

Example Items

Reading LA 6 ESL Intermediate (Y2)

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are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

On the Example set and the ACP, Figure 19 SEs are bundled with the TEKS Strand for the genre of the passage tested. The items with bundled SEs on the Example set are representative of those on the ACP but may *not* be inclusive of all possible bundled SEs. The ACP Blueprint does show all Figure 19 bundled SEs assessed on the ACP. *Also, the specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

(1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of Assessment.dallasisd.org.

OR

(2) To submit directly, click “Example Feedback” **after** you login to the [Assessment website](#).

First Semester

2018–2019

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EXAMPLE ITEMS RLA 6 ESL Intermediate (Y2), Sem 1



Read the selection and choose the best answer for each question.

Ooka and the Stolen Smell

by I.G. Edmonds

- 1 Ooka Tadasuke was a famous judge. He never refused to hear a case. It didn't matter how strange a case was. Ooka would always listen. The strangest case of all was the famous Case of the Stolen Smell.
- 2 It all began when a poor student rented a room over a shop where fried food could be bought. The student was a likeable young man. The shop owner was very greedy and treated students poorly. One day he heard the student talking with a friend.
- 3 "It is sad to be so poor that one can only afford to eat plain rice," the friend complained.
- 4 "Oh," said the student, "I have found an answer to that problem. I eat my rice when the shopkeeper downstairs fries his fish. The smell comes up, and my humble rice has much more flavor. It is really the smell that makes things taste so good."
- 5 The shopkeeper was furious. Somebody was enjoying the smell of his fish without paying! "Thief!" he shouted. "I demand that you pay me for the smells you have stolen."
- 6 "A smell is a smell," the student replied. "Anyone can smell what he wants to. I will pay you nothing."
- 7 The shopkeeper ran to Ooka's court and charged the student with theft. Everyone in the room laughed, but Ooka agreed to hear the case.
- 8 "Every person can have their day in court," Ooka explained.
- 9 Ooka sat on his bench and listened to the shopkeeper and the student.
- 10 "The student is guilty," Ooka said. "Taking another person's property is theft. A smell is no different from any other property."
- 11 The shopkeeper was happy. The student was shocked. He was very poor, and he owed the shopkeeper for three months of smelling. The judge would probably throw him in jail.



EXAMPLE ITEMS RLA 6 ESL Intermediate (Y2), Sem 1

- 12 "How much money do you have?" Ooka asked him.
- 13 "Only enough to pay my rent," the student replied. "If I cannot pay my rent, I will be thrown out into the street."
- 14 "Let me see the money," Ooka said.
- 15 The young man held the money out. Ooka told him to move the money from one hand to the other.
- 16 The judge listened to the sound of the money. "You have now been paid," he told the shopkeeper. "If you have any more complaints, please bring them to me."
- 17 "But your Honor," the shopkeeper said. "I did not get the money! The thief just dropped it from one hand to the other. I have nothing." He held up his empty hands.
- 18 Ooka stared at the shopkeeper. "It is my judgment that punishment should fit the crime. I have decided that the price of the smell of food is the sound of money. You have now been paid. This case is over."

1 In paragraph 4, the word humble means —

- A** expensive
- B** sad
- C** simple
- D** dirty

2 The reader can conclude that judge Ooka is —

- A** fair
- B** greedy
- C** lazy
- D** quiet

3 Which sentence from the selection shows how the conflict was resolved?

- A** *Every person can have their day in court,...*
- B** *The student is guilty,...*
- C** *He held up his empty hands.*
- D** *You have now been paid.*

EXAMPLE ITEMS RLA 6 ESL Intermediate (Y2), Sem 1

4 The information in paragraphs 16 through 18 supports the idea that judges —

- A are famous around the world
- B make the final decision in court cases
- C spend a lot of time reading books
- D do not like students

5 Which sentence **best** summarizes the story?

- A A student lives in a room over a shop that sells fried food. The student is charged with theft for enjoying the fish smells. A judge decides that the student can pay for the smells with the sound of the money.
- B A student is convicted of stealing smells from a greedy shopkeeper. A judge sends the student to jail. The student continues to enjoy the smell.
- C A greedy shopkeeper sues a poor student for smelling his fish. The student becomes homeless because he cannot pay his rent. The judge makes the student save all his money.
- D A student has to pay for fish smells since he lives over a shop that sells fried food. He gets a lawyer to talk to the judge. The judge decides the student is guilty of theft.

EXAMPLE ITEMS RLA 6 ESL Intermediate (Y2), Sem 1



Read the selection and choose the best answer for each question.

"Who Has Seen the Wind?"

by Christina Rossetti

- 1 Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.
- 5 Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads
The wind is passing by.



6

Read lines 7 and 8 from the poem.

But when the trees bow down their heads
The wind is passing by.

The poet uses personification in these lines to show that the —

- A trees are very old
- B trees are very young
- C wind is blowing the trees
- D wind is breaking the trees

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The poet organizes the poem as she does in order to —

- A emphasize how the trees move
- B explain how angry the wind is
- C describe how a person can know the wind is present when it can't be seen
- D show us that the wind is happy and angry when it passes through

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What is the **best** summary of the entire poem?

- A Leaves tremble when they see the wind. The trees bow down when they see the wind.
- B No one can see the wind but we can see the things it moves.
- C The wind is happy, but only the trembling leaves can see the wind.
- D The wind is angry, but only the bowed-down trees can see the wind.

EXAMPLE ITEMS RLA 6 ESL Intermediate (Y2), Sem 1

➡ Read the selection and choose the best answer for each question. Then fill in the answer on the answer sheet.

Types of Clouds

1 Have you ever sat back to see what shapes the clouds above you were making? Chances are you were looking at cumulus clouds. Cumulus clouds are puffy and white like cotton balls. They come in all different shapes and sizes.

2 But cumulus clouds are only one type of cloud. For years, people have studied the color and speed of clouds so that they can predict the weather. In the process, they've discovered many different types of clouds. Some clouds are found at higher altitudes than others. Some clouds are puffy and look like different types of animals. Others are flat. Each type of cloud has its own name. But most clouds fall into one of three main types. They can be cumulus, cirrus, or stratus.



3 Clouds are identified by how far up they're found in the sky and the way that they look. Cirrus clouds travel very high in the sky. Generally, they are found at altitudes over 18,000 feet. They are wispy and light. They may look like feathers or like a pony's tail. Sometimes several cirrus clouds will be in a row. The clouds look like a trail of smoke across the sky.

4 Stratus clouds are closer to the earth and are usually found at about 7,000 feet. Stratus clouds are gray and flat. They all look like part of the same mass of cloud. You can't really tell that the group is more than one cloud. Often, they cover the whole sky.

9 Which characteristic(s) **best** describe the different types of clouds?

- A Their weight, length, and height
- B The shape, size, color, and altitude
- C The weather and season
- D Their location in the sky

10 The author organizes paragraphs 2 through 4 to —

- A describe the different shapes and sizes of clouds
- B compare cumulus clouds to stratus clouds
- C tell why clouds have different shapes
- D explain how clouds are found at different heights

EXAMPLE ITEMS RLA 6 ESL Intermediate (Y2), Sem 1



Use "Who Has Seen the Wind?" and "Types of Clouds" to answer the next question.

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The authors of both selections would agree that —

- A the temperature is lower when wind and clouds are present
- B wind and clouds can be seen by many people
- C the effects of moving wind and moving clouds can be seen
- D wind and clouds are scary and can cause damage

EXAMPLE ITEMS RLA 6 ESL Intermediate (Year 2) Key, Sem 1

Item#	Key	SE	SE Justification
1	C	6.2B	Use context (e.g., cause and effect organizational text structures) to determine or clarify the meaning of multiple meaning words
2	A	6.6 F19D [R]	Make inferences about text and use textual evidence to support understanding
3	D	6.6A	Summarize the elements of plot development in various works of fiction
4	B	6.10A	Summarize the supporting details in text, demonstrating an understanding that a summary does not include opinions
5	A	6.6 F19E [R]	Summarize texts in ways that maintain meaning and logical order within a text and across texts
6	C	6.4A	Explain how figurative language (e.g., personification) contributes to the meaning of a poem
7	C	6.4 F19D [S]	Draw conclusions from text to support their understanding
8	B	6.6 F19E [R]	Draw conclusions from text to support their understanding
9	B	6.10D	Synthesize and make logical connections between ideas within a text
10	A	6.10C	Explain how different organizational patterns develop the main idea
11	C	6.10D	Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres