



LIFE·PAC®

Language Arts

Mark Twain

Ernest Hemingway



Charles Dickens



Alpha Omega Publications®

LANGUAGE ARTS 410

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

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LANGUAGE ARTS 410

You have been learning and practicing many skills in your Language Arts LIFEPAcs this year. You have increased your reading, writing, and speaking skills.

In this LIFEPAc® you will review the things you have learned in Language Arts 401 through 409. You will review the skills and all of the spelling words.

OBJECTIVES

Read these objectives. The objectives tell you what you should be able to do when you have successfully completed this LIFEPAc.

When you have finished this LIFEPAc, you should be able to:

1. Identify plot, setting, and characters.
2. Label statements as either fact or opinion.
3. Identify figurative language.
4. Write words in alphabetical order when the words begin with the same letters.
5. Correctly use pronunciation symbols, multiple meanings for words, and the dictionary pronunciation key.
6. Identify common and proper nouns.
7. Identify prefixes, suffixes, and root words.
8. Find synonyms, homonyms, and antonyms for given words.
9. Use punctuation marks and capital letters correctly.
10. Write directions carefully.
11. Complete an outline.
12. Explain the difference between fiction and nonfiction.
13. Spell review words.

VOCABULARY

Study these new words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFEPAc.

accomplishment (u kom' plish ment). The completion of something that requires skill or ability.

appreciate (u prē' shē āt). To think highly of; to be thankful for.

blurred (blèrd´). Unclear; difficult to see clearly.

boulder (bōl´ dur). A large rock.

communicate (ku myü´ nu kāt). To give information by speaking or writing.

congratulate (kun grach´ u lāt). To express your pleasure at the happiness or good fortune of someone.

custodian (kus tō´ dē un). Someone who cleans the school and does school repairs.

crutch (kruch). A support to help an injured person walk.

dampness (damp´ nes). Slight wetness.

demonstration (dem´ un strā shun). An example shown to be followed.

disappointment (dis u point´ munt). Being disappointed, let down.

discard (dis kãrd´). To throw away.

exaggeration (eg zaj´ u rã´ shun). A statement that goes beyond the truth.

fascinating (fas´ u nãt ing). Very interesting, charming.

gopher (gō´ fur). A ground squirrel.

insult (in sult´). To hurt or try to hurt someone with words.

looming (lüm´ ing). Standing above in a scary way.

meaningful (mē´ ning ful). Full of meaning.

narrative (nar´ u tiv). A story or tale.

panicked (pan´ ikd). Confused, upset.

prickly (prik´ lē). Sticky, itchy.

reunion (rē yü´ yun). Getting together.

stray (strā). To wander away.

swollen (swō´ lun). Enlarged, swelled, bulging.

translated (trans lã´ tud). To change from one language to another.

verse (vèrs). A short section of a chapter in the Bible.

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, äge, cãre, fär; let, êqual, tèrm; it, ìce; hot, ôpen, ôrder; oil; out; cup, püt, 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.

I. SECTION ONE

In this section you will read a story about a girl your age who had an adventure when she followed a raccoon. The story is called "Lost." You will recall what you read, think about what you read, and react to what you read. You will review spelling words from Language Arts LIFEPAACs 401, 402, and 403. You should feel good about how much you have learned.

SECTION OBJECTIVES

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

1. Identify plot, setting, and characters.
2. Label statements as either fact or opinion.
3. Identify figurative language.
13. Spell review words.

Restudy these vocabulary words.

blurred	discard	prickly
boulder	gopher	reunion
crutch	insult	stray
dampness	looming	swollen
disappointment	panicked	verse



"LOST" (PART ONE)

Mary had been told to stay close to the cabin, but she had to keep going. The raccoon was scampering just a few yards ahead of her. He would run a few yards, stop, and glance back at Mary. Then he'd run a few more yards. Surely she would remember the way back.

Daylight was dimming, making the grassy field look misty and dreamy. The woods in the distance were a large shadow **looming** before Mary. She began looking for the patch of white on the raccoon's chest which would sparkle through the tall grass each time he turned to look at her.

"It's almost as if he's leading me somewhere," she thought. "Wouldn't that be exciting? Maybe he'll show me

his family. Baby raccoons! Maybe he's leading me to a hidden pond or a magic waterfall. Maybe...."



Then it happened. Mary tripped on a **gopher** hole. Her body whirled and fell heavily on her turned leg, causing a sharp, hot pain in her ankle. The pain was like an **insult**, a slap in the face—a flash of anger, then tears. It hurt. It really hurt.

The raccoon stopped and looked at her one more time. Then he darted into the woods and out of sight. Mary gave a loud wail as she watched him disappear, knowing that she couldn't follow him now and would never know where he was leading her. She sobbed into her hands, feeling an angry **disappointment** and the dull, sickening ache of her ankle.

After a while, Mary became aware of the **prickly** grass on her legs and the **dampness** in the air. Then she realized with alarm that it was dark! She couldn't even see the woods where the raccoon had gone. Now which way was that? Straight ahead and a little to the right. But as she