

Unit 18

8th Grade Assess for Transfer

Unit 13

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Unit 14

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Unit 15

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Unit 16

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Units 13-17

Assessment

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

Unit 13

1-5. A final consonant preceded by a single vowel is usually doubled when adding a suffix that begins with a vowel. This usually happens when the final syllable in the base word is stressed (as in **refer/referring**).

Unit 14

6-11. Knowing Latin forms such as **ben(e)**, **mal**, and **equ(i)** can give clues to the meaning and spelling of certain words.

Unit 15

12-14. Knowing the Greek combining forms **arch**, **crat**, **demos**, and **polis** can give clues to the meaning and spelling of certain words.

Unit 16

15-20. The suffixes **-ant** and **-ent** turn base words into adjectives. The suffixes **-ance** and **-ence** turn base words into nouns.

Unit 17

Remember that the English language includes many words from foreign languages. These words retain their foreign spellings.

Words for Assessment

unwrapping

insignificant

benefaction

aristocratic

malevolence

vehement

unwrapped

endemic

regretting

Neapolitan

transferring

vehemence

benefited

maliciousness

insignificance

inequity

forgettable

lenience

brilliance

equilibrist

Unit 13: Adding Suffixes: Doubling Final Consonants

forbidden	committed	regrettable	regret	control
controlled	forgetting	unforgettable	forbid	commit

Add the missing letters to write a spelling word.

1. c _ _ t _ _ l
2. r _ _ r _ t
3. co _ _ it
4. f _ rb _ d

Do the math to write a spelling word.

5. forget + able =
6. forbid + en =
7. control + ed =
8. regret + able =
9. commit + ed =
10. forget + ing =

Unit 14: Latin Forms: ben(e), mal, equ(i)

benevolent	equilibrium	equate	malady	equality
beneficial	malnutrition	benefit	malice	malicious

Write a spelling word for each definition. The spelling word will be the part of speech given in parentheses.

11. (adj.) having a desire to harm others
12. (v.) to consider or show as equal
13. (n.) a stable, balanced, or unchanging system
14. (adj.) promoting a favorable result
15. (n.) the desire to harm others
16. (n.) the same quality or value as another
17. (adj.) kindly; characterized by kindness
18. (n.) something that improves one's well-being
19. (n.) a disease or disorder
20. (n.) a condition caused by lack of food

Unit 13

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Unit 14

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Review

Unit 15

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Unit 16

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Unit 15: Greek Forms: arch, crat, demos, polis

metropolitan
architectureepidemic
politicsdemocracy
bureaucracymonarch
politicalacademic
politician

Write the spelling words by filling in the missing letters.

1. _ _ _ arch

2. e _ _ dem _ _

3. poli _ _ _ _ l

4. poli _ _ _ _ _ n

5. a _ _ dem _ _

6. _ u _ _ _ _ cra _ _

7. arch _ _ _ _ _ r _

8. poli _ _ _ _ _

9. demo _ _ _ _ _

10. _ _ _ _ _ poli _ _ _

Unit 16: Suffixes: -ant, -ance, -ent, -ence

evident

significance

abundant

permanent

competent

abundance

significant

evidence

permanence

competence

Write a spelling word to complete each sentence.

11. The settlers celebrated having an _____ of food by inviting friends and neighbors to a feast.

12. It is _____ that computer use is increasing.

13. No one questioned the _____ of the teenager when it came to computers.

14. After several moves, they finally settled into _____ housing.

15. Apples are so _____ this year that prices have gone down.

16. We noticed a _____ difference in the children's behavior after recess.

17. They hope the mechanic is _____ to repair the transmission.

18. Never underestimate the _____ of a good appearance.

19. The detectives examined the _____.

20. Don't worry about the _____ of the grape juice stain.

Unit 17: Words From Other Languages

antique delicatessen etiquette reservoir surgeon
toboggan kindergarten boulevard opaque lacquer

Write the spelling word that belongs with each group.

1. ophthalmologist, orthodontist, _____
2. manners, graciousness, _____
3. avenue, street, lane, _____
4. ancient, old, aged, _____
5. storage, supply, reserve, _____
6. sleigh, ski, sled, _____
7. paint, varnish, _____
8. transparent, translucent, _____
9. café, bistro, _____
10. nursery school, preschool, _____

Unit 17

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Spelling Study Strategy

Sorting by Suffixes and Word Roots

To practice your spelling words, place the words into groups according to a spelling pattern. Here is a way to practice some of the spelling words you have studied in the past few weeks.

1. Make several columns on a large piece of paper or on the board.
2. At the top of each column write one of these suffixes or roots: **-ant, -ance, -ent, -ence, ben(e), mal, equ(i), arch, crat, demos, polis.**
3. Have a partner choose a spelling word from Units 14–16 and say it aloud.
4. Write the spelling word in the appropriate column.
5. For more practice, find additional words with these suffixes or roots and challenge the class.

Standardized Test Practice

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

1. It is regretable that she left her guitar at home because we wanted her to perform at the assembly. What change should be made to this sentence?

(A) change regretable to *regrettable*
(B) change guitar to *gitar*
(C) change perform to *preform*
(D) change assembly to *asembly*

2. It is difficult to comprehend why he is malicious when someone disagrees with him.

Which word in the sentence is spelled incorrectly?

(A) difficult
(B) comprehend
(C) malicious
(D) disagrees

3. What is the significant of the banner hanging above the entrance to the museum?

What change should be made to this sentence?

(A) change significant to *significance*
(B) change banner to *baner*
(C) change entrance to *intranche*
(D) change museum to *musuem*

4. Which word contains the combining form that means **highest**?

(A) march
(B) parched
(C) monarch
(D) starch

5. Which word is an **adjective**?

(A) permanence
(B) abundant
(C) exaggerate
(D) successor

6. The storage chest in the dining room is covered with thirteen coats of lacker.

What change should be made to this sentence?

(A) change storage to *storeage*
(B) change dining room to *diningroom*
(C) change thirteen to *thirtteen*
(D) change lacker to *lacquer*

7. Which word contains the combining form that means **strength**?

(A) political
(B) democracy
(C) academic
(D) significant

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

(A) benefit
(B) controled
(C) surgeon
(D) forbid

9. Which word is an antonym for **transparent**?

- (A) opaque
- (B) clear
- (C) plain
- (D) natural

10. Which word is an **adjective**?

- (A) snorkel
- (B) malice
- (C) vaccinate
- (D) competent

11. What **maledy** is responsible for your loss of **equilibrium**?

What change should be made to this sentence?

- (A) change maledy to *malady*
- (B) change responsible to *responsable*
- (C) change loss to *lose*
- (D) change equilibrium to *equalibrium*

12. Read the following list of alphabetized words.

political
politician
possible
potential

The word **politics** should follow the word

- (A) political
- (B) politician
- (C) possible
- (D) potential

13. Is there a **specific scene** in the movie that you **consider unforgettable**?

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

- (A) specific
- (B) scene
- (C) consider
- (D) unforgettable

14. I'll meet you at the **delicatesen** at the corner of **Broadway** and **Diamond Boulevard**.

What change should be made to this sentence?

- (A) change delicatesen to *delicatessen*
- (B) change Broadway to *Brodway*
- (C) change Diamond to *Dimond*
- (D) change Boulevard to *Bulevard*

15. Read the following list of alphabetized words.

epidemic
equality
equivocal
evidence

The word **equate** should follow the word

- (A) epidemic
- (B) equality
- (C) equivocal
- (D) evidence



Writer's Workshop

Enrichment

Grammar, Usage, and Mechanics

Capitalization

Proper nouns, the first word of a direct quotation, and important words in titles must be capitalized in sentences.

Did you hear the announcement?

I think the announcer said, "Get your tickets for Saturday's performance of *The Man Without a Country*."

Practice Activity

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A. Write the proper nouns in each sentence that should be capitalized.

1. I bought the old chair at ruby's Antique Shoppe.

2. Does Lake huron freeze over in the winter?

3. We took the children to Patty's petting Zoo.

4. The morgan horse is named after the man who developed it.

5. The show begins at 7:00 in sterling Arena.

B. Write the word in each sentence that should be capitalized. If the sentence is already correct, write OK.

6. Who said, "go west, young man, go west"?

7. As Shakespeare wrote, "all the world's a stage."

8. "Now, look," said Mrs. Lewis, "at the mess you've made."

9. They sang the words, "happy birthday to you."

10. "Please get your room cleaned," said Dad, "or I will be very unhappy."

C. Write the title words that should be capitalized.

11. *The call of the Wild*

12. *Spotty: The Story of a dalmatian*

13. *under the Sea*

14. *Green eggs and Ham*

15. *Cat Named wonderful*

The Writing Process: Informative/Explanatory

Writing an E-mail

PREWRITING

How does one use an electronic dictionary or an encyclopedia? How does a search engine work? How can you legally download information from the Web? One way to tell someone how to use the Internet is by sending an e-mail. You can send an e-mail to a friend, family member, or key pal. Making a list of steps is a clear way to share information in an e-mail. As you think about your e-mail, write down your ideas.

DRAFTING

Use your ideas to write the e-mail. Begin with the reason you are e-mailing. Use 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 first draft, read your e-mail from beginning to end. Check to see if you have included the correct e-mail address. Did you use proper Netiquette? Did you achieve your purpose for writing?

EDITING

Print out a hard copy and use the editing checklist to proofread your e-mail. Be sure to use proofreading marks when you make corrections. Circle three words you are unsure about and check their spellings in a dictionary. Now, type your final draft.

PUBLISHING

Send your e-mail to your friend, family member, or key pal. 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 a print or online 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

- ✓ Make sure direct quotations are written correctly and that the first word is capitalized.