



ELA IV

G12

Week #2

Name:	Date:
-------	-------

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

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: _____

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** _____

Name:

Date:

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.

Name:

Date:

Adjective Clauses

Practice

A **clause** is a group of words containing a subject and a verb. A **subordinate clause** is one that contains a subject and a verb but does not express a complete thought.

An **adjective clause** is a subordinate clause that is used as an adjective. In a sentence, it modifies a noun or pronoun by telling *what kind* or *which one*. Adjective clauses begin with relative pronouns (*who, whom, whose, which, or that*) or relative adverbs (*when, where, why, before, and after*).

Adjective Clauses
I bought the book <i>that was on sale</i> .
The man <i>whom you described</i> is my uncle.
We need a place <i>where we can relax</i> .

A Underline the adjective clause in each sentence. Then, circle the noun or pronoun it modifies.

1. The book that you mentioned is no longer in print.
2. It is they who should be ashamed.
3. The capital, which we visited, is not a very big city.
4. This is the style that she prefers.
5. The man to whom you spoke is the general manager.

B Underline the relative pronoun or relative adverb in each sentence.

1. He is the same man who stole our newspaper last Sunday morning.
2. She traveled with Ida in Italy, where they attended school.
3. On a day when there was almost no smog, Uncle Stanley went jogging in the park.
4. Willow, who came from the city pound, is the prettiest cat in our building.
5. I wanted a list of places where I could travel alone safely.

Name:

Date:

Adjective Clauses

Assess

A Circle the letter of the correct answer.

- Which of the following is a relative pronoun?
A. but B. than C. who D. and
- Which of the following is a relative adverb?
A. when B. then C. and D. because
- Which sentence contains an adjective clause?
A. Millie's favorite subject is math, but she does better in English.
B. Volleyball is harder to play in the sand than it is to play in a gymnasium.
C. My brother plays the guitar and the harmonica.
D. I like being home, where I feel most comfortable.

B Underline the adjective clause in each sentence. Then, circle the noun or pronoun it modifies.

- Is this the map that he wanted?
- The woman who wanted to talk to you is on her lunch break.
- The man whose car is outside will be disappointed.
- The jacket, which was on sale, was the first item I purchased.
- The woman whom you speak of is my Aunt Jane.

C The following sentences contain adjective clauses. Underline the relative pronoun or relative adverb in each sentence.

- She is the same woman who walks her dog past our house every morning.
- I wanted to buy a few CDs that I could listen to at night.
- The newlyweds returned to Italy, where they first met.
- On a day when there was a perfect sunset, the photographer captured some great photos.
- The brown coat that hangs in the front closet is my favorite one.

Name:	Date:
-------	-------

Comparative and Superlative Forms

Practice

The **comparative** form of an adjective or an adverb is used to compare two things or ideas. The **superlative** form compares more than two things. For most one-syllable words and some two-syllable words, form the comparative and superlative degrees by adding *-er* and *-est*.

	Comparative	Superlative
fast	Ron runs faster than Keith.	Of the four boys, Ron runs fastest .

For some two-syllable words, as well as all words with three or more syllables, use the words *more* and *most* to form the comparative and superlative forms.

	Comparative	Superlative
cautious	Hank is more cautious than Rick.	Hank is the most cautious of the three brothers.

Some adjectives and adverbs are **irregular**. They form their comparative and superlative degrees in unusual ways: *bad, worse, worst; good, better, best; well, better, best; little, less, least; many, more, most; much, more, most; far, farther, farthest*.

Complete each sentence by writing the form of the adjective or adverb indicated in parentheses.

- The _____ hurricane of the year has hit the coast. (*bad*, superlative)
- Do you think Phil is _____ than his brother? (*tall*, comparative)
- Miss Perkins is the _____ person on our street. (*friendly*, superlative)
- Carrots are _____ for you than potato chips. (*good*, comparative)
- June approached the puzzle _____ than Gary did. (*patiently*, comparative)
- The cheetah is the _____ land-dwelling animal. (*fast*, superlative)

Name:	Date:
-------	-------

Comparative and Superlative Forms

Assess

- A** Underline the correct form of the adjective or adverb in parentheses.
1. Which test was (more difficult, most difficult), science or math?
 2. The watch was (most expensive, more expensive) than the earrings.
 3. Sarah writes poetry well, but Michelle’s poems are even (weller, better).
 4. Dad says the market on Elm St. has the (fresher, freshest) produce in town.
 5. The crowd cheered (more enthusiastically, most enthusiastically) for the second act than for the first one.
 6. That was by far the (worse, worst) waitress we have ever had!
 7. My sister tends to think (more optimistically, most optimistically) than I do.
 8. Which of the two comedians did you think was (funnier, funniest)?
 9. Of all my relatives, Aunt Kate drove the (most far, farthest) to get here.
 10. The temperatures in Nome are (colder, more cold) than those in Richmond.

- B** Rewrite each sentence to correct any errors in the use of the comparative or superlative form. If a sentence has no errors, write *Correct*.
1. Which was hardest for you to learn, skiing or skating?

 2. Lilly is the most punctual person I know.

 3. Of the three pitchers on the team, Julio is the more accurate.

 4. I carefully researched several types of computers and then bought the one I liked more.

 5. After the accident, Henry started to behave more responsibly.

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 an assertion or a personal opinion. Sound arguments are reasoned and supported with relevant, sufficient evidence. For example, your essay might present the claim, “To improve student performance, the school year should be extended into the summer.” Valid reasoning and evidence that support the claim form the heart of that argument. If your analysis of student performance is clear and your proposal to extend the school year is well-reasoned and supported, your argument will be persuasive.

Assignment

Write an argumentative essay in which you propose a solution to a problem in your school or community. Include these elements:

- ✓ a claim, or brief statement that identifies the problem and offers your solution
- ✓ an analysis of the problem, explaining what caused the problem and who it affects
- ✓ evidence and reasoning to support your claim
- ✓ acknowledgement of opposing claims, pointing out their strengths as well as their limitations
- ✓ effective and coherent organization
- ✓ use of rhetorical technique, including the correct use of academic words and phrases
- ✓ a formal style and objective tone and 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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

anticipates the audience’s knowledge level, concerns, values, and possible biases.

1.c. Use words, phrases, and clauses as well as varied syntax 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.)

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 in response to ongoing feedback, including new arguments or information.

Language

1.a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Name _____ Date _____ Assignment _____

Prewriting/Planning Strategies

Choose a topic. Think about any problems you have noticed at your school or in your community. You may want to scan local newspapers to find problems that you had not been aware of before.

Identify your claim. After choosing a topic, decide how you will propose to solve the problem you've identified. If you are not certain how to solve your problem, research to learn more about your topic and about solutions that other people have proposed. Write a sentence that identifies your problem and proposes your solution. That sentence will be your claim.

Define the 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. Will your audience be familiar with the problem you want to solve? Will they agree with you that it's a problem at all?

Problem	Possible problem #1: Possible problem #2: Possible problem #3:
Solution	Possible problem #1: Possible problem #2: Possible problem #3:
Task, Purpose, and Audience	<input type="checkbox"/> Will the topic I've chosen help me achieve my task? <input type="checkbox"/> Does my audience see the topic I have chosen as a problem? <input type="checkbox"/> Will my solution help me achieve my purpose for writing?
My Claim

Name _____ Date _____ Assignment _____

Supporting a Claim

Consider the problem and the solution. Use valid reasoning and relevant, sufficient evidence to demonstrate how your solution will solve the problem you've identified. To support your claim, however, you'll also need to address the problem. Analyze the problem, using evidence to explain what caused it and who it affects. You may need to persuade your audience that what you've identified is, in fact, a problem. For example, if the person reading your essay believes that students in your community are performing well, you will need to include evidence that shows student performance could be improved.

In the chart below, describe the reasoning and evidence you will use to support your claim. Be sure to include:

- what caused the problem and who it effects
- how your solution solves the problem

PROBLEM	SOLUTION
My problem:	My Solution:
What caused the problem:	How the solution solves the problem:
Who the problem affects:	
Reasoning and evidence to support my analysis:	Reasoning and evidence to support my solution:

Name _____ Date _____ Assignment _____

Drafting Strategies

Create a structure for your draft. Plan a strategy for presenting the problem and your solution. Be sure to structure your essay in a way that is both persuasive and easy to follow.

- Evaluate your reasoning and evidence, your analysis of the problem, and your explanation of your solution.

<p>Introduction/Claim</p> <p>.....</p> <p>Analyze the Problem</p> <p>.....</p> <p style="padding-left: 40px;">What caused the problem?</p> <p>.....</p> <p style="padding-left: 40px;">Who does the problem affect?</p> <p>.....</p> <p style="padding-left: 80px;">Evidence A</p> <p>.....</p> <p style="padding-left: 80px;">Evidence B</p> <p>.....</p> <p>Explain the Solution</p> <p>.....</p> <p style="padding-left: 40px;">How does the solution solve the problem?</p> <p>.....</p> <p style="padding-left: 80px;">Evidence A</p> <p>.....</p> <p style="padding-left: 80px;">Evidence B.....</p> <p>.....</p> <p style="padding-left: 40px;">Alternate or opposing solutions</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 identify the problem and propose your solution.
2. Evaluate your claim, being sure to:
 - consider both the problem and your proposed solution,
 - consider your task, your purpose for writing, and your audience’s knowledge of the topic.
3. Anticipate counterclaims and plan your responses. In addition to alternate or opposing solutions, be sure to consider counterclaims related to your analysis of the problem. For example, if you’ve identified student performance as a problem, a counterclaim may be that students in your community perform at a level above national averages.

My Claim	
EVALUATING THE CLAIM	
<p style="text-align: center;">Problem</p> <p><input type="checkbox"/> Does my claim identify the problem?</p> <p><input type="checkbox"/> Will the audience be familiar with the problem?</p> <p><input type="checkbox"/> Will the audience recognize that it is a problem?</p>	<p style="text-align: center;">Solution</p> <p><input type="checkbox"/> Does my claim present a solution?</p> <p><input type="checkbox"/> Does the solution clearly address the problem?</p> <p><input type="checkbox"/> Is the solution distinguishable from alternate or opposing solutions?</p>
<p><input type="checkbox"/> Is my claim suited to my writing task and my purpose for writing?</p> <p><input type="checkbox"/> Does my claim anticipate my audience’s knowledge about the issue?</p> <p><input type="checkbox"/> Is my claim supported with valid reasoning and relevant, sufficient evidence?</p>	
Counterclaim #1	Counterclaim #2
Alternate or opposing argument about the problem:	Alternate or opposing solution:
Addressing this counterclaim:	Addressing this counterclaim:

Style and Tone

Establish a formal style and an objective tone. A formal style is appropriate for an essay that will be read by a variety of people, such as an essay submitted for a class assignment. A formal style can also help persuade audiences by communicating that you take both the problem you've identified and the solution you've proposed seriously. An objective tone encourages your audience to keep an open mind.

Examples:

Informal Style: A longer school year means that teachers can cover more ground, and students won't spend most of September getting adjusted to being in school again.

Formal Style: A longer school year would allow teachers to include more topics in the curriculum. It would also help students learn by eliminating the readjustment they now face at the beginning of every school year.

Subjective Tone: Some students may complain about giving up their summer vacations. They need to realize that when they grow up, they won't get ridiculously long vacations every year.

Objective Tone: I realize that many students will object to the loss of their traditional summer vacations. However, I believe that it is in their best interests to make this sacrifice.

As you draft your essay, choose words and phrases to maintain a formal style and an objective tone.

Use words, phrases, and clauses to create cohesion. Link the sections of your essay by using transitional words, phrases, and clauses. By including transitions, you help your audience follow your claim, your analysis of the problem, and your explanation of the solution. Here are some examples:

- Linking the problem and its cause(s): *consequently, as a result, therefore*
- Linking the problem and your solution: *in order to, for this reason, because*
- Linking reasoning to evidence: *for example, for instance, specifically*
- Linking your claim to counterclaims: *however, on the other hand, on the contrary*

Appropriate transitional words, phrases, and clauses clarify the relationships between your claim and your reasoning, between your reasons and your evidence, and between the problem and your solution.

- Students in our community are not as well prepared for college and careers as they could be. *For this reason*, our school year should be extended and our traditional summer vacation shortened.
- A longer school year will help improve academic performance in a number of ways. *First of all*, students and teachers will be able to explore complex topics in much greater depth.
- Research indicates that students who spend more time in school perform better academically. *For example*, students in schools that do not have long summer vacations generally earn higher marks.

Name _____ Date _____ Assignment _____

Conclusion

Include a strong conclusion. End your argumentative essay on a strong note. To persuade your audience that your solution should be enacted, include a strong conclusion that follows from and supports your argument. The examples below illustrate different strategies for writing a strong conclusion.

- Return to the problem, placing greater emphasis on the need to solve it: *Student performance in our community is in need of improvement. The problem may not be obvious, but our young people face a future in which they will have to compete with better-prepared graduates. We must take whatever steps we can to ensure that our students are ready for the lives that await them.*
- Describe an added benefit of enacting your solution: *Extending the school year will improve students' academic performance. It may also provide new opportunities for growth and personal development. Students who do not have access to summer activities will now have structure to their days and something productive to do.*
- Call your audience to action: *Summer vacation is a tradition we all treasure. Something more important than that tradition is at stake, however. Our students deserve the best education that we can give them. For their sake, let's extend the school year.*

Use the organizer below to plan and evaluate your conclusion.

Choosing a Strategy	
<input type="checkbox"/> Return to the problem <input type="checkbox"/> Describe an added benefit of your solution <input type="checkbox"/> Call your audience to action	<input type="checkbox"/> Other Strategy:
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 a formal style and objective tone?	<input type="checkbox"/> Is my conclusion strong? Will it persuade my audience? 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 an argumentative essay? <input type="checkbox"/> Did I begin with a claim that identifies a problem and proposes a solution? <input type="checkbox"/> Did I analyze the problem I identified? <input type="checkbox"/> Did I explain the solution I proposed? <input type="checkbox"/> Did I address alternative or opposing arguments? <input type="checkbox"/> Did I include valid reasoning and relevant, sufficient evidence?
Purpose	<input type="checkbox"/> Is my argumentative essay persuasive? <input type="checkbox"/> Will my audience be persuaded that the problem I've identified needs to be solved? <input type="checkbox"/> Will my audience be persuaded that my solution will solve the problem? <input type="checkbox"/> What reasons and evidence in my essay helped me achieve my purpose? <input type="checkbox"/> Is there enough evidence to support my argument? <input type="checkbox"/> Should I add more evidence? 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 argumentative essay? <input type="checkbox"/> What transitions should be added to link sections of my essay, create cohesion, and clarify relationships between ideas?

Revising

Revise for academic words and phrases. Academic words and phrases aren't often used in casual conversation. Instead, they're used by teachers and students to describe concepts in language arts, science, social studies, and mathematics. You hear them in classrooms and read them in your textbooks. Some academic words and phrases are "general" because they are used in every subject area.

Sample General Academic Words	
analyze	examine or think about carefully
constitute	be something, or be a part of a larger whole
significant	having an important effect or influence
evaluate	assess the accuracy, validity, or soundness
implement	carry out or fulfill

Domain-specific words and phrases are another type of academic language. They're domain-specific because they are only used in one specific subject area. There are different words and phrases that are used in science, mathematics, language arts, and social studies. The examples below are used in education.

Sample Domain-Specific Words and Phrases	
academic calendar	calendar of important dates for the school year
curriculum	course of study offered at a school
pedagogy	principles and methods of teaching
student-centered classroom	classroom in which students are encouraged to participate
assessment	any method for measuring student progress

Use general academic and domain-specific words and phrases accurately. As you revise your argumentative essay, look for places where you have used general academic and domain-specific words and phrases inaccurately. Also, look for places where you have not used academic language. Rewrite sentences and paragraphs so that academic words and phrases are used accurately.

Original: If the school year is extended, school pedagogy can be enriched. Students will have more time to think about complex material and decide which points of view they think are right.

Revised: If the school year is extended, the **curriculum** offered in our schools can be enriched. Students will have more time to **analyze** complex material and to **evaluate** multiple points of view.

Revision Checklist

- Are there sentences or paragraphs in which general academic and domain-specific words and phrases are used inaccurately?
- Are there sentences or paragraphs in which general academic and domain-specific words and phrases could be used but are not?

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 argumentative essay includes references to historical periods, special events, and holidays, be sure that you have capitalized their names. The names of seasons are not capitalized.

Incorrect capitalization:

Veteran’s day holiday
Summer vacation

Correct capitalization

Veteran’s Day holiday
summer vacation

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: Hyphenation Proofread your writing to find and address punctuation errors. In particular, look for places in your writing where you include compound adjectives, compound numbers, and prefixes and suffixes. Be sure you use hyphens correctly.

Rule: Hyphenate compound adjectives and compound numbers. Hyphenate compound adjectives that precede the noun they modify and compound numbers less than one hundred.

a long-held tradition; a much-feared change; twenty-three, forty-five

Rule: Use hyphens with the prefixes *ex-*, *self-*, *all-*, and *great-* and with the suffixes *-elect* and *-free*. Also use hyphens with prefixes before proper nouns and adjectives.

self-fulfilling, all-consuming, governor-elect, structure-free

Revision Checklist

- Have you reviewed your argumentative essay for names of historical periods, special events, and holidays that should be capitalized?
- Have you read each sentence and checked that all of the words are spelled correctly?
- Do you have compound numbers or compound adjectives that should be hyphenated?
- Do you have prefixes or suffixes that should be used with hyphens?
- Have you hyphenated words that should not be hyphenated?

Name _____ Date _____ Assignment _____

Publishing and Presenting

Consider one of the following ways to present your writing:

Send a letter to the editor. Newspaper editorial pages are forums where problems and solutions are discussed. Use your argumentative essay as the basis for a letter to the editor of your local or school newspaper. Shorten your analysis of the problem and your explanation of your solution, and use a business letter format. Send your letter to your local or school newspaper; they may choose to publish it.

Create a blog. Create a blog focusing on the problem you identified in your argumentative essay. Post your analysis of the problem and call for solutions. Use your explanation of your solution as the first comment. Readers of the blog can respond to your solution or post their own solutions. Access to your blog should be limited to your class.

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	4	5	6
Organization: How effectively and coherently have you organized your argument?	1	2	3	4	5	6
Style: How well have you maintained a formal, objective tone throughout your argument?	1	2	3	4	5	6
Support/Elaboration: How valid, sufficient, and suited to your audience is your evidence?	1	2	3	4	5	6
Conventions: How free of errors in grammar, usage, spelling, and punctuation is your argument?	1	2	3	4	5	6