

# Example Items

## Reading Language Arts 6 Pre-AP

### Reading Language Arts 6 Pre-AP 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](http://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 Reading LA 6 Pre-AP, Sem 1



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

from **Little Women**

by Louisa May Alcott

- 1 “Merry Christmas, little daughters! I’m glad you began at once, and hope you will keep on. But I want to say one word before we sit down. Not far away from here lies a poor woman with a little newborn baby. Six children are huddled into one bed to keep from freezing, for they have no fire. There is nothing to eat over there. The oldest boy came to tell me they were suffering hunger and cold. My girls, will you give them your breakfast as a Christmas present?”
- 2 They were all unusually hungry, having waited nearly an hour, and for a minute no one spoke. Only a minute, for Jo exclaimed impetuously, “I’m so glad you came before we began!”
- 3 “May I go and help carry the things to the poor little children?” asked Beth eagerly.
- 4 “I shall take the cream and the muffins,” added Amy, heroically giving up the article she most liked.
- 5 Meg was already covering the buckwheats and piling the bread into one big plate.
- 6 “I thought you’d do it,” said Mrs. March, smiling as if satisfied. “You shall all go and help me. When we come back we will have bread and milk for breakfast and make it up at dinnertime.”
- 7 They were soon ready, and the procession set out. Fortunately it was early, and they went through back streets. So few people saw them, and no one laughed at the queer party.
- 8 A poor, bare, miserable room it was, with broken windows, no fire, ragged bedclothes, a sick mother, wailing baby, and a group of pale, hungry children cuddled under one old quilt, trying to keep warm.
- 9 How the big eyes stared and the blue lips smiled as the girls went in.
- 10 “Ach, mein Gott! It is good angels come to us!” said the poor woman, crying for joy.
- 11 “Funny angels in hoods and mittens,” said Jo, and set them to laughing.
- 12 In a few minutes it really did seem as if kind spirits had been at work there. Hannah, who had carried wood, made a fire and stopped up the broken panes with old hats and her own cloak. Mrs. March gave the mother tea and gruel and comforted her with promises of help, while she dressed the little baby as tenderly as if it had been her own. The girls meantime spread the table, set the children round the fire, and fed them like so many hungry birds, laughing, talking, and trying to understand the funny broken English.

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13 "Das ist gut!" "Die Engel-kinder!" cried the poor things as they ate and warmed their purple hands at the comfortable blaze. The girls had never been called angel children before and thought it very agreeable, especially Jo, who had been considered a 'Sancho' ever since she was born. That was a very happy breakfast, though they didn't get any of it. And when they went away, leaving comfort behind, I think there were not in all the city four merrier people than the hungry little girls who gave away their breakfasts and contented themselves with bread and milk on Christmas morning. "That's loving our neighbor better than ourselves, and I like it," said Meg.

1 Which word or phrase from paragraph 2 helps the reader determine the meaning of impetuously?

- A *unusually*
- B *having waited*
- C *only a minute*
- D *before*

2 Paragraphs 2 through 6 contribute to the rising action of the story by showing that the children —

- A are very hungry and do not want to give up their breakfast
- B give up their food only to please their stern mother
- C do not all agree on giving up their breakfast
- D are very hungry but willing to help another family in need

3 Read the dictionary entry.

**article** \ahr-ti-kuh-l\ *noun*.  
1. a written composition 2. an individual object or item 3. something of indefinite origin 4. a subject of interest

Which definition BEST matches the meaning of the word article as it is used in paragraph 4?

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

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What is the BEST summary of this selection?

- A** On Christmas Day, a mother tells her children about a family that is starving and living in poor conditions.
- B** One family raises a less fortunate family's spirits by feeding, comforting, and being with them on Christmas Day.
- C** Meg and Joe help seal windows, feed, and make a fire for a needy family.
- D** One family helps out another less fortunate family during a rough winter.

## EXAMPLE ITEMS Reading LA 6 Pre-AP, Sem 1



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

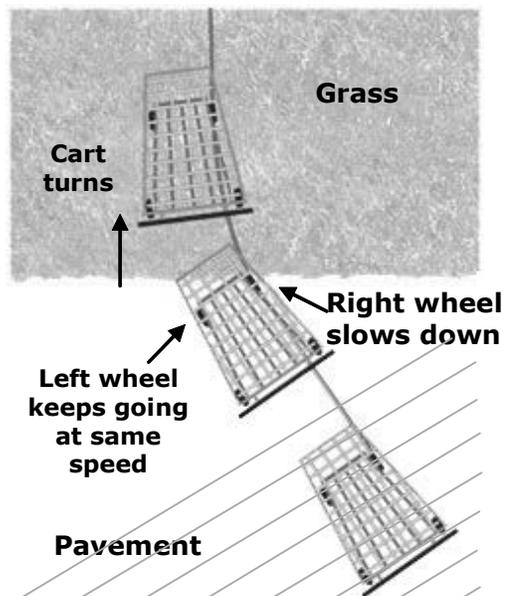
### How Rainbows Work

by Tom Harris

- 1 Rainbows are one of the most beautiful things nature has to offer. In fact, they've inspired fairy tales, songs, and legends. It's a good bet that most of the artists behind these tales were totally puzzled by rainbows.
- 2 But the science of rainbows is really very simple. In this article, we'll find out how rain and the sun align to put color in the sky.

#### Light Bends

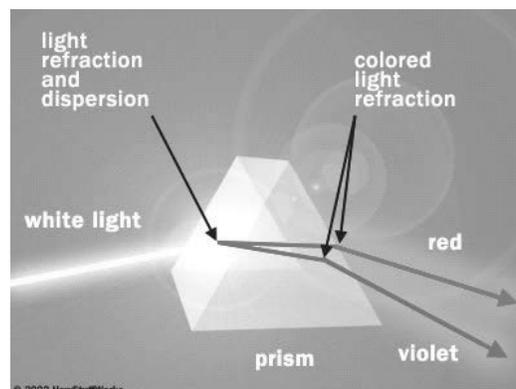
- 3 The basic process at work in a rainbow is refraction—the “bending” of light. Light bends—or changes directions—when it travels from one medium to another. This happens because light travels at different speeds in different mediums.
- 4 To understand why light bends, imagine you're pushing a shopping cart across a parking lot. The parking lot is one “medium” for the shopping cart. If you're using a constant force, the cart's speed depends on the medium it is traveling through. In this case, it's the parking lot's paved surface. What happens when you push the shopping cart out of the parking lot and onto a grassy area? The grass is a different “medium” for the shopping cart. If you push the cart straight onto the grass, the cart will simply slow down. The grass medium offers more resistance, so it takes more energy to move the shopping cart.
- 5 But when you push the cart onto the grass at an angle, something else happens. If the right wheel hits the grass first, the right wheel will slow down while the left wheel is still on the pavement. Because the left wheel is briefly moving more quickly than the right wheel, the shopping cart will turn to the right as it moves onto the grass. If you move at an angle from a grassy area to a paved area, one wheel will speed up before the other and the cart will turn.
- 6 Similarly, a beam of light turns when it enters a glass prism. One side of the light wave slows down before the other, so the beam turns. The light turns again when it exits the prism because one side of it speeds up before the other.



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7 A prism also separates white light into its component colors. Different colors of light have different frequencies, which causes them to travel at different speeds when they move through something.

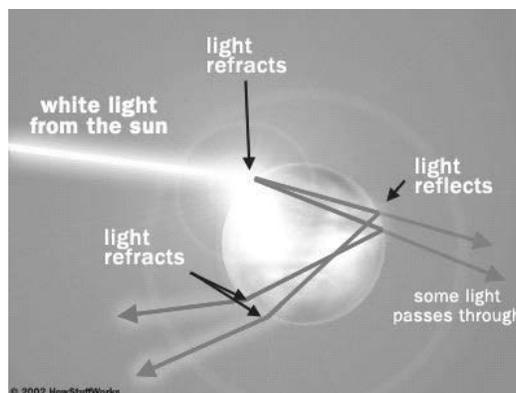
8 A color that travels more slowly in glass will bend more when it passes from air to glass, because the speed difference is bigger. A color that moves more quickly in glass won't slow down as much, so it will bend less. In this way, the colors that make up white light are separated when they pass through glass. If the glass bends the light twice, as in a prism, you can see the separated colors more easily. This is called dispersion. Drops of rainwater can refract and disperse light in the same way as a prism. In the right conditions, this refraction forms rainbows.



### Making a Rainbow

9 An individual raindrop has a different shape and consistency than a glass prism, but it affects light in a similar way. When white sunlight hits a collection of raindrops at a fairly low angle, you can see the component colors red, orange, yellow, green, blue, indigo, and violet—a rainbow.

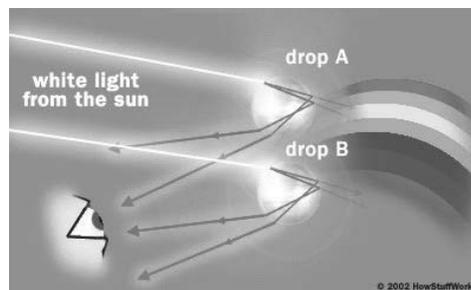
10 When the white light passes from air into the drop of water, the component colors of light slow down to different speeds depending on their frequency. The violet light bends at a relatively sharp angle when it enters the raindrop. At the right-hand side of the drop, some of the light passes back out into the air, and the rest is reflected backward. Some of the light passes out of the left side of the drop, bending as it moves into the air again.



11 In this way, each individual raindrop disperses white sunlight into its component colors. So why do we see wide bands of color, as if different rainy areas were dispersing a different single color? Because we only see one color from each raindrop. When raindrop A disperses light, only the red light exits at the correct angle to travel to the observer's eyes. The other colored beams exit at a lower angle, so the observer doesn't see them. The sunlight will hit all the surrounding raindrops in the same way, so they will all bounce red light onto the observer.

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12 Raindrop B is much lower in the sky, so it doesn't bounce red light to the observer. At its height, the violet light exits at the correct angle to travel to the observer's eye. All the drops surrounding raindrop B bounce light in the same way. The raindrops in between A and B all bounce different colors of light to the observer. The observer sees the full color spectrum. If you were up above the rain, you would see the rainbow as a full circle, because the light would bounce back from all around you. On the ground, we see the arc of the rainbow that is visible above the horizon.



13 And that's really all there is to rainbows. Light and water happen to combine in just the right way to paint a beautiful natural picture.

5 The author most likely organized paragraphs 3 through 6 in order to —

- A explain different uses for glass prisms
- B compare the effects of prisms and raindrops
- C show how light bends by comparing it to a shopping cart
- D emphasize the importance of studying rainbows

6 What is the BEST summary of the selection?

- A Rainbows are explained with basic optics. They form similarly to the way a shopping cart rolls over different surfaces, like grass or concrete. The shopping cart will roll much slower on the grass than it will the concrete, making the shopping cart turn in a different direction. Light turns directions through raindrops to create rainbows. Sometimes there are double rainbows, but they are very rare.
- B The science of a rainbow is simple. Light bends through a raindrop or a prism. A color that travels slowly through the glass will bend sharply as it exits, and a color that moves quickly won't slow down as much and doesn't bend as much. The colors are separated by frequency and cause rainbows.
- C The science of a rainbow is simple. A raindrop disperses light at an angle. Depending upon the raindrop's position in the sky, we see only one color that refracts off of the raindrop. An observer on the ground sees the full color spectrum in the shape of an arc. Light and water combine in just the right way to form a rainbow.
- D Rainbows are explained with basic optics. The process that creates a rainbow is refraction. Raindrops work like a prism, bending white light that refracts within the water drop. Depending on the light's frequency, we see a different color and we only see one color from each raindrop depending on its level in the sky. From ground level, we see it as an arc in the sky.

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

### A Rainbow

by Gaines Fox

A rainbow appears on a dismal<sup>1</sup> gray day;  
Like most things of beauty, it's not here to stay.  
A hallmark of nature that's seldom in sight,  
Not always around, it's a treasure of light.

<sup>1</sup>**dismal**: depressing

5 It's not in its nature to give us delight  
By touching its texture, try as we might.  
We need to have senses to see the unseen,  
To look at a spirit, its secrets to glean<sup>2</sup>.

<sup>2</sup>**glean**: gather or collect

10 With violet, indigo, blue, and some green,  
The yellow and orange and red can be seen.  
Not taste nor a smell does its brilliance boast<sup>3</sup>,  
It's nothing but water, just vapor at most.

<sup>3</sup>**boast**: talk with a lot of pride, bragging

15 Lit up by a sunbeam, a gossamer<sup>4</sup> ghost,  
It's nothing but water, just vapor at most.  
Those millions of billions of bubbles of dew,  
It's sad that their grandeur<sup>5</sup> enlightens so few.

<sup>4</sup>**gossamer**: a thin, light fabric

<sup>5</sup>**grandeur**: impressive appearance or style

20 Refractions of sunlight, sensed through the eyes,  
Make magical moments in clearing blue skies.  
They brighten the day before starting to stray,  
And bring forth new hope before fading away.

7

Why does the poet use a metaphor in line 13?

- A To explain the rainbow is rare and will soon disappear.
- B To explain the rainbow is a mysterious part of nature.
- C To explain the scientific reason for the appearance of the rainbow in nature.
- D To explain the natural rainbow versus the supernatural ghost which can't be explained.

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The poet uses figurative language in order to —

- A compare the beauty of nature that comes and goes like youth in humans
- B compare how nature renews itself each spring while humans age and cannot return to youth
- C show that rainbows are not here only for our amusement
- D show that nature should be enjoyed with our eyes and is worth stopping to look at

9

What could the reader infer about rainbows based on the poem?

- A Rainbows are brief, colorful, and untouchable.
- B Rainbows are rarely seen by people through the clouds.
- C Rainbows, made up of sunlight and water, can be seen at night.
- D Rainbows are made of magical beams and secrets with colors.



**Use “How Rainbows Work” and “A Rainbow” to answer the next question.**

10

Which statement is represented in both selections?

- A Rainbows are only water and sunlight that create a natural beauty.
- B Light bends through water, creating the arc we know as a rainbow.
- C Rainbows, like most occurrences in nature, do not last long.
- D Each drop of rain is important because each drop creates a different color.

## EXAMPLE ITEMS Reading LA 6 Pre-AP, Sem 1



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

from **Autobiography**  
by Theodore Roosevelt

- 1      Though I had previously made a trip into the then Territory of Dakota, beyond the Red River, it was not until 1883 that I went to the Little Missouri, and there took hold of two cattle ranches, the Chimney Butte and the Elkhorn.
- 2      It was still the Wild West in those days, the Far West, the West of Owen Wister's stories and Frederic Remington's drawings, the West of the Indian and the buffalo-hunter, the soldier and the cow-puncher. That land of the West has gone now, "gone, gone with lost Atlantis," gone to the isle of ghosts and of strange dead memories. It was a land of vast silent spaces, of lonely rivers, and of plains where the wild game stared at the passing horseman. It was a land of scattered ranches, of herds of long-horned cattle, and of reckless riders who unmoved looked in the eyes of life or of death. In that land we led a free and hardy life, with horse and with rifle. We worked under the scorching midsummer sun, when the wide plains shimmered and wavered in the heat; and we knew the freezing misery of riding night guard round the cattle in the late fall round-up. In the soft springtime the stars were glorious in our eyes each night before we fell asleep; and in the winter we rode through blinding blizzards, when the driven snow-dust burned our faces. There were monotonous days, as we guided the trail cattle or the beef herds, hour after hour, at the slowest of walks; and minutes or hours teeming with excitement as we stopped stampedes or swam the herds across rivers treacherous with quicksands or brimmed with running ice. We knew toil and hardship and hunger and thirst; and we saw men die violent deaths as they worked among the horses and cattle, or fought in evil feuds with one another; but we felt the beat of hardy life in our veins, and ours was the glory of work and the joy of living.
- 3      It was right and necessary that this life should pass, for the safety of our country lies in its being made the country of the small home-maker. The great unfenced ranches, in the days of "free grass," necessarily represented a temporary stage in our history. The large migratory flocks of sheep, each guarded by the hired shepherds of absentee owners, were the first enemies of the cattlemen; and owing to the way they ate out the grass and destroyed all other vegetation, these roving sheep bands represented little of permanent good to the country. But the homesteaders, the permanent settlers, the men who took up each his own farm on which he lived and brought up his family, these represented from the National standpoint the most desirable of all possible users of, and dwellers on, the soil. Their advent meant the breaking up of the big ranches; and the change was a National gain, although to some of us an individual loss.

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**11** Which phrase helps the reader know the author felt satisfied about his Wild West days ending?

- A** *We knew toil and hardship and hunger and thirst...*
- B** *...ours was the glory of work and the joy of living.*
- C** *It was right and necessary that this life should pass...*
- D** *...“free grass,” necessarily represented a temporary stage in our history.*

**12** Read the sentence from the selection.

*There were monotonous days, as we guided the trail cattle or the beef herds, hour after hour, at the slowest of walks;*

How are the Wild West days depicted here?

- A** Dangerous
- B** Boring
- C** Adventurous
- D** Exciting

**EXAMPLE ITEMS Reading LA 6 Pre-AP Key, Sem 1**

| <b>Item#</b> | <b>Key</b> | <b>SE</b>    | <b>SE Justification</b>   |
|--------------|------------|--------------|---|
| <b>1</b>     | C          | 6.2A         | Determine the meaning of grade-level academic English words derived from Latin              |
| <b>2</b>     | D          | 6.6A         | Summarize the elements of plot development  |
| <b>3</b>     | B          | 6.2E         | Use a dictionary...to determine the meanings...of words                                     |
| <b>4</b>     | B          | 6.6 F19E [R] | Summarize...texts in ways that maintain meaning and logical order within a text             |
| <b>5</b>     | C          | 6.10C        | Explain how different organizational patterns...develop the main idea                       |
| <b>6</b>     | D          | 6.10A        | Summarize the main ideas...in text  |
| <b>7</b>     | A          | 6.4A         | Explain how figurative language...contributes to the meaning of a poem                      |
| <b>8</b>     | D          | 6.8A         | Explain how authors create meaning through...figurative language                            |
| <b>9</b>     | A          | 6.4 F19D [S] | Make inferences about text  |
| <b>10</b>    | A          | 6.10D        | Make logical connections between ideas...across two...texts representing...different genres |
| <b>11</b>    | C          | 6.7A         | ...literary language...used in memoirs  |
| <b>12</b>    | B          | 6.7A         | ...literary language...used in memoirs  |