

Name: _____ Class: _____

Teacher: _____ Date: _____

Unit Assessment: ELA, Level 4, Unit 1 EL4U1B

Melanie's Graduation Day

Melanie normally wasn't overly excited about a shopping trip, but today was a significant exception. She awoke joyfully in her college dorm room very early in the morning, went to the nearby train station, and purchased a round-trip ticket to Chicago. Her spirits were still high when she took her seat in the train's first car. In two weeks, she would graduate from college, and Melanie wanted to find the perfect dress for this extraordinary event. She had been planning this trip into the city for weeks, but her plans to graduate from college dated back to her childhood. She would be the first person in her family to earn a college diploma.

As a youngster, Melanie had been a quick study. She had picked up early on her father's appreciation of life's seemingly unimportant things. Her father's eyes would shine with excitement about the most ordinary things, noticing what most other fathers would ignore—the way she twiddled her thumbs when she was nervous, the way her left eye closed more tightly than her right eye when she giggled, the way she arranged her stuffed animals from "youngest" to "oldest" on a shelf in her bedroom. He even knew all of the stuffed animals by name. She loved that about him. From Little Chester all the way up to Annie the Dinosaur, he knew all the names!

As acute as Melanie's attention to detail was, however, there were also things that she, like many of us, did not notice—things that often remain undiscovered about a person. When Melanie fixed her bicycle's punctured tire by herself for the first time, for example, she was unaware of her father, who was grinning brightly and watching unseen from behind the back door of the garage. He was also watching on her first day of kindergarten, when Melanie was the only child not crying in her parents' arms and the first student to walk bravely through the classroom door. Her father silently treasured her assured look—her readiness to confront life's inevitable crossroads at the early age of five. He expressed the same jubilant resignation when Melanie won a college scholarship and went far away from home for the first time. He knew he would be sad, but he also knew that his sadness should never overshadow her determination. For Melanie, he smiled wholeheartedly. He was always there, whether Melanie, the quick study, knew it or not.

On the train, Melanie envisioned her mother and father arriving on campus for graduation day and seeing her for the first time as an accomplished adult. No longer was she the cute, untidy little girl who never picked up her clothes from the floor. No longer was she the teenager who would conceal herself in her bedroom amid thunderous music, sometimes even missing dinner. No longer was she the college freshman who reveled in her "escape" from home as she decorated her first college dorm room with her treasured possessions. She was a college graduate. It was another first for her.

As the train approached downtown Chicago, Melanie did not take her eyes off the Sears Tower, the nation's tallest skyscraper. She had looked out of its soaring observatory when her parents took her on her first trip to the big city when she was a child. The sights were magnificent. Chicago's landmarks, streets, and neighborhoods were within reach. As Melanie sat on the train and looked at the kind giant, she remembered how her father held her up to the window as if to present her to the world. After that, she had dreamed of living in a tall building in Chicago. She stepped out of the train station beneath Chicago's towering presences, seeking the dress she would wear on an afternoon that her family would always remember.

On graduation day, as Melanie received her diploma, she could not see her parents. While other families cheered, hers remained quiet. They were somewhere in the massive crowd of onlookers and popping flashbulbs. After the ceremony ended, she finally saw her father coming toward her with flowers in

hand—flowers that matched the color of the only dress she had ever been able to pay for with her own money.

"Congratulations, Melanie. You've made your family proud!" he said.

"Thank you, Dad," she replied. "Do you like my dress? I took the train and bought it in Chicago!"

"And I'll bet you sat in the train's very first car, didn't you?"

"Why, yes. How would you know that?" she asked.

"Lucky guess, I suppose," he replied, smiling.

- 1 Read the sentence from the passage. "He expressed the same jubilant resignation when Melanie won a college scholarship and went far away from home for the first time." Which of the sentences below uses the word *resignation* in the same way as it is used in the sentence quoted from the passage?
 - A. Outraged at the improper behavior of his boss, Stuart submitted his *resignation*.
 - B. Emeline's *resignation* from the knitting club followed a major tangle in her private life.
 - C. Overwhelmed by the pile of leaves in the yard, Colleen started raking with *resignation*.
 - D. The sudden *resignation* of the vice president signaled the beginning of a brave new era.

- 2 When Melanie's father watched her fix her bicycle or face kindergarten without tears, he MOST LIKELY felt
 - A. proud
 - B. nervous
 - C. noticeable
 - D. incompetent

- 3 Which statement contains diction that BEST illustrates Melanie's confidence and self-assurance?
 - A. "As a youngster, Melanie had been a quick study."
 - B. "her readiness to confront life's inevitable crossroads at an early age"
 - C. "... flowers that matched the color of the only dress that she had ever been able to pay for with her own money."
 - D. "On graduation day, as Melanie received her diploma, she could not see her parents."

- 4 Examine the syntax used in paragraph four. What is the effect of the three long sentences with repeated beginnings followed by the two short, simple sentences?
- A. Melanie's growth and change are emphasized.
 - B. Melanie's childhood habits are explained.
 - C. Melanie's appearance is described.
 - D. Melanie's parents are mocked.
- 5 In paragraph five, which image of the Sears Tower best conveys Melanie's affection and appreciation for this historic Chicago landmark?
- A. "the kind giant"
 - B. "beneath Chicago's towering presences"
 - C. "nation's tallest skyscraper"
 - D. "a tall building"
- 6 What does the fact that Melanie bought the new dress with her own money MOST LIKELY indicate?
- A. that she loves traveling on the train to Chicago
 - B. that she is ready to enter a new stage in her life
 - C. that she likes the same colors that her father likes
 - D. that she does not want to wear a traditional gown

Advertising Techniques

Advertisers use a variety of techniques to persuade consumers to buy products. Being aware of these techniques can help you watch commercials and read print advertisements with a more critical eye.

1

Endorsement

In an endorsement, a person whom consumers like or respect claims to use the product and recommends it. The person endorsing the product is often a celebrity, such as a movie star or an athlete.

Celebrity endorsements appeal to the desire that many people have to have a connection with someone who is rich and famous. You may not live next door to a movie star, but you can at least drink the same brand of milk that he or she drinks.

In expert endorsements, the goal is to convince consumers that the expert knows enough to choose the best product. Consumers are urged to rely on the expert's knowledge and to follow the expert's lead in buying the product. A dentist may endorse a toothpaste brand; a surgeon may endorse a brand of bandage. When an athlete endorses a product, he or she may speak both as a celebrity and as an expert. One example would be a famous racecar driver who endorses a certain brand of tire.

2

Makes Sense

Some advertisements appeal to consumers who base their buying decisions on rational thinking. An advertisement for a liquid soap, for example, might say that the soap kills 90% of germs and is not harmful to the environment. This kind of commercial often includes statistics gathered from independent surveys or medical studies. The advertisement may claim that "nine out of ten doctors say our soap can help prevent illness."

"Makes sense" advertisements often are not as rational as they seem on the surface. They may cite statistics that are not closely related to the product. An advertisement for the same liquid soap might say, "Clinical studies show that 98% of all households harbor germs." That may be true, but there is no relationship between that fact and the use of liquid soap. For one thing, germs exist everywhere and usually do not cause illness. Further, using liquid soap will not rid your home of germs. Advertisements like these often depend on consumers not thinking too carefully about their claims or about what the claims have to do with the product.

3

Funny Bone

"Funny bone" commercials rely on the premise that if you can make consumers laugh, they will buy your product. People like to laugh, and they like people who can make them laugh. Many people will

buy a product once because the advertisement for it made them happy. Of course, they are not likely to stay happy or keep buying the product if it doesn't work.

4

"Feel Good" Technique

Everybody wants to feel good. Advertisers reason that if an advertisement can make consumers feel good, then they are likely to buy the product. When you see a puppy, a kitten, or a baby in an advertisement, you may be seeing the "feel good" technique at work. The product may have nothing to do with dogs, cats, or babies, but most people feel good when they see one of these.

- 7 Which advertising technique is the BEST synonym for *endorsement* as it is used in the passage?
- A. Transfer
 - B. Avant garde
 - C. Testimonial
 - D. Facts and figures
- 8 Which advertising technique is the BEST synonym for the "feel good" technique as it is used in the passage?
- A. Transfer
 - B. Bandwagon
 - C. Testimonial
 - D. Facts and figures

- 9 What is the primary purpose of the first paragraph in the passage on advertising techniques?
- A. to persuade buyers to purchase the products advertised
 - B. to inform consumers of the best advertising techniques
 - C. to entertain consumers with the manipulative practices of advertisers
 - D. to convince buyers to be critical consumers of advertisements used to make buying decisions

- 10 What does the author compare in this passage?

Options

- A. kinds of products
 - B. kinds of problems
 - C. kinds of advertisements
 - D. kinds of consumers
- 11 Paragraph 11 describes a technique called “Funny Bone.” Which of the following appeals best illustrates the kind of appeal represented by “Funny Bone”?
- A. Logos
 - B. Pathos
 - C. Ethos
 - D. Avant garde
- 12 Paragraphs eight and nine describe an advertising technique called “Makes Sense.” Which of the following appeals BEST illustrates the kind of appeal represented by “Makes Sense”?
- A. logos
 - B. pathos
 - C. rhetoric
 - D. bandwagon

Who Wrote That? Featuring Laurie Halse Anderson

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1. Laurie Halse Anderson says that no one who knew her as a child thought she would become a successful adult. “I was an innocent child and wasn’t terribly bright. I stuttered and needed a reading tutor.” As a teen, she remembers feeling confused and overwhelmed most of the time and withdrew into herself for protection. In college, Anderson avoided English and language arts classes because she hated the way teachers made her analyze books. “This made the process of becoming an author A LOT harder!” she says.
 2. In spite of her lack of formal English training, Anderson possesses a well-developed sense of story. When she was a kid, she used to sneak downstairs after bedtime to eavesdrop on the grown-ups telling stories. Their tales not only grounded Anderson in her own history, but subliminally implanted literary devices like pacing, hooks, and dialogue.
 3. Before Anderson is ready to write a novel, she thinks about her main characters until she can hear their voices in her head. She calls this stage “eavesdropping” because she records what she hears—bits of dialogue, likes, dislikes, fears—all the nuances that make her characters real. As the characters develop, conflict points become clearer. Once Anderson establishes conflict, she begins writing.
 4. When Anderson first started writing for children, she had a day job. “I was sneaking in my writing in the morning and at night. Now that I’m a published author who’s had a lot of lucky breaks, I have a day job—designing my website, answering fan mail, speaking at schools and conferences. So I still sneak in my writing in the morning and at night.” But Anderson isn’t complaining. She feels fortunate to have had such an impact on children. If she had to predict how her life would have turned out, she would never have predicted her current success.
- 13 Which of the following statements BEST conveys both the purpose and target audience of the interview “Who Wrote That? Featuring Laurie Halse Anderson”?
- A. The interview was written to persuade parents.
 - B. The interview was written to entertain teachers.
 - C. The interview was written to critique authors.
 - D. The interview was written to inform students.

- 14 According to the interview, which of these statements describes a situation that contributed to Anderson's desire to become a writer?
- A. When Anderson first started writing for children, she had a day job.
 - B. "When she was a kid, she used to sneak downstairs after bedtime to eavesdrop on the grown-ups telling stories."
 - C. "Before Anderson is ready to write, she thinks about her main characters until she can hear their voices in her head."
 - D. She feels fortunate to have had such an impact on children.
- 15 Read paragraph three. Which open-ended question was MOST LIKELY asked to generate this section of the interview?
- A. Did you always know that you wanted to be a writer?
 - B. What leads you to think about a certain theme?
 - C. What is your process for developing a novel?
 - D. What is a key factor that led you to become a writer?
- 16 Read this sentence from paragraph 2.
- Their tales not only grounded Anderson in her own history, but subliminally implanted literary devices like pacing, hooks, and dialogue.
- The words "subliminally implanted" suggest which of these meanings?
- A. unintentionally learned
 - B. consciously taught
 - C. deliberately inserted
 - D. superficially imparted

- 17 Which of these statements from the interview BEST captures the voice and experience of the interviewee Laurie Halse Anderson?
- A. In spite of her lack of formal English training, Anderson possesses a well-developed sense of story.
 - B. "I was an innocent child and wasn't terribly bright. I stuttered and needed a reading tutor."
 - C. Before Anderson is ready to write a novel she thinks about her main characters until she can hear their voices in her head.
 - D. If she had to predict how her life would have turned out, she would never have predicted her current success.

The following is a rough draft of a student's narrative interview. This draft contains errors in grammar, punctuation, and spelling.

From High School to Law School

An Interview with Jane Anderson

Jane Anderson is no stranger to hard work. Jane is a successful lawyer. She works at a prestigious law firm. "growing up in the Inner city, forced me to make some tough choices if I wanted to lead a more productive life," she stated confidantly. Moving around her office with ease she continued, "In high school, I often found myself having to choose between studying hard and having an active social life." Picking up her Case Files, she smerked and said "I bet you thought I was going to say I choose to study hard and gave up my socieal life but I didn't and that was a consceous choice." Placing the files on the desk, she waved her hands in the air stating, "I decided I wanted both! I didn't want to give up one in lieu of the other, so I had to find a balance between the two that worked well for me. That's what made it so hard!" As our conversation continued, I admired Jane's ability to multitask with ease—signing office memos, checking her blackberry, and organizing case files in preparation for a court appearance.

- 18 Which sentence from the narrative interview is rewritten correctly?
- A. Picking up her case files, she smirked and said, "I bet you thought I was going to say I chose to study hard and gave up my social life, but I didn't and that was a conscious choice."
 - B. Picking up her case files she smirked and said I bet you thought I was going to say I choose to study hard and gave up my social life, but I didn't and that was a conscious choice.
 - C. Picking up her Case Files, she smerked and said "I bet you thought I was going to say I choose to study hard and gave up my socieal life but I didn't but I didn't and that was a consceous choice."
 - D. picking up her Case Files, she smerked and said, I bet you thought I was going to say I choose to study hard and gave up my Socieal Life, but I didn't and that was a consceous choice.

- 19 Read these sentences from the narrative interview.

Jane Anderson is no stranger to hard work. Jane is a successful lawyer. She works at a prestigious law firm.

Which statement BEST combines these sentences to improve the syntax of the opening statement?

- A. Jane Anderson is no stranger to hard work, working at a prestigious law firm, Jane is a successful lawyer.
 - B. She works at a prestigious law firm and is a successful lawyer—Jane Anderson is no stranger to hard work.
 - C. Jane is a successful lawyer she works at a prestigious law firm and is no stranger to hard work.
 - D. Jane Anderson, now a successful lawyer at a prestigious firm, is no stranger to hard work.
- 20 Which sentence from the narrative interview is rewritten correctly?
- A. Growing up in the inner city forced me to make some tough choices if I wanted to lead a more productive life she stated confidently.
 - B. “Growing up in the inner city forced me to make some tough choices if I wanted to lead a more productive life,” she stated confidently.
 - C. growing up in the Inner City, forced me to make some tough choices if I wanted to lead a more productive life” she stated confidently.
 - D. “Growing up in the Inner City forced me to make some tough choices if I wanted to lead a more productive life” she stated confidently.

- 21 Which sentence from the narrative interview is rewritten correctly?

- A. As our conversation continued, “I admired Jane’s ability to multi-task with ease—signing office memos, checking her blackberry, and organizing case files in preparation for her Court Appearance.”
- B. As our convorsation continued I admired Jane’s ability to multitask with ease—signing office memos checking her blackberry and organizing case files in preparation for her court appearance.
- C. As our conversation continued, I admired Jane’s ability to multi-task with ease—signing office memos, checking her Blackberry, and organizing case files in preparation for her court appearance.
- D. As our convorsation continued, I admired Jane’s ability to multitask with ease—signing office memos, checking her blackberry, and organizing case files in preparation for her court appearance.

22 Read the following sentences.

John is a world-class sprinter. John got his start in high school track. John's success did not come easily.

Which is the BEST way to revise these sentences to make them into a single compound-complex sentence?

- A. A world-class sprinter whose success did not come easily, John got his start in high school track.
- B. John got his start in track in high school, and although his success did not come easily, he is now a world-class sprinter.
- C. John, a world-class sprinter, got his start in high school track.
- D. John's success as a world-class sprinter began in high school, but it did not come easily.

23 Read the following sentence:

Children who study music also learn to be confident, they have coordination, and they are creative.

Which is the BEST way to revise the sentence to make it into a balanced sentence, using parallel structure?

- A. Children who study music also learn confidence, coordination, and they are creative.
- B. Children who study music also learn to be confident, coordinated and creativity.
- C. Children who study music also learn confidence, coordination, and creativity.
- D. Children who study music also learn creativity and they have coordination.

- 24 Read the following sentence.

Quick moves and expert ball handling make Kelly the star of our team.

Which is the BEST revision to make this sentence into a cumulative sentence in which the thought is complete before the reader reaches the end of the sentence?

- A. Kelly is the star of our basketball team because of his quick moves and expert ball handling.
 - B. Kelly, whose quick moves and expert ball handling are the envy of his teammates, is the star of our basketball team.
 - C. Kelly is a star basketball player, a superb tennis player and an excellent student.
 - D. Kelly, a model student and a community activist, is our star basketball player.
- 25 Which sentence is correctly written as a periodic sentence in which the thought is complete only at the end of the sentence?
- A. That morning I got to work late after having a hard time deciding what to wear and a breakfast that took longer to make than to eat.
 - B. That morning, as I drove to work, I had an accident and broke my arm and so arrived late to work.
 - C. That morning I got to work late.
 - D. I got to work late that morning, even though I started out earlier than usual.