



LIFE·PAC®

Language Arts

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Alpha Omega Publications®

LANGUAGE ARTS 509

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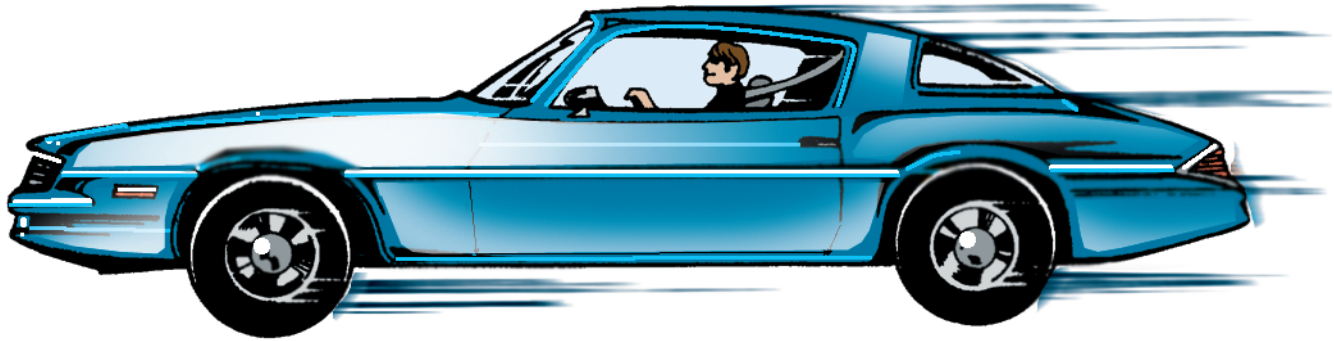
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LANGUAGE ARTS 509



Speed! Everyone wants to go fast. We have fast cars, fast planes, and fast bicycles. However, when it comes to reading, how fast should you read? Should you always read fast?

In this LIFEPAK® you will learn the answers to these questions, as well as learn skills for fluent reading and reading study skills. You will use these skills to read a story about Dick Whittington and his cat and the Bible story about Esther. You will review literary forms, including Bible literary forms. In composition, you will study a report written using fact and opinion and then write your own report. You will also learn to spell some new words and practice to improve your handwriting.

OBJECTIVES

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

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

1. Identify general content through scanning.
2. Identify specific information through skimming.
3. Identify details by reading slowly.
4. Identify facts through graphic aids.
5. Arrange facts in an outline form.
6. Identify several literary forms.
7. Name the literary form of several sections of the Bible.
8. Identify fact and opinion.
9. Write using facts and opinion.
10. Spell some new words correctly.
11. Correctly write upper-case letters.

VOCABULARY

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

acceptance (ak sep' tuns). Favorable reception; approval.

allegiance (u lē juns). Loyalty.

array (u rā'). Display of persons or things.

chronicle (kron' u kul). An account of events in the order they took place.

comprehend (kom' pri hend'). Understand.

confidence (kon' fu duns). Firm belief; trust.

continuously (kun tin' yú us lē). Without a stop or break.

conspiracy (kun spir' e sē). Secret planning with others to do something wrong.

contagious (kun tā' jus). Easily spreading from one to another.

decree (di krē). Something ordered by authority.

episode (ep' u sōd). An incident or experience that stands out from others.

evidence (ev' u dens). Facts, proof.

fleet (flēt). Ships under one command.

galaxy (gal' uk sē). Group of countless stars.

gallows (gal' ōz). Wooden frame used for hanging.

goblet (gob' lit). A drinking glass.

graphic (graf' ik). Of or about drawing.

ill-tempered (il' tem' purd). Cross; bad tempered.

immensely (i mens' lē). Greatly.

lavishly (lav' ish lē). Abundantly.

linen (lin' un). Cloth made from flax.

nomadic (nō mad' ik). Wandering.

postponement (pōst pōn' munt). Putting off until later.

province (prov' uns). A big division of a country.

picturesque (pik' chu resk'). Quaint or interesting enough to be used as the subject of a picture.

rampant (ram' punt). Unchecked.

remnant (rem' nunt). Small part left.

reverence (rev' ur uns). Feeling of deep respect; a deep bow.

scepter (sep' tur). Rod or staff carried by a ruler as a symbol of power.

scheme (skēm). Plan.

scour (skour). Clean or polish by hard rubbing.

species (spē shēz). Group of animals or plants with common, permanent characteristics.

summit (sum' it). Highest point.

swarm (swôrm). Move about in great numbers.

temperate (tem´ pur it). Not very hot and not very cold.

thrice (thrīs). Three times.

vast (vast). Very, very large.

vessel (ves´ ul). Holder or container like cup, bowl, pitcher, and so forth.

visualize (vizh´ u u līz). Form a mental picture.

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, īce; 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.

I. SECTION ONE

In this section you will learn to improve reading fluency and study skills such as scanning, skimming, and reading slowly for details. You will practice these skills with the story, "Dick Whittington and His Cat." You will learn to spell words with several syllables and you will practice handwriting upper-case letters.

SECTION OBJECTIVES

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

1. Identify general content through scanning.
2. Identify specific information through skimming.
3. Identify details by reading slowly.
10. Spell some new words correctly.
11. Correctly write upper-case letters.

Restudy these vocabulary words.

array	galaxy	rampant
comprehend	goblet	scour
continuously	ill-tempered	swarm
evidence	lavishly	thrice
fleet		



IMPROVING READING FLUENCY AND STUDY SKILLS

A good reader will read at the right speed. Some materials can be read fast. If you are reading for enjoyment, reading a note from a friend, or reading any material that is not difficult to **comprehend**, you

may read fast. You have no need to read slowly.

Even in some difficult texts, you may read fast because you are looking for some specific information. Scanning and skimming are skills that can help you find information fast. They are rapid reading skills.

At other times, the wise reader reads slowly. You need to read some materials slowly so that you can remember the details. You may even need to reread the material, or even take notes.

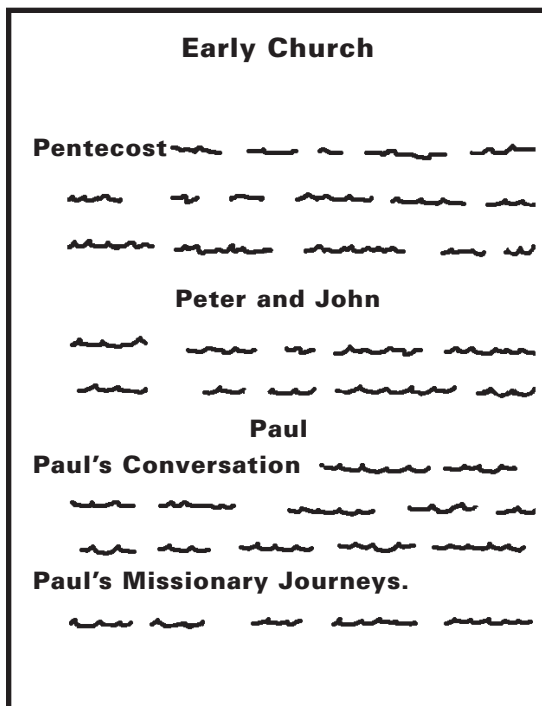
Remember, a wise reader fits the speed to the need!

Developing rapid reading skills. Scanning and skimming are two skills you use with speed. *Scanning* is a skill good readers use to find out if the material is what they want or need to read. When you scan, you *do not* read all the material. You only read a little bit here and there to give you an idea of what the material is about.

For example, you may be interested in horses and find a book in the library called *The Great Iron Horse*.

"My, that sounds interesting," you think. However, as you leaf through the book and *scan* the pages, you discover it is not a book about a horse, but a train. You sure are glad you *scanned* the book first before checking it out!

Skimming is a similar skill to scanning. It also is done quickly. You skim material looking for specific information. You *do not* read all the material. You have in your mind what information you are looking for before you read. Then you skim the material just for that information. In skimming, you look at titles, subheads, and words in italics and boldface. These words may give you clues to where you can find the information you need.



For instance, if you are looking for information on Paul's missionary journeys and, specifically, the approximate date of his journey, you could skim an article on the early church. You would first skim the titles and subheads to see if there was information on Paul. Finding a section on Paul, you would skim to find the subhead on his missionary journeys. Then you would skim this section looking for a date.

All this reading can be done quickly, saving you the time it would take to read the entire article. Skimming will give you the information you need.