



LANGUAGE ARTS

STUDENT BOOK

▶ **6th Grade | Unit 4**

LANGUAGE ARTS 604

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Sentences

Introduction

A world without reading and writing is hard to imagine. Most of our world depends on communicating by the written word. What happens if the material you read is written in a confused way? What if you do not read it correctly and with understanding? What will happen to our world if we do not communicate accurately and well?

In this LIFE PAC® capitalization and punctuation are reviewed. Sentence patterns are studied and ways to give variety to sentences are explored. Critical reading skills are reviewed. Further practice on finding the author's purpose is given. Finally, you will study how an author creates in the reader an emotional mood to make his writing carry out his purpose. Your study of this LIFE PAC should take you a step closer to being a good writer and reader.

Objectives

Read these objectives. The objectives tell you what you should be able to do when you have successfully completed this LIFE PAC. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFE PAC, you should be able to:

1. Use capital letters correctly.
2. Use periods, question marks, and exclamation points correctly.
3. Use commas correctly with 85 percent accuracy.
4. Identify complete and incomplete sentences.
5. Make a complete sentence by adding a noun phrase or a verb phrase.
6. Rearrange the word order of sentences that have improper word order.
7. Describe the four types of sentences.
8. Identify the four types of sentences.
9. Write each of the four types of sentences correctly.
10. Change sentences into questions by using signal words.
11. Expand sentences by using adverbs.
12. Expand sentences by using compound sentences.
13. Write propaganda describing a commercial product.
14. State the main idea of a short story.
15. Identify details of a short story.
16. Place events of a story in the order in which they occurred.
17. Anticipate future meanings when certain leading information is given.
18. Identify the author's purpose.
19. Identify emotional moods within a story.

1. SECTION ONE

Capitalization and punctuation were invented to help the writer make his meaning clear to the reader. In Section One you will review some rules and learn some new ones. The spelling

words are synonyms, and the handwriting practice is concerned with slant, spacing, and height of letters.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Use capital letters correctly.
2. Use periods, question marks, and exclamation points correctly.
3. Use commas correctly with 85 percent accuracy.

CAPITALIZATION

In this section you will review the rules for using capital letters.

Early Greek writing looked similar to the example on the right in that early Greek writing was all capitals. In fact, people had been writing for hundreds of years before capitalization, punctuation, and word division were introduced.

WHATIFEVERYTHINGYOUREADWASWRITTEN
LIKETHISIFALLLETTERSWERECAPITALSAND
NOPUNCTUATIONMARKSITWOULDBEMUCH
HARDERTOREADWOULDNTIT inadditionsup
posenocapitalsexisteditwouldstillbejustashard
toread

Study the following rules for using capital letters.

1. Capitalize the first word of a sentence or quotation.
My uncle gave me a skateboard for my birthday.
Mark said, "Yesterday was my birthday."
2. Always capitalize the letter I when referring to yourself.
I will turn in my homework when I finish it.
3. Capitalize each important word in a proper noun.
Dallas, Empire State Building, Encanto Boulevard, Department of the Interior, Boy Scouts of America. American Association for the Advancement of Science
4. Capitalize a title of respect when it is used as a part of a name, or when it is used in place of a name.
Governor Smith, General Brown, Uncle John, Aunt Martha,
Jim asked the policeman, "What time is it, Sir?"
"What time will supper be ready, Mother?" asked Susie.
5. Capitalize the names of days and months (but not the names of seasons).
Tuesday summer winter
August Friday spring

Before going any further, review the difference between a common noun and a proper noun. A noun refers to a person, place, or thing. A common noun does not name any particular person, place, or thing. Instead, it is a general word that could be any one of many people, places, or things. Common nouns are not capitalized.

On the other hand, a proper noun states the given name of a specific person, place, or thing. Proper nouns are always capitalized.

Look at the following examples.

Common Nouns

city
girl
river
school

Proper Nouns

Portland
Vicki
Columbia River
Woodside Junior
High School



Complete the following activity.

1.1 In each of the following sentences, certain words should be capitalized. Cross out the word(s) that should be capitalized and rewrite the word(s) directly above the word(s) you crossed out. Be sure to capitalize the word as you rewrite it. Then, on the blank space at the end of each sentence, write the number of the rule that tells why that word should be capitalized.

- a. My uncle is coming to visit us next tuesday. _____
- b. our baseball team won the championship. _____
- c. I graduated from phoenix christian high school. _____
- d. We went through chicago on our vacation. _____
- e. "May I use the sewing machine, mother?" asked Deanna. _____
- f. Yesterday i saw a soccer match. _____
- g. School begins in september. _____
- h. I saw president Clinton speak on television. _____
- i. Sandy asked, "do you play the piano?" _____
- j. The colorado river flows through the Grand Canyon. _____

PUNCTUATION

You will be reviewing just four of the six basic kinds of punctuation marks. One of the four is the comma, which is used within a sentence. The other three (the period, question mark, and the exclamation point) are used at the end of a sentence.

The first, and probably the most familiar, punctuation mark is the period. The period is used at the end of a sentence that simply makes a statement or a polite request.

Study these examples.

1. The children rode the pony.
2. Shut the door, Andy.
3. Please turn off the lights.

The question mark is used only at the end of a question.

1. Did you go to the concert?

An exclamation point is used at the end of a word or sentence that shows much expression or strong feeling.

1. Dad, we won the game!
2. Watch out for that truck!
3. Help! I'm stuck!



Add the correct punctuation mark to the end of each sentence.

- 1.2 Our church service begins at 11 o'clock _____
- 1.3 Where do you live _____
- 1.4 Ouch _____ That's hot _____
- 1.5 The Student Council is planning a school picnic _____
- 1.6 Jeffrey, please come home _____
- 1.7 Do you sing in the choir _____
- 1.8 Look out _____ The boat is sinking _____
- 1.9 The policeman asked, "What is your name _____"
- 1.10 The tallest building in the United States is in New York City _____
- 1.11 Have you ever been to San Francisco _____

Because it is used in so many different ways, the comma is the most difficult punctuation mark to learn to use properly. To use the comma correctly, you must learn and remember several rules.

Commas are used in three ways that you will not be responsible for in Language Arts LIFEPAC 604. The following three ways are explained briefly for your information only.

First, when using direct quotations, you should always use a comma to separate the direct quote from the words that tell who said it (unless the words that tell who said it come after a quote that ends with a question mark or exclamation point).

1. "You should join the volleyball team," Karen said.
2. Karen said, "You are a good volleyball player."

Second, a comma is used between two complete sentences when they are joined with a conjunction (*and*, *or*, *but*, *so*). The comma should come before the conjunction.

1. You must keep the window closed, or rain will come in.
2. The orchestra finished their concert, and the audience applauded.

Third, a sentence can also be combined with a subordinate conjunction. Subordinate conjunctions are words such as *after*, *since*, *because*, *if*, *until*, and so forth. If one sentence follows another sentence that begins with a subordinate conjunction, you would use a comma to separate the two sentences.

1. **If** they still have tickets left, I'll go to the game with you.
2. **When** the bell rings, we should go to class.

Study carefully the next seven rules for using commas. You will be responsible for knowing these rules on the Self Test and the LIFEPAC Test.

Read each of the rules, and study the examples carefully.

1. Beginning expressions: Write a comma after expressions such as *Yes*, *Oh*, or *Well* at the beginning of a sentence.

Oh, I love that painting!

Well, it is almost suppertime.

2. Sentence interrupters: Write commas before and after a word or phrase that interrupts a sentence.

I will, however, help you look for your dog.

You may, of course, ride to church with me.

3. Answer to a question: Write a comma after *yes* or *no* when you answer a question.

Yes, I did enjoy the program.

No, I haven't seen your dog.

4. Things in a series: Write commas to separate items in a series.

At the store I bought bread, eggs, milk, flour, and meat.

We saw monkeys, tigers, lions, and giraffes at the zoo.

5. Name of the person to whom you are speaking: Write a comma after the name of the person to whom you are speaking.

Jason, have you cleaned your room yet?

Have you done your homework, John?

6. Cities and States: Write a comma to separate cities and states. When both the city and the state are written in the middle of the sentence, a comma should also follow the state.

My home is in Tempe, Arizona.

The zoo in San Diego, California, is one of the finest in the nation.

7. Dates:

- a. Write a comma between the day and the year when writing the full date (month, day, and year).

May 17, 1992

- b. Write a comma to separate the month and the year.

February, 1983

- c. Write a comma after the date if the date is written in the middle of a sentence.

John was born on April 30, 1984, in Mesa.



Complete the following activity.

1.12 In this exercise write commas wherever they are needed. Also, above each comma you write, put the number of the rule that tells why the comma should be used at that place. (The first one has been done for you.)

- a. Yes ³, I have finished my homework.
- b. My sandwich had lettuce catsup mustard pickles and ham on it.
- c. Disney World is in Orlando Florida.
- d. Kim did you water your plant?
- e. You should of course study for your test.
- f. Oh what a beautiful day!
- g. Our vacation in June 1975 was my favorite.
- h. Angela have you seen Sherry Lynn and Cindy?
- i. Yesterday you see was my birthday.
- j. Well I last saw jim in Houston Texas in October 1964.

SPELLING AND HANDWRITING

The spelling words in this section are all synonyms. To know a good variety of synonyms will be useful as you try to write in an interesting way. Continued practice on handwriting will help to make interesting writing readable.

Spelling. Working with synonyms is not new. On the following lines write the definition of a synonym as you remember it.

Check what you wrote with the definition of a synonym in the dictionary. Each of the spelling words have a synonym in the list.

Review these hints for studying your words.

1. Look at the word.
2. Check in your dictionary if you are not sure of its meaning or how to pronounce it.
3. Say the word.
4. Listen for sounds that have unusual spellings.

5. Think of how the word is made. For example, how many syllables does the word have? Look for prefixes and suffixes. Listen for silent letters as you pronounce the word.
6. Write the word (in cursive handwriting). Say the word as you write it so you can associate the sound of the word with the correct spelling. When you have

written the word once, check to see that you have spelled it correctly. Then practice writing the word several times.

Learn to spell the words from Spelling Words-1. The word list contains pairs of synonyms, but the words are not written in pairs.

SPELLING WORDS-1

advancement
attractive
beautiful
companion
comprehend

considerate
dependable
gratitude
immediately
impractical

incomplete
instantly
partner
promotion
responsible

thankfulness
thoughtful
understand
unfinished
unreasonable



Match the spelling words with their meanings.

- | | |
|------------------------|-----------------|
| 1.13 _____ advancement | a. beautiful |
| 1.14 _____ attractive | b. instantly |
| 1.15 _____ companion | c. partner |
| 1.16 _____ comprehend | d. promotion |
| 1.17 _____ considerate | e. responsible |
| 1.18 _____ dependable | f. thankfulness |
| 1.19 _____ gratitude | g. thoughtful |
| 1.20 _____ immediately | h. understand |
| 1.21 _____ impractical | i. unfinished |
| 1.22 _____ incomplete | j. unreasonable |

Complete the following activities using Spelling Words-1.**1.23** Write the words that end with *-able*.

a. _____ b. _____

1.24 Write the word that ends with *-ible*.

a. _____

1.25 What two words end with the suffix *-ful*?

a. _____ b. _____

1.26 Write the words that begin with *un-*.



a. _____ b. _____ c. _____

Answer the following questions.**1.27** Which of the three *un-* words does not begin with a prefix? _____**1.28** What words are spelled with double consonants?

a. _____ b. _____

ABC**Ask your teacher to give you a practice spelling test of Spelling Words-1.** Restudy the words you missed.**Handwriting.** When you practice writing your spelling words and when you take your spelling test, you will be required to write in your best cursive handwriting.

Remember these three practical hints, (1) even spaces between letters; (2) even height of letters; and (3) even slant of letters.

Look at the letters that are drawn. Notice that the back of the *f* and the capital *J* are straight lines: A very common mistake is to make the back of these letters with a curved line. **Examples:** Do not write this , but this **f J**.

The straight line is accomplished by pulling the pen or pencil toward you on the downstroke.



Complete the following handwriting activity.

1.29 On the lines practice writing the *f* and the capital *J* with straight backs. Remember to slant your paper.

TEACHER CHECK

_____ initials

_____ date



Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

SELF TEST 1

Capitalize every letter that should be capitalized (each correct capital, 1 point).

- 1.01** my uncle jerry will visit us this thursday.
- 1.02** he lives in albuquerque, new mexico.
- 1.03** ruth's birthday is in november.
- 1.04** kathy said, "i will bring a salad to the picnic next saturday."
- 1.05** my dad was in the united states navy.
- 1.06** governor brown had a meeting with the director of the american medical society.
- 1.07** the sixth grade classes at wilson elementary school had a picnic at starlight park near the oak river.
- 1.08** senator benson attended the university of california.
- 1.09** have you ever been to canada?
- 1.010** a friend of mine works for the ford motor company.

Place the proper punctuation mark at the end of each sentence and tell why you used it (each answer, 3. points).

- 1.011** Look out for that car _____
- 1.012** Have you finished building your model airplane _____
- 1.013** Please pick up your toys_____
- 1.014** What is your name _____
- 1.015** Billings is a city in Montana_____
- 1.016** Richard Stop that_____
- 1.017** I live on Carson Drive_____
- 1.018** Have you learned your memory verse yet_____
- 1.019** Watch out, Jim That bridge may fall _____
- 1.020** Many kinds of cacti grow in Arizona _____

Place commas where they belong in each sentence (each correct comma, 1 point).

- 1.021** Yes I have learned my memory verse.
- 1.022** Barbara do you know where my Bible is?
- 1.023** Peaches pears and apricots are my favorite fruits.
- 1.024** I was born in Denton Texas.
- 1.025** Well I finally finished my chores.
- 1.026** Mother's birthday is on May 17 1946.
- 1.027** I will of course send her a card.
- 1.028** The train went through Chicago St. Louis Albuquerque and Flagstaff.
- 1.029** What time will supper be ready Mother?
- 1.030** Graduation will be on May 26 1996 in the school auditorium.
- 1.031** Please Jim I need the book now.
- 1.032** John Jim Louise and Doris may be excused.
- 1.033** On July 4 1776 the Declaration of Independence was signed in Philadelphia Pennsylvania.
- 1.034** In February 1995 Mother and Daddy celebrated their twentieth wedding anniversary.
- 1.035** You will however be responsible for keeping the room clean.
- 1.036** You should of course be here tomorrow Dave.

	SCORE _____	TEACHER _____	initials _____	date _____
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ABC

Take your spelling test of Spelling Words-1.



804 N. 2nd Ave. E.
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800-622-3070
www.aop.com

LAN0604 - Apr '15 Printing

ISBN 978-0-86717-354-3



9 780867 173543