

Assess for Transfer

Unit 1

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Unit 2

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Unit 3

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Unit 4

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Units 1–5

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 1

1–6. Syllables ending with a vowel (open syllable) often have a long vowel sound. Syllables ending with a consonant (closed syllable) often have a short vowel sound.

Unit 2

7–10. An open syllable ends with a vowel sound. Note the spelling of the vowel sound.

Unit 3

11–15. The familiar rule—i before e except after c—works for most words, but there are exceptions.

Unit 4

16–20. Compound words are made by joining two or more words. In some compound words the words are joined by a hyphen.

Unit 5

The English language includes many words that relate to the arts.

Words for Assessment

lieu

tragic

well-groomed

bacon

sleight

hyena

convenience

figure

violence

full-scale

barren

underweight

washed-out

radar

chieftain

upside-down

tender

cross-examine

allergy

convey

Review

Unit 1: Closed and Open Syllables

target	dismal	investigate	entirely	escape
shortage	emphasis	victim	eccentric	budget

Write the spelling word that is a synonym for the underlined word or words in each sentence.

1. The accident was totally my fault.
2. Unique people often have peculiar lifestyles.
3. A surgeon must pinpoint the exact spot for an incision.
4. It may be impossible to flee from an angry bear.
5. The injured person had not been wearing a seat belt.
6. The sunlight is welcome after five dreary days.
7. Please look into the cause of the fire.
8. There may be a deficiency in the number of goods.
9. Use an account of expenses to plan the money you can spend or save.
10. The president stated his views with forcefulness.

Unit 2: Open Syllables

utilize	arena	response	aboard	patiently
bias	chaos	reimburse	violin	seasonal

Write a spelling word that fits each set.

11. stadium, concert hall, auditorium
12. calmly, gently, kindly
13. answer, comeback, reply
14. cello, viola, bass
15. repay, compensate, settle up
16. timely, suitable, periodic
17. use, employ, apply
18. disorder, jumble, disarray
19. slant, inclination, leaning
20. on, upon, within

Unit 1

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Review

Unit 3

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Unit 3: ie, ei

relieve

foreign

heir

sovereign

leisurely

achievement

perceive

forfeit

counterfeit

convenient

Write the spelling word that fits the description.

1. a noun that follows the "i before e" rule
- 2-3. two verbs that follow the "i before e" rule
4. an adjective that follows the "i before e" rule
5. a verb or noun that has two syllables and doesn't follow the rule
- 6-7. two words that have the same ending, a silent **g**, and don't follow the rule
8. a verb or adjective that has three syllables and doesn't follow the rule
9. a noun that has one syllable and doesn't follow the rule
10. an adjective or adverb that has three syllables and doesn't follow the rule

Unit 4: Compound Words

old-fashioned

full-length

problem-solving

best-selling

long-distance

part-time

far-reaching

matter-of-fact

decision-making

secretary-treasurer

Write the spelling word that means the opposite of these words.

11. modern
12. local
13. shortened
14. emotionally charged
15. insignificant

Write the spelling word for each of these clues.

16. often used to describe popular books or CDs
17. working ten hours a week
18. two jobs in one
19. something you do a lot in math class
20. deciding

Unit 5: Fine Arts Words

brilliant	criticism	portrait	symbolic	texture
impressive	expressive	romantic	repertoire	ensemble

Complete the sentence by writing a spelling word. The word you write will add a suffix to the underlined word.

1. The critic reviewed the play. Her _____ is sure to affect ticket sales.
2. Shannon wanted to impress her teacher, so she tried to do an _____ job on the first assignment.
3. I think the road in Frost's poem is a symbol of something, but I am not sure of its _____ meaning.
4. The actor was able to express the playwright's purpose. The final monologue contains some of the most _____ words I have ever heard on stage.

Write a spelling word that begins or ends with the same letters as the underlined part of the words below.

- | | | |
|-----------------------|--------------------|---------------------|
| 5. <u>sympathetic</u> | 7. <u>assemble</u> | 9. <u>expectant</u> |
| 6. <u>repetition</u> | 8. <u>mixture</u> | 10. <u>portray</u> |

Unit 5

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Spelling Study Strategy

Sorting by Number of Syllables

Sorting words is a good way to practice your spelling words. Here is a way to sort the spelling words with a partner.

1. Make four columns on a sheet of paper and label the top of each from **1 syllable** to **4 syllables**. Write a spelling word in each column, such as **heir** (1 syllable), **tragic** (2 syllables), **emphasis** (3 syllables), or **investigate** (4 syllables).
2. Take turns choosing words from the spelling list. Say the word aloud and then write it in the appropriate column.
3. If your partner agrees with your choice, it is your partner's turn. Continue until all the words have been sorted by number of syllables.

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

Kelsey's teacher asked each student to write about the place they most liked to visit. Kelsey wrote about a special museum. As you read Kelsey's paper, look for improvements she could make.

The Dirty-Hands Museum

(1) The Dirty-Hands Museum is an escape into discovery. (2) It lets us get our hands dirty as we experience the world. (3) It helps us percieve problems and work patiently to find solutions. (4) It lets us touch. (5) We feel the tecture of a handful of gritty sand and wonder how it becomes glass. (6) At the museum, we have time and equipment to liesurely experience the process.

(7) The museum lets us investigate ordinary objects and find way to yutilize them to solve problems and meet needs. (8) When problemsolving, some solutions are short-term and some are far-reaching. (9) Several world-famous inventions were actually different ways to use existing products, or they were the results of accidents. (10) However, it took a brillant mind to make sense of the information.

(11) Alexander Fleming was an excentric scientist, whose greatest accomplishment was sorting through what others might have seen as moldy garbage to discover penicillin. (12) Percy LeBaron Spencer's intelligent response to melted chocolate was, "The radiation from the machine I'm using melted the chocolate!" (13) And now we have the convenient microwave oven and never a shortige of popcorn. (14) Bette Nesmith Graham's major acheivement was Liquid Paper™. (15) She used artists' paint to white out her typing errors.

(16) If you ever want to explore the Dirty-Hands Museum, I'll be glad to go with you!

1 What change, if any, should be made in sentence 3?

- A Change *percieve* to **perceive**
- B Change *patiently* to **pateintly**
- C Change *solutions* to **soultions**
- D Make no change

2 What change, if any, should be made in sentence 5?

- A Change *tecture* to **texture**
- B Change *handful* to **handfull**
- C Change *gritty* to **grity**
- D Make no change

3 What change, if any, should be made in sentence 6?

- A Change *equipment* to **equipment**
- B Change *liesurely* to **leisurely**
- C Change *experience* to **experiance**
- D Make no change

4 What change, if any, should be made in sentence 7?

- A Change *investigate* to **investagate**
- B Change *ordinary* to **ordenary**
- C Change *yutilize* to **utilize**
- D Make no change

5 What change, if any, should be made in sentence 8?

- A Change *problemsolving* to **problem-solving**
- B Change *short-term* to **shortterm**
- C Change *far-reaching* to **farreaching**
- D Make no change

6 What change, if any, should be made in sentence 9?

- A Change *world-famous* to **worldfamous**
- B Change *actually* to **actuely**
- C Change *accidents* to **acidents**
- D Make no change

7 What change, if any, should be made in sentence 10?

- A Change *However* to **How ever**
- B Change *brillant* to **brilliant**
- C Change *sense* to **sents**
- D Make no change

8 What change, if any, should be made in sentence 11?

- A Change *excentric* to **eccentric**
- B Change *scientist* to **sientist**
- C Change *accomplishment* to **acomplishment**
- D Make no change

9 What change, if any, should be made in sentence 13?

- A Change *convenient* to **convienent**
- B Change *microwave* to **micrawave**
- C Change *shortige* to **shortage**
- D Make no change

10 What change, if any, should be made in sentence 14?

- A Change *major* to **majer**
- B Change *acheivement* to **achievement**
- C Change *Liquid* to **Liqued**
- D Make no change



Writer's Workshop

Enrichment

Grammar, Usage, and Mechanics

Prepositions and Objects of Prepositions

A **preposition** relates a word in a sentence to a noun or pronoun that follows it. This noun or pronoun is called the **object of the preposition**. The preposition, its object, and the words in between make a **prepositional phrase**.

Lakendra ran twice around the track.

↑ ↑
 preposition object of the
 preposition

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Practice Activity

A. Write the preposition in each sentence.

1. My assignment had fallen between the desks.
2. The freed balloons lifted quickly over my head.
3. The puppies in the cages looked mournful.
4. We peered around the tree.
5. The scouts hiked quietly through the woods.
6. The actress co-starred with her husband.
7. Driving into a long tunnel can be frightening.

B. Complete the sentences by adding an object of the preposition. Try to use spelling words you reviewed.

8. Only two of Katelyn's arrows hit near the _____.
9. The EMT placed a blanket around the _____ of the accident to keep him warm.
10. The rodeo horses pranced into the _____.
11. Will and Tiara walked away from the _____ of the angry mob.
12. The reading of the will continued without the _____.
13. Sit near the _____ to hear the club minutes read.
14. Grandfather placed a light above his wife's _____.
15. The violinist was invited to play with a string _____.

The Writing Process: Narrative

Writing an Adventure Story

PREWRITING

What is it like to travel in space, hike in the Himalayas, or take a safari in Africa? What problems would people encounter in these places? An adventure story tells about characters solving problems or trying something new. The story might include risks, suspense, and courage. Think about an adventure story you would like to write. You can find adventure stories at the library. You can also search Internet sites such as National Geographic Kids (www.nationalgeographic.com/ngkids). As you think about your story, make an outline.

DRAFTING

Use your outline to write an adventure story. Begin with a topic sentence that presents the main idea. Follow your outline as you write supporting sentences. Include characters, a setting, a plot, and a series of events. Use as many spelling words as possible.

REVISING

When you have finished your first draft, read your story from beginning to end. Check to see if you have included all of the points in your outline. Is your story about something exciting? Does each sentence support the topic?

EDITING

Use the editing checklist to proofread your story. Be sure to use proofreading marks when you make corrections. Circle any words that you are unsure of and check their spellings in a print or online dictionary. Now write your final draft.

PUBLISHING

Make a copy of your adventure story 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

- ✓ Make sure each preposition relates a word in the sentence to a noun or pronoun that follows it.