

Threads & Themes Grade 7, Unit 1,

Investigation 1 Summative Assessment Teacher Edition

Focus Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.6, L.7.4a, L.7.4b, L.7.5a, L.7.5b, L.7.5c, L.7.1b

PASSAGE 1

The Transfer — Lexile: 810L | Literary | Below band due to dialogue-driven narrative

(1) The gym was almost empty by the time Marcus finished putting away the gear, the squeak of sneakers gone quiet and the overhead lights dimming to half. He had stayed later than anyone else not because the coach asked him to, but because something about the night’s practice had left him apprehensive—like when he had an itch in a place he could not quite reach. Deon had barely spoken to him since warm-ups. In two years of playing together for the Westside Flames, Deon had never not spoken to Marcus.

(2) “I need to tell you something,” Deon blurted out as he stormed back through the gym door with his bag over one shoulder, not quite meeting Marcus’s eyes. “Coach Torres recruited me for the Knights. Starting position. He called my dad last week.” He set his bag down on the bleacher. “I think I’m gonna take it.”

(3) Marcus felt the words land before he understood them. The Knights. This was the team that had knocked the Flames out of the semifinals three straight seasons, the team whose players wore red and called the Westside gym “the closet.” He looked at Deon the way he looked at him during tight games, trying to read what was real. “You’re kidding me,” he said, but his voice came out flat instead of angry.

(4) “I’m not kidding,” Deon said, finally looking up. “Coach Torres runs drills I’ve never even seen here. I mean, three of his players got high school scholarship offers last year!” He spread his hands wide, as if presenting something plain and obvious. “This is my future, Marcus. It isn’t about you.”

(5) “Yes it is, Deon! It’s about all of us!” Marcus gestured at the gym: the banner from their first tournament win, the water-stained ceiling, the basket where Deon had hit the shot that saved them in overtime two seasons ago. “WE built this. You and me and everybody else. You can’t abandon everything we worked for just because somebody offered you something shiny.” He could not comprehend how Deon was standing there, calm, talking about the future with no reluctance, as if the present meant nothing.

(6) “Abandon . . .” Deon said the word quietly, as if testing its weight. His voice went careful in a way that was worse than anger. “You know what your problem is, Marcus? You think loyalty means staying exactly the same. You think because something mattered once, it’s supposed to matter forever in the same way.” He picked up his bag. “That’s not loyalty, Marcus. That’s stubbornness. There’s a difference.” He moved toward the door. “I hope you figure it out.”

(7) The door swung shut, and Marcus stood at center court in the empty gym, the silence pressing in from all sides. The scoreboard still read 37–28, left over from the last drill. He stared at the numbers without seeing them. Deon had said the same word twice: loyalty. Marcus had always believed that word and “stubbornness” described the same quality. He was not certain that was true anymore.

(8) He crossed to the far wall and stood in front of the team photo. Twelve kids, two years younger, all of them grinning at the camera. Deon was on the left. Marcus was near the center, arms crossed, looking directly at the lens with an expression that said he had already figured everything out. He did not recognize that certainty; he could not remember the last time he had felt it, and he was no longer sure whether losing it was something that had happened to him—or whether he had ever actually had it at all.

ITEMS — PASSAGE 1

Item 1 — RL.7.3 | Character: how evidence reveals character | DOK 2 | TEI – Multi-Select (select 2 of 5)

Read this excerpt from "The Transfer."

"Yes it is, Deon! It's about all of us!" Marcus gestured at the gym: the banner from their first tournament win, the water-stained ceiling, the basket where Deon had hit the shot that saved them in overtime two seasons ago. "WE built this. You and me and everybody else. You can't abandon everything we worked for just because somebody offered you something shiny."

Select TWO ways the interaction between Marcus's dialogue and the setting reveals his perspective.

- A) By gesturing at the banner, Marcus shows that the team's shared history matters to him.
- B) By gesturing at the gym, Marcus shows he wants Deon to feel guilty about leaving.
- C) By saying "It's about all of us!" Marcus shows he sees loyalty to the team as a group commitment.
- D) By raising his voice, Marcus shows he is more interested in winning the argument than understanding Deon.
- E) By looking around the gym, Marcus shows he wishes he had transferred to a different team himself.

Item 2 — RL.7.6 | Point of view: contrasting perspectives | DOK 2 | MC

What does paragraph 6 show about differences in Marcus's and Deon's perspectives?

- A) Deon believes it is fair for him to abandon the team, while Marcus believes in the importance of loyalty.
- B) Deon reveals that the team was never truly loyal to him, exposing a problem that Marcus was not aware of.
- C) Deon explains that loyalty can include changing and growing, while Marcus believes loyalty means staying the same.
- D) Deon shows that he has thought more carefully about the decision than Marcus has, making his perspective more reasonable.

Item 3 — RL.7.1 | Citing evidence: explicit textual support | DOK 2 | MC

Which detail from paragraph 7 BEST supports the idea that Deon’s argument has genuinely affected how Marcus thinks?

- A) Marcus staring at the scoreboard numbers without actually seeing them
- B) Marcus feeling the silence pressing in from all sides after the gym door swings shut
- C) Marcus thinking about the word Deon repeated and trying to understand what it means
- D) Marcus realizing he is no longer certain loyalty and stubbornness describe the same quality

Item 4 — RL.7.6 | Point of view: how author develops contrast | DOK 3 | TEI – Multi-Select

Select TWO ways the author MOST effectively develops and contrasts the perspectives of Marcus and Deon in “The Transfer.”

- A) Deon’s speech in paragraph 6 introduces a different definition of loyalty that directly challenges Marcus’s position in paragraph 5.
- B) The author uses Deon’s calm tone throughout the story to show that Deon’s perspective is more reasonable than Marcus’s.
- C) The description of the team photo in paragraph 8 shows that Marcus is thinking about the past, while Deon is focused on moving forward.
- D) The narrator describes Marcus’s thoughts before each of Deon’s lines of dialogue, showing that Marcus clearly understands Deon’s reasoning.
- E) Marcus’s focus on shared history in paragraph 5 and Deon’s focus on individual future in paragraph 4 show two different ways of caring about the relationship to the team.

Item 5 — RL.7.3 | Character arc: change over whole passage | DOK 3 | MC

How does Marcus’s understanding of loyalty change over the course of “The Transfer”?

- A) Marcus begins believing loyalty means personal sacrifice and ends believing it means shared growth between teammates.
- B) Marcus begins believing loyalty and stubbornness are opposites and ends realizing they may describe the same quality after all.
- C) Marcus begins feeling confident in his ideas about loyalty and ends feeling unsure whether his understanding of loyalty was ever correct.
- D) Marcus begins believing loyalty means staying on the same team and ends believing loyalty is not worth protecting when personal opportunity arises.

Item 6 — RL.7.2 | Summary: objective summary of passage | DOK 2 | MC

Which sentence BEST summarizes the central events of “The Transfer”?

- A) Marcus learns that his teammate Deon plans to transfer to a rival team, and their argument leads Marcus to question his long-held ideas about loyalty.
- B) Marcus and Deon’s friendship ends when Deon accepts a starting position with a rival team, forcing Marcus to reconsider his loyalty to the Westside Flames.
- C) Deon confronts Marcus about the team’s failure to support his development, and Marcus defends the team’s history before realizing the team was never as loyal as he believed.
- D) Marcus stays after practice to sort through his feelings about loyalty, and when Deon returns, the two have an argument that ends with both players reconsidering their friendship.

Item 7 — L.7.4b | Morphology: prehens root | DOK 2 | MC

Read the sentences from paragraphs 1 and 3:

He had stayed later than anyone else not because the coach asked him to, but because something about the night’s practice had left him apprehensive—like when he had an itch in a place he could not quite reach.

He could not comprehend how Deon was standing there, calm, talking about the future as if the present meant nothing.

Based on how the words apprehensive and comprehend are used in these sentences, what does the Latin root prehend MOST nearly mean?

- A) to think carefully about something
- B) to take hold of or grasp
- C) to feel nervous or worried
- D) to respond emotionally to a situation

Item 8 — L.7.5c | Word nuance: connotation of recruited | DOK 2 | MC

Read this sentence from “The Transfer.”

“Coach Torres recruited me for the Knights.”

What does the word recruited suggest that a word like chose would NOT?

- A) that Coach Torres made a meaningful effort to bring Deon to his team
- B) that Deon was one of several players the coach spoke with at the same time
- C) that the offer came with specific rules Deon would have to meet before accepting
- D) that the conversation between Coach Torres and Deon’s father was done in writing

Item 9 — L.7.4a | Context clues: meaning in context | DOK 2 | MC

Read the sentence from paragraph 5:

He could not comprehend how Deon was standing there, calm, talking about the future with no reluctance, as if the present meant nothing.

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

- A) a sense of confidence and certainty
- B) a feeling of hesitation or unwillingness
- C) a desire to change the present situation
- D) a lack of understanding about something

Item 10 — L.7.5a | Figurative language: simile | DOK 2 | MC

Read this sentence from “The Transfer.”

The door swung shut, and Marcus stood at center court in the empty gym, the silence pressing in from all sides.

What does the phrase “the silence pressing in from all sides” MOST effectively suggest about Marcus’s experience in the gym?

- A) Marcus is distracted by how quiet the gym is and has trouble focusing on his thoughts.
- B) Marcus experiences the quiet as overwhelming, making him feel alone and uncomfortable.
- C) Marcus feels physically trapped in a space that is too small for him and wants to find a way out.

D) Marcus notices the gym is unusually quiet compared to earlier in the day and finds it surprising.

PASSAGE 2

What She Saw — Lexile: approx. 1000L | Literary

(1) Selam had not planned on spending a Tuesday in her grandmother’s kitchen. When her parents told her she would stay with Yeshi for the week, she had nodded the way she nodded at most things that were decided before she could decide—a single, obedient tilt of her head, nothing more. She arrived with her phone and a book and the comfortable certainty that a person could be anywhere while technically being somewhere else.

(2) But Yeshi’s kitchen did not cooperate with distance. It smelled too strongly of something—cardamom, maybe, or the coffee roast that had seeped into the walls over decades—and the room was too small for Selam to pretend she was somewhere else. Her grandmother moved through the space as though every inch of it was entirely familiar, which it was: the clay pot on the side burner, the small flat pan on the stove where the coffee beans waited, pale and unroasted. Selam sat at the table and watched.

(3) “Come and try,” Yeshi said, holding out the pan without turning around.

(4) Selam did not particularly want to. This felt like something for a different version of herself—someone who thought about these things the way people in documentaries did, with visible feeling and correct opinions. But Yeshi was still holding out the pan, and there was no gracious way to refuse. Selam stood up.

(5) The beans were supposed to move in slow, continuous circles, and the heat had to be even and patient. Selam understood this in theory; in practice, she rushed, her circles growing wider and faster until within a minute the smell in the kitchen sharpened from warm to scorched. Yeshi took the pan back without a word, set it aside, and got new beans from the bag. “Watch,” she said. “Not just look. There is a difference.”

(6) Selam watched. Her grandmother’s hands moved with the focused ease of someone who had done this ten thousand times and was somehow still paying close attention—as though the beans remained worth attending to, even now. It occurred to Selam that Yeshi might be paying that same quality of attention to her. Not waiting for Selam to become something different. Just watching what was already there. The prospect of being known that carefully—seen that precisely, by someone who had loved her since before she had opinions about anything—felt strange and, beneath the strangeness, something she had not expected to want.

(7) “Now,” Yeshi said, and returned the pan.

(8) This time, Selam went slowly. The circles stayed small. The smell in the kitchen shifted from nothing to warm to something she could only call rich—the smell her grandmother carried on Sundays, on the fabric of her coat. The beans darkened at an even pace. Something inside Selam that had been braced for the entire week subsided, the way a held breath finally releases. She was still not sure who she was—not entirely—but the question felt less urgent now, and somehow less lonely. The people who loved her had been reading a version of that answer all along. She had only been moving too fast to notice.

ITEMS — PASSAGE 2

Item 11 — RL.7.6 | Point of view: author develops contrasting perspectives | DOK 2 | MC

How does the author MOST effectively develop Yeshi’s perspective as different from Selam’s?

- A) The author shows Yeshi is only focused on doing the task correctly, while Selam is only focused on her own thoughts.
- B) The author contrasts Yeshi’s detailed instructions about roasting the beans with Selam not wanting to participate.
- C) The author shows that Yeshi is successful at roasting the beans due to past experience, while Selam burns the beans because she has never done it before.
- D) The author contrasts Yeshi’s short, simple dialogue with Selam’s detailed thoughts and feelings, showing that Yeshi expresses herself through actions more than words.

Item 12 [New Item] — RL.7.1 | Citing evidence: explicit textual support | DOK 2 | MC

Which detail BEST shows that Yeshi values careful attention rather than rushing?

- A) She says, “Watch. Not just look. There is a difference.”
- B) She tells Selam, “Come and try,” while holding out the pan.
- C) She takes the pan back without a word and gets new beans.
- D) She moves through the kitchen as though every inch is familiar.

Item 13 — RL.7.3 | Character: development through new understanding | DOK 2 | MC

What does paragraph 6 reveal about Selam’s changing attitude toward her grandmother?

- A) Selam admires her grandmother’s skill but feels the need to keep her distance emotionally.
- B) Selam begins to feel that the coffee ceremony is something she has always secretly wanted to learn.
- C) Selam realizes that her grandmother has been quietly watching her and finds this unexpectedly moving.
- D) Selam is surprised that she and her grandmother have more in common than she had previously thought.

Item 14 — RL.7.1 | Citing evidence: explicit textual support | DOK 2 | MC

Which detail from paragraph 8 BEST supports the idea that something has shifted in Selam by the end of the passage?

- A) the beans darkening at an even pace as Selam moves the pan slowly
- B) something inside Selam subsiding “the way a held breath finally releases”
- C) Selam recognizing that the smell is the same one her grandmother carries on Sundays
- D) the smell in the kitchen shifting from “nothing to warm to something she could only call rich”

Item 15 — RL.7.2 | Theme: theme developed across passage | DOK 3 | MC

Which statement BEST shows a theme of “What She Saw”?

- A) Connection often requires slowing down enough to be seen by those who are already paying attention.
- B) Paying close attention can help someone learn how to do something correctly and understand it better.
- C) Spending time with family members can help people learn special traditions and feel closer to each other.
- D) Learning a new skill takes time, and people may make mistakes before they improve and gain confidence.

Item 16 — L.7.5b | DOK 2 | MC

Read this sentence from “What She Saw.”

But Yeshi was still holding out the pan, and there was no gracious way to refuse.

What is another word that could be used to replace “gracious” in the sentence?

- A) easy
- B) quick
- C) polite
- D) obvious

Item 17 — L.7.5c | Word nuance: distinguishing words with similar denotations | DOK 2 | MC

Read this sentence from “What She Saw.”

“Watch,” she said. “Not just look. There is a difference.”

What distinction does Yeshi draw between watch and look?

- A) Watching is helpful for learning skills, while looking is useful for everyday tasks.
- B) Watching requires steady, purposeful attention, while looking is not very focused or deep.
- C) Watching produces a memory of what you see, while looking produces only a brief impression.
- D) Watching is done from a distance, while looking means being physically close to what you observe.

Item 18 — L.7.4b | Morphology: spec root | DOK 2 | MC

Read this sentence from “What She Saw.”

The prospect of being known that carefully—seen that precisely, by someone who had loved her since before she had opinions about anything—felt strange and, beneath the strangeness, something she had not expected to want.

The root spec comes from the Latin specere, meaning “to look at” or “to see.” How does knowing this root BEST help the reader understand the word prospect as it is used in this sentence?

- A) It suggests that prospect describes something Selam has looked at many times before.
- B) It suggests that prospect means Selam is looking back at a memory she has just recalled.
- C) It suggests that prospect means Selam is looking forward to a possible future experience.

D) It suggests that prospect describes a specific plan Selam has formed for the rest of the week.

Item 19 — L.7.1b | Sentence structure: compound and complex sentences | DOK 1 | MC

Read the following kernel sentences from “What She Saw.”

Selam went slowly. The circles stayed small.

Which option CORRECTLY combines these ideas into a compound sentence with the same meaning?

- A) Selam went slowly and the circles stayed small.
- B) Selam went slowly, and the circles stayed small.
- C) Selam went slowly because the circles stayed small.
- D) Selam went slowly, because the circles stayed small.

SPELLING ITEMS (Fill-in-the-Blank)

Read each item’s Word / Sentence / Repeat script aloud and pause after “Repeat” for students to write their response.

Item 20 — L.7.2 | Spelling | DOK 1 | FITB

Word: premonition

Sentence: She had a **premonition** that the match would not go well for her team.

Repeat: premonition

Write the spelling word you heard: _____

Item 21 — L.7.2 | Spelling | DOK 1 | FITB

Word: bewilderment

Sentence: Marcus stared at the scoreboard in **bewilderment**, unable to understand what had just happened.

Repeat: bewilderment

Write the spelling word you heard: _____

Item 22 — L.7.2 | Spelling | DOK 1 | FITB

Word: unfathomable

Sentence: It seemed **unfathomable** to Marcus that his closest teammate could walk away so easily.

Repeat: unfathomable

Write the spelling word you heard: _____

Item 23 — L.7.2 | Spelling | DOK 1 | FITB

Word: incredulous

Sentence: She was **incredulous** when she heard that the starting position had been offered to someone else.

Repeat: incredulous

Write the spelling word you heard: _____

ANSWER KEY

#	Answer	Standard	Skill	DOK	Type
1	A, C	RL.7.3	Character: evidence reveals character (paras 3–5)	2	TEI – Multi Select
2	C	RL.7.6	POV: Deon’s contrasting perspective (para 6)	2	MC
3	D	RL.7.1	Evidence: Marcus questions loyalty (para 7)	2	MC
4	A, E	RL.7.6	POV: how author develops perspective contrast	3	TEI – Multi Select
5	C	RL.7.3	Character arc: how Marcus changes (whole passage)	3	MC
6	A	RL.7.2	Summary: objective summary (whole passage)	2	MC
7	B	L.7.4b	Morphology: prehens root (apprehensive)	2	MC
8	A	L.7.5c	Word nuance: recruited vs. chose	2	MC
9	B	L.7.4a	Context clues: comprehend (para 5)	2	MC
10	B	L.7.5a	Figurative language: simile (para 1)	2	MC
11	D	RL.7.6	POV: author	2	MC

			develops Yeshi's perspective (whole)		
12	A	RL.7.1	Evidence	2	MC
13	C	RL.7.3	Character: Selam's changing attitude (para 14)	2	MC
14	B	RL.7.1	Evidence: detail supporting Selam's shift (para 16)	2	MC
15	A	RL.7.2	Theme: theme across whole passage	3	MC
16	C	L.7.5b	Connotation: gracious (para 12)	2	MC
17	B	L.7.5c	Word nuance: watch vs. look (para 13)	2	MC
18	C	L.7.4b	Morphology: spec root (prospect, para 14)	2	MC
19	B	L.7.1b	Sentence structure: compound sentence combining	1	MC
20	premonition	L.7.2	Spelling	1	FITB
21	bewilderment	L.7.2	Spelling	1	FITB
22	unfathomable	L.7.2	Spelling	1	FITB
23	incredulous	L.7.2	Spelling	1	FITB

RATIONALE APPENDIX

Item 1 — RL.7.3

✓ **Correct: A)** The banner and team photo are part of the gym setting; gesturing at them shows Marcus values the team's shared history.

✗ **Incorrect: B)** The text frames Marcus's reaction as conviction about the team, not as an attempt to manipulate Deon's feelings.

✓ **Correct: C)** The phrase "It's about all of us" — paired with the gesture at the team's history — shows Marcus sees loyalty as a collective commitment.

✗ **Incorrect: D)** The passage does not present Marcus as more invested in winning the argument; his focus is on what the team means.

✗ **Incorrect: E)** Nothing in the text suggests Marcus wishes to transfer; he is the one resisting Deon's transfer.

Item 2 — RL.7.6

✗ **Incorrect: A)** Deon does not see his decision as “abandoning” the team; he challenges that idea by redefining loyalty. In paragraph 6, he focuses on what loyalty means, not on whether leaving is fair.

✗ **Incorrect: B)** Deon makes no claim that the team was disloyal to him; his argument is forward-looking, not a complaint about the past.

✓ **Correct: C)** Deon states directly: “You think loyalty means staying exactly the same . . . That’s not loyalty. That’s stubbornness.” This directly contrasts Marcus’s appeal to sameness-as-loyalty in paragraph 5. (DOK 2, RL.7.6 contrasting perspectives, L13)

✗ **Incorrect: D)** The passage does not frame either perspective as more carefully considered; Marcus’s argument is grounded in relevant thinking too.

Item 3 — RL.7.1

✗ **Incorrect: A)** Staring at numbers without seeing them shows Marcus is stunned and distracted, not that his understanding of loyalty has changed.

✗ **Incorrect: B)** The description of silence conveys Marcus’s emotional state but does not show a shift in his understanding of loyalty specifically.

✗ **Incorrect: C)** This shows Marcus is thinking about Deon’s words, but it does not clearly show that his thinking has changed.

✓ **Correct: D)** The text states: “Marcus had always believed that word and ‘stubbornness’ described the same quality. He was not certain that was true anymore”—this is the most direct evidence of a genuine shift in his thinking. (DOK 2, RL.7.1 citing explicit evidence)

Item 4 — RL.7.6

✓ **Correct: A)** Deon’s paragraph 6 speech (“That’s not loyalty, Marcus. That’s stubbornness.”) directly counters Marcus’s paragraph 5 argument, creating a clear philosophical contrast between the two characters’ views on loyalty.

✗ **Incorrect: B)** The author does not frame Deon’s calm tone as evidence that his perspective is more correct; calm delivery signals confidence, not authorial endorsement of one view over the other.

✗ **Incorrect: C)** This choice is incorrect because paragraph 8 focuses only on Marcus’s reflection; Deon is not present in this moment, so the text does not directly contrast their perspectives here.

✗ **Incorrect: D)** The narrator stays in Marcus’s limited perspective throughout; Marcus does not demonstrate full awareness of Deon’s reasoning—paragraph 5 shows he cannot comprehend it.

✓ **Correct: E)** Marcus’s focus on the team banner and shared victories (paragraph 5) and Deon’s focus on scholarship opportunities and personal development (paragraph 4) represent incompatible value systems anchored in the same relationship.

Item 5 — RL.7.3

✗ **Incorrect: A)** The passage does not introduce mutual growth as Marcus’s new understanding; it ends with uncertainty, not a new resolved belief.

✗ **Incorrect: B)** This reverses the direction of the shift; Marcus began believing loyalty and stubbornness were the same and ended questioning that belief—not arriving at the opposite conclusion.

✓ **Correct: C)** Marcus begins in paragraph 5 confidently appealing to loyalty as a shared value and then ends in paragraph 7 uncertain whether “loyalty” and “stubbornness” are actually the same thing—a shift from certainty to genuine doubt. (DOK 3, RL.7.3 character arc)

✗ **Incorrect: D)** Marcus does not adopt Deon’s reasoning by the end; he is shaken but does not conclude personal opportunity outweighs loyalty.

Item 6 — RL.7.2

✓ **Correct: A)** This summary captures both the external event (Deon’s announced transfer, the argument) and the internal development (Marcus questioning his belief about loyalty) without overstating or omitting what happens. (DOK 2, RL.7.2 summary)

✗ **Incorrect: B)** The passage does not confirm the friendship ends; it ends on Marcus’s uncertainty, not a concluded breakup. The focus is also on Marcus’s internal shift, not his loyalty to the team.

✗ **Incorrect: C)** Deon does not accuse the team of disloyalty; his argument is about personal growth, not a problem. Marcus also does not conclude the team was disloyal.

✗ **Incorrect: D)** Marcus stays because he is bothered by Deon’s behavior; the passage does not show that the characters reconsider their friendship.

Item 7 — L.7.4b

✗ **Incorrect: A)** This describes part of what comprehend means, but it does not capture the root meaning. The root focuses on grasping, not just thinking.

✓ **Correct: B)** The root prehend means “to grasp.” Both comprehend (to grasp mentally) and apprehensive (to anticipate or mentally grasp something, often with worry) reflect this meaning. (DOK 2, L12 morphology)

✗ **Incorrect: C)** This matches apprehensive in context, but not comprehend. The question asks for the shared root meaning across both words.

✗ **Incorrect: D)** This may seem plausible because Marcus has an emotional reaction, but it is not related to the root prehend. The root refers to grasping, not reacting.

Item 8 — L.7.5c

✓ **Correct: A)** “Recruited” carries a connotation of intentional identification and pursuit—the coach specifically targeted Deon rather than casually asking—which raises the stakes and signals Deon was seen as valuable. (DOK 2, L.7.5c word nuance, L10)

✗ **Incorrect: B)** The word emphasizes deliberate selection of one person, not the breadth of a search.

✗ **Incorrect: C)** “Recruited” describes being sought out, not conditions attached to an offer.

✗ **Incorrect: D)** “Recruited” describes the intentional effort behind the offer, not the medium; nothing in the passage implies a formal written exchange.

Item 9 — L.7.4a

✗ **Incorrect: A)** Deon may appear confident, but reluctance refers specifically to hesitation, not confidence.

✓ **Correct: B)** Marcus is surprised that Deon shows no hesitation about leaving and speaks as if the decision is easy.

✗ **Incorrect: C)** Reluctance is about hesitation or unwillingness, not wanting to change what is happening.

✗ **Incorrect: D)** This meaning connects to comprehend, not reluctance, which describes willingness rather than understanding. (DOK 2, L.7.4a context clues, L9).

Item 10 — L.7.5a

✗ **Incorrect: A)** This answer focuses on distraction, but the sentence emphasizes emotional intensity rather than difficulty concentrating.

- ✓ **Correct: B)** The metaphor characterizes the silence as heavy and enclosing, conveying Marcus’s emotional isolation and unease. (DOK 2, L.7.5a figurative language: metaphor, L14)
- ✗ **Incorrect: C)** This answer interprets the feeling as physical discomfort, but the sentence describes emotional pressure rather than a desire to leave.
- ✗ **Incorrect: D)** This answer is too literal; it ignores how the figurative language conveys emotional weight, not just quietness.

Item 11 — RL.7.6

- ✗ **Incorrect: A)** This answer is too extreme. Yeshi is not only focused on the task; she is also paying close attention to Selam. This option also oversimplifies Selam, who is thinking but also becoming more engaged in the activity.
- ✗ **Incorrect: B)** Yeshi does not give Selam detailed instructions, and this option does not focus on perspectives.
- ✗ **Incorrect: C)** This answer focuses on skill and experience, not on perspective.
- ✓ **Correct: D)** Yeshi speaks only in short, purposeful sentences (“Come and try,” “Watch,” “Not just look,” “Now”) and acts without explaining herself, while Selam’s perspective unfolds across paragraphs of interior thought. This contrast shows that Yeshi’s way of communicating is embodied and active. (DOK 2, RL.7.6 contrasting perspectives)

Item 12 [New Item] — RL.7.1

- ✓ **Correct: A)** This directly shows Yeshi valuing careful attention by telling Selam to “watch” more closely.
Her words clearly emphasize the difference between simply looking and truly paying attention. (DOK 2, RL.7.1 supporting evidence)
- ✗ **Incorrect: B)** This shows Yeshi inviting Selam to participate, not her emphasis on careful attention. It does not highlight the idea of slowing down or observing closely.
- ✗ **Incorrect: C)** This shows Yeshi correcting Selam’s mistake, but it does not clearly explain why attention matters. The action suggests patience, but not the specific idea of careful watching.
- ✗ **Incorrect: D)** This shows Yeshi’s familiarity with the kitchen, not her focus on careful attention. It describes her experience, not her belief about how to approach the task.

Item 13 — RL.7.3

- ✗ **Incorrect: A)** Paragraph 14 describes Selam beginning to want something she had not expected to want—the opposite of emotional distance.
- ✗ **Incorrect: B)** There is no evidence Selam secretly wanted to learn the ritual; the shift is about connection, not about a previously hidden interest in the skill.
- ✓ **Correct: C)** Paragraph 14 describes Selam realizing that Yeshi may be paying the same careful attention to her as to the beans—not trying to change her, just watching who she already is. The “prospect of being known that carefully” feels strange but unexpectedly wanted. (DOK 2, RL.7.3 character development)
- ✗ **Incorrect: D)** The passage does not frame the shift as a recognition of shared traits; the change is about being seen and known, not about similarities.

Item 14 — RL.7.1

- ✗ **Incorrect: A)** The beans darkening shows Selam completing the task successfully, but success with the task is the result of the shift, not the evidence of it.

✓ **Correct: B)** The detail that “something inside Selam . . . subsided, the way a held breath finally releases” directly describes an internal release of tension—the clearest evidence of an emotional shift. (DOK 2, RL.7.1 citing evidence, L12)

✗ **Incorrect: C)** Recognizing the smell shows Selam connecting the kitchen experience to her grandmother, but it is a sensory observation, not evidence of an internal change.

✗ **Incorrect: D)** This describes the smell in the kitchen, which reflects Selam’s success with the task, not an internal emotional shift.

Item 15 — RL.7.2

✓ **Correct: A)** The passage builds toward Selam realizing that Yeshe has been paying careful attention to her all along—and that slowing down allowed Selam to notice this and to be open to connection. The final lines make this explicit: “She had only been moving too fast to notice.” (DOK 3, RL.7.2 theme, whole passage synthesis)

✗ **Incorrect: B)** This focuses on Selam needing to pay attention to learn a task, but it misses the idea of emotional connection between people.

✗ **Incorrect: C)** This is partly true, but it focuses on family and traditions rather than the main idea about slowing down to connect.

✗ **Incorrect: D)** This is true in the passage, but it focuses on learning a skill, not the deeper message about connection and being seen.

Item 16 — L.7.5b

✗ **Incorrect: A)** Selam feels it is difficult to refuse, but easy does not capture the idea of politeness that gracious conveys.

✗ **Incorrect: B)** Selam needs to respond in the moment, but gracious is about being polite, not about speed.

✓ **Correct: C)** Gracious means polite and considerate, so it shows there was no polite way for Selam to refuse. (DOK 2, L.7.5b, L16)

✗ **Incorrect: D)** Gracious refers to manners, not how clear something is.

Item 17 — L.7.5c

✗ **Incorrect: A)** The distinction is about the quality of attention, not about what context each action is appropriate for.

✓ **Correct: B)** Yeshe draws the contrast after Selam rushed and scorched the beans—Selam was looking (registering the surface) but not watching (attending carefully and intentionally). The distinction is between passive observation and active, purposeful attention. (DOK 2, L.7.5c word nuance, L10)

✗ **Incorrect: C)** The passage does not address memory; the contrast is about attentiveness in the present moment, not what is retained afterward.

✗ **Incorrect: D)** Neither word relates to physical distance; both occur at the same close range with the pan.

Item 18 — L.7.4b

✗ **Incorrect: A)** The root spec means to see or look, but prospect points forward—toward something not yet experienced, not something familiar.

✗ **Incorrect: B)** Prospect points forward toward possibility, not backward toward memory; the suffix and prefix both signal forward-looking orientation.

✓ **Correct: C)** Prospect combines pro- (forward) with spec (to look/see), meaning to look forward toward something possible. In context, Selam is contemplating the idea of being truly seen by her grandmother—a future emotional experience, not a certainty. (DOK 2, L.7.4b morphology, L6 spec root)

✗ Incorrect: D) There is no plan in the passage; Selam has not formed an intention. Prospect here refers to a possible experience she is considering emotionally, not a concrete goal.

Item 19 — L.7.1b

✗ Incorrect: A) "And" is the correct coordinating conjunction, but a comma is required before a coordinating conjunction when joining two independent clauses in a compound sentence. Without the comma, this sentence is incorrectly punctuated and does not meet the standard for a correctly formed compound sentence.

✓ Correct: B) "And" is a coordinating conjunction that joins two independent clauses ("Selam went slowly" and "the circles stayed small") with a comma before the conjunction, forming a correctly punctuated compound sentence. The sequence also preserves the cause-and-effect relationship implied in the passage—she went slowly, and as a result, the circles stayed small. (DOK 1, L.7.1b sentence combining)

✗ Incorrect: C) "Because" is a subordinating conjunction that creates a complex sentence, not a compound one. It also reverses the logical relationship—going slowly is what caused the circles to stay small, not the other way around. The missing comma is a punctuation error as well, but the subordination is the more fundamental issue.

✗ Incorrect: D) "Because" is a subordinating conjunction that creates a complex sentence, not a compound one. It also reverses the logical relationship—going slowly is what caused the circles to stay small, not the other way around.