

Threads & Themes Grade 7, Unit 3,

Investigation 2 Summative Assessment (Teacher Edition)

Focus Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.7, RI.7.8, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9, L.7.4.a, L.7.4.b, L.7.5.a, L.7.5.c, L.7.2 (spelling)

PASSAGE 1

The Three American Dreams — Lexile: 1100L | Informational

(1) The American Dream. The phrase surfaces, like a familiar refrain, in classrooms and political speeches, in advertisements and song lyrics. It has the sound of something as old as the country itself. But the phrase has a specific beginning. A historian named James Truslow Adams first used it in 1931, in a book called *The Epic of America*, and nearly a century later, what Adams actually wrote still surprises readers who think they already know what the phrase means.

(2) Adams was writing during the deepest years of the Great Depression. Unemployment had climbed to almost one worker in four, and public trust in the country’s economic promises had collapsed. In that setting, Adams insisted on a definition of the American Dream that was broader than money or property. The American Dream, he wrote, was “that dream of a land in which life should be better and richer and fuller for every man, with opportunity for each according to ability or achievement.” The phrase, he explained, did not mean “motor cars and high wages.” It named a “social order” in which each person might grow to the “fullest stature” of his or her capacity, no matter what “circumstances of birth or position” they came from.

(3) Readers in 1931 met the phrase with a complicated welcome. Some heard in it a credible statement of what the country had always been at its best, even when current conditions suggested otherwise. Others, standing in bread lines or watching family farms fail, heard a promise the country had already broken. Adams had given his readers less a slogan than a yardstick, a standard against which the nation’s actual performance could be measured.

(4) After the Second World War, the meaning of the phrase began to narrow. Returning soldiers bought homes on credit guaranteed by federal loans, new suburbs rose on former farmland, and factories turned out appliances and cars at a scale the country had not seen before. In the public imagination, the American Dream came to mean ownership: a house, a car, a lawn, and a set of household goods were seen as universal signs of success. This postwar version preserved part of what Adams meant, but it quietly dropped the rest. Gone was his insistence on opportunity “regardless of birth or position.” Gone was his larger argument about social order. What remained was mainly the dream of a comfortable standard of living.

(5) Two decades into that narrower reading, the civil rights leader Martin Luther King Jr. reclaimed the phrase and returned it to its earlier weight. Standing at the Lincoln Memorial in August of 1963, King spoke of the Dream as a promise not yet kept. “In a sense,” he said, “we have come to our nation’s capital to cash a check.” He described the country’s founding

documents as a “promissory note” that “every American was to fall heir” to: a note promising life, liberty, and the pursuit of happiness. King argued that America had not paid this debt and that for millions of its citizens the note had come back marked “insufficient funds.” The extended metaphor—Dream as check, nation as debtor—gave the phrase a moral edge that the postwar version had dulled.

(6) In the decades since, researchers studying economic mobility have asked whether the Dream, defined as the fair chance that children will earn more than their parents, still holds for most Americans. Their findings have been mixed. Some measures of opportunity have narrowed, while others have widened, and the answer depends heavily on where a child grows up and on which version of the Dream is being measured. What remains steady is the phrase itself—still repeated, still invoked, still meaning different things in different contexts.

(7) Adams, writing in the Depression, meant one thing. People in the postwar suburbs repeated it to mean another. King, speaking at the Lincoln Memorial, reached back into the phrase and pulled from it a third meaning. A reader today who hears or uses the phrase *the American Dream* inherits all three of those meanings at once, left to decide which one is being called up.

ITEMS — PASSAGE 1

Item 1 — RI.7.1 | Cite textual evidence | DOK 1 | MC

According to “The Three American Dreams,” how did James Truslow Adams define the American Dream?

- A)** as a social order in which each person could grow to the fullest stature of his or her capacity
- B)** as the belief that hard work would restore economic stability and end the Great Depression
- C)** as the chance that children would earn more money than their parents had earned before them
- D)** as the promise of a comfortable standard of living that included motor cars, high wages, and home ownership

Item 2 — RI.7.4 | Word meaning in context | DOK 2 | MC

Read this sentence from “The Three American Dreams.”

Adams had given his readers less a slogan than a yardstick, a standard against which the nation’s actual performance could be measured.

What does the word *yardstick* suggest about the phrase Adams created for his readers?

- A)** It suggests the phrase served as a tool for evaluating the country’s progress.
- B)** It suggests the phrase encouraged people to believe the country had already succeeded.
- C)** It suggests the phrase served as a way to unify people around a shared national identity.

D) It suggests the phrase served as a way to remind people of the country's founding principles.

Item 3 — RI.7.6 | Analyze author's perspective | DOK 3 | MC

In paragraph 4 of “The Three American Dreams,” the author writes that parts of Adams’s original idea were “quietly dropped.”

What does this phrase suggest about the author’s point of view on the postwar version of the American Dream?

- A) The author shows that the postwar version fully reflected Adams’s original definition.
- B) The author suggests that the postwar version reduced the original idea by leaving out important elements.
- C) The author believes the postwar version improved the American Dream by making it more realistic.
- D) The author argues that the postwar version had little effect on how people understood the American Dream.

Item 4 — L.7.4.b | Greek/Latin roots and affixes | DOK 2 | MC

Read this sentence from paragraph 4 of “The Three American Dreams”:

In the public imagination, the American Dream came to mean ownership: a house, a car, a lawn, and a set of household goods were seen as universal signs of success.

Based on your knowledge of the root uni-, what does universal most nearly mean in this context?

- A) limited to one specific group
- B) difficult for most people to achieve
- C) recognized as the same by everyone
- D) changing depending on personal preference

Item 5 — L.7.5.a | Figurative language meaning (extended metaphor) | DOK 3 | MC

How does the extended metaphor in paragraph 5 of “The Three American Dreams” MOST contribute to King’s argument?

- A) It proves through financial records that the nation owes money to its citizens.
- B) It shows that King believed the American Dream was no longer worth working toward.
- C) It frames the nation’s broken promises as a debt that is owed and has not yet been paid.
- D) It compares King’s economic situation to the economic situation of most Americans in 1963.

Item 6 — RI.7.8 | Evaluate an argument | DOK 3 | Multi-Select

Select the TWO details from “The Three American Dreams” that BEST support the author’s argument that the meaning of the American Dream has shifted over time.

- A) Adams first used the phrase in 1931, in a book called *The Epic of America*.
- B) King described the American Dream as connected to the nation's founding ideals.
- C) Researchers studying economic mobility have asked whether the Dream still holds for most Americans.
- D) Unemployment had climbed toward one worker in four during the deepest year of the Great Depression.
- E) After World War II, the American Dream came to mean ownership, including a house, a car, a lawn, and household goods.

Item 7 — RI.7.2 | Determine central idea | DOK 2 | MC

Which statement BEST expresses a central idea of “The Three American Dreams”?

- A) The American Dream has lost its meaning over time due to major historical events.
- B) The same phrase can carry different meanings depending on who uses it and when it is used.
- C) Researchers have proven that the American Dream was never a realistic promise for most citizens.
- D) People have disagreed about whether the American Dream has been fulfilled.

Item 8 — RI.7.7 | Compare a written text to a film version | DOK 3 | MC

Read paragraph 4 from “The Three American Dreams.”

Now read how this moment might be presented in a documentary film:

NARRATOR (steady, reflective): After World War II, the meaning of the American Dream began to narrow.

[Black-and-white footage of identical suburban houses lined in rows. Families mow lawns, children ride bikes, and cars fill driveways.]

NARRATOR: For many Americans, success came to mean ownership—homes, cars, and household goods.

How does the documentary film version MOST strengthen the author's idea in paragraph 4?

- A) By showing rows of similar houses and daily life, it helps viewers see how the American Dream became more uniform and focused on material ownership.
- B) By showing families enjoying their homes and neighborhoods, it emphasizes why the American Dream was appealing to many people.
- C) By focusing on everyday life in suburban neighborhoods, it suggests that the American Dream included many different goals.
- D) By highlighting the growth of suburbs, it shows that more Americans were able to achieve the American Dream than before.

PASSAGE 2

The Borrowed Book — Lexile: 970L | Literary (Prose Fiction)

(1) The brass bell over the door had not rung in an hour. Ida sat behind the counter and counted envelopes into bundles of twenty-five, her hands moving steadily while her mind drifted. The shop smelled of old wood, of paper, and of the faint sweetness of the cedar pencils that had sat untouched in the glass display case since August. Upstairs, her father was shifting the furniture again, as though rearranging the rooms might make them feel less empty—they had sold some of her grandmother’s furniture the year before after the markets crashed and had not been able to replace it.

(2) At last, the bell rang, and Miss Halverson from the high school library stepped in with a book tucked against her arm. She had lived with them for a year after the crash, and they had helped pay for her college tuition until the money ran out. Miss Halverson asked for a box of cream envelopes. While Ida wrapped the envelopes, Miss Halverson set her book down to count coins. Its maroon cover was worn at the corners, and a strip of cardstock marked a page. When Miss Halverson left, she left the book behind.

(3) Ida waited a few minutes to be certain the librarian was not coming back. Then she lifted the book and turned to the marked page. It described a young woman who had not gone to the college she had hoped to attend and who, at forty, remembered the years between what she had wanted and what she had been permitted to do. Ida read the paragraph twice, then closed the book and set it beside the register.

(4) Her father came down the back stairs in his slippers. He looked at the book but did not ask about it. He stood next to Ida and watched her finish the last bundle. Then, still not looking at her, he said her mother’s evening class had let out and she would be home soon. He said it quietly, as though announcing a small victory.

(5) The bell rang again and Ida’s mother came in with her books under her arm. She set her books down next to the maroon library book. Her eyes stopped on it.

(6) “Miss Halverson’s?” she asked.

(7) Ida nodded. “She left it. I was going to take it back in the morning.”

(8) Frances picked up the book and opened it to the paper bookmark. She read the paragraph at the top of the page twice. When she closed the book, she looked at her husband.

(9) “Arnold,” she said. “Miss Halverson has been thinking about college again.”

(10) Arnold Kern did not raise his voice. “We have already talked about that.”

(11) “We have,” Frances said. “But she is twenty-one. She is still thinking about it.”

(12) “She cannot go back, Frances. Not this year. The shop cannot pay for it anymore, and it may not pay for anything much longer.”

(13) “Then what have we been working for?” Frances laid her hand on the textbooks she had carried in from her night class. “If not for her, then what?”

(14) “I do not want her to plan on something we cannot promise.” Arnold said it to the pencils in the display case, not to his wife. “I do not want her building a life on a plan that could fail.”

(15) “And I do not want her future to be another thing we give up,” Frances said.

(16) Ida did not speak while her parents spoke. She reached under the counter for the small box she kept for herself and slid Miss Halverson’s bookmark into one of the envelopes. On the front she wrote, in careful capital letters, MISS HALVERSON—BOOK LEFT OCT. 14. She set the envelope on top of the book. Her mother stopped speaking. Her father watched too.

(17) Outside, a truck passed on Main Street. Ida counted the last envelope into the bundle and set it on the stack. She would return the book in the morning but would not tell Miss Halverson what she had read. She placed one hand briefly on the cloth cover of the book as though committing its memory to her own heart and then reached for the next stack of envelopes and began to count.

ITEMS — PASSAGE 2

Item 9 — RL.7.3 | Setting and conflict analysis | DOK 2 | MC

How does the setting of the Kern family stationery shop in 1933 contribute to the conflict in “The Borrowed Book”?

- A) It shows that the family has already sold important belongings, making the parents disagree about what else they can afford to lose.
- B) It shows that the family’s work and home life are closely connected, making the argument about money feel personal.
- C) It shows that the family is focused on improving the shop rather than thinking about college.
- D) It shows that the shop is struggling financially, which affects the family’s ability to make plans.

Item 10 — RL.7.4 | Figurative phrase meaning | DOK 2 | MC

Read these sentences from paragraph 4 of “The Borrowed Book.”

Then, still not looking at her, he said that her mother’s evening class had let out and she would be home soon. He said it quietly, as though announcing a small victory.

What does the phrase a small victory MOST nearly suggest in this sentence?

- A) The father believes he has solved a small problem facing the family.
- B) The father is trying to hide how worried he is about the family’s situation.
- C) The father is attempting to make the news seem more important than it is.

D) The father feels a sense of relief about something small in a difficult situation.

Item 11 — RL.7.1 | Cite textual evidence | DOK 3 | MC

Which detail from “The Borrowed Book” BEST shows that Ida understands the conflict between her parents about Miss Halverson’s future?

- A) Ida decides she will return the book and will not tell Miss Halverson what she has read.
- B) Ida slides Miss Halverson’s bookmark into an envelope while her parents are arguing.
- C) Ida writes “MISS HALVERSON—BOOK LEFT OCT. 14” on an envelope and sets it on the book.
- D) Ida reads the paragraph about a woman who had not gone to the college she had hoped to attend.

Item 12 — L.7.5.c | Distinguish connotations | DOK 2 | MC

Read this sentence from “The Borrowed Book.”

“And I do not want her future to be another thing we give up,” Frances said.

What does the phrase give up suggest that the word lose would NOT?

- A) that Frances and Arnold have no control over what happens to Miss Halverson’s future
- B) that Miss Halverson’s future has already been taken away before this moment in the story
- C) that Frances and Arnold have decided to sacrifice Miss Halverson’s future on purpose
- D) that the loss of Miss Halverson’s future would be sudden and unexpected

Item 13 — RL.7.6 | Analyze contrasting perspectives | DOK 3 | Multi-Select

Select the TWO details from “The Borrowed Book” that BEST show how Frances’s perspective on Miss Halverson’s future DIFFERS from Arnold’s.

- A) Frances continues the conversation about college, while Arnold tries to avoid discussing it further.
- B) Frances reads the marked page in the library book, while Arnold does not ask about the book on the counter.
- C) Frances repeats her point during the conversation, while Arnold speaks quietly and avoids looking directly at her.
- D) Frances points out that Miss Halverson is still young and thinking about college, while Arnold insists that she cannot go this year.
- E) Frances emphasizes the importance of working toward Miss Halverson’s future, while Arnold does not want her to depend on a plan they cannot guarantee.

Item 14 — L.7.4.a | Context clues | DOK 2 | MC

Read this sentence from “The Borrowed Book.”

She placed one hand briefly on the cloth cover of the book as though committing it to her heart and then reached for the next stack of envelopes and began to count.

What does the word committing MOST nearly mean as it is used in this sentence?

- A) saving something meaningful in memory
- B) giving something away to another person
- C) making a promise to complete a task
- D) putting something in a specific place

Item 15 — RL.7.2 | Determine theme | DOK 3 | MC

Which statement BEST expresses a central theme of “The Borrowed Book”?

- A) People must sometimes keep their hopes private in order to avoid disappointing others.
- B) Economic hardship can make it difficult for families to support the goals they care about most.
- C) Reading about others’ experiences can influence how people think about their own futures.
- D) People often misunderstand the sacrifices others make on their behalf.

ITEMS — CROSS-TEXT (Compare “The Three American Dreams” and “The Borrowed Book”)

Item 16 — RL.7.9 | Compare fictional and historical portrayal | DOK 3 | MC

Both “The Three American Dreams” and “The Borrowed Book” are set during or describe the Great Depression of the 1930s.

Which statement BEST describes how the two passages portray this period differently?

- A) “The Three American Dreams” presents the Depression as a time when people questioned the meaning of the American Dream, while “The Borrowed Book” presents it as a time when families tried to maintain a sense of normal life.
- B) “The Three American Dreams” describes the Depression as a period of limited opportunity, while “The Borrowed Book” describes it as a time when new opportunities became available to individuals.
- C) “The Three American Dreams” focuses on how the Depression shaped national ideas about opportunity, while “The Borrowed Book” shows how it affected the daily decisions of one family.
- D) “The Three American Dreams” shows how the Depression affected people’s beliefs, while “The Borrowed Book” shows how it affected people’s emotions.

Item 17 — RL.7.9 | Compare key ideas across fiction and history | DOK 3 | MC

What idea is emphasized in BOTH “The Three American Dreams” and “The Borrowed Book”?

- A) Achieving success depends on individual effort alone.

- B) People can usually overcome challenges if they remain hopeful.
- C) Hard work leads to success, even during difficult times.
- D) Economic conditions can limit people's ability to reach their goals.

SPELLING

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

Item 18

unique

Each person follows a **unique** path to achieving their dreams.

unique

Write the spelling word you heard:

Item 19

socioeconomic

Researchers study **socioeconomic** conditions to understand how opportunities are shared.

socioeconomic

Write the spelling word you heard:

Item 20

equitable

An **equitable** society gives every person a fair chance to grow.

equitable

Write the spelling word you heard:

Item 21

opportunity

Every student deserves an **opportunity** to pursue a meaningful dream.

opportunity

Write the spelling word you heard:

Item 22

credibility

A researcher must weigh the **credibility** of every source she cites.

credibility

Write the spelling word you heard:

ANSWER KEY

#	Answer	Standard	Skill	DOK	Type
1	A	RI.7.1	Cite textual evidence	1	MC
2	A	RI.7.4	Word meaning in context	2	MC
3	B	RI.7.6	Analyze author's perspective	3	MC
4	C	L.7.4.b	Greek/Latin roots and affixes	2	MC
5	C	L.7.5.a	Figurative language meaning (extended metaphor)	3	MC
6	B, E	RI.7.8	Evaluate an argument	3	Multi-Select
7	B	RI.7.2	Determine central idea	2	MC
8	A	RI.7.7	Compare a written text to a film version	3	MC
9	D	RL.7.3	Setting and conflict analysis	2	MC

10	D	RL.7.4	Figurative phrase meaning	2	MC
11	A	RL.7.1	Cite textual evidence	3	MC
12	C	L.7.5.c	Distinguish connotations	2	MC
13	D, E	RL.7.6	Analyze contrasting perspectives	3	Multi-Select
14	A	L.7.4.a	Context clues	2	MC
15	B	RL.7.2	Determine theme	3	MC
16	C	RL.7.9	Compare fictional and historical portrayal	3	MC
17	D	RL.7.9	Compare details across fiction and history	3	MC
18	unique	L.7.2	Spelling	1	FITB
19	socioeconomic	L.7.2	Spelling	1	FITB
20	equitable	L.7.2	Spelling	1	FITB
21	opportunity	L.7.2	Spelling	1	FITB
22	credibility	L.7.2	Spelling	1	FITB

RATIONALE APPENDIX

Passage 1

Item 1 — RI.7.1

✓ **Correct: A)** Paragraph 2 quotes Adams’s definition directly: the American Dream named a “social order” in which each person might grow to the “fullest stature” of his or her capacity. Students locate Adams’s actual words.

✗ **Incorrect: B)** The passage never suggests Adams tied the definition to ending the Depression; it specifically describes his definition as broader than the economic moment.

✗ **Incorrect: C)** The children-earning-more-than-parents definition appears in paragraph 6 as the measure used by later researchers, not as Adams’s original 1931 meaning. ✗ **Incorrect: D)** Paragraph 2 explicitly says the Dream “did not mean ‘motor cars and high wages,’” so this distractor captures the phrase Adams rejected.

Item 2 — RI.7.4

✓ **Correct: A)** The sentence explains that a yardstick is something used to measure. This means Adams’s phrase was meant to help people judge how well the country was actually living up to its promises.

✗ **Incorrect: B)** A yardstick is used to measure performance, not to celebrate success. The idea is to evaluate progress, not assume everything has already been achieved.

✗ **Incorrect: C)** This describes what a slogan might do, but the text says the phrase is “less a slogan” and more like a yardstick. It is meant to measure, not unite people. ✗ **Incorrect: D)** Although the passage later mentions founding ideas, the word yardstick focuses on measuring performance. It is about judging how well the country is doing, not simply remembering its principles.

Item 3 — RI.7.6

✗ **Incorrect: A)** The phrase “quietly dropped” shows that parts of Adams’s idea were removed, not kept. This means the postwar version is different, not the same.

✓ **Correct: B)** The words “quietly dropped” suggest that important parts of Adams’s idea were taken away. This shows the author believes the postwar version is more limited and does not include everything from the original Dream.

✗ **Incorrect: C)** The phrase “quietly dropped” has a slightly negative tone. It suggests loss, not improvement, so the author is not saying the newer version is better.

✗ **Incorrect: D)** The passage explains that the meaning of the American Dream changed over time. The phrase “quietly dropped” shows that the change mattered, not that it had little effect.

Item 4 — L.7.4

✗ **Incorrect: A)** Even though uni- means “one,” this answer confuses it with “one group.” Universal does not mean limited—it actually means the opposite, something that applies to everyone, not just one group.

✗ **Incorrect: B)** This answer talks about how hard something is, but universal is about how widely something is shared, not how difficult it is. The word doesn’t describe effort or difficulty.

✓ **Correct: C)** The root uni- means “one.” Universal means one thing that is for all people or that is shared by everyone. In the sentence, it means that owning things like a house and car was seen as the same sign of success for everyone.

✗ **Incorrect: D)** Universal means something is the same for everyone, not different. This answer suggests people have different ideas, which is the opposite of what universal means.

Item 5 — L.7.5

✗ **Incorrect: A)** The metaphor is figurative; King is not literally presenting financial records in court.

✗ **Incorrect: B)** The passage does not suggest King abandoned the phrase; it says King “reclaimed” it.

✓ **Correct: C)** The extended metaphor frames the founding documents as a “promissory note,” the guarantee of rights as a “check,” and unfulfilled equality as “insufficient funds”—together presenting the nation’s broken promises as an unpaid debt.

✗ **Incorrect: D)** The metaphor is about the nation’s debt to its citizens, not about King’s personal economic situation.

Item 6 — RI.7.8

✗ **Incorrect: A)** This detail tells when the phrase was first used, but it does not show how the meaning of the American Dream changed over time.

✓ **Correct: B)** Adams focused on opportunity and personal growth, while King connects the Dream to the promises in the nation’s founding documents. This difference helps show that the meaning of the American Dream has shifted over time.

✗ **Incorrect: C)** This detail shows people are questioning the Dream today, but it does not clearly show how the meaning of the Dream has changed across different time periods.

✗ **Incorrect: D)** This detail gives background about the economy, but it does not explain how the meaning of the American Dream itself changed.

✓ **Correct: E)** This detail shows that the Dream shifted to focus on material things like owning a home and car. This is a different meaning from earlier ideas, showing that the Dream changed over time.

Item 7 — RI.7.2

✗ **Incorrect: A)** The passage shows that the meaning of the American Dream has changed, but it does not say it has lost its meaning. In fact, the phrase still exists and continues to have different meanings, so this answer is too extreme.

✓ **Correct: B)** The passage traces how the same phrase carried different meanings under Adams, in the postwar suburbs, and under King—and ends by noting readers today inherit “all three of those meanings at once.” Students identify the central idea across the whole text.

✗ **Incorrect: C)** The passage presents researchers’ findings as “mixed,” not as proof that the Dream was never realistic.

✗ **Incorrect: D)** This idea is mentioned in the passage, but it is not the main focus. The central idea is about how the meaning of the phrase has changed, not just disagreement about whether it has been achieved.

Item 8 — RI.7.7

✓ **Correct: A)** The film shows many houses that look the same and similar daily activities. This helps viewers clearly see how the Dream became more focused on owning the same kinds of things, which matches the idea that the meaning “narrowed.”

✗ **Incorrect: B)** The film might show that the Dream looked appealing, but the paragraph’s main idea is about how the meaning changed and became more limited. This answer focuses on appeal, not on that change.

✗ **Incorrect: C)** The paragraph says the Dream “began to narrow,” meaning it became more limited, not more varied. This answer suggests the opposite of the author’s idea.

✗ Incorrect: D) The film shows what the Dream looked like, but it does not prove that more people could achieve it. The paragraph is about the meaning of the Dream changing, not about how many people achieved it.

Passage 2

Item 9 — RL.7.3

✗ Incorrect: A) The passage does mention that the family sold furniture, which shows they are struggling. However, the main conflict about college comes from the shop's financial situation, not just from what they have already sold.

✗ Incorrect: B) It is true that the shop and home are connected, but this does not directly explain the conflict about college. The conflict is mainly about whether they can afford to pay for it.

✗ Incorrect: C) The family is clearly thinking about college since they are arguing about it. The setting does not show that they are ignoring college—it shows they are worried about paying for it.

✓ Correct: D) Details like selling furniture and the quiet shop show that the family is having money problems. This makes it hard for them to afford college, which creates the conflict in the story.

Item 10 — RL.7.4

✗ Incorrect: A) The phrase “small victory” does not mean a problem has been solved. The father is simply sharing that Ida’s mother will be home soon, which is comforting, but it does not fix the family’s larger problems.

✗ Incorrect: B) The father does seem worried, but the phrase “small victory” shows he is feeling a bit of relief, not just hiding his worry. The focus is on a small positive moment.

✗ Incorrect: C) The father is not exaggerating. The word “small” shows he understands this is not a big event. He is quietly recognizing that even something small feels meaningful.

✓ Correct: D) The phrase “small victory” suggests that, even though life is difficult, this small moment—his wife coming home—brings him a bit of comfort and relief.

Item 11 — RL.7.1

✓ Correct: A) This shows Ida understands the situation and chooses not to share what she read. Her decision suggests she recognizes how difficult the situation is.

✗ Incorrect: B) This shows Ida acting quietly during the argument, but it does not clearly show that she understands what is being discussed.

✗ Incorrect: C) This shows Ida being organized and responsible, but it does not show her understanding the conflict.

✗ Incorrect: D) This shows Ida learning about someone who missed college, but it does not show that she understands her own situation yet.

Item 12 — L.7.5

✗ Incorrect: A) “Give up” implies agency, not the absence of agency; Frances is naming a choice, not a fate beyond her control.

✗ **Incorrect: B)** “Give up” does not indicate an already-completed loss; it marks a choice still in front of the speaker.

✓ **Correct: C)** “Give up” implies an active choice to surrender something, while “lose” implies something happening to you passively. Frances is refusing to make that active choice—the connotative difference is central to her meaning.

✗ **Incorrect: D)** “Give up” does not carry a connotation of suddenness; if anything, it implies a deliberate decision over time.

Item 13 — RL.7.6

✗ **Incorrect: A)** Frances does continue the conversation, but Arnold does not avoid the topic—he responds directly and explains his concerns. This choice misrepresents his role in the discussion.

✗ **Incorrect: B)** This detail shows a difference in their actions, but it does not clearly show how they feel about Miss Halverson’s future or college.

✗ **Incorrect: C)** This detail focuses on how the characters speak and act, not on what they believe about Miss Halverson’s future. It does not clearly show the difference in their perspectives.

✓ **Correct: D)** This detail shows a clear difference in perspective. Frances focuses on Miss Halverson’s age and hopes for the future, while Arnold focuses on the current limits and says she cannot go. This directly shows how they disagree.

✓ **Correct: E)** This detail shows that Frances believes they should keep working toward Miss Halverson’s future, while Arnold is worried about making promises they cannot keep. It clearly shows their different viewpoints.

Item 14 — L.7.4

✓ **Correct: A)** The phrase “to her heart” shows that Ida is not physically placing the book somewhere. Instead, she is trying to remember it and hold on to its meaning. This suggests she is keeping it in her memory because it matters to her.

✗ **Incorrect: B)** Ida is not giving the book to someone else in this moment. She is touching it and thinking about it, not handing it off.

✗ **Incorrect: C)** “Committing” can sometimes mean making a promise, but here there is no task or promise being described. The focus is on her feelings about the book, not an agreement to do something.

✗ **Incorrect: D)** Although Ida places her hand on the book, “committing it to her heart” is not about physically putting the book somewhere. It is a figurative expression about remembering, not location.

Item 15 — RL.7.2

✗ **Incorrect: A)** Ida does keep her thoughts to herself, but the story does not show that she is doing this to avoid disappointing others. This idea focuses on one character’s behavior, not the main message of the story.

✓ **Correct: B)** The family’s financial struggles are the main conflict. The parents want to support Ida’s future, but they cannot afford to. This shows how money problems can affect important goals and decisions.

✗ **Incorrect: C)** The book Miss Halverson reads does affect her thinking, but this is only one part of the story. The central theme focuses more on the family’s financial situation and how it impacts their choices.

✗ **Incorrect: D)** The story does not show characters misunderstanding each other. Instead, the characters seem aware of the sacrifices being made. This idea is not strongly supported by the text.

Both Passages

Item 16 — RL.7.9

✗ **Incorrect: A)** This answer includes ideas from both texts, but it does not clearly show how they are different. It focuses on general topics rather than the key contrast between a national perspective and a personal, family-level experience.

✗ **Incorrect: B)** Passage 2 does not show new opportunities becoming available. Instead, it shows how financial struggles limit what the family can do, especially when it comes to paying for college.

✓ **Correct: C)** Passage 1 explains how the Depression influenced the meaning of the American Dream across the country. Passage 2 shows how one family’s financial struggles affect their choices, especially about college. This clearly shows a difference in how each passage presents the time period.

✗ **Incorrect: D)** Both passages include ideas and emotions, so this contrast is too general. It does not clearly explain how the two texts portray the Depression differently in a meaningful way.

Item 17 — RL.7.9

✗ **Incorrect: A)** Both passages show that success is not based only on effort. Outside factors, like money and economic conditions, affect what people are able to achieve.

✗ **Incorrect: B)** Both passages show that challenges are not always overcome just by staying hopeful. In Passage 2, the family still cannot afford college despite their hopes. In Passage 1, opportunities are limited by economic conditions. This shows that hope alone does not solve these problems.

✗ **Incorrect: C)** Both texts show that hard work does not always guarantee success. In Passage 2, the family works hard but still cannot afford college, and Passage 1 explains that opportunity is not equal for everyone.

✓ **Correct: D)** In Passage 1, economic conditions affect people’s opportunities and the meaning of the American Dream. In Passage 2, the family’s financial struggles make it difficult to pay for college. Both texts show how money can limit what people can do.

SPELLING ANSWER KEY

Item 18: unique

Common errors: -ique misspelled as -eek or -ik (“uneek,” “unik”); silent-e placement

Item 19: socioeconomic

Common errors: missing o in joiner (“socioeconomic”); -ic confused with -ical (“socioeconomical”)

Item 20: equitable

Common errors: -able misspelled as -ible (“equitable”); silent-e placement after t

Item 21: opportunity

Common errors:

Item 22: credibility

Common errors: