



LANGUAGE ARTS

STUDENT BOOK

▶ **6th Grade | Unit 1**

LANGUAGE ARTS 601

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Author:

Janet Monseu

Editor:

Tim Peelen

Consulting Editor:

Harold Wengert, Ed.D.

Revision Editor:

Alan Christopherson, M.S.

MEDIA CREDITS:

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Reading for a Purpose

Introduction

Are you a person who enjoys reading, and more importantly, one who likes to read good literature? The memories of settling down and becoming absorbed with a good book are memories everyone should share. This LIFE PAC® will help you to understand, appreciate, and choose fine literature for your reading experiences.

In this LIFE PAC study, you will familiarize yourself with a well-written book about a boy close to your age. After that you will read to gain information. To climax your study of reading, you will search the Book of Books, the Bible, for spiritual information and truths which relate to your other reading.

Objectives

Read these objectives. The objectives tell you what you will 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. Evaluate literature and make careful judgments when reading.
2. Distinguish between various kinds of literature.
3. Tell how synonyms add to beauty of expression.
4. Identify an author's purpose in writing a selection.
5. Learn how to choose worthwhile books for reading enjoyment.
6. Determine the main idea of factual material.
7. Select details which support the main idea.
8. Gather and outline research information.
9. Write a report.
10. Understand the use of comparison and contrast in literature.
11. Evaluate the beliefs of a literary character as though those beliefs were your own.
12. Enlarge your vocabulary as a tool to effective reading, learning, and writing.
13. Spell sight words and words with vowel digraphs correctly.
14. Practice correct handwriting skills.

1. READING FOR ENTERTAINMENT

In Section One, you will begin to get to know the loner. When you read about this character in *The Loner* by Ester Wier, his feelings will become yours as you imagine yourself in his situation.

As you read and study the literary selections in this section, determine **criteria** for judging

literature—its worthiness and acceptability to you as a Christian, its value as literature, and its lasting value. Begin to think about why some literature is better than other literature. In other words, what is good literature? Furthermore, in so doing, you will discover that the same reading material can serve different purposes: it can entertain, inform, instruct, and **inspire**.

Section Objectives

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

1. Evaluate literature and make careful judgments when reading.
2. Distinguish between various kinds of literature.
3. Tell how synonyms add beauty of expression.
4. Identify an author's purpose in writing a selection.
5. Learn how to choose worthwhile books for reading enjoyment.
11. Evaluate the beliefs of a literary character as though those beliefs were your own.
12. Enlarge your vocabulary as a tool to effective reading, learning, and writing.
13. Spell words with vowel digraphs correctly.
14. Practice correct handwriting skills.

Vocabulary

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

adhere (ad hēr'). To hold closely to; to follow.

champion (cham' pē un). To defend or support a cause.

criteria (krī tēr' ē u). Guides or rules used to judge.

height (hīt). Peak or high position.

ideal (ī dē' ul). An example of excellence or perfection.

inspire (in spīr'). To uplift or instill feelings to be better.

lofty (lôf' tē). Towering; elevated.

migrant (mī grunt). A person who moves from region to region.

nuance (nōō ooāns'). A subtle or slight difference in meaning.

ponder (pon' dur). To study or think.

spiritual (spir' i choo ul). Pertaining to the things of God.

unique (yōō nēk'). Existing as the only one.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, Īce; hot, ōpen, ôrder; 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.

JUDGING A BOOK

Do you know someone, perhaps a teacher, old friend, grandparent or parent, who will talk to you and tell of special worlds, new worlds or old worlds, plans yet to be accomplished, of noble dreams unfolded?

A book can be a friend like that. You may judge it so. If a book adds to your life in some **unique** and positive way, if it is unforgettable, if reading it inspires you to new **heights**, put the book in a special category. Consider it good literature.

Good literature is imaginative and well written—using beauty of expression to state **lofty** ideas and **ideals**. Phrases that show beauty of expression contain words which seem to come alive, words and language which are poetic and lovely to read. You enjoy hearing the sounds of the words flowing together, and sometimes, you close your eyes and think about their meanings. In phrases showing beauty of expression, ordinary words are not often used. Instead, exciting, descriptive words help you share the meaning of the phrase. When you read the phrase, *“inspires you to new heights,”* you can see in your mind a picture of yourself climbing to tall places of betterment.

A great book fills you with wonder and joy, pity and sorrow. It gives you thoughts to **ponder**,



| The Magic of books

mind pictures to see. It has beauty of ideas which **champions** the right, the good, and the true. Its truths **adhere** to the **spiritual** truths taught in the Bible.

You will remember a good book long after you have reluctantly closed its cover and set it aside.



In each activity, underline the phrase which more clearly shows beauty of expression.

1.1 Inspires you to new heights

1.2 Something to think about

1.3 Finished reading it

1.4 Of noble dreams unfolded

1.5 To state great plans

1.6 Fills you with wonder and joy

1.7 Helps your imagination

Makes you be better

Thoughts to ponder

Reluctantly closed its cover

Of past activities

To state lofty ideas and ideals

Makes you happy

Gives you mind pictures to see

Synonyms. A synonym is a word with nearly the same meaning as another word. A synonym will help you understand the **nuances** of a word's meaning. For example, *tender-hearted* is a synonym for the word *kind*. The synonym *tender-hearted* lends additional meaning to the word *kind*. It tells of someone whose heart, or feelings, is tender or soft. *Tender-hearted* is also a more colorful, descriptive word. Therefore, the phrase "a tender-hearted gentleman"

shows more beauty of expression than does the phrase "a kind man."

In fine literature, authors always choose vocabulary carefully. Language must be accurate because it expresses thought, and the author wants to be understood. Synonyms help you discover and understand the author's exact meaning.

Beautiful synonyms used in place of ordinary words also help you appreciate the beauty of expression in literature.



Match the following synonyms. You may use a dictionary if necessary.

- | | | |
|------------|---------------|---------------|
| 1.8 _____ | heights | a. excellence |
| 1.9 _____ | unforgettable | b. anger |
| 1.10 _____ | ponder | c. study |
| 1.11 _____ | ideal | d. uplifts |
| 1.12 _____ | criteria | e. memorable |
| 1.13 _____ | inspires | f. peaks |
| 1.14 _____ | lofty | g. only |
| 1.15 _____ | unique | h. guidelines |
| 1.16 _____ | positive | i. defend |
| 1.17 _____ | champion | j. towering |
| | | k. beneficial |

Write true or false.

- 1.18 _____ If language is to be accurate, it cannot be descriptive.
- 1.19 _____ Reading can serve different purposes.
- 1.20 _____ Authors take care when selecting vocabulary.
- 1.21 _____ The Bible's Truths should be the criteria for judging literature.
- 1.22 _____ All literature is inspiring.
- 1.23 _____ Synonyms take away the beauty of expression.
- 1.24 _____ A great book could provide feelings of both joy and sadness.

THE LONER — FIRST SELECTION

In the following book selection you will meet a boy about your age, but dramatic differences separate his life from your life. When the story begins, he has no name and no home. Do you wonder why the author calls her book *The Loner*? At the start of the story, the boy is traveling with **migrant** workers who go from one agricultural area to another, picking crops as they come in season. He briefly meets a friend, but soon loses the friend in a terrible and shocking way. Stunned by grief, he pushes on, hoping to get to California. Instead, the boy's journey ends in Montana in sheep country.

Here his life changes. Through a series of events, people, learning experiences, and disappointments, he comes to be accepted in his own eyes and those of others. At the close of the book, he is no longer a loner.

You may find the book *The Loner* by Ester Wier in your local library and read it, or perhaps your teacher will read it to the class. Now read an excerpt from the book. In the following opening section of *The Loner*, the author describes



with expressive language the boy's loneliness before he reaches Montana. The author wrote carefully and chose language to portray to you the boy's isolation and loneliness. Appreciating the author's beauty of expression helps you to understand her purpose and meaning. As you read, test this selection against the criteria used in judging literature. Also test your reading against truths and values taught in the Bible.



The Loner

by Ester Wier, published by David McKay, 1963, USA

Beyond him the road climbed another hill and upon the crest spruce trees bent in the wind and shadows spread like dark water seeping from the mountainside. The ruffled edges of the clouds had turned gold and for a moment it seemed that the whole

world had become golden, the dried slopes about him reflecting the coming sunset. He was used to being out of doors at all hours but he had never seen anything like this and he stood, swaying wearily, caught by its splendor. In the distance, off to his right, a herd of deer driven from the higher ridges by the first signs of winter, moved slowly across the bronze grass. Except for birds, they were the first signs of

life he had seen in days of struggling through this country, and suddenly the enormity of the space around him and the loneliness of its silence became more than he could stand and he found himself running toward the animals, leaving the road and scrambling over sun-scorched pastureland in a fury of haste.

“Wait!” he called, fighting through bushes and hillocks. “Wait!” he shouted foolishly with all his strength, his voice carrying through the thin air. The deer poised for a moment and then faded into the landscape. He watched them go, still calling frantically and running toward them. They were alive and at this moment he needed to be near something living, something besides endless stretches of hills and plains.



When he realized they were gone, his breath began to come in long shaking sobs. The reserve strength he had called on in trying to reach them left him and he fell headlong on the earth beside a cluster of pale gold serviceberry bushes. The impact knocked the air out of him and he lay without moving, his tear-streaked face pressed into the rough dry grass.

Finally the boy tried to raise his body, his shaggy brown hair falling over his eyes. He couldn't go any farther. He was through, finished, beaten. How long had it been since he left the potato fields and started off on his own across this unfamiliar country? How many rides had he hitched on the highway? Which way

was he headed now? How many meals had he made on berries and the raw potatoes he carried in his pockets? He didn't know. He didn't care. Nothing mattered now.

He lay quietly until the sobs began again, deep and racking. Above him the sky turned from gold to dark blue and the clouds drifted to the south. He burrowed deeper into the earth, rolling his body into a ball against the bushes, the weariness spreading through him like a soothing syrup. He cried himself out and slowly his hands relaxed and his eyes closed. Like a small animal seeking the warmth of the earth, he pressed his face against the grass and slept.



Complete this activity.

Look up the underlined words in a dictionary and write their meanings as they were used in the following phrases in *The Loner*.

- 1.25 upon the crest _____
- 1.26 fury of haste _____
- 1.27 bushes and hillocks _____
- 1.28 poised for a moment _____
- 1.29 reserve strength _____
- 1.30 impact knocked _____

Write the answers to the following questions.

- 1.31 What might have been the author's purpose in using the adverb foolishly to describe the way the boy shouted at the deer? _____

- 1.32 What phrases in the passage tell you the day is ending?
 - a. _____
 - b. _____

1.33 When the boy is “swaying wearily, caught by its splendor,” what splendor is the author describing? _____

1.34 What colors and color phrases does the author use to portray beauty of landscape?

a. _____

b. _____

1.35 What season of the year do you think is pictured and what expressive language is used to give this impression? _____

Underline the correct phrase.

1.36 Which phrase describes a long and discouraging trip?

a. caught by its splendor

b. struggling through this country

1.37 Which phrase describes utter discouragement?

a. long shaking sobs

b. first signs of life

1.38 How do you know the loner is desperately lonely?

a. scrambling over sun-scorched hills

b. more than he could stand

1.39 What phrase tells of the emptiness of the land?

a. loneliness of its silence

b. burrowed deeper

Match the phrases to describe pictures that come to mind.

1.40 _____ trees bent in the wind

a. ocean

1.41 _____ ruffled edges of the clouds

b. twilight

1.42 _____ road climbed another hill

c. arches

1.43 _____ enormity of the space

d. frilly blouse

1.44 _____ turned from gold to dark blue

e. high country

1.45 _____ shadows spread like dark water

f. vast amount of land

From the preceding selection of *The Loner*, write in the phrases that were written by the author to help you feel the boy's loneliness or his exhaustion.

1.46 Paragraph One, sentence three _____

1.47 Paragraph Two, sentence five _____

1.48 Paragraph Three, sentence three _____

1.49 Paragraph Four, sentence three _____

1.50 Paragraph Five, sentence three _____

TEACHER CHECK

_____ initials

_____ date

THE LONER — SECOND SELECTION

While wandering through the countryside in Montana, the loner was found and befriended by a lady sheep rancher named Boss. She soon discovered that the boy didn't even have a name. Now enjoy this second selection about the loner. Try to think as he thought; try to understand his feelings and emotions as he receives his name.



SELF TEST 1

Match these items by writing the correct letter on the blank (each answer, 3 points).

- | | | | |
|-------|----------------|----|---------------------|
| 1.01 | _____ crest | a. | little hills |
| 1.02 | _____ inspire | b. | sudden blow |
| 1.03 | _____ ponder | c. | elevated, towering |
| 1.04 | _____ hillocks | d. | only |
| 1.05 | _____ impact | e. | wavering, suspended |
| 1.06 | _____ unique | f. | guidelines |
| 1.07 | _____ lofty | g. | ridge |
| 1.08 | _____ poised | h. | defend |
| 1.09 | _____ criteria | i. | study |
| 1.010 | _____ champion | j. | uplift |

Fill in the spelling words with the correct digraph (each answer, 2 points).

- 1.011 dis _____ se
- 1.012 purs _____ t
- 1.013 tr _____ cherous
- 1.014 g _____ debook
- 1.015 disg _____ se
- 1.016 tr _____ ty
- 1.017 s _____ table

Underline the phrase which uses more expressive language (each answer, 2 points).

- | | | |
|-------|----------------------------|--------------------------|
| 1.018 | Champions the right | Teaches correctly |
| 1.019 | Adhere to spiritual truths | Follow the Bible |
| 1.020 | Reminds you | Is forever unforgettable |
| 1.021 | Stunned by grief | Very sad |
| 1.022 | Big differences | Dramatic differences |
| 1.023 | Road climbed another hill | Land was hilly |

Complete these sentences (each answer, 3 points).

- 1.024 Ester Wier entitled her book _____ .
- 1.025 The boy's name was selected from the _____ .
- 1.026 After a long discouraging trip, the boy arrived in _____ .
- 1.027 A word with nearly the same meaning as another word is a _____ .
- 1.028 Language must be accurate because it expresses _____ .
- 1.029 The digraph in the spelling word *treaty* sounds like the digraph in the simple word _____ .
- 1.030 The digraph in the spelling word *treacherous* sounds like the digraph in the simple word _____ .
- 1.031 The Book of Books is the _____ .

Answer these in complete sentences (each answer, 5 points).

- 1.032 What kind of a person should the loner be if he is to be worthy of his new name?

- 1.033 Give an example of how the author used expressive language to let you feel the boy's loneliness?

- 1.034 How do synonyms provide beauty of expression?

1.035 How can the Bible be used as a guidebook to help you judge literature?

	SCORE _____	TEACHER _____	initials	date
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ABC Take your spelling test of Spelling Words-1.



804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

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