

Example Items

English III

English III 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 the Assessment website (assessment.dallasisd.org).

OR

(2) To submit directly: Login to the [Assessment website](#). Under “News” in the left-hand column, click on “Sem 2 Example Items Download.” Above the subjects, click on “Example Feedback Form.”

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EXAMPLE ITEMS English III, Sem 2



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

This excerpt is from a story by a white man who disguises himself as a black man.

from **Black Like Me**
by John Howard Griffin

November 8

- 1 An odor of Creole cooking led me to a café at the corner. It was a small but cheerful room, painted baby blue. Tables were set with red-checked cloths. Except for a man at the counter, who nodded as I entered, I was the only customer. A pleasant young Negro woman took my order and fixed my breakfast: eggs, grits, bread, and coffee—forty-nine cents—no butter and no napkin.
- 2 The man at the counter turned toward me and smiled, as though he wanted to talk. I had made it a rule to talk as little as possible at first. He noticed my bags and asked me if I were here looking for work. I told him I was and asked him if there were any better part of town where I could get a room.
- 3 “Ain’t this awful?” He grimaced, coming over to my table. “Yeah.” He closed his eyes wearily. Light from the door struck gray in his temples.
- 4 “The Y over on Dryades is about the best place. It’s clean, and there’s a nice bunch of fellows there,” he said.
- 5 He asked me what kind of work I did, and I told him I was a writer.
- 6 He told me that he often took the bus into better parts of town where the whites lived, “just to get away from this place. I just walk in the streets and look at the houses...anything, just to get somewhere where it’s decent...to get a smell of clean air.”
- 7 “I know...” I sympathized.
- 8 I invited him to have a cup of coffee. He told me about the town, places where I might go to find jobs.
- 9 “Is there a Catholic church around here?” I asked after a while.
- 10 “Yeah—just a couple of blocks over on Dryades.”
- 11 “Where’s the nearest restroom?” I asked.
- 12 “Well, man, now just what do you want to do—go to the bathroom or pray?” he chuckled. Though we talked quietly, the waitress heard, and her high chortle was quickly muffled in the kitchen.
- 13 “I guess it doesn’t hurt for a man to do both once in a while,” I said.
- 14 “You’re so right,” he laughed, shaking his head from side to side. “You’re so right, sir. Lordy, Lordy...if you stick around this town, you’ll find out you’re going to end up doing most of your praying for a place to go to the bathroom. It’s not easy, I’m telling you. You can go in

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some of the stores around here, but you've almost got to buy something before you can ask them to let you use the toilet. Some of the taverns got places. You can go over to the train station or the bus station—places like that. You just have to locate them. And there's not many of them for us. Best thing's just to stick close to home. Otherwise sometimes you'll find you've got to walk halfway across town to find a place."

- 15 When I left him, I caught the bus into town, choosing a seat halfway to the rear. As we neared Canal, the car began to fill with whites. Unless they could find a place to themselves or beside another white, they stood in the aisle.
- 16 A middle-aged woman with stringy gray hair stood near my seat. She wore a clean but faded print housedress that was hoisted to one side as she clung to an overhead pendant support. Her face looked tired, and I felt uncomfortable. As she staggered with the bus's movement my lack of gallantry tormented me. I half rose from my seat to give it to her, but Negroes behind me frowned disapproval. I realized I was "going against the race," and the subtle tug-of-war became instantly clear. If the whites would not sit with us, let them stand. When they became tired enough or uncomfortable enough, they would eventually take seats beside us and soon see that it was not so poisonous after all. But to give them your seat was to let them win. I slumped back under the intensity of their stares.
- 17 But my movement had attracted the white woman's attention. For an instant our eyes met. I felt sympathy for her and thought I detected sympathy in her glance. The exchange blurred the barriers of race (so new to me) long enough to smile and vaguely indicate the empty seat beside me, letting her know she was welcome to accept it.
- 18 Her blue eyes, so pale before, sharpened and she spat out, "What're you looking at me like *that* for?"
- 19 I felt myself flush. Other white passengers craned to look at me. The silent onrush of hostility frightened me.
- 20 "I'm sorry," I said, staring at my knees. "I'm not from here." The pattern of her skirt turned abruptly as she faced the front.
- 21 "They're getting sassier every day," she said loudly. Another woman agreed, and the two fell into conversation.
- 22 My flesh prickled with shame, for I knew the Negroes rightly resented me for attracting such unfavorable attention. I sat the way I had seen them do, sphinxlike¹. Gradually people lost interest. Hostility drained to boredom. The poor woman chattered on, reluctant apparently to lose the spotlight.

¹**sphinxlike**: like the statue of an ancient Egyptian stone lion having a man's head

1

Which phrase helps the reader determine the meaning of *gallantry* as it is used in paragraph 16?

- A *she staggered*
- B *rose from my seat*
- C *frowned disapproval*
- D *subtle tug-of-war*

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- 2** In paragraph 16, the author includes his realization about “going against the race” in order to —
- A** illustrate how believable his disguise was to other people
 - B** emphasize how comfortable he had become in his disguise
 - C** show that he had correctly understood the treatment of minorities
 - D** highlight the tension both between and within different races

- 3** In paragraphs 17 through 19, the author’s use of point of view —
- A** causes the reader to feel more directly involved in the tension between and within different races
 - B** separates emotion from the exchange on the bus and forces the reader to analyze the situation objectively
 - C** emphasizes the ease with which different races coexisted in a small town in contrast to nationwide issues
 - D** implies the narrator is very experienced with the social expectations and constraints regulating his behavior

- 4** In paragraph 22, the author uses the figurative language “prickled with shame” to develop the main character as feeling —
- A** disappointed
 - B** angry
 - C** guilty
 - D** indifferent

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

Self-Reliance

by Ralph Waldo Emerson

- 1 Society everywhere is in conspiracy against the manhood of every one of its members. Society is a joint-stock company in which the members agree for the better securing of his bread to each shareholder, to surrender the liberty and culture of the eater. The virtue in most requests is conformity. Self-reliance is its aversion¹. It loves not realities and creators, but names and customs.
- 2 Whoso would be a man must be a nonconformist. He who would gather immortal palms must not be hindered by the name of goodness. Nothing is at last sacred but the integrity of your own mind. Absolve you to yourself, and you shall have the suffrage² of the world....
- 3 A foolish consistency is the hobgoblin³ of little minds, adored by little statesmen and philosophers and divines⁴. With consistency a great soul has simply nothing to do. He may as well concern himself with his shadow on the wall. Speak what you think now in hard words and tomorrow speak what tomorrow thinks in hard words again, though it contradict everything you said today. "Ah, so you shall be sure to be misunderstood?"—is it so bad, then, to be misunderstood? Pythagoras was misunderstood, and Socrates, and Jesus, and Luther, and Copernicus, and Galileo, and Newton⁵, and every pure and wise spirit that ever took flesh. To be great is to be misunderstood...

¹**aversion:** object arousing an intense or definite dislike

²**suffrage:** vote or voting

³**hobgoblin:** a mischievous creature

⁴**divines:** clergy

⁵**Pythagoras...Newton:** individuals who made major contributions to scientific, philosophical, or religious thinking

5

How does the author's perspective affect the essay's tone?

- A It builds a critique of society's tendency to encourage similarity.
- B It creates a feeling of increasing urgency for the reader.
- C It establishes the need for the reader to reflect on his or her life.
- D It encourages acceptance of traditional social norms.

6

The tone of the essay supports the author's purpose by encouraging the reader to —

- A avoid self-contradiction
- B seek the approval of others
- C challenge what society believes
- D follow the examples of current leaders

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Which line from the selection suggests the author values self-reliance?

- A *Society everywhere is in conspiracy against the manhood of every one of its members.*
- B *It loves not realities and creators, but names and customs.*
- C *With consistency a great soul has simply nothing to do.*
- D *To be great is to be misunderstood...*

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

Joseph wrote a report about Benjamin Franklin for his English class. Read Joseph's report and think about what edits you would make.

Ben Franklin

(1) "The First American," as Benjamin Franklin has been called, was born in the capital of New England Puritanism, Boston. (2) He was born just as Puritanism was dying out. (3) He left Boston at the age of seventeen, but Puritan ideals stayed with him. (4) He failed to do so. (5) He did carry out another kind of self-transformation. (6) By cleverness and hard work, he changed himself from the poorly educated son of a candle-and-soap-maker into a world-famous scientist, diplomat, philosopher, and writer. (7) As Puritans hope to be made pure by God's grace, he tried to make himself morally perfect by self-discipline.

(8) A few paragraphs cannot describe, but only list, Franklin's many interests and accomplishments. (9) He made his living mostly as a hardworking Philadelphia printer. (10) He also helped improve the city's pavements, street lighting, sanitation, fire companies, and police; ran a magazine and a newspaper; founded or helped to found a debating club, a hospital, the American Philosophical Society, the first circulating library in America, and the college that became the University of Pennsylvania; studied earthquakes, ocean currents, and wind; improved or invented the lightning rod, bifocal eyeglasses, a device for lifting books off high shelves, a rocking chair that could swat flies, a musical instrument made of moistened glass bowls called the glass harmonica, and a stove that was sold throughout America and Europe; addressed the English House of Commons on the Stamp Act, drew an important political cartoon, and served as first Postmaster General of America; assisted in creating the Declaration of Independence and the Constitution of the United States; discovered the laws of electricity (for which he won honorary degrees from Harvard and Yale and a gold medal from the English Royal Academy); and became perhaps the first American millionaire.

(11) Franklin was also a brilliant writer. (12) Following his precept that writing should be "smooth, clear, and short," he perfected the Puritan plain style. (13) He kept a huge correspondence and wrote on everything from love to musical harmony to chess. (14) Most popular among his earlier works were the *Poor Richard* almanacs, noted for their witty sayings. (15) During the war, he wrote cutting satires on British policy such as "An Edict by the King of Prussia." (16) In 1771, he began his *Autobiography*, describing his rise from "poverty and obscurity...to a state of affluence and some degree of reputation in the world..." (17) Although never completed, the *Autobiography* has been translated into a dozen languages and read by millions.

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(18) The contrast between Franklin’s beginnings and his vast success has made him a symbol of America. (19) Franklin’s admirers, then, have seen him as resourceful and adaptable, a proof of the opportunities for chances in America. (20) His critics have seen him as a man who spent his life getting ahead without asking where he was going.

8 Sentences 4 and 5 are choppy and ineffective. What is the most effective way to revise these sentences?

- A** He failed to do so, if he did carry out another kind of self-transformation.
- B** He failed to do so, but he did carry out another kind of self-transformation.
- C** He failed to do so, since he carried out another kind of self-transformation.
- D** He failed to do so, because he carried out another kind of self-transformation.

9 Where should sentence 7 be moved to better organize the information in paragraph 1 (sentences 1–7)?

- A** Before sentence 1
- B** After sentence 1
- C** After sentence 3
- D** After sentence 5

10 Which transition should be added to the beginning of sentence 11 to most effectively connect the ideas in paragraph 2 (sentences 8–10) and paragraph 3 (sentences 11–17)?

- A** Therefore,
- B** Consequently,
- C** Likewise,
- D** In addition,

11 Joseph wants to add more detail to the third paragraph (sentences 11–17).

According to one story, the Continental Congress was afraid to let him draft the Declaration of Independence because he might slip a joke into it.

Where is the most logical place to insert this sentence?

- A** After sentence 13
- B** After sentence 14
- C** After sentence 16
- D** After sentence 17

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12 To clarify the meaning of sentence 19, Joseph should change —

- A *admirers* to **peers**
- B *resourceful* to **intelligent**
- C *adaptable* to **charming**
- D *chances* to **success**

13 Joseph would like to strengthen the closing of this paper by adding an additional sentence after sentence 20. Which sentence would help bring this paper to the most effective conclusion?

- A And like America, he has had his critics; some have even questioned his sincerity.
- B Such consistencies can be viewed as a sign of Franklin’s belief in self-sacrifice and moral perfection.
- C No one can deny, however, that the “First American” lived with fabulous energy—perhaps growing, perhaps not, but always changing, always new.
- D Viewed less favorably, his inconsistencies suggest opportunism, a willingness to please in order to get ahead.

14 Which sentence best represents the thesis of the essay?

- A Sentence 1
- B Sentence 6
- C Sentence 11
- D Sentence 20

15 Which sentence could best replace the essay’s thesis statement?

- A A man of many interests and talents, Benjamin Franklin worked his way out of poverty to become highly-respected and powerful.
- B Because he was such a well-known writer during his lifetime, Benjamin Franklin became a symbol of the American Dream.
- C Benjamin Franklin toiled for many years on unsuccessful projects before he finally decided to settle down and work in a printer’s shop.
- D One of the most controversial figures of his time, Benjamin Franklin is remembered today for his invention of the glass harmonica and bifocal eyeglasses.

EXAMPLE ITEMS English III Key, Sem 2

Item#	Key	SE	SE Justification
1	B	11.1B	Analyze textual context...to draw conclusions about the nuance in word meanings
2	D	11.2A	Analyze the way in which the theme...of a selection represents a view...on the human condition
3	A	11.5A	Evaluate how different literary elements...shape the author's portrayal of the plot
4	C	11.5B	Analyze the internal and external development of characters
5	A	11.10A	Evaluate how the author's purpose...affects[s] the tone of persuasive texts
6	C	11.8A	Analyze how the...tone...of a text advance[s] the author's purpose
7	D	11.9 F19B [R]	Make complex inferences...about text
8	B	11.13C	Revise drafts to clarify meaning
9	C	11.15Aiv	Includes a clear organizational schema for conveying ideas
10	D	11.15Aii	Includes...transitions between paragraphs
11	B	11.15Av	Includes...well-chosen details
12	D	11.15Civ	Identifies...the ambiguities...within the text
13	C	11.15Ai	Includes effective...concluding paragraphs
14	B	11.15Aiii	Includes a clear thesis statement
15	A	11.15Ci	Advances a clear thesis statement