

**GLENCOE LANGUAGE ARTS**

# **SPELLING POWER**

**GRADE 7**



New York, New York   Columbus, Ohio   Woodland Hills, California   Peoria, Illinois

## To the Student

This *Spelling Power* workbook provides the practice you need to improve your spelling and writing ability and to expand your vocabulary. Each spelling lesson focuses on a single spelling pattern or concept that applies to a list of words in a Word Bank. You then have several opportunities to practice what you've learned: writing the words, using them in sentences, recognizing and correcting them as you proofread, and applying the spelling pattern or concept to new words that follow the same pattern. If you have trouble with an exercise, you can always go back to the Word Bank and Key Concepts discussion, review the material, and then return to the exercise.

You can keep track of your own progress and achievement in spelling by using the Student Progress Chart, which appears on page v. With your teacher's help, you can score your work on any lesson, quiz, or test. After you know your score, use the Scoring Scale on pages vi-vii to figure your percentage. Then mark your score (or percentage correct) on the Student Progress Chart. Share your Progress Chart with your parents or guardians as your teacher directs.

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# STUDENT PROGRESS CHART

Fill in the chart below with your scores, using the scoring scale on the next page.

Name: \_\_\_\_\_

	Lesson	Pretest	Oral Quiz	Unit Review
1				
2				
3				
4				
<b>Review</b>				
5				
6				
7				
8				
<b>Review</b>				
9				
10				
11				
12				
<b>Review</b>				
13				
14				
15				
16				
<b>Review</b>				
17				
18				
19				
20				
<b>Review</b>				
21				
22				
23				
24				
<b>Review</b>				
25				
26				
27				
28				
<b>Review</b>				
29				
30				
31				
32				
<b>Review</b>				

# SCORING SCALE

Use this scale to find your score. Line up the number of items with the number correct. For example, if 15 out of 16 items are correct, your score is 93.7 percent (see grayed area).

## Number Correct

Number of Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	100																			
2	50	100																		
3	33.3	66.7	100																	
4	25	50	75	100																
5	20	40	60	80	100															
6	16.7	33.3	50	66.7	83.3	100														
7	14.3	28.6	42.9	57.1	71.4	85.7	100													
8	12.5	25	37.5	50	62.5	75	87.5	100												
9	11.1	22.2	33.3	44.4	55.6	66.7	77.8	88.9	100											
10	10	20	30	40	50	60	70	80	90	100										
11	9.1	18.1	27.2	36.3	45.4	54.5	63.6	72.7	81.8	90.9	100									
12	8.3	16.7	25	33.3	41.7	50	58.3	66.7	75	83.3	91.7	100								
13	7.7	15.3	23.1	30.8	38.5	46.1	53.8	61.5	69.2	76.9	84.6	92.3	100							
14	7.1	14.3	21.4	28.6	35.7	42.8	50	57.1	64.3	71.4	78.5	85.7	92.8	100						
15	6.7	13.3	20	26.7	33.3	40	46.6	53.3	60	66.7	73.3	80	86.7	93.3	100					
16	6.3	12.5	18.8	25	31.2	37.5	43.7	50	56.2	62.5	68.7	75	81.2	87.5	93.7	100				
17	5.9	11.8	17.6	23.5	29.4	35.3	41.2	47	52.9	58.8	64.7	70.6	76.5	82.3	88.2	94.1	100			
18	5.6	11.1	16.7	22.2	27.8	33.3	38.9	44.4	50	55.5	61.1	66.7	72.2	77.8	83.3	88.9	94.4	100		
19	5.3	10.5	15.8	21.2	26.3	31.6	36.8	42.1	47.4	52.6	57.9	63.1	68.4	73.7	78.9	84.2	89.4	94.7	100	
20	5	10	15	20	25	30	35	40	45	50	55	60	65	70	85	80	85	90	95	100
21	4.8	9.5	14.3	19	23.8	28.6	33.3	38.1	42.8	47.6	52.3	57.1	61.9	66.7	71.4	76.1	80.9	85.7	90.5	95.2
22	4.5	9.1	13.7	18.2	22.7	27.3	31.8	36.4	40.9	45.4	50	54.5	59.1	63.6	68.1	72.7	77.2	81.8	86.4	90.9
23	4.3	8.7	13.0	17.4	21.7	26.1	30.4	34.8	39.1	43.5	47.8	52.1	56.5	60.8	65.2	69.5	73.9	78.3	82.6	86.9
24	4.7	8.3	12.5	16.7	20.8	25	29.2	33.3	37.5	41.7	45.8	50	54.2	58.3	62.5	66.7	70.8	75	79.1	83.3
25	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
26	3.8	7.7	11.5	15.4	19.2	23.1	26.9	30.4	34.6	38.5	42.3	46.2	50	53.8	57.7	61.5	65.4	69.2	73.1	76.9
27	3.7	7.4	11.1	14.8	18.5	22.2	25.9	29.6	33.3	37	40.7	44.4	48.1	51.9	55.6	59.2	63	66.7	70.4	74.1
28	3.6	7.1	10.7	14.3	17.9	21.4	25	28.6	32.1	35.7	39.3	42.9	46.4	50	53.6	57.1	60.7	64.3	67.9	71.4
29	3.4	6.9	10.3	13.8	17.2	20.7	24.1	27.6	31	34.5	37.9	41.4	44.8	48.3	51.7	55.2	58.6	62.1	65.5	69
30	3.3	6.7	10	13.3	16.7	20	23.3	26.7	30	33.3	36.7	40	43.3	46.7	50	53.3	56.7	60	63.3	66.7
31	3.2	6.5	9.7	13	16.1	19.3	22.3	25.8	29.0	32.2	35.4	38.7	41.9	45.1	48.3	51.6	54.8	58	61.2	64.5
32	3.1	6.3	9.4	12.5	15.6	18.8	21.9	25	28.1	31.3	34.4	37.5	40.6	43.8	46.9	50	53.1	56.2	59.4	62.5
33	3	6	9	12	15.1	18.1	21.2	24.2	27.2	30.3	33	36.3	39.3	42.4	45.4	48.4	51.5	54.5	57.5	60.6
34	2.9	5.9	8.8	11.8	14.7	17.6	20.6	23.5	26.5	29.4	32.4	35.3	38.2	41.2	44.1	47.1	50	52.9	55.9	58.8
35	2.9	5.7	8.6	11.4	14.3	17.1	20	22.9	25.7	28.6	31.4	34.3	37.1	40	42.9	45.7	48.6	51.4	54.3	57.1
36	2.8	5.6	8.3	11.1	13.9	16.7	19.4	22.2	25	27.8	30.6	33.3	36.1	38.9	41.7	44.4	47.2	50	52.7	55.6
37	2.7	5.4	8.1	10.8	13.5	17.1	18.9	21.6	24.3	27	29.7	32.4	35.1	37.8	40	43.2	45.9	48.6	51.4	54
38	2.6	5.3	7.9	10.5	13.2	15.8	18.4	21.1	23.7	26.3	28.9	31.6	34.2	36.8	39.5	42.1	44.7	47.4	50	52.6
39	2.6	5.3	7.7	10.3	12.8	15.4	17.9	20.5	23.1	25.6	28.2	30.8	33.3	35.9	38.5	41.0	43.6	46.2	48.7	51.3
40	2.5	5	7.5	10	12.5	15	17.5	20	22.5	25	27.5	30	32.5	35	37.5	40	42.5	45	47.5	50



## Number Correct

Number of Items	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21	100																			
22	95.4	100																		
23	91.3	95.6	100																	
24	87.5	91.6	95.8	100																
25	84	88	92	96	100															
26	80.8	84.6	88.5	92.3	96.2	100														
27	77.8	81.5	85.2	88.9	92.6	96.3	100													
28	75	78.6	82.1	85.7	89.3	92.9	96.4	100												
29	72.4	75.9	79.3	82.8	86.2	89.7	93.1	96.6	100											
30	70	73.3	76.7	80	83.3	86.7	90	93.3	96.7	100										
31	67.7	70.9	74.2	77.4	80.6	83.9	87.1	90.3	93.5	96.7	100									
32	65.6	68.8	71.9	75	78.1	81.2	84.4	87.5	90.6	93.8	96.9	100								
33	63.6	66.7	69.7	72.7	75.8	78.8	81.8	84.8	87.8	90.9	93.9	96.9	100							
34	61.8	64.7	67.6	70.6	73.5	76.5	79.3	82.4	85.3	88.2	91.2	94.1	97.1	100						
35	60	62.9	65.7	68.9	71.4	74.3	77.1	80	82.9	85.7	88.6	91.4	94.3	97.1	100					
36	58.3	61.1	63.8	66.7	69.4	72.2	75	77.8	80.6	85.7	86.1	88.9	91.7	94.9	97.2	100				
37	56.8	59.5	62.2	64.9	67.6	70.3	72.9	75.7	78.4	81.1	83.8	86.5	89.2	91.9	94.6	97.3	100			
38	55.3	57.9	60.5	63.2	65.8	68.4	71.2	73.7	76.3	78.9	81.6	84.2	86.8	89.5	92.1	94.7	97.3	100		
39	53.8	56.4	58.9	61.5	64.1	66.7	69.2	71.8	74.4	76.9	79.5	82.1	84.6	87.2	89.7	92.3	94.9	97.4	100	
40	52.5	55	57.5	60	62.5	65	67.5	70	72.5	75	77.5	80	82.5	85	87.5	90	92.5	95	97.5	100



**Spelling Power****Lesson 1: Short Vowel Spellings****Word Bank**

evidence

magnificent

fundamental

symbolic

infinity

abstract

candid

digital

endurance

cultural

**Key Concepts**

- The short vowel sounds are \a\ as in *hat*, \e\ as in *net*, \i\ as in *did*, \o\ as in *lot*, and \u\ as in *cup*.
- Short vowel sounds are usually spelled with single letters.  
comic      bankrupt

**Spelling Practice**

**Put the words from the Word Bank in alphabetical order. Circle the letters in each word that spell short vowel sounds: \a\, \e\, \i\, \o\, and \u\.**

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence.**

- At the annual winter art show one entrant confided, "To be \_\_\_\_\_, this is my first showing."
- He had been working with \_\_\_\_\_ art for several years.
- He focused on \_\_\_\_\_ geometric shapes and primary colors.
- To generate some of his images, he used \_\_\_\_\_ processing.
- The many artworks sold were \_\_\_\_\_ that the show was a success.

**LESSON 1 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Between the Tigris and Euphrates Rivers, in the land we now call Iraq, lay the maignificent ancient city of Babylon. At its center rose the king's palace, lush with rooftop gardens that seemed to stretch out to infinity. Babylon was a coultural showcase. On its gated outer walls, bricks enameled in blue, green, and pink formed symbaulic images of dragons and bulls. Babylon's walls are models of indurance—some have stood for over four thousand years.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Listed below are five more words that reflect the Key Concepts you have learned. Circle the short vowels in these words. Then use the words to complete the imaginary book titles that follow.**

fantastic

hospitality

placid

random

statistics

1. *Instant* \_\_\_\_\_ : *Feeding Unexpected Guests*, by Jack N. D. Bachs
2. *Staying Calm and* \_\_\_\_\_, by Don Blowyerkool
3. *Introduction to* \_\_\_\_\_, by D. Mean, Andy Median, and D. Mode
4. *Carpentry: A* \_\_\_\_\_ *Hobby*, by Paddy O'Furniture
5. *You Can Ace Tests with* \_\_\_\_\_ *Guesswork*, by Liza Bluestreak and Doña Buyitt

**Spelling Power****Lesson 2: Long Vowel Spellings****Word Bank**mainstay  
guaranteecoincide  
eulogyenlighten  
gratifyrepeatedly  
speculatealthough  
cubicle**Key Concepts**

Long vowel sounds are often spelled with vowel combinations.

- The  $\backslash\bar{a}\backslash$  sound can be spelled *ai*, *ay*, or *a\_e*.  
stain      playful      grape
- The  $\backslash\bar{e}\backslash$  sound can be spelled *ea*, *ee*, *y*, *i\_e*, or *e\_e*.  
reach      seek      handy  
machine      compete

- The  $\backslash\bar{I}\backslash$  sound can be spelled *igh*, *y*, or *i\_e*.  
sigh      sky      prize
- The  $\backslash\bar{o}\backslash$  sound can be spelled *oa*, *ow*, *ough*, or *o\_e*.  
road      blow      dough      close
- The  $\backslash\bar{u}\backslash$  sound can be spelled *ou*, *ew*, *eu*, *u*, *ue*, or *u\_e*.  
you      few      feud  
cubicle      cue      use

**Spelling Practice**

Choose the words from the Word Bank that use the patterns described. Write your choices on the lines.

\_\_\_\_\_

- 1.
- $\backslash\bar{a}\backslash$
- spelled
- ai*
- and
- ay*

\_\_\_\_\_

\_\_\_\_\_

- 2.
- $\backslash\bar{e}\backslash$
- spelled
- ee*

\_\_\_\_\_

\_\_\_\_\_

- 3.
- $\backslash\bar{u}\backslash$
- spelled
- eu*

\_\_\_\_\_

\_\_\_\_\_

- 4.
- $\backslash\bar{o}\backslash$
- spelled
- ou*

\_\_\_\_\_

\_\_\_\_\_

- 5.
- $\backslash\bar{I}\backslash$
- spelled
- i\_e*

\_\_\_\_\_

- 6.
- $\backslash\bar{a}\backslash$
- spelled
- a\_e*

- 7.
- $\backslash\bar{u}\backslash$
- spelled
- u*

- 8.
- $\backslash\bar{I}\backslash$
- spelled
- igh*

- 9.
- $\backslash\bar{e}\backslash$
- spelled
- ea*
- and
- y*

- 10.
- $\backslash\bar{I}\backslash$
- spelled
- y*

**Spelling in Context**

Write the word from the Word Bank that best completes each sentence.

1. Lukewarm cheeseburgers seem to be the \_\_\_\_\_ of our cafeteria menu.
2. It would \_\_\_\_\_ many of us if the cafeteria food included crisp salads, homemade soups, and other healthy foods.
3. The new kitchen was designed with a private \_\_\_\_\_ for the head chef.
4. The changes will \_\_\_\_\_ with National Nutrition Week.
5. No \_\_\_\_\_ will be said for the demise of the old cafeteria.

**LESSON 2 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Over the years, scientists have repeatedley suggested that there may be a tenth planet beyond Pluto. Now astronomers have new information to enliten us. After studying the orbits of many comets, astronomers speculait that the “planet” may actually be a brown dwarf—a small, dark star. Altho they cannot yet guarantie that the star is there, such a star would make our sun part of a binary star system.

1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_  
 2. \_\_\_\_\_      4. \_\_\_\_\_

**Spelling Application**

**Listed below are eight more words that reflect the Key Concepts you have learned. Circle the letters that spell long vowel sounds in each word. (Refer to the Key Concepts for help.) Then use the words to complete the crossword puzzle.**

blighted  
refrain

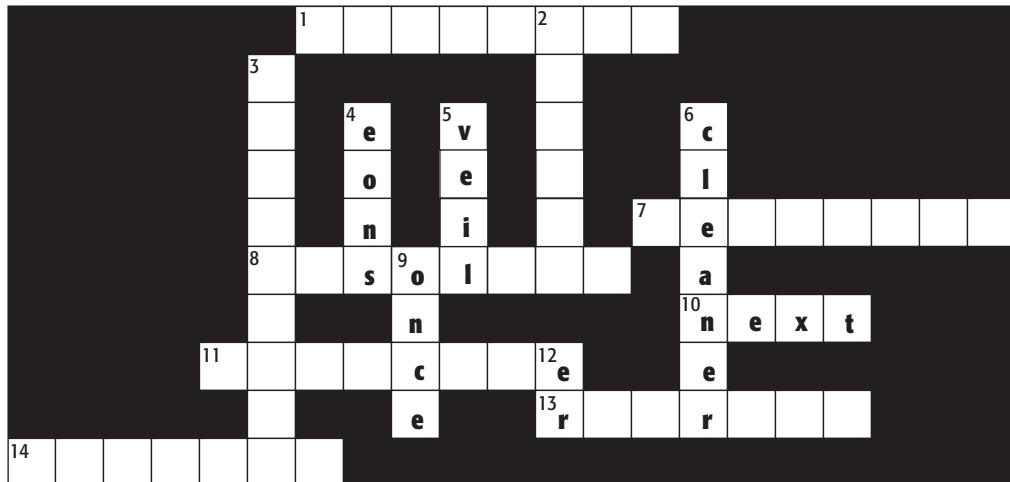
borough  
ridicule

harrowing  
seasonal

obsolete  
tyrant

**Across**

1. destroyed or decayed
3. related to certain times of year
4. out of date
10. following in sequence
11. to mock
13. to hold oneself back
14. a city administrative unit

**Down**

2. an oppressive ruler
3. deeply upsetting
4. long periods of time
5. a thin cloth covering
6. less dirty
9. at one time
12. Emergency Room (abbrev.)

**Spelling Power****Lesson 3: Double Consonants****Word Bank**

accord

official

efficiency

fulfill

satellite

challenge

commend

opponent

assistant

successful

**Key Concepts**

1. Double consonants often follow short vowel sounds.  
illness      motto
2. Double consonants usually represent a single unit of sound.  
occupy      nagging
3. Sometimes double consonants represent two units of sound.  
succeed (\k\ and \s\)  
fishhook (\sh\ and \h\)

**Spelling Practice**

**Put the words from the Word Bank in alphabetical order and circle the double consonants. After each word, write 1 for each set of double consonants representing one unit of sound. Write 2 for each set of double consonants representing two units of sound.**

**Example:** access 2, 1

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence.**

1. The \_\_\_\_\_ twinkled as it soared across the night sky.
2. The space launch was the result of an \_\_\_\_\_ between several nations.
3. Scientists were quick to \_\_\_\_\_ the international team of engineers who worked on the project.
4. Thanks to their \_\_\_\_\_, the launch was flawless.
5. Each participant was treated as an ally, not an \_\_\_\_\_.

**LESSON 3 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

The timber wolf cub Akela was a chalenge to keepers at the San Diego Zoo. Could the shy and withdrawn cub, who had been purchased from a breeder, make a sucessful transition to zoo life? The ofcial plan was to give Akela a "big sister." Keepers hoped that Nala, a young golden retriever, would fullfil the requirement. Soon the outgoing Nala had Akela romping and playing. Zookeepers call Nala their best asistant.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

**Spelling Application**

**Below are eight more words reflecting the Key Concepts that you have learned. Circle the double consonants. After each word, write 1 if the double consonants represent one unit of sound or 2 if they represent two units of sound. Use the words to complete the Tom Swiftie puns that follow.**

access

fortress

illusion

mammals

barren

grammatical

irritate

offensive

1. "Here on our photo safari, we have \_\_\_\_\_ to the best camping equipment," said Tom intently.
2. "I'm proud that there are no \_\_\_\_\_ errors in our brochures," said Tom tensely.
3. "The southern African plains are \_\_\_\_\_ and parched in the summer," said Tom dryly.
4. "If you \_\_\_\_\_ the rhinos, they may charge," said Tom flatly.
5. "They use their horns as \_\_\_\_\_ weapons," said Tom pointedly.
6. "No one could sneak into the \_\_\_\_\_ of Old Zimbabwe," said Tom guardedly.
7. "A mirage is a kind of \_\_\_\_\_," said Tom insightfully.
8. "What covers the bodies of most \_\_\_\_\_?" asked Tom fuzzily.

**Spelling Power****Lesson 4: Perplexing Words****Word Bank**subtle  
chaosvague  
dialoguediaphragm  
vengeanceghastly  
debriscamouflage  
fatigue**Key Concepts**

- Although the sound of a word can often help you to spell it correctly, the spellings of many English words are difficult to remember because the spellings reflect pronunciations from other languages. For example, in Middle English, the consonant *b* in *subtle* was sounded. Modern English drops the sound but keeps the spelling.
- Some of the most difficult words to spell contain unpronounced vowels. These silent vowels may also reflect patterns of other languages. For example, *Vague* and other -gue words come from French.

**Spelling Practice**

**Choose the word from the Word Bank that fits each pronunciation. Write your choices on the lines.**

- |                |                   |
|----------------|-------------------|
| 1. \də brē\    | 6. \vāg\          |
| 2. \fə tēg\    | 7. \dī'ə fram'\   |
| 3. \kā'os\     | 8. \sut' ə\       |
| 4. \ven' jəns\ | 9. \kam' ə fläzh\ |
| 5. \dī'ə lōg\  | 10. \gast' lē\    |

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence below.**

- The Junior Theater is staging *Macbeth*, Shakespeare's play about ambition and \_\_\_\_\_.
- A voice coach is helping actors with the play's \_\_\_\_\_.
- "Speak from your \_\_\_\_\_, not just from your throat," she advises.
- In some scenes, voices have to sound eerie and \_\_\_\_\_.
- The actors hope to create a \_\_\_\_\_ but disturbing sense of dread.

**LESSON 4 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Petra had the perfect camoflauge. Deep in a desert gorge, this two-thousand-year-old city was carved from sandstone walls in subtle shades of pink and tan. A stop in the “stone city” must have eased the fatige of many a traveler, for Petra had running water piped through a system of channels and cisterns. The city has survived despite Mideastern political caos. Today, amid the debrie of millennia, Petra’s ancient structures can still be seen.

1. \_\_\_\_\_ 4. \_\_\_\_\_  
2. \_\_\_\_\_ 5. \_\_\_\_\_  
3. \_\_\_\_\_

**Spelling Application**

**Listed below are five more words that reflect the Key Concepts you have learned. Use the words to fill in the “terse verse” rhymed definitions that follow.**

aerial                    excess                    grotesque                    mechanism                    wretched

1. bizarre ballet move: \_\_\_\_\_ arabesque
2. covering a TV antenna with earth: \_\_\_\_\_ burial
3. overly long street name: \_\_\_\_\_ address
4. \_\_\_\_\_ father: unhappy pappy
5. invisible \_\_\_\_\_: unseen machine

**Spelling Power****Unit 1: Review Lessons 1–4**

although	abstract	challenge	chaos	debris
diaphragm	digital	efficiency	endurance	enlighten
fulfill	guarantee	mainstay	official	repeatedly
subtle	successful	symbolic	infinity	vague

**Choose the words from the list that best complete the “terse verse” rhymes. Write your choices on the lines.**

1. \_\_\_\_\_ at the boundary line: disorder at the border
2. \_\_\_\_\_ snoop: computer intruder
3. trash in the ocean: \_\_\_\_\_ in the sea
4. is \_\_\_\_\_ of campground shelters: represents tents
5. be \_\_\_\_\_ and catch people’s interest: understate and fascinate
6. educate the giant: \_\_\_\_\_ the titan
7. meet the terms of the final testament: \_\_\_\_\_ the will
8. endless supply of white fudge : \_\_\_\_\_ of divinity
9. hard-to-grasp agreement: \_\_\_\_\_ contract
10. explaining what \_\_\_\_\_ means: defining streamlining

**Choose the words from the list that best complete the sentences. Write your choices on the lines.**

11. Leona wants to play the tuba, \_\_\_\_\_ her parents suggest the piccolo.
12. When Leona asks her parents why they prefer the piccolo, they can only give her a \_\_\_\_\_ explanation of their concerns.
13. For example, they ask if Leona can give an absolute \_\_\_\_\_ that she won’t disturb the neighbors.
14. She patiently and \_\_\_\_\_ reassures them that she will practice softly.
15. She likes overcoming obstacles, so she relishes the \_\_\_\_\_ that the tuba offers.
16. The brass section is important; it’s the \_\_\_\_\_ of the marching band.
17. A tuba player needs muscles as well as musical ability to be \_\_\_\_\_ at band tryouts.
18. She practices deep breathing to strengthen her \_\_\_\_\_.
19. She jogs and lifts weights to build stamina and \_\_\_\_\_.
20. Leona has just one objection: the \_\_\_\_\_ band uniforms are lime green and orange.

**Spelling Power****Proofreading Application****Lessons 1–4**

**Read the updated fairy tale below. Find the twenty misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Once there lived a king who wouldn't let his daughter marry. The queen was in complete accord. "We'll be candidate, Rapunzel, dear," they told the princess. "There is no evadence we will ever find a suitor worthy of you."

"But I have fundementel objections to being single!" wailed the princess. "This is gastly! If you do not let me find a husband, I guaranty I will run away!"

After that dialouge, the king began to speculate about the wisdom of leaving Rapunzel unguarded. He locked her in a maiginificent tower deep in the forest. There she spent her days clamoring for vengence, silent only when fatig overcame her.

Meanwhile, following culturel norms, the prince of a nearby satelite state set off on a quest. Althou he was awed by the tower, he was confused by the sounds of fury coming from it. He prudently donned camaflauge gear and hid in the underbrush.

Soon there appeared—an oponent? No, it was only the king's asistant. "Rapunzel, Rapunzel!" the servant cried. "Let down your hair!" From a high window, the princess uncoiled her long braid. The servant tied a basket to the braid, and Rapunzel pulled up her supper.

"What luck that the servant's arrival should coincide with mine!" thought the prince. As soon as the servant left, he emerged and called, "Rapunzel, Rapunzel, let down your hair!"

Rapunzel looked down to see a man dressed as a gooseberry bush. "Well," she thought, "I comend his creativity . . ." She uncoiled her braid, and the prince began to climb up.

"Yowch!" howled Rapunzel. "How much do you weigh?"

"Patience, sweet petunia! Soon you'll be mine!"

But Rapunzel reached for the scissors. "Why should I go bald just to gratafy you? I'm a princess, not a climbing rope. Go find yourself another petunia. And lose some weight!"

Snip! The prince was history. Rapunzel made peace with her parents, inherited the kingdom, and lived happily ever after.

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 14. _____ |
| 2. _____ | 9. _____  | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ |           |

**Spelling Power****Lesson 5: Spelling the \ô\ Sound****Word Bank**audible  
appallauthentic  
thoughtfulhaunted  
slaughterprecaution  
notoriousflawless  
seaboard**Key Concepts**

1. Spell the \ô\ sound *au* or *aw* in most words.  
August      fault      awful      drawn      form      coarse
2. Spell the \ô\ sound *a*, *augh*, or *ough* in some words.  
halt      daughter      ought
3. Spell the \ôr\ sound *or* or *oar* in many words.

**Spelling Practice**

**Put the words from the Word Bank in alphabetical order. Circle the letters that spell the \ô\ or \ôr\ sound in each word.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence. Be sure to spell the \ô\ and \ôr\ sounds correctly.**

1. On Africa's eastern \_\_\_\_\_ lay the rich city-state of Kilwa.
2. There Swahili merchants traded \_\_\_\_\_ goldwork for goods from India and China.
3. The \_\_\_\_\_ Portuguese fleet attacked Kilwa in 1505.
4. The result was the \_\_\_\_\_ of many citizens.
5. Though \_\_\_\_\_ by memories of the attack, the Swahili soon regained control of the area.

**Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

How to appaul a musician: Try putting a musical instrument in a freezer. Surprisingly, some thoutful artists use this technique on trumpets, horns, and other brass instruments. With the right precoutions, freezing won't harm the instruments. Players claim that after freezing, brass gains a "freer," more athentic tone. The difference, they say, is clearly aughdible.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Listed below are eight more words that reflect the Key Concepts you have learned. Circle the letters that spell the \ô\ or \ôr\ sound in each word.**

gaudy  
moral

hoarding  
naught

mauled  
nautical

minority  
sprawling

**Do you speak Pig Latin? In this made-up “language,” you take away the first consonant from the front of a word. Then add the consonant to an extra syllable at the end of the word. For example, *Pig Latin* becomes *Ig-Pay Atin-Lay*. Write the “translation” of each Pig Latin word below.**

- |       |                |       |                 |
|-------|----------------|-------|-----------------|
| _____ | 1. auled-may   | _____ | 5. oral-may     |
| _____ | 2. aught-nay   | _____ | 6. audy-gay     |
| _____ | 3. oarding-hay | _____ | 7. awling-spray |
| _____ | 4. inority-may | _____ | 8. autical-nay  |

**Spelling Power****Lesson 6: Spelling the Schwa Sound****Word Bank**comical  
stabilitypercentage  
kernelcomparable  
statusphilosopher  
minimumfaculty  
vigor**Key Concepts**

- The schwa (ə) represents an indistinct vowel sound in an unstressed syllable.
- Any unstressed vowel may spell the schwa sound.  
above   cactus   edify   gallon   item
- Spell the \əl\ sound *al, el, il, ol, ul, or le.*  
trial   jewel   tendril  
violin   fearful   apple
- Spell the \ər\ sound *ar, er, ir, or, ur, or ure.*  
popular   cavern   admiral  
doctor   surprise   future

**Spelling Practice**

Choose the word from the Word Bank that matches each pronunciation. Write your choices on the lines. Circle the vowels that spell the schwa sounds.

- |                         |                           |
|-------------------------|---------------------------|
| 1. _____ /fak' əl tē\   | 6. _____ /kurn' əl\       |
| 2. _____ /stā' təs\     | 7. _____ /vig' ər\        |
| 3. _____ /kom' i kəl\   | 8. _____ /fi los' ə fər\  |
| 4. _____ /min' ə məm\   | 9. _____ /kom' pər ə bəl\ |
| 5. _____ /pər sen' tij\ | 10. _____ /stə bil' ə tē\ |

**Spelling in Context**

Write the word from the Word Bank that best completes each sentence. Be sure to spell the schwa sounds correctly.

- The \_\_\_\_\_ of the new bridge is still in question.
- The bridge must meet \_\_\_\_\_ standards for earthquake safety.
- Will the bridge score enough \_\_\_\_\_ points to pass inspection?
- Engineers are working with \_\_\_\_\_ to see that the bridge passes inspection.
- Their main goals are \_\_\_\_\_ and strength.

**LESSON 6 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Question: Which great philosopher wears a turban, rides a donkey, and makes everyone laugh? Answer: Nasrudin, the Mideast's legendary joker. For centuries, people the world over have chuckled at tales of this comicle but wise *mullah* (comperabel to a rabbi or priest).

Whether outwitting enemies or logically "proving" that his son is an eggplant, Nasrudin has a faclacy for unmasking fools. Beneath the humor in every Nasrudin tale lies a kernal of truth.

1. \_\_\_\_\_ 4. \_\_\_\_\_  
2. \_\_\_\_\_ 5. \_\_\_\_\_  
3. \_\_\_\_\_

**Spelling Application**

**Listed below are eight more words that reflect the Key Concepts you have learned. Unscramble the letters to spell each word correctly. Write the words on the lines.**

acute

alternate

ignorance

journal

moderate

natural

opposite

pursue

1. teacu

5. dreameto

2. ruseup

6. pipesoot

3. unlatra

7. letterana

4. ronjalu

8. groannice

**Spelling Power****Lesson 7: Spelling the “Seed” Sound****Word Bank**

exceed	proceeds	succeeding	cede	intercede
preceded	receded	conceding	secedes	superseded

**Key Concepts**

1. Spell the “seed” sound *cede* or *ceed* in most words.  
precede                                    succeed
2. If a suffix beginning with a vowel is added to a word *cede*, the final *e* is dropped.  
receding                                    preceded
3. Spell the “seed” sound with an *s* for only one word family.  
supersede                                    superseding

**Spelling Practice**

**Put the words from the Word Bank in alphabetical order. Underline the letters that spell the “seed” sound. After each word, write the number of the Key Concept that applies to it.**

**Example:** preceding, 2

- |          |          |           |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 8. _____  |
| 2. _____ | 6. _____ | 9. _____  |
| 3. _____ | 7. _____ | 10. _____ |
| 4. _____ |          |           |

**Spelling in Context**

**Read each pronunciation and definition. Then write words from the Word Bank in the blanks to complete the sentences.**

1. \sēd\ – to relinquish: The ousted king had to \_\_\_\_\_ his power.
2. \sə sēdz'\ – withdraws from a group:  
Some citizens of Quebec hope their province \_\_\_\_\_ from Canada.
3. \prō' sēdz\ – (n.) profit; \prō sēdz'\ – (v.) goes ahead:  
If the bake sale \_\_\_\_\_ as planned, we'll net high \_\_\_\_\_.
4. \con sēd' ing\ – yielding:  
The debater was not happy about \_\_\_\_\_ the point to his opponent.
5. \in' tər sēd'\ – to mediate:  
Jon's mother is angry, but his aunt will try to \_\_\_\_\_ on his behalf.

**LESSON 7 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Contributions of early Chinese scientists may exceed those of any other group. By 200 B.C., when the Han dynasty superseeded the Qin dynasty, Chinese ships already had rudders—more than one thousand years before European ships had rudders. China's invention of paper preceded that of Egypt by 800 years. Long before the European Dark Ages had receded, the Chinese had already created compasses, matches, and gunpowder. The succeeding years brought inventions such as the bicycle chain drive (China—976; Europe—1770) and movable type (China—1041; Europe—1450).

1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_  
 2. \_\_\_\_\_      4. \_\_\_\_\_

**Spelling Application**

**Listed below are five more words that reflect the Key Concepts you have learned. Underline the letters that spell the “seed” sound. Then read the definitions below. Use the code box to decipher each word. For example, 31-15-14 would be LED.**

accede

antecedent

exceedingly

procedure

superseding

- \_\_\_\_\_ 1. very greatly: 15-53-13-15-15-14-24-33-22-31-54  
 \_\_\_\_\_ 2. previous thing: 11-33-44-15-13-15-14-15-33-44  
 \_\_\_\_\_ 3. way of doing things: 35-42-34-13-15-14-45-42-15  
 \_\_\_\_\_ 4. to agree or go along with: 11-13-13-15-14-15  
 \_\_\_\_\_ 5. replacing: 43-45-35-15-42-43-15-14-14-33-22

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I,J	K
3	L	M	N	O	P
4	Q	R	S	T	U
5	V	W	X	Y	Z

**Spelling Power****Lesson 8: Words with *ie* and *ei*****Word Bank**priestly  
sovereignunyielding  
reigningperceive  
heirloomseizure  
weightyeither  
veins**Key Concepts**

1. Follow the old rhyme for most words with the *i* and *e*.

*Write i before e**except after c,**shield      belief      receive**or when sounded as a,  
as in neighbor and weigh.*

2. Exceptions to memorize:

<u>leisure</u>	<u>seizure</u>	<u>protein</u>
<u>either</u>	<u>weird</u>	<u>species</u>
<u>counterfeit</u>	<u>foreign</u>	

**Spelling Practice****Put the words from the Word Bank in alphabetical order.**

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**Spelling in Context****Write the word from the Word Bank that best completes each sentence.**

1. Far underground, \_\_\_\_\_ of gold run through quartz and other rock.
2. The gleaming metal was once reserved for royal and \_\_\_\_\_ classes.
3. \_\_\_\_\_ issues were decided by rulers adorned with gold.
4. Today gold jewelry may be a family \_\_\_\_\_.
5. \_\_\_\_\_ as coinage or as jewelry, gold keeps its value.

**LESSON 8 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

King Christian X, riegnng as sovereign of Denmark during World War II, was a quiet hero.

After Hitler's siezure of Denmark, Nazi leaders ordered Christian to "deal with" what they termed "the Jewish problem." The unyeilding king replied, "We have no such problem here."

Soon after, he went to Saturday services at a synagogue. Danes were quick to percieve his silent message. They united to shield Denmark's seven thousand Jews and spirit them to safety.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Listed below are seven more words that reflect the Key Concepts you have learned.**

freight  
frieze

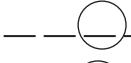
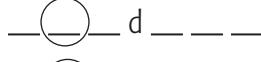
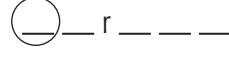
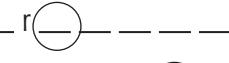
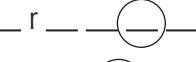
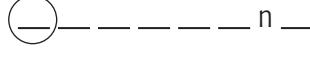
piercing  
relieved

shriek  
soldier

weird

**Fill in each word next to its definition below. The circled letters will complete the pun.**

*Old letter carriers never die; they just \_\_\_\_\_ their \_\_\_\_\_.*

1. eased discomfort: \_\_\_\_\_  v \_\_\_\_\_
2. member of an army: \_\_\_\_\_  d \_\_\_\_\_
3. high scream or wail:  r \_\_\_\_\_
4. transported goods: \_\_\_\_\_ r  \_\_\_\_\_
5. decorative edging: \_\_\_\_\_ r \_\_\_\_\_ 
6. strange or eerie: \_\_\_\_\_  d
7. stabbing or penetrating:  n \_\_\_\_\_

**Spelling Power****Unit 2: Review Lessons 5–8**

cede	comparable	conceding	exceed	faculty
flawless	haunted	kernel	minimum	perceive
priestly	reigning	seaboard	secede	slaughter
sovereign	superseded	thoughtful	unyielding	vigor

**Choose the words from the list that best complete the sentences. Write your choices on the lines.**

1. Graybeard the Pirate, who prowled the east coast, was called the scourge of the eastern \_\_\_\_\_.
2. His reputation was similar to Captain Kidd's; the fierceness of the two pirates was also \_\_\_\_\_.
3. The king of Spain, like every other \_\_\_\_\_, dreaded Graybeard's attacks.
4. The fierce pirate never backed down; he was \_\_\_\_\_ in his quest for riches.
5. An ability to sense treasure nearby was his keenest \_\_\_\_\_.
6. Only a sharp observer might \_\_\_\_\_ his weakness.
7. A secret terror \_\_\_\_\_ the bold marauder, giving him no peace.
8. It was a wise and \_\_\_\_\_ sailor who first realized that Graybeard never attacked on a Monday.
9. Instead, he would \_\_\_\_\_ safe passage to any ship he met.
10. Did his fear of Mondays \_\_\_\_\_ his desire for wealth?

**Unscramble each set of letters to spell the words defined below. Write the words on the lines. Use the word list to check your spelling.**

11. grovi – strength
12. nerkle – small nugget or core
13. deesce – to withdraw from a group
14. immunim – least
15. selflaws – perfect
16. eggrinni – ruling or governing
17. ripstyle – of the clergy
18. galetrush – to butcher or massacre
19. deepressu – to replace
20. cincegnod – yielding or acknowledging

**Spelling Power****Proofreading Application****Lessons 5–8**

**Read the whodunit story below. Find the twenty misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

"Alas!" moaned Dorothea, Duchess of Dotson. "My priceless hierloom—stolen!" The awthentic Hittite pinky ring (gold, with an inlaid design of battle-axes) had vanished over the weekend. Police siezure of possible evidence had turned up no clues.

Luckily a famous detective and philosepher had agreed to take the case. His percentige of successes was phenomenal. "Ether I'll solve this mystery within the week," he announced, "or my name isn't Socrates Sleuth."

Haste was essential; the trail grew colder with each succedeing day. As a precotion, Sleuth interviewed all members of the household, no matter how lowly their statis. He pieced together an idea of events that had preseded the theft.

Now he had the wieghty task of drawing a conclusion. He thought so hard that the viens in his forehead bulged. He thought so hard that his hairline receeded before the Duchess's eyes. "I suspect," he said at last, "that this crime procedes from the den of the notoarius felon, I. R. Smartalecky." There was an awdible gasp from behind the door. Sleuth's demeanor changed. "Would it appaul you, Duchess Dotson," he intoned, "to learn that the criminal is in this very house?"

He opened the door to reveal a sight that was almost comicle: Sneeps, the butler, was listening at the keyhole. Quickly the parlor maid moved to intersede. "He couldn't have stolen the ring!" she cried. "He wasn't even here at eleven on Saturday night!" Her wild eyes showed a lack of emotional stabillity.

"Ah," said Sleuth, "and how do you know the precise day and time of the theft? No one else had any idea."

Betrayed by her love for the butler, the maid confessed.

"Sleuth, you're a genius!" exclaimed the duchess. "At what school did you learn your craft so well?"

Sleuth rolled his eyes. "Elementary, my dear Dotson."

1. _____	8. _____	15. _____
2. _____	9. _____	16. _____
3. _____	10. _____	17. _____
4. _____	11. _____	18. _____
5. _____	12. _____	19. _____
6. _____	13. _____	20. _____
7. _____	14. _____	

**Spelling Power****Lesson 9: Doubling the Final Consonant****Word Bank**propeller  
forgettableextolled  
defermentcompelled  
repellentsubmitted  
forbiddingforgetful  
referral**Key Concepts**

Double a word's final consonant before adding a suffix if all four of the following conditions apply:

- 1.** The word ends in a single consonant.

*propel* + *ant* + *propellant*(compare: *defend* → *defendant*)

- 2.** A single vowel precedes the consonant.

*upset* + *ing* = *upsetting*(compare: *unseat* → *unseating*)

- 3.** The word's last syllable is stressed.

*transmit'* + *ed* = *transmitted*(compare: *e'dit* → *edited*)

- 4.** The suffix begins with a vowel.

*regret* + *able* = *regrettable*(compare: *regret* + *ful* = *regretful*)**Spelling Practice**

**Choose the word from the Word Bank that combines each word root and ending. Write your choices on the lines.**

**1.** extol + ed = \_\_\_\_\_

**6.** propel + er = \_\_\_\_\_

**2.** refer + al = \_\_\_\_\_

**7.** compel + ed = \_\_\_\_\_

**3.** repel + ent = \_\_\_\_\_

**8.** defer + ment = \_\_\_\_\_

**4.** forget + able = \_\_\_\_\_

**9.** submit + ed = \_\_\_\_\_

**5.** forget + ful = \_\_\_\_\_

**10.** forbid + ing = \_\_\_\_\_

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence.**

**1.** To take a boating course, Mac needed a \_\_\_\_\_ from his swim coach.

**2.** Mac \_\_\_\_\_ it with his application forms.

**3.** Because he needed extra time to pay the fees, Mac got a \_\_\_\_\_.

**4.** His first voyage would not be \_\_\_\_\_.

**5.** The \_\_\_\_\_ got tangled in water weeds, and he had to be towed.

**LESSON 9 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Do you find bugs repellent? The town of Enterprise, Alabama, has a monument to bugs. Boll weevils were a forbidding prospect when they invaded Enterprise in 1915. They destroyed the cotton fields, once the basis of the local economy. Farmers—compelled to try other crops—soon found themselves making more money than ever before. The grateful citizens were not forgetful. In 1919 they raised a statue that extoled the boll weevil as a blessing in disguise.

1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_  
 2. \_\_\_\_\_      4. \_\_\_\_\_

**Spelling Application**

**Listed below are five more word roots that reflect the Key Concepts you have learned. Follow the Key Concepts to add the endings shown. Write your new words on the lines.**

excelled      committing      concurrent      occurred      regrettable

1. commit + ing = \_\_\_\_\_      4. occur + ed = \_\_\_\_\_  
 2. concur + ent = \_\_\_\_\_      5. regret + able = \_\_\_\_\_  
 3. excel + ed = \_\_\_\_\_

**Check your spelling by finding and circling the five new words in the word ribbon.**

semexcelledrilconcurrenteseanicommittingejoccurredaryoregrettable

**Spelling Power****Lesson 10: Dropping the Final Silent e****Word Bank**coincidence  
reversalpursuing  
narratordiversity  
ridiculousradiating  
notablelegibly  
shiny**Key Concepts**

1. Drop a word's final silent e to add a suffix starting with a vowel.

*debate + able = debatable**urge + ent = urgent**file + ing = filing*

2. Drop the e to add -y.

*nose + y = nosy*

3. To add -ly to a word ending in /e, usually drop the /e.

*able + ly = ably*

4. Exceptions to memorize:

*mile + age = mileage**whole + ly = wholly***Spelling Practice**

**Choose the words from the Word Bank that combine the word roots and suffixes shown. Write your choices on the lines. After each word, write the number of the Key Concept that applies to it.**

1. note + able = \_\_\_\_\_

6. narrate + or = \_\_\_\_\_

2. coincide + ence = \_\_\_\_\_

7. shine + y = \_\_\_\_\_

3. diverse + ity = \_\_\_\_\_

8. legible + ly = \_\_\_\_\_

4. ridicule + ous = \_\_\_\_\_

9. pursue + ing = \_\_\_\_\_

5. reverse + al = \_\_\_\_\_

10. radiate + ing = \_\_\_\_\_

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence.**

1. \_\_\_\_\_ a dream, Robert Scott set off for the South Pole.

2. Critics branded his quest \_\_\_\_\_, but he ignored them.

3. He met each new \_\_\_\_\_ with courage.

4. He recorded each day's struggles \_\_\_\_\_ in his journal.

5. Scott was the final \_\_\_\_\_ of his own tragic tale.

**LESSON 10 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Every August thousands of shiny meteor trails streak the night sky. The Perseid meteor showers are a notable summer event. Meteors sometimes show surprising color diversity, ranging from red and orange to gold and green. The term *Perseid* refers to the constellation Perseus, from which the meteors appear to be radiating. In fact, this appearance is only a coincidence. The falling stars are really part of the tail of a comet that orbits the sun.

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

**Spelling Application**

**Listed below are ten more word roots that reflect the Key Concepts you have learned. Add the endings shown. Write your new words on the lines and then circle them in the word maze.**

adventurous	approval	confidence	futility	indicator
recognizable	rescuing	resolving	saucy	subtly

1. adventure + ous = \_\_\_\_\_ 6. recognize + able = \_\_\_\_\_  
2. approve + al = \_\_\_\_\_ 7. rescue + ing = \_\_\_\_\_  
3. confide + ence = \_\_\_\_\_ 8. resolve + ing = \_\_\_\_\_  
4. futile + ity = \_\_\_\_\_ 9. sauce + y = \_\_\_\_\_  
5. indicate + or = \_\_\_\_\_ 10. subtle + ly = \_\_\_\_\_

t a z e l j m o r i c a l  
m d r e s o l v i n g l a  
a v c o i n k s r a v s p  
r e c o g n i z a b l e p  
o n w t n h d j b u d g r  
b t a d v f r i l v c r o  
s u b t l y i n c a t y v  
q r z a d m o d x a l p a  
i o s c u g n a e b t e l  
f u t i l i t y a n k o r  
l s r e s c u i n g c s r  
d e l n i f r i e u b e y

**Spelling Power****Lesson 11: Keeping the Final Silent e****Word Bank**

manageable	woeful	courageous	absolutely	enforcement
awareness	defenseless	purposeful	agreeable	noticeable

**Key Concepts**

1. To add a suffix starting with a consonant, keep a word's final silent e.

*s spite + ful = spiteful*

*p lace + ment = placement*

2. Memorize two exceptions:

*j judge + ment = judgment*

*a awe + ful = awful*

3. In words with the soft c or g sound, keep the e when adding a suffix starting with a or o.

*t trace + able = traceable*

*ou outrage + ous = outrageous*

4. When adding suffixes to words ending in ee or oe, the final e is usually kept.

*f free + dom = freedom*

*f free + ing = freeing*

*h hoe + ing = hoeing*

**Spelling Practice**

Choose the word from the Word Bank that combines each word root and suffix shown below. Write your choices on the lines. After each word, write the number of the Key Concept that applies to it.

- |                           |                           |
|---------------------------|---------------------------|
| 1. aware + ness = _____   | 6. courage + ous = _____  |
| 2. defense + less = _____ | 7. manage + able = _____  |
| 3. absolute + ly = _____  | 8. woe + ful = _____      |
| 4. purpose + ful = _____  | 9. agree + able = _____   |
| 5. enforce + ment = _____ | 10. notice + able = _____ |

**Spelling in Context**

Write the word from the Word Bank that best completes each sentence.

1. In *Where the Red Fern Grows*, a \_\_\_\_\_ boy works hard to buy two puppies.
2. He finds caring for them difficult, but \_\_\_\_\_.
3. If he leaves them, they begin a \_\_\_\_\_ howling.
4. The smaller puppy has a gentle, \_\_\_\_\_ nature.
5. Both dogs prove \_\_\_\_\_ when a mountain lion attacks.

**LESSON 11 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Manatees—sometimes called the clowns of the ocean—are among the most defensless of sea mammals. Bulky and slow-moving, many have absolutly no fear of humans. As a result, manatees are often injured by power boats and jet skis. A noticeable drop in the number of manatees has also been caused by a loss of habitat. Wildlife experts hope to raise public awarness of manatees' plight. These experts feel that new laws and careful enforment can save these endangered animals.

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

**Spelling Application**

**Listed below are six more words that reflect the Key Concepts you have learned. Add the endings shown.**

definitely      idleness      purposeless      remorseful      serviceable      tiptoeing

1. idle + ness = \_\_\_\_\_

4. remorse + ful = \_\_\_\_\_

2. tiptoe + ing = \_\_\_\_\_

5. service + able = \_\_\_\_\_

3. definite + ly = \_\_\_\_\_

6. purpose + less = \_\_\_\_\_

**Use the new words to complete the tongue twisters. Then try repeating each sentence four times—fast!**

7. Tim Tipper is \_\_\_\_\_ to the Tiptop Pit Stop.

8. Seven sisters sift with \_\_\_\_\_ sifters.

9. Dan and Donna Dipper \_\_\_\_\_ differ.

10. Lazy Lila lies in \_\_\_\_\_.

11. \_\_\_\_\_ Ray really wrecked his red Rover.

12. Pam prefers perfectly \_\_\_\_\_ purplish purses.

**Spelling Power****Lesson 12: The Final y****Word Bank**

hardiness	deniable	capacities	testifying	employment
annoyance	loneliness	voluntarily	injurious	destinies

**Key Concepts**

The following rules will help you add suffixes to words that end in *y*.

- 1.** Change the *y* to *i* if a consonant precedes the *y*.

*pry* + *ed* = *pried*

*fancy* + *ful* = *fanciful*

*rely* + *es* = *relies*

- 2.** Keep the *y* when adding *-ing*.

*pry* + *ing* = *prying*

- 3.** Keep the *y* that is preceded by a vowel.

*play* + *ful* = *playful*

*joy* + *ous* = *joyous*

*relay* + *s* = *relays*

**Spelling Practice**

**Choose the word from the Word Bank that combines each word root and suffix. Write your choices on the lines. Then write the number of the Key Concept that applies to each choice.**

**1.** deny + able = \_\_\_\_\_

**6.** annoy + ance = \_\_\_\_\_

**2.** injury + ous = \_\_\_\_\_

**7.** employ + ment = \_\_\_\_\_

**3.** lonely + ness = \_\_\_\_\_

**8.** capacity + es = \_\_\_\_\_

**4.** destiny + es = \_\_\_\_\_

**9.** voluntary + ly = \_\_\_\_\_

**5.** testify + ing = \_\_\_\_\_

**10.** hardy + ness = \_\_\_\_\_

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence.**

**1.** Tran was looking for interesting summer \_\_\_\_\_.

**2.** She wanted to use her \_\_\_\_\_ for math and writing.

**3.** She knew she had the \_\_\_\_\_ needed for outdoor work.

**4.** Her grandmother reminded her that even small decisions can affect our \_\_\_\_\_.

**5.** The wisdom of her grandmother's words was not \_\_\_\_\_.

**LESSON 12 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

No one is sure why Emily Dickinson voluntarily withdrew from the world. She was still a young woman when she retreated into her room. Not even her family knew that she was writing hundreds of poems. Was her isolation injuryous to her? Did she feel great lonelyness? Was she filled with annoiance at everyday problems? The only answers are her poems, testifing to her rich inner life. Today those poems are classics of American literature.

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

**Spelling Application**

**Listed below are six more words that reflect the Key Concepts you have learned. Add the endings shown.**

allies      compliant      defiant      delaying      galaxies      mystifying

1. comply + ant = \_\_\_\_\_      4. galaxy + es = \_\_\_\_\_  
2. defy + ant = \_\_\_\_\_      5. mystify + ing = \_\_\_\_\_  
3. delay + ing = \_\_\_\_\_      6. ally + es = \_\_\_\_\_

**Use the words above to complete these imaginary business addresses.**

7. & 8. \_\_\_\_\_ to \_\_\_\_\_      11. Paying, Not \_\_\_\_\_

School of Manners

40 Olfashen Way

Excuuze, ME

Express Loan Company

10 Grandiwanna Ave.

Gimmelotts, MO

9. The Farthest \_\_\_\_\_

12. \_\_\_\_\_ Materials

Space Travel Agency

Magicians' Supplies

43210 Blastoff Place

2-B Moe St.

Astronomic, AL

Trick, KY

10. \_\_\_\_\_ for UFO Research

1 Crop Circle

Pecyool, IA

**Spelling Power****Unit 3: Review Lessons 9–12**

agreeable	annoyance	capacities	coincidence	courageous
deferment	deniable	enforcement	forgetful	forgettable
hardiness	legibly	manageable	narrator	propeller
referral	ridiculous	shiny	testifying	woeful

**Form words from the list by correctly combining the word roots and suffixes shown. Then draw lines to match the words with their meanings.**

- |                           |                                 |
|---------------------------|---------------------------------|
| 1. manage + able = _____  | a. silly                        |
| 2. forget + able = _____  | b. sad                          |
| 3. agree + able = _____   | c. postponement                 |
| 4. deny + able = _____    | d. possible to control          |
| 5. woe + ful = _____      | e. pleasant or willing          |
| 6. forget + ful = _____   | f. brave                        |
| 7. defer + ment = _____   | g. to force obedience           |
| 8. enforce + ment = _____ | h. failing to remember          |
| 9. ridicule + ous = _____ | i. possible to refuse or refute |
| 10. courage + ous = _____ | j. not memorable                |

**Choose the words from the list that best complete the sentences. Write your choices on the lines.**

11. Isak Dinesen is the \_\_\_\_\_, or storyteller, in a book about East Africa.
12. Bearing witness to the past, her book *Out of Africa* is filled with true stories \_\_\_\_\_ to a bygone era.
13. One series of adventures began with a \_\_\_\_\_ from a friend, introducing her to a local bush pilot.
14. In his polished and \_\_\_\_\_ plane, they soared over untouched hills and valleys.
15. The roar of the spinning \_\_\_\_\_ and the rush of the wind filled her ears.
16. She describes the toughness and \_\_\_\_\_ of East Africa's people.
17. Their \_\_\_\_\_ for adapting to change impressed her deeply.
18. They treated her with patience rather than \_\_\_\_\_.
19. How did she manage to draw clearly in her sketchbooks and write \_\_\_\_\_ in her notebooks while camped in the bush?
20. It is no mere \_\_\_\_\_ that readers still enjoy her work.

**Spelling Power****Proofreading Application****Lessons 9–12**

**Read the imaginary reading list below. Find the twenty misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

1. *Seeking Emploiment in Electronics*, by Mike Rochip
2. *Injuryous Actions*, by May Hem and Dee Moe Lishen
3. *Camping Without Bug Repelent*, by Hugh Otto Yomind
4. *Noticable Signs of Burnout*, by Anita Break
5. *Don't Be Defensless*, by Marshall Artz
6. *How We Submited a Winning Sweepstakes Entry*, by Major Effurtz and Lottie Luck
7. *Desserts Extoled by Great Chefs*, by Sally Vaytin
8. *Handling a Reverseal of Fortunes*, by B. Trudy Yosef and Donna Sellyaself Short
9. *Voluntarryly Sharing Authority*, by Della Gate
10. *Compeled to Prevent Crime*, by Lon Norder
11. *Adding Diversety to Your Diet*, by Sal Lidd and Joe Gurt
12. *Shaping Our Own Destinys*, by Bro. Xavier Sole
13. *Autobiography of a Noteable Genius*, by I. R. Smart
14. *Forbiding Weather Patterns*, by Harry Kanes and Sy Clones
15. *Absolutly Foolproof Home Security*, by Jimmie DeLock
16. *Lonliness Is Preventable*, by Doris Alwiss Oppen
17. *Purposful Newswriting*, by Ed Dittorial
18. *How to Keep Radiateing Youthfulness*, by Pastor Prime
19. *Awarness of Manners*, by Etta Kett
20. *Pursueing a Cure for Hay Fever*, by Al R. Gee

1. _____	8. _____	15. _____
2. _____	9. _____	16. _____
3. _____	10. _____	17. _____
4. _____	11. _____	18. _____
5. _____	12. _____	19. _____
6. _____	13. _____	20. _____
7. _____	14. _____	

**Spelling Power****Lesson 13: The Suffix *-ity*****Word Bank**utility  
realityhumanity  
timidityprobability  
originalitycreativity  
maturityformality  
versatility**Key Concepts**

The suffix *-ity* can change an adjective into a noun.  
*final + ity = finality*

1. Never double a word root's final consonant when adding *-ity*.

*major + ity = majority*

*humid + ity = humidity*

2. Drop a word root's final silent e when adding *-ity*.  
*sane + ity = sanity*

3. Change *ble* to *bil* when adding *-ity*.

*able + ity = ability*

*visible + ity = visibility*

**Spelling Practice**

**Choose the word from the Word Bank that combines each word root and suffix shown. Write your choices on the lines.**

1. original + ity = \_\_\_\_\_

6. real + ity = \_\_\_\_\_

2. mature + ity = \_\_\_\_\_

7. formal + ity = \_\_\_\_\_

3. versatile + ity = \_\_\_\_\_

8. creative + ity = \_\_\_\_\_

4. utile + ity = \_\_\_\_\_

9. probable + ity = \_\_\_\_\_

5. human + ity = \_\_\_\_\_

10. timid + ity = \_\_\_\_\_

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence.**

1. Neither nervousness nor \_\_\_\_\_ bothered Tye at his first concert.

2. His \_\_\_\_\_ set the standard for the rest of the brass section.

3. He felt that the \_\_\_\_\_ of a successful performance was high.

4. In \_\_\_\_\_, all the band members played quite well.

5. The concert closed with a \_\_\_\_\_: the players bowed to the audience.

**LESSON 13 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Deep within our cells, DNA molecules hold the code for humannity itself. Without DNA, our bodies could not function or grow to matureity. Our understanding of DNA began with the originalaty of two scientists, James Watson and Francis Crick. Their creativety led them to imagine DNA as long ladder-like molecules twisted into spirals. Others might have doubted the utilility of these ideas, but Watson and Crick explored them. They won the Nobel Prize for their findings.

1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_  
 2. \_\_\_\_\_      4. \_\_\_\_\_

**Spelling Application**

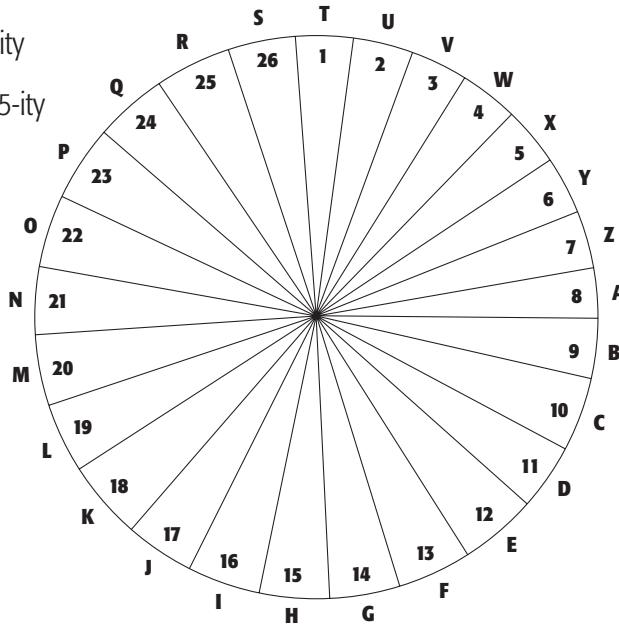
**Below are five more words that reflect the Key Concepts you have learned.**

eligibility      equality      inferiority      intensity      tranquility

**Use the circle to decipher the coded part of each word below.**

(For example, 14-22 would be **go**.) Write the whole words on the lines.

1. 12-24-2-8-19-ity  
 2. 16-21-1-12-21-26-ity  
 3. 1-25-8-21-24-2-16-19-ity  
 4. 12-19-16-14-16-9-16-19-ity  
 5. 16-21-13-12-25-16-22-25-ity



**Spelling Power****Lesson 14: The Suffixes -ance and -ence****Word Bank**

brilliance	excellence	assurance	prudence	consequence
eloquence	attendance	independence	significance	alliance

**Key Concepts**

The suffixes *-ance* and *-ence* mark nouns. These suffixes may mean “act of” or “state of.”

1. The suffixes *-ance* and *-ence* usually sound the same, so you need to memorize the spellings of *ance* and *ence* words.  
*avoidance*    *difference*
2. When adding *-ance* or *-ence*, drop the word root’s final silent e. *guide* + *ance* = *guidance*
3. When the word root ends in a consonant plus *y*, change the *y* to *i*. *defy* + *ance* = *defiance*

**Spelling Practice**

1. Which word combines *assure* + *ance*? \_\_\_\_\_
2. Which word combines *ally* + *ance*? \_\_\_\_\_

**List the other words from the Word Bank that end with *-ance*.**

3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**List the words from the Word Bank that end with *-ence*.**

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence.**

1. Lee has perfect \_\_\_\_\_ in her aikido classes.
2. She practices hard to achieve \_\_\_\_\_.
3. Her \_\_\_\_\_ grows with each competition she enters.
4. Aikido stresses balance, \_\_\_\_\_, and self-control.
5. Lee finds that aikido strengthens her poise and \_\_\_\_\_.

**LESSON 14 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

The African storyteller, or *griot*, recited the epic with eloquence. The story told of the brilliance of Sundiata Keita, king of old Mali. In 1235, Sundiata conquered the first of several neighboring nations. The significance of his victory was far-reaching. He gradually forged a broad alliance that became an empire. As a consequence, the rich culture of Mali flourished for centuries.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Listed below are five more words that reflect the Key Concepts you have learned.**

acceptance      arrogance      intelligence      radiance      reliance

**On the lines below, fill in the antonym for each word given. You may check a dictionary for help.**

- |                |       |             |       |
|----------------|-------|-------------|-------|
| 1. refusal     | _____ | 4. mistrust | _____ |
| 2. dullness    | _____ | 5. humility | _____ |
| 3. foolishness | _____ |             |       |

**Spelling Power****Lesson 15: The Suffix *-ion*****Word Bank**

persuasion	expansion	constitution	supervision	proclamation
discrimination	opposition	narration	segregation	dedication

**Key Concepts**

The suffix *-ion*, meaning “act of” or “state of,” marks nouns.

*connection*              *fusion*              *suspicion*

1. The syllables *tion* and *sion* may sound like \shən\ or \zhən\.

<i>relation</i>	<i>equation</i>
<i>tension</i>	<i>decision</i>

2. Many word roots change form when *-ion* is added.

*decide + ion = decision*  
*receive + ion = reception*

**Spelling Practice**

**Choose the word from the Word Bank that combines each word root and suffix. Write your choices on the lines.**

1. supervise + ion = \_\_\_\_\_
2. narrate + ion = \_\_\_\_\_
3. constitute + ion = \_\_\_\_\_
4. discriminate + ion = \_\_\_\_\_
5. segregate + ion = \_\_\_\_\_

6. dedicate + ion = \_\_\_\_\_
7. expand + ion = \_\_\_\_\_
8. persuade + ion = \_\_\_\_\_
9. oppose + ion = \_\_\_\_\_
10. proclaim + ion = \_\_\_\_\_

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence.**

1. The Green Club’s \_\_\_\_\_ calls for community service.
2. \_\_\_\_\_ of the nature center is one of this year’s goals.
3. Club members will tape an audio \_\_\_\_\_ for the center’s self-guided walking tour.
4. The members need no \_\_\_\_\_ to participate.
5. Media professionals will provide tips and \_\_\_\_\_.

**LESSON 15 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

In 1960—almost a century after Lincoln’s Emancipation Proclamaton—equality was still only a dream. Then Ezell Blair Jr., with three other brave young black men, took action against the discriminatton that had lasted for so long. Protesting racial segregasion, these men began a peaceful sit-in at a “whites-only” lunch counter in North Carolina. Opposision was strong, but the demonstracion held firm. Their dedicacion helped to bring about broad civil rights reforms.

1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_  
 2. \_\_\_\_\_      4. \_\_\_\_\_

**Spelling Application**

**Below are ten more words that reflect the Key Concepts you have learned.**

aggravation	distortion	hesitation	obligation	precision
anticipation	fascination	nutrition	pollution	revision

**Copy five words vertically. Then make an acrostic for the words you chose. For your acrostics, choose words or phrases related to the meanings of the spelling words. Check a dictionary if necessary.**

Sample acrostic:

<b>t</b>	ight muscles
<b>e</b>	asily irritated
<b>n</b>	ervous
<b>s</b>	tress
<b>i</b>	feel worried
<b>o</b>	verwhelmed
<b>n</b>	o way to relax

**Spelling Power****Lesson 16: Adding Prefixes****Word Bank**

confirm

reaffirm

indirect

computation

preposition

unnecessary

involuntary

preliminary

unpredictable

predetermine

**Key Concepts**

1. Prefixes change the meanings of word roots.

*con-, com-*: together or very

*in-*: into or not

*pre-*: before

*re-*: again or back

*un-*: not

2. Keep all the letters of a word root when you add a prefix.

*com + motion = commotion*

*re + arrange = rearrange*

*re + read = reread*

*un + natural = unnatural*

**Spelling Practice**

Put the words from the Word Bank in alphabetical order. Circle the prefixes *con-, com-, in-, pre-, re-,* and *un-*. (In one word, you will circle two prefixes.)

\_\_\_\_\_

1.

\_\_\_\_\_

6.

\_\_\_\_\_

2.

\_\_\_\_\_

7.

\_\_\_\_\_

3.

\_\_\_\_\_

8.

\_\_\_\_\_

4.

\_\_\_\_\_

9.

\_\_\_\_\_

5.

\_\_\_\_\_

10.

**Spelling in Context**

Write the word from the Word Bank that fits best in each sentence.

- Kayla enjoyed the \_\_\_\_\_ round of the grammar bee.
- She named two compound nouns, an action verb, and a \_\_\_\_\_.
- She knew the judges did not \_\_\_\_\_ the winner; in order to win, she would have to think hard.
- Crossing her fingers was \_\_\_\_\_, but she did it anyway.
- She gave an \_\_\_\_\_ gasp when her name was called for the next round.

**LESSON 16 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

The humble raisin has filled some unpredictable roles over the years. Raisins reached prehistoric Europe via an inddirect route from the Middle East. There they were not only eaten but also made into jewelry. In ancient Israel, raisins were used for the computation and payment of taxes. Meanwhile, Roman doctors would cunfirm that raisins cured poisoning. Scientists today reaffirm the health benefits of raisins. These wrinkly treats are high in iron and vitamins.

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

**Spelling Application**

**Listed below are six more words that reflect the Key Concepts you have learned. Circle the prefix *com-*, *con-*, *pre-*, *re-*, or *un-* in each word.**

competent	conform	congregate
preservation	recycling	unanticipated

**Use the words to complete the analogies.**

1. arid : dry :: \_\_\_\_\_ : unexpected

2. \_\_\_\_\_ : destruction :: ally : enemy

3. happy : cheery :: capable : \_\_\_\_\_

4. \_\_\_\_\_ : crowd :: sing : choir

5. reasoning : philosophy :: \_\_\_\_\_ : ecology

6. differ : \_\_\_\_\_ :: careless : cautious

**Spelling Power****Unit 4: Review Lessons 13–16**

alliance  
formality  
narration  
segregation

attendance  
independence  
predetermine  
significance

constitution  
indirect  
probability  
supervision

creativity  
involuntary  
prudence  
timidity

expansion  
maturity  
reaffirm  
unnecessary

**Choose the words from the list that best complete the sentences. Write your choices on the lines.**

1. No one wants to miss Mr. Boomerang's science assemblies, so he can count on high \_\_\_\_\_ and few absences.
2. Everyone enjoys his originality and \_\_\_\_\_.
3. As he works, he weaves stories and jokes into a lively \_\_\_\_\_.
4. When he explains the meaning of Einstein's theory, its deep \_\_\_\_\_ becomes clear.
5. Mr. B. dresses with \_\_\_\_\_; he wears a tuxedo and a top hat.
6. If you volunteer as his assistant, use caution and \_\_\_\_\_.
7. It takes an adult attitude—real \_\_\_\_\_—to handle some of his surprises.
8. Stirring his famous "Essence of Old Gym Socks" mixture will challenge even the strongest \_\_\_\_\_.

9. He creates neon blue clouds that grow larger and larger, showing the \_\_\_\_\_ of gases.
10. Mr. Boomerang and other physicists have formed a partnership; he calls it "the science \_\_\_\_\_."

**Add a prefix or suffix to each word root to correctly spell words from the list. Use the prefixes and suffixes whose meanings appear in parentheses. Write your words on the lines.**

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 11. (not) + necessary = _____     | 16. segregate + (act of) = _____ |
| 12. timid + (state of) = _____    | 17. (not) + direct = _____       |
| 13. (not) + voluntary = _____     | 18. (again) + affirm = _____     |
| 14. probable + (state of) = _____ | 19. supervise + (act of) = _____ |
| 15. (before) + determine = _____  | 20. (not) + dependence = _____   |

**Spelling Power****Proofreading Application****Lessons 13–16**

**Read the editorial below. Find the twenty misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

*Slimes of Our Times*

All of humannety may someday thank one bumbling chemist. Mixing up a batch of plastic wrap in the 1930s, he made a mistake. A computaton showed an extra carbon atom in each molecule of a key ingredient. The consequence was an unnpredictable oozing goo. Soon surprised scientists were praising the goo's versatillity. Preliminary opposition came from marketers, who found the goo too slimy. They feared that it would face discriminaton among buyers. Scientists maintained their dedicasion to the unusual goo, stating with eloquence and assurance that the goo would one day be popular.

Today the goo's utilaty is legendary. Surveys cunfirm that the substance, called methyl cellulose, is found everywhere from supermarkets to movie studios. In realety, buyers need no persuasion to appreciate the originallaty of the slimy wonder. In food, it creates smooth texture, the mark of excellince. Adding it can preddetermine the success of a product. In the film industry, methyl cellulose is used for everything from overhead transparencies to monster slobber. Don't you think a proclamation should be issued honoring the brillience of that unknown chemist?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**Spelling Power****Lesson 17: The Prefix *ad-*****Word Bank**adopt  
adhereassortment  
accomplishaggravate  
affixedapproximate  
annotatedappraise  
allocated**Key Concepts**

1. The prefix *ad-* means "to" or "toward." *ad + join = adjoin*
  2. The spelling of this prefix changes to make words easier to pronounce. *Ad* may become *ac*, *af*, *ag*, *al*, *an*, *ap*, *as*, or *at*.
  3. Changes in *ad-* may create words with double consonants.
- acclaim*      *affront*      *allure*  
*associate*      *attend*

**Spelling Practice**

Put the words from the Word Bank in alphabetical order. Circle each set of double consonants.

_____	1.	_____	6.
_____	2.	_____	7.
_____	3.	_____	8.
_____	4.	_____	9.
_____	5.	_____	10.

**Spelling in Context**

Write the words from the Word Bank that best match the meanings and Latin word roots.

**Example:** associate partner (*ad + socius*, "companion")

- |       |   |
|-------|---|
| _____ | 1. cling; stick to ( <i>ad + haerere</i> , "stick")       |
| _____ | 2. take as one's own ( <i>ad + optare</i> , "choose")     |
| _____ | 3. make worse; irritate ( <i>ad + gravare</i> , "burden") |
| _____ | 4. achieve ( <i>ad + complere</i> , "complete")           |
| _____ | 5. nearly correct ( <i>ad + proxima</i> , "nearest")      |

**LESSON 17 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Horace Pippin's art includes an unusual assortment of works. Annotated sketches of army life fill his World War I journals. When a bullet temporarily paralyzed his arm, he affixed a metal poker to his wrist and created woodburnings. Later, too poor to buy art supplies, he had to allocate leftover house paint for use in his portraits and landscapes. Today critics appraise Pippin's works as valuable American originals.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Below are six more words that reflect the Key Concepts you have learned.**

account      adequate      aggressive      announcer      assume      attune

**Use each word once in the imaginary book titles below.**

1. *Training \_\_\_\_\_ Dogs*, by Lee Down and Rollo Vur
2. *How to Manage Your Bank \_\_\_\_\_*, by Ken U. Sparadime
3. *My Career as a Baseball \_\_\_\_\_*, by Homer Unn
4. *\_\_\_\_\_ Your Ear to Music*, by M. I. Offkey
5. *Don't \_\_\_\_\_: Be Certain*, by Vera Fie
6. *\_\_\_\_\_ Oral Hygiene*, by Hal I. Tosis

**Spelling Power****Lesson 18: The Prefix *con-*****Word Bank**

conform	consolidate	congregate	collaborate	composition
compensate	companion	coexist	contemplate	conspicuous

**Key Concepts**

1. The prefix *con-* means “together” or “very.”  
*con + dense = condense*
2. *Con-* becomes *com-* when added to a word root starting with the letter *m*, *b*, or *p*.  
*commotion*      *compile*      *combat*
3. *Con-* becomes *co-* when added to a word root starting with the letter *l*.  
*collection*
4. *Con-* may become *co-* when added to a word root starting with a vowel.  
*coordinate*      *coeducational*

**Spelling Practice**

**Put the words from the Word Bank in alphabetical order.**

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Spelling in Context**

**Write the words from the Word Bank that match the meanings and Latin word roots.**

- |       |  |
|-------|--|
| _____ | 1. friend or associate ( <i>com + panis</i> , “bread”)           |
| _____ | 2. to gather in a group ( <i>con + gregis</i> , “herds”)         |
| _____ | 3. to pay; to make up for ( <i>com + pensare</i> , “to balance”) |
| _____ | 4. to unite or strengthen ( <i>con + solidus</i> , “firm”)       |
| _____ | 5. easily noticeable ( <i>con + specere</i> , “to look”)         |

**LESSON 18 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

A century ago an ancient clay disk was unearthed in Crete. Today scientists still conntemplate its mystery. Forty-five characters stamped on the disk form “phrases.” Scholars cullaborate on deciphering the phrases, but none have yet succeeded. The characters comform to no single culture. What can this four-thousand-year-old commposition tell us? Did several cultures coexist in ancient Crete? So far, no one knows.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Below are five more words that reflect the Key Concepts you have learned. Use the words to complete the sentences below.**

collate      commingle      complex      consistent      cooperate

1. Referees insist on \_\_\_\_\_ adherence to all rules.
2. Connie can complete \_\_\_\_\_ math problems quickly.
3. My copier can \_\_\_\_\_ multi-page documents.
4. Seventh graders \_\_\_\_\_ with eighth graders in the cafeteria.
5. Citizens should \_\_\_\_\_ with the mayor’s effort to clean up the city’s parks.

**Spelling Power****Lesson 19: Number Prefixes****Word Bank**

monarchy

unison

binary

triangular

biathlon

monotonous

universal

bicentennial

trilogy

triathlon

**Key Concepts**

1. The prefixes *uni-* and *mono-* (or *mon-*) mean "one."

*uni* + *cycle*, "wheel" = *unicycle*

*mono* + *logue*, "speech" = *monologue*

2. The prefix *bi-* means "two."

*bi* + *cycle* = *bicycle*

*bi* + *sect*, "to cut" = *bisect*

3. The prefix *tri-* means "three."

*tri* + *cycle* = *tricycle*

*tri* + *sect* = *trisect*

**Spelling Practice**

**Choose the words from the Word Bank that match the meanings. Write your choices on the lines. Circle the prefix in each word you choose.**

**Example:** monologue speech by one person

- |          |                          |           |                                     |
|----------|--------------------------|-----------|-------------------------------------|
| 1. _____ | : with three angles      | 6. _____  | : two-part athletic contest         |
| 2. _____ | : two-hundred-year event | 7. _____  | : three-part athletic contest       |
| 3. _____ | : system with two parts  | 8. _____  | : with only one tone; boring        |
| 4. _____ | : set of three novels    | 9. _____  | : sounding or acting as one         |
| 5. _____ | : rule by one king       | 10. _____ | : through one whole system; general |

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence.**

1. Our state marked its \_\_\_\_\_ with a huge celebration.
2. People wore \_\_\_\_\_ hats like the early colonists.
3. For the \_\_\_\_\_, athletes competed in swimming and running.
4. The \_\_\_\_\_ included cycling and two other events.
5. In a \_\_\_\_\_ number system, two hundred would be written as 11001000.

**LESSON 19 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

J. R. R. Tolkien's *Lord of the Rings* is a timeless trilogy with unoversal appeal. In this adventure tale, heroes undertake a quest across rugged mountains and manatonous wastelands.

They pass through various countries, with governments that range from monnarchy to anarchy. In times of despair, the characters sing or chant in unneson. What do they seek? What do they find? Read the books to find out.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Listed below are five more word families that reflect the Key Concepts you have learned.**

bicolor	bimonthly	monolingual	trilateral	unilateral
tricolor	trimonthly	bilingual	trilingual	bilateral

**Write the correct word roots or prefixes. Use them to make the words whose meanings are shown.**

**Example:** bi + sect = bisect: "to cut into two sections"

1. bi + \_\_\_\_\_ = \_\_\_\_\_: "having two colors"
2. \_\_\_\_\_ + monthly = \_\_\_\_\_: "every two months"
3. \_\_\_\_\_ + lingual = \_\_\_\_\_: "using three languages"
4. tri + \_\_\_\_\_ = \_\_\_\_\_: "every three months"
5. \_\_\_\_\_ + lateral = \_\_\_\_\_: "on three sides"
6. uni + \_\_\_\_\_ = \_\_\_\_\_: "on one side"
7. \_\_\_\_\_ + lateral = \_\_\_\_\_: "on two sides"
8. mono + \_\_\_\_\_ = \_\_\_\_\_: "using one language"
9. \_\_\_\_\_ + color = \_\_\_\_\_: "having three colors"
10. \_\_\_\_\_ + lingual = \_\_\_\_\_: "using two languages"

**Spelling Power****Lesson 20: The Negative Prefix *in-*****Word Bank**

illiterate	inconsistent	irresistible	illegible	inconvenient
irresponsible	independent	immeasurable	inescapable	impossible

**Key Concepts**

1. The prefix *in-* can mean "not."  
*indecisive*      *inaccurate*
2. *In-* becomes *il-* when added to a word root with *l*.  
*illegal*
3. *In-* becomes *ir-* when added to a word root beginning with *r*.  
*irrational*
4. *In-* becomes *im-* when added to a word root beginning with *m*, *b*, or *p*.  
*imperfect*      *immodest*      *imbalance*

**Spelling Practice**

**Choose the words from the Word Bank that match the definitions. Write your choices on the lines.**

1. not possible \_\_\_\_\_
2. not escapable \_\_\_\_\_
3. not legible \_\_\_\_\_
4. not considerate \_\_\_\_\_
5. not dependent \_\_\_\_\_
6. not literate \_\_\_\_\_
7. not responsible \_\_\_\_\_
8. not resistible \_\_\_\_\_
9. not consistent \_\_\_\_\_
10. not measurable \_\_\_\_\_

**Spelling in Context**

**Fill in the missing letters to write the words from the Word Bank that best complete the sentences below.**

1. For Louis Braille, blinded at the age of three, every book was *i \_\_\_\_\_ b \_\_\_\_\_*.
2. Most blind people of his day were treated in unkind and *i \_\_\_\_\_ s \_\_\_\_\_ t \_\_\_\_\_* ways.
3. Teaching the blind to read was dismissed as far too *i \_\_\_\_\_ v \_\_\_\_\_ t \_\_\_\_\_*.
4. Louis thought it was *i \_\_\_\_\_ p \_\_\_\_\_ n \_\_\_\_\_* to deprive blind students of a chance to read.
5. Determined not to be *i \_\_\_\_\_ t \_\_\_\_\_ t \_\_\_\_\_*, Louis invented the Braille raised-dot reading system when he was only seventeen.

**LESSON 20 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

The math problem seemed almost immpossible: Add up all the numbers between one and one hundred. To young Albert, the problem offered an irresistible challenge. This inndependent thinker found a simple pattern. To his teacher's inmeasurable surprise, Albert finished the prob-lem in no time. One conclusion was innescapable: The boy had a gift for reasoning. Albert Einstein grew up to be one of the great geniuses of our time.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Listed below are eight more words that reflect the Key Concepts you have learned.**

impersonal	incompatible	inconsistent	intolerant
imprecise	inconceivable	ineligible	irresistible

**Use these words to fill in the blanks below. Then, use the circled letters to answer the riddle.**

1. \_\_\_ c○n \_\_\_\_\_  
(1)

5. \_\_\_ n○v \_\_\_\_\_  
(5)

2. \_\_\_ r○b \_\_\_\_\_  
(2)

6. \_\_\_ r \_\_\_ ○l \_\_\_\_\_  
(6)

3. \_\_\_ m p ○l \_\_\_\_\_  
(3)

7. \_\_\_ ○s l \_\_\_\_\_  
(7)

4. \_\_\_ o r ○g \_\_\_\_\_  
(4)

8. \_\_\_ ○l g \_\_\_\_\_  
(8)

**What would we have if everyone in America drove a rose-colored convertible?**

A    

—	—	—	k	—	—	—	—	—	—			
7	6	8		5	4	2	8	4	3	6	1	8

**Spelling Power****Unit 5: Review Lessons 17–20**

adopt	adhere	allocate	appraise	approximate
biathlon	bicentennial	compensate	composition	conform
consolidate	conspicuous	illiterate	inconvenient	independent
irresistible	irresponsible	monarchy	triathlon	unison

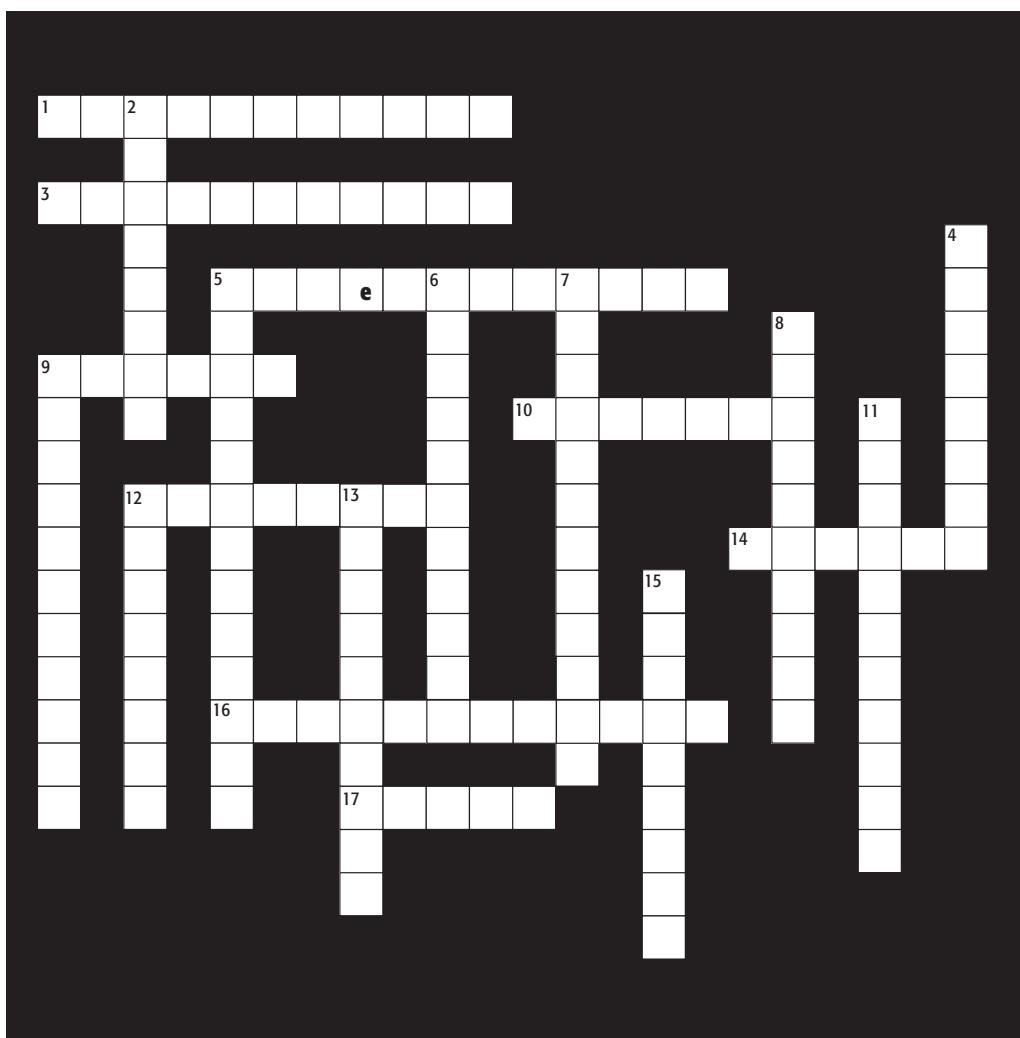
Use the words from the list to fill in the crossword puzzle.

**Across**

1. arrangement of parts
3. obvious
5. difficult to pass up
9. to stick (used with *to*)
10. to fit in
12. to evaluate
14. in perfect agreement
16. two-hundred-year anniversary
17. to choose as one's own

**Down**

2. rule by one king or queen
4. two-part athletic contest
5. not reliable
6. self-sufficient
7. poorly timed or placed
8. to pay or to balance
9. more or less
11. to bring together
12. to portion out
13. unable to read
15. three-part athletic contest



**Spelling Power****Proofreading Application****Lessons 17–20**

Read the list below of imaginary movies and their stars. Find the twenty misspelled review words and circle them. Then, on the numbered lines, write the correct spelling for each word you circled.

1. *Where Pigeons Conngregate*, starring Olivia Roof and Oliver DeStatues II
2. *To Agravate a Dog*, starring Pat D. Kitty
3. *Iniscapable Justice*, starring Frieda Prisoners
4. *Bynary Solar System*, starring Seymour Sunz
5. *Space Trilogy: The Final Book*, starring Andy Resta DaStory
6. *Tryangular Sails on the Horizon*, starring Phil O. Verboard
7. *Inmeasurable Patriotism*, starring José Canyoosee, Orlando D. Free, and Homer D. Brave
8. *Darling Companion*, starring Lena Littlecloser and Les Holhans
9. *The Annotated Treasure Map*, starring X. Marky Spott, Doug Holes, and Lotta Doubloons
10. *Amphibian Asortment from Mars*, starring Sally Mander and Polly Waugh
11. *Impossible Journey*, starring Willie Makeitt and Ida Know
12. *To Acomplish Miracles*, starring Donna Giveup
13. *They Couldn't Coexist*, starring Jess D. Facks and Liza Likarugg
14. *She Wears Her Heart Afixed to Her Sleeve*, starring Carol Lottaboutcha
15. *Colaborate and Conquer*, starring Sharon Tasks and Joe Turn
16. *The Illegible Clue*, starring Bad Hans Writing and N. Dee Cipherable
17. *To Conntemplate the Future*, starring Crystal Balle and G. Willikers
18. *The Most Manotonous Candidate*, starring Windy Baggs and Phil A. Buster
19. *Unoversal Pleasures*, starring Sonny Skies and Holly Daze
20. *The Innconsistent Criminals*, starring Annie Thingoes and E. Vera Whichway

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**Spelling Power****Lesson 21: The Latin Word Roots *scrib* and *fer*****Word Bank**

describe	inscribe	prescription	scribble	manuscript
transfer	infer	reference	preference	conifer

**Key Concepts**

1. The Latin word root *scrib* (also spelled *script*) means "to write."  
*manu* (hand) + *script* (write) = *manuscript*
2. The Latin word root *fer* means "to bear" or "to carry."  
*coni* (cones) + *fer* (to bear) = *conifer*

**Spelling Practice**

**Put the words from the Word Bank in alphabetical order.**

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence.**

1. Last summer Joel worked for his aunt, a botanist studying \_\_\_\_\_ forests.
2. His job was to \_\_\_\_\_ information from her field notes to a computer.
3. Interpreting her hasty \_\_\_\_\_ was not always easy.
4. At summer's end, Joel printed out a neat \_\_\_\_\_.
5. His aunt offered to \_\_\_\_\_ his name on the title page.

**LESSON 21 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Who's tiny but mighty and has a prefrence for wild boar? It's Asterix the Gaul, France's favorite comic-book hero. As you might infir, Asterix is an imaginary character. But his adventures, set in France in 50 B.C., make refurence to historical events and people. Any fan can describe Asterix's hilarious ways of outwitting the invading Romans. If you need a laugh, Asterix is the perfect prescription.

1. \_\_\_\_\_ 4. \_\_\_\_\_  
 2. \_\_\_\_\_ 5. \_\_\_\_\_  
 3. \_\_\_\_\_

**Spelling Application**

**Below are five more words that reflect the Key Concepts you have learned.**

deferment      indescribable      inference      subscription      transcript

**Combine the word parts below to form the words above. Write each word next to its meaning.**

**Prefixes**

de-, "down"  
 in-, "in"  
 sub-, "under"  
 trans-, "across"

**Roots**

fer, "to bear" or "to carry"  
 scrib, "to write"  
 script, "to write"

**Suffixes**

-able  
 -ence  
 -ion  
 -ment

1. hard to convey in words: "not" + "down" + "to write" + (suffix) = \_\_\_\_\_  
 2. written record: "across" + "to write" = \_\_\_\_\_  
 3. official postponement: "down" + "to carry" + (suffix) = \_\_\_\_\_  
 4. written agreement to buy a series of things: "under" + "to write" + (suffix) = \_\_\_\_\_  
 5. insightful guess: "in" + "to carry" + (suffix) = \_\_\_\_\_

**Spelling Power****Lesson 22: The Latin Word Roots *voc* and *mit*****Word Bank**

vocabulary

vocation

provoke

revoke

evoke

commit

transmit

permissive

admission

omission

**Key Concepts**

1. The Latin word root *voc* (also spelled *vok*) means "voice" or "to call."

*vocal**invoke*

2. The Latin word root *mit* (also spelled *miss*) means "to send."

*trans* (across) + *mit* = transmit*dis* (apart) + *mis* = dismiss**Spelling Practice**

**Put the words from the Word Bank in alphabetical order. Circle the Latin root in each word.**

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**Spelling in Context**

**Write a word from the Word Bank that is either a synonym or an antonym for the words in each group.**

\_\_\_\_\_

1. (synonym) career, calling, profession

\_\_\_\_\_

2. (antonym) strict, unyielding, restraining

\_\_\_\_\_

3. (synonym) deletion, exclusion, oversight

\_\_\_\_\_

4. (antonym) pacify, calm, soothe

\_\_\_\_\_

5. (synonym) withdraw, remove, repeal

**LESSON 22 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

One of the world's earliest historians was Ibn Battutah of Tangier. In the fourteenth century, he decided to committ himself to traveling. He explored Africa, Asia, the Middle East, India, and Europe, gaining admession to the courts of great rulers. Thanks to his broad voucabulary and sharp eye for detail, his journals transmet a wealth of factual information. They also evoake vivid images of the world as it was long ago.

1. \_\_\_\_\_ 4. \_\_\_\_\_  
2. \_\_\_\_\_ 5. \_\_\_\_\_  
3. \_\_\_\_\_

**Spelling Application**

**Listed below are six more words that reflect the Key Concepts you have learned. Unscramble the letters and write each word correctly. Then circle the Latin root in each word.**

advocate      invoke      irrevocable      permission      provocation      submit

1. onkevi \_\_\_\_\_  
2. stimbu \_\_\_\_\_  
3. cavetoad \_\_\_\_\_  
4. simpisoren \_\_\_\_\_  
5. verbirolace \_\_\_\_\_  
6. notipoorvac \_\_\_\_\_

**Spelling Power****Lesson 23: Words Easily Misspelled****Word Bank**barren  
barondescent  
dissentdual  
duelaffect  
effectstationary  
stationery**Key Concepts**

Some pairs of words are easily confused. The following methods may help you to remember these difficult spellings.

1. Use your knowledge of word roots and affixes.

*descent* = downward motion

*de* (down) + *scandere* (to step)

*dissent* = disagreement

*dis* (not) + *sentire* (to feel)

2. Use memory aids.

*stationery* = paper

*stationary* = unable to move

**Spelling Practice**

**Put the words from the Word Bank in alphabetical order. Their meanings are already in the correct order.**

\_\_\_\_\_

1. to influence

\_\_\_\_\_

6. double

\_\_\_\_\_

2. a titled aristocrat

\_\_\_\_\_

7. two-person contest

\_\_\_\_\_

3. bleak

\_\_\_\_\_

8. a result

\_\_\_\_\_

4. downward motion

\_\_\_\_\_

9. still or unmoving

\_\_\_\_\_

5. disagreement

\_\_\_\_\_

10. paper for writing

**Spelling in Context**

**Write the word from the Word Bank that best completes each sentence.**

1. Among Mark Twain's \_\_\_\_\_ and other papers, scholars found humorous essays.

2. In one essay, Twain pretends to explain the \_\_\_\_\_ of human beings from the "higher animals."

3. He criticizes human tendencies to \_\_\_\_\_, fight, and wage war.

4. Twain's sharp satire leaves little room for argument or \_\_\_\_\_.

5. As usual, Twain has a \_\_\_\_\_ purpose: to make us laugh and to make us think.

**LESSON 23 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled or misused words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

The baron desert of southern Peru holds a surprise. There huge outlines of animals, recognizable only from the air, have a striking affect on all who see them. The figures include a spider, a hummingbird, a monkey, and a whale. How did these two-thousand-year-old sculptures come to be? Did a Nazca barren have them created, hoping to effect the gods? The stationery figures keep their silence—and their secrets.

1. \_\_\_\_\_      4. \_\_\_\_\_  
 2. \_\_\_\_\_      5. \_\_\_\_\_  
 3. \_\_\_\_\_

**Spelling Application**

**Listed below are six more words that relate to the Key Concepts you have learned.**

accepting      colonel      epic      epoch      excepting      kernel

**Write the correct word to answer each riddle below. Use a dictionary for help.**

- \_\_\_\_\_ 1. I may be a grain of corn to pop: What am I?  
 \_\_\_\_\_ 2. I am an officer near the top: What am I?  
 \_\_\_\_\_ 3. I tell of a hero's adventures long ago: What am I?  
 \_\_\_\_\_ 4. I'm a time period you may need to know: What am I?  
 \_\_\_\_\_ 5. I mean "omitting" or "leaving out": What am I?  
 \_\_\_\_\_ 6. Receiving or taking is what I'm about: What am I?

**Spelling Power****Lesson 24: More Words Easily Misspelled****Word Bank**

futile

idle

petal

phase

allusion

feudal

idol

pedal

faze

illusion

**Key Concept**

Visualize words to help you remember their spellings. Learn word histories to help you distinguish between words that are easily confused.

*feudal* comes from Latin *feudum*, “a fee”

(People of feudal estates paid fees to overlords.)

*futile* comes from Latin *futilis*, “useless”

**Spelling Practice**

**Choose the words from the Word Bank that match the definitions and word histories. Write your choices on the lines.**

- \_\_\_\_\_ 1. to daunt (Old English *fezian*, “to frighten”)
- \_\_\_\_\_ 2. developmental period (Greek *phasis*, “appearance”)
- \_\_\_\_\_ 3. useless (Latin *futilis*, “useless”)
- \_\_\_\_\_ 4. relating to a system of serfs and overlords (Latin *feudum*, “fee”)
- \_\_\_\_\_ 5. inactive (Old English *idel*, “not busy”)
- \_\_\_\_\_ 6. image for worship (Greek *eidos*, “form”)
- \_\_\_\_\_ 7. indirect reference (Latin *ad*, “toward,” + *lusum*, “played; joked”)
- \_\_\_\_\_ 8. imaginary sight or idea (Latin *in*, “in,” + *lusum*, “played; joked”)
- \_\_\_\_\_ 9. flower part (Greek *petalon*, “leaf”)
- \_\_\_\_\_ 10. foot-powered lever (Latin *ped*, “foot”)

**LESSON 24 continued****Spelling in Context**

**Write the word from the Word Bank whose meaning suits each set.**

1. \_\_\_\_\_ at rest, day off, nothing to do
2. \_\_\_\_\_ hero, media star, worshiped from afar
3. \_\_\_\_\_ bouquet, bloom, apple blossom
4. \_\_\_\_\_ mirage, figment of imagination, dream
5. \_\_\_\_\_ hint, reference, subtle mention

**Proofreading Practice**

**Read the paragraph below. Find the five misspelled or misused words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

In medieval Japan's futile period, overlords called *daimyos* controlled great castles. They were aided by knights, or *samurai*. Nothing could phase these brave and skilled warriors. Enemies found it feudal to try to resist their attacks. During this faze of Japan's history, farm-lands surrounded most castles. Petal-powered pumps brought water to irrigate the fields.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Below are six more words reflecting Key Concepts you have learned. Use a dictionary to check the words' meanings and histories.**

medal      meddle      emigrate      immigrate      sight      site

**Then write the words vertically and create an acrostic for each word. Each term in an acrostic should relate to the meaning of the vertical word.**

- Example:**
- |   |                 |
|---|-----------------|
| f | ruitless        |
| u | seless          |
| t | o no avail      |
| i | neffective      |
| l | aboring in vain |
| e | mpty effort     |

**Spelling Power****Unit 6: Review Lessons 21–24**

baron	barren	conifer	describe	dual
duel	evoke	faze	feudal	idle
idol	permissive	phase	preference	prescription
revoke	stationery	transfer	transmit	vocabulary

**Choose the words from the list that best complete the sentences. Choose words with the Latin roots *fer*, *mit/mis*, *scrib/script*, and *voc/vok*. Write your choices on the lines.**

1. Is that big tree on the corner a \_\_\_\_\_?
2. The tree will always \_\_\_\_\_ memories for my cousin and me.
3. Read on as I \_\_\_\_\_ her attempt to climb it.
4. She had built a two-way radio, and she wanted to \_\_\_\_\_ a message from an unusual place.
5. She considered the roof, but her \_\_\_\_\_ was the top of the tree.
6. Her parents had always been \_\_\_\_\_, so she didn't have to ask for their approval.
7. She knew they wouldn't \_\_\_\_\_ any of her privileges even if they were upset.
8. As she tried to \_\_\_\_\_ her weight from one high branch to the next, there was a loud snap and a crash.
9. A few hours later, she had a cast, crutches, and a \_\_\_\_\_ for pain medicine.
10. The term *physical therapy* soon became a new part of her \_\_\_\_\_.

**Choose the words from the list that best fit the definitions. Think carefully about words often confused. Write your choices on the lines.**

11. often admired superstar: \_\_\_\_\_
12. not in use: \_\_\_\_\_
13. double: \_\_\_\_\_
14. a two-person fight: \_\_\_\_\_
15. an aristocrat: \_\_\_\_\_
16. not fertile; desert-like: \_\_\_\_\_
17. to cause dismay: \_\_\_\_\_
18. a stage of development: \_\_\_\_\_
19. writing paper: \_\_\_\_\_
20. concerning a system of landlords and serfs: \_\_\_\_\_

**Spelling Power****Proofreading Application****Lessons 21–24**

Read the “terse verse” rhymes below. Each one contains a misspelled or misused word. Find the twenty errors and circle them. Then, on the numbered lines, write the correct spelling for each word that you circled.

1. festival honoring careers: vokation celebration
2. camel standing still: stationery dromedary
3. drool on the toddler’s drawing: dribble on the scribble
4. promise to remain seated: committ to sit
5. ineffective French dog: feudal poodle
6. examine the result: inspect the affect
7. misunderstanding about a mirage: allusion confusion
8. choose to make an insightful guess: prefer to inferr
9. forgotten gear shift: transmission ommision
10. create a way down: invent a dissent
11. a lot of hints: illusion profusion
12. entry fee: admition commission
13. flower part in the teapot: pedal in the kettle
14. annoy with incense: provoak with smoke
15. engrave words for the ethnic group: inscribe for the tribe
16. favorite encyclopedia: refrence preference
17. torn rough draft: ripped manuscrapped
18. influence the accent: effect the dialect
19. to regret that you disagreed: to repent your descent
20. participate in a bike race: petal for a medal

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

**Spelling Power****Lesson 25: Plurals of Nouns Ending in a Vowel + o****Word Bank**rodeos  
stereospatios  
curiosstudios  
arroyosportfolios  
mustachiostaboos  
shampoos**Key Concept**

Add s to form the plurals of words ending in a vowel + o.

*trio* + s = *trios**zoo* + s = *zoos***Spelling Practice****Choose the word from the Word Bank that forms the plural of each noun. Write your choices on the lines.**

\_\_\_\_\_

1. arroyo

\_\_\_\_\_

6. rodeo

\_\_\_\_\_

2. curio

\_\_\_\_\_

7. shampoo

\_\_\_\_\_

3. mustachio

\_\_\_\_\_

8. stereo

\_\_\_\_\_

4. patio

\_\_\_\_\_

9. studio

\_\_\_\_\_

5. portfolio

\_\_\_\_\_

10. taboo

**Spelling in Context****Write the nouns from the Word Bank that complete the following sentences. Be sure that each noun is in the correct plural form.**

1. In the 1960s, \_\_\_\_\_ that played vinyl records were considered advanced sound systems.

2. People often gathered in yards and on \_\_\_\_\_ to sing folk songs.

3. Performers' \_\_\_\_\_ might include works by Woody Guthrie, Elizabeth Cotton, or Bob Dylan.

4. The musical *Hair* showed young people trying to abolish old \_\_\_\_\_.

5. The musical inspired ad campaigns for several \_\_\_\_\_.

**LESSON 25 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Prescott, Arizona, blends the old West and the new. Some shops sell weathered curioes from the local red-rock hills and arroyo's. Nearby, in modern studioes, Native American artists craft exquisite jewelry. Annual rodeoes showcase riding skills still vital to area ranches. A play-house puts on old-time melodramas, complete with villains twirling their mustachio's. Prescott offers something for everyone.

1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_  
 2. \_\_\_\_\_      4. \_\_\_\_\_

**Spelling Application**

**Listed below are five more nouns that reflect the Key Concepts you have learned.**

cameos      embryos      ratios      scenarios      tattoos

**On the lines below, write the plural form of each word from the list. Then write the singular form of that word. When you have finished, circle the words from the list in the maze.**

1. \_\_\_\_\_      \_\_\_\_\_  
 2. \_\_\_\_\_      \_\_\_\_\_  
 3. \_\_\_\_\_      \_\_\_\_\_  
 4. \_\_\_\_\_      \_\_\_\_\_  
 5. \_\_\_\_\_      \_\_\_\_\_

o d e c b e y o n t  
 s c e n a r i o s a  
 o w r m x m l a r t  
 e f a m b i e k a t  
 c i t u d r w o h o  
 a p i b o g y m s o  
 v r o t h i n o g s  
 y o s m a n j i s c

**Spelling Power****Lesson 26: Plurals of Nouns Ending in a Consonant + o****Word Bank**

vetoes

volcanos

altos

torsos

cargoes

torpedoes

mottos

sopranos

logos

armadillos

**Key Concepts**

1. Add *s* to form plurals of most nouns ending in a consonant + *o*.

*autos*      *silos**pianos*      *tuxedos*

2. Sometimes *es* is added to a noun ending in a consonant + *o* to form the plural.

*torpedoes*      *embargoes**veto*      *echoes*      *heroes**tomatoes*      *potatoes***Spelling Practice**

**Choose the word from the Word Bank that forms the plural of each noun below. Write your choices on the lines.**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

1. alto  
2. armadillo  
3. cargo  
4. logo  
5. motto

6. torso  
7. soprano  
8. torpedo  
9. veto  
10. volcano

**Spelling in Context**

**Write the nouns from the Word Bank that match each set of words. Be sure to use the correct plural forms of the words.**

1. \_\_\_\_\_ eruptions, lava, cinder cones  
2. \_\_\_\_\_ female voices, high notes, opera stars  
3. \_\_\_\_\_ voting, Congress, lobbyists  
4. \_\_\_\_\_ payloads, freight, shipments  
5. \_\_\_\_\_ low voices, countertenors, contraltos

**LESSON 26 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

They're tough as tiny tanks. Armor covers their heads, torsoes, legs, and tails. Their tongues whip out faster than torpedos. They can hold their breath for six full minutes, ambling across stream beds underwater. What are these sturdy creatures? They're armadillo's, the only mammals with shells. Popularized in advertising logos, these are Nature's oddballs, lone relics of a distant past. Their mottows could be "Never say die" and "Keep on keeping on."

1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_  
 2. \_\_\_\_\_      4. \_\_\_\_\_

**Spelling Application**

**Listed below are six more nouns that reflect the Key Concepts you have learned.**

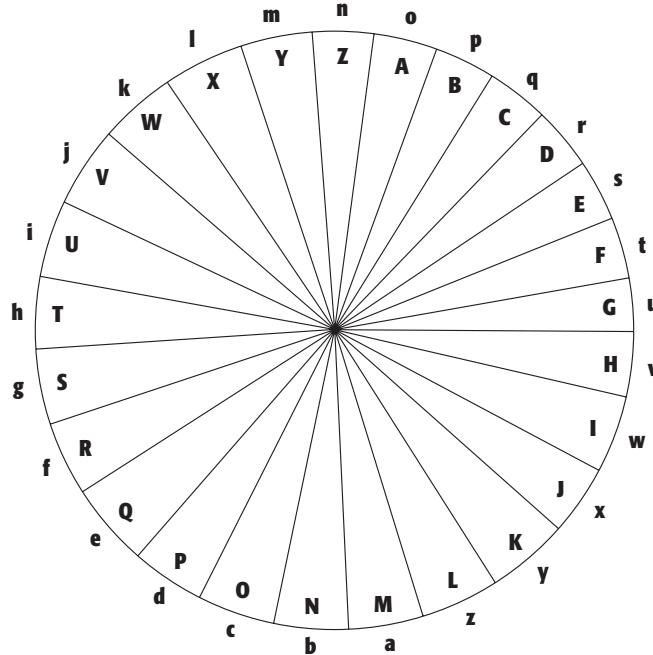
dynamics      fiascos      ghettos      heroes      mementos      photos

**List the word(s) that form their plurals by adding s.**

**List the word(s) that form their plural by adding es.**

**Use the code circle to spell the words from the list. If the code says P, look outside the circle to find that P represents d. Write the correct word on the line provided.**

1. \_\_\_\_\_ P-K-Z-M-Y-A-E  
 2. \_\_\_\_\_ R-U-M-E-O-A-E  
 3. \_\_\_\_\_ S-T-Q-H-H-A-E  
 4. \_\_\_\_\_ T-Q-D-A-Q-E  
 5. \_\_\_\_\_ Y-Q-Y-Q-Z-F-A-E  
 6. \_\_\_\_\_ B-T-A-F-A-E



**Spelling Power****Lesson 27: Plurals of Special Nouns****Word Bank**

hoaxes	equinoxes	reproaches	garnishes	businesses
reflexes	quartzes	mismatches	ambushes	excesses

**Key Concepts**

- 1.** Add *es* to form plurals of most nouns ending in *s*, *x*, or *z*.

*bypass* → *bypasses*

*tax* → *taxes*

*blitz* → *blitzes*

- 2.** Add *es* to form plurals of most nouns ending in *ch* or *sh*.

*church* → *churches*

*marsh* → *marshes*

- 3.** Exceptions include any nouns whose final *ch* sounds like \k\.

*stomach* → *stomachs*

*epoch* → *epochs*

**Spelling Practice**

**Choose the words from the Word Bank that form the plurals of the nouns. Write your choices on the lines.**

\_\_\_\_\_

**1.** ambush

\_\_\_\_\_

**6.** hoax

\_\_\_\_\_

**2.** business

\_\_\_\_\_

**7.** mismatch

\_\_\_\_\_

**3.** equinox

\_\_\_\_\_

**8.** quartz

\_\_\_\_\_

**4.** excess

\_\_\_\_\_

**9.** reflex

\_\_\_\_\_

**5.** garnish

\_\_\_\_\_

**10.** reproach

**Spelling in Context**

**Write the noun from the Word Bank that belongs with each set of words. Be sure to use the correct plural form.**

**1.** \_\_\_\_\_ solstices, astronomy, seasonal changes

**2.** \_\_\_\_\_ granites, crystals, rock collecting

**3.** \_\_\_\_\_ nutrition, fine dining, eye appeal

**4.** \_\_\_\_\_ surprise attacks, sneakiness, deserted places

**5.** \_\_\_\_\_ accusations, tongue-lashings, scoldings

**LESSON 27 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

Excess's of superstition affect us more than we may realize. Many high-rises have no thirteenth floor; the public might shun homes or businesss there. Many people feel their reflexs twitch when walking under a ladder. A desire to believe in Yetis and other monsters has spawned many hoaxs over the years. Superstitions are part of human culture, mismatchs between common sense and imagination.

1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_  
 2. \_\_\_\_\_      4. \_\_\_\_\_

**Spelling Application**

**Below are five more nouns that reflect the Key Concepts you have learned.**

dispatches      monarchs      paradoxes      skirmishes      waltzes

**Circle the words from the word list in the word ribbon.**

jawaltzesizeskrimishestopparadoxesa/emonarchstodgdispatchesro

**Fill in the chart below with words from the word list.**

Form the plurals by

adding es to words ending in s, x, or z	adding es to words ending in ch or sh	Exception: when ch sounds like \k\

**Spelling Power****Lesson 28: Plurals of Nouns Ending in *f* and *fe*****Word Bank**plaintiffs  
livesreproofs  
yourselvesfiefs  
halvescliffs  
thievesserfs  
leaves**Key Concepts**

- Add *s* to form plurals of most nouns ending in *f*.  
*cuff* → *cuffs*   *belief* → *beliefs*
- To form plurals of most nouns ending in *f* or *fe*, change *f* to *v* and add *es*.  
*self* → *selves*  
*wife* → *wives*

- Exceptions to memorize:  
*thief* → *thieves*   *leaf* → *leaves*  
*loaf* → *loaves*   *hoof* → *hooves*  
*sheaf* → *sheaves*   *safe* → *safes*

**Spelling Practice**

Choose the nouns from the Word Bank that form the plurals of the words below. Write your choices on the lines. Then write the number of the Key Concept that applies to each choice.

**Example:** wife   wives, #2

- |          |       |              |
|----------|-------|--------------|
| 1. cliff | _____ | 6. plaintiff |
| 2. fief  | _____ | 7. reproof   |
| 3. half  | _____ | 8. serf      |
| 4. leaf  | _____ | 9. thief     |
| 5. life  | _____ | 10. yourself |

**Spelling in Context**

Write the nouns from the Word Bank next to the words they relate to. Be sure to use the correct plural forms.

- \_\_\_\_\_ attorneys, judges, juries
- \_\_\_\_\_ fourths, thirds, wholes
- \_\_\_\_\_ ourselves, themselves, himself
- \_\_\_\_\_ rock walls, bluffs, crags
- \_\_\_\_\_ foliage, fronds, vegetation

**LESSON 28 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

In medieval Europe, feudal lords owned vast estates called fiefes. Peasants and serfes worked the land for the lords, delivering much of every crop to the great manor houses. Peasants' lifes were harsh, but there were benefits. Knights protected the peasants from thiefs and other dangers lurking in the nearby forests. Knights also kept order, delivering stern reprooves to anyone who broke the law.

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_

**Spelling Application**

**Below are five more nouns that reflect the Key Concepts you have learned.**

calves

shelves

knives

playoffs

waifs

**Decipher the code to spell the words from the word list. Next to each word, write the number of the appropriate Key Concept. Use the code grid. For example, 22-34 would be GO.**

1. 13-11-31-51-15-43 \_\_\_\_\_  
 2. 52-11-24-21-43 \_\_\_\_\_  
 3. 43-23-15-31-51-15-43 \_\_\_\_\_  
 4. 25-33-24-51-15-43 \_\_\_\_\_  
 5. 35-31-11-54-34-21-21-43 \_\_\_\_\_

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I,J	K
3	L	M	N	O	P
4	Q	R	S	T	U
5	V	W	X	Y	Z

**Spelling Power****Unit 7: Review Lessons 25–28**

equinoxes	fiefs	leaves	lives	logos
mismatches	mottos	patios	plaintiffs	portfolios
quartzes	reflexes	reproaches	serfs	shampoos
stereos	taboos	torpedoes	torsos	veto

**Choose the words from the list that best complete the sentences. Write your choices on the lines.**

1. The museum's outdoor \_\_\_\_\_ feature plants, fountains, and sculpture gardens.
2. Some museum visitors dress simply, while others favor clothes with designer \_\_\_\_\_.
3. Many of the ancient statues are incomplete; they may be missing arms, heads, or \_\_\_\_\_.
4. Student artists make sketches of museum pieces to add to their \_\_\_\_\_.
5. A group of paintings by Monet shows waterlilies and \_\_\_\_\_.

**Choose the words from the list that best fit the definitions. Write your choices on the lines.**

6. crystalline stones
7. peasants working for feudal lords
8. customs that must not be broken
9. official beginnings of spring and fall
10. people bringing a lawsuit
11. words to live by
12. underwater missiles
13. sound systems
14. feudal estates
15. hair care products

**Form the plural of each noun below. Use the word list to check your spelling. Then use the plural words in five sentences of your own.**

16. veto \_\_\_\_\_
17. mismatch \_\_\_\_\_
18. reproach \_\_\_\_\_
19. reflex \_\_\_\_\_
20. life \_\_\_\_\_

**Spelling Power****Proofreading Application****Lessons 25–28**

**Read the Tom Swiftie puns. Find the twenty misspelled review words and circle them. Then, on the numbered lines below, write the correct spelling for each circled word.**

1. "I'm creating handmade curioes to sell," said Tom craftily.
2. "I hate getting too close to volcano's," said Tom heatedly.
3. "Yum! These garnishes are fresh sliced vegetables," said Tom crisply.
4. "The altoes sound a little off-key," said Tom flatly.
5. "Let's ship these cargo's on the fastest train," said Tom expressively.
6. "Prepare yourselves; I've joined the Navy," said Tom fleetingly.
7. "I always wear my denim pants to rodeoes," said Tom ingeniously.
8. "Wow, these clifs are steep," said Tom precipitously.
9. "See how those guys wax the tips of their mustachioes?" asked Tom pointedly.
10. "Those arroyoes cut way down into the hillsides," said Tom deeply.
11. "Oh, no! Thiefs have struck my orchard!" said Tom fruitlessly.
12. "What do armadilloes like to eat?" asked Tom grubbily.
13. "These studioes have uncomfortable beds," said Tom restlessly.
14. "Several busineses are billing me, but I won't pay," said Tom unremittingly.
15. "To avoid falling for hoax's, improve your mind," said Tom developmentally.
16. "From this hilltop, we can launch ambushes on grizzlies," said Tom overbearingly.
17. "I can't even add up all your spending excess's," said Tom incalculably.
18. "Can you hear the sopranoes?" asked Tom eerily.
19. "I put Tabasco on both my sandwich halfes," said Tom saucily.
20. "I must protest your reprooves; I've done nothing wrong," said Tom objectively.

1. _____	8. _____	15. _____
2. _____	9. _____	16. _____
3. _____	10. _____	17. _____
4. _____	11. _____	18. _____
5. _____	12. _____	19. _____
6. _____	13. _____	20. _____
7. _____	14. _____	

**Spelling Power****Lesson 29: Unusual Plurals****Word Bank**

<b>Singular</b>	crisis	axis	formula	medium	criterion
<b>Plural</b>	crises	axes	formulae	media	criteria

**Key Concepts**

Nouns from Greek or Latin may have unusual singular and plural forms.

1. The plural of a noun ending in *is* is often formed by changing the *is* to *es*.

<b>Singular</b>	<b>Plural</b>
<i>oasis</i>	<i>oases</i>
<i>analysis</i>	<i>analyses</i>

2. Use the following patterns for many nouns ending in *us*, *a*, *um*, or *on*.

<b>Singular</b>	<b>Plural</b>
<i>fungus</i>	<i>fungi</i>
<i>larva</i>	<i>larvae</i>
<i>datum</i>	<i>data</i>
<i>phenomenon</i>	<i>phenomena</i>

**Spelling Practice**

Put the nouns from the Word Bank in alphabetical order. After each word, write **S** for singular or **P** for plural.

1. \_\_\_\_\_ 6. \_\_\_\_\_  
 2. \_\_\_\_\_ 7. \_\_\_\_\_  
 3. \_\_\_\_\_ 8. \_\_\_\_\_  
 4. \_\_\_\_\_ 9. \_\_\_\_\_  
 5. \_\_\_\_\_ 10. \_\_\_\_\_

**Spelling in Context**

Write the nouns from the Word Bank that best complete the sentences. Watch for clues in the sentences that will tell you whether to use the singular or plural form.

1. Kelly's one \_\_\_\_\_ for a good class is that it involves algebra.  
 2. She loves working with various \_\_\_\_\_ and equations.  
 3. She sees beauty in graphs, with their intersecting \_\_\_\_\_.  
 4. Neatly plotted points along an \_\_\_\_\_ fascinate her.  
 5. She hopes for a career as a \_\_\_\_\_ technician.

**LESSON 29 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled nouns and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

He was only thirteen, yet he ruled a mighty kingdom. What was Ying Zheng's formulae for success? He won his people's respect during a crisu—the early death of his father, the king. His criterias for hiring advisors were strict, and he found the best. New crises arose when neighboring states attacked, but he boldly conquered them all. Through one mediae-written language—he unified his vast realm. He earned the title Qin Shihuangdi: "exalted first emperor of China."

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

**Spelling Application**

**Listed below are ten more nouns that reflect the Key Concepts you have learned.**

<b>Singular</b>	cactus	hypothesis	memorandum	nebula	thesis
-----------------	--------	------------	------------	--------	--------

<b>Plural</b>	cacti	hypotheses	memoranda	nebulae	theses
---------------	-------	------------	-----------	---------	--------

**Do you speak Pig Latin? In this made-up language, you take away the first sound from the beginning of a word. You then add that sound to an extra syllable at the end. For example, *Pig Latin* becomes *Ig-pay Atin-lay*. Translate each Pig Latin noun below. After each noun, write *S* for singular or *P* for plural.**

\_\_\_\_\_

1. actus-cay

\_\_\_\_\_

6. ebulae-nay

\_\_\_\_\_

2. eses-thay

\_\_\_\_\_

7. ypotheses-hay

\_\_\_\_\_

3. ebula-nay

\_\_\_\_\_

8. acti-cay

\_\_\_\_\_

4. emoranda-may

\_\_\_\_\_

9. emorandum-may

\_\_\_\_\_

5. ypothesis-hay

\_\_\_\_\_

10. esis-thay

**Spelling Power****Lesson 30: Spelling Possessive Forms****Word Bank****Singular**

family's

child's

its

compass's

formula's

**Plural**

families'

children's

theirs

compasses'

formulae's

**Key Concepts**

- 1.** Add apostrophe + s to form the possessive of most singular nouns.

*boy* → *boy's**cactus* → *cactus's*

- 2.** Add only an apostrophe to form the possessives of plural nouns ending in s.

*boys* → *boys'**recipes* → *recipes'*

- 3.** Add apostrophe + s to form the possessives of plural nouns that do not end in s.

*children* → *children's**cacti* → *cacti's*

- 4.** Never add apostrophes to possessive forms of personal pronouns.

*your* → *yours**their* → *theirs**our* → *ours**it* → *its***Spelling Practice**

For each noun or pronoun below, choose the word from the Word Bank that forms the possessive. Write your choices on the lines.

\_\_\_\_\_

**1.** child

\_\_\_\_\_

**6.** families

\_\_\_\_\_

**2.** children

\_\_\_\_\_

**7.** formula

\_\_\_\_\_

**3.** compass

\_\_\_\_\_

**8.** formulae

\_\_\_\_\_

**4.** compasses

\_\_\_\_\_

**9.** it

\_\_\_\_\_

**5.** family

\_\_\_\_\_

**10.** they**Spelling in Context**

Look at the words in each group. Decide which Key Concept each group illustrates. Write at least one word from the Word Bank that fits in each group. Then write the number of the Key Concept.

- 1.** ours, yours, his, hers, \_\_\_\_\_
- 2.** country's, monarchy's, harmony's, infamy's, \_\_\_\_\_
- 3.** heiresses', mattresses', overpasses', abysses', \_\_\_\_\_
- 4.** belief's, fungus's, antenna's, nebula's, \_\_\_\_\_
- 5.** octopi's, men's, antennae's, nebulae's, \_\_\_\_\_

**LESSON 30 continued****Proofreading Practice**

**Read the paragraph below. Find and circle the five possessives that are used incorrectly. Then, on the numbered lines, write the correct spelling for each circled word.**

Childrens' toys help historians trace the spread of knowledge. A childs toy cart from early Mesopotamia reveals that Sumerians used the wheel. A toy from ancient China might verify the compasses discovery there. A board game from Babylon shows it's owner's understanding of mathematics. What might our own familie's toys reveal about modern knowledge?

1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_  
 2. \_\_\_\_\_      4. \_\_\_\_\_

**Spelling Application**

**Below are ten more words that reflect the Key Concepts you have learned.**

colony's	destiny's	refugee's	thief's	woman's
colonies'	destinies'	refugees'	thieves'	women's

**Use the words in the list to complete the puzzle below. Write a letter or an apostrophe in each blank space. Then write the word on the line provided.**

**Example:** boy (possessive singular) b o y ' s

**Then use the circled letters to fill in the quip, below.**

1. destiny (possessive singular) o \_\_\_\_\_  
 2. refugee (possessive plural) e \_\_\_\_\_  
 3. thief (possessive singular) t \_\_\_\_\_  
 4. woman (possessive singular) w \_\_\_\_\_  
 5. colony (possessive plural) o \_\_\_\_\_  
 6. destiny (possessive plural) d \_\_\_\_\_  
 7. colony (possessive singular) c \_\_\_\_\_  
 8. thief (possessive plural) h \_\_\_\_\_

Quip: Old chemistry teachers never die; they just

— — — — — — — — —

**Spelling Power****Lesson 31: Spelling Compound Words****Word Bank**masterpiece  
undergrowthsetback  
lifelongself-conscious  
self-motivationex-governor  
long-lastinghome run  
role model**Key Concepts**

1. Compounds can be closed, hyphenated, or open.  
*back + board = backboard*  
*time + out = time-out*  
*free + throw = free throw*
2. Hyphenate most compounds with *self*, *ex*, *full*, *part*, and *great*.  
*self + respect = self-respect*

3. Keep all the letters in both words when writing closed compounds—even if the results look odd.  
*high + light = highlight*  
*busy + body = busybody*  
*book + bag = bookbag*

**Note: Add hyphens to open compounds used as adjectives.***Take a free throw.**Stand at the free-throw line.***Spelling Practice**

Put the words from the Word Bank in alphabetical order. Label each compound **C** for *closed*, **H** for *hyphenated*, or **O** for *open*.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Spelling in Context**

Write the words from the Word Bank that best complete the sentences.

1. The \_\_\_\_\_ continued to serve her state after retiring.
2. She hoped to create a \_\_\_\_\_ legacy.
3. She started a youth corps to clear \_\_\_\_\_ and maintain state parks.
4. No \_\_\_\_\_ to her plans could deter her for long.
5. She saw the state park system as her \_\_\_\_\_.

**LESSON 31 continued****Proofreading Practice**

**Read the paragraph below. Find the five compounds that are misspelled and circle them. Then, on the numbered lines, write the correct spelling for each circled compound.**

Self motivation is a key to many athletes' success. Major leaguer Jim Eisenreich played despite a life long struggle with Tourette's Syndrome. For Eisenreich, every hit meant as much as a home-run. NBA star Mugsy Bogues, 5'3", refused to feel selfconscious about his size. "You can't dwell on what people think you can't do," he maintained. NFL linebacker Chris Zorich overcame poverty, hunger, and despair. Any one of these winners could be a rolemodel for us all.

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

**Spelling Application**

**Below are six more compounds that reflect the Key Concepts you have learned. Use the compounds to complete the analogies that follow.**

all right      bookkeeping      great-grandchild      self-reliance      square inch      storyteller

1. ton : ounce :: acre : \_\_\_\_\_

2. pianist : sonata :: \_\_\_\_\_ : folk tale

3. accountant : \_\_\_\_\_ :: paramedic : first aid

4. \_\_\_\_\_ : independence :: compassion : kindness

5. thank you : gratitude :: \_\_\_\_\_ : approval

6. \_\_\_\_\_ : descendant :: great-grandparent : ancestor

**Spelling Power****Lesson 32: Words Easily Misspelled****Word Bank**magnitude  
perpetualcrucial  
tranquilmythology  
legitimateabsurd  
relinquishanguish  
deliberately**Key Concepts**

To learn to spell a tricky word, use four steps:

1. Pronounce the word aloud. Notice how its letters relate to its sounds. Say each syllable clearly.
2. Close your eyes and picture the word.

3. Copy the word twice.

4. Write the word once without looking at the list. Check your spelling. If you find errors, repeat Steps 1-3.

**Spelling Practice**

**Choose the words from the Word Bank that match the pronunciations below. Write your choices on the lines.**

- |                           |                             |
|---------------------------|-----------------------------|
| 1. _____ \mi thol' ə jē\  | 6. _____ \pər pech' ū ū ə\  |
| 2. _____ \ri ling' kwish\ | 7. _____ \ab sūrd'\         |
| 3. _____ \krōō' shəl\     | 8. _____ \di lib' ər it lē\ |
| 4. _____ \trang' kwəl\    | 9. _____ \mag' nə tōōd'\    |
| 5. _____ \ang' gwish\     | 10. _____ \li jit' ə mit\   |

**Spelling in Context**

**Write the words from the Word Bank that best complete the sentences.**

1. King Philip of Macedonia joked that life with his wild young son, Alexander, was never \_\_\_\_\_.
2. Alexander grew up to forge an empire of greater \_\_\_\_\_ than the Western world had ever known.
3. His tutor, Aristotle, played a \_\_\_\_\_ role in shaping his beliefs.
4. There is no doubt that Alexander's armies brought \_\_\_\_\_ to the lands they conquered.
5. They also brought \_\_\_\_\_ progress in the forms of science, cultural development, and education.

**LESSON 32 continued****Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.**

The Ashante of Ghana have a rich oral literature. In Ashante mythology, Anansi the spider is a purpetual schemer. This trickster gets into many an obsurd situation. He will seldom relinkwish any possessions without a struggle. He deliberitely takes advantage of the unwary, often with hilarious results. Yet each Anansi tale provokes thought as well as laughter. The storyteller's antics reveal truths about life, nature, and the human condition.

1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_  
 2. \_\_\_\_\_      4. \_\_\_\_\_

**Spelling Application**

**Listed below are eight more words that reflect the Key Concepts you have learned.**

attentive    criticize    ecosystem    hypocrite    medieval    obstinate    pageant    technique

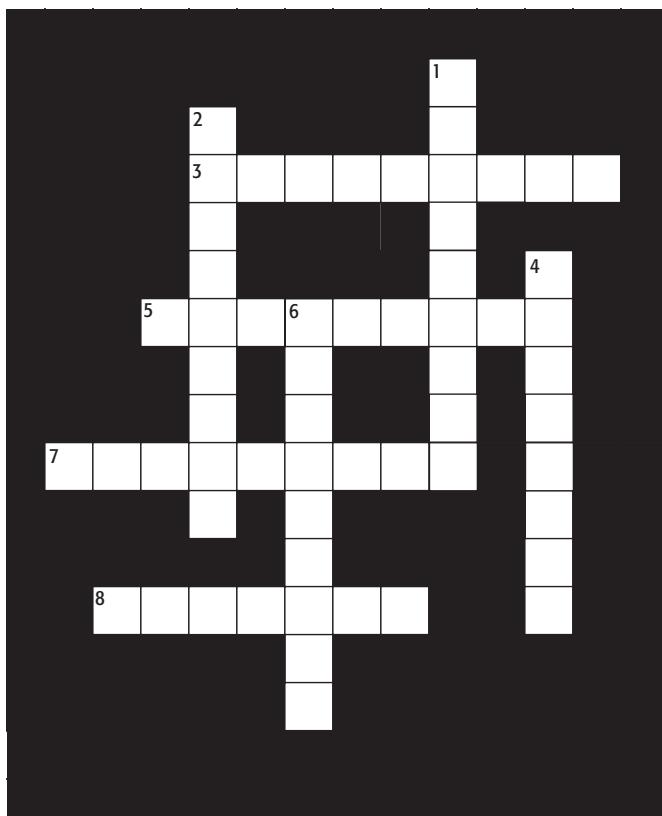
**Follow the four steps to learn the spelling of each word. Then use the words to complete the crossword puzzle below.**

**Across**

- 3. to analyze; to find fault
- 5. a phony
- 7. alert; watchful
- 8. colorful presentation or display

**Down**

- 1. method
- 2. group of interdependent plants and animals
- 4. concerning the Middle Ages
- 6. stubborn



**Spelling Power****Unit 8: Review Lessons 29–32**

anguish	axes	axis	children's	compass's
criteria	ex-governor	families'	family's	formula
formulae's	home run	legitimate	lifelong	media
mythology	relinquish	self-motivation	setback	tranquil

**Choose the words from the list that best complete the sentences. Write your choices on the lines.**

1. Shawn fulfilled a \_\_\_\_\_ dream when he finally made the baseball team this year.
2. He went on to hit the first \_\_\_\_\_ of the season.
3. The team's response was far from \_\_\_\_\_; the players went wild.
4. Shawn had shown strong \_\_\_\_\_ by practicing daily.
5. When he had problems, he tried to learn from each \_\_\_\_\_.
6. Last year he didn't make the team, and the disappointment filled him with deep \_\_\_\_\_.
7. He didn't think that the coach's criticisms were \_\_\_\_\_.
8. Shawn refused to \_\_\_\_\_ his dream by giving up.
9. He recalled a tale from Greek \_\_\_\_\_ in which a hero succeeded despite many obstacles.
10. He went by the words of his state's \_\_\_\_\_, a respected political leader: "Aim high and don't settle for less."

**From the list, choose the possessive forms that fit the definitions. Write your choices on the lines.**

- \_\_\_\_\_ 11. of more than one family  
 \_\_\_\_\_ 12. of more than one child  
 \_\_\_\_\_ 13. of one compass  
 \_\_\_\_\_ 14. of one family  
 \_\_\_\_\_ 15. of more than one formula

**Classify the remaining nouns from the list as singular or plural.****Singular**

16. \_\_\_\_\_  
 17. \_\_\_\_\_

**Plural**

18. \_\_\_\_\_  
 19. \_\_\_\_\_  
 20. \_\_\_\_\_

**Spelling Power****Proofreading Application****Lessons 29–32**

**Read the biography below. It contains twenty misspelled review words. Some are unusual plurals, possessives, or compounds. Find the twenty misspelled words and circle them. Then, on the numbered lines below, write the correct spelling for each circled word.**

**The Discoverer**

He weathered crises on land and storms at sea. Lacking even a compass' guidance, he sailed over a thousand miles to a new continent. Who was this perpetual wanderer? Meet Leif Erikson, the first European to reach America.

Leif grew up on a Greenland homestead late in the tenth century. He was never self conscious about his heritage. His father, Erik the Red of Norway, had earned longlasting fame as an explorer. Erik's formula for raising Leif was simple: encourage the childs' curiosity and teach him to sail. That formulas' success soon became clear.

As a young man, Leif heard of a sailor who had sighted new lands to the west but had deliberately failed to explore them. Leif thought the sailor's actions were obsurd. Leif set out westward. His ship was a master-piece of design. It's crew included Leif's rolemodel, Tyrkir the Southerner. Leif followed ancient formuli, navigating by the sun and stars. Reaching North America around 1000 A.D., he and his crew made the cruscial decision to stay for one year. They built a village with a central meeting hall.

After a few weeks, a crises arose. Tyrkir was missing. Soon he returned, bringing wild grapes he had found in the forest under growth. The new land had met one criteria: It was fruitful. Leif named the region Vinland, land of grape vines.

Leif's story was preserved through the medium of oral literature. Not until the 1960s, when ancient Norse ruins were found in eastern Canada, was the story proven true. Did Leif and his crew realize the magnatude of their deeds? Whether or not they knew it, the honor of discovering America is their's.

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 15. _____ |
| 2. _____ | 9. _____  | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ |           |