



LANGUAGE ARTS

STUDENT BOOK

▶ **6th Grade | Unit 3**

LANGUAGE ARTS 603

Better Reading

INTRODUCTION |3

1. SECTION ONE 5

DO THEY GET YOUR MESSAGE? |6

SKIMMING TO FIND THE MAIN IDEA |8

COMPOSITION OUTLINING |10

INTERNALIZING |12

HANDWRITING AND SPELLING |13

SELF TEST 1 |17

2. SECTION TWO 20

LOOKING CLOSELY |21

DETERMINING THE AUTHOR'S PURPOSE |22

DETERMINING SETTING, CHARACTERS, AND PLOT |22

DETERMINING SEQUENCE OF EVENTS |23

COMPARING AND CONTRASTING |23

WRITING A STORY |24

HANDWRITING AND SPELLING |25

SELF TEST 2 |28

3. SECTION THREE 30

A BELL FOR ALL PEOPLES |31

FINDING THE FACTS |33

HANDWRITING AND SPELLING |34

SELF TEST 3 |38

4. SECTION FOUR 40

WRITING A REPORT |40

HANDWRITING AND SPELLING |44

SELF TEST 4 |46



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

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Better Reading

Introduction

This LIFE PAC® includes an article and exercises on handwriting that may encourage you to become a happier person. You may want to write another ending to the story about a bright light and compare it with a Bible story. An article about a bell will make you glad you are an American.

Reading the stories and answering the questions will help you to become a more interested reader.

You will learn the meanings and spellings of many new words.

Objectives

Read these objectives. The objectives tell you what you should be able to do when you have successfully completed this LIFE PAC. When you have finished this LIFE PAC, you should be able to:

1. Select the main idea of a story, article, or report.
2. Identify supporting details.
3. Complete an outline.
4. Internalize what has been read.
5. Identify an author's purpose.
6. Describe the setting, characters, and plot of a story.
7. Arrange events in sequence.
8. Compare and contrast information.
9. Write a story or report.
10. Identify and use sources of information.
11. Write a bibliography.
12. Apply skills for the improvement of handwriting.
13. Review vowel digraphs.
14. Define and use new words.
15. Spell new words.

1. SECTION ONE

Reading an article about handwriting will help you to realize that **legible** penmanship is important now and for the rest of your life. You will increase your vocabulary and thereby become a more interested reader.

This section will guide you in finding main ideas, in forming an outline, and in **internalizing**. You will learn to spell some new words with **vowel digraphs**, and apply the definitions of some new vocabulary words.

Section Objectives

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

1. Select the main idea of a story, article, or report.
2. Identify supporting details.
3. Complete an outline.
4. Internalize what has been read.
12. Apply skills for the improvement of handwriting.
13. Review vowel digraphs.
14. Define and use new words.
15. Spell new words.

Vocabulary

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

considerate (kun sid' ur it). Thoughtful of others and their feelings.

curlicue (kèr' lē kyü). A fancy twist, curl, or flourish.

cylinder (sil' un dur). Any long, round object with flat ends.

graphologist (gra fol' u jist). An expert who studies handwriting.

illegible (i lej' u bul). Very hard or impossible to read; not plain enough to read.

internalize (in tēr' nu līz). To make something apply to oneself.

legible (lej' u bul). Easy to read; plain and clear.

penmanship (pen' mun ship). The art or skill of handwriting.

responsiveness (ri spon' siv nis). The characteristic of being easily moved or of answering quickly.

seal (sēl). Design stamped on a piece of wax or other soft material to show ownership.

symbol (sim' bul). Letter, figure, or sign that stands for some object or process.

vowel digraph (vou' ul dī' graf). Two vowels used together to make a single (one) sound.

Note: All vocabulary words in this LIFEPAC 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, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

DO THEY GET YOUR MESSAGE?

Improving your handwriting may make you a happier person. Good **penmanship** shows that you are neat, accurate, and polite. You are **considerate** of your readers and want them to receive your message. Through your **legible** writing you can “talk” to people far away in distance and in time. All of these results will make you happier.

In very ancient times, in a country named Mesopotamia (mes’ uh puh tae’ mee uh), lived a group of people called Sumerians (suh mir ee unz). These Sumerians believed strongly that each person’s property should be labeled. They used **symbols** engraved on **cylinder seals** to identify what each person owned. The symbols may have included the person’s name, city, or god. Sometime before 3000 B.C. they discovered that the symbols engraved on cylinders could also be impressed on clay tablets. Then the scribes (writers) developed symbols for other words. They formed these symbols into sentences to develop their system of *writing*.

The Mesopotamians’ writing was called cuneiform (kyu’ nee uh form), or wedgeshaped characters. The Egyptians called theirs hieroglyphs (hi’ ur u glifs), or picture writing. Forms of alphabets developed in Syria and Palestine. These forms are fore-runners of our own alphabet.

Learning to write begins with the first strokes that a small child makes. With guidance from a parent, teacher, older sister, or older brother he learns to print his name. Later in school he is taught to write and spell.

Since writing is a learned skill, it is important that a student learn the *correct shape* of letters, the proper *size* of them, and the *correct spacing* of them. Each letter should be practiced individually until the student is comfortable in writing it and others are comfortable in reading it. When joined together, correctly shaped letters of appropriate size form neat words. When the



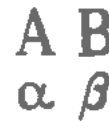
| Roll-out impression of cylinder seal



Cuneiform



Hieroglyphs

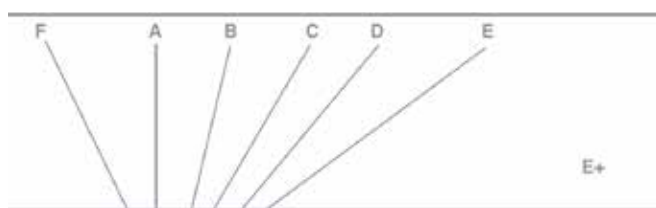


First Two Letters from Which We Get Our Word Alphabet

words are spaced about one letter apart in sentences, the handwriting is legible and attractive.

Equally as important as shape, size, and spacing is the slant of letters. In fact, **graphologists** have identified six basic patterns of the slant of letters.

The six basic patterns are F to A, A to B, B to C, C to D, D to E, and E+. By using the patterns of slant, shape, size, and spacing, graphologists can determine whether two samples of handwriting are written by the same person. Graphologists have been called to help in trials and other legal matters.



| Slant Chart

Not everyone, however, writes well. Poor penmanship may be caused from lack of training in school. Carelessness, decorating capital letters with **curlicues**, dotting i's with circles or crosses, and rapid note taking under pressure may be other causes for poor handwriting.

Is the improvement of handwriting important? If it is important, how do we make improvements?

Millions of letters a year are labeled "dead letters" in the post office because of **illegible** addresses. Every month businessmen lose millions of dollars and hours of valuable time because orders, numerals, directions, or listings are scrambled. Often, too, they lose the goodwill of customers. Poor handwriting has delayed refunds from income taxes.

The employment manager of a large department store definitely considers the legibility of

*S S i j**

test for study days 2-7

the handwriting of a person applying for a job, especially if the job is in the credit department or involves logging inventory. Another manager

who was asked replied that discrimination against handwriting is the same as discrimination against race. She failed to realize that race can not be changed but that handwriting can be improved.

Troublesome letters include *a* and *o*. They both need to be closed circles with flags. The flag on *a* lies on the line; the one on *o* waves in the air. The loops in *e* and *l* should be clearly open.

Notice, too, that *l* is about twice as tall as *e*. The small

t and *d* do not

need loops in the upright part, but

b, *k*, *f*, *h*, do need

the loops above the line. Below the

line, *f*, *g*, *j*, *p*, *y*, and

z should be written with uniform

loops. Dots are

needed on *i* and *j*; *t* and *x* must be

crossed. Properly

formed capital

letters are usually

written about twice the height of small letters.

Tackle the improvement of *one letter at a time*.

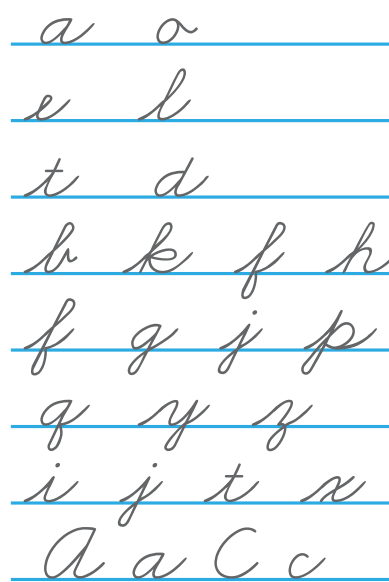
Remember to copy correctly the size, shape, slant, and spacing of each letter.

Practice, practice, practice!

Slow down!

You may even need to change the size of your pen point or pencil lead.

Improving your handwriting may lead you to become a happier, more considerate person. When you are happy, those around you are happy. They get your message!





Complete the following handwriting activity.

1.1 Practice copying each letter with the correct size, shape, slant, and spacing.

a o e l t

d b k f h

f g j p q

y z i j t

x A a C c

TEACHER CHECK



_____ initials

_____ date

SKIMMING TO FIND THE MAIN IDEA

Skimming to find the main idea of a paragraph, chapter, or article will save reading and study time. Skimming for the main idea is similar to getting a general impression of a picture. The main idea tells the most important thing the writer wants you to know from his story or article.

Some of the knowledge already stored in your mind helps. For example, you know that a topic sentence tells what the paragraph is about. You know that a topic sentence is most frequently found first or last in a paragraph. After finding

a topic sentence, a quick look at words and phrases around it will give a general impression of what is being said about the topic. From this, quickly pick out what seems to be the most important thing the writer wants you to know from the paragraph. Do not carefully read for accuracy. That kind of reading will come later.

If what you are reading is longer than one paragraph, skim each paragraph and put the ideas together to give you the main idea of the whole article or story.

**Complete the following activities.**

1.2 Skim the previous article, “Do They Get Your Message,” to determine the main idea. Put an *X* in front of the sentence that best states the main idea. REMEMBER: The main idea tells the most important thing the writer wants you to know from his story or article.

- a. _____ Writing began in very old times.
- b. _____ Take your time when you write.
- c. _____ Can you read what you write?
- d. _____ You should strive to improve your handwriting.
- e. _____ Careless handwriting is costly for business people.

1.3 State the main idea in your own words.

1.4 Read the article again to find details that helped you make a choice. Write the evidence in complete sentences here.

- a. _____

- b. _____

- c. _____

COMPOSITION OUTLINING

An outline organizes an article or a story by main ideas and supporting points. The main ideas are indicated by Roman numerals followed by a period. The first word in each part of the outline is capitalized.

- I. First main idea
- II. Second main idea
- III. Third main idea

Each main idea may be supported by two or more subpoints, but never by one subpoint. These subpoints are indicated by capital letters followed by a period. Study the following pattern.

- I. First main idea
 - A. First subpoint
 - B. Second subpoint
- II. Second main idea
 - A. First subpoint
 - B. Second subpoint
- III. Third main idea

Also, each subpoint may be supported by two or more ideas of explanation. These ideas of explanation are indicated by Arabic numerals followed by a period. Study the following pattern.

- I.
 - A.
 - 1.
 - 2.
 - B.
 - 1.
 - 2.
 - 3.



Complete the following outline.

- 1.5** Outline the previous article “Do They Get Your Message?” First is a brief history of the beginning of writing. Second are listed some elements of good handwriting. Third are suggested causes of poor handwriting. Fourth are listed instances when improvement of handwriting is important. Fifth are suggested ways to improve your handwriting.

These main ideas are written beside Roman numerals. The supporting points will be given capital letters. If there are further explanations, they will be indicated by Arabic numerals.

The outline given below is started for you. Finish it by writing in the correct subpoints and explanations. REMEMBER: The first word of each part of the outline is capitalized.

I. Brief history of the beginning of writing

A. _____

B. _____

C. _____

D. _____

E. _____

II. Elements of good handwriting

A. _____

B. _____

C. _____

D. _____

E. _____

III. Causes of poor handwriting

A. _____

B. _____

C. _____

D. _____

E. _____

SELF TEST 1

Write true or false before each sentence (each answer, 2 points).

- 1.01 _____ Your handwriting can be identified.
- 1.02 _____ A graphologist studies shape, size, spacing, and slant of letters.
- 1.03 _____ Poor penmanship costs businessmen millions of dollars a month.
- 1.04 _____ Writing is a skill that must be learned.
- 1.05 _____ Fancy capital letters cause some of the trouble of poor penmanship.
- 1.06 _____ Improving one's handwriting may lead to self-improvement.
- 1.07 _____ In correcting one's mistakes in penmanship, tackle several letters at a time.
- 1.08 _____ Clear handwriting indicates concern for the reader.

List the four S's of handwriting (each answer, 4 points).

- 1.09 _____
- 1.010 _____
- 1.011 _____
- 1.012 _____

Match these items (each answer, 3 points).

- | | |
|--|------------------|
| 1.013 _____ Egyptian writing | a. 3000 B.C. |
| 1.014 _____ developed in Syria and Palestine | b. scribe |
| 1.015 _____ Sumerian writing | c. alphabet |
| 1.016 _____ something that stands for something else | d. cylinder seal |
| 1.017 _____ identified a Sumerian's property | e. symbol |
| 1.018 _____ an early writer | f. hieroglyphs |
| | g. cuneiform |

Read the following paragraph, then answer the questions (each answer, 5 points).

Improving your handwriting may make you a happier person. Good penmanship shows that you are neat, accurate, and polite. You are considerate of your readers and want them to receive your message. Through your legible writing you can “talk” to people far away in distance and in time.

1.027 State the main idea of the paragraph.

1.028 List two details which support the main idea of the paragraph.

a.

b.

1.029 State the main idea of the story, “Do They Get Your Message?”

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> 80 <hr style="width: 50%; margin: 0;"/> 100 </div>		SCORE _____	TEACHER _____	_____ <small>initials</small>	_____ <small>date</small>
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