

# Example Items

## Reading LA 7 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](http://Assessment.dallasisd.org).

OR

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

First Semester

2018–2019

Code #: 5171

## EXAMPLE ITEMS RLA 7 ESL Intermediate (Y2), Sem 1



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

### Old Snake

*by Pat Mora*

Old Snake knows.  
Sometimes you feel  
you just can't breathe  
in your own tight skin.  
5 Old Snake says, "Leave  
those doubts and hurts  
buzzing like flies in your ears.  
When you feel your frowns,  
like me wiggle free  
10 from I can't, I can't.  
Leave those gray words  
to dry in the sand  
and dare to show  
your brave self,  
15 your bright true colors."

1

Read line 1 from the poem.

Old Snake knows.

What is the most likely reason the poet starts with the words in line 1?

- A To show the mood of the snake
- B To emphasis the title
- C To stress the snake's wisdom
- D To highlight the meaning of the poem

## EXAMPLE ITEMS RLA 7 ESL Intermediate (Y2), Sem 1



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

### The Farmer, the Snake, and the Eggs and Bacon

*by Vinnie Rotondaro*

- 1 The farmer woke up just as the sun crested his windowsill. Rays of light poured over his face. His eyelids cracked open.
- 2 He had a mean hunger that morning. Truth be told, the farmer had a mean hunger every morning. Farm work is hard work, and for this farmer, like any other, breakfast was the most important meal of the day. "It's like putting a big old log on the fire," he often said about the meal. "You get that one big log on, get it burning real hard, and that fire will keep going all day long." That's how the farmer viewed breakfast. Eat something healthy, and eat a lot of it.
- 3 "What should I eat this morning?" the farmer thought to himself.
- 4 He thought and thought, rubbing his chin with those rough, powerful hands of his. Then it hit him.
- 5 "Ah," he said. "Eggs and bacon."
- 6 "Yes," the farmer said to himself. "Today I will treat myself."
- 7 He was excited at that thought. There was nothing better in the farmer's estimation than two farm fresh eggs cooked over-easy and laid atop some bacon strips. The sight of it, the smell of it, the taste of it—the whole of it just gave the farmer that good and happy feeling. It filled him with love for life.
- 8 The farmer would have to go to the chicken coop<sup>1</sup> to collect them. So that's what he decided he would do.
- 9 The chicken coop was a short distance away from the farmhouse, down past the pigpen and the garden.
- 10 Something seemed off when he neared the chicken coop. The chickens were making a fuss, clucking and flapping and swirling about all together in a corner of the coop. Usually they were relaxed, but this morning, no, they weren't relaxed. Something was wrong.
- 11 The farmer grew suspicious, and when he got closer, he saw what was wrong. A big, black, mean-looking snake had snuck into the coop.
- 12 "A snake, great," the farmer thought. "Okay, let's get to solving this problem."
- 13 "I'll need to find a long stick," he thought. "Preferably with a hook on the end of it."

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<sup>1</sup>coop: a cage or pen for chicken

## EXAMPLE ITEMS RLA 7 ESL Intermediate (Y2), Sem 1

- 14 He darted off to the woods and spent a couple minutes rummaging around through the brush. Then he found it—the perfect stick, long, strong and hooked at the end.
- 15 “Eureka!” he exclaimed.
- 16 The farmer ran back to the chicken coop with the stick in hand. He opened the door to the coop and poked at the snake. He was far away enough not to risk getting bitten, and it hissed and stabbed its head out, showing its fangs.
- 17 The farmer poked at it again, and this time, when it shot its head out he started pulling the rest of its body along with the hook on the end of the stick. Scooting back with his feet, he pulled that snake plumb out of the chicken coop and then whacked the snake on the head.
- 18 “Get outa here you stupid snake!” he yelled.
- 19 The farmer shook his head in disbelief. “The things I have to go through to get some eggs and bacon,” he thought.
- 20 Then he thought about what lay in store for him, and his eyes opened wide with anticipation. He grabbed two eggs, darted back to the garden, picked some lettuce and a tomato and ran to the shed where he kept the cured bacon.
- 21 “Ready to roll!” the farmer said.
- 22 He washed the lettuce and the tomato, and cooked up the bacon. When it was crispy he took it out of the pan and, using the leftover fat, he cooked up those eggs.
- 23 “Man!” the farmer said, laying the eggs ovetop the bacon, alongside the lettuce and tomatoes, “man, does that breakfast look good!”

2

Based on paragraph 2, the reader can conclude that the farmer —

- A eats breakfast every day
- B becomes lazy after breakfast
- C does not like to cook
- D has to work before eating breakfast

3

How does the setting contribute to the conflict in the story?

- A He has to feed the chickens every morning.
- B He likes to walk on the farm before breakfast.
- C He has to go to the coop to get the eggs.
- D He has to go to the store before cooking.

## EXAMPLE ITEMS RLA 7 ESL Intermediate (Y2), Sem 1

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4

What is the **best** summary of the story?

- A A snake scares the chickens in the chicken coop and the farmer has to kill the snake. The farmer has to do so much work to get his eggs. He decides he no longer wants to eat breakfast.
- B The farmer eats bacon and eggs every morning. On this day he eats something else because he sees a snake in the chicken coop. He cannot get any eggs for breakfast.
- C A farmer's chickens are acting strange. The farmer goes out to the chicken coop to check on them. He sees a snake and is too afraid to collect his eggs. He decides to start his work without eating breakfast.
- D Every morning the farmer eats breakfast. This morning he wants eggs and bacon for breakfast. When the farmer goes to the chicken coop, he sees a snake. He hits the snake with a stick. The farmer gets his eggs and returns home to cook his breakfast.



**Use "Old Snake" and "The Farmer, the Snake, and the Eggs and Bacon" to answer the next question.**

5

How does the "Old Snake" differ from "The Farmer, the Snake, and the Eggs and Bacon"?

- A The poem presents a fast snake, while the story presents an excited snake.
- B The poem presents a wise snake, while the story presents a dangerous snake.
- C The snake in the poem does not speak, while the snake in the story speaks.
- D The snake in the poem is fearful, while the snake in the story is brave.

## EXAMPLE ITEMS RLA 7 ESL Intermediate (Y2), Sem 1



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

### What Causes Blindness?

- 1 Eye problems can develop before a baby is born. Sometimes, parts of the eyes don't form the way they should. A child's eyes might look fine, but the brain has trouble processing the information they send. The optic nerve sends pictures to the brain. If the nerve doesn't form correctly, the baby's brain won't receive the messages needed to see.
- 2 Blindness can be genetic or inherited. This means that this blindness gets passed down to a child from the parents. Although, all children in a family will not be blind.
- 3 Blindness also can be caused by an accident. That's why it's so important to protect your eyes when you play sports, like hockey.
- 4 Some illnesses, such as diabetes, can damage a person's eyes over time. Other eye diseases, such as cataracts, can cause problems or blindness. Eye diseases usually affect older people.

6

Paragraph 1 is mostly about —

- A eye problems a baby might have at birth
- B how the brain works at birth
- C ways to protect a child's vision
- D how a baby's eyes can change color

7

Which phrase from paragraph 2 helps the reader understand the meaning of the word genetic?

- A *blindness gets*
- B *passed down*
- C *All children*
- D *in a family*

8

Which idea is found throughout the selection?

- A Blindness can be caused by an accident.
- B Parents should protect their baby from blindness.
- C Sometimes diabetes can cause blindness.
- D Sometimes blindness cannot be prevented.

## EXAMPLE ITEMS RLA 7 ESL Intermediate (Y2), Sem 1

9

The author organizes the selection by —

- A comparing the different parts of the body
- B explaining the part of the eye that causes blindness
- C showing how to protect the eyes from injury and diseases
- D describing the causes of blindness in children and adults



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

*Cynthia wrote this article for her school newspaper. She hopes to persuade her principal to give students more time between classes. Read Cynthia's paper and look for the revisions she should make. Then answer the questions that follow.*

### Not Enough Time

(1) Ring! (2) The ringing bell signals that it's time to change classes. (3) You have only five minutes to pack up your things and get to your next class. (4) That may sound like enough time, but it goes by very fast.

(5) What if you need to go to the restroom? (6) It's hard to get through the crowd and find a restroom that doesn't have a line. (7) You don't even have time to get a drink of water!

(8) What if your next class is on another floor? (9) Our school has three floors, and the stairs get even more crowded than the halls. (10) You have the teachers and principals constantly telling you to get to class. (11) You finally get to your class. (12) You're feeling very stressed.

(13) The only idea is to add a few more minutes between each class.

10

What transition can **best** be added to the beginning of sentence 10?

- A In addition,
- B However,
- C In contrast,
- D Similarly,

11

What change, if any, should be made to improve sentence 13?

- A Change **only** to **wrong**
- B Change **idea** to **solution**
- C Change **minutes** to **minute**
- D Make no change

## EXAMPLE ITEMS RLA 7 ESL Intermediate (Y2), Sem 1



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

### Making French Toast

(1) Set the stove on high heat. (2) Place the pan over the burner. (3) Add a non-stick spray, olive oil, or butter so that the bread will not stick to the pan. (4) Crack the eggs into a bowl. (5) Add milk, vanilla extract, and cinnamon and beat them with a fork. (6) Turn the heat down to medium-low once the pan is heated. (7) Dip the bread into the egg mickture. (8) Coat the slice of bread with the mixture. (9) Place the bread onto the pan. (10) Cook the toast until golden on both sides. (11) Put the toast on a plate. (12) Then immediately served with syrup.

12

What change should be made in sentence 7?

- A Change ***Dip*** to ***Dipp***
- B Add a comma after ***bread***
- C Change ***into*** to ***onto***
- D Change ***mickture*** to ***mixture***

13

What change, if any, should be made in sentence 12?

- A Change ***Then*** to ***Than***
- B Change ***served*** to ***serve***
- C Change ***served*** to ***serving***
- D Make no change



**EXAMPLE ITEMS RLA 7 ESL Intermediate (Year 2) Key, Sem 1**

<b>Item#</b>	<b>Key</b>	<b>SE</b>	<b>SE Justification</b>
<b>1</b>	C	7.4A	Analyze the importance of graphical elements (e.g., capital letters) on the meaning of a poem
<b>2</b>	A	7.6 F19D [R]	Make complex inferences about text and use textual evidence to support understanding
<b>3</b>	C	7.6A	Explain the influence of the setting on plot development
<b>4</b>	D	7.6 F19E [R]	Summarize texts in ways that maintain meaning and logical order within a text and across text
<b>5</b>	B	F19F	Make connections between and across texts, and provide textual evidence
<b>6</b>	A	7.10A	Evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning
<b>7</b>	B	7.2B	Use context (within a sentence and in larger section of text) to determine or clarify the meaning of unfamiliar or multiple ambiguous words
<b>8</b>	D	7.10D	Synthesize and make logical connections between ideas within a text and support those findings with textual evidence
<b>9</b>	D	7.10C	Use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text
<b>10</b>	A	7.14C	Revise drafts to ensure precise word choice and the use of effective transitions
<b>11</b>	B	7.14C	Revise drafts to ensure precise word choice and use of simple sentences
<b>12</b>	D	7.14D	Edit drafts for spelling
<b>13</b>	B	7.19Ai	Identify, use and understand the function of the following parts of speech in the context of writing: verbs