

Spelling Grade-Appropriate Words

Name: _____

Date: _____

Score: _____ / 10



Quick Review

Focus on spelling grade-appropriate academic words. Strong test answers are precise, purposeful, and supported by the wording of the task.

PRACTICE

Answer each question. Choose the best answer for multiple-choice items and write complete short responses.

- Which choice BEST demonstrates spelling grade-appropriate academic words?
 - The committee reached a concensus after reviewing the evidence.
 - The committee reached a consensus after reviewing the evidence.
 - The committee reached a consensis after reviewing the evidence.
 - The committee reached a consensous after reviewing the evidence.
- Which revision best applies spelling grade-appropriate academic words? Original: The scientist made an independant observation.
 - The scientist made an independent observation.
 - The scientist made an independant observation.
 - The committee reached a concensus after reviewing the evidence.
 - The committee reached a consensis after reviewing the evidence.
- A student is working on this task: A student misspells necessary in an essay. Which choice would be MOST effective?
 - The committee reached a concensus after reviewing the evidence.
 - The committee reached a consensis after reviewing the evidence.
 - Use syllables and a dictionary to verify the spelling before final draft.
 - The committee reached a consensous after reviewing the evidence.
- Which explanation best describes why the stronger choice works?
 - It is longer than the other choices, so it must be better.
 - It uses complicated words even if they do not fit.
 - It avoids evidence so the reader can decide alone.
 - It is specific, relevant to the task, and controlled by spelling grade-appropriate academic words.



- 5. Which next step would most strengthen the student's work?
 - A. Add an unrelated personal story.
 - B. Keep a personal list of commonly confused words.
 - C. Replace precise words with vague ones.
 - D. Remove the clearest evidence.
- 6. Which mistake should the student avoid?
 - A. Trusting spell-check when the wrong word is still a real word.
 - B. Checking that each choice fits the audience.
 - C. Using evidence that directly supports the point.
 - D. Rereading the sentence after revising it.
- 7. Which answer is too vague to earn full credit?
 - A. It works because it applies spelling grade-appropriate academic words to the exact task.
 - B. It is stronger because the evidence is relevant and sufficient.
 - C. It is better because it sounds good.
 - D. It improves clarity without changing the meaning.
- 8. Which habit best supports accuracy on this type of question?
 - A. Choose the first familiar word.
 - B. Ignore the audience and purpose.
 - C. Pick the longest answer every time.
 - D. Read the whole sentence or task before choosing an answer.
- 9. Correct this spelling: The evidence was relavent to the claim.

- 10. Name one strategy for checking an uncertain spelling.



Answer Keys

<p>1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>	<p>6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="text" value="See below"/></p>
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Explanations	
1. B	The correct choice demonstrates spelling grade-appropriate academic words clearly and precisely.
2. A	The revision improves the original while preserving its intended meaning.
3. C	The correct choice fits the task and gives the writer or speaker a concrete move to make.
4. D	Length and difficult vocabulary do not make an answer strong; relevance and control do.
5. B	The best next step improves clarity, support, or control of the skill.
6. A	The correct answer names a common error that weakens this skill.
7. C	A test response must explain the reason, not merely praise the answer.
8. D	Careful reading prevents attractive but wrong choices.
9.	Answer: Strong answers should explicitly use spelling grade-appropriate academic words, stay specific, and explain the reason for the choice. Use exact wording from the text or task, then explain your reasoning.
10.	Answer: Strong answers should include a corrected example or explanation that preserves meaning while improving spelling grade-appropriate academic words. Use exact wording from the text or task, then explain your reasoning.



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