



# ELA III

# G11

Week #2

Name:

Date:

## Latin Prefixes *in-* and *sub-*

### Practice

The Latin **prefix** *in-* can have two different meanings. In some words, it means “in,” “into,” or “within.” In other words, its means “not” or “without.”

inhabit                  to live in  
incorrect                not correct

The Latin **prefix** *sub-* means “under,” “below,” or “lower.”

subnormal              below normal  
submarine                under the sea

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**Write *not*, *in*, or *under* to tell the meaning of the prefix in each underlined word.**

1. \_\_\_\_\_ The man suffered from an incurable disease.
2. \_\_\_\_\_ In the army, a private is subordinate to a sergeant.
3. \_\_\_\_\_ To get a snack, insert a dollar into the slot.
4. \_\_\_\_\_ Ask Jaimie to install the new software.
5. \_\_\_\_\_ Many houses were submerged by the flood waters.
6. \_\_\_\_\_ Her rude behavior was inexcusable.
7. \_\_\_\_\_ The prisoners escaped through a subterranean tunnel.
8. \_\_\_\_\_ The two friends were inseparable. They were always together.
9. \_\_\_\_\_ We used a pump to inflate the tire with air.
10. \_\_\_\_\_ Moths invaded my closet and ate holes in my sweaters.

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## Latin Prefixes *in-* and *sub-*

### Assess

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

1. The word *inhabit* means
  - A. to live in.
  - B. to live below.
  - C. not living.
2. The word *submerge* means
  - A. to merge into.
  - B. not to merge.
  - C. to place under water.
3. The word *ineffective* means
  - A. effective within.
  - B. effective below.
  - C. not effective.
4. The word *invade* means
  - A. to come in.
  - B. to come under.
  - C. not to come.
5. The word *subordinate* means
  - A. not ordinary.
  - B. lower in rank.
  - C. ordinary inside.
6. The word *incapable* means
  - A. capable inside.
  - B. capable below.
  - C. not capable.
7. The word *substandard* means
  - A. a set standard.
  - B. below standard.
  - C. a high standard.

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## Commonly Confused Words: *than, then; to, too; raise, rise*

### Practice

**Commonly confused words** sound similar, but they are spelled differently, function differently in sentences, and usually mean different things as well. For example, *than* and *then* sound very similar but have different functions and meaning. *Than* is a conjunction used to compare things. *Then* is an adverb telling about time. To use commonly confused words correctly, think about the meaning you want and which word you really need to use—and how to spell it.

#### Commonly Confused Words

Word	Function	Sample Sentence
<i>than</i>	conjunction	I like this dress better <u>than</u> that one.
<i>then</i>	adverb	First you crawl, and <u>then</u> you walk.
<i>to</i>	preposition	I have <u>to</u> go <u>to</u> the store.
<i>too</i>	adverb	This room is <u>too</u> small for our party.
<i>raise</i>	transitive verb (active or passive)	My grandfather <u>raised</u> tomatoes. Tomatoes can be <u>raised</u> easily.
<i>rise</i>	intransitive verb (only active)	The sun <u>rises</u> each morning.

**A** Complete the following sentences by underlining the correct word in parentheses.

- We are (raising, rising) the question now, before it becomes a problem.
- We arrived (to, too) late (to, too) see the movie.
- You have turned on the car's ignition; (than, then) what do you do?
- More (than, then) six people would be (to, too) many (to, too) fit in this car.
- My grandfather is sixty-four years older (than, then) I.
- People who (raise, rise) at dawn get a head start on the day.
- I want to go (to, too)!
- As I was (raising, rising) my hand, I was also (raising, rising) from my seat.

Name:

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## Commonly Confused Words: *than, then; to, too; raise, rise*

### Assess

**A** Complete the following sentences by underlining the correct word in parentheses.

1. You are not (to, too) (raise, rise) your hand until the speaker (raises, rises).
2. If it's 20 degrees colder (than, then) it was yesterday, what was the temperature (than, then)?
3. There were (to, too) many students who preferred (to, too) have the dance in the gym.
4. If you (raise, rise) puppies, (than, then) you must be very patient.
5. (Raise, Rise) if you feel you are better off (than, then) you were last year.

**B** Fill each of the blanks in this passage with one of the following words: *than, then, to, too, raise, rise*. You may use some words more than once.

Yesterday, I decided **1.** \_\_\_\_\_ take my little cousins, Gina and Greg, to the new science museum. I was actually baby-sitting, but I ended up having a lot more fun with them **2.** \_\_\_\_\_ I expected. They are eight-year-old twins, but they don't look **3.** \_\_\_\_\_ much alike. My favorite of all the exhibits was the "marble machine," which was more **4.** \_\_\_\_\_ two stories high. I especially loved the machine's little elevator, which would **5.** \_\_\_\_\_ a few marbles from the bottom **6.** \_\_\_\_\_ the top of the structure and **7.** \_\_\_\_\_ drop them into the chute, so that they could clatter down noisily. A really funny exhibit was the one in which static electricity made every hair on our heads **8.** \_\_\_\_\_ up. By day's end, the twins were **9.** \_\_\_\_\_ tired **10.** \_\_\_\_\_ stay up late, so I got a break from my baby-sitting chores.

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# Latin Prefixes *trans-* and *con-*

## Practice

The Latin **prefix** *trans-* means “across,” “over,” or “through.” The Latin **prefix** *con-* means “with” or “together.” Knowing the meaning of these prefixes can help you define many common words.

- |        |            |  |
|--------|------------|--|
| trans- | “across”   | <u>trans</u> continental = across a continent                  |
|        |            | <u>transport</u> = to carry across a distance                  |
| con-   | “together” | <u>con</u> gregate = to gather together                        |
|        |            | <u>con</u> junction = part of speech that joins words together |

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**A** For each underlined word, write the prefix and the meaning of the prefix.

- The Titanic was on a transatlantic voyage when it sank.  
**Prefix:** \_\_\_\_\_ **Meaning of prefix:** \_\_\_\_\_
- Thousands of people attended the comic book convention at the Market Center.  
**Prefix:** \_\_\_\_\_ **Meaning of prefix:** \_\_\_\_\_
- The construction of the new house took months.  
**Prefix:** \_\_\_\_\_ **Meaning of prefix:** \_\_\_\_\_
- Cell phones transmit voices, text, or photos from one person to another.  
**Prefix:** \_\_\_\_\_ **Meaning of prefix:** \_\_\_\_\_

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**B** Write each underlined word in Practice A next to its definition. Use the sentence context and your knowledge of the word’s prefix to help you.

- Definition:** the act of putting a building together      **Word** \_\_\_\_\_
- Definition:** to send across a distance      **Word** \_\_\_\_\_
- Definition:** across the Atlantic Ocean      **Word** \_\_\_\_\_
- Definition:** the coming together of people for a purpose      **Word** \_\_\_\_\_

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## Latin Prefixes *trans-* and *con-*

### Assess

**A** Write the prefix *trans-* or *con-* to form a word that fits each definition.

1. \_\_\_\_\_ cert: a performance in which musicians play together
2. \_\_\_\_\_ junction: a part of speech that joins words together
3. \_\_\_\_\_ port: to carry things across a distance
4. \_\_\_\_\_ continental: reaching across a continent
5. \_\_\_\_\_ gregate: to come together
6. \_\_\_\_\_ mitter: device that sends electrical waves through space
7. \_\_\_\_\_ strict: to draw closely together
8. \_\_\_\_\_ gested: tightly packed together
9. \_\_\_\_\_ fusion: the moving of blood from one person to another
10. \_\_\_\_\_ fer: to move from one location over to another

**B** Circle the letter of the choice that completes each sentence correctly.

1. When you converse with a friend, you  
A. speak with him.      B. meet each other.
2. If a car windshield is transparent, it is  
A. see-through.      B. blurry.
3. If you transplant an oak tree, you  
A. preserve its location.      B. move it to another place.

## Writing Standards

# Writing 2

**2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

## Writing Workshop: Expository Essay

When you write an **expository essay**, you inform your audience about a topic by defining, presenting steps in a process, comparing or contrasting ideas, outlining a problem and its solution, or explaining causes and effects. In a cause-and-effect essay, you examine the relationship between two or more events, explaining how one event causes or influences another. As with other types of expository writing, the first paragraph of a cause-and-effect essay must present a thesis that clearly identifies the relationship between causes and their effect. It should also analyze both the cause or causes and the effect or effects and fully support that analysis.

## Assignment

Write an expository essay that focuses on a cause-and-effect relationship in history, in current events, in your school, in your community, or in the wider world. Include these elements:

- ✓ a clear statement of the relationship between or among cause(s) and effect(s)
- ✓ an organization that helps make the cause(s) and effects clear
- ✓ graphics or multimedia, if they are useful for exploring cause(s) and effect(s)
- ✓ explanation, sufficient facts, quotations, concrete details, and other development specific to your purpose and audience
- ✓ appropriate transitional words and phrases
- ✓ precise language and techniques such as metaphor, simile, and analogy
- ✓ a logical and effective conclusion
- ✓ correct use of language conventions and a formal style and an objective tone

## \*Additional Standards

**Writing**

**2.a.** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**2.b.** Develop the topic thoroughly by selecting

the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**2.c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**2.d.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**2.e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing.

**2.f.** Provide a concluding statement or section that follows from and

supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Language**

**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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



Name \_\_\_\_\_ Date \_\_\_\_\_ Assignment \_\_\_\_\_

### Prewriting/Planning Strategies

**Examine current events.** Scan newspapers and magazines for headlines about events that interest you. Jot down the events, and then generate a list of probable causes and effects. From your list, choose an idea that is narrow enough to analyze in depth. For example, the topic of the Civil Rights Movement is too broad, but discussing the events that led to a particular legal victory during the Civil Rights Movement could be narrow enough.

**List and freewrite.** Mentally page through topics that interest you in technology, the arts, nature, politics, business, science, or sports. Choose the topic of greatest interest to you and freewrite for three minutes about it. Examine your freewriting for any cause and effects or for ideas that can be discussed in terms of cause and effect. Again choose an idea that is narrow enough to analyze in depth.

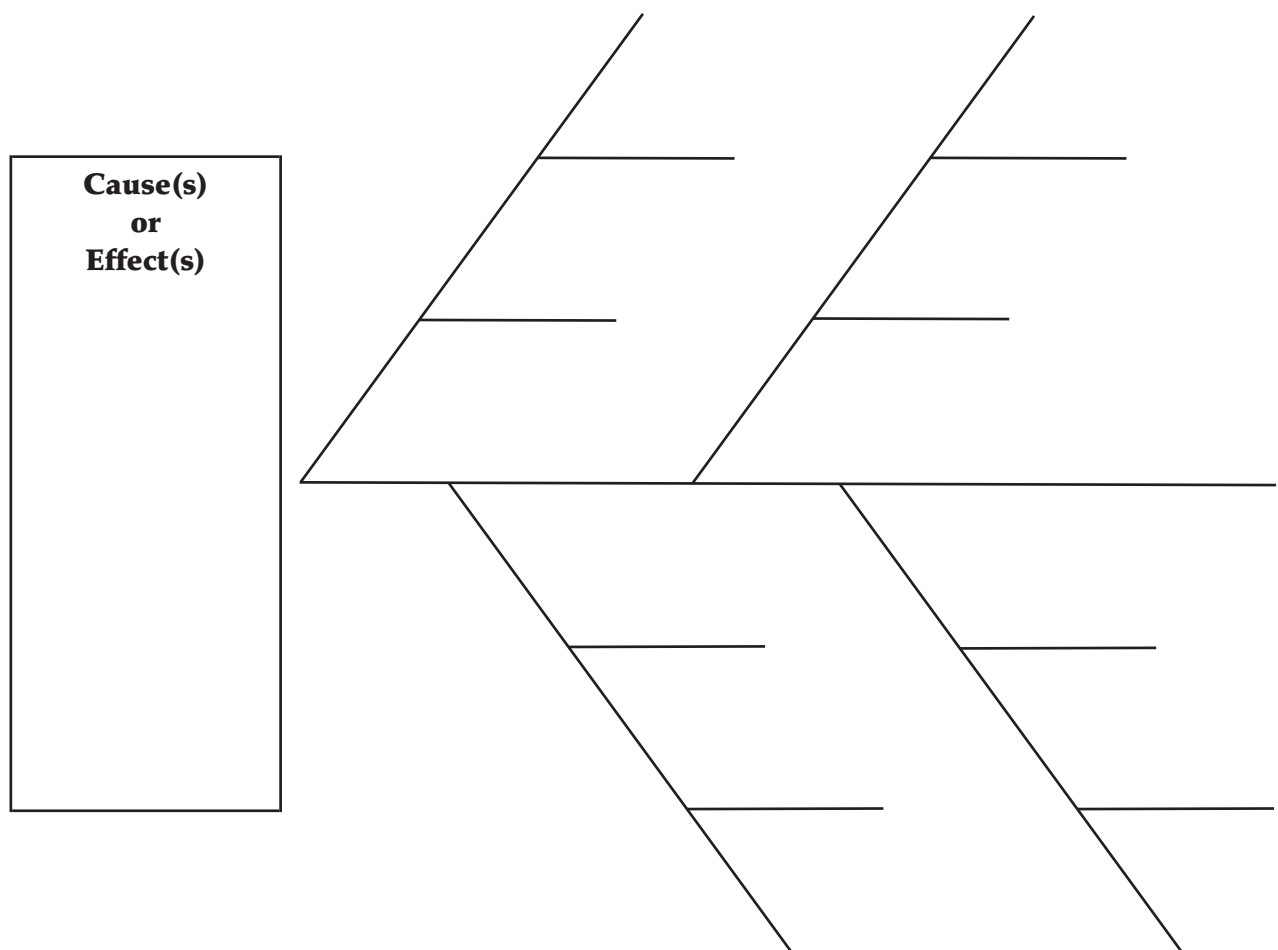
**Chart causes and effects.** Once you have a topic, chart its causes and effects in an organizer. You may have a single cause and effect, one cause with many effects, many causes with one effect, or a cause-and-effect chain. Use the organizer below to show your events or chain of events. Depending on your topic, edit the organizer by eliminating unneeded boxes and drawing connecting arrows as needed.

Cause(s)	Effect(s)

Name \_\_\_\_\_ Date \_\_\_\_\_ Assignment \_\_\_\_\_

## Developing a Topic

**Explore the cause(s) and effect(s).** As you develop your topic, begin by breaking down the cause(s) or effects(s) into explanatory details. The organizer below works best with a single cause or a single effect. Record the cause or effect in the box on the left. Then use the diagram to record main ideas and details related to one or many causes or effects. For example, under “Cause,” you might write, “The rise of for-profit colleges.” On the major lines of the organizer (the lines that extend up and down at an angle), you might list effects such as “more students able to attend college,” “lower costs of education,” “more federal loans granted,” and “more students defaulting on loans.” Then, on the lines that extend from each of the major lines you might write facts and details, such as “22% graduation rate” or “attaining a quick and easy degree.”



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## Organizing Ideas

**Develop a structure.** Use this organizer to develop major parts of your essay. It will also help as a guide when you begin drafting your essay. You can edit the number of causes and effects in this organizer to suit your topic.

<b>Introduction</b>
<p><b>Attention-getting opener:</b></p> <p><b>Thesis/Overview statement of cause-and-effect relationship:</b></p>
<b>Body Paragraphs</b>
<p><b>Statement of Cause:</b></p> <p style="padding-left: 40px;"><b>Detailed analysis, including facts and examples—</b></p>
<p><b>Statement of Cause:</b></p> <p style="padding-left: 40px;"><b>Detailed analysis, including facts and examples—</b></p>
<p><b>Statement of Effect:</b></p> <p style="padding-left: 40px;"><b>Detailed analysis, including facts and examples—</b></p>
<p><b>Statement of Effect:</b></p> <p style="padding-left: 40px;"><b>Detailed analysis, including facts and examples—</b></p>
<b>Conclusion</b>
<p><b>Summary statement:</b></p> <p><b>Memorable finish:</b></p>

Name \_\_\_\_\_ Date \_\_\_\_\_ Assignment \_\_\_\_\_

## Drafting Your Essay

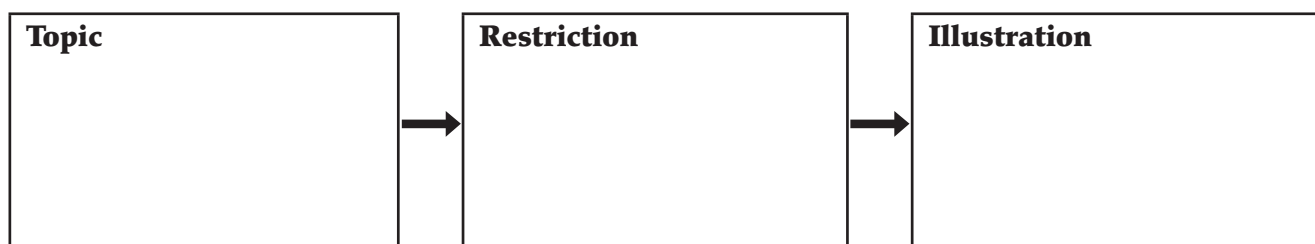
**Support your ideas.** As you draft your essay, use facts, statistics, quotations, and other examples that will provide a convincing web of support for your major points. Make judgments about how appropriate each piece of evidence is to the audience's knowledge of the topic. Also, consider what kind of information will catch and maintain the audience's interest.

Evidence/Support	What My Audience Already Knows or Needs to Know About the Topic	Ways to Interest My Audience in This Topic

**Structure body paragraphs.** Use the TRI method to develop body paragraphs.

- **Topic.** Write a sentence that states a fundamental cause or effect that is a focus of your essay. Here is an example: *Text messaging has saved the average person many minutes out of each day.*
- **Restriction.** Write a sentence that restates the topic sentence more concretely: *It is an efficient way to make plans in the shortest possible time.*
- **Illustration.** Illustrate your point through facts, examples, or personal experience: *Mr. Zweigbaum reported having to set up our next troop meeting in less than a minute by texting; if he called each troop member on the phone, it could have taken ten times as long.*

Apply the TRI method with a key cause or effect in your essay. This method will help you get the paragraph started. Then, add supporting evidence to create a fully developed paragraph.



**Include formatting, graphics, or multimedia.** Consider using headings and bulleted points to organize large chunks of information into smaller, more manageable bits. Tables, graphs, charts, and other figures are useful for conveying information in an effective manner. Restrict your use of formatting, graphics, or multimedia to instances when you think that nothing else will work as well. These items cannot substitute for clear writing; they can, however, enhance it.

## Using Transitions

**Use appropriate and varied transitions.** Link the ideas in your writing by using transitional words, phrases, and clauses such as the following:

<i>as a result</i>	<i>for this reason</i>	<i>so that</i>
<i>because</i>	<i>if ... then</i>	<i>therefore</i>
<i>because of</i>	<i>since</i>	<i>thus</i>
<i>consequently</i>	<i>so</i>	<i>why</i>
<i>for</i>		

To help your reader or audience move easily from one paragraph to the next, use repetition to create a link between the end of the previous paragraph and the first sentence of the next paragraph.

**Paragraph 1 ends:** . . . resulted in the vandalism that took place on the school grounds.

**Paragraph 2 begins:** Perhaps the main cause for this vandalism was . . .

## Adding More Links

**Create coherence.** Good writing is coherent or easy to follow—a quality that exists when ideas lead smoothly from one to the next. Coherence results from the appropriate use of transitional words and phrases and clear pronoun references. Also, using connecting words that qualify or intensify your major points helps the reader comprehend your message.

Note how each boldfaced word in the paragraph below helps to create coherence, or causes the words to cohere in a unified whole. Note the boldfaced words, and identify which ones are transitional words or phrases, pronouns with clear antecedents, or words that qualify or intensify ideas or other words.

Experts suggest that **voter** participation decreased during the last national election cycle **for** a number of reasons, **not the least of which** was the lack of a truly **charismatic leader** to exert a strong magnetic pull on **voters**. **Voters, it appears,** respond to the personality, rather than to the words, of the **candidate: They** want the **personality** that says, “I will get the job done.” In the same vein, they prefer the leader who exudes personality over the educated, earnest, **but dull candidate**. **If** the **candidate** is **charismatic, then** there are no worries about the candidate being articulate or **even fully** knowing the issues. **Charisma** alone can guarantee success.

## Drafting a Conclusion

**Write an effective conclusion.** Your cause-and-effect essay should have a formal and effective conclusion. It must support the information and explanation you have provided. To create a strong conclusion, restate your main ideas in a fresh way that re-emphasizes your thesis and the significance of the topic. You might close by giving your reader something to ponder or a final thought that brings a satisfying sense of closure. Another way to conclude your essay might be to direct your reader's attention from the simple causes and effects you have discussed to the more global or far-reaching implications of similar causes and effects. You might also end with a particularly apt quotation that sums up the importance of your topic.

## Evaluating Language

**Check for precise language.** If you are presenting a cause, and your argument is that “text messaging has resulted in accidents,” your point may be accurate, but you are not precise. To be precise, you should be more specific and concrete. For example, you might add details such as the following: *Text messaging diverts the driver's attention from the road to his or her mobile device; in 2007, driver distraction was a factor in approximately 1,000 accidents involving drivers who were 16 or 17 years of age.* Get rid of general, imprecise, or overused words and phrases by eliminating clichés, using active verbs whenever possible, and substituting more precise and vivid language for tired modifiers such as *great, really, or awesome.*

**Check for technological or topic-specific language.** Suppose that the cause you are addressing involves the shift to abstract expressionism in art. In that case, unless your audience consists of people who are very knowledgeable about art, you would need to define or explain certain terms for your readers. Similarly, as you integrate words related to abstract impressionism, such as *cubism*, you might need to briefly and concisely explain each term the first time you use it. You could also consider including images or illustrations that might be helpful for your audience.

**Replace everyday explanation with literary techniques.** A metaphor, a simile, or an analogy can be every bit as powerful in nonfiction writing as it can be in a work of literature. You may also find that such techniques help to keep your audience interested as well as help you to achieve your writing purpose. To create a metaphor, you might suggest “charisma is a nectar” or, for a simile, that “charisma is like a nectar.” If you wish, you can also develop that same figure of speech by perhaps noting that people are always drawn to nectar or that they cannot get enough of it. To create an analogy, you might write, “Text messaging is the new drum to which modern communication marches.” To extend that analogy even further, you might talk about the ever-increasing tempo and loudness of that drum in daily life.

# Evaluating Your Writing Style and Tone

**Evaluate your tone.** When you write an expository essay, strive for an objective tone. To create an objective tone, make consistent use of the third person. Using *I*, or any other form of the first person, such as *me*, *my*, and *mine*, or *we*, *our*, and *ours* will undercut the appearance of objectivity. Similarly, avoid the second person: *you*, *your*, and *yours*. Also avoid casual and personal choices, such as contractions, slang, and chatty or overly-friendly language. Avoid condescension, sarcasm, or anything that might be perceived as glib or disrespectful.

**Evaluate your style.** While the style of your writing should involve an objective, respectful tone and the use of the third person, you should also adhere to the other conventions of formal writing. This includes using standard English. Avoid fragments except when they create an appropriate effect—such as emphasis. Also avoid using exclamation marks. Aim to create the kinds of varied, balanced, and crafted sentences that reflect a serious purpose and engage a reader’s interest.

In the following example, consider why the tone and style choices in bold below are inconsistent with the task, purpose, and the audience. Suggest replacements in the blanks below the example.

(1) The **A-number-one** cause of vandalism is alienation. (2) **Being left out, not belonging, not doing well at school.** Vandals are the outsiders (3)! As C. F. Cardinell writes, some (3) **perps** (4) **don’t** develop self-esteem and turn to vandalism as (5) **some kind of** (6) **weird** release from pressures related to that lack of esteem. The crimes these **kids** commit tend to focus first on the school building and grounds and second on the community. (7) **You rarely see them moving** outside the community. The sprayed paint, broken windows, and turned-over trashcans they leave behind (8) **being like** cries of help from wounded animals.

- 1. ....
- 2. ....
- 3. ....
- 4. ....

- 5. ....
- 6. ....
- 7. ....
- 8. ....

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## Revising Strategies

Using the checklist below, put a checkmark beside each question as you address it while revising your essay.

	<b>Questions To Ask as You Revise</b>
<b>Task</b>	<input type="checkbox"/> Have I written a cause-and-effect essay? <input type="checkbox"/> Is there a clear relationship between each cause and each relationship that I present?
<b>Purpose</b>	<input type="checkbox"/> Have I set forth a clear cause-and-effect relationship beginning with my introduction? <input type="checkbox"/> Have I fully developed each cause and effect with sufficient facts, statistics, quotations, concrete details, examples, and other forms of development? <input type="checkbox"/> Have I sufficiently explained and supported my major points? <input type="checkbox"/> Are all of the details I've included relevant to my explanation? <input type="checkbox"/> Have I provided a strong conclusion?
<b>Audience</b>	<input type="checkbox"/> Will my audience understand the relationship between each cause and effect? <input type="checkbox"/> Do I need to add, delete, or adjust any details to suit them better to my audience's interest, knowledge, or experience? <input type="checkbox"/> Have I sufficiently explained technical or topic-specific language? <input type="checkbox"/> Will my audience think I am objective? <input type="checkbox"/> Is my style and tone specific to my audience? <input type="checkbox"/> Have I included appropriate graphics, headings, or multimedia as needed to help my audience understand causes and effects? <input type="checkbox"/> Have I used transitions, clear pronoun references, and other connectors so that my audience can easily follow my ideas?



## Revising

**Revise for subject-verb agreement.** For a subject and its verb to agree, both must be in either singular or plural form, depending on whether the subject is singular or plural.

### Identifying Errors in Subject-Verb Agreement

Agreement errors sometimes occur with compound subjects, subjects joined by *or* or *nor*, or when an indefinite pronoun is the subject of a sentence. In the examples below, the subjects are underlined, and the verbs are italicized.

#### Compound Subject

**Incorrect:** Both the owners and neighbors *was outraged* by the vandalism.

**Correct:** Both the owners and neighbors *were outraged* by the vandalism.

#### Subject Joined by *Or* or *Nor*

**Incorrect:** Either a text or an e-mail *are* a good choice for quick communication.

**Correct:** Either a text or an e-mail *is* a good choice for quick communication.

#### Indefinite Pronoun as Subject

**Incorrect:** Everyone *like* the easy-going friendliness of that candidate.

**Correct:** Everyone *likes* the easy-going friendliness of that candidate.

## Fixing Errors

To correct mismatched subjects and verbs, follow these steps:

1. Identify whether the subject in a sentence is singular or plural.

2. Select the matching form of the verb:

For compound subjects joined by *and*, use the plural verb forms.

For singular subjects joined by *or* or *nor*, use the singular verb forms.

When the subject is an indefinite pronoun, use the appropriate verb form. Use the list below for guidance.

**Always Singular:** *anybody, anyone, anything, each, either, every, everybody, everyone, everything, neither, nobody, no one, nothing, somebody, someone, something*

**Always Plural:** *both, few, many, others, several*

**Singular or Plural:** *all, any, more, most, none, some*

#### Revision Checklist

- Have I used the plural form of the verb for compound subjects joined by *and*?
- Have I used the singular form of the verb for compound subjects joined by *or* or *nor*?
- Have I used the singular form of the verb with subjects that are singular indefinite pronouns?
- Have I used the plural form of the verb with subjects that are plural indefinite pronouns?

## Editing and Proofreading

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

**Focus on Sentence Clarity:** Ensure that your sentences are clear by checking that the subjects agree with the verbs. In addition, read your sentences to be sure that each one expresses a complete thought.

**Focus on Capitalization:** Review your draft carefully to find and correct capitalization errors. Capitalize all proper adjectives.

**Incorrect capitalization:** Who was more charismatic: the republican candidate or the democratic candidate?

**Correct capitalization:** Who was more charismatic: the Republican candidate or the Democratic candidate?

**Focus on Spelling:** As you read, circle any words that you are not sure how to spell, frequently misspell, or seldom use. Then, use reference resources such as a dictionary or thesaurus to confirm the correct spelling. Follow these steps to find spellings in a dictionary:

- Check the first letters of a word. Think of homophones for that sound.
- Check the other letters. Once you spell the first sound correctly, try sounding out the rest of the word. Look for likely spellings in the dictionary. If you do not find your word, look for more unusual spellings of the sound.

**Focus on Punctuation: Commas after Introductory Words, Phrases, and Clauses** Proofread your writing to find and address punctuation errors. In particular, look for commas after introductory words, phrases, or clauses. Be sure you use commas correctly.

**Rule: Use a comma after an introductory word.** *Next, they sprayed paint on the garage.*

**Rule: Use a comma after an introductory phrase or phrases.** *By moonlight, they set to work. At that hour of the night, there were no witnesses.*

**Rule: Use a comma after an introductory clause.** *When the police arrived, the vandals had been gone for perhaps four hours.*

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## Publishing and Presenting

Consider one of the following ways to present your writing:

**Make an infographic.** Turn your essay into a visual display that shows and illustrates the cause-and-effect relationship that you described. Integrate your explanatory text into the display in a way that clearly conveys information and explains the graphics to the reader. Post your infographic on a bulletin board or class Web site.

**Give a multimedia presentation.** Recreate your essay as a series of slides that illustrate your main ideas. Practice presenting these slides with a detailed oral analysis. Deliver the presentation to the class.

### Rubric for Self-Assessment

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

<b>Evaluating Your Expository Essay</b>	not very	very
<b>Focus:</b> How clearly have you stated the cause-and-effect relationship?	1	2 3 4 5 6
<b>Organization:</b> How effectively have you organized your essay, especially body paragraphs that analyze the cause(s) and effect(s)?	1	2 3 4 5 6
<b>Support/Elaboration:</b> How well is your topic supported by significant and relevant facts, concrete details, and other information appropriate to your audience's knowledge of the topic?	1	2 3 4 5 6
<b>Style:</b> How effectively have you created a formal style and objective tone that are appropriate to your task, purpose, and audience?	1	2 3 4 5 6
<b>Conventions:</b> How free is your essay from errors in grammar, spelling, and punctuation?	1	2 3 4 5 6