understood about the boycott, which is the author's analytical purpose.
- ✗ **Incorrect:** D) Outside influence is one detail mentioned in paragraph 9; it is supporting evidence, not the overall organizing purpose of the passage.

Item 21 — RI.8.7

- ✓ **Correct:** A) The image shows participants choosing to walk rather than ride, making the physical reality of their daily commitment visible and reinforcing the passage's point about sacrifice.
- ✗ **Incorrect:** B) What officials and newspapers chose to emphasize is a textual argument; the photograph itself does not show editorial framing decisions.
- ✗ **Incorrect:** C) The passage describes officials as concerned with order and enforcement, not as welcoming the protest.
- ✓ **Correct:** D) The photograph makes the boycott's effects on daily city life visible, showing people traveling on foot through streets rather than using public transit.
- ✗ **Incorrect:** E) The passage does not describe officials changing rules in response to the boycott; it describes their enforcement response.

Item 22 — L.8.2.a

- ✓ **Correct:** A) "Instead" is an introductory transitional word; a comma is required to separate it from the main clause that follows.
- ✗ **Incorrect:** B) The sentence contains only one independent clause; there are no two clauses joined here.

✗ **Incorrect:** C) No nonessential phrase is set off by commas in this sentence; the comma appears only after the introductory word.

✗ **Incorrect:** D) Commas are not used simply to signal a pause before a verb phrase; they follow specific grammatical rules.

Item 23 — L.8.4.b

Correct sequence: 1→D, 2→C, 3→A, 4→B

1→D: -ment forms a noun indicating a result or state: enforcement is the state of enforcing.

2→C: inter- means between or among: interpretation involves meaning derived between text and reader.

3→A: -tion forms a noun indicating the act or process of: interpretation is the act of interpreting.

4→B: en- means to cause to or put into: enforce means to cause a rule to be followed.

Item 24 — L.8.2.a

✗ **Incorrect:** A) The comma after “reported” is unnecessary and interrupts the verb-object relationship.

✓ **Correct:** B) Commas correctly separate the three items in the series (“arrests, fines, and new regulations”) without adding any unnecessary punctuation.

✗ **Incorrect:** C) A comma is missing after the first item in the series (“arrests”), making the series run together.

✗ **Incorrect:** D) The comma after “new” is misplaced within the third item and disrupts the meaning.

Item 25 — RI.8.9

Correct sequence: 1→A, 2→B, 3→B, 4→A

1→A: Passage 1 devotes paragraph 4 to the principle and discipline of nonviolent protest.

2→B: Passage 2 centers officials’ concern with law, order, and authority throughout.

3→B: Passage 2 highlights reduced revenue and economic strain as part of the institutional framing.

4→A: Passage 1 devotes paragraph 3 to how carpools and transportation alternatives sustained the boycott.

Item 26 — RI.8.9

✗ **Incorrect:** A) Passage 1 presents the boycott as successful; Passage 2 does not evaluate success or failure but analyzes how officials framed it.

✘ **Incorrect:** B) Neither passage focuses primarily on legal arguments or bus routing changes.

✘ **Incorrect:** C) Passage 1 centers the participants and organizers; Passage 2 centers institutional framing, not bus riders' personal experiences.

✔ **Correct:** D) Passage 1 examines what the protesters did and why it worked; Passage 2 examines how external institutions characterized the same events.

SPELLING ANSWER KEY

Item 27: segregation

Spelling: s-e-g-r-e-g-a-t-i-o-n

Common errors: omitting the second g (seregation), swapping e/a (sagregation)

Item 28: nonviolent

Spelling: n-o-n-v-i-o-l-e-n-t

Common errors: omitting the prefix boundary (nonvilent), swapping e/a (nonviolant)

Item 29: frantic

Spelling: f-r-a-n-t-i-c

Common errors: adding an extra t (franttic), omitting the c (franti)

Item 30: inauguration

Spelling: i-n-a-u-g-u-r-a-t-i-o-n

Common errors: omitting the first u (inaguration), doubling the n (ininauguration)