

Unit 24

7th Grade

Assess for Transfer

Unit 19

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Unit 20

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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 or 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

1–6. Plural nouns are formed in a variety of ways.

Unit 20

7–14. The prefix **ad-**, meaning “to” or “toward,” may be assimilated into the spelling of the base word or word root. This will always result in a double consonant.

Unit 21

The English language includes many words taken from names (eponyms) and places (toponyms).

Unit 22

It is important to know the spellings of words that are frequently misspelled.

Unit 23

15–20. Knowing Latin roots such as **tract**, **plic**, **sist**, and **strict** can give clues to the meaning and spelling of certain words.

Words for Assessment

restriction

brothers-in-law

accidental

utilities

desist

appall

appropriately

agencies

consistency

torpedoes

insistent

retractable

assessment

communities

resistor

authorities

attitude

attraction

accommodation

affair

Review

Unit
24

Unit 19: Plural Nouns

activities	potatoes	shelves	knives	opportunities
tomatoes	volcanoes	passersby	companies	mosquitoes

Write the spelling word that is the plural form of the word in parentheses.

1. How many (activity) have you completed?
2. I have written to the presidents of five different (company).
3. The billboard caught the attention of all the (passerby).
4. Jim sharpened all the kitchen (knife).
5. You will have many (opportunity) to see that movie.
6. Put the glasses on the (shelf).
7. Hawaii has several (volcano).
8. A swarm of (mosquito) gathered around the pond.
9. Please peel these (potato) for the stew.
10. Carol picked five ripe (tomato) from the vine.

Unit 20: Assimilated Prefix: ad-

application	according	attain	account	appetite
attempt	accustomed	approval	assemble	afford

Write the spelling word that contains each word part.

- | | |
|------------|----------|
| 11. count | 16. sem |
| 12. tempt | 17. prov |
| 13. custom | 18. tain |
| 14. ford | 19. tite |
| 15. plic | 20. cord |

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: Words From Names and Places

tangerine

suede

calico

frankfurter

cheddar

denim

hamburger

cantaloupe

cashmere

camellia

Write a spelling word that gets its name from each person or place.

1. Tangier, Morocco

6. Sweden

2. Nîmes, France

7. Georg Josef Kamel

3. Cheddar, England

8. Cantalupo, Italy

4. Kashmir

9. Hamburg, Germany

5. Calicut, India

10. Frankfurt, Germany

Unit 22: Frequently Misspelled Words

laboratory

salary

temperature

accidentally

remembrance

athletic

separately

laundry

hindrance

privilege

Write a spelling word to complete each analogy.

11. Pound is to weight as degree is to ____.

12. Artist is to studio as scientist is to ____.

13. Free is to expensive as purposefully is to ____.

14. Disharmony is to musical as clumsy is to ____.

15. Vegetable is to stew as soap is to ____.

16. Fair is to just as advantage is to ____.

17. Attached is to together as apart is to ____.

18. Award is to prize as pay is to ____.

19. Vow is to promise as keepsake is to ____.

20. Greeting is to welcome as obstacle is to ____.

Unit 23: Latin Roots: tract, plic, sist, strict

insist

attractive

strict

insistence

duplicate

resist

resistance

attract

complicate

consistent

Write a spelling word to replace the underlined word or words in each sentence.

1. The secretary had to make copies of the report.
2. All of the puppies are good-looking.
3. We agreed to go at the firm suggestion of Ms. Matthews.
4. Having to get to a noon meeting will make difficult my plans.
5. The athletes had to follow a rigid diet.
6. How can you keep away from that delicious pie?
7. Is there much opposition to the new plans?
8. We will try to plan dates that are agreeable with your schedule.
9. We have to think of ways to draw in new members.
10. I really must strongly urge that you pay close attention.

Unit 23

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Spelling Study Strategy

Sorting by Plural Forms of Nouns

One way to practice your spelling words is to place them into groups according to a spelling rule. Here is a way to organize the spelling words to practice with a partner.

1. Make columns for the plural endings: **s**, **es**, **ies**, and **ves**.
2. Have a partner choose a spelling word from Units 19 through 23 that can be a noun.
3. Agree on whether the word is singular or plural.
4. Write the plural form of the word in the proper column.

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

Callie's teacher asked each student to write about something that someone lost. As you read, look for improvements that Callie could make.

Sentimental Value

(1) I recently had the privilege of sitting on the stage with our state governor and her aide during a school assembly, and afterward we went into the principal's office to talk. (2) When they left, I realized that my anggora sweater, which had been on the armrest of my chair, had disappeared. (3) It was my favorite cardigan because my mother had knitted it in remembrance of Turkey, her native country.

(4) I felt certain that the governor must have accidentally picked it up when she left. (5) I telephoned her office several times, but every attempt to call took me straight to voicemail. (6) I had to persist because it was my most valuable piece of attire!

(7) I finally managed to speak to a secretary. (8) He affirmed that the governor had inadvertently picked up my sweater, and he gave me his assurance that the governor would telephone me later. (9) The secretary told me, incidently, that the governor had greatly admired my sweater because it was so attractive.

(10) Eventually, the governor herself returned my call and was extremely apologetic. (11) I assured her that mix-ups happen and that I was just relieved to know where it was. (12) She mailed it back to me without complication, and I couldn't resist the spontaneous urge to send her something nice to thank her. (13) I asked my mother what we should send. (14) She insisted we knit the governor a duplicate of my sweater, and she immediately pulled out her knitting basket and began to work!

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

- A Change *privelege* to **privilege**
- B Change *governor* to **governer**
- C Change *aide* to **aid**
- D Make no change

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

- A Change *anggora* to **angora**
- B Change *armrest* to **arm-rest**
- C Change *disappeared* to **dissappeared**
- D Make no change

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

- A Change *favorite* to **faverite**
- B Change *cardigan* to **cardiggan**
- C Change *remembrance* to **remembrence**
- D Make no change

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

- A Change *governor* to **governer**
- B Change *accidently* to **acciddently**
- C Change *accidently* to **accidentally**
- D Make no change

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

- A Change *perrsisit* to **persist**
- B Change *valuable* to **valueable**
- C Change *attire* to **atire**
- D Make no change

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

- A Change *affirmed* to **afirmed**
- B Change *governor* to **governer**
- C Change *assurance* to **assurace**
- D Make no change

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

- A Change *incidently* to **incidentally**
- B Change *admired* to **addmired**
- C Change *attractive* to **atractive**
- D Make no change

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

- A Change *eventually* to **eventualy**
- B Change *extremely* to **exstremely**
- C Change *apologetic* to **apollogetic**
- D Make no change

9 What change, if any, should be made in sentence 12?

- A Change *complication* to **compliccation**
- B Change *ressist* to **resist**
- C Change *spontaneous* to **spontaneous**
- D Make no change

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

- A Change *insisted* to **insissted**
- B Change *dupllicate* to **duplicate**
- C Change *immediately* to **imediately**
- D Make no change



Writer's Workshop

Enrichment

Grammar, Usage, and Mechanics

Identifying Conjunctions

Coordinating conjunctions, such as **and**, **but**, and **or**, connect words or groups of words (including independent clauses) that are similar.

Donisha **and** Kenneth will not sing, **but** they will recite poems.

Subordinating conjunctions, such as **although**, **as**, **when**, **because**, **if**, and **before**, show how one clause is related to another.

Although we were late, we didn't miss the first act.

Practice Activity

A. Write the conjunction in each sentence below. Circle each subordinating conjunction.

1. We can work together, or we can work separately.
2. Please put tomatoes and avocados on my sandwich.
3. If you come early, you can help give out programs.
4. I have asked you to help because you are so good at this.
5. Put your ballots in the box as you come in the door.
6. If you will wait a few minutes, I will go with you.
7. I wanted to get up early, but I overslept.
8. Although Jennie is accustomed to being the leader, she will give someone else the opportunity.

B. Complete each sentence with a conjunction. Circle it if it is a subordinating conjunction.

9. Set the table with knives, forks, _____ spoons.
10. Choose the red team _____ the blue team.
11. We'll watch that program _____ we get home in time.
12. I can't reach the shelves _____ I am not tall enough.
13. Turn in your papers _____ you leave the room.
14. We will finish working _____ the clock strikes six.
15. You could order two hamburgers, _____ it's not a good idea.

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The Writing Process: Argument

Writing an Argument Essay

PREWRITING

Computer hacking is using other computers or network resources without permission. Hacking invades people's privacy and often infects computers with viruses. Why do you think everyone should respect copyright and privacy laws? You can convince others to agree with you by giving reasons in an essay. Look for facts about hacking at the library or on Internet sites such as the U.S. Patent and Trademark Office (www.uspto.gov/go/kids). As you think about this topic, make an outline for your essay.

DRAFTING

Use your outline to write an argument essay. Begin with a topic sentence that presents the main idea. Give convincing reasons that others should respect copyright and privacy laws. 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?

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 a print or 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 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

- ✓ Check that each compound sentence has a coordinating conjunction to connect independent clauses.
- ✓ Check that each complex sentence has a subordinating conjunction to show how clauses are related to each other.