

Example Items

Reading LA 8 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

2017–2018

Code #: 5181

EXAMPLE ITEMS RLA 8 ESL Interm. Y2, Sem 1



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

A Playground Problem

by Rachelle Kreisman

- 1 Have you ever built a model? A model is a small copy of something. People make models of buildings, cars, and many other things. Models can be fun to build, but they also can communicate ideas to other people.
- 2 Let's say your town wants to construct a playground. However, the town has only a small amount of money to spend.
- 3 People are chosen to design and build the playground. They know they must keep costs low, so the design team decides to save money by reusing materials. The team will use old tires to make swings and will recycle plastic bottles and milk jugs to make rides. Someone suggested building play tunnels out of old plastic tubes.
- 4 Those ideas will save money and will also help the earth by not making more trash.
- 5 The team builds a model using recycled materials. The designers bring their model to the town leaders. The leaders look it over. They ask lots of questions. The leaders ask for some changes to improve the model. After the problems are fixed, the leaders like what they see.
- 6 The model helps everyone understand how the playground can work. Soon, the playground is built. It looks like the model, only much bigger!

From "A Playground Problem." © 2015 ReadWorks®, Inc. All rights reserved.

1 The prefix *con-*, meaning "together," helps the reader understand that the word construct in paragraph 2 means —

- A** build
- B** play
- C** draw
- D** write

EXAMPLE ITEMS RLA 8 ESL Interm. Y2, Sem 1

2

In paragraph 3, the word recycle means to —

- A remove plastic material from playgrounds
- B change how a material is used without changing its form
- C use a material by changing its form for a new purpose
- D collect expensive material in order to use it again

3

The reader can infer that a playground made out of recycled materials is cheaper to build than a playground that does not use recycled materials because —

- A a playground built using recycled materials is smaller than other playgrounds
- B fewer new materials need to be purchased for the playground
- C playgrounds using recycled materials are easier to build
- D there is no damage to the earth when recycled materials are used

EXAMPLE ITEMS RLA 8 ESL Interm. Y2, Sem 1



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

Playgrounds for Everyone

by Linda Ruggieri



- 1 Playgrounds are places built for kids to have fun in. The best playgrounds are set up so that children can play safely while getting exercise. Lots of playgrounds include swings, slides, climbers, and other things.
- 2 Playgrounds were not always fun for all kids, however. Children in wheelchairs and kids with vision or hearing problems found it difficult to get around a playground. Some could not walk up or down steps. Others could not sit on the swings. The playgrounds were not safe places for them.
- 3 A few years ago, some people wanted to fix that problem. They found a solution. They raised money to build playgrounds where all kids can play together.
- 4 New playgrounds were built with low steps or ramps. Those changes have made it easier for some children. The new equipment also has handrails for kids to grab and pull themselves up.
- 5 Other changes have made playgrounds more fun for all children. Some playgrounds now have drums, chimes, and other instruments to play. Kids can turn a rain wheel and listen to the sound of rain.
- 6 These new playgrounds help everyone get in on the fun!

4

Which idea is supported by the information in paragraph 2?

- A Playgrounds were built for older children to have fun.
- B All children were able to enjoy playgrounds.
- C Playgrounds were not safe for children with disabilities.
- D All playgrounds were made for children with disabilities.

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- 5** Which idea does the author emphasize throughout the selection?
- A** Neighborhoods can build their own playgrounds.
 - B** Playgrounds should be built so every child can have fun.
 - C** Today’s playgrounds have more room for children to run.
 - D** Children need playgrounds to make new friends.
- 6** Which statement supports the idea that playgrounds are needed for children in wheelchairs?
- A** Many playgrounds include swings, slides, climbers, and other things.
 - B** Some children have a hard time sitting on swings and walking up or down steps.
 - C** Money is raised to build new playgrounds so all children can play together.
 - D** All children can play and have fun with drums and chimes.



Use “A Playground Problem” and “Playgrounds for Everyone” to answer the next question.

- 7** Which idea is presented in both selections?
- A** Models help builders make cheaper playgrounds.
 - B** Designing the perfect playground takes a lot of planning.
 - C** All playgrounds should be made with recycled materials.
 - D** There are a lot of problems with playgrounds.

EXAMPLE ITEMS RLA 8 ESL Interm. Y2, Sem 1



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

The Getaway

by John Savage

- 1 Whenever I get sleepy while driving, I always stop for coffee. This time, I was going along in western Texas and I got sleepy. I saw a sign that said GAS/EAT, so I pulled off. I expected to see a place where the coffee tastes like dirt and the flies never sleep. What I found was something else.
- 2 The only person there was this old man behind the counter. I sat down at the counter and ordered coffee and apple pie. Right away he got me started feeling sad. I have a habit of dividing people into winners and losers. This old man behind the counter was a loser. He brought the coffee. It was hot and tasted like coffee. The pie was good, too.
- 3 A car stopped outside. The old man looked out to see if they wanted gas, but they didn't. They came right in. The tall one said, "Two coffees. Do you have a road map we could look at?" "I think so," the old man said. He got their coffee first, and then started going through a pile of papers by the telephone, looking for a map. I watched the old man hunting for his map, and I felt like I was looking in a mirror. After a minute or two, he found the map. "This one's not quite up to date, but..." He put it on the counter, next to their coffee.
- 4 The two men spread out the map and leaned over it. The tall one ran his finger along the Rio Grande and shook his head. "I guess there's no place to get across, this side of El Paso." He said it to his pal, but the old man behind the counter heard him and lit up. "You trying to find the best way south? I might be able to help you with that."
- 5 "How?"
- 6 "Just a minute." He spent a lot of time going through the papers by the telephone again. "Thought I might have a newer map," he said. "It would show the Hackett Bridge. Anyway, I can tell you how to find it."
- 7 "Here's a town called Hackett," the tall one said, still looking at the map. "It's on the river, just at the end of a road. Looks like a small place."
- 8 "Not anymore. It's just about doubled since they built the bridge."
- 9 "We'll take your map with us," the tall man said.
- 10 The old man seemed startled, like a new kid at school when somebody hits him on the nose to show him who's boss. However, he just said, "Glad to let you have it." The two men talked in whispers on the way out. Then they stopped in the middle of the floor, turned around, reached inside their jackets, and pulled guns on us.

EXAMPLE ITEMS RLA 8 ESL Interm. Y2, Sem 1

- 11 Both of us did exactly what they wanted. I told you we were a lot alike. The short man walked over and opened the cash register.
- 12 "Every little bit helps," he said. The tall man walked over to the telephone and pulled the wires out. Then they ran to their car and got in. The short man leaned out the window and shot out one of my tires. Then they took off fast.
- 13 I looked at the old man behind the counter. He seemed a little pale, but he didn't waste any time. He took out a screwdriver.
- 14 In about five minutes he had the phone working. He dialed a number and told the police about the men and their car. He ended with "They took the Hackett turnoff."
- 15 After he hung up, he said, "Those guys robbed a supermarket in Wichita Falls."
- 16 I shook my head. "They sure had me fooled. I thought they looked perfectly all right."
- 17 The old man got me another cup of coffee, and opened himself a bottle of soda. "They fooled me, too, at first." He wiped his mouth. "Then I saw their guns when they leaned on the counter to look at the map. They had mean eyes, too."
- 18 A pair of patrol cars went roaring by outside and around the Hackett turnoff.
- 19 I started thinking, and I thought of the saddest thing.
- 20 "So you knew there was something wrong with those guys, but you still helped them on their way!"
- 21 He laughed. "I can understand showing them the map," I said, "but I wouldn't have told them about the bridge. Now there's no way of catching them. If you had kept your mouth shut, there would at least be some hope." I went on.
- 22 The old man smiled, "There isn't any bridge."

8 By telling the story in first-person point of view, the reader understands —

- A** what the two men thought about the old man
- B** the old man's fear when he saw the guns
- C** that the narrator was wrong about his first opinion of the old man
- D** how each character feels during and after the robbery

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9

In paragraph 10, the word startled means that the old man was —

- A brave
- B uninterested
- C shocked
- D concerned

10

What is the **first** thing the old man does to resolve the main conflict?

- A He is so afraid that he makes a mistake and gives the robbers the wrong directions.
- B He is so happy that he has given the robbers directions for the best way south.
- C He calls the police to help them catch the two robbers.
- D He tricks the robbers by intentionally giving them the wrong directions.

11

Which is the **best** summary of the selection?

- A Two men steal a map and rob a store in West Texas. They prevent the store owner from calling for help and anyone from following them. They are able to find a bridge. They are not caught by the police.
- B A man stops at a place for coffee. Two other men also stop at the same place. They ask for directions, but then they take out their guns and rob the place. The old man who works at the place is clever and gives them another map so they cannot escape the police.
- C Three men stop at a place for coffee and get directions to the next town. The old man who works at the place is surprised to see two of the men with guns. He calls the police and the two men are caught before they can leave the gas station.
- D An old man and another customer are robbed by two men. The customer helps the men open the cash register. A pair of patrol cars chase after the two men who robbed the store. The two robbers are later caught at a bridge in Hackett.

EXAMPLE ITEMS RLA 8 ESL Interm. Y2, Sem 1



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

My Favorite Day

My favorite day is Saturday
I like to go outside and play.
The day is like a burst of light
The day is the moon in the dead of night.

- 5 My favorite day is Friday
Saturday's only a day away.
My excitement is a bottled rocket
I feel like the grasshopper in my shirt pocket.

- My favorite day is Sunday
10 Lazy, sleepy, do nothing fun day.
I yawn like a lion before a nap
My arms and legs and toes are sap.

- My favorite day is not Monday
"Get out of bed!" I hear my mom say.
15 Like a tiger, I growl, "it's not fair!"
Waiting for Friday, I am a bear.

From "My Favorite Day." Text copyright © 2002 Weekly Reader Corporation. © 2010 Urban Education Exchange. All rights reserved.

12

Read line 7 from the poem.

My excitement is a bottled rocket

The author uses a metaphor to show that the speaker —

- A wants to jump up and down
- B loves fireworks
- C enjoys playing outside
- D is looking forward to the weekend

EXAMPLE ITEMS RLA 8 ESL Interm. Y2, Sem 1

13 The poet's word choices throughout the poem suggest what kind of mood?

- A** Unhappy
- B** Competitive
- C** Serious
- D** Playful

14 After reading the poem, the reader can conclude that the speaker —

- A** looks forward to every week
- B** loves the weekend
- C** likes daytime
- D** enjoys animals

EXAMPLE ITEMS RLA 8 ESL Intermediate (Year 2) Key, Sem 1

Item#	Key	SE	Process Skills/SE Justification
1	A	8.2A	Determine the meaning of grade-level academic English words derived from Latin ... and affixes.
2	C	8.2A	Determine the meaning of grade-level academic English words derived from Latin ... and affixes.
3	B	8.10 F19D [R]	Make complex inferences about text and use textual evidence to support understanding.
4	C	8.10A	Summarize the main ideas, supporting details...in text succinctly in ways that maintain meaning....
5	B	8.10D	Synthesize and make logical connections between ideas within a text ... and support those findings with textual evidence.
6	B	8.10C	Make subtle inferences and draw conclusions about the ideas in text.
7	B	F19F	Make intertextual links among and across texts, and provide textual evidence.
8	C	8.6C	Analyze different forms of point of view.
9	C	8.2B	Use context to determine or clarify the meaning of unfamiliar words.
10	D	8.6A	Analyze linear plot developments (e.g., conflict) to determine how conflicts are resolved.
11	B	8.6 F19E [R]	Summarize texts in ways that maintain meaning and logical order within a text.
12	D	8.8A	Explain the effect of metaphors in literary text.
13	D	8.4A	Compare the relationship between the purpose and characteristics of different poetic forms.
14	B	8.4 F19D [S]	Make complex inferences about text.