



ELA II

G10

Week #2

Name:	Date:
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Vocabulary: Prefixes *fore-* and *con-*; Suffix *-ate*

Practice

A **prefix** is added to the beginning of a word or word root to change its meaning. The prefix *fore-* means “earlier” or “in front of.” The prefix *con-* means “with” or “together.”

fore- + see = foresee: “to predict, to see something before it happens”

con- + join = conjoin: “to join two things together for a common purpose”

A **suffix** is added to the end of a word to change its meaning or part of speech. The suffix *-ate* means “to become or form.” It can change other word forms to verbs.

motive + *-ate* = motivate: “to give someone a motive”

A Circle the letter of the answer choice that completes each sentence correctly.

- If you confide in someone, you
A. keep secrets from that person. B. share your thoughts with that person.
- If something has been foretold, that means it was
A. predicted before it happened. B. explained after it happened.

B Match each word with the sentence in which it fits best.

- The firefighter did not _____ before rushing into the flames.
- Luckily, she had the _____ to board up her windows before the hurricane hit her area.
- The _____ of the club was that they should meet twice a month.
- This year, I hope to _____ in more sports activities.

consensus
hesitate
participate
foresight

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Vocabulary: Prefixes *fore-* and *con-*; Suffix *-ate*

Assess

A Circle T if the statement is true or F if the statement is false. Then, write a sentence to explain your answer.

- 1. T/F In a book, foreshadowing can help the reader guess how the story will end.

- 2. T/F If a story is consistent, it does not make sense.

- 3. T/F You would offer condolences to someone who has just heard good news.

- 4. T/F Someone who has foresight tends to act rashly.

B Choose the correct word to complete each sentence. Write the word on the line.

- 1. **conversation** **conversed**
I _____ with the professor after her lecture.
We had a very interesting _____.

- 2. **captivated** **captive**
I was absolutely _____ by the singer's performance.
I was held _____ throughout the entire concert.

- 3. **locate** **location**
I could not _____ the town of Springfield.
I could not find its _____ on the map.

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Grammar: Abstract and Concrete Nouns

Practice

Concrete nouns name things you can see, feel, hear, taste, or smell—for example, *apple*, *wind*, *John Loew*, *automobile*. You can directly experience concrete nouns through your senses.

Abstract nouns name feelings, ideas, and beliefs. You cannot directly experience abstract nouns through your senses. Words such as *happiness*, *guilt*, *pride*, and *faith* are abstract nouns.

Compare the following examples of abstract and concrete nouns.

Examples of Abstract Nouns	Examples of Concrete Nouns
annoyance, beauty, courage, fear, love	burglar, explorer, mosquito, mother, rose

Underline the nouns in the following sentences. The number in parentheses indicates how many nouns are in each sentence.

Example: Planets like Uranus and Neptune are still a mystery to scientists. (5)

- Helen broke her wrist and her hand in the accident. (4)
- Peas and carrots are the only vegetables José likes. (4)
- The boy was impressed by the kindness of the coach. (3)
- According to his mother, Gus walked at an early age. (3)
- Ricardo practices many hours a day so he can be the best vaulter on the gymnastics team. (5)
- The old clock on the mantel chimes every fifteen minutes. (3)
- When fishing season begins, Jennifer and David will drive to the lake. (4)
- Australia exports a large quantity of fine wool. (3)
- Marblehead, a small town in Massachusetts, is sometimes called the birthplace of the navy. (5)
- The carpenters made many improvements in the old building. (3)

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Grammar: Abstract and Concrete Nouns

Assess

Write each noun and whether it is concrete or abstract on the line provided.

Example: Because our class has been studying civics this year, a representative from Congress will come and speak to us.

class—concrete; civics—abstract; representative—concrete;
Congress—concrete

1. Your car was towed to the garage down the street.

2. Gideon and Shulamit study mathematics at the college.

3. Nana felt great joy when we sang our song for her.

4. Joey was filled with disappointment when the college rejected him.

5. Bill and Sue wear helmets whenever they ride motorcycles.

6. He bought a ticket to a town where he could enjoy peace and quiet.

7. The movie filled Linda with hope and happiness.

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Grammar: Combining Short Sentences

Practice

Avoid choppy, disconnected sentences by combining two or more related ideas in a single sentence. There are several methods of **sentence combining**, including compound verbs, compound objects, predicate nominatives, and predicate adjectives.

Examples:

Choppy: The tide *came* up. It *washed* away our sand castle.

Compound Verb: The tide *came* up and *washed* away our sand castle.

Choppy: The lion was *old*. The lion was *weary*.

Compound Predicate Adjective: The lion was *old* and *weary*.

Combine the sentences to form a single sentence.

- 1. The living room was chilly. The living room was empty.

- 2. Ryan entered the competition. His coach advised against it.

- 3. Allison put film in the camera. She didn't check the battery.

- 4. The new car was economical. The new car was beautiful.

- 5. We went to Janice's party. We brought snacks for everyone.

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Grammar: Combining Short Sentences

Assess

Combine the sentences to form a single sentence.

1. Jim hit a line drive to left field. He dashed to first base.

2. Marcy has blonde hair. Sarah has blonde hair.

3. Congress passed a bill. The president vetoed it.

4. The Himalayas are mountains in Asia. They are the tallest mountains in Asia.

5. She applied for the job yesterday. She was hired immediately.

6. Mark was late this morning. He missed the assembly.

7. The heavy rain flooded the highways. It washed out bridges.

Writing Standards

Writing 1

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing Workshop: Argument

When you develop an argument in writing, you present a claim, and then support your claim. An argument is not just your opinion on an issue. Sound arguments are supported with relevant, sufficient evidence. For example, a letter to the editor of your local newspaper might present a claim such as, “Our community does not need a new shopping center.” Evidence and valid reasoning that support the claim form the heart of the argument. Strong arguments are made more persuasive by the careful use of persuasive techniques, including appeals to logic and to emotion. Remember, though, emotional appeals alone will not make an unsupported, poorly-reasoned argument effective.

Assignment

Write a letter to the editor of your local newspaper about an issue of concern in your community. Include these elements:

- ✓ a claim that clearly states your position on the issue
- ✓ evidence, reasoning, and persuasive techniques to support your position or claim
- ✓ acknowledgement of opposing positions or claims, recognizing their strengths as well as pointing out their limitations
- ✓ standard business letter format and an effective and coherent organization
- ✓ use of rhetorical technique, such as phrases and clauses to convey meaning and add interest
- ✓ an appropriately formal style and objective tone
- ✓ correct use of language conventions

Additional Standards

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that

anticipates the audience’s knowledge level and concerns.

1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1.e. Provide a concluding statement or section that follows from and supports the argument presented.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage

of technology’s capacity to link to other information and to display information flexibly and dynamically.

Language

1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Name _____ Date _____ Assignment _____

Prewriting/Planning Strategies

Choose a topic. Scan through your local newspaper to find an issue facing your community. You may also find issues by talking with neighbors, family members, and classmates. Look for issues on which you could take two or more positions. For example, if your community's planning board is considering a proposal to develop a new shopping center, you could take a position in favor of the proposal or against it.

Identify your claim. After choosing a topic, decide what position you will take on the issue. If you are not certain what position you wish to take, research to learn more about the issue. For example, read additional articles about the proposed shopping center to learn more about how it might affect your community. You can also pair up with a classmate to discuss the issue, noting where you agree and where you disagree. When you've chosen a position, write it in a sentence. That sentence is your claim.

My Issue:	
Possible Position #1:	Possible Position #2:
Where I agree/disagree:	Where I agree/disagree:
My Claim:	

Define task, purpose, and audience. At all points of the writing process, consider your **task**, or what specifically you are writing; your **purpose**, or the effect you want your writing to have; and your **audience**, or the people you want to persuade—in this case, the newspaper's editors and readers.

Name _____ Date _____ Assignment _____

Supporting a Claim

Use reasoning, evidence, and persuasive techniques. Support your claim with valid reasoning and with relevant, sufficient evidence. In addition, use persuasive techniques such as appeals to logic and emotion. For example, if you oppose a new shopping center because stores in your community will lose business, appeal to your audience's emotions by describing a store that has been part of your community for many years but might close if the new shopping center opens.

In the chart below, write the reasons you will use to support your claim. Below each reason, include:

- enough relevant **evidence** to back up the reason
- one or more **persuasive techniques** to make your reason more convincing.

My Claim:	
Reason #1:	
Evidence:	Persuasive Techniques:
Reason #2:	
Evidence:	Persuasive Techniques:

Name _____ Date _____ Assignment _____

Drafting Strategies

Create a structure for your draft. Plan a strategy for presenting your ideas. Be sure to structure your letter to the editor in a way that is both persuasive and easy to follow.

- Evaluate your reasoning, evidence, and persuasive techniques. Are your reasons valid? Are they supported by relevant, sufficient evidence? Will your persuasive techniques appeal to your audience's logic and emotions?
- Use the organizer below to plan the structure of your argument. Consider starting with your strongest, most logical reason and ending with a reason that appeals to your audience's emotions.

<p>Introduction/Claim</p> <p>.....</p> <p>.....</p> <p>Reason #1</p> <p>.....</p> <p>.....</p> <p>Evidence</p> <p>.....</p> <p>.....</p> <p>Persuasive Technique(s)</p> <p>.....</p> <p>.....</p> <p>Reason #2</p> <p>.....</p> <p>.....</p> <p>Evidence</p> <p>.....</p> <p>.....</p> <p>Persuasive Technique(s)</p> <p>.....</p> <p>.....</p> <p>Reason #3</p> <p>.....</p> <p>.....</p> <p>Evidence</p> <p>.....</p> <p>.....</p> <p>Persuasive Technique(s)</p> <p>.....</p> <p>.....</p> <p>Counterclaims/Conclusion</p> <p>.....</p> <p>.....</p>

Name _____ Date _____ Assignment _____

Develop your claim. Use the organizer below to develop your claim and to anticipate and respond to counterclaims.

1. Write your claim, using precise wording to state your position on the issue accurately.
2. Evaluate your claim, being sure to:
 - distinguish it from other claims that take different positions on the issue,
 - consider your task and purpose for writing, and
 - anticipate your audience’s knowledge of the issue.
3. Revise your claim as necessary.
4. Anticipate counterclaims and plan your responses. Strive to be fair as you respond to counterclaims, pointing out their strengths as well as their limitations.

My Claim:	
Evaluating my Claim	<input type="checkbox"/> Does my claim take a clear position on the issue? <input type="checkbox"/> Is my claim easily distinguished from other claims on the issue? <input type="checkbox"/> Is my claim suited to my writing task and my purpose for writing? <input type="checkbox"/> Does my claim anticipate my audience’s knowledge about the issue? <input type="checkbox"/> Is my claim supported with valid reasoning and relevant, sufficient evidence? Additional notes:
My Revised Claim:	
Counterclaim #1:	Counterclaim #2:
Addressing this counterclaim:	Addressing this counterclaim:

Name _____ Date _____ Assignment _____

Style and Tone

Establish an appropriately formal style and tone. A formal style is appropriate for a written piece that will be read by a variety of people. However, your letter to the editor should not be as formal as an essay or a research report. An objective tone will encourage readers to keep an open mind, while a subjective tone may repel readers who do not already agree with your position.

Examples:

Informal Style: Since folks in our town have a ton of great stores to choose from already, we don't need a new place to go shopping.

Overly Formal Style: A number of stores are already well established in this community, making it unnecessary to construct an additional shopping center.

Appropriately Formal Style: Because our community already has a wide variety of stores, we do not actually need a new shopping center.

Subjective Tone: If they open this new shopping center, our friends and neighbors who own stores will be forced out of business.

Objective Tone: A new shopping center will take business away from stores that have been part of our community.

As you draft your letter to the editor, choose words and phrases to maintain an appropriately formal style and an objective tone.

Use words, phrases, and clauses to create cohesion. Link the sections of your letter to the editor by using appropriate words, phrases, and clauses. Include transitions to help your audience follow your claim, reasoning, and evidence.

- Linking your claim to your reasoning: *because, for these reasons*
- Linking reasons to each other: *first, also, in addition, more importantly*
- Linking reasoning to evidence: *for example, for instance, specifically*
- Linking your claim to counterclaims: *however, on the other hand*

By including transitions, you can clarify the relationships between your claim and your reasoning, between your reasons and your evidence, and between your claim and any counterclaims.

- Building a new shopping center in our community is a bad idea for a number of reasons. *First of all*, the proposed center will increase traffic congestion dramatically.
- The land on which the proposed center would be developed can be used in ways that benefit our town. *For example*, it could be turned into a much-needed new public park.
- *Although I believe the proposal should be rejected*, a new shopping center would offer some benefits for our community.

Name _____ Date _____ Assignment _____

Conclusion

Provide a persuasive conclusion. Your conclusion is your last opportunity to convince your audience. A persuasive conclusion follows from and supports the argument you make in your letter to the editor. The examples below illustrate different strategies for writing a persuasive conclusion.

- Use a memorable analogy that supports your claim and reasoning: *A new shopping center may seem appealing. However, the center as it is currently proposed would be an expensive luxury we cannot afford. We do not need it, and the costs that come with it would hurt our community.*
- Restate your claim and offer one final reason: *I believe the proposed shopping center is a bad idea for our community. If the center is built, traffic will increase and local businesses may close. More importantly, the character of our town will change forever.*
- Return to your most persuasive reason and examples: *As you consider the proposal to build a new shopping center, think about the Rosa Sanchez, the owner and operator of the Main Street Flower Shop. Think also about the Robert Miller and his family, who have run Miller’s Groceries for thirty years. They are an important part of our community that could be lost if the new center opens.*

Use the organizer below to plan and evaluate your conclusion.

My Conclusion	
.....	
Evaluating My Conclusion	
<input type="checkbox"/> Does my conclusion follow from my argument? <input type="checkbox"/> Does it support my claim, reasoning, and evidence? <input type="checkbox"/> Did I maintain an appropriately formal style and objective tone? <input type="checkbox"/> Does it offer a memorable analogy or final reason? <input type="checkbox"/> Does it return to and reinforce my most persuasive reason and examples?	<input type="checkbox"/> Does it use a different strategy? If so, describe your strategy: <input type="checkbox"/> Is my conclusion persuasive? Explain.

Name _____ Date _____ Assignment _____

Revising Strategies

Put a checkmark beside each question as you address it in your revision.

	Questions To Ask as You Revise
Writing Task	<input type="checkbox"/> Have I fulfilled my task? <input type="checkbox"/> Does my writing contain the elements of a letter to the editor? <input type="checkbox"/> Did I use a standard business letter format? <input type="checkbox"/> Did I begin with a claim that takes a clear position on an issue facing my community? <input type="checkbox"/> Did I include valid reasoning and relevant, sufficient evidence?
Purpose	<input type="checkbox"/> Is my letter to the editor persuasive? <input type="checkbox"/> What reasons and evidence in my letter helped me achieve my purpose? <input type="checkbox"/> Is there enough evidence to support my claim and reasons? <input type="checkbox"/> Should I add more support to my argument? If so, list below: <input type="checkbox"/> What evidence, if any, is irrelevant and detracts from my argument? <input type="checkbox"/> Have I used persuasive techniques effectively? <input type="checkbox"/> Should I include additional persuasive techniques? If so, list below: <input type="checkbox"/> Have I provided a strong conclusion that follows from and supports my argument?
Audience	<input type="checkbox"/> Have I addressed my audience's knowledge of my issue? Have I addressed their concerns? <input type="checkbox"/> Is my style of writing and tone suited to my audience? If not, what words and phrases need revision? <input type="checkbox"/> Will my audience be able to follow my letter to the editor? <input type="checkbox"/> What words, phrases, and clauses should be added to link sections of my letter, create cohesion, and clarify relationships between ideas?

Name _____ Date _____ Assignment _____

Revising

Use phrases and clauses to convey meaning and add interest. A phrase is a group of words that is used in a sentence as a single part of speech and that doesn't contain both a subject and a verb. A clause is a group of words that includes both a subject and a verb. Independent clauses can be used as sentences; dependent clauses are used in sentences as a single part of speech.

Sample Phrases and Dependent Clauses	
Noun phrase	<i>The proposed shopping center is unnecessary.</i>
Verb phrase	Nevertheless, there is a good chance the center <i>will be built</i> .
Adjectival phrase	I have serious concerns <i>about the new center</i> .
Adverbial phrase	It could create a serious traffic problem <i>in our neighborhood</i> .
Participial phrase	<i>Living near the proposed site</i> , I am especially worried about parking.
Noun clause	<i>Whether the benefits outweigh the costs</i> is the central question.
Relative clause	The center, <i>which would open in sixteen months</i> , may have hidden costs.
Adverbial clause	<i>If the new center is built</i> , our community will change in important ways.

As you revise your letter to the editor, include phrases and dependent clauses to convey specific meaning. You can also use phrases and clauses to add variety to your writing or to make details more interesting.

Convey specific meaning. Identify sentences that are vague or unclear and rewrite them, adding phrases or clauses that clarify or build on the sentences' meanings.

Original: The new center would create problems for local businesses.

Revised: The new center, **which would include large discount stores**, would create problems for local businesses.

Original: Local stores will have trouble competing.

Revised: Local stores will have trouble competing **with the proposed shopping center**.

Add variety and interest. Identify paragraphs with repetitive sentences and rewrite them, varying sentence structures by adding phrases and clauses.

Original: Traffic downtown is already heavy. The traffic will get much worse, however. Many more people will drive into town. Traffic jams may become a daily event.

Revised: Traffic downtown is already heavy. The traffic will get much worse **when the new shopping center opens**, however. Many more people will drive into town **every day to shop**. Traffic jams may become a daily event.

Revision Checklist

- Have I used phrases and clauses to convey specific meaning?
- Are there vague or unclear sentences that could be clarified by including a phrase or dependent clause?
- Have I used phrases and clauses to add variety or interest to my letter?

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Editing and Proofreading

Review your draft to correct errors in capitalization, spelling, and punctuation.

Focus on Capitalization: Review your draft carefully to find and correct capitalization errors. If your letter to the editor includes geographical names, such as the names of states, counties, towns, and streets, be sure that you have capitalized the names.

Incorrect capitalization:

Highland county
county road 589

Correct capitalization:

Highland County
County Road 589

Focus on Spelling: An argumentative essay that includes spelling errors loses its authority to convince. Check the spelling of each word. Look for words that you frequently misspell and make sure they are correct. If you have typed your draft on a computer, use the spell-check feature to double-check for errors. Carefully review each suggested change before accepting the spell-check's suggestions. Also note that spell-check features will not catch all errors. Proofread carefully even after running a spell-check.

Focus on Punctuation: Semicolons and Colons Proofread your writing to find and address punctuation errors. In particular, look for places in your letter where you link independent clauses or introduce statements, quotations, or lists. Be sure that you have used semicolons and colons correctly.

Rule: Use semicolons to link closely related independent clauses. Use semicolons alone or with a conjunctive adverb or transitional phrase.

Traffic on County Road 589 is already congested; the new shopping center will make the problem worse. The new center means we will have new stores; however, older stores in our town may lose business.

Rule: Use colons to introduce lists or before statements. Use colons before lists that do not serve as direct objects or objects of prepositions.

A new shopping center offers several benefits for our community: new jobs, increased revenue, and easy access to discount stores.

After researching the proposal, I have come to this conclusion: The benefits the new center offers are outweighed by the costs.

Revision Checklist

- Have you reviewed your letter to the editor for geographical names that should be capitalized?
- Have you read each sentence and checked that all of the words are spelled correctly?
- Do you have sentences composed of two independent clauses that should be linked with semicolons?
- Do you have lists or statements that should be introduced with colons?
- Have you used semicolons in places where colons are needed? Have you used colons where semicolons are needed?

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Publishing and Presenting

Consider one of the following ways to present your writing:

Deliver a multimedia presentation. Use your letter to the editor as the basis for a multimedia presentation. Using presentation software, create charts, graphs, and images to illustrate points in your argument. Consider including audio or video clips. Before delivering your presentation, rehearse with a peer to ensure that media elements are incorporated smoothly into your argument.

Hold a debate. Team up with one or more of your classmates to write letters that make different claims on the same issue. Then, use your letters as the basis for a public debate. Prepare opening statements based on your letters, and use your reasoning and evidence to respond to each other's arguments. Hold the debate in class, and be prepared to take questions from your audience.

Rubric for Self-Assessment

Find evidence in your writing to address each category. Then, use the rating scale to grade your work. Circle the score that best applies for each category.

Evaluating Your Argument	not very	very
Focus: How clearly has your claim been stated?	1 2 3	5 6
Organization: How effectively and coherently have you organized your argument?	1 2 3	5 6
Style: How well have you maintained a formal, objective tone throughout your argument?	1 2 3	5 6
Support/Elaboration: How valid, sufficient, and suited to your audience is your evidence?	1 2 3	5 6
Conventions: How free of errors in grammar, usage, spelling, and punctuation is your argument?	1 2 3	5 6