

Unit 18

Assess for Transfer

Unit 13

1.

2.

3.

4.

Unit 14

5.

6.

7.

8.

Unit 15

9.

10.

11.

12.

Unit 16

13.

14.

15.

16.

Unit 17

17.

18.

19.

20.

Units 13-17

Assessment

Each word in the box fits one of the spelling patterns and rules you have studied over the past five weeks. Write each assessment word under the unit number it fits.

Unit 13

1-4. The **r-controlled vowel** sound in **force** (/ôr/) can be spelled **or** (**force**) or **ar** (**warmth**). The **r-controlled vowel** sound in **career** (/îr/) can be spelled **eer** (**career**), **er** (**serious**), **ear** (**weary**), or **ier** (**pierce**).

Unit 14

5-8. The /oi/ sound can be spelled **oi** as in **poise** or **oy** as in **voyage**. The /ou/ sound can be spelled **ou** as in **couch** or **ow** as in **tower**.

Unit 15

9-12. Prefixes, such as **pre-** (meaning "before"), **re-** (meaning "again"), **post-** (meaning "after"), and **co-** (meaning "together" or "with"), can be added to base words to form new words.

Unit 16

13-16. Suffixes, such as **-er**, **-est**, **-ed**, and **-ing**, can be added to base words to form new words.

Unit 17

17-20. The /k/ sound can be spelled **c** (**create**), **ck** (**jacket**), or **ch** (**chorus**). The /s/ sound in **cereal** and **recite** is spelled **c**. The **c** is followed by **e** (**cereal**) or **i** (**recite**).

Words for Assessment

clearing

noisy

refuel

beginning

chrome

sheer

convoy

rethink

continued

cucumber

warning

fountain

co-owner

friendliest

conceal

cinema

earlier

drown

lore

repackage

Review

Unit 13: r-Controlled Vowels: /ôr/, /îr/

important	perform	disappear	reward	force
peer	appear	forever	serious	enormous

Write the spelling word that is the opposite.

1. appear
2. disappear
3. tiny
4. punish

Write the word that completes each sentence.

5. It is quite _____ that you get here on time.
6. I am very _____ about learning a foreign language.
7. If you _____ through the window, you might see the bus coming.
8. Sue and Stu like to _____ for audiences by playing duets on the piano.
9. If the plug doesn't fit into the socket, don't _____ it.
10. You can't stay young _____, but you can enjoy youth while it lasts.



Unit 13

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Unit 14

11.

12.

13.

14.

15.

16.

17.

18.

19.

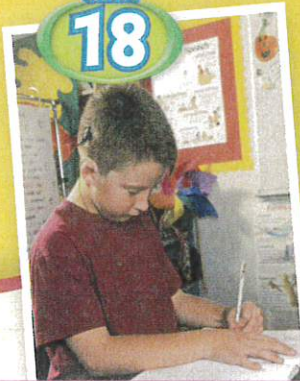
20.

Unit 14: Vowel Diphthongs: oi, oy, ou, ow

mountain	avoid	appoint	ounce	allowance
pronounce	bound	allow	destroy	tower

Write the spelling word that belongs in each group.

11. cash, spending money, _____
12. hill, valley, _____
13. speak, say, _____
14. ton, pound, _____
15. elect, choose, _____
16. leap, jump, _____
17. castle, drawbridge, _____
18. ruin, wipe out, _____
19. stay away, escape, _____
20. give permission, let, _____



Review

Unit 15: Prefixes: pre-, re-, post-, co-

cooperate	reappear	postscript	prehistoric	prefix
postdate	coworker	precaution	posttest	refresh

Unit 15

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Unit 16

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Write the spelling word that matches each meaning.

1. message written at the end of a letter
2. to put a date on a document that is later than the actual date
3. a test given after instruction has been given

Follow the directions below to write the other spelling words.

4–5. Write the spelling words that begin with the prefix that means “with” or “together.”

6–8. Write the spelling words that begin with the prefix that means “before.”

9–10. Write the spelling words that begin with the prefix that means “back” or “again.”

Unit 16: Suffixes: -er, -est, -ed, -ing

interesting	denied	supplying	sunnier	wisest
removed	slimmer	grayer	removing	calmest

Use words from the box and follow the directions below.

11–12. Write the spelling words in which **-ing** was added to a base word without changing the spelling.

13. Write the spelling word in which a final **e** was dropped before **-ing** was added.

14–16. Write the spelling words that have the same suffix as **happier**.

17–18. Write the spelling words that have the same suffix as **funniest**.

19–20. Write the spelling words that have the same suffix as **played**.

Unit 17: Consonant Sounds: /k/, /s/

exercise
practicecompany
expectcreate
stomachgrocery
jacketcorrect
celebrate

Write the spelling words by adding the missing letters.

1. comp _ n _

2. _ reat _

3. co _ _ ect

4. pr _ cli _ _

5. gro _ _ ry

6. _ _ lebrat _

7. ex _ _ cise

8. ja _ _ et

9. e _ pect

10. st _ ma _ _

Spelling Study Strategy

Spelling Questions

Play this game with a partner and make spelling fun.

1. Write the spelling words you and your partner want to study on index cards or slips of paper. Each of you will keep half of the cards.
2. Choose a word from your pile and have your partner try to guess the word by asking questions that can be answered by Yes or No. For example, ask, *Does it start with a c?*
3. Make a mark on scrap paper for each time your partner asks a question. After your partner guesses the word, he or she must spell it correctly out loud. Then give the word card to your partner.
4. Now it is your turn to try to guess the word your partner draws from his or her pile. Keep track of how many guesses you make, too. After you guess the word, spell it for your partner and keep the card.
5. After you have practiced all the words, see who guessed the most words with the fewest questions.

Unit 17

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Standardized Test Practice

Directions: Read each item carefully. Select the best answer and fill in the circle on your answer sheet.

1. Which word contains the sound /ôr/?

- (A) pier
- (B) reward
- (C) career
- (D) weary

2. **My brother and I fished from the end of the pier, and we caught an enormus truck tire.**

Which word in the sentence is spelled **incorrectly**?

- (A) pier
- (B) caught
- (C) enormus
- (D) tire

3. In which word is /k/ spelled c?

- (A) recent
- (B) cereal
- (C) grocery
- (D) plastic

4. Which word could be used in place of **come back**?

- (A) reform
- (B) reappear
- (C) reward
- (D) removed

5. In which word is **re-** a prefix meaning **again**?

- (A) resting
- (B) reader
- (C) reclaim
- (D) really

6. Which of the following words is spelled **incorrectly**?

- (A) slimest
- (B) wiser
- (C) denying
- (D) calmest

7. **Yesterday was the sunnyest day we've had in two weeks. It was also the coolest. The clouds disappeared and the cold slipped in.**

Which word in the sentences is spelled **incorrectly**?

- (A) Yesterday
- (B) sunnyest
- (C) disappeared
- (D) slipped

8. In which word does c stand for /s/ as in **see**?

- (A) company
- (B) calmer
- (C) create
- (D) celebrate

9. On her voyage from Houston to Miami, she tried to **avoide** getting seasick by staying cool and drinking plenty of water. Only once did she have to rest on a couch until her stomach settled.

Which word in the sentence is spelled **incorrectly**?

- (A) voyage
- (B) avoide
- (C) couch
- (D) stomach

10. Which word is the opposite of **build**?

- (A) create
- (B) recharge
- (C) force
- (D) destroy

11. My great grandmother was a person who led the way in the Old West.

Which word could replace **person who led the way**?

- (A) coworker
- (B) decoy
- (C) pioneer
- (D) farmer

12. Which word belongs in a group with **die out**, **remove**, and **vanish**?

- (A) coexist
- (B) avoid
- (C) disappear
- (D) deny

13. Which word belongs in a group with **come back**, **return**, and **rejoin**?

- (A) reappear
- (B) destroy
- (C) inform
- (D) correct

14. Which word is spelled **incorrectly**?

- (A) supplied
- (B) grayest
- (C) wiser
- (D) suppling

15. Read the following list of alphabetized words.

calmest
celebrate
chorus
coexist
coward

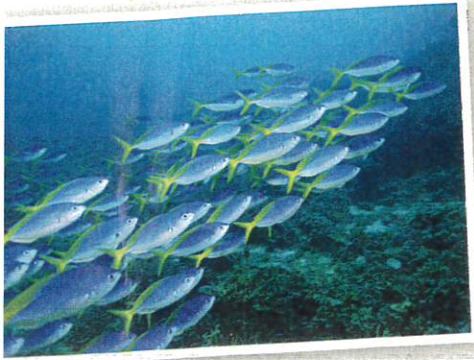
The word **comic** should follow the word

- (A) coward
- (B) calmest
- (C) coexist
- (D) celebrate



Writer's Workshop

Enrichment



Grammar, Usage, and Mechanics

Nouns: Plurals and Possessives

A **plural noun** names more than one person, place, thing, or idea. Most nouns add **-s** or **-es** to form the plural. Some change in other ways, and some are spelled the same in the singular and plural.

one pet	two pets	one dish	two dishes
one child	several children	one fish	many fish

A **possessive noun** shows ownership. Most singular nouns add an apostrophe and **s** (**'s**) to form the possessive. Plural nouns ending in **s** add just an apostrophe (**'**) to form the possessive. Plurals that don't end in **s** add an apostrophe and **s** (**'s**) to show possession.

the boy's ball	the girls' shoes	the men's van
-----------------------	-------------------------	----------------------

Practice Activity

A. Write the plural form of each noun.

- | | |
|----------|--------------|
| 1. dog | 4. woman |
| 2. deer | 5. cucumber |
| 3. watch | 6. gentleman |

B. Write the possessive form of each underlined noun.

7. the shell of the oyster; the _____ shell
8. the wagons of the pioneers; the _____ wagons
9. the hard drive of the computer; the _____ hard drive
10. the coat of the man; the _____ coat
11. the chrome of the car; the _____ chrome
12. the food of the cats; the _____ food

Practice Activity A

Practice Activity B

The Writing Process: Informative/Explanatory

Writing an E-Mail

PREWRITING

Have you ever wanted to see what goes on behind the scenes at a radio or television station? The best way to learn about radio and television is to ask an expert questions or plan a tour to a station. Have your teacher help you e-mail a local station to request information. As you think about the e-mail, write down your ideas.

DRAFTING

Use your ideas to write the e-mail. Begin with the reason you are e-mailing. Use the proper Netiquette, such as typing a clear subject line; avoiding special type features, emoticons, or capital letters; and including a detailed salutation (full name and e-mail address). Use as many spelling words as possible.

REVISING

When you have finished your draft, read your e-mail from beginning to end. Check to see if you have included the correct e-mail address. Did you use the proper Netiquette? Did you include all of your questions about radio or television?

EDITING

Print out a hard copy and use the **Editing Checklist** to proofread your e-mail. Be sure to use the proofreading marks when you make corrections. Circle at least three words that may be misspelled. Use a dictionary or electronic resource to check the spelling.

PUBLISHING

Send your e-mail to the expert. When you receive a response, share it with your classmates.

EDITING CHECKLIST

Spelling

- ✓ Circle words that contain the spelling patterns and rules learned in Units 13–17.
- ✓ Check the circled words in your **Spelling Dictionary**.
- ✓ Check for other spelling errors.

Capital Letters

- ✓ Capitalize important words in the subject line.
- ✓ Capitalize the first word in each sentence.
- ✓ Capitalize proper nouns.

Punctuation

- ✓ End each sentence with the correct punctuation.
- ✓ Use commas, apostrophes, and quotation marks correctly.

Grammar, Usage, and Mechanics

- ✓ Use plural and possessive nouns correctly to show ownership.