

## Unit 19

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## Unit 20

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## Unit 21

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## Unit 22

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## Unit 23

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## Units 19–23

### Assessment

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

### Unit 19

1–4. When a suffix beginning with **i** is added to a base word, the final consonant sound of the base word and the letter may change. The suffix **-ion** can change a verb to a noun.

### Unit 20

5–9. The prefixes **dis-**, **im-**, **in-**, **non-**, and **un-** can be added to base words to form new words. The new word means the opposite of the base word.

### Unit 21

10–12. The endings **-en** and **-ize** can be added to base words to form new words.

### Unit 22

13–16. A compound word is formed from two or more words that make a new word. A compound may be closed (**outline**), open (**home run**), or hyphenated (**forty-four**).

### Unit 23

17–20. When words sound similar to each other or when they are homophones, their spellings can be easily confused.

### Words for Assessment

proven

project

disgrace

horseback

ally

unfasten

weather map

nonsmoker

device

sharpen

projection

unlisted

close-up

magnetize

cosmetics

impure

devise

pocketbook

cosmetician

alley



# Review

## Unit 19: Consonant Changes

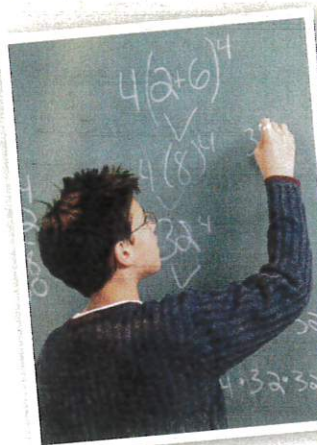
instruct instruction mathematics clinician race  
racial migrate migration clinic mathematician

Add a suffix to each base word and write the spelling word. Remember that the spelling of the base word may change when the suffix is added.

1. race + ial
2. clinic + ian
3. mathematics + ian
4. instruct + ion
5. migrate + ion

Write the spelling word that matches each clue.

6. move to another place
7. geometry and arithmetic are part of this
8. give directions
9. people grouped by physical characteristics
10. a place to get health care



## Unit 20: Prefixes: dis-, im-, in-, non-, un-

unsure dislike impossible unknown disagree  
impatient nonfiction disobey dishonest nonsense

Write a spelling word by adding a prefix to each word.

- |             |              |
|-------------|--------------|
| 11. sure    | 16. sense    |
| 12. like    | 17. possible |
| 13. known   | 18. agree    |
| 14. patient | 19. fiction  |
| 15. obey    | 20. honest   |

### Unit 19

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### Unit 20

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## Review

## Unit 21

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## Unit 22

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## Unit 21: Endings: -en, -ize

loosen  
realizefrighten  
brokenorganize  
forgottencriticize  
frozenawaken  
stolen

Write a spelling word that means the opposite of each clue.

1. praise

3. fixed

5. melted

2. go to sleep

4. remembered

6. tighten

Write a spelling word that means the same as each clue.

7. scare

9. taken away

8. understand

10. arrange



## Unit 22: Compound Words

home run  
themselvesforty-four  
waterproofgood-bye  
downstairsup-to-date  
outlinehomework  
itself

Add the missing part of these compound words to write a spelling word.

11. them

13. work

15. forty

12. run

14. self

16. out

Write the spelling word that means the opposite of the underlined word.

17. Always try to wear leaky clothes when walking in the rain.18. Everyone must come upstairs for breakfast no later than eight o'clock.19. As he left for school, Benito waved hello.20. Every school needs an old set of encyclopedias.



## Unit 23: Commonly Confused Terms

country  
capitolaffect  
eventeffect  
inventprincipal  
countyprinciple  
capital

Write the spelling word to complete each sentence.

1. Ms. Ormsby, the school \_\_\_\_\_, will open the assembly.
2. A \_\_\_\_\_ is a land area of local government within a state.
3. Charleston is the \_\_\_\_\_ of West Virginia.
4. Alaska is the largest state in our \_\_\_\_\_.
5. Cold weather will \_\_\_\_\_ the plant's growth.
6. A sunburn can be the \_\_\_\_\_ of spending too much time at the beach.
7. The Golden Rule is a \_\_\_\_\_ many choose to live by.
8. Please call home in the \_\_\_\_\_ you expect to be late.
9. Is the \_\_\_\_\_ building located in Washington, D.C.?
10. What year did Thomas Edison \_\_\_\_\_ the telephone?

## Unit 23

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10. \_\_\_\_\_

## Spelling Study Strategy

## Sorting by Prefixes and Suffixes

Sorting words by their prefixes and suffixes is a good way to practice your spelling words.

1. Write each of these prefixes on a card: **dis-**, **im-**, **in-**, **non-**, and **un-**.
2. Write each of the words from Unit 20 on a card. Turn the cards facedown.
3. Pick a card and then place it under the prefix it matches. Spell the word to yourself as you place it.
4. Continue until you have used all the words. You might want to think of some new words with these prefixes and add them.
5. Try the same word sort with the words from Unit 21 and the endings **-en** and **-ize**.

**Directions:** Read the introduction and the passage that follows. Then read each question and fill in the correct answer on your answer sheet.

*Kellum and his mother are working on his plans for summer vacation. Read about Kellum's plans. As you read, think about corrections and improvements that should be made to the passage.*

## Gentle Persuasion

(1) Kellum likes to read, especially non fiction. (2) His idea of a great summer afternoon is peanut butter and crackers, lemonade, and a stack of books. (3) So far he has read twentyseven biographies, a collection of sports stories, and three instruction manuals. (4) He would read nonstop if he could, but his mother won't let him.

(5) Mrs. Cain thinks Kellum is too inactive. (6) So she's hired the gym teacher to instruct him in swimming and wait lifting during the summer. (7) Kellum doesn't dislike exercise, but he loves reading. (8) He has been trying to invent a waterprove book so he can read while he's swimming.

(9) Kellum and his mother disagree about how much exercise he should get. (10) She thinks two hours a day is good. (11) He thinks that's too much. (12) He's trying to convince her that by walking two hours a day he could mygrate to Texas. (13) Mrs. Cain believes Kellum's argument is nonsens.

(14) As Kellum will soon realise, Mrs. Cain will win the argument, and Kellum will have a good time. (15) He will also notice the positive affect exercise has on how he feels. (16) He might even win a swim meet.



- 1 What change, if any, should be made in sentence 1?
- A Change *read* to **reed**
  - B Change *especially* to **specially**
  - C Change *non fiction* to **nonfiction**
  - D Make no change
- 2 What change, if any, should be made in sentence 3?
- A Change *twentyseven* to **twenty-seven**
  - B Change *collection* to **collecision**
  - C Change *instruction* to **instruct**
  - D Make no change
- 3 What change, if any, should be made in sentence 6?
- A Change *instruct* to **enstruct**
  - B Change *wait* to **weight**
  - C Change *during* to **druing**
  - D Make no change
- 4 What change, if any, should be made in sentence 7?
- A Change *doesn't* to **don't**
  - B Change *deslike* to **dislike**
  - C Change *exercise* to **exsersize**
  - D Make no change
- 5 What change, if any, should be made in sentence 8?
- A Change *trying* to **triing**
  - B Change *invent* to **event**
  - C Change *waterprove* to **waterproof**
  - D Make no change

- 6 What change, if any, should be made in sentence 9?
- A Change *and* to **an**
  - B Change *exercise* to **exsersize**
  - C Change *disagree* to **dissagree**
  - D Make no change
- 7 What change should be made in sentence 12?
- A Change *convince* to **convence**
  - B Change *two* to **too**
  - C Change *He's* to **Hes'**
  - D Change *mygrate* to **migrate**
- 8 What change, if any, should be made in sentence 13?
- A Change *believes* to **beleeves**
  - B Change *argument* to **arguement**
  - C Change *nonsens* to **nonsense**
  - D Make no change
- 9 What change, if any, should be made in sentence 14?
- A Change *realise* to **realize**
  - B Change *win* to **when**
  - C Change *argument* to **arguement**
  - D Make no change
- 10 What change, if any, should be made in sentence 15?
- A Change *affect* to **effect**
  - B Change *feels* to **feals**
  - C Change *notice* to **notise**
  - D Make no change



# Writer's Workshop

## Enrichment

### Grammar, Usage, and Mechanics

#### Pronouns: Personal and Possessive

A **pronoun** can take the place of a noun. Use the personal pronouns **I, me, we, and us** to speak or write about yourself. Use **she, her, it, he, him, you, they, and them** to refer to other people and things.

Papa said that **he** and **I** can give **you** a ride.

The possessive pronouns **his, its, our, her, their, my, and your** show ownership.

Lisa already handed in **her** paper.

The class gave a gift to **our** teacher.

#### Practice Activity A

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#### Practice Activity B

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#### Practice Activity

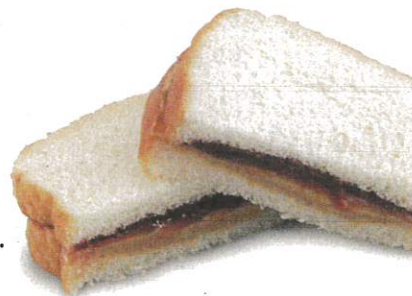
A. Write the pronoun in each sentence.

Circle any possessive pronouns.

1. Ask the boys if they want a peanut butter sandwich.
2. The drawing that I made is hanging in the hall.
3. Where is my magazine about Alaska?
4. Make sure that you lock the door.
5. They disagree about the homework assignment.
6. Kim will organize our facts into an outline.

B. Write the pronoun that could replace the underlined word or words.

7. Alice took Alice's list to the store.
8. Both teachers wrote the teachers' names on the board.
9. Shawn and I disagree on the answer.
10. Those kittens seem to like that girl!
11. Kevin found out Kevin's bike had been repaired.
12. The dog wagged the dog's tail to say good-bye.





## The Writing Process: Opinion

### Writing an Opinion Essay

#### PREWRITING

Sometimes people steal or illegally download software or information from the Internet. Why do you think everyone should respect copyright laws? Convince others to agree with you by giving your reasons in an essay. You can find facts and details about copyrights at the library or on Internet sites. As you think about copyright laws, make an outline for your essay.

#### DRAFTING

Use your outline to write an opinion essay. Begin with a topic sentence that presents the main idea. Follow your outline as you write supporting sentences. Give convincing reasons that tell why we should respect copyright laws. Use as many spelling words as possible. If you don't know how to spell a word, make your best guess. You will be able to revise your essay later.

#### REVISING

When you have finished your first draft, read your essay from beginning to end. Check to see if you have included all of the points from your outline. Does each sentence support the topic? Now write your final draft.

#### EDITING

Use the **Editing Checklist** to proofread your essay. Be sure to use proofreading marks when you make corrections. Circle at least three words that may be misspelled. Use a print or online dictionary to check the spelling.

#### PUBLISHING

Make a copy of your essay and share it with your readers.

#### EDITING CHECKLIST

##### Spelling

- ✓ Circle words that contain the spelling patterns and rules learned in Units 19–23.
- ✓ Check the circled words in your **Spelling Dictionary**.
- ✓ Check for other spelling errors.

##### Capital Letters

- ✓ Capitalize important words in the title.
- ✓ 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 personal and possessive pronouns correctly to show ownership.