Example Items

Reading Language Arts 8

Reading Language Arts 8 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.

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
2019–2020
Code #: 2081
No Ordinary ZZZs
Anesthetics can put you in a coma—but that’s a good thing

1 There you are on the operating table. A doctor is yanking away at your tonsils with a sharp, pointy object, but you don’t feel a thing. After the surgery, you’re rewarded with a heaping bowl of ice cream, but you can’t recall any details of the procedure. In fact, the last thing you remember is the doctor giving you medicine and telling you that it would make you “sleep.” But did you really snooze through the surgery?

2 Well, no—not exactly. It turns out that the dreamlike state that patients experience during surgery isn’t really sleep—at least not the kind you do every night. Patients going into surgery are given a mixture of medicines called general anesthetics to keep them from feeling any pain. The medicines numb the entire body, including the brain.

3 One of medicine’s greatest mysteries is how the drugs work together in the brain to create the pain-free state known as anesthesia (AN ez THEE zha). Recent studies of anesthesia show that the brain doesn’t react like it’s sleeping at all. Instead, patterns of brain activity look more like those of people in a coma.

4 Sound scary? Don’t panic. Anesthesia’s effects are completely reversible. Doctors, called anesthesiologists (AN ez THEE zee oll a jizts), monitor patients’ health throughout an operation and wake them when it’s over.

5 But scientists are trying to learn more about how the brain responds under anesthesia. Their research may lead to new and better types of drugs for surgery. The findings may also lead to treatments for people recovering from true comas.

6 Other research is probing how the brain responds under anesthesia to learn about human consciousness—the state of being fully awake and assembling a memory and understanding of experiences.

What is Anesthesia?

7 Anesthetics are medicines that doctors give to make people feel comfortable during surgery, stitches, or other procedures that might be painful. There are two types: general and local. A local anesthetic is applied onto or injected into portions of the body where a painful procedure will occur. When you get stitches, for example, a local anesthetic numbs the area around the gash. So when the doctor sews the skin together, you don’t feel anything.
“Local anesthetics are almost always given just under the skin, right next to a nerve,” says Emery Brown, an anesthesiologist at Massachusetts General Hospital in Boston. The drugs prevent a nerve from sending messages to pain centers in the brain. Because the numbing occurs only at the site of surgery, patients remain awake.

General anesthetics act on the entire body. These drugs block activity in all types of nerve cells, including those that carry pain signals and those that relay sensory information like sights and sounds to the brain. General anesthesia also acts on nerve cells that coordinate movement; this keeps the body still during surgery.

Scientists know a lot about how these drugs work on the body. They know how much is needed to keep patients calm and to eliminate pain. They also know exactly where and how each drug grabs onto nerve cells in the brain and spinal cord, locking out signals that relay pain messages.

But scientists don’t know everything about how anesthesia works. “At this point, one of the big questions is how the various regions of the brain respond when a patient goes under, or comes out of, anesthesia,” Brown says.

Scientists are now investigating other questions about how the brain operates under anesthesia. Their studies may help determine the order in which specific brain cells go mute or begin chattering again as patients move in and out of consciousness.

By understanding how various parts of the brain change their ability to communicate under anesthesia, we might think of ways to make that process more effective or faster.

By presenting the ideas included in paragraphs 1 through 3, the author is able to —

A. explain the origins of anesthesia and the first time it was used
B. explain how doctors can reverse the temporary coma anesthesia creates in a patient
C. inform readers that anesthesia is a sleeping tool used on patients during painful procedures
D. inform readers that anesthesia is not a sleeping agent but a numbing agent used in painful procedures
What main idea is expressed by the details given in paragraphs 3 through 5?

A. Anesthesia is one of medicine’s greatest mysteries, and scientists have done little research to discover how it may affect the brain.

B. The effects of anesthesia are reversible, but if doctors have not learned enough about the body, it can put people into a coma.

C. Though anesthesia may seem frightening, doctors know about the effects it has on the brain and body and are learning more.

D. It is important for doctors to understand how the brain works under anesthesia because it is often very scary for patients.

What is the meaning of the word probing as it is used in paragraph 6?

A. Studying

B. Giving

C. Viewing

D. Trying

How does the information provided in paragraph 10 relate to the information in paragraph 12?

A. Scientists have to figure out more about anesthesia so they can keep using it in surgery.

B. Scientists already know enough about anesthesia and its use, so they don’t have any questions.

C. Even though scientists know a lot about anesthesia, they are conducting studies to answer what is still unknown.

D. Although scientists know how brain cells talk under anesthesia, they need to know more about exactly where and how it grabs the nerve.
Which is the BEST summary of the passage?

A. General anesthetics act to numb the entire body. While under anesthesia, patients are in a coma. Doctors prefer to use anesthesia to keep the brain from feeling pain while it is still active. Patients under anesthesia are really just sleeping while doctors work to perform painful procedures like stitches or removing tonsils. Exactly how anesthetics work to make the body pain-free is a mystery.

B. Anesthesia is necessary for surgery. Patients who experience it may feel that they were in a coma-like state. Doctors try to monitor how the patients react, but because they do not know enough about anesthesia, it is often difficult. Scientists are working hard to perfect the use of general and local anesthesia. It can be used to numb the entire body or just a portion of the body.

C. Anesthesia is a drug that acts to block pain signals to the brain. For example, it protects the body from pain like when getting stitches. Scientists do not know a lot about how the drugs work in the body, so they have begun to study patients while they are under the effects of anesthesia. This research will help to perfect the use of both general and local anesthesia during all types of medical procedures.

D. Though it may seem scary, anesthesia is an important tool used to prevent pain during medical procedures. It can be given locally, which is just below the skin, or generally, which is throughout the body. Though general anesthesia may seem like sleep, patients are more in a coma-like state. Doctors are in the process of learning more about how the brain reacts during anesthesia to improve the process.
Blueberry Hill  
by Katharine Byrne

1 We did not own a car, but I traveled each summer by Greyhound bus from our apartment on the far south side of Chicago to Uncle Harry’s farm in Michigan. He sent me the ticket. Not much happened there. So when the predictable “What I Did on My Vacation” assignment was announced each September, I had to invent and expand appropriate incidents. In eighth grade, my tale about involuntary manual labor in a neighbor’s blueberry patch had its own imagined details.

2 On hot August afternoons, I would sit in the porch swing with my cousin, Geraldine. But we were miles apart. She was queen of the local teen scene, four years older than I and beautiful and accomplished. While waiting for her boyfriend, Malcolm, home from Hillanvale College in the next county, she would buff her perfect fingernails and brush her long blond hair. I was crying my way through four volumes of Charles Dickens. But there were other matters on my mind. As I scraped my gym shoes against the floor to keep the swing moving, I thought about the beautiful shoes I had seen in a shop in Benton Harbor.

3 They were soft honey-colored leather pumps with rounded toes, Cuban heels, and brown ribbon bows. In the unlikely event that I would be invited to a real party, I wanted to own these party shoes, but I knew the possibility of my owning them was remote.

4 When school opened, I would have a pair of sturdy brown oxfords, much like those I had last year and the year before that. “They’ll take a good shine,” my father would say. “Who cares?” I was thinking when a Studebaker half-truck bounced down the washboard road and stopped in a cloud of dust near the house. Mr. Cooper was the owner of the next farm and was the father of Geraldine’s boyfriend, Malcolm. He stuck his head inside the screen door. “Any young folk around here want to make a little money?” he wanted to know. “We need pickers for the blueberries early tomorrow.”

5 Geraldine greeted the prospect of manual labor with a musical laugh. Nor did making a little money appeal to her. She was gracious, however, to Mr. Cooper. “We would love to help you,” she assured him without asking me. At 7:30 the next day we were off to work, on a day Aunt Bessie assured us was “going to be a scorcher.”

6 Blueberries are small. They accumulate slowly, a few at a time plopping into an aluminum bucket. My hands were soon bloody from squashed fruit as I moved slowly up and down rows of low bushes, the sun blistering the back of my neck. Most of the time, Geraldine sat under a pear tree, tranquilized by the heat and laughing at Malcolm’s dumb jokes.
My fellow workers were three skinny farm boys my own age. The day was a blur of sun and backache and the small pleasure of bringing one and then another and another full bucket to Mrs. Cooper, who would add a tally to my name on a sheet of lined paper. One of the boys, a shrimpy little kid, was closer to the ground and faster than the rest of us. But I was better than the other two.

At the end of the afternoon, I approached the old kitchen table where Mrs. Cooper sat with her list and her purse. Geraldine, who had gone for a walk with Malcolm, reappeared. "Oh, Mrs. Cooper," she trilled, "we couldn't take money. We've had fun helping you. That's what neighbors are for!"

Then what? Did Mrs. Cooper insist on paying me? Did Aunt Bessie hear about Geraldine's generosity at my expense and buy me the beautiful shoes? No. I accepted Geraldine's decision without protest and walked home ahead of her, tears smearing my crooked gold-wire glasses. And I wore the enduring brown oxfords that autumn and winter.

But in my years of writing those "What I Did Last Summer" compositions, I had learned that nobody wants to hear about you helping Aunt Bessie feed the birds, or how you selected spools of embroidery thread to sew "Mother" on a guest towel. That's why one year I had invented a runaway pony cart and the next year an encounter with an unfriendly bulldog. In each of these stories I behaved heroically.

In retelling the events of my day in the blueberry patch, hard labor turned to triumph. In my story that year, which I read aloud to the class, I turned to my cousin with the appropriate angry reply of an outraged child and reminded her, "You're not in charge of me, Geraldine!"

And Geraldine stood there embarrassed and silent as Mrs. Cooper counted out the precious wages into my hand. And she gave me an extra quarter for being, as she said, "the best little blueberry picker in Berrien County." I bought the beautiful shoes, and I am saving them for next Easter. Thus I emerged from this episode once more the star of the show—if only on paper.

Based on paragraphs 2 and 3, what can the reader infer about the party shoes the narrator wanted?

A. They were not available in Chicago.
B. They were too expensive to buy.
C. They were on sale that day.
D. They were just like some she already had.
Which statement from the selection shows that the narrator was jealous of Geraldine’s appearance?

A  While waiting for her boyfriend, Malcolm, home from Hillanvale College in the next county, she would buff her perfect fingernails and brush her long blond hair.

B  “We would love to help you,” she assured him without asking me.

C  Most of the time, Geraldine sat under a pear tree, tranquilized by the heat and laughing at Malcolm’s dumb jokes.

D  “You’re not in charge of me, Geraldine!”

How does the narrator solve her writing problem?

A  By writing about her experience of picking blueberries but making up a fictional ending

B  By telling her cousin that she is too bossy so she will have a more interesting story to tell

C  By writing about her experience of picking blueberries exactly how it really happened

D  By purchasing the shoes she wanted from Benton Harbor so she can write about them
Read the selection and choose the best answer for each question.

excerpt from John F. Kennedy’s Inaugural Address
January 20, 1961

1. All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.

2. In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

3. Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, “rejoicing in hope, patient in tribulation”—a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

4. Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

5. In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

6. And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

7. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

8. Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God’s work must truly be our own.
9 Which word or phrase helps the reader understand the meaning of the word *summons* in paragraph 3?

A  *trumpet*
B  *call*
C  *to bear arms*
D  *bear the burden*

---

10 Use “Blueberry Hill” and “John F. Kennedy’s Inaugural Address” to answer the next question.

One difference between the speaker of the story and the speaker in the speech is that the —

A  story’s speaker addresses global problems, while the speech addresses problems in a small town in Michigan
B  story’s speaker tells a story of forgiveness, while the speech argues that all Americans must make a sacrifice
C  story’s speaker believes in pacifism, while the speaker in the speech exemplifies war and violence
D  story’s speaker thinks of herself to get paid, while the speaker in the speech explains Americans must assist others
Sleep
by Annie Matheson

SOFT silence of the summer night!
Alive with wistful murmurings,
Enfold me in thy quiet might:
Shake o’er my head thy slumb’rous wings,

So cool and light:
Let me forget all earthly things
In sleep to-night!

Tired roses, passionately sweet,
Are leaning on their cool green leaves,

The mignonette¹ about my feet
A maze of tangled fragrance weaves,
Where dewdrops meet:
Kind of sleep the weary world bereaves
Of noise and heat.

White lilies, pure as falling snow,
And redolent² of tenderness,
Are gently swaying to and fro,
Lulled by the breath of evening less
Than by the low

Music of sleepy winds, that bless
The buds that grow.

The air is like a mother’s hand
Laid softly on a throbbing brow,
And o’er the darksome, dewy land

The peace of heaven is stealing now,
While, hand in hand,
Young angels tell the flowers how
Their lives are planned.

From yon deep sky the quiet stars

Look down with steadfast eloquence,
And God the prison-door unbars
That held the mute world’s inmost sense
From all the wars
Of day’s loud hurry and turbulence;

And nothing now the silence mars
Of love intense.

¹mignonette: a plant with spikes of small fragrant flowers
²redolent: strongly reminiscent or suggestive of something
Read line 1 from the poem.

**SOFT silence of the summer night!**

The poet most likely uses capitalization and punctuation in this line in order to —

A. emphasize the quiet energy of sleep  
B. highlight her excitement for summer  
C. reflect the feeling of silence  
D. create a contrast between quiet and summer

Read these lines from stanza 3 of the poem.

Lulled by the breath of evening less  
Than by the low  
Music of sleepy winds, that bless  
The buds that grow.

These lines highlight the speaker’s contentment because they show her —

A. perception that the nighttime wind is alive  
B. recognition of the disturbing effects of the nighttime wind  
C. appreciation of the influence the nighttime wind has on plants  
D. admiration of the sound of the wind

The simile in stanza 4 is used to reveal that the speaker —

A. feels nostalgia about the past she shared with her mother  
B. feels that the nighttime air is comforting  
C. believes that heaven is a “darksome, dewy land”  
D. believes that angels speak to flowers about their future
### EXAMPLE ITEMS Reading LA 8 Key, Sem 1

<table>
<thead>
<tr>
<th>Item#</th>
<th>Key</th>
<th>SE</th>
<th>SE Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>8.8Diii</td>
<td>Analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>8.6D</td>
<td>Summarize texts in ways that maintain meaning and logical order</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>8.2C</td>
<td>Determine the meaning of grade-level academic English words derived from Latin</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>8.5H</td>
<td>Synthesize information to create new understanding</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>8.8Di</td>
<td>Analyze characteristics and structural elements of informational text, including the controlling idea</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td>8.5F</td>
<td>Make inferences</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td>8.7B</td>
<td>Analyze how character’s motivations and behavior influence events</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td>8.7C</td>
<td>Analyze non-linear plot development</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td>8.2B</td>
<td>Use context to clarify the meaning of unfamiliar words</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
<td>8.5E</td>
<td>Make connections to ideas in other texts</td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td>8.8B</td>
<td>Analyze the effects of graphical elements such as punctuation in poems</td>
</tr>
<tr>
<td>12</td>
<td>C</td>
<td>8.9D</td>
<td>Describe how the author’s use of figurative language achieves specific purposes</td>
</tr>
<tr>
<td>13</td>
<td>B</td>
<td>8.9D</td>
<td>Describe how the author’s use of figurative language achieves specific purposes</td>
</tr>
</tbody>
</table>