

Practice Test – English 1 Answer Key

Item Position	Item Type	TEKS Alignment	Maximum Number of Points	Correct Answers(s)
1	Multiple Choice	E1.R.2.B	1	A
2	Multiple Choice	E1.R.4.G	1	D
3	Match Table Grid	E1.R.6.A	2	See Appendix 1.1
4	Multiple Choice	E1.R.6.B	1	D
5	Multiple Choice	E1.R.8.B	1	B
6	Multiple Choice	E1.R.8.D	1	C
7	Multiple Choice	E1.R.5.C	1	A
8	Multiple Choice	E1.R.8.D	1	C
9	Multiple Choice	E1.R.8.F	1	A
10	Multiple Choice	E1.R.6.C	1	D
11	Multiple Choice	E1.R.2.A	1	B
12	Multiple Choice	E1.R.7.Eiii	1	C
13	Multiple Choice	E1.R.7.Ei	1	D
14	Multiple Choice	E1.R.8.C	1	C
15	Multipart	E1.R.7.Eii	2	D, C
16	Multiple Choice	E1.R.5.D	1	D
17	Multiple Choice	E1.R.8.A	1	D
18	Multiple Choice	E1.R.7.Di	1	C
19	Multiple Choice	E1.R.4.F	1	D
20	Multiple Choice	E1.R.4.G	1	A
21	Multiple Choice	E1.R.2.B	1	D
22	Multiple Choice	E1.R.8.A	1	B
23	Short Constructed Response	E1.R.7.Dii	2	See Appendix 1.2
24	Multiple Choice	E1.R.6.D	1	A
25	Multiple Choice	E1.R.7.B	1	D
26	Multiple Choice	E1.R.4.E	1	B
27	Multiple Choice	E1.R.7.B	1	B
28	Multiple Choice	E1.R.5.D	1	A
29	Multiple Choice	E1.R.4.H	1	B
30	Multiple Choice	E1.R.4.H	1	A
31	Multiple Choice	E1.R.4.H	1	B
32	Extended Constructed Response	E1.W.10.B	5	See Appendix 1.3
33	Multiple Choice	E1.W.9.Bi	1	D
34	Short Constructed Response	E1.W.9.C	1	See Appendix 1.4

Item Position	Item Type	TEKS Alignment	Maximum Number of Points	Correct Answers(s)
35	Multiple Choice	E1.W.9.Bi	1	B
36	Multiple Choice	E1.W.9.C	1	A
37	Multiple Choice	E1.W.9.Bii	1	C
38	Multiple Choice	E1.W.9.C	1	C
39	Multiple Choice	E1.W.9.C	1	B
40	Multiple Choice	E1.W.9.C	1	D
41	Multiple Choice	E1.W.9.Bii	1	C
42	Multiple Choice	E1.W.9.C	1	A
43	Multiple Choice	E1.W.9.Bi	1	B
44	Multiple Choice	E1.W.9.Bi	1	D
45	Multiple Choice	E1.W.9.Div	1	C
46	Inline Choice	E1.W.9.Dv	1	See Appendix 1.5
47	Multiple Choice	E1.W.9.Di	1	C
48	Multiple Choice	E1.W.9.Di	1	A
49	Multiple Choice	E1.W.9.Dvi	1	D
50	Multiple Choice	E1.W.9.Dii	1	C
51	Multiple Choice	E1.W.9.Dv	1	C
52	Multiple Choice	E1.W.9.Di	1	C

1.3

Read the article "The Cowboy's Home on Wheels" and the poem "The U-S-U Range." Based on the information in both selections, write a response to the following:

Explain how the author of the article and the poet both emphasize how the quality of food had an effect on cowboys' morale.

Write a well-organized informational essay that uses specific evidence from the selections to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from both selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selections
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.



Rationale: This prompt will allow students to explain how an author and a poet both emphasized how the quality of food affected cowboys' morale. The two sources present very different outcomes of the food that cowboys ate. The author of the article emphasized how good, hot, and varied food improved cowboys' morale and gave them strength to perform a very difficult job. Using information in the article, students could begin with a paragraph describing how Goodnight used good food to attract qualified cowboys. The student could describe how the chuck wagon allowed him to bring a kitchen along on the trail and how it was an "instant success" on a cattle drive. The student could include a description of many different kinds of food and how the cowboys' performance was impacted in a positive way. In another paragraph, students could show how the poet described food that was repetitive and did little to make cowboys work harder. The student could describe how the poor food in U-S-U led to complaining and poor attitudes, and the student could show how U-S-U steak was served meal-after-meal along with beans and cold rice, with little variety. The student could explain how the food played an important part in the overall displeased tone of the poem. In conclusion, students can use both sources to describe ways that food impacted cowboys' lives in both positive and negative ways.

- Good, hot food helped improve cowboys' morale and gave them strength to perform a hard job.
 - Charles Goodnight used good food to attract qualified cowboys. (Cowboy's Home on Wheels paragraph 1)
 - Goodnight created a special wagon that provided good food for cowboys on the trail that was "an instant success" on a cattle drive (Cowboys' Home on Wheels paragraph 8)
 - Because of the chuck wagon, cowboys could eat a variety of food which lifted their spirits. (Cowboy's Home paragraph 15)
- Poor food that was served over and over hurt cowboys' morale and led to complaining.
 - U-S-U steak was served at several meals.
 - Meals also consisted of beans and cold rice after a hard day of work with no variety
 - Poor food led to complaining and poor attitudes (U-S-U)

