

Changes to the WESTEST 2 RLA Section

Format of RLA Test

- Text is Lexiled for grade level readability.
- Passages are paired in grades 3-5 and in triplets in grades 6-11.
- Literary pieces are partnered with informational selections. Types of passages include:
 - blogs
 - wikis
 - informational articles
 - screen shots/Web sites
 - diaries
 - literary passages
- Paragraphs are numbered for easy access to text.
- Parallel questions throughout grades 6-11, increase in difficulty within a common vertical framework.
- High interest level in content of passages is provided, especially with emphasis on West Virginia-connected topics via names of people, places, history, myths, and geography.

Types of Questions

- Synthesis of data is a tested skill.
- A variety of close-reading questions that combine DOK levels one and two, provide a layered question for increased critical thinking.
- Questions (DOK 3) stress application of terminology rather than simply recall of terms (i.e., vocabulary based on reasoning with prefix or root knowledge provided; effect of simile rather than just identification of example).
- Multiple editing skills are tested within a single question (i.e., punctuation, pronoun-antecedent agreement, appropriate modifiers).
- Evaluation and documentation of appropriateness, usefulness, and reliability of 21st century information sources (especially electronic) is also tested.

Strategies

- SOAPStone (identifying speaker, occasion, audience, purpose, subject, and tone) AP Strategy - <http://professionals.collegeboard.com/prof-dev/workshops/english/strategies-english-soapstone>
- Levels of Questions - level one (factual), level two (interpretative), and level three (evaluative) <http://carmicleap.blogspot.com/2008/08/ap-english-language-and-composition.html>
- TP-CASTT (title, paraphrase, connotation, attitude, shift, title, theme) AP Strategy - <http://www.members.shaw.ca/doncomeau/TPCASTT.htm>
- Development of Close Reading Questions (both student and teacher-initiated) <http://www.collegeboard.com/student/plan/boost-your-skills/189995.html>

Grade Three Assessment Examples

Directions: Read the following passage.



- 1 **O**nce upon a time, long ago, a monster stole all the buffalo from the plains and put them in his mountain hideout.
- 2 "There," beamed the monster. "I have enough food to last forever."
- 3 Coyote, a wild dog, called all the people and all the animals together in a great meeting to figure out what they could do. No one had an idea. They were too afraid of the monster to think at all.
- 4 "I scouted the monster," Coyote spoke up. "He lives with a very small boy."
- 5 "We cannot hurt a child," said one of the people. "Not even to get back our buffalo."
- 6 "That is understood," Coyote nodded. "But I was thinking a small boy must be very lonely with no one love except a horrible monster. I think we should give him a pet to love. When the chance arises, the pet we send can set the buffalo free."

- 7 All the people and all the animals thought that was a marvelous idea.
- 8 First, they sent Mouse to win the heart of the small boy. The boy liked Mouse and took him home. But the monster told the boy to send Mouse away. Next, the people sent Killdeer, a bird. But the bird fared no better.
- 9 Coyote called another meeting. "I think," Coyote told all the people and all the animals, "that I must go myself."
- 10 That very day, Coyote set out for the monster's **lair**. When the boy saw Coyote, his eyes brightened. The boy loved Coyote immediately and took him home. The monster was very angry. "Get that mangy dog out of here before I eat you both!"
- 11 The boy and Coyote ran out of the lair. The boy sat down. He tried not to cry, but a tear ran down one cheek. Coyote licked it away.
- 12 "Poor dog," said the boy. "I bet you're hungry."
- 13 Coyote put back his head and howled. That is the sound Coyote makes to comfort you.
- 14 The buffalo heard Coyote's cry. It frightened them. They began shuffling and stamping their feet the way buffalo do when they are nervous.
- 15 The more the boy cried, and the more Coyote howled to make him feel better, the more frightened the buffalo became. One buffalo became so afraid that he began to run. The other buffalo ran after him. They ran and ran until they had scattered all over the Plains. The monster ran after the buffalo. While the monster was gone, Coyote took the small boy to live with the people.
- 16 The monster hunted and hunted, but the buffalo had scattered without a trace. Late that night, when the monster returned to his lair, young warriors were waiting. They killed the monster, much to the relief of one small boy and all of the people and all of the animals.
- 17 That is why the **elders** say it is Coyote to whom we owe the buffalo. Even today, the people still give thanks to clever Coyote. If it had not been for the smart head and warm heart of one little dog, that horrible monster would have kept all the buffalo for himself forever.

lair – a den or resting place for a wild animal

elders – of greater age, older

Directions: Answer the following question using “The Clever Coyote.”

RLA.O.3.1.12 recognize and explain the defining characteristics of genre in literary and texts:

- fairy tales
- folk tales
- myths
- poems
- fables
- fantasies
- biographies
- short stories
- chapter books
- historical fiction
- plays
- autobiographies
- magazines
- newspapers
- textbooks
- electronic databases
- reference materials

DOK 2

1. What two elements help the reader determine that *Clever Coyote* is a myth?
 - a. animals that represent a quality or thing as a person, gods
 - b. heroes, a monster
 - c. explanation of nature, heroes
 - d. explanation of nature, animals that represent a quality or thing as a person

Directions: Read the following selection.



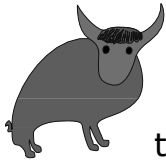
Professor Wiki

Native American Symbolism*

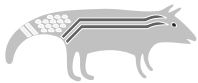
In Native American stories, the Indians used parts of their culture to tell




their tales. These parts, often animals or things in nature, were given extra meaning. For example, a **bird** wasn't just an animal with feather that flies. A bird was also used to represent carefree and relaxed and qualities. In Native American stories, a **boy** stands for a father's



pride. The **buffalo** in these stories represents strength and endurance. A buffalo is seen as a provider**. A **coyote** often tricks the other characters in the story. A **dog** in the stories is there to heal



emotional*** wounds. It represents friendship. **Mountains** are a symbol of having more than what you need. A **mouse** in a story will be the leader. A mouse represents those who are humble and generous.

 Understanding the symbolism will help the reader figure out the hidden meaning of the story.

Last modified on 12.22.07 10:29 GMT

*symbolism - the use of symbols (signs) to represent ideas or qualities

**provider - someone who supports a family

***emotional - relating to your feelings

Directions: Answer the following question using “Professor Wiki.”

RLA.O.3.1.14 use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, informational text).
DOK 2

2. What characteristic of a mouse represents humility (unwilling to make important things you do well)?
 - a. A mouse’s behavior is gentle.
 - b. A mouse’s behavior is proud.
 - c. A mouse’s size is huge.
 - d. A mouse’s size is tiny.

Themed Questions

Directions: Answer the following questions using “The Clever Coyote” and “Professor Wiki.”.

RLA.O.3.1.8 use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.
DOK 2

3. Which of the animal characters in the *Clever Coyote* does **NOT** match its symbolism in the wiki?
 - a. buffalo
 - b. dog
 - c. coyote
 - d. mouse

RLA.O.3.1.9 infer the author's purpose:

- to persuade
- to entertain
- to inform in literary and informational text

DOK 3

4. Contrast and compare the authors' purposes in both selections.
 - a. entertain in both selections
 - b. entertain in Clever Coyote, inform in the wiki
 - c. inform in both selections
 - d. persuade in Clever Coyote, inform in the wiki

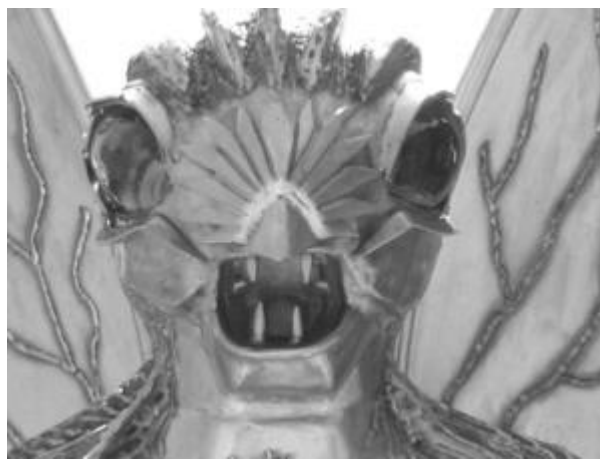
Grade Six Assessment Examples

Directions: Read the following passage.

adapted from . . .

Mothman

Edited by: JMoore
WVGhosts.com Editor



- 1 The weird events connected to the Mothman began on November 12, 1966, near Clendenin, West Virginia. Five men were in the local cemetery that day, preparing a grave for a burial, when something that looked like a "brown human being" lifted off from some nearby trees and flew over their heads. The men were baffled. It did not appear to be a bird, but more like a man with wings. A few days later, more sightings would take place, electrifying the entire region.
- 2 Late in the evening of November 15, two young married couples had a very strange encounter as they drove past an abandoned TNT plant near Point Pleasant, West Virginia. The couples spotted two large eyes that were attached to something that was "shaped like a man, but bigger, maybe six or seven feet tall. And it had big wings folded against its back." When the creature moved toward the plant door, the couples panicked and sped away. Moments later, they saw the same creature on a hillside near the road. It spread its wings and rose into the air and followed their car, which by now was traveling at over 100 miles per hour. "That bird kept right up with us," said one of the group. They told Deputy Sheriff Millard Halstead that it followed them down Highway 62 and right to the Point Pleasant city limits. And, they would not be the only ones to report the creature that night. Another group of four witnesses claimed to see the "bird" three different times!

- 3 Another sighting had more bizarre results. At about 10:30 on that same evening, Newell Partridge, a local building contractor who lived in Salem (about 90 miles from Point Pleasant), was watching television when the screen suddenly went dark. He stated that a weird pattern filled the screen and then he heard loud, whining sounds from outside that raised in pitch and then ceased. "It sounded like a generator winding up," he later stated. Partridge's dog, Bandit, began to howl out on the front porch and Newell went out to see what was going on.
- 4 When he walked outside, he saw Bandit facing the hay barn, about 150 yards from the house. Puzzled, Partridge turned a flashlight in that direction and spotted two red circles that looked like eyes or "bicycle reflectors". The moving red orbs were certainly not animal's eyes, he believed, and the sight of them frightened him. Bandit, an experienced hunting dog and protective of his territory, shot off across the yard in pursuit of the glowing eyes. Partridge called for him to stop, but the animal paid no attention. His owner turned and went back into the house for his gun, but then was too scared to go back outside again. He slept that night with his gun propped up next to the bed. The next morning, he realized that Bandit had disappeared. The dog had still not shown up two days later when Partridge read in the newspaper about the sightings in Point Pleasant that same night.
- 5 One statement that he read in the newspaper chilled him to the bone. Roger Scarberry, one member of the group who spotted the strange "bird" at the TNT plant, said that as they entered the city limits of Point Pleasant, they saw the body of a large dog lying on the side of the road. A few minutes later, on the way back out of town, the dog was gone. They even stopped to look for the body, knowing they had passed it just a few minutes before. Newell Partridge immediately thought of Bandit, who was never seen again.

Directions: Answer the following questions using "Mothman."

RLA.O.6.1.1 use connotation and denotation to understand meaning.
DOK 2

"One statement he read chilled him to the bone."

1. What is the connotation of the above statement?
 - a. Mr. Partridge was frustrated.
 - b. Mr. Partridge was cold.
 - c. Mr. Partridge was tired.
 - d. Mr. Partridge was scared

RLA.O.6.1.6 differentiate and apply comprehension strategies in literary and informational texts to:

- use prior knowledge
- draw conclusions
- interpret meaning
- determine cause and effect
- judge text critically

DOK 3

2. Why do you think that Bandit was never seen again?
 - a. Bandit ran away because he was scared.
 - b. Bandit was killed by Mothman.
 - c. Bandit was hit by a car.
 - d. Bandit was shot.

RLA.O. 6.1.10 evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.

DOK 3

3. Bandit's howling was most likely caused by what?
 - a. Bandit was scared by Mothman's red eyes.
 - b. Bandit was not used to being alone after dark.
 - c. The whining sounds hurt Bandit's ears.
 - d. A and C

RLA.O.6.1.6 differentiate and apply comprehension strategies in literary and informational texts to:

- use prior knowledge
- draw conclusions
- interpret meaning
- determine cause and effect
- judge text critically

DOK 3

4. The television screen went dark and then filled with a weird pattern. What does the author infer as the cause of the television's malfunction?
 - a. an electric surge
 - b. Mothman's presence
 - c. a service announcement
 - d. the end of a movie

RLA.O.6.1.8 interpret the actions, behaviors and motives of characters in literary texts. (DOK 3)

5. Which characters reacted to Mothman in a similar way?
 - a. the two young couples and the five men
 - b. the five men and Mr. Partridge
 - c. the two young couples, five men, and Mr. Partridge
 - d. the two young couples and Mr. Partridge

RLA.O.6.1.4 select defining characteristics, construct background knowledge and development reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors

- myth
- fantasies
- biographies
- autobiographies
- science fiction
- tall tales
- supernatural tales

(DOK 2)

6. Look at the characteristics of the story. What type of passage is this?
- a. fantasy
 - b. tall tale
 - c. myth
 - d. supernatural



Directions: Read the following passage.

WIKIPEDIA

Mothman

From Wikipedia, the free encyclopedia

¹**Mothman** is a strange creature reported in the Charleston and Point Pleasant areas of West Virginia. ²It was supposedly seen between November 1966 and December 1967. ³The most recent sighting was September 2007. ⁴Most observers describe Mothman as a man-sized creature with large reflective red eyes and moth like wings. ⁵It often appeared to have no head with its eyes in its chest. ⁶A number of hypotheses have been offered to explain eyewitness accounts. ⁷The hypotheses range from misidentification and coincidence to ___normal phenomena and conspiracy theories.



A 12 foot tall, stainless steel sculpture of the Mothman by artist Robert Roach, located in Point Pleasant.

Creature

Name: Mothman

Classification

Grouping: Cryptid

Data

First reported: November 1966

Last sighted: 2007
(main *incident*),
2005 (sighting)

Country: United States

Region: West Virginia

Habitat: Air/land

Status: Living

Directions: Answer the following questions using the "Wikipedia."

RLA.O.6.1.2 use root words, prefixes and suffixes to understand words, change word meanings and

DOK 2

[Origin: 1375–1425 for sense "grotto"; 1555–65 for current senses; late ME *cripte* < L *crypta* < Gk *kryptḗ* hidden place, n. use of fem. of *kryptós* hidden, verbid of *krýptein* to hide; r. earlier *crypta* < L, as above]

7. The word **cryptid** was first coined in 1983 by John Wall. Based on the origin of the root (given above) and its suffix, which term best defines the word?

- a. a monster
- b. a mystery
- c. a creature without a proven existence
- d. a fiend

RLA.O.6.1.2 use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.

DOK 2

8. In sentence 7, which prefix best combines with the root and matches the meaning of the sentence?

- a. a-
- b. ab-
- c. para-
- d. sub-

RLA.O.6.1.3 use a variety of strategies to increase grade-appropriate vocabulary (e.g., etymology, context clues, affixes, synonyms, antonyms).

DOK 2

9. In sentences 6 and 7, **hypotheses** means

- a. theories
- b. practices
- c. stories
- d. views

RLA.O.6.1.11 identify and understand figurative language (e.g., onomatopoeia, personification, alliteration in text.
DOK 1

10 In sentence 4, the author refers to ***large reflective red eyes***. What type of figurative language is this?

- a. hyperbole
- b. simile
- c. personification
- d. It is not figurative language

Directions: Read the following Web page.

College For Kids Program Updates - Windows Internet Explorer

csi + monsters

http://www.education.wisc.edu/cfk/Action/detail.asp?idProgramUpdates=386

West Virginia Department of Education

College For Kids Pro...

Home

What is cfk

Workshops

CFK in Action

Student Registration

Teacher/Facilitators

CFK: Young Professionals

Contact Us

CFK in Action

July 5, 2007

CSI: Monsters

Group 10 trains themselves to think critically and applies the scientific method to the science fiction of UFOs, Bigfoot, and others; meanwhile, Group 1 makes molds of fabled creatures and fills them with plaster of paris.



Done

start

Windows Live ...

Inbox - Micros...

WESTEST Dev...

2 Microsoft O...

College For Kid...

Document3 - ...

Internet

100%

8:50 AM

Themed Questions

Directions: Answer the following questions using “Mothman,” “Wikipedia”, and the Web page.

RLA.O.6.1.10 evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.

DOK 3

11. Today’s technology provides what type of equipment that would have the greatest possibility of providing proof Mothman exists during a chance sighting?

- a. wireless laptop
- b. cell phone w/camera
- c. iPod
- d. “zoom” binoculars

RLA.O.6.1.10 evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.

DOK 3

12. It is Saturday evening and you are planning to wait for Mothman so you can gather proof that it exists. You have to travel light and can only take a backpack. What one item would be the least helpful to take?

- a. bottle of water
- b. cell phone
- c. iPod
- d. digital camera

Grade Eleven Assessment Examples

Directions: Read the following passage.

POWERED UP

Home

New Links

More Info

SEARCH

A Novel Idea! By S.K. Starr

- 1 Do you use your phone to access your email? Do you make a lot of calls on your cell phone? Do you spend a lot of time on your cell phone? Do you IM with your friends? Have you ever thought about reading a book on your phone? It's all the rage in Japan!
- 2 Cell phone novels, called keitai shosetsu, are becoming increasingly trendy in Japan and are starting to gain popularity in China and South Korea. The spread of cell phone novels is mainly due to their appeal to young adults, the same audience with whom blogging, IMing, text messaging, and cell phone use is all the rage.
- 3 Since cell phone screens are so small, only about a line and a half will display at one time. Because of its size, a cell phone provides an intimate tool for reading. It is portable, private, and allows easy access anywhere readers can receive a cell phone signal.
- 4 A reader can store entire novels, even an entire series, in a phone. While some of the cell phone novels are the traditional classics, some are created specifically for this medium, manga, serialized novels, and even SAT preparation materials are among the selections readers find when they click in to a service provider.
- 5 Cell phone novels have opened up reading and made the skill interactive and cool. Writing has also picked up in popularity because the cell phone provides a platform for unknown writers.
- 6 Writers often compose their novels on blogs, but software is also available that allows an author to upload directly to the service provider's site. Most of the stories written for cell phones contain short sentences and little plot or character development. The novels are not what one expects to find in mainstream literature. Despite what many feel is the inferior literary quality of the stories, the cell phone has given birth to a new genre that is so popular it has spun off into print novels, movies, and manga.

- 7 Numerous cell phone novel authors have never before written. First time authors typically do not create the novels for monetary gain; the monetary gain comes when the novels spin off into conventional commercial products. Many of these newfound authors are racking up huge profits.
 - 8 So, the next time you find yourself stuck in traffic or just hanging out with time to kill, pick up your cell phone and read or write a book. The possibilities are unlimited!
-

Directions: Answer the following question using “A Novel Idea!”

RLA.O.11.1.7 demonstrate knowledge of and analyze the use of rhetorical and literary devices:

- parallelism
- archetypes
- allegory
- parallel structure
- antithesis
- narrative pace
- satire
- cadence
- scansion
- flashback
- foreshadowing
- Freytag’s pyramid (exposition, rising action, climax, falling action, catastrophe)

DOK 3

1. What is the effect of the series of rhetorical questions at the beginning of this article?
 - a. They draw readers into the article by making them think about their answers to the questions.
 - b. They illustrate the point that so many people now have cell phones at their disposal.
 - c. They point out that the article’s main purpose is to talk about the many uses of cell phones.
 - d. They show how American readers can become successful novel writers using their cell phones.

Directions: Read the following passage.

The Box (A Cell Phone Novel)

By S.K. Starr

The wind whipped around her body and knotted her hair as she walked.

1

The city noises crowded out her thoughts.

2

Susu almost fell as she tripped over a small cardboard box.

3

She looked questioningly at the box. "I wonder where it came from."

4

There were no trash receptacles in sight, no bags of trash . . . just a box.

5

She heard a scream that brought her back to reality.

6

Susu looked up at the shadow-cloaked apartment building.

There was no face to match the scream.

9 She looked back at the box. Blood.
10 Susu bent to open the box.
11 She felt a thud on the back of her head.
12 The concrete felt cool as she fell onto the sidewalk.
13 Darkness engulfed her.
14 Later . . . Something was crawling on Susu's hand.
15 She turned her head and saw a cockroach scurry off.
16 Susu felt groggy. Her head hurt.
17 She reached up to rub her head and felt something damp.
18 She looked at her hand. Blood.
19 Susu was lying under the stairwell of the apartment building.
20 A dark figure wearing a long coat stood over her.
21 The figure moved slightly and she could tell it was a man.
22 "I couldn't let you see inside the box."
23 He spoke with a slight accent. East European maybe.
24 Clutching the box to his chest, he peered out of the stairwell.
25 As her daze began to clear, Susu began to feel the cold of the concrete.
26 She shivered and started to sit up.
27 "Don't move," grunted the figure. "Your head is bleeding."
28 Susu was confused. First he clubs her and then he wants to care for her?
29 Susu half laughed at the irony and sat up.
30 "Who are you?" "Why did you hit me?"
31 The dark figure scrutinized Susu.
32 "You don't need to know who I am. I couldn't let you see inside the box."
33 A blood curdling scream rang out across the building's courtyard.
34 "They found her!" Whispered the figure. He peered into the courtyard.
35 The blare of sirens could be heard in the distance.
36 The louder the sound of the sirens grew, the more agitated the figure became.
37 "I have to get out of here. Will you be OK?"
38 Susu looked at the figure in disbelief. "Yea, sure."
39 The figure clutched the box to his chest, ducked his head, and ran toward the alley.
40 It was almost twilight, so the figure blended into the cityscape easily.
41 Susu peered out of the stairwell in time to see the figure disappear into the darkness of the alley.
42 She pulled herself up just as several police cars were pulling onto the courtyard.
43 The police went running into the building.
44 As Susu stepped out onto the courtyard, she could hear someone sobbing in the distance.
45 Susu brushed off her clothing and looked at her hands. Blood.
46 Blood . . . "I wonder what was in the box," Susu thought.
47 Just then, she saw something move out of the corner of her eye.

- 48 Susu jerked her head around just in time to see the dark figure and the box disappear into an abandoned building.
- 49 He must have been hiding there the entire time. Watching.
- 50 But what was he watching for?
- 51 Without even thinking, Susu started striding toward the abandoned building.
- 52 Now she wanted to know what was in the box . . .
-

Directions: Answer the following question using “The Box.”

RLA.O.11.1.5 analyze characteristics of author’s intended audience, purpose, style, voice and technique through the use of reasoning, evidence and literary/character analysis.
DOK 3

2. How does the author’s style affect the character development?
- a. The author’s style promotes in-depth character development.
 - b. The author’s style supports limited character development.
 - c. The author’s style does not affect character development.
 - d. The author’s style is established through character development.

Directions: Read the following "Wiki."



WIKI

by S.K. Starr

Cell phone novel

- 1 Cell phone novels are typically 1,000 to 2,000 words so that they can be read quickly and easily. Cell phone novels are fairly quick to read because of their conciseness. This also makes the novels quick to download. They are usually in Java-based script, or WMLD or TXT.
- 2 Cell phone novels originated in Japan and have become very popular in China and other parts of Asia. These novels appeal to young readers and writers alike because they create a virtual world which allows readers to participate directly in the story.
- 3 The trend is beginning to spread to the United States. Cell phone novels are also making reading such a popular activity again. Many of the cell phone novels have been published in hard copy and one has become a best seller in Japan.
- 4 Cell phone novels have made reading and writing mobile activities, thus promoting both skills. A person no longer needs to sit in solitude at a desk while trying to crank out pages of interesting text. Nor does a person need to visit the local library or bookstore in order to find something interesting to read. A good story is only a few buttons away!



This page was last modified on 12 September 2008, at 22:41.

Directions: Answer the following question using the “Wiki.”

RLA.O.11.2.8 evaluate the effectiveness of and apply various forms of transition in a composition:

- sentence links
- repetition of key words or phrases
- restating of main/key ideas

DOK 2

3. Which choice is the most effective, concise manner to create a transition between paragraphs 3 and 4?
- a. However, the trend is beginning to spread to the United States.
 - b. Now, the trend is beginning to spread to the United States.
 - c. Because the novels are virtual, the trend is beginning to spread to the United States.
 - d. Virtual worlds are popular, so the trend is beginning to spread to the United States.

Themed Questions

RLA.O.11.1.8 analyze and evaluate a variety of texts according to content, structure, purpose, organization of text, and tone.

DOK 3

Directions: After reading “A Novel Idea!” and the “Wiki”, answer the following question.

4. Evaluate whether the effect of the interaction between the purpose and tone is similar in both selections.
- a. similar, the purpose and tone work together to support the content in both texts.
 - b. similar, the purpose and tone work together to support the organization in both texts.
 - c. dissimilar, the purpose and tone do not work together to support the content in both

texts.

- d. dissimilar, the purpose and tone do not work together to support the organization in both texts.

RLA.O.11.1.12 evaluate persuasive language and techniques in literature and informational texts for intent, purpose, and effectiveness.
DOK 3

Directions: After reading all three selections, answer the following question.

5. Evaluate the effectiveness of the persuasive language/techniques in the passages.
 - a. Persuasion is not used in any of the passages.
 - b. The informational selections lead one to believe that cell phone novels are a negative fad; the literary selection does not use persuasion.
 - c. The informational selections do not use persuasion; the style of the literary selection motivates the reader to seek resolution.
 - d. The informational selections lead one to believe that cell phone novels are a positive fad; the style of the literary selection motivates the reader to seek resolution.

Answers

Grade Three

1. d
2. a
3. d
4. c

Grade Six

1. d
2. b
3. c
4. b
5. d
6. d
7. c
8. c
9. a
10. d
11. b
12. c

Grade Eleven

1. a
2. b
3. b
4. a
5. d