



**Grade 8**  
**English Language Arts/Literacy**  
**End of Year S/M Informational**  
**Text Set**

**2018 Released Items**

## **2018 Released Items: Grade 8 End of Year S/M Informational Text Set**

The short/medium (S/M) informational text set requires students to read an informational text and answer questions.

The 2018 blueprint for the grade 8 S/M informational text set includes Evidence-Based Selected Response/ Technology-Enhanced Constructed Response items.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- Guide to English Language Arts/Literacy Released Items: Understanding Scoring 2015
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring 2016

## PARCC Release Items Answer and Alignment Document

Text Type: EOY Inf S-M		
Passage(s): "Saving Senate Records"		
Item Code	Answer(s)	Standards/Evidence Statement Alignment
FF429363808	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	L 8.4.1 RH 8.1.3
FF429366648	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RH 8.1.3 RI 8.6.2
FF429366280	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RH 8.1.3 RH 8.5.3
FF429364487	<b>Item Type: TECR</b>  <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; margin: 0;"><b>Danger: Conflict</b></p> <p style="margin: 0;">". . . Machen commandeered a wagon from a District resident and began loading it with bundles of Senate papers." (paragraph 2)</p> </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;"> <p style="margin: 0;">". . . no secretary was on hand to protect the collection from the invading soldiers." (paragraph 2)</p> </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; margin: 0;"><b>Danger: Crime</b></p> <p style="margin: 0;">". . . autograph seekers had harvested signatures and thieves had stolen notable state papers." (paragraph 4)</p> </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; margin: 0;"><b>Danger: Neglect</b></p> <p style="margin: 0;">". . . these founding-era documents and other Senate papers were stored away in the Capitol's damp basement . . . ." (paragraph 3)</p> </div> <div style="border: 1px solid gray; padding: 5px;"> <p style="margin: 0;">"He found there surprised mice and disordered papers." (paragraph 4)</p> </div>	RH 8.1.3 RI 8.2.2
FF429363333	<b>Item Type: EBSR (additional item)</b> <b>Part A: A</b> <b>Part B: B</b>	RH 8.1.3 RI 8.4.1

<p>FF429365088</p>	<p><b>Item Type: TECR (additional item)</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; margin: 0;">Steps that Led to the Creation of the Senate Archives</p> <ol style="list-style-type: none"> <li style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">1. A Senate clerk collected documents to keep them safe during a war.</li> <li style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">2. The Senate documents were put into storage in the Capitol.</li> <li style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">3. A Senate clerk found that documents were disorganized or missing.</li> <li style="border: 1px solid black; padding: 2px;">4. The government decided to store documents in a permanent location.</li> </ol> </div>	<p>RH 8.1.3 . RH 8.3.5</p>
<p>FF429365802</p>	<p><b>Item Type: EBSR (additional item)</b> <b>Part A: D</b> <b>Part B: B</b></p>	<p>RH 8.1.3 RI 8.5.1</p>
<p>FF429367008</p>	<p><b>Item Type: EBSR (additional item)</b> <b>Part A: B</b> <b>Part B: D</b></p>	<p>RH 8.1.3 RH 8.5.3</p>

Read the article “Saving Senate Records.” Then answer the questions.

### Saving Senate Records

- 1** On a sweltering August day in 1814, word reached the Capitol that British forces had swept aside the defending American army at Bladensburg, Maryland, and would occupy Washington by dusk. By late afternoon, British soldiers had marched on the Capitol, torching just about everything in sight. The documentary record of the Senate’s earliest years might have gone up in flames as well, had it not been for the quick action taken by a 24-year-old Senate clerk named Lewis Machen.
- 2** Since 1789 Secretary of the Senate Samuel Otis had safeguarded the Senate’s growing collection of records—bills, reports, handwritten journals, and even the Senate’s mark-up of the Bill of Rights. But Otis died in April of 1814, and no secretary was on hand to protect the collection from the invading soldiers. Fortunately, with little time to spare, Lewis Machen devised a plan to save the precious records. Assisted by a Senate messenger, an African American named Tobias Simpson, Machen commandeered a wagon from a District resident and began loading it with bundles of Senate papers. “I engaged in removing . . . all the Books and papers of the office which I considered of more value,” he later recalled. “When the sun was nearly setting, our vehicle being able to contain no more, I departed.”
- 3** Machen headed southeast toward a family farm in Maryland. The journey proved to be adventurous. As he traveled in complete darkness, one wagon wheel flew off, forcing him to borrow “without leave from the owner” a replacement from an abandoned blacksmith shop. As he approached the Maryland state line, the wagon suddenly and violently overturned, spewing bundles of papers in all directions. It took several hours to repair that damage and reload the valuable cargo. In the morning hours, Machen finally reached the relative safety of the farm. Later, another Senate clerk delivered the records to Brookville, where government officials were working in exile. Five years later, the documents were returned to a rebuilt Capitol. As the years went by, these founding-era documents and other Senate papers were

stored away in the Capitol’s damp basement rooms and humid attic spaces—and were forgotten.

- 4** More than a century later, in 1927, another Senate clerk named Harold Hufford entered one of those basement storerooms. He found there surprised mice and disordered papers. Under his foot lay an official-looking document that bore two distinct markings: the print of his rubber-heeled shoe and the signature of John C. Calhoun. “I knew who Calhoun was;” Hufford said, “and I knew the nation’s documents shouldn’t be treated like that.” Over the next decade, Hufford inventoried Senate records stored throughout the Capitol, and discovered that autograph seekers had harvested signatures and thieves had stolen notable state papers. Clearly, the Senate needed a place to archive its important collection.
- 5** In 1934, Congress established the National Archives. Three years later, the history-conscious Senate launched another rescue mission—less dramatic than that of 1814, but equally important—and began transferring its records to the newly built Archives. Today, the Senate can boast of a vast archival collection dating back to March 4, 1789, its very first day of operation—thanks, in part, to two diligent clerks named Hufford and Machen.

“Saving Senate Records”—Public Domain

**1. Part A**

What does the phrase **without leave from the owner** mean as it is used in paragraph 3?

- A. without going far away from the owner
- B. without causing difficulty for the owner
- C. without asking permission from the owner
- D. without following the instructions of the owner

**Part B**

Which evidence from paragraph 3 helps the reader understand the meaning of the phrase **without leave from the owner**?

- A. “. . . toward a family farm in Maryland.”
- B. “. . . traveled in complete darkness . . .”
- C. “. . . one wagon wheel flew off. . . .”
- D. “. . . from an abandoned blacksmith shop.”

**2. Part A**

What is the author's **main** purpose for writing the article?

- A. to warn against storing valuable historical documents in unsafe locations
- B. to emphasize the work of individuals who protected important historical documents
- C. to praise the government for its commitment to preserving valued historical documents
- D. to encourage the government to continue its efforts in preserving precious historical documents

**Part B**

Which evidence from the article **best** supports the answer to Part A?

- A. "Under his foot lay an official-looking document. . . ." (paragraph 4)
- B. ". . . the history-conscious Senate launched another rescue mission. . . ." (paragraph 5)
- C. "Today, the Senate can boast of a vast archival collection. . . ." (paragraph 5)
- D. ". . . thanks, in part, to two diligent clerks . . ." (paragraph 5)

**3. Part A**

What is the **main** way in which the article presents information to the reader?

- A. by explaining the value of the Senate documents that needed protection
- B. through chronological accounts of events that protected the Senate documents
- C. by examining the failure of the Senate to protect its document collection
- D. through a comparison of the reasons that two Senate clerks took action to protect documents

**Part B**

Which evidence from the article **best** supports the answer to Part A?

- A. "The documentary record of the Senate's earliest years might have gone up in flames as well. . . ." (paragraph 1)
- B. ". . . bills, reports, handwritten journals, and even the Senate's mark-up of the Bill of Rights." (paragraph 2)
- C. "But Otis died in April of 1814, and no secretary was on hand. . . ." (paragraph 2)
- D. "Over the next decade, Hufford inventoried Senate records stored throughout the Capitol. . . ." (paragraph 4)

4. A central idea of the article is that Senate documents have been threatened by different types of dangers. Show how this central idea is developed by matching each detail from the article with the type of danger that it **best** illustrates. All **five** details must be used.

“... no secretary was on hand to protect the collection from the invading soldiers.” (paragraph 2)

“... Machen commandeered a wagon from a District resident and began loading it with bundles of Senate papers.” (paragraph 2)

“... these founding-era documents and other Senate papers were stored away in the Capitol’s damp basement. . . .” (paragraph 3)

“He found there surprised mice and disordered papers.” (paragraph 4)

“... autograph seekers had harvested signatures and thieves had stolen notable state papers.” (paragraph 4)

**Danger: Conflict**

**Danger: Crime**

**Danger: Neglect**

**5. Part A**

How does the author’s use of the phrase **swept aside** affect the meaning of paragraph 1?

- A. by emphasizing the urgent need for action
- B. by suggesting the historical significance of the event
- C. by criticizing the disorganization of the defending troops
- D. by demonstrating how invading forces destroyed property

**Part B**

Which evidence from paragraph 1 **best** supports the answer to Part A?

- A. “. . . word reached the Capitol. . . .”
- B. “. . . would occupy Washington by dusk.”
- C. “The documentary record . . .”
- D. “. . . the Senate’s earliest years . . .”

6. Identify **four** key steps that led to the creation of the Senate archives. Place the steps into the table in the correct order.

The Senate documents were put into storage in the Capitol.

The government officials moved to a location outside of Washington.

The Secretary of the Senate died while he was still in office.

A Senate clerk found that documents were disorganized or missing.

A Senate clerk collected documents to keep them safe during a war.

The government decided to store documents in a permanent location.

Steps that Led to the Creation of the Senate Archives	
1.	
2.	
3.	
4.	

**7. Part A**

Read the sentences from paragraph 3.

As he approached the Maryland state line, the wagon suddenly and violently overturned, spewing bundles of papers in all directions. It took several hours to repair that damage and reload the valuable cargo.

What is the purpose of the sentences within paragraph 3?

- A. to explain why Machen needed assistance to accomplish his task
- B. to explain the condition of the documents at the end of Machen’s trip
- C. to provide facts that illustrate the long distance that Machen had to travel
- D. to provide details that demonstrate the remarkable nature of Machen’s feat

**Part B**

Which evidence from paragraph 3 **best** supports the answer to Part A?

- A. “Machen headed southeast toward a family farm. . . .”
- B. “The journey proved to be adventurous.”
- C. Later, another Senate clerk delivered the records to Brookville. . . .”
- D. “. . . the documents were returned to a rebuilt Capitol.”

**8. Part A**

Which claim does the author make in the article?

- A. The Senate documents could have been completely destroyed in 1814.
- B. The Capitol was the safest location to store Senate documents after 1814.
- C. Because of the events of 1814, the Senate realized the importance of preserving key documents.
- D. If the Secretary of the Senate had not died in 1814, the documents would have been better protected.

**Part B**

Which evidence from the article **best** supports the claim in Part A?

- A. “. . . British soldiers had marched on the Capitol, torching just about everything in sight.” (paragraph 1)
- B. “. . . Secretary of the Senate Samuel Otis had safeguarded the Senate’s growing collection of records. . . .” (paragraph 2)
- C. “Five years later, the documents were returned to a rebuilt Capitol.” (paragraph 3)
- D. “In 1934, Congress established the National Archives.” (paragraph 5)