

Example Items

English I

English I Example 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.

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.

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First Semester
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EXAMPLE ITEMS English I, Sem 1



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

from **The Notebook**
by Nicholas Sparks

- 1 Coastal clouds slowly began to roll across the evening sky, turning silver with the reflection of the moon. As they thickened, he leaned his head back and rested it against the rocking chair. His legs moved automatically, keeping a steady rhythm, and as he did most evenings, he felt his mind drifting back to a warm evening like this fourteen years ago.
- 2 It was shortly following graduation 1932, the opening night of the Neuse River Festival. The town was out in full, enjoying barbecue and playing games of chance. It was terribly humid that night—for some reason he remembered that clearly. He arrived alone, and as he strolled through the crowd looking for friends, he spotted Fin and Sarah, two people he'd grown up with, talking to a girl he'd never seen before. She was devastatingly pretty, he remembered thinking, and when he finally joined them, she looked his way with a pair of relentless hazy eyes that kept on coming. "Hi," she'd said simply as she offered her elegant hand, "Finley's told me a lot about you."
- 3 An ordinary beginning, something that would have been entirely and quickly forgotten had it been anyone but her. But as he shook her hand and met those striking emerald eyes, he knew before he'd taken his next breath that she was the one he could spend the entirety of his life looking for but never find again. She seemed that incredible, that perfect, while a summer wind blew through the trees.
- 4 From there, everything passed like a tornado wind. Fin told him she was spending the summer in New Bern with her family because her father worked for R.J. Reynolds, and though he only nodded, the way she gazed back at him made his silence seem felicitous. Fin laughed emphatically then, because he understood what was happening. Sarah suggested they get some Cherry Cokes, and the four of them stayed at the festival until the crowds had dispersed and everything closed up for the night.
- 5 They met the following day, and the day after that, and they soon became inseparable. Every morning except Sunday, when he had to go to church, he would finish chores as quickly as possible, then hurriedly make a straight line to Fort Totten Park where she'd be waiting eagerly for him. Because she was a newcomer and hadn't spent time in a small town before, they spent their days doing things that were completely new to her. He taught her how to bait a line and fish the shallows for largemouth bass and took her exploring through the backwoods of the ancient, dense Croatan Forest. They paddled canoes and warily watched summer thunderstorms, and to him, it seemed as though they'd always known each other.

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- 6 But he learned as well. At the town dance in the erstwhile tobacco barn, it was she who taught him how to waltz and do the Charleston. Though they stumbled outwardly through the first few songs, her patience with him eventually paid off. They danced together until the music ended. He walked her home afterward, and they talked on the porch after saying good night. Later in the summer, he had brought her to a dilapidated, wooden house and looked past the decay, the stench of rotting wood, and the unkempt front yard while he told her that one day he was going to own and restore it. They spent hours discussing their dreams—his of traveling the world, hers of being an artist. When she left three weeks later, she took a piece of him and the entirety of summer with her. He watched her leave town on an early rainy morning. He watched through eyes that hadn't slept the night before, and then he went home and packed a bag. He spent the next week alone, a self-imposed solitary confinement, on Harkers Island.
- 7 Noah slowly ran his hands through his hair reluctantly and checked his watch. He got up, slowly sauntered to the front of the house, and glanced up the road. Gus was nowhere in sight, and Noah figured he wouldn't be coming. He went back to his rocker and sat again.
- 8 He remembered talking to Gus about her. The first time he was so hesitant to mention her, but Gus simply started to shake his head and laugh. "So that's the ghost you been running from." When asked what he meant, Gus said, "You know, the ghost, the memory. I been watchin' you, workin' day and night, slavin' so serious you barely have time to catch your breath. People do that for three reasons. Either they crazy, or stupid, or tryin' to forget. And with you, I knew you was tryin' to forget. I just didn't know what."
- 9 Gus was absolutely right, of course. New Bern was undoubtedly haunted now, haunted by the ghost of her memory. He saw her in Fort Totten Park, their place, every time he walked by. She was either sitting on the bench or standing by the gate, always smiling, blond hair elegantly curled and softly touching her shoulders, her blazing eyes the color of fiery emeralds. When he sat on the porch at night with his guitar, he envisioned her beside him, listening quietly as he played the music of his childhood.
- 10 He felt the same when he went to Gaston's Drug Store, or to the Masonic theater, or even when he strolled downtown. Everywhere he looked, he saw her image, saw things that brought her back to life.
- 11 It was peculiar; he was certain of that. He had grown up in New Bern. He'd spent his first seventeen years here, but when he thought about New Bern, he seemed to remember only the previous summer, the summer they were together. Other memories were simply fragments, pieces here and there of growing up, and few, if any, evoked any worthwhile or endearing feeling.

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12 He had told Gus about it one night, and not only had Gus understood, but he had been the first to explain why. He said simply, "My daddy used to tell me that the first time you fall in love, it changes your life forever. No matter how hard you try, the feelin' never goes away. This girl you been tellin' me about was your first love, and no matter what you do, she'll stay with you forever."

1 Read the sentence from the selection.

He spent the next week alone, a self-imposed solitary confinement, on Harkers Island.

Why did the author include this statement?

- A To emphasize how the girl's departure affected Noah
- B To demonstrate that Noah does not mind being on his own
- C To show that Noah's life was changed by meeting the girl
- D To convey that Noah had a vacation planned

2 Noah could be best characterized as being —

- A idle
- B morose
- C negative
- D regretful

3 In paragraphs 8 through 11, the reader can conclude that the main character was —

- A contemplating a different future
- B dealing with the pain of being lovesick
- C enjoying the solitude of the night
- D struggling to express his feelings

4 Which statement best supports the idea that Noah and the new girl felt deeply connected to each other?

- A *...when he finally joined them, she looked his way with a pair of relentless hazy eyes that kept on coming.*
- B *...the four of them stayed at the festival until the crowds had dispersed and everything closed up for the night.*
- C *They spent hours discussing their dreams—his of traveling the world, hers of being an artist.*
- D *When he sat on the porch at night with his guitar, he envisioned her beside him...*

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

Kevlar

- 1 Did you know that there is a fiber that is as flexible and lightweight as nylon yet five times stronger than steel? Did you know that this fabric is resistant to temperatures higher than 500 degrees Fahrenheit? Did you know that a woman invented this fiber? This miraculous fabric is called Kevlar, and it is used to make everything from body armor to musical instruments.
- 2 The year was 1964. There were gasoline shortages due to ongoing conflict in the Middle East. A Polish-American chemist named Stephanie Louise Kwolek was working for DuPont, an American chemical company. She and her group were trying to make a lightweight yet durable fiber to be used in tires. Lighter tires would enable vehicles to get better gas mileage, but the tires had to be strong enough to resist the destructive wear and tear of the road. They had been struggling with the problem for some time and had little success, until Kwolek had a breakthrough.
- 3 Kwolek and her group were synthesizing, or creating, innovative new fibers to test. During one of the steps in the process, Kwolek created a milky white solution by mixing two chemicals that were often used in the process. This solution was usually thrown away, but Kwolek convinced one of the technicians to help her test it. They were amazed to discover that the previously worthless material that Kwolek had created was not only more durable than nylon, it was more durable than steel. Kwolek had invented Kevlar.
- 4 Kevlar is a remarkable fabric known for its versatility, strength, and durability. Since its invention, it has found its way into a wide variety of products. Kevlar is used in sporting equipment like bike tires, bowstrings, and tennis racquets. It is used in musical instruments like drum heads, reeds, and speaker cones. It is also used in protective gear like motorcycle safety jackets, gloves, and shoes; however, Kevlar is best known for its ability to stop bullets.
- 5 Richard Armellino created the first Kevlar bulletproof vest in 1975. It contained 15 layers of Kevlar, which could stop handgun and shotgun bullets. The vest also had a steel plate over the heart, which made the vest strong enough to stop rifle rounds. Vests like Armellino's were quickly picked up by police forces, and it is estimated that by 1990, half of all police officers in America wore bulletproof vests daily. By 2006, there were over 2,000 documented police vest "saves," or instances where officers were protected from deadly wounds by wearing bulletproof vests.
- 6 Kevlar is an amazing fabric not only for its hardness and durability but also for its heat resistance. Because of this, it has been used to replace asbestos. Asbestos is a naturally occurring material that is known for its ability to resist fire. Asbestos can resist temperatures over 1000 degrees Fahrenheit. For this reason, it was used in roofs, electrical cables, and

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brake pads until people discovered that it causes cancer and other serious health problems. Kevlar poses no such risks. It is lightweight, flexible, and resistant to fire; Therefore, it has proven to be a good replacement for asbestos in many cases.

7 Since its invention in 1964, Kevlar has won its way into our lives. From musical instruments and brake pads to protective equipment and sporting gear, Kevlar is everywhere. Every day of your life you are exposed to something that was made better by Kevlar. Who'd have known?

5 Which word or phrase in paragraph 2 helps the reader determine the meaning of *durable*?

- A *working*
- B *better gas mileage*
- C *strong enough*
- D *breakthrough*

6 The author most likely includes the information in paragraph 4 in order to —

- A show that Kevlar is typically used only in scientific work
- B emphasize the wide range of ways Kevlar can be used
- C illustrate the need for more products that are made of Kevlar
- D explain how Kevlar was developed and refined over time

7 Which is the best summary of the article?

- A Kevlar is a material that is lightweight, stronger than steel, and heat resistant. It is used in making sporting equipment, musical instruments, and protective clothing. When added to asbestos roofing material, electrical cables, and brake pads, it stops them from causing cancer. This miraculous fabric known as Kevlar has made the world a wonderful place to live in since it was invented in 1964.
- B They say one man's trash is another man's treasure. In this case of Kevlar, what one woman saved from the trash became an invaluable product that has changed the world. Stephanie Louise Kwolek saw the potential of a waste material that is now used in everything from musical instruments to bulletproof vests. So think twice the next time you go to throw something away. It might just change the world.
- C Kevlar is a product that has saved thousands of lives by being used in bulletproof vests and other protective gear. Because it also provided an alternative to making products with asbestos, it has lowered the risk of cancer and other serious health problems for many people. Kevlar has a light side, too, being used in sports equipment and musical instruments. Kevlar: it's a breakthrough miraculous fabric.
- D Though not exactly an accident, the invention of Kevlar in 1964 came from an unlikely source: a substance usually thrown out. After it was tested and discovered to be lightweight, strong, and heat resistant, Kevlar has been used in making a wide range of products including sports gear and musical instruments. It has directly saved lives in bulletproof vests and indirectly as a substitute for asbestos.

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

from **A Raisin in the Sun**
by Lorraine Hansberry

- 1 **TRAVIS:** Well, good night, Daddy. [*The Father has come from behind the couch and leans over, embracing his son.*]
- 2 **WALTER:** Son, I feel like talking to you tonight.
- 3 **TRAVIS:** About what?
- 4 **WALTER:** Oh, about a lot of things. About you and what kind of man you going to be when you grow up.... Son—son, what do you want to be when you grow up?
- 5 **TRAVIS:** A bus driver.
- 6 **WALTER:** [Laughing a little.] A what? Man, that ain't nothing to want to be!
- 7 **TRAVIS:** Why not?
- 8 **WALTER:** 'Cause, man—it ain't big enough—you know what I mean.
- 9 **TRAVIS:** I don't know then. I can't make up my mind. Sometimes Mama asks me that too. And sometimes when I tell her I just want to be like you—she says she don't want me to be like that and sometimes she says she does....
- 10 **WALTER:** [Gathering him up in his arms.] You know what, Travis? In seven years you going to be seventeen years old. And things is going to be very different with us in seven years, Travis.... One day when you are seventeen I'll come home—home from my office downtown somewhere—
- 11 **TRAVIS:** You don't work in no office, Daddy.
- 12 **WALTER:** No—but after tonight. After what your daddy gonna do tonight, there's going to be offices—a whole lot of offices...
- 13 **TRAVIS:** What you gonna do tonight, Daddy?
- 14 **WALTER:** You wouldn't understand yet, son, but your daddy's gonna make a transaction...business transaction that's going to change our lives.... That's how come one day when you 'bout seventeen years old I'll come home and I'll be pretty tired, you know what I mean, after a day of conferences and secretaries getting things wrong the way they do...

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'cause an executive's life is rough, man—[*The more he talks the farther away he gets.*] And I'll pull the car up on the driveway...just a plain black Chrysler, I think, with whitewalls—no—black tires. More elegant. Rich people don't have to be flashy...though I'll have to get something a little sportier for Ruth—maybe a Cadillac convertible to do her shopping in.... And I'll come up the steps to the house and the gardener will be clipping away at the hedges and he'll say, "Good evening, Mr. Younger." And I'll say, "Hello, Jefferson, how are you this evening?" And I'll go inside and Ruth will come downstairs and meet me at the door and we'll kiss each other and she'll take my arm and we'll go up to your room to see you sitting on the floor with the catalogues of all the great schools in America around you.... All the great schools in the world! And—and I'll say, all right son—it's your seventeenth birthday, what is it you've decided?...Just tell me where you want to go to school and you'll go. Just tell me, what it is you want to be—and you'll be it.... Whatever you want to be—Yessir! [*He holds his arms open for Travis.*] You just name it, son... [*Travis leaps into them.*] and I hand you the world!

15 [*Walter's voice has risen in pitch and hysterical promise, and on the last line he lifts Travis high.*]

16 [*Blackout.*]

8 In paragraphs 4 through 9, the author uses paradox to show —

- A Walter's wife has mixed feelings about his aspirations
- B Travis does not understand his mother's dreams
- C Walter does not know what to do with his life
- D Travis is hesitant to recognize similarities with his father

9 In paragraph 14, Walter's monologue helps the audience understand that —

- A he is promising all these things to Travis
- B this is his vision of how life should be
- C Walter's transaction will be successful
- D executives' lives are hard but rewarding

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10

Read the dictionary entry.

promise \prom-is\ *n*
1. an assurance **2.** an indication of future excellence or achievement **3.** to engage to join in marriage **4.** to set an expectation

Which definition best matches the meaning of *promise* as it is used in paragraph 15?

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

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

Sharonda wrote a letter to the editor of the school newspaper. As you read her letter, think about revisions that should be made.

King of Hearts Questioned

(1) Dear Editor,

(2) Recently, the student council sponsored a King of Hearts contest to recognize and celebrate Valentine's Day. (3) While most of the student body participated, thinking it was fantastic fun, I spent the day feeling disgust for such a worthless waste of paper hearts.

(4) In case some of you missed it, the idea was that every girl received one paper heart.

(5) Each girl had to give the paper heart to the first boy she spoke to on Valentine's Day at the end of the day the boy in each grade level with the most hearts was crowned the King of Hearts. (6) Completely harmless, right? (7) I wholeheartedly disagree.

(8) I guess some thoughtless person in administration would've expected us all to take this casually. (9) They were entirely misguided. (10) Several of us, at least in my grade, were really astonished that the endeavor at school spirit was ever approved. (11) On a daily basis, students are bombarded with the ideas that everyone is equal, that us all have a right to learn, and that everyone should be treated with respect. (12) So tell me, what's respectful about blatantly pointing out to anybody who is popular and who's not?

(13) I proceeded through my day observing the chaos around me with many obnoxious boys making exalted efforts to win a girl's heart. (14) The quiet guys slinking down in their desks I couldn't help noticing trying to pretend they didn't notice, or care that there were no hearts strung around their own necks. (15) I can't say I blame them.

(16) While I didn't get the opportunity to be king, I relinquished my queen rights, too. (17) That ridiculous paper heart was never took out of my binder. (18) This was one school activity in which I decided not to participate. (19) As far as I'm concerned, the school administration should be ashamed to have allowed such a reprehensible and ludicrous spectacle. (20) If you want to teach us students about equality, fairness, and sensitivity, this was unquestionably an inappropriate way to do it. (21) Boys shouldn't be put under the microscope and made the objects of ridicule merely for being self-conscious or less popular. (22) Likewise, girls are more than objects to be won and collected, and we have

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more to offer the world more than what this contest implied. (23) We are not paper girls and boys with paper hearts. (24) We are real girls and real boys with real emotions, beliefs, and fears. (25) The school administration should know the difference.

(27) Sincerely,

Sharonda Woods

11 What is the best way to rewrite sentence 5?

- A** Each girl had to give the paper heart to the first boy she spoke to on Valentine’s Day, and at the end of the day the boy in each grade level with the most hearts was “crowned” the King of Hearts.
- B** Each girl had to give the paper heart to the first boy she spoke to on Valentine’s Day, which meant the boy with the most hearts in each grade level was “crowned” the King of Hearts at the end of the day.
- C** Each girl had to give the paper heart to the first boy she spoke to on Valentine’s Day, when at the end of the day the boy with the most hearts in each grade level was “crowned” the King of Hearts.
- D** Each girl had to give the paper heart to the first boy she spoke to on Valentine’s Day, but the boy who was in each grade level with the most hearts was “crowned” the King of Hearts at the end of the day.

12 What change should be made in sentence 11?

- A** Delete the comma after **basis**
- B** Change **ideas** to **deals**
- C** Change **us** to **we**
- D** Delete the comma after **learn**

13 What change should be made in sentence 12?

- A** Change **respectful** to **respecting**
- B** Change **pointing** to **point**
- C** Change **anybody** to **each other**
- D** Insert a comma after **anybody**

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- 14 What is the correct way to rewrite sentence 14?
- A But I couldn't help noticed the "quiet" guys slink down in their desks and tried to pretend they didn't notice or caring that there were no hearts strung around their necks.
 - B I couldn't help but noticing the "quiet" guys slink down in their desks and trying to pretend they didn't notice or caring that there were no hearts strung around their own necks.
 - C But I couldn't help noticing the "quiet" guys slinked down in their desks to try to pretend they didn't notice and care that there were no hearts strung around their own necks.
 - D But I couldn't help noticing the "quiet" guys slinking down in their desks trying to pretend they didn't notice or care that there were no hearts strung around their own necks.

- 15 What change should be made in sentence 17?
- A Change *ridiculous* to **ridiculously**
 - B Insert a semicolon after *heart*
 - C Change *was never took* to **was never taken**
 - D Insert a comma after *took*

- 16 What word could replace **decided not** in sentence 18 to improve the clarity of the sentence?
- A didn't
 - B refused
 - C regretted
 - D wouldn't

EXAMPLE ITEMS English I Key, Sem 1

Item#	Key	SE	SE Justification
1	A	9.5A	Analyze non-linear plot development
2	D	9.5B	Analyze how authors develop complex yet believable characters in works of fiction
3	B	9.5 F19B [R]	Make complex inferences about text
4	C	9.5 F19B [R]	Use textual evidence to support understanding
5	C	9.1B	Analyze textual context...to distinguish...the denotative...meanings of words
6	B	9.9C	Draw complex conclusions about the ideas in text and their organizational patterns
7	D	9.9A	Distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
8	A	9.7A	Explain the role of...paradox in literary works
9	B	9.4A	Explain how dramatic conventions...enhance dramatic text
10	B	9.1E	Use a dictionary...to determine...the meanings of words
11	A	9.17C	Use a variety of correctly structured sentences
12	C	9.13D	Edit drafts for grammar
13	C	9.17Aiii	Use and understand the function of...reciprocal pronouns
14	D	9.13C	Revise drafts to improve style
15	C	9.17Ai	Use and understand the function of...more complex...verbals
16	B	9.13C	Revise drafts to improve...word choice