

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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Unit 5

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Units 1–5

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 1

1. The English language includes many words that relate to the media. Many media words in English are compound words.

Unit 2

2–5. When a vowel is followed by a consonant in a syllable, the syllable is closed. Vowels in closed syllables are usually short.

Unit 3

6–11. When a vowel is not followed by a consonant in a syllable, the syllable is open. Vowels in open syllables are usually long.

Unit 4

12–16. A compound word may be written as one word (closed compound), two words (open compound), or a hyphenated word (hyphenated compound).

Unit 5

17–20. A double consonant (the same two consonants together) can spell a single consonant sound. Some words may have two sets of double consonants.

Words for
Assessment

patron

arrest

excess

wheelbarrow

harass

lifeguard

radiate

ammonia

expense

wholesale

stable

association

wash-and-wear

appraise

confess

cable

native

consent

turnpike

vanilla

Review

Unit 6

Unit 1: Media Words

edition	media	headline	copy	editorial
verify	deliver	masthead	exclusive	coverage

Write the spelling word that completes each sentence.

- Newspaper and television are popular news _____.
- The early _____ of the newspaper comes in the morning.
- My brother helps to _____ papers in our neighborhood.
- Mom reads the _____ page first.
- Her opinion is that the *Post* has the best news _____.
- Often the *Post* has _____ coverage.
- Today's _____ is this: TEST SCORES ARE UP 20 PERCENT.
- The reporter had to _____ that the information was correct.
- Ms. Farmer sent in two pages of _____ for the article.
- The editor and publisher are listed on the paper's _____.

Unit 2: Syllabication Patterns: Short Vowels

indicate	culprit	parachute	elegant	mistake
campus	property	support	improve	wisdom

Write the spelling word that matches the clue.

- The first and second syllables have **short i**.
- In the first syllable, **e** spells **short e**, but in the second syllable, **e** spells **short i**.
- 13–15. The first syllable of these two-syllable words has **short i**.
16. The first syllable has the **short u** sound. The second syllable has the **short i** sound.
17. The first syllable has the **short a** sound. The second syllable has the **short u** sound.
18. It has three syllables. The first syllable has the **short a** sound.
19. The first syllable has the **short o** sound.
20. The first of the two syllables has the **schwa** sound. There is a double consonant in its spelling.

Unit 1

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Unit 2

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Review

Unit 3

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Unit 4

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Unit 3: Syllabication Patterns: Long Vowels

climate
creature

vehicle
species

idol
reality

trial
noble

basis
idle

Write the spelling word that fits the meaning.

1. conditions that include wind, temperature, and rain
2. an image that is the object of adoration
3. the examination of evidence in court
4. grand or stately, as an idea
5. not busy; not in use
6. the quality of being actual or true
7. a device, as a car, for carrying people or goods
8. a living being
9. a group of similar animals or plants
10. foundation or supporting principle

Unit 4: Compound Words

keyboard
self-taught

self-esteem
word processing
brother-in-law

classmate
well-known
three-fourths

granddaughter
textbook

Write spelling words to complete the paragraph.

Elizabeth's 11., Ken, thought Elizabeth, his new relative, would enjoy using a computer. So he bought Elizabeth a 12. to study. First, Elizabeth learned how to place her hands properly on the 13.. Then she learned 14. so she could write a letter to Jill, her 15. who lives in Germany. When Elizabeth was 16. of the way through the book, she realized that she was truly 17.. Knowing that raised her 18. a great deal. After all, it is a 19. fact that computers are here to stay. Now she can even send e-mail to Jill and Margot, Jill's 20. and friend.

Unit 5: Double Consonants

challenge	embarrass	apparent	exaggerate	communicate
accompany	unnecessary	equipped	possibility	professional

Change the underlined part of each word to write a spelling word.

- | | |
|-----------------------|-----------------------|
| 1. equip <u>ment</u> | 6. avi <u>ary</u> |
| 2. embass <u>y</u> | 7. accur <u>ate</u> |
| 3. apparit <u>ion</u> | 8. profess <u>or</u> |
| 4. capab <u>ility</u> | 9. champi <u>on</u> |
| 5. exact <u>ly</u> | 10. communit <u>y</u> |

Unit 5

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Spelling Study Strategy

Word Swap

Write words you want to study on cards—one word to a card. Put your initials on each card. Give your cards to a partner. Your partner will give you a similar set of cards.

1. Read aloud a word from your partner's stack.
2. Your partner spells the word aloud. Check to see that the word is spelled correctly. If it is, give the card back to your partner. If it is not, give the spelling and keep the card.
3. Your partner will then read one of the cards from your stack for you to spell. If you spell it correctly, you get the card. If you don't, your partner keeps the card.
4. Continue taking turns until each of you has all of your own stack of cards back.

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

Zoe's teacher asked each student to write about an imaginary school field trip. As you read, look for improvements that Zoe could make.

Space Challenge

(1) My class-mate Xena was so lucky because last year her class got to take an inter-galactic field trip. (2) One purpose of the trip was to improve students' ability to get along with others during long periods spent in small spaces. (3) Certainly their tiny space vehicle qualified as a "small space"! (4) A second purpose of the field trip was to deliver several important documents to an orbiting space station and make sure every crew member received a copy.

(5) The other space travelers who were to accompany Xena were her best friend Zoela, two boys, and a respected professor from the local college. (6) Having the professor with them meant there was plenty of work to do and lots to challenge them. (7) The professor was well-known for being very demanding! (8) But Xena, famous for her happy nature and great self esteem, told me that she and her friends were equipped with great skill. (9) Their computer skills were largely self-taught (except for a short keyboard course everyone had to take in kindergarten). (10) Still, it was nice to know they had the professor's full support.

(11) The only real mistake occurred when one of the boys was doing some word-processing and accidentally entered the wrong information into the ship's log. (12) But Xena spotted the error and was able to help her classmate fix his mistake before the professor caught it. (13) Certainly nobody wanted to be the culprit responsible for sending the space-craft to the wrong place!

- 1 What change, if any, should be made in sentence 1?
- A Change *class-mate* to **classmate**
 - B Change *class-mate* to **class mate**
 - C Change *field trip* to **fieldtrip**
 - D Make no change
- 2 What change, if any, should be made in sentence 2?
- A Change *improof* to **improove**
 - B Change *improof* to **improve**
 - C Change *ability* to **abilty**
 - D Make no change
- 3 What change, if any, should be made in sentence 3?
- A Change *vehical* to **vehicle**
 - B Change *vehical* to **vehickle**
 - C Change *qualified* to **quolified**
 - D Make no change
- 4 What change, if any, should be made in sentence 4?
- A Change *field trip* to **fieldtrip**
 - B Change *deliver* to **diliver**
 - C Change *orbiting* to **orbitting**
 - D Make no change
- 5 What change, if any, should be made in sentence 5?
- A Change *acompany* to **acommpny**
 - B Change *acompany* to **accompany**
 - C Change *professor* to **proffesor**
 - D Make no change
- 6 What change, if any, should be made in sentence 6?
- A Change *professor* to **proffesor**
 - B Change *lots* to **alot**
 - C Change *challange* to **challenge**
 - D Make no change
- 7 What change, if any, should be made in sentence 8?
- A Change *self esteem* to **selfesteem**
 - B Change *self esteem* to **self-esteem**
 - C Change *equipped* to **equiped**
 - D Make no change
- 8 What change, if any, should be made in sentence 9?
- A Change *self-taught* to **selftaught**
 - B Change *key board* to **key-board**
 - C Change *key board* to **keyboard**
 - D Make no change
- 9 What change, if any, should be made in sentence 12?
- A Change *classmate* to **class mate**
 - B Change *mistake* to **misstake**
 - C Change *error* to **erorr**
 - D Make no change
- 10 What change, if any, should be made in sentence 13?
- A Change *nobody* to **no body**
 - B Change *culpret* to **culprit**
 - C Change *culpret* to **cullprit**
 - D Make no change



Writer's Workshop

Enrichment

Grammar, Usage, and Mechanics

Parts of a Sentence

Every sentence has a subject and a predicate. The **simple subject** is the one noun or pronoun that tells what or whom the sentence is about. The **simple predicate** is the verb or verb phrase—the word or words telling what the subject is, has, or does.

Some workers on the farm have used a large wheelbarrow.

↑
simple subject

↑
simple predicate

Practice Activity

A. Write the simple subject of each sentence.

1. Our favorite teacher will deliver the address.
2. Was the coverage of the event fair?
3. The ripcord on the parachute opened slowly.
4. These arrows indicate where to set the boxes.
5. José supports our position.
6. This old television set is the property of our class.
7. We listed every species of plant.
8. The sad reality is that we lost the game by only one point.

B. Write the simple predicate of each sentence.

9. Chicago's climate is cooler than San Antonio's.
10. Two well-known dancers will perform at the theater tonight.
11. Marlene ate three-fourths of the pie herself.
12. She challenged us to a game of chess.
13. Please accompany me to the office now.
14. Good letter writers communicate clearly.
15. I have given you all the directions you need.

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The Writing Process: Narrative

Writing a Mystery

PREWRITING

Jamal's tablet is missing! What happened to it? In a mystery, the writer invents a story about a puzzling event or crime. How would you solve the case of Jamal's missing tablet? Think about a mystery you would like to write. You can find mysteries at the library. Or, you can get ideas about mysteries on Internet sites such as MysteryNet (<http://kids.mysterynet.com>). As you think about the topic, make an outline for your mystery.

DRAFTING

Use your outline to write a mystery. Begin with a topic sentence that presents the main idea. Follow your outline as you write supporting sentences. Try to write clues for the characters and readers. 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 mystery later.

REVISING

When you have finished your first draft, read your mystery from beginning to end. Check to see if you have included all of the points in your outline. Did you use suspenseful words to create a feeling of mystery? Did you reveal everything at the end of your story? Now write your final draft.

EDITING

Use the editing checklist to proofread your mystery. Be sure to use proofreading marks when you make corrections. Check spellings in a print or online dictionary.

PUBLISHING

Make a copy of your mystery 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 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

- ✓ Make sure each sentence has a subject and a predicate.