

## Unit 6

Assess  
for Transfer

## Unit 1

1.

2.

3.

4.

## Unit 2

5.

6.

7.

8.

## Unit 3

9.

10.

11.

12.

## Unit 4

13.

14.

15.

16.

## Unit 5

17.

18.

19.

20.

## Units 1–5

## 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 below the unit number it fits.

## Unit 1

1–4. The **long a** sound is spelled **ai**, **a-consonant-e**, or **ei**. The **long e** sound is spelled **ee**, **ea**, **e-consonant-e**, **y**, or **i-consonant-e**.

## Unit 2

5–8. The **long i** sound can be spelled **y**, **i-consonant-e**, or **i**. The **long o** sound can be spelled **o-consonant-e**, **ow**, or **o**.

## Unit 3

9–12. The /**oo**/ vowel sound may be spelled **ui**, **o-consonant-e**, **u-consonant-e**, **o**, and **ue**. The /**yoo**/ vowel sound may be spelled **u**, **you**, **u-consonant-e**, **ue**, and **eau**.

## Unit 4

13–16. The /**ô**/ vowel sound you hear in **author** can be spelled in different ways: **au** in **author**, **aw** in **flaw**, **a** followed by **l** in **false** and **install**, **o** in **loss**, and **oa** in **broad**.

## Unit 5

17–20. Short vowel sounds may be spelled in a variety of ways.

Words for  
Assessment

marry

throne

rude

walnut

timid

olive

scrawl

funeral

lying

haste

cease

bestow

soup

salty

demand

closet

sausage

pure

desire

failure

# Review

## Unit 1: Long a and Long e

neighbor    scary    straight    memory    contain  
complete    police    explain    screen    beneath

Complete each sentence by writing a spelling word that rhymes with the underlined word.

1. Watch out, Keith! There's a rock \_\_\_\_.
2. Ask Denise to call the \_\_\_\_.
3. We helped our \_\_\_\_ with the labor.
4. Phil will carry the costume that's \_\_\_\_.
5. Stand up \_\_\_\_ while the nurse records your height and weight.
6. We can't be seen behind the \_\_\_\_.
7. Our computer, "Emory," has a huge \_\_\_\_.
8. The doctor couldn't \_\_\_\_ the cause of my pain.
9. The teacher told Pete his task was \_\_\_\_.
10. How much rain does this bucket \_\_\_\_?



### Unit 1

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

### Unit 2

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

## Unit 2: Long i and Long o

decide    excite    thrown    describe    bowl  
arrive    spoken    supply    type    silent

Write the spelling word by adding the missing letters.

11. descr \_ b \_
12. b \_ \_ l
13. a \_ \_ ive
14. d \_ c \_ de
15. \_ xc \_ te
16. thr \_ \_ n
17. s \_ l \_ nt
18. t \_ pe
19. su \_ \_ ly
20. sp \_ k \_ n



## Review

## Unit 3: Vowel Sounds: /ōō/ and /yōō/

beauty  
unitproduce  
continueprove  
valuesuit  
moviesfuture  
youth

## Unit 3

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## Unit 4

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Some of the sentences below do not make sense. Replace the underlined word in each sentence with the spelling word that makes sense.

1. We were impressed by the ugliness of the sunset.
2. These valuable cows collect lots of milk every day.
3. Scientists can deny that Earth is round.
4. This spelling book is about words with /ōō/ and /yōō/ sounds.
5. The class will stop this interesting discussion.
6. This is a jewel of great worthlessness.
7. Juan wore a handsome gray shirt to the meeting.
8. Only adults under the age of ten can participate.
9. There have been three full-length paintings starring this new actress.
10. What do you think will happen to the forests in the past?



## Unit 4: Vowel Sound: /ôô/

loss  
audiencecaution  
awfulauthor  
drawingfalse  
shawloffice  
drawn

Write the spelling word that belongs in each group.

- |                                |                                 |
|--------------------------------|---------------------------------|
| 11. had painted, had           | 16. care, watchfulness, _____   |
| sketched, had _____            | 17. listeners, observers, _____ |
| 12. robe, scarf, _____         | 18. writer, creator, _____      |
| 13. painting, sketching, _____ | 19. lobby, workplace, _____     |
| 14. terrible, horrible, _____  | 20. wrong, incorrect, _____     |
| 15. ruin, injury, _____        |                                 |

## Unit 5: Short Vowel Sounds

building	business	direct	interest	sense
exact	thus	discuss	solve	promise

Write the word that fits each meaning and has the given vowel sound in the stressed syllable.

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1. sight and smell ( <b>short e</b> ) | 6. pledge ( <b>short o</b> )      |
| 2. correct ( <b>short a</b> )         | 7. structure ( <b>short i</b> )   |
| 3. and so ( <b>short u</b> )          | 8. company ( <b>short i</b> )     |
| 4. talk about ( <b>short u</b> )      | 9. straight ( <b>short e</b> )    |
| 5. work out ( <b>short o</b> )        | 10. attraction ( <b>short i</b> ) |

### Spelling Study Strategy

#### Ask a Question

Swap with a partner any spelling lists you want to study. Take turns reading all the words to be sure you both know every word.

Ask your partner to read the first word on your list. Write the word on a piece of scrap paper. Ask your partner to check your spelling. If you're correct, you get two points. If you're not correct, ask one question about the spelling of the word. (You could ask for the last letter of the word.) Write the word again. If you're correct this time, you get one point. If you're still not correct, your partner will spell the word for you. You don't get any points.

Now it's your partner's turn. Read the first word on your partner's list. Your partner should write the word.

Keep going until you have practiced all the words.

### Unit 5

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



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

*Cammy and Sammy are twins. They like to do some things alone and some things together. Cammy wrote about how they will make plans for the summer. Here is the draft of Cammy's paper. As you read the paper, think about the corrections and improvements Cammy should make when she revises her paper.*

### Our Plans for Summer

(1) Sammy and I are planning our summer. (2) We like to be active. (3) We are not old enough to work in an office, but we could help the staff at a muzeum or the youth theater's costume shop. (4) Dad said that if we volunteer at the animal resque center each week, we can get a dog in August.

(5) I have been helping our naghbor design a website. (6) We are almost finished building it, so that is not something I will work on dayly. (7) I would like to go to the local space camp because I hope to be an astronawt. (8) That will take three days each week. (9) If I work at the animal center for half a day and go to space camp, I will still have time to do my chores at home.

(10) Sammy hopes to help Dad in his automobile supply business in the future, so she needs to continew her studies at the trade school. (11) Sometimes she does magic tricks for kids' birthday parties. (12) Sammy also loves silunt movies, and she would like to have an afternoon each week to watch movies at the theater.

(13) Sammy and I will probably deside to make a list that includes all our ideas. (14) Then we will descuss it with Dad, and Dad will have some ideas of his own. (15) Dad will listen with interest and explain what he thinks we can do.

- 1 What change, if any, should be made in sentence 3?
- A Change *enough* to **enugh**
  - B Change *muzeum* to **museum**
  - C Change *costume* to **kostume**
  - D Make no change
- 2 What change should be made in sentence 4?
- A Change *volunteer* to **voluntear**
  - B Change *animal* to **animul**
  - C Change *resque* to **rescue**
  - D Change *August* to **Awgust**
- 3 What change, if any, should be made in sentence 5?
- A Change *nagbhor* to **neighbor**
  - B Change *design* to **desine**
  - C Change *website* to **webcite**
  - D Make no change
- 4 What change, if any, should be made in sentence 6?
- A Change *so* to **sew**
  - B Change *something* to **sumthing**
  - C Change *dayly* to **daily**
  - D Make no change
- 5 What change, if any, should be made in sentence 7?
- A Change *would* to **wood**
  - B Change *because* to **becuse**
  - C Change *astronawt* to **astronaut**
  - D Make no change
- 6 What change should be made in sentence 10?
- A Change *automobile* to **automoble**
  - B Change *supply* to **suply**
  - C Change *future* to **fewchure**
  - D Change *continew* to **continue**
- 7 What change should be made in sentence 12?
- A Change *silunt* to **silent**
  - B Change *would* to **wood**
  - C Change *week* to **weak**
  - D Change *watch* to **wach**
- 8 What change, if any, should be made in sentence 13?
- A Change *probably* to **proibly**
  - B Change *deside* to **decide**
  - C Change *includes* to **incloodes**
  - D Make no change
- 9 What change should be made in sentence 14?
- A Change *Then* to **Than**
  - B Change *will* to **we'll**
  - C Change *descuss* to **discuss**
  - D Change *own* to **one**
- 10 What change, if any, should be made in sentence 15?
- A Change *listen* to **lisen**
  - B Change *interest* to **intrest**
  - C Change *explain* to **explane**
  - D Make no change





## Enrichment

## Complete Subjects and Complete Predicates

One girl in my class gave an oral report.

↑                  ↑  
complete subject      complete predicate

15.

1. Two houses on my street look scary.
2. Many birds build nests beneath this cliff.
3. Early settlers discovered gold.
4. We lost our towels on the foggy beach.
5. Those model trains move quickly.
6. Most students in the audience laughed.
7. Trees drop their leaves in the fall.
8. My neighbor moved to the city.
9. A police officer in uniform directs traffic daily.
10. The screen in my bedroom window is ripped.
11. The hot soup spilled from the bowl.
12. We met the author of several popular books.
13. The office of the manager seems small.
14. A large and noisy audience greeted the president.
15. The citizens demanded a meeting with the mayor.



## The Writing Process: Narrative

### Writing a Fable

#### PREWRITING

Stories that teach lessons, or morals, are called fables. Writers often use talking animals or objects to teach a moral in fables. For example, the story about the tortoise beating the hare in a race teaches us "Slow but steady wins the race." Think of a moral you would like to teach in a fable. You can read fables at the library or on the Internet. As you think about your fable, make an outline of your story.

#### DRAFTING

Use your outline to write a fable. Begin with a topic sentence that presents the main idea. Follow your outline as you write supporting sentences. Be sure you use talking animals or objects as your main characters. 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 fable later.

#### REVISING

When you have finished your first draft, read your fable from beginning to end. Check to see if you have included all of the points in your outline. Did you use dialogue to make your characters come alive? Did you teach a lesson or moral? Does each sentence support the topic? Now write your final draft.

#### EDITING

Use the **Editing Checklist** to proofread your fable. Be sure to use proofreading marks when you make corrections.

#### PUBLISHING

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

### EDITING CHECKLIST

#### Spelling

- ✓ Circle words that contain the spelling patterns and rules learned in Units 1–5.
- ✓ 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 complete subjects and complete predicates correctly.