

Unit 24

6th Grade

Assess for Transfer

Unit 19

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Unit 20

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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. The suffixes **-able** and **-ible** mean “having a quality.” These suffixes can be added to base words and root words to form new words.

Unit 20

5–8. The prefixes **ir-**, **anti-**, **il-**, **non-**, and **mis-** are all negative prefixes. They can be added to base words to form new words that mean the opposite of the base word.

Unit 21

9–12. The suffixes **-age** and **-ment** can be added to root words and base words to form new words.

Unit 22

13–16. The suffixes **-ful** (meaning “full of”), **-less** (meaning “without”), and **-some** (meaning “tending to be”) can be added to base words to make new words. If the base word ends in **y**, change the **y** to **i** and add the suffix.

Unit 23

17–20. A compound word is formed from two or more words that make a new word. Compounds may be closed (**thunderstorm**), open (**all right**), or hyphenated (**grown-up**).

Words for Assessment

indivisible

attachment

misprint

motionless

contact lens

worn-out

bothersome

ailment

misspell

audible

imaginable

nonverbal

usage

plentiful

birthstone

typewriter

fearful

wreckage

antibody

considerable

Review

Unit 19: Suffixes: -able, -ible

acceptable changeable valuable responsible favorable
available sensible visible invisible flexible

Write the spelling words by adding the missing letters.

1. __ ccept __ ble
2. chang __ __ ble
3. r __ sp __ ns __ ble
4. __ avora __ le
5. vis __ __ __ e
6. __ nvisi __ __ __
7. fle __ ib __ __
8. s __ ns __ ble
9. __ vail __ ble
10. val __ __ ble

Unit 20: Prefixes: ir-, anti-, il-, non-, mis-

antifreeze misbehave nonfat mislead misfortune
illiterate nonreturnable illegal irregular antislavery

Write the spelling words for these clues.

11. bad luck
12. unusual or uneven
13. one way is to disobey a teacher
14. deceive
15. It has the suffix **-able**.
16. It means "without fat."
17. It begins with the prefix **anti-**.
18. needing instruction in reading
19. against the law
20. opposed to slavery



Unit 19

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Unit 20

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Review

Unit 21: Suffixes: -age, -ment

mileage	marriage	equipment	document	garage
development	garbage	excitement	courage	experiment

Unit 21

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Unit 22

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Write spelling words to complete the sentences.

- Our old car has a lot of (mileage, marriage).
- Ken and Barb's (mileage, marriage) was in June.
- The lab has expensive computer (courage, equipment).
- Park the car in the (garbage, garage).
- There's been an interesting (development, equipment) in the case.
- The child squealed with (experiment, excitement).
- It takes (garage, courage) to face your mistakes.
- Today we'll do a science (experiment, excitement).
- Take this important (excitement, document) to the office.
- The cafeteria throws out many cans of (courage, garbage) every day.

Unit 22: Suffixes: -ful, -less, -some

successful	pitiful	fearless	worthless	lonesome
doubtful	thoughtless	wholesome	wonderful	delightful

Write the spelling word for each meaning.

- | | |
|---------------------|---------------------|
| 11. full of pity | 16. full of delight |
| 12. full of success | 17. full of doubt |
| 13. healthy | 18. without fear |
| 14. full of wonder | 19. without worth |
| 15. inconsiderate | 20. lonely |

Unit 23: Compound Words

all right self-addressed thunderstorm campfire throughout
bookstore background everybody grown-up skyscraper

The underlined part of each compound word below is also part of a spelling word. Write each spelling word.

1. everyone
2. skywriting
3. bookend
4. backbone
5. bonfire
6. throughway

Write the spelling words for these clues.

- 7-8. They have hyphens.
9. It means "satisfactory" or "yes."
10. It involves rain and lightning.

Spelling Study Strategy

Sorting by Prefixes and Suffixes

One good way to practice spelling is to place words into groups according to some spelling pattern. Here is a way to practice some of the words you studied in the past few weeks.

1. Make two columns on a large piece of paper or on the board.
2. At the top of one column write **Prefixes: ir-, anti-, il-, non-, mis-**. At the top of the other column write **Suffixes: -able, -ible, -age, -ment, -ful, -less, -some.**
3. Have a partner choose a spelling word from Units 19 through 22 and say it aloud.
4. Write the spelling word under the prefix or suffix column.

Unit 23

1. _____
2. _____
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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.

Delia wrote a description of the trip she took with her family this summer. She wants to publish it on her family's blog, but she would like you to edit it first. As you read, think about the corrections and improvements Delia should make when she revises.

Another Time and Place

(1) Both my parents are history teachers in a public school. (2) They thought it would be valueable to do something a bit irregular and turn our summer camping trip into a historical experiment. (3) So we left the car in the garage and put our camping equipment into a weather-beaten carriage. (4) We got two adorable horses to pull us, and we headed out on a wonderful cross country adventure.

(5) The highway was not an aceptable option for us, because the horses didn't like the cars. (6) The side streets were much more favorable. (7) Soon, the dutiful horses led us away from the skyscrapers, and the noise of the city faded into the background.

(8) At our first campsite, a worrissome thunderstorm loomed. (9) However, luck was on our side. (10) The overcast weather was changeible; the storm passed.

(11) The rest of the trip was delightful. (12) We cooked wholesome and irresistibile meals on the campfire. (13) We even learned which wild nuts were edible.

(14) It is illegal and not very responsable to leave garbage on the ground. (15) So, we were very careful to take care of all of our trash.

(16) Many a passerby stopped to talk to us. (17) We are not antisocial, so we were alright with sharing tales of our eventful trip. (18) In fact, sharing the tale is why I chose to document the trip in writing.

- 1 What change should be made in sentence 2?
- A Change *valueable* to *valuable*
 - B Change *something* to *sumthing*
 - C Change *irregular* to *iregular*
 - D Change *experiment* to *experimint*
- 2 What change should be made in sentence 3?
- A Change *garage* to *gareage*
 - B Change *equipment* to *equippment*
 - C Change *weather-beaten* to *weather beaten*
 - D Change *carrage* to *carriage*
- 3 What change, if any, should be made in sentence 4?
- A Change *adorable* to *adoreable*
 - B Change *wonderful* to *wonderfull*
 - C Change *cross country* to *cross-country*
 - D Make no change
- 4 What change, if any, should be made in sentence 5?
- A Change *highway* to *high way*
 - B Change *acceptable* to *acceptable*
 - C Change *because* to *becuz*
 - D Make no change
- 5 What change, if any, should be made in sentence 7?
- A Change *dutyful* to *dutiful*
 - B Change *skyscrapers* to *sky scrapers*
 - C Change *background* to *back-ground*
 - D Make no change

- 6 What change, if any, should be made in sentence 8?
- A Change *campsite* to *camp site*
 - B Change *worrissome* to *worrisome*
 - C Change *thunderstorm* to *thunder storm*
 - D Make no change
- 7 What change, if any, should be made in sentence 10?
- A Change *overcast* to *over-cast*
 - B Change *weather* to *whether*
 - C Change *changeible* to *changeable*
 - D Make no change
- 8 What change, if any, should be made in sentence 12?
- A Change *wholesome* to *wholsome*
 - B Change *irresistible* to *iresistible*
 - C Change *campfire* to *camp-fire*
 - D Make no change
- 9 What change, if any, should be made in sentence 14?
- A Change *illegal* to *ilegal*
 - B Change *responsable* to *responsible*
 - C Change *garbage* to *garbbage*
 - D Make no change
- 10 What change, if any, should be made in sentence 17?
- A Change *antisocial* to *antiesocial*
 - B Change *alright* to *all right*
 - C Change *eventful* to *eventfull*
 - D Make no change



Writer's Workshop

Enrichment

Grammar, Usage, and Mechanics Action Verbs and Linking Verbs

An **action verb** shows action. A **linking verb** does not show action. Instead, it connects the subject of a sentence to one or more words that describe or rename the subject. Common linking verbs include **am, is, are, was, were, and will be**. The verbs **become, seem, appear, and look** can also be used as linking verbs.

Action Verb: The men **Painted** the barn.

Linking Verb: I **am** hungry, but you **seem** thirsty.

Practice Activity A

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Practice Activity B

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Practice Activity

A. Write the verb in each sentence below.

Circle all the action verbs you write.

1. Martin smiled at the photographer.
2. The teacher explained the problem.
3. After the game, we will be tired.
4. Both kittens appear healthy.
5. That vegetable soup looks delicious!
6. Those butterflies fly to Mexico.
7. The team practiced for one hour.

B. Follow each linking verb with a word from a spelling list in Units 19–23.

8. The aroma of the cookies is ____.
9. The father was ____ for the toddler's behavior.
10. Those bottles are ____, so throw them out.
11. Those early explorers seem ____!
12. That gold watch looks ____.
13. Parking next to the fire hydrant is ____.
14. The broken vase is now ____.



The Writing Process: Argument

Writing an Argument Essay

PREWRITING

Hybrid automobiles run on both gas and electric power. Do you think more autos should use alternative fuels? You can convince people to think a certain way by giving reasons and evidence. Research facts and details about hybrid cars or alternative fuels at the library or on the Internet. As you research your topic, make an outline of the reasons for your opinion.

DRAFTING

Use your outline to write an argument essay. Begin with a topic sentence. Follow your outline as you write supporting sentences. Give convincing reasons why others should or should not own hybrid automobiles. 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 essay later.

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 in your outline. Did you achieve your purpose for writing? Does each sentence support the topic? Now write your final draft.

EDITING

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

PUBLISHING

Make a copy of your essay and share it with classmates.

EDITING CHECKLIST

Spelling

- ✓ Circle words that contain the spelling patterns and rules learned in Units 19–23.
- ✓ 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 each action verb correctly.
- ✓ Use each linking verb correctly.