

# English III Writing

**2011 Released Selections and Test Questions**

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

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

*Maggie wrote the following paper in response to a history class assignment. Read Maggie's paper carefully and look for the revisions she should make. Then answer the questions that follow.*



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## The Piper of D-Day

(1) On June 6, 1944, commonly known as D-day, German forces held control of the Normandy coast in France. (2) But early that morning, Allied landing craft headed for shore. (3) U.S., British, Canadian, and French forces disembarked, ready to crush Hitler's defenses along Europe's Atlantic shores, sweep through France, and free Paris from the grip of the Nazis.

(4) Rifles held high, thousands of soldiers waded onto the beach that day in the face of ferocious German resistance. (5) This, overall, is the story of just one of those soldiers, a 21-year-old Scotsman named Bill Millin. (6) Like many of his comrades, Private Millin was seasick and anxious—yet determined. (7) But unlike the other men, Millin wasn't dressed in a soldier's uniform. (8) Instead, he waded ashore in a plaid Scottish kilt. (9) And in place of a rifle, he held a set of Scottish bagpipes above his head. (10) Millin was there to play something.

(11) Bagpipes have a traditional place on the Scottish battlefield. (12) It's been said that the "whining skirl" of the pipes strikes dread into enemies and buoys the spirits of the Scottish troops. (13) Brigadier Simon Fraser, a Scottish lord and an officer in charge of one of the brigades that day, had requested that bagpipes lead his men into this critical invasion. (14) He had asked Millin to do the job.

(15) Those who were at Normandy on that June day later described a most amazing scene. (16) Three times, they said, the piper walked up and down the beach at the edge of the sea. (17) He played his instrument as fresh waves of troops came ashore. (18) He accompanied the soldiers' advance from the beach, along the roads, and across the bridges. (19) Years later interviewers asked Millin how he could continue to play as they fired all around him. (20) "When you're young," he replied, "you do things you wouldn't dream of doing when you're older."

(21) Many D-day soldiers have fond memories of Millin. (22) They note his bravery and credit his music with raising morale and urging the troops onward.

(23) Bill Millin survived the D-day invasion and lived to the age of 88. (24) In his later years he revisited the area of the invasion and, wearing traditional Scottish gear, piped his way down some of the same beaches, roads, and bridges. (25) When Millin died in August 2010, news sources around the world posted obituaries.

- 1 Maggie would like to use a more effective transition in sentence 5. Which of these words could best replace **overall** in this sentence?
- A accordingly
  - B however
  - C furthermore
  - D likewise
- 
- 2 Maggie wants sentence 10 to more accurately convey the controlling idea of her paper. Which of the following could replace sentence 10 and best accomplish this goal?
- A Millin was there to “pipe” his comrades into battle.
  - B Millin should be considered a true hero in Scotland.
  - C Millin looked like an unusual character.
  - D Millin is who this paper is about.
- 
- 3 What is the most effective way to combine sentences 16 and 17?
- A Three times, they said, the piper walked up and down the beach at the edge of the sea, who played his instrument as fresh waves of troops came ashore.
  - B Three times, they said, the piper walked up and down the beach at the edge of the sea, playing his instrument as fresh waves of troops came ashore.
  - C Three times, they said, the piper played his instrument as fresh waves of troops came ashore and walked up and down the beach at the edge of the sea.
  - D Three times, they said, the piper walked up and down the beach at the edge of the sea, he played his instrument as fresh waves of troops came ashore.

- 4 To clarify the meaning of sentence 19, Maggie should change —
- A ***Years later*** to **Some time later**
  - B ***Millin*** to **him**
  - C ***continue to play*** to **keep playing**
  - D ***they fired*** to **guns fired**
- 
- 5 Maggie wants to add a quotation to support the idea expressed in the fifth paragraph (sentences 21–22). Which of the following could best follow sentence 22 and strengthen this paragraph?
- A Scottish commando Tom Duncan recalled, “I shall never forget hearing the skirl of Bill Millin’s pipes. As well as the pride we felt, it reminded us of home, and why we were fighting there for our lives and those of our loved ones.”
  - B Bill Millin himself said of Fraser, “Everyone liked Lord Lovat. He was a typical aristocrat who would walk calmly with his head held high while all the rest of us would be ducking and diving to avoid shells.”
  - C Allan Carswell, from the National War Museum, once said, “The story of Bill Millin and the powerful effect of his piping in battle is one which has spread across the world.”
  - D When asked about the law that forbade bagpipes in battle, Fraser had told Millin, “Ah, but that’s the English War Office. You and I are both Scottish, and that doesn’t apply.”
- 
- 6 Maggie would like to strengthen the closing of this paper by including additional details in sentence 25. Which revision of sentence 25 would help bring this paper to the most effective conclusion?
- A When Millin died in August 2010, news sources around the world posted obituaries to tell the world that he had died.
  - B When Millin died in August 2010, news sources around the world posted obituaries about his wonderful life and family.
  - C When Millin died in August 2010, news sources around the world posted obituaries remembering and honoring the man known as the Piper of D-day.
  - D When Millin died in August 2010, news sources around the world posted obituaries that told all about the D-day invasion that ended World War II.

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

Quinn wrote the following paper about ancient laws. Read Quinn's paper and look for any mistakes he has made. Then answer the questions that follow.

## Law and Order in Ancient Times

(1) Throughout history human societies have sought to live by a system of justice that protects right and punishes wrong. (2) Ages ago a king named Hammurabi ruled the Babylonian civilization. (3) From about 1792 B.C. to 1750 B.C., he reigned from the capitol city of Babylon, along the banks of the Euphrates River. (4) During his time in power, Hammurabi, like many other leaders, used a code of laws to maintain peace and order in his kingdom.

(5) Hammurabi's 282 laws reinforced his ideas of justice in nearly every aspect of life. (6) They dealt with family and business matters, military service, and government obligations. (7) The laws demanded compensation for the innocent and specified punishments for the guilty. (8) Hammurabi wasn't the first ruler to establish a system of laws, but by inscribing his code in stone. (9) He left modern archaeologists with one of the best-preserved legal documents from ancient times. (10) The Code of Hammurabi is etched on a seven-foot-tall black pillar that shows the king himself receiving the laws from the Babylonian god of justice. (11) Archaeologists discovered the artifact in 1901, and it is now displayed at the Louvre Museum in Paris, France.

(12) Hammurabi addressed social problems that were, in many cases, strikingly similar to modern legal issues. (13) For example many of his laws dealt

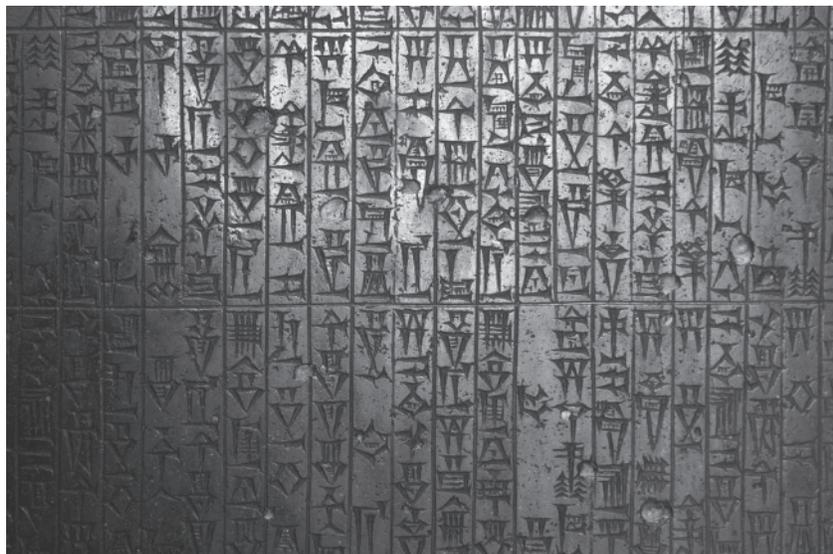


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The Top of the Pillar, Showing King Hammurabi Receiving the Laws

with the difficulties citizens encountered in business deals. (14) Law 229 considered shoddy workmanship, decreeing, "If a builder builds a house for a man and does not make its construction sound, and the house which he has built collapses and kills the owner, then that builder shall be put to death." (15) Law 117 dealt harshly with debtors, warning, "If a man be in debt and is unable to pay his creditors, he shall sell his wife, son, or daughter, or bind them over to service. . . ." (16) Just as our legal system does not tolerate theivery, neither did the Code of Hammurabi. (17) Law 22 stated, "If anyone is committing a robbery and caught, then he shall be put to death."

(18) One group of Hammurabi's laws enforced what is known as "an eye for an eye, a tooth for a tooth" justice—but only if those involved were in the same social class. (19) If a man broke the bones of another man, for instance, his own bones would be broken. (20) If he knocked out the teeth of another man, his own teeth would be knocked out. (21) And if he put out the eye of another man, his own eye would be removed.



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The Bottom of the Pillar, Where the Laws Are Etched

(22) While Hammurabi's code aimed to protect individual rights, its interpretation of justice was extremely severe, with death or physical punishment serving as the most common consequence for a crime. (23) The code shows us

that Babylonia was a harsh world of inequality and bias, justice was handed out according to social station and gender. (24) Still, it is fascinating to see the seeds of our own societal rules etched in ancient stone.

- 
- 1 What change, if any, should be made in sentence 3?
- A Change the comma after **1750 B.C.** to a semicolon
  - B Change **reigned** to **reined**
  - C Change **capitol** to **capital**
  - D Make no change
- 
- 2 How should sentence 5 be changed?
- A Change **reinforced** to **reinforce**
  - B Change **his** to **their**
  - C Change **in nearly** to **they covered nearly**
  - D Sentence 5 does not need to be changed.
- 
- 3 What is the best way to correct sentences 8 and 9?
- A Hammurabi wasn't the first ruler to establish a system of laws, however, by inscribing his code in stone, he left modern archaeologists with one of the best-preserved legal documents from ancient times.
  - B Hammurabi wasn't the first ruler to establish a system of laws, but by inscribing his code in stone, he left modern archaeologists. With one of the best-preserved legal documents from ancient times.
  - C Hammurabi wasn't the first ruler to establish a system of laws, but by inscribing his code in stone, he left modern archaeologists with one of the best-preserved legal documents from ancient times.
  - D Sentences 8 and 9 are correct as they are written.

4 What change, if any, needs to be made in sentence 13?

- A Insert a comma after ***example***
  - B Change ***citizens*** to ***citizen's***
  - C Insert a comma after ***encountered***
  - D No change needs to be made in this sentence.
- 

5 How should sentence 16 be changed?

- A Change ***does not tolerate*** to ***did not tolerate***
  - B Change ***theivery*** to ***thievery***
  - C Change the comma to a semicolon
  - D Sentence 16 does not need to be changed.
- 

6 What change needs to be made in sentence 22?

- A Change ***right's*** to ***rights***
- B Change ***its*** to ***it's***
- C Change the comma after ***severe*** to a semicolon
- D Change ***consequence*** to ***consequense***

- 7 What is the correct way to write sentence 23?
- A The code shows us that Babylonia was a harsh world of inequality and bias. Where justice was handed out according to social station and gender.
  - B The code showing us that Babylonia was a harsh world of inequality and bias with justice handed out according to social station and gender.
  - C The code shows us this, Babylonia was a harsh world of inequality and bias, and justice was handed out according to social station and gender.
  - D The code shows us that Babylonia was a harsh world of inequality and bias and that justice was handed out according to social station and gender.

Read the information in the box below.

Some argue that our so-called information age is really an "interruption age." With smart phones in hand, we spend much of the day texting, tweeting, and surfing the Web. Rather than concentrating on big issues, we fill our heads with the trivia and gossip that interrupts our attention. So much information passes our way that we have trouble remembering any of it.

Do you believe that instant communication is helping or hurting us? Think carefully about this question.

Write an essay stating your position on whether you believe that we live in an information age or an interruption age.

Be sure to —

- state your position clearly
- use appropriate organization
- provide specific support for your argument
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Read the following excerpt from John Graves's *Goodbye to a River*.

- 1        RAIN . . . Even in gray heaped cities it has a privacy and a sadness. Tented, cocooned in warmed quilted feathers (the pup lumped snug between your calves; you had sworn you wouldn't, but in the night he wheezed and shuddered on the chewed blanket brought for him), you come awake to its soft-drumming spatter and the curl of the river against a snag somewhere, and move your shoulder maybe against the warmth of the bag, and the shoulder prickles in separate knowledge of its wellbeing, and the still cold is against your face, and that tiny blunt wedge of sheltered space is all that exists in a sensed universe of softly streaming, gently drumming gray sadness beyond the storm flaps. And the sadness is right, is what should be. Knowing you do not have to get up at all, for an hour or for two hours or for a year, you lie there warmly sad and then you go back to sleep without dreaming.
- 2        And after the hour or the two hours or the year (though, without logic or the need for it, it is only now grayish dawn at the crack between the flaps), a fox or a coon or just the constantly rehearsed utile fear that grips wild things spurs a blue heron into action and he flies downriver screaming with precise panic: *Help! Help! Help! Help!* except that with distance it becomes the same old querulous *Frawnk, frawnk!* of all your life. The pup, though, it being the pristine first heron's *Frawnk, frawnk!* of his life, tenses and gruffs in the bottom of the bag. The rain has stopped; there is only a staggered drip from the leaves of the mesquite. A cardinal chits, and what lies outside the canvas wedge is no longer a void but a tentative stir of leaves and light, wings, and water, and the ragged beginnings of breeze.

From GOODBYE TO A RIVER by John Graves, copyright © 1959 by the Curtis Publishing Company. Copyright © 1960 and copyright renewed 1988 by John Graves. Used by permission of Alfred A. Knopf, a division of Random House, Inc.

Think carefully about how Graves describes the world both inside and outside his tent.

Write an essay analyzing how Graves uses a description of the natural world to reflect his own emotions.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- provide relevant and specific evidence from the text
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

**Read the following excerpt from the essay “When the Going Gets Tough, Try Plan B” by Norm Kamikow.**

- 1 James A. Yorke, the mathematician and scholar who coined the mathematical term *chaos*, once said: “The most successful people are those who are good at plan B.”
- 2 History certainly bears him out—especially American history. The U.S. has always been a nation that thinks on its feet. The tradition started with the American Revolution, a subject on many citizens’ minds as the nation celebrates Independence Day on July 4.
- 3 One main reason the colonists prevailed against British rule in the 1700s was that England’s King George III only had plan A in his strategic arsenal. When festering discontent in the colonies erupted in violence in Lexington, Concord and Bunker Hill, he insisted that there was just one recourse: war. According to Richard M. Ketchum, senior editor of American Heritage Publishing, the king was “determined to teach the rebellious colonials a lesson, and no doubts troubled him as to the righteousness of the course he had chosen. Filled with high moral purpose and confidence, he was certain that ‘when once these rebels have felt a smart blow, they will submit.’”
- 4 The king’s decision to fight—and Parliament’s willingness to go along with it—hinged on the premise that victory would be easy, early and complete. In British political and military circles, there was general agreement that the odds favored a quick triumph. How could the colonists possibly resist against the wealth and might of the invincible British Empire? Writing home from Boston in 1775, Maj. John Pitcairn said: “I am satisfied that one active campaign, a smart action, and burning two or three of their towns, will set everything to rights.”
- 5 Both the patriotic fervor of the colonists and the logistics problems facing the British were more formidable than King George imagined, however. When the reality of the situation set in and the quick, overpowering blow that would put a sudden end to the rebellion never materialized, England didn’t have a plan B ready to go.
- 6 The colonists, however, proved to be quite adept at adapting.
- 7 The outcome of the Revolution ended up as far from the foregone conclusion as anyone could possibly imagine. The sure thing turned out to be anything but. Being good at plan B is your best defense.

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Think carefully about the historical facts Kamikow uses to support his argument that people should have a backup plan.

Write an essay analyzing whether Kamikow’s use of history effectively supports the importance of having a backup plan.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- provide relevant and specific evidence from the text
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
<b>WRITING Selection 1</b>				
1	5	Readiness	F.13(C)	B
2	5	Supporting	F.15(A)	A
3	5	Readiness	F.13(C)	B
4	5	Readiness	F.13(C)	D
5	5	Supporting	F.15(A)	A
6	5	Supporting	F.15(A)	C
<b>WRITING Selection 2</b>				
1	6	Readiness	F.13(D)	C
2	6	Readiness	F.13(D)	D
3	6	Readiness	F.17(B)	C
4	6	Readiness	F.18(A)	A
5	6	Readiness	F.19(A)	B
6	6	Readiness	F.18(A)	A
7	6	Readiness	F.17(B)	D
<b>Sample Prompt for Persuasive Writing</b>				
	4	Readiness	F.16(A)	Prompt
<b>Sample Prompt for Analytical Writing (Literary)</b>				
	4	Readiness	F.15(A)(C)	Prompt
<b>Sample Prompt for Analytical Writing (Informational)</b>				
	4	Readiness	F.15(A)(C)	Prompt

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