



Assess for Transfer

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 under the unit number it fits.

Unit 1

1–4. The **short a** sound in **rapid** is spelled **a**. The **long a** sound is spelled **a** in **labor**, **ai** in **trait**, **ay** in **daydream**, **a-consonant-e** in **behave**, and **ey** in **survey**.

Unit 2

5–9. The **short e** sound is spelled **e** in **text** and **ea** in **dealt**. The **long e** sound is spelled **ee** in **sleet**, **ea** in **crease**, **e-consonant-e** in **theme**, and **y** in **gravity**.

Unit 3

10–12. The **short i** sound is spelled **i** in **permit** and **y** in **system**. The **long i** sound is spelled **i** in **item**, **i-consonant-e** in **strike**, and **y** in **satisfy**.

Unit 4

13–16. The **short o** sound in **bronze** is spelled **o**. The **long o** sound is spelled **o** in **notice**, **o-consonant-e** in **pose**, and **oa** in **approach**.

Unit 5

17–20. The **short u** sound in **result** is spelled **u**. The **long u** sound is spelled **u** in **union**, **u-consonant-e** in **acute**, and **ue** in **barbecue**.

Words for Assessment

estate
treasury
critic
oatmeal
secure
cue
patrol
specify
plenty
praise
granite
retreat
besides
popular
deduct
bundle
polish
wheeze
cactus
despise

Unit 1

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Unit 2

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Unit 3

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Review

Unit 1: Short a, Long a

favorite
pattern

vacation
admit

natural
behave

exactly
daydream

rapid
complain

Write the spelling word that matches each clue.

1. whine about
2. act a certain way
3. regular design
4. imagine or wish
5. fast
6. let in
7. best, in one's opinion
8. precisely
9. time away from school
10. actual or real

Unit 2: Short e, Long e

develop
attend

method
meadow

scheme
leather

melody
indeed

regular
release

Write a spelling word for each clue.

11. It has the **short e** sound in the middle of three syllables.
12. It begins with the same two letters as **melody** and **meadow**.
13. It means "tune."
14. It means "ordinary" or "common."
15. The **long e** sound is spelled **ea**.
- 16–17. In these two words, **short e** is spelled **ea**.
18. The **long e** sound is spelled **e-consonant-e**.
19. It ends with **end**.
20. The **long e** sound is spelled **ee**.



Unit 1

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Unit 2

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Review

Unit 3: Short i, Long i

exhibit
attic

examine
system

disguise
consider

assign
item

limit
strike

Write the spelling word that completes each sentence.

1. Let the doctor _____ the cut on your arm.
2. That was a wonderful art _____!
3. Did the director _____ the play parts yet?
4. No one will know you with that funny _____.
5. The umpire has called one ball and one _____.
6. Put a check beside the first _____ on the list.
7. Our new public address _____ has been installed.
8. I hope you will _____ voting for me.
9. There is a _____ of two on the number you can buy.
10. The old photos are kept in a box up in the _____.



Unit 4: Short o, Long o

opportunity
project

positive
beyond

approach
opposite

video
notice

constant
respond

Change the underlined part of these words to write spelling words.

- | | |
|----------------------|-----------------------|
| 11. poss <u>ible</u> | 16. <u>com</u> posite |
| 12. <u>re</u> proach | 17. <u>res</u> pect |
| 13. <u>vis</u> ion | 18. <u>noti</u> on |
| 14. <u>pro</u> duce | 19. <u>inst</u> ant |
| 15. <u>bes</u> ide | 20. <u>comm</u> unity |

Unit 3

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Unit 4

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Unit 5: Short u, Long u

stubborn customer barbecue contribute suffer
result confuse punish computer community

Write spelling words to complete the paragraph.

This year we had a street fair in our 1.. The businesses agreed to 2. something. The John's Ribs store made their delicious 3. to sell. Each paying 4. bought tokens to use. The tokens were different sizes so that we wouldn't 5. them. Mr. Hempstead kept track of all the sales on his 6.. We were pleased with the 7. of the fair. We decided not to 8. ourselves in the future by trying our old fund-raising methods. We wouldn't 9. any more by going door to door asking for money. Even the most 10. residents agreed that the fair was a great idea.

Unit 5

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Spelling Study Strategy

Spelling Capture

Swap spelling lists with a partner. On a sheet of paper, make five rows of dots with five dots in each row.

Decide who is Player 1 and who is Player 2.

Player 2 says the first word on Player 1's list, and Player 1 spells the word. If he or she is correct, Player 1 uses a pencil to connect any two dots that are side by side.

If Player 1 misspells the word, no dots are connected.

Player 2 spells the misspelled word aloud correctly. Then it's Player 2's turn to spell the first word on his or her list.

Continue to take turns, spelling the next word on each list. Each time a player connects two dots to make a square, that player writes initials in the square. That square is "captured." The player who has the most initialed squares at the end of the game wins.

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

For her assignment in a writing workshop, Jessica wrote about her recent experiences at science camp. Jessica would like you to review her work. As you read, think about the corrections and improvements Jessica could make when she revises.

I Smell A . . .

(1) My vacaition at science camp did not go exactly as planned. (2) It all began because a computer assigned bunkmates. (3) Rose was my bunkmate, and within minutes of meeting her, I wanted to destroy that computer sistem.

(4) Rose had placed a black curtain over our window. (5) I asked if we could open the curtain during the day, but she pretended not to notice me. (6) I admit, after that, Rose was not my faveorite person.

(7) However, my scheme was to avoid her and have fun. (8) Indede, soon I was distracted by my first project. (9) I discovered a community of albino skunks in a meadow. (10) They looked unusual without the regular pattern of white against black, so I decided to videoe them. (11) Early one morning, I approached them. (12) I was getting great footage, when my foot was about to strike something—I promptly fell. (13) I angrily looked back to see—Rose! (14) Before I could complayn, the skunks were upon us.

(15) I'll tell you something: albino skunks smell just as bad as other skunks. (16) Rose and I had to soak in tomato juices for hours to get the stubborn smell off. (17) I'll tell you something else: being in constant company with Rose wasn't bad. (18) It turns out she put up the curtain so she could develop film. (19) She didn't respond to me because she was too embarrassed to wear her hearing aid. (20) The result is Rose and I are friends. (21) It's too bad we had to suffer along the way.

- 1 What change, if any, should be made in sentence 1?
- A Change *vacaition* to *vaication*
 - B Change *vacaition* to *vacation*
 - C Change *exactly* to *exactlee*
 - D Make no change
- 2 What change, if any, should be made in sentence 3?
- A Change *wanted* to *want*
 - B Change *computer* to *cumputer*
 - C Change *sistem* to *system*
 - D Make no change
- 3 What change should be made in sentence 6?
- A Change *admit* to *edmit*
 - B Change *admit* to *ademit*
 - C Change *faveorite* to *faivorite*
 - D Change *faveorite* to *favorite*
- 4 What change, if any, should be made in sentence 8?
- A Change *Indede* to *Indeed*
 - B Change *Indede* to *Indead*
 - C Change *project* to *praject*
 - D Make no change
- 5 What change, if any, should be made in sentence 9?
- A Change *community* to *communeity*
 - B Change *community* to *commuenity*
 - C Change *medow* to *meadow*
 - D Make no change

- 6 What change, if any, should be made in sentence 10?
- A Change *regular* to *reagular*
 - B Change *pattern* to *payttern*
 - C Change *videoe* to *video*
 - D Make no change
- 7 What change, if any, should be made in sentence 12?
- A Change *footage* to *footidge*
 - B Change *strike* to *strice*
 - C Change *something* to *sumthing*
 - D Make no change
- 8 What change, if any, should be made in sentence 14?
- A Change *complayn* to *complain*
 - B Change *complayn* to *complane*
 - C Change *complayn* to *complan*
 - D Make no change
- 9 What change, if any, should be made in sentence 16?
- A Change *soak* to *soke*
 - B Change *juces* to *juices*
 - C Change *stubborn* to *stobborn*
 - D Make no change
- 10 What change, if any, should be made in sentence 18?
- A Change *develop* to *deavelop*
 - B Change *develop* to *devealop*
 - C Change *develop* to *divelop*
 - D Make no change



Writer's Workshop

Enrichment

Grammar, Usage, and Mechanics

Sentences and Their Parts

There are four kinds of sentences: **declarative** (ones that tell), **interrogative** (ones that ask), **imperative** (ones that command), and **exclamatory** (ones that show strong feeling).

Every sentence has a subject and a predicate. The simple subject tells whom or what the sentence is about. The simple predicate tells what the subject is, has, or does. In a command, the subject often is not named. It is understood to be **you**, the person being spoken to.

Practice Activity A

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Practice Activity B

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Practice Activity

A. Write **declarative**, **interrogative**, **imperative**, or **exclamatory** to show which kind of sentence each is.

1. Vacation ended too soon.
2. Who left this sweater on the chair?
3. What an awful storm that was!
4. Is Mrs. Garcia your neighbor?
5. Call everyone on the team.
6. The new pet store opens today.
7. Watch out for the broken glass.

B. Write the subject of each sentence.

8. Daydreams filled my head.
9. Call home after school.
10. Leather lasts longer than cloth.
11. Julia spotted a comet.
12. Notice that player in the back.
13. Customers complained about the noise.
14. Kelly's video was played for the class.



The Writing Process: Narrative

Writing a Biographical Sketch

PREWRITING

It is interesting to learn about events that shaped a person's life or about someone's likes and dislikes. Sometimes people write biographical sketches about another person's life. Think of someone from another country or culture you want to learn more about. You can find biographies at the library. You can also ask an adult to help you find information about that person on the Internet. As you read about the person you chose, make an outline for your sketch.

DRAFTING

Use your outline to write a biographical sketch. Begin with a topic sentence that introduces the person you are writing about. Follow your outline as you write supporting sentences. 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 sketch later.

REVISING

When you have finished your draft, read your sketch from beginning to end. Check to see if you have included all of the points in your outline. Did you achieve your purpose for writing? Now write your final draft.

EDITING

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

PUBLISHING

Make a copy of your biographical sketch 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

- ✓ Each sentence has a subject and a predicate.