

Unit 24

8th Grade Assess for Transfer

Unit 19

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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. Knowing Latin roots such as **urb**, **public**, **reg**, **civ**, **doc**, and **dom** can give clues to the meaning and spelling of certain words.

Unit 20

5–8. A final /**sēd**/ may be spelled **ceed**, **cede**, or **sede**. Knowing Latin roots such as **ced**, **pend**, and **pos** can give clues to the meaning and spelling of certain words.

Unit 21

9–12. Knowing Latin roots such as **voc/vok**, **duc/duct**, and **loc** can give clues to the meaning and spelling of certain words.

Unit 22

13–16. Knowing Latin roots such as **act**, **port**, **dict**, and **ject** can give clues to the meaning and spelling of certain words.

Unit 23

17–20. The suffixes **-able** and **-ible** are added to roots or base words to form adjectives.

Words for Assessment

domination

vocalist

actually

debatable

locale

regulatory

precedence

conductor

inactivity

projector

defensible

exposure

domain

inadmissible

civilian

proposal

interaction

unavailable

secede

provocation

Review

Unit 19: Latin Roots: urb, public, reg, civ, doc, dom

urban	regime	suburb	regulation	indomitable
civic	regulate	republic	civilization	dominant

Write a spelling word to complete each sentence. The word you write will contain the root shown in parentheses.

1. Some families live in a _____, and some live in the city. (urb)
2. His _____ spirit kept him going against all odds. (dom)
3. New York City is a huge _____ center. (urb)
4. Serving on a jury is your _____ duty. (civ)
5. Citizens elect their leaders in a _____. (public)
6. Our school has the _____ football team in the city. (dom)
7. For years, parts of Europe lived under a communist _____. (reg)
8. The town will _____ water usage during the drought. (reg)
9. There is a _____ that dogs must be licensed. (reg)
10. The development of writing helped advance _____. (civ)

Unit 20: Latin Roots: ced, sede, pend, pos

succeed	supersede	proceed	depend	disposal
suspense	posture	impostor	precede	pendulum

Find the misspelled word in each group and write it correctly.

- | | | |
|---------------|----------|-----------|
| 11. superseed | depend | posture |
| 12. disposal | impostor | suspens |
| 13. pendulum | procede | supersede |
| 14. suspense | precede | succeed |
| 15. proceed | preceed | depend |
| 16. depand | impostor | posture |
| 17. disposal | pendulum | imposter |
| 18. succeed | postur | suspense |
| 19. pendulem | precede | depend |
| 20. proceed | disposel | supersede |

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: Latin Roots: voc/vok, duc/duct, loc

vocal

allocate

production

reduction

locomotion

induce

locality

vocation

advocate

vocabulary

Write a spelling word for each definition.

1. all of the words in a language
2. a lessening or diminishing
3. produced by the voice
4. to give out or set aside
5. the making of something
6. a calling to a certain work or way of life
7. a geographic place
8. a person who speaks on behalf of another
9. the power to move from place to place
10. to influence or persuade someone

Unit 22: Latin Roots: act, port, dict, ject

export

dictator

transport

activate

portable

prediction

dictate

objective

reaction

transportation

Replace the underlined letters with one or more letters to write a spelling word.

- | | |
|------------------------|---------------------------|
| 11. <u>n</u> avigator | 16. <u>a</u> djective |
| 12. <u>a</u> ctivity | 17. <u>p</u> assport |
| 13. <u>f</u> acilitate | 18. <u>r</u> eapply |
| 14. <u>e</u> xit | 19. <u>c</u> ontradiction |
| 15. <u>l</u> evitation | 20. <u>u</u> sable |

Unit 23: Suffixes: -able, -ible

sociable hospitable admissible inaccessible irresponsible
 peaceable honorable irreversible manageable interchangeable

Add the missing letters to write a spelling word.

- | | |
|----------------------------|-------------------------|
| 1. p _ _ ce _ ble | 6. man _ g _ _ ble |
| 2. h _ n _ r _ ble | 7. i _ _ esp _ ns _ ble |
| 3. int _ _ ch _ ng _ _ ble | 8. s _ _ _ _ ble |
| 4. ina _ _ e _ _ ble | 9. h _ sp _ t _ ble |
| 5. adm _ _ _ _ ble | 10. i _ _ ev _ rs _ ble |

Spelling Study Strategy

Ask a Question

Practicing spelling can be fun if you make it into a game. Here's an idea you can try with a partner.

1. Swap spelling lists with your partner. Be sure that you can each read your partner's list.
2. Your partner should pick one of the words on your list, but not say it.
3. Ask your partner three questions about the word. For example, you could ask, "Does it end with **-able**?" If you guess the word in three questions or fewer, you get two points. Write the word.
4. Ask your partner to check your spelling. If you have the word spelled correctly, you get two more points. If not, try again. If you get the spelling right this time, you get one point. If not, your partner will tell you the spelling, but you don't get any additional points.
5. If you haven't guessed the word, ask your partner to tell you the word. You don't get any points just now.
6. Now it is your partner's turn. Keep going until you have both practiced all the words. Add your points to see who is the winner.

Unit 23

1. _____
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10. _____

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

Juan's teacher asked each student to write about how the community works to protect the environment. Juan wrote about the vehicles they use. As you read Juan's paper, look for improvements that he could make.

How We Help

(1) In the suburb where I live, the only public transportation is the school bus. (2) The shopping centers are extremely far away, so we depend on bikes, motorcycles, cars, and trucks. (3) We have an abundance of vehicles, and the dominate ones are big. (4) That might seem irresponsable in an energy crisis; however, we do conserve as we can. (5) For example, people rarely travel unaccompanied because we advocate carpools. (6) It wouldn't be hospitable if you didn't invite a neighbor to go with you to school meetings or shopping. (7) If a family goes to the Civac Center to see a movie or shop for clothes, they run other errands at the same time.

(8) Many of our folks use pick-up trucks and vans in their work. (9) Right now the city is building a waste disposel plant on the west side, and construction workers "truckpool" to the site five days a week. (10) My mom operates a 10-person van to transportate people to the medical clinic in town. (11) This is managable because people have learned to set appointments close together, or they go to the coffee shop and have conversations while they wait for the van to take them home. (12) The local pharmacy has an electric car, and the driver delivers prescriptions to your house. (13) Instead of fifteen people driving to the pharmacy, the pharmacy makes one trip. (14) Volunteers also collect recyclables every Saturday.

(15) With a little work, each community can find ways to be both sociable and environmentally friendly.

- 1 What change, if any, should be made in sentence 1?
- A Change *suberb* to **suburb**
 - B Change *public* to **publick**
 - C Change *transportation* to **transportasion**
 - D Make no change
- 2 What change, if any, should be made in sentence 2?
- A Change *centers* to **senters**
 - B Change *extremely* to **extremly**
 - C Change *dipend* to **depend**
 - D Make no change
- 3 What change, if any, should be made in sentence 3?
- A Change *abundance* to **abundence**
 - B Change *vehicles* to **vehickles**
 - C Change *dominate* to **dominant**
 - D Make no change
- 4 What change, if any, should be made in sentence 4?
- A Change *irresponsible* to **irresponsable**
 - B Change *crisis* to **crises**
 - C Change *conserve* to **concerve**
 - D Make no change
- 5 What change, if any, should be made in sentence 5?
- A Change *rarely* to **rarly**
 - B Change *unaccompanied* to **unacompanied**
 - C Change *advacate* to **advocate**
 - D Make no change

- 6 What change, if any, should be made in sentence 6?
- A Change *wouldn't* to **would'nt**
 - B Change *hospitable* to **hospitable**
 - C Change *neighbor* to **nieghbor**
 - D Make no change
- 7 What change, if any, should be made in sentence 7?
- A Change *Civac* to **Civic**
 - B Change *Center* to **Senter**
 - C Change *errands* to **arrands**
 - D Make no change
- 8 What change, if any, should be made in sentence 9?
- A Change *waste* to **waist**
 - B Change *disposel* to **disposal**
 - C Change *site* to **sight**
 - D Make no change
- 9 What change, if any, should be made in sentence 10?
- A Change *operates* to **oparates**
 - B Change *transportate* to **transport**
 - C Change *medical* to **medicle**
 - D Make no change
- 10 What change, if any, should be made in sentence 11?
- A Change *managable* to **manageable**
 - B Change *appointments* to **apointments**
 - C Change *conversations* to **conversasions**
 - D Make no change



Writer's Workshop

Enrichment

Grammar, Usage, and Mechanics

Using Subject Pronouns and Object Pronouns

A **pronoun** may take the place of a noun. The **subject pronouns** *I, you, he, she, it, we, and they* take the place of the subject of sentences. The **object pronouns** *me, you, him, her, it, us, and them* take the place of objects of verbs or of prepositions.

Lea loves the puppies.



subject



object



She loves them.

Practice Activity

A. Write **subject** or **object** for each underlined pronoun in these sentences.

1. Joe and I walked in the locality of the school.
2. Mom came by and offered us a ride.
3. She and Dad were going to the store.
4. We saw some friends and offered them a ride.
5. They decided to walk instead.
6. Help me open the door.
7. Anna and he waved good-bye.

B. Write the correct pronoun to complete each sentence.

8. Call (I, me) when the production is ready.
9. Theresa and (I, me) will meet you there.
10. I was hoping to see (them, they) soon.
11. (We, Us) made a prediction about the film.
12. Our parents saw (us, we) at the movies.
13. The hot-air balloon was just above (he, him).
14. You and (I, me) can always keep a secret.
15. I made new sweaters for Sam and (they, them).

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The Writing Process: Argument

Writing an Argument Essay

PREWRITING

Many people use informal language, or e-spelling, when they write an e-mail. This language often uses letters to represent phrases. For example, **LOL** means "Laughing Out Loud."

Do you think we should use this type of language in formal writing? You can convince people to think a certain way by giving reasons in an argument essay. As you think about this topic, make an outline.

DRAFTING

Use your outline to write an argument essay. Give convincing reasons why others should or should not use e-spelling in formal writing. Use as many spelling words as possible. If you don't know how to spell a word, make your best guess.

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. Did you achieve your purpose for writing? Does each sentence support the topic?

EDITING

Use the editing checklist to proofread your essay. Be sure to use proofreading marks when you make corrections. Circle any words you are unsure about and check their spellings in an online dictionary. Now write your final draft.

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 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 each subject pronoun takes the place of the subject in the sentence.
- ✓ Make sure each object pronoun takes the place of the object of a verb or a preposition in the sentence.