

Example Items

RLA 7 ESL Intermediate (Year 2)

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Items 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.

*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 the [Assessment website](https://assessment.dallasisd.org): <https://assessment.dallasisd.org>.

OR

(2) To submit directly, click “Example Feedback – online form” **after** you click the Example Items link under ACP Resources on the ACP tab on the [Assessment website](#).

First Semester
2020–2021
Code #: 5171

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 coop¹ 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."

¹coop: a cage or pen for chickens

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 out of 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!”

1

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

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

2

Read the dictionary entry.

rough \ˈrʌf\ adj. **1.** not gentle or careful
2. not precise or exact **3.** having a surface that is not even **4.** having a harsh sound

Which definition **best** fits the meaning of the word rough as it is used in paragraph 4?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

3

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

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

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.

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.

5 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

6 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*

7 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 Blindness can happen at any age.

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

8

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



Use “The Farmer, the Snake, and the Eggs and Bacon” and “What Causes Blindness?” to answer the next question.

9

What is one way that the two passages are similar?

- A They tell stories about showing courage.
- B They teach the value of staying healthy.
- C They show the challenges some people face.
- D They explain how to achieve difficult goals.

REVISING

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



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 in sentence 13?

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

EDITING

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 mixture. (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 semicolon after ***egg***
- C Change ***into*** to ***onto***
- D Remove the comma after ***bread***

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

Item#	Key	SE	SE Justification
1	A	7.5F	Make inferences and use evidence to support understanding
2	C	7.2A	Use print...resources to determine the meaning...pronunciation...and part of speech
3	C	7.7D	Analyze how the setting influences...plot development
4	D	7.6D	Paraphrase and summarize texts in ways that maintain meaning and logical order
5	A	7.8Di	Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence
6	B	7.2B	Use context such as contrast or cause and effect to clarify the meaning of words
7	D	7.5H	Synthesize information to create new understanding
8	D	7.8Diii	Analyze characteristics and structural elements of informational text, including organizational patterns
9	C	7.5E	Make connections to...ideas in other texts
10	A	7.10C	Revise drafts for clarity, development, organization, style, word choice, and sentence variety
11	B	7.10C	Revise drafts for clarity, development, organization, style, word choice, and sentence variety
12	D	7.10D (ii), (viii)	Edit drafts using standard English conventions, including commas to set off...clauses
13	B	7.10D (ii), (viii)	Edit drafts using standard English conventions, including...appropriate use of verb tenses