



LANGUAGE ARTS

STUDENT BOOK

▶ **6th Grade** | Unit 5

SAMPLE

LANGUAGE ARTS 605

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LIFEPAC Test is located in the center of the booklet. Please remove before starting the unit.

Reading Skills

Introduction

Reading and writing are skills you will use throughout your lifetime. These skills can always be developed and improved.

In this LIFE·PAC® you will study more reading skills to help you become a better reader. In writing you will learn to write better sentences and paragraphs.

You will also learn to spell more words and to write legibly. The lessons presented in this LIFE·PAC should be very valuable in helping you improve in these skill areas.

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. Follow directions.
2. Interpret graphs.
3. Distinguish fact from opinion.
4. Check the reliability of reading material.
5. Identify different forms of literature.
6. Identify noun phrases (subject) and verb phrases (predicate).
7. Tell the difference between a sentence and a fragment.
8. Write a complete sentence.
9. Improve sentences by eliminating unnecessary *and's*.
10. Utilize adverbs and adjectives to make sentences more interesting.
11. Choose the main idea of a paragraph.
12. Identify the plot, setting, and characterizations of a story.
13. Summarize a story.
14. Compare and contrast stories.
15. Recognize the introductory sentence, the topic sentence, the support sentences, the summary sentence, and the transitional devices in paragraphs.
16. Write a paragraph using an introductory sentence, a topic sentence, support sentences, a summary sentence, and transitional devices.
17. Spell words correctly.

1. SECTION ONE

In this section you will increase your reading **comprehension** by learning to follow directions, to use graphs, to **distinguish** fact and opinion, and to check **reliability**. You will also study different forms of literature.

In the spelling section you will learn to spell abbreviated words, hyphenated words, and contractions. You will also learn some helpful handwriting hints.

Section Objectives

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

1. Follow directions.
2. Interpret graphs.
3. Distinguish fact from opinion.
4. Check the reliability of reading material.
5. Identify different forms of literature.
17. Spell words correctly.

Vocabulary

Study these words to enhance your learning success in this section.

comprehension (kom' pri hen' shun). Act or power of understanding.

copyright (kop' ē rīt'). The exclusive right given by law to make and sell a book, picture, and so forth.

distinguish (dis ting' gwish). To see the differences in something.

interpret (in tēr' prit). Understand or explain the meaning of something.

qualification (kwol' u fu kā' shun). That which makes a person fit for a position or to be relied on.

reliability (rē lī' u bil' u tē). Quality of being reliable, trustworthy, and dependable.

Note: All vocabulary words in this LIFE·PAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, ĩce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /TH/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

READING COMPREHENSION

Reading **comprehension** simply means that you understand what you read. Without comprehension of what you read, you would be reading meaningless sounds.

In this section you will be learning how to follow directions, how to **interpret** graphs, how to **distinguish** fact from opinion, and how to check **reliability**. These skills will increase your comprehension.

Following directions. Following directions is a large part of life. You read directions on a pattern to make a dress; you read directions in a manual to repair a car; and you read recipe directions to bake a cake.

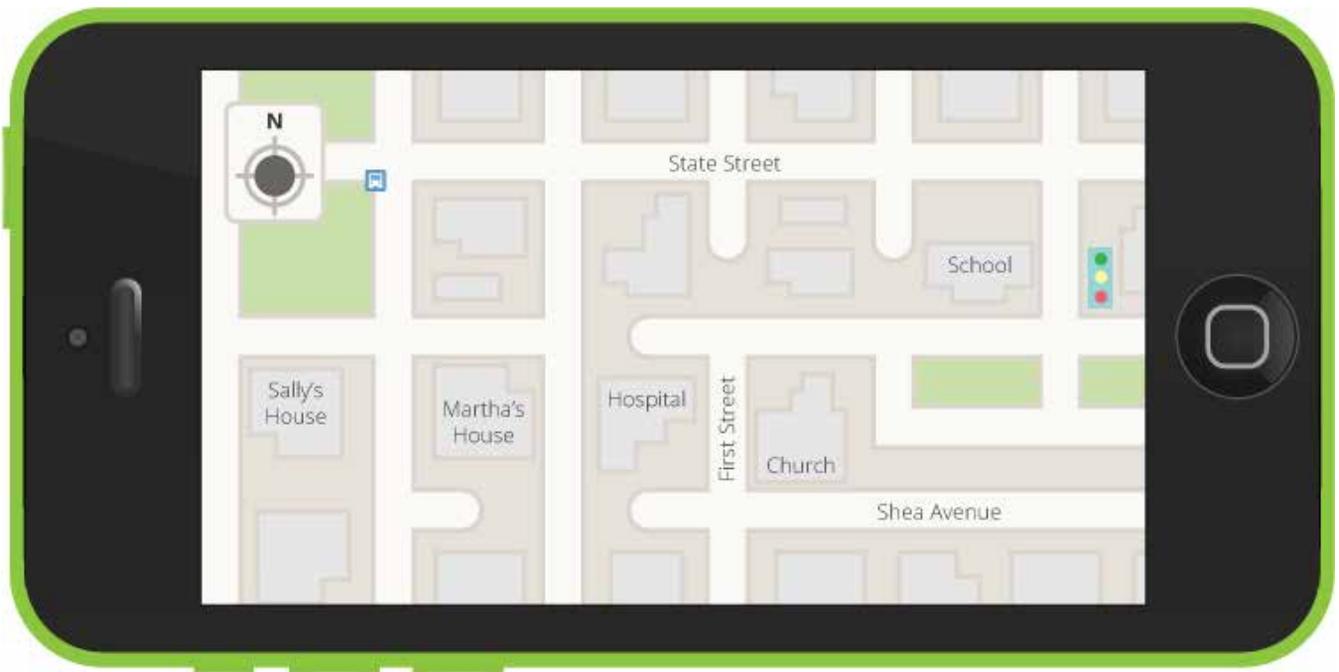
You need to follow directions carefully, doing each step correctly and in the right order. If you are not careful, you could end up with a disaster for a dress, lights that turn on when you honk the horn, or a cake that looks like a giant cookie!



Follow the written directions in Jan's note to Sally. Find out where Sally should meet Jan. Use the map.

Sally,

When you leave home, go east two blocks. Turn left at Martha's house and go north to State Street. Turn right, go three blocks, and then turn right again. Go until you see a stoplight, then turn right. Proceed for two blocks and then turn south and go one block. You should find yourself on the corner of Shea Avenue and First Street. I'll meet you there at 8:00 P.M.

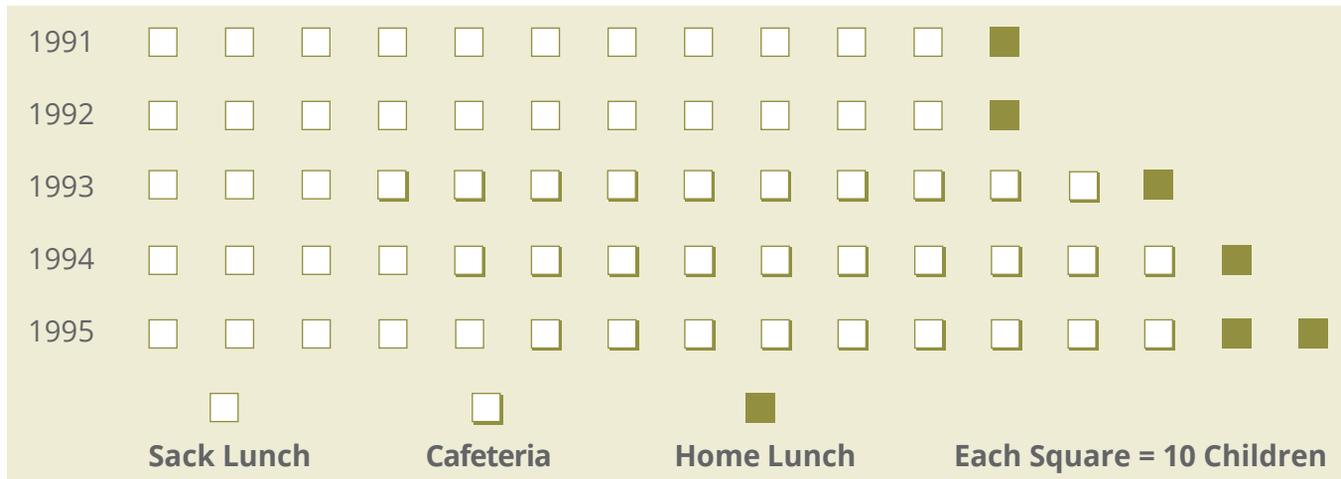


1.1 Where does Jan want Sally to meet her? _____

Interpreting graphs. We can gain different kinds of information from graphs. Graphs can help us understand relationships. We can compare things at a glance.

Listen to Terry tell about his school lunch program. Study the graph and the following paragraphs.

CHILDREN INVOLVED IN THE GRACE SCHOOL LUNCH PROGRAM



"I have gone to Grace School for five years. During the first two years I brought my lunch because we did not have a cafeteria. In 1993, a portable cafeteria was started. The meals were prepared at another cafeteria and delivered to our school.

"The hot meal was a welcome change from a cold, sack lunch every day. I'm sure the new children from the recently built houses near our school enjoyed it, too."



Answer the following questions. Use the graph and the paragraphs.

1.2 What were most of the students doing for lunch in 1991 and 1992?

1.3 What were most of the students doing for lunch in 1993?

1.4 Why was there a big change in the children's lunch habits between 1992 and 1993?

1.5 What were most of the students doing for lunch in 1994 and 1995?

1.6 Were as many students eating lunch in the cafeteria during 1995 as 1993? _____

1.7 Why might the number of people eating in the cafeteria have dropped in 1995?

1.8 Were there more students at Grace School in 1995 than 1991? _____

1.9 How many students did they have in 1991? _____

1.10 How many students did they have in 1995? _____

1.11 Why did they probably have an increased enrollment? _____

Distinguishing fact from opinion. To increase your reading comprehension, you must be able to tell the difference between a fact and an opinion. An author, who is giving what he thinks or feels, is giving his *opinion*. He may use words like “probably,” “think,” or “believe.”

Example: This winter will probably be the worst one we have had.

An author also gives his opinion when he states what is true only for him.

Example: The best time to study is early in the morning.



Read the following sentences. Write *O* if the sentence is an opinion, and *F* if it is fact.

1.12 _____ The sun is ninety-three million miles away.

1.13 _____ It will probably rain this afternoon.

1.14 _____ I think the chemist made a grave error.

1.15 _____ Twelve months are in a year.

1.16 _____ All mechanics try to cheat you.

1.17 _____ The best flavor is peppermint.

1.18 _____ Ocean water contains salt, and fresh water does not.

1.19 _____ Alexander Graham Bell invented the telephone.

1.20 _____ The United States was the first nation to put a man on the moon.

1.21 _____ I believe she will be a great singer one day.

SELF TEST 1

Follow each set of directions and write the correct answer in each blank. You may use a separate piece of paper to work out the answers (each answer, 5 points).

1.01 Subtract 20 from 25. Add 10 to your answer. Then subtract 15.

Your answer is _____ .

1.02 Cross out the vowel u in the word *double*.

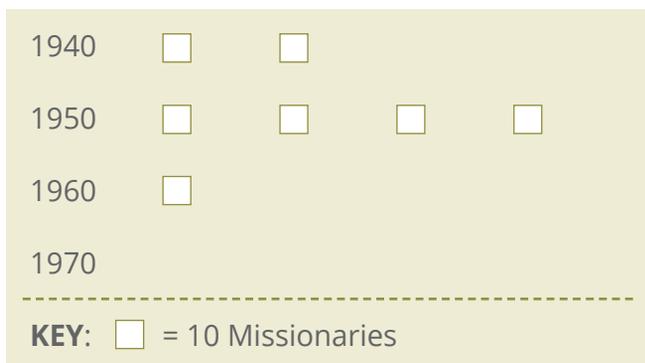
Then cross out the consonants b and l. Add a v between the o and the e.

The new word is _____ .

1.03 Read the following words. Write every third word on the line.

one, two, three, five, seven, nine, ten, twelve

Answer the questions. Study the graph and the paragraph, then answer the questions (each answer, 5 points).



Missionaries In Country X

Missionaries began to preach in Country X in 1940. After years of hard work, the response was good and the work grew. Then fighting broke out within the country and to continue the work was very difficult. Some missionaries died as a result of the fighting and many had to leave. Finally the communists took over and would not let the Word of God be preached. All missionaries were expelled.

1.04 How many missionaries were in the country in 1940? _____

1.05 What year shows the most growth of missionaries? _____

1.06 How many missionaries were in the country in 1950? _____

1.07 Why were there fewer missionaries in 1960 than 1950? _____

1.08 What year did the communists expel the missionaries? _____



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