



Released Items

Student Name: \_\_\_\_\_

Fall 2014  
NC Final Exam  
**English Language Arts I**



# Student Booklet



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction  
Raleigh, North Carolina 27699-6314



## Excerpt from “A Piece of Red Calico”

*by Frank Stockton*

I was going into town the other morning when my wife handed me a little piece of red calico and asked me if I would have time, during the day, to buy her two yards and a half of calico like it. I assured her that it would be no trouble at all, and putting the piece of calico in my pocket, I took the train for the city.

②

At lunchtime I stopped in at a large dry-goods store to attend to my wife’s commission. I saw a well-dressed man walking the floor between the counters, where long lines of girls were waiting on much longer lines of customers, and asked him where I could see some red calico.

“This way, sir,” and he led me up the store. “Miss Stone,” said he to a young lady, “show this gentleman some red calico.”

“What shade do you want?” asked Miss Stone.

I showed her the little piece of calico that my wife had given me. She looked at it and handed it back to me. Then she took down a great roll of red calico and spread it out on the counter.

“Why, that isn’t the shade!” said I.

“No, not exactly,” said she. “But it is prettier than your sample.”

“That may be,” said I. “But, you see, I want to match this piece. There is something already in my house, made of this kind of calico, which needs to be made larger, or mended, or something. I want some calico of the same shade.”

The girl made no answer, but took down another roll.

“That’s the shade,” said she.

“Yes,” I replied, “but it’s striped.”

“Stripes are more worn than anything else in calicoes,” said she.

“Yes. But this isn’t to be worn. It’s for furniture, I think. At any rate, I want perfectly plain stuff, to match something already in use.”



"Well, I don't think you can find it perfectly plain, unless you get Turkey red."

"What is Turkey red?" I asked.

"Turkey red is perfectly plain in calicoes," she answered.

"Well, let me see some."

"We haven't any Turkey red calico left," she said, "but we have some very nice plain calicoes in other colors."

"I don't want any other color. I want stuff to match this."

20

"It's hard to match cheap calico like that," she said, and so I left her.

21

I next went into a store a few doors farther up Broadway. When I entered, I approached the floorwalker, and handing him my sample, said:

"Have you any calico like this?"

"Yes, sir," said he. "Third counter to the right." I went to the third counter to the right and showed my sample to the salesman in attendance there. He looked at it on both sides. Then he said:

"We haven't any of this."

"The floorwalker said you had," said I.

"We had it, but we're out of it now. You'll get that goods at an upholsterer's."

I went across the street to an upholsterer's.

"Have you any stuff like this?" I asked.

"No," said the salesman, "we haven't. Is it for furniture?"

"Yes," I replied. . . .

I said no more, but left.



- 1 Which quote from the text represents the central idea?
- A "I saw a well-dressed man walking the floor between the counters."
  - B " 'Stripes are more worn than anything else in calicoes.' "
  - C " 'I don't want any other color. I want stuff to match this.' "
  - D "I went across the street to an upholsterer's."
- 2 As used in paragraph 2, what is the narrator referencing with the word *commission*?
- A a payment for services
  - B a request for advice
  - C an investment
  - D an assignment
- 3 Based on the sentence below from paragraph 20, what is implied by the narrator's decision to leave?
- " 'It's hard to match cheap calico like that,' she said."
- A He feels insulted by the clerk's statement.
  - B He does not believe that the clerk is knowledgeable.
  - C He does not like the fabric he found in that store.
  - D He is angry because the store does not have what he needs.



- 4 Based on the text, which term has a similar meaning to the word *floorwalker* as used in paragraph 21?
- A store supervisor
  - B store salesman
  - C store customer
  - D store janitor
- 5 What is the source of the narrator's frustration?
- A His wife makes him purchase fabric for her.
  - B His wife is happier with the replacement fabric.
  - C The salespeople are unwilling to help him find fabric.
  - D No one can help him locate fabric that matches his sample.
- 6 What is the effect of the author's use of dialogue in the text?
- A The vocabulary is difficult to understand.
  - B The characters are clearly described.
  - C The setting is open to interpretation.
  - D The plot development is convincing.



## Excerpt from “A Piece of Red Calico”

*by Frank Stockton*

The next place I visited was a very large dry-goods store. Of the first salesman I saw, I inquired if they kept red calico like my sample.

33

“You’ll find that on the second story,” said he.

I went upstairs. There I asked a man:

“Where shall I find red calico?”

36

“In the far room to the left,” and he pointed to a distant corner.

I walked through the crowds of purchasers and salespeople, around the counters and tables filled with goods, to the far room to the left. When I got there, I asked for red calico.

“The second counter down this side,” said the man. I went there and produced my sample. “Calicoes downstairs,” said the man.

39

“They told me they were up here,” I said.

“Not these plain goods. You’ll find them downstairs at the back of the store, over on that side.”

I went downstairs to the back of the store.

“Where can I find red calico like this?” I asked.

43

“Next counter but one,” said the man addressed, walking with me in the direction pointed out. “Dunn, show red calicoes.”

Mr. Dunn took my sample and looked at it. “We haven’t this shade in that quality of goods,” he said.



"Well, have you it in any quality of goods?" I asked.

"Yes. We've got it finer." He took down a piece of calico and unrolled a yard or two of it.

"That's not this shade," I said. . . .

"I thought you weren't particular about the match," said the salesman. "You said you didn't care for the quality of the goods, and you know you can't match without [taking] into consideration quality and color both. If you want that quality of goods in red, you ought to get Turkey red." . . .

49

I turned on my heel, descended in the elevator, and went out on Broadway. I was thoroughly sick of red calico. But I determined to make one more trial. My wife had bought her red calico not long before, and there must be some to be had somewhere. I ought to have asked her where she bought it, but I thought a simple little thing like that could be procured anywhere.

50

I went into another large dry-goods store. As I entered the door, a sudden tremor seized me. I could not bear to take out that piece of red calico. If I had had any other kind of a rag about me—a pen-wiper or anything of the sort—I think I would have asked them if they could match that.

But I stepped up to a young woman and presented my sample, with the usual question. . . .

"Have you any red calico like this?" I asked of the lady behind the counter.

"No, sir," she said, "but we have it in Turkey red."

Turkey red again! I surrendered.

"All right," I said. "Give me Turkey red."

"How much, sir?" she asked.

"I don't know—say five yards."



58

The lady looked at me rather strangely, but measured off five yards of Turkey red calico. Then she rapped on the counter and called out, "Cash!" A little girl, with yellow hair in two long plaits, came slowly up. The lady wrote the number of yards; the name of the goods; her own number; the price; the amount of the banknote I handed her; and some other matters—probably the color of my eyes and the direction and velocity of the wind—on a slip of paper. She then copied all this in a little book which she kept by her. Then she handed the slip of paper, the money, and the Turkey red to the yellow-haired girl. This young girl copied the slip in a little book she carried, and then she went away with the calico, the paper slip, and the money.

59

After a very long time—during which the little girl probably took the goods, the money, and the slip to some central desk, where the note was received, its amount and number entered in a book; change given to the girl; a copy of the slip made and entered; girl's entry examined and approved; goods wrapped up; girl registered; plaits counted and entered on a slip of paper and copied by the girl in her book; girl taken to a hydrant and washed; number of towel entered on a paper slip and copied by the girl in her book; value of my note and amount of change branded somewhere on the child, and said process noted on a slip of paper and copied in her book—the girl came to me, bringing my change and the package of Turkey red calico.

I had time for but very little work at the office that afternoon, and when I reached home, I handed the package of calico to my wife. She unrolled it and exclaimed:

"Why, this doesn't match the piece I gave you!"

"Match it!" I cried. "Oh no! It doesn't match it. You didn't want that matched. You were mistaken. What you wanted was Turkey red—third counter to the left. I mean, Turkey red is what they use!"

My wife looked at me in amazement, and then I detailed to her my troubles.

"Well," said she, "this Turkey red is a great deal prettier than what I had, and you've bought so much of it that I needn't use the other at all. I wish I had thought of Turkey red before."

"I wish from my heart you had!" said I.





- 7 Which quote shows the narrator's emotional development over the course of the text?
- A "I went downstairs to the back of the store."
  - B "I was thoroughly sick of red calico. But I determined to make one more trial."
  - C "The lady looked at me rather strangely, but measured off five yards of Turkey red calico."
  - D "I had time for but very little work at the office that afternoon, and when I reached home, I handed the package of calico to my wife."
- 8 Based on paragraphs 33, 36, 39, and 43, why does the author choose to use repeated experiences in this text?
- A to emphasize a light and carefree mood
  - B to create suspense and engage the reader
  - C to challenge the reader to see more than one perspective
  - D to raise the level of aggravation through the series of events
- 9 Based on the context, which substitution could be made for the word *procured* in paragraph 49?
- A constructed
  - B exhausted
  - C acquired
  - D fortified



- 10 In paragraph 50, why does the narrator feel a “sudden tremor” as he enters the dry-goods store?
- A There is an earthquake as he is about to enter the store.
  - B The idea of receiving another rejection is troubling to him.
  - C He is disturbed by the thought that his wife will be upset with him.
  - D He fears that he will have an outburst of anger toward the workers.
- 11 In paragraph 58, how does the figurative language in the quote, “probably the color of my eyes and the direction and velocity of the wind,” affect the tone of the text?
- A It is the first visible example of sarcasm from the narrator since he began his expedition.
  - B It emphasizes how difficult it is for the narrator to go shopping during the workday.
  - C It is the first time the narrator is ashamed to ask for assistance from the little girl.
  - D It reveals the bitter feelings that the narrator has about the number of salesclerks employed by fabric stores.
- 12 In paragraphs 58 and 59, why did the narrator provide the specific details of his transaction with the little girl?
- A to show how important the purchase was to the narrator’s wife
  - B to show that the purchase was too expensive for the narrator
  - C to show how complicated it was to make the purchase
  - D to show that the purchase was unnecessary



This is the end of the English Language Arts I Released Items.

Directions:

1. Look back over your answers for the test questions.
2. Make sure all your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored.
3. Put all of your papers inside your test book and close the test book.
4. Stay quietly in your seat until your teacher tells you that testing is finished.
5. Remember, teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test.

RELEASED

RELEASED

#### ACKNOWLEDGMENTS

The North Carolina Department of Public Instruction wishes to express gratitude to the following authors and publishers, whose generous permission to reprint literary selections has made these tests possible. Every effort has been made to locate the copyright owners of material reprinted in this test booklet. Omissions brought to our attention will be corrected in subsequent editions.

Excerpt from "A Piece of Red Calico" by Frank Stockton. *Classic Reader*.  
<http://www.classicreader.com/book/791/1> (02/21/2012).



**English Language Arts I  
RELEASED Items<sup>1</sup>  
Fall 2014  
Answer Key**

<b>Item Number</b>	<b>Type<sup>2</sup></b>	<b>Key</b>	<b>Percent Correct<sup>3</sup></b>	<b>Standard</b>
1	MC	C	90%	CCSS.ELA-Literacy.RL.9-10.2
2	MC	D	83%	CCSS.ELA-Literacy.L.9-10.4.A
3	MC	A	66%	CCSS.ELA-Literacy.RL.9-10.1
4	MC	A	49%	CCSS.ELA-Literacy.RL.9-10.4
5	MC	D	88%	CCSS.ELA-Literacy.RL.9-10.1
6	MC	D	42%	CCSS.ELA-Literacy.RL.9-10.5
7	MC	B	93%	CCSS.ELA-Literacy.RL.9-10.3
8	MC	D	79%	CCSS.ELA-Literacy.RL.9-10.5
9	MC	C	72%	CCSS.ELA-Literacy.L.9-10.4.A
10	MC	B	88%	CCSS.ELA-Literacy.RL.9-10.1
11	MC	A	71%	CCSS.ELA-Literacy.L.9-10.5.A
12	MC	C	84%	CCSS.ELA-Literacy.RL.9-10.3



<sup>1</sup>These released items were administered to students during a previous test administration. This sample set of released items may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. Additional items may be reviewed at <http://www.ncpublicschools.org/accountability/common-exams/released-forms/>. Additional information about the NC Final Exam is available in the *Assessment Specification* for each exam located at <http://www.ncpublicschools.org/accountability/common-exams/specifications/>.

<sup>2</sup>This NC Final Exam contains only multiple-choice (MC) items.

<sup>3</sup>Percent correct is the percentage of students who answered the item correctly during the Spring 2014 administration.

RELEASED



## Standard Descriptions

Only standard descriptions addressed by the released items in this booklet are listed below. A complete list of standards for English Language Arts and Mathematics may be reviewed at <http://www.corestandards.org/read-the-standards/>.

### **CCSS.ELA-Literacy.RL.9-10.1 (Reading Literature)**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **CCSS.ELA-Literacy.RL.9-10.2 (Reading Literature)**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### **CCSS.ELA-Literacy.RL.9-10.3 (Reading Literature)**

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### **CCSS.ELA-Literacy.RL.9-10.4 (Reading Literature)**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

### **CCSS.ELA-Literacy.RL.9-10.5 (Reading Literature)**

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### **CCSS.ELA-Literacy.L.9-10.4.A (Language)**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### **CCSS.ELA-Literacy.L.9-10.5.A (Language)**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.