



LANGUAGE ARTS

STUDENT BOOK

▶ **9th Grade** | Unit 4

Language Arts 904

Reading with Skill

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Reading with Skill

Introduction

Proverbs 4:7 says, "...with all thy getting get understanding." To read without understanding is to throw time away. Time is too valuable to spend rereading material you did not comprehend the first time. The development of reading skills is essential to reading with understanding.

In this LIFE PAC® you will further develop the reading skills that will make reading easier and more enjoyable. You will learn to recognize the main idea in a paragraph and to understand the ways in which supporting details are organized. You will be able to determine whether a writer has used order of *importance*, *chronological order*, *spatial order*, *cause and effect*, or *comparison and contrast* as the basis of his paragraph organization. You will learn to draw conclusions based on what you have read.

When you have mastered the application of these reading skills, you will learn more about the elements of a short story. You will study plot, setting, characterization, theme, and language to gain a new appreciation of this literary form.

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. Locate the main idea of a paragraph.
2. Write an appropriate topic sentence for a paragraph that has no stated main idea.
3. Recognize the common patterns for organizing details in a paragraph.
4. Identify signal words that suggest the pattern of paragraph development.
5. Make generalizations based on the information given in a paragraph.
6. List and define the elements of a short story.
7. Identify "flat," "round," "static," and "dynamic" characters.
8. Follow the plot of a short story.
9. Identify the theme of a short story.
10. Appraise the author's use of imaginative and descriptive language.
11. Explain the contribution of setting to a story.
12. Identify symbols in a story and relate them to the story as a whole.

Survey the LIFE PAC. Ask yourself some questions about this study and write your questions here.

A large rectangular area with horizontal lines for writing questions. The lines are evenly spaced and extend across the width of the box.

1. BASIC READING SKILLS

In the first section of this LIFE PAC, you will be working on particular reading skills that will improve your reading comprehension. An understanding of paragraph organization and the ability to make generalizations based on what you read will help you to understand

more of what you read and to study more efficiently. You will also find that reading for pleasure is more enjoyable if you do not have to reread sentences or paragraphs in order to understand the author's message.

SECTION OBJECTIVES

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

1. Locate the main idea of a paragraph.
2. Write an appropriate topic sentence for a paragraph that has no stated main idea.
3. Recognize the common patterns for organizing details in a paragraph.
4. Identify signal words that suggest the pattern of paragraph development.
5. Make generalizations based on the information given in a paragraph.

VOCABULARY

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

generalization (jen' ur u lu zā shun'). A general statement inferred from particular facts.

perspective (pur spek' tive). A mental view, outlook or prospect.

secretary (sek' ru ter' ē). A writing desk with a set of drawers and, often, with a shelf for books.

spatial (spā' shul). Of or having to do with space or area, occupying space.

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

FINDING THE MAIN IDEA

Most prose, whether found in a newspaper, a novel, or a textbook, is divided into paragraphs. To understand completely what you are reading, you must learn to understand the structure of paragraphs and the logic that this structure lends to the meaning of the work as a whole. The two basic parts of a paragraph are the *main idea* and the *supporting details*.

The author's point or purpose, the main idea, is usually stated in a single sentence. The other sentences in the paragraph which support, explain, or prove the main idea, are called supporting details. The main idea and the supporting details form a cohesive unit.

The sentence that states the main idea in a paragraph is called the *topic sentence* because it announces a topic, or subject, of the paragraph.

Each time a new topic is discussed, a new paragraph must be introduced. If you were assigned an essay on “The Disadvantages of the Automobile,” you might wish to discuss three different topics: cost, safety, and environmental considerations. The body of your essay would have three paragraphs. Each paragraph would have its own topic sentence stating the purpose or main idea. Each paragraph would have supporting details relevant to its own topic sentence. In the paragraph on cost, for example, you would present your main idea on cost and support it with appropriate points. You would

not discuss either safety or environment in the paragraph on cost.

Usually the topic sentence is the first sentence in the paragraph. It announces the subject to be discussed and is followed by details that expand and explain the main idea. Suppose that you were keeping a diary and sat down to make your daily entry. Your first sentence might be, “I certainly had a good day.” You might then tell about your *A* on the history exam, the part-time job you found, and the game your team won. The sentences containing this information would serve as supporting details explaining why your day was good.



Write the correct answer in the blank.

- 1.1 The main idea is usually stated in the _____ .
- 1.2 The sentences that expand or explain the main idea are called _____ .

Complete this activity.

- 1.3 Turn back to the section introduction. Study the first three paragraphs to determine which sentence is the topic sentence. Compare your answers with a friend’s. If the friend disagrees with you, defend your answer.
Friend’s name _____

Journalists often use the *topic-sentence-first* pattern, beginning their newspaper articles with the main idea so that readers can know immediately whether they want to read the entire story. The topic sentence in the following paragraph is shown in boldface type.

Topic Sentence: **Okeen, Oklahoma’s Rattlesnake Roundup is more popular every year.** Daredevils love the challenge of bringing deadly diamondbacks in alive. Prizes are awarded for the longest and heaviest specimens. Roundup visitors from all over the world bring business to the community. The annual Roundup helps to hold down the snake population so that the cattle herds remain safe. Finally, the poison extracted from the fangs is used to make life-saving antivenin.

Supporting Details:

Not all paragraphs begin with a topic sentence. Several patterns of paragraph organization may be used. The location of the main idea depends on the purpose of the paragraph. To analyze a paragraph’s structure, think of paragraphs as shapes. Because the topic sentence makes a broad, general statement that covers or includes the details, it is the widest part of the paragraph. The paragraph you have just read had its topic sentence at the beginning. The details became less important as the paragraph neared its end. A paragraph of this type may be pictured as an upside-down triangle, wide (or heavy) at the top and small at the bottom. A topic sentence also may be found at the end of a paragraph. When the purpose of a paragraph is to convince or persuade a reader, a topic sentence is often used at the end, particularly when a difficult or unpopular idea is discussed. Often if the reasons and details gradually lead up to the new idea, readers are more willing to accept the idea than they would be if that

Topic Sentence:

Okeen, Oklahoma’s Rattlesnake Roundup is more popular every year. Daredevils love the challenge of bringing deadly diamond-

backs in alive. Prizes are awarded for the longest and heaviest specimens. Roundup visitors from all over the world bring business to the community. The

annual Roundup helps to hold down the snake population so the cattle herds

remain safe. Finally, the poison extracted from the fangs

is used to make life-saving antivenin.

Supporting Details of Less and Less Importance:

idea were presented immediately. Sometimes a writer uses final topic sentences simply to give variety to his writing so that every paragraph is not structured in the same way.

When a topic sentence comes last, the paragraph can be given the shape of a *regular triangle*. (Δ). Read the following paragraph. Notice how the writer gives the details first to convince the reader that the main idea in the last sentence should be believed.

Supporting sentences:

Termites can chew through shelves of books in a library. They ruin valuable crops. Telephone poles often need to be replaced because these ravaging insects have weakened them. Wood from homes can be completely destroyed by these pests. (Particularly in the South.)

Topic Sentence:

From painful experience we have come to regard termites as extremely harmful pests.



Complete this activity.

1.4 Find a “regular triangle” paragraph in a book or magazine and copy it here.

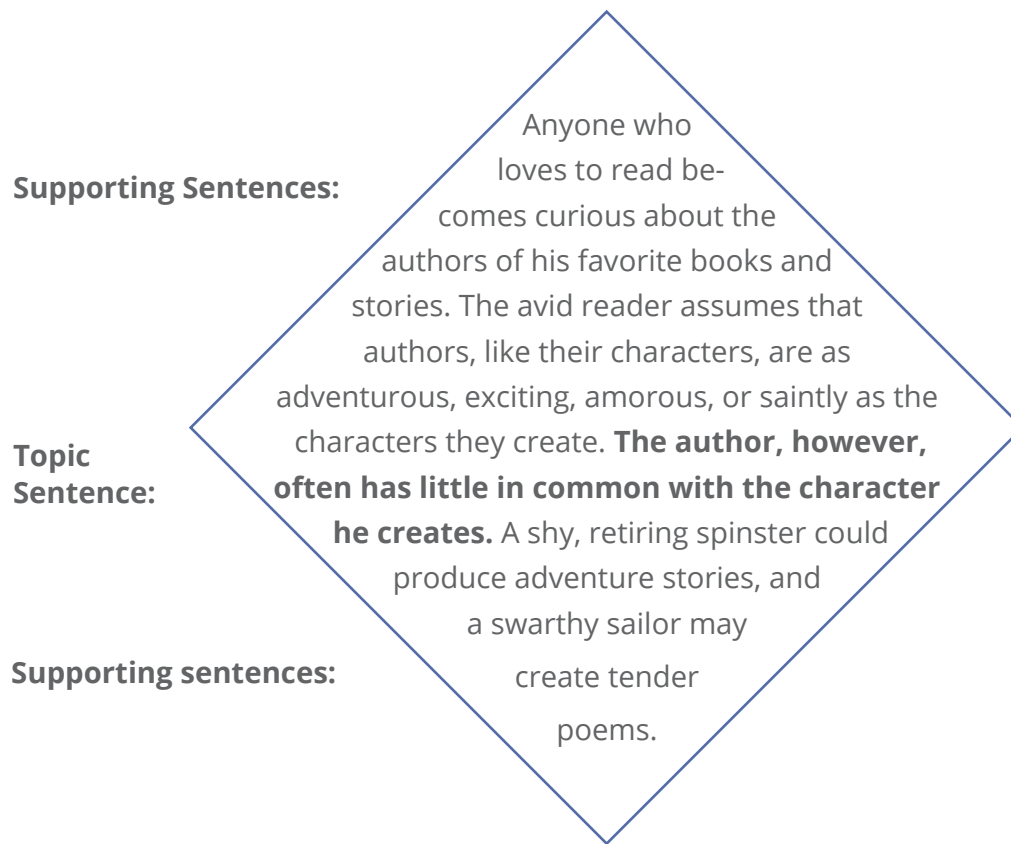
TEACHER CHECK

_____ initials

_____ date

Notice that supporting details become increasingly important as the paragraph nears its end. This structure prepares the reader for the main idea contained in the topic sentence.

A topic sentence will not always be the first or the last sentence in a paragraph. The topic sentence will sometimes come in mid-paragraph. A paragraph with its most important part in the middle has a *diamond* shape.



The topic sentence in this paragraph pattern does not always come exactly in the middle as it does in this example. Even if the topic

sentence is the second sentence or the next to the last sentence, the paragraph is considered to be diamond-shaped.



Complete these activities. Underline the main idea in each of the following paragraphs, then draw the shape of the paragraph on the line.

1.5 _____

In the late seventeenth century a Turkish garrison was using the Parthenon for an ammunition storehouse. During an attack by the Venetians, a bomb ignited the gunpowder blowing up the center section. Since then the building has been a glorious ruin. Were it not for this relatively recent incident, the Parthenon would be standing intact today.

1.6 _____

People say the necessities of life are food, water, shelter and clothing, but I think a fifth item should be added to the list: scotch tape. Hardly a day passes that I do not use this sticky cellophane for some beneficial purpose. When I get so excited about my world history class that I tear a page in the book, scotch tape comes to my rescue. At night when

I don't feel like rolling my hair, what do I do? I tape it in place, of course. I may look like a twentieth century mummy, but the purpose is accomplished. Have you ever been dressed up to eat at a big, fancy restaurant? Just as you get out of the car someone cheerfully announces, "Your hem is down!" No need to panic, just stick it up with—you guessed it—scotch tape! So as you see, I may need food to eat, water to drink, a roof over my head, and a shirt on my back, but when it comes to downright convenience, scotch tape takes the cake.

1.7 _____

What is amnesia? Most of us think of a dramatic, total loss of memory brought on by a severe blow to the head. Amnesia is, however, a very subtle and sometimes sinister illness. While amnesia can result from a head injury, overwork and worry can also lead to memory lapses. In some cases diagnosis is difficult because these lapses are intermittent, rather than constant.



Complete these activities.

1.8 Find an "inverted triangle" paragraph in a book or magazine. Copy it below. Underline the topic sentence.

1.9 Find a diamond-shaped paragraph in a book or magazine. Copy it below.

TEACHER CHECK

_____ initials

_____ date

Some paragraphs have no directly stated topic sentence. Their main idea must be inferred by the reader from the supporting details as a whole. Since no part of the paragraph is more important than any other, the paragraph pattern is best depicted as a *rectangle*. The following paragraph is an example.

Everyone who has something to sell in a Mexican marketplace announces his wares at the top of his lungs. Booths, stalls, and blankets

covered with goods line crowded paths where people barter for meat, vegetables, kitchen-ware, and jewelry. One tourist joked that he always wore earplugs when he went shopping.

Although no single sentence in this paragraph states the main idea, a careful reading of the facts presented suggests a main idea that could be stated in a topic sentence such as this: A Mexican marketplace is very noisy and busy.



Complete this activity.

Read the following paragraph and draw its shape on the line. Underline the topic sentence. If the paragraph has no topic sentence, write a sentence that summarizes the main idea on the lines following the paragraph.

1.10 _____

The old saying, “lightning never strikes twice in the same place,” is not true. Ranchers see bolts flash many times among isolated trees or on a strand of barbed wire. Forest rangers manning fire towers report that every thunderstorm brings several flashes to their lofty outposts. Lightning rods are a necessity for radio towers and skyscrapers.

Complete these activities.

1.11 a. Which paragraph shape would be best to use for a joke? _____

b. Why? _____

1.12 Suppose you are writing a letter to the principal asking him to extend school lunch break from thirty to forty-five minutes. You know he is not in favor of this idea.

a. Which paragraph shape would be most appropriate? _____

b. Why _____

1.13 Suppose you have been assigned by the school newspaper to cover an important football game.

a. Which paragraph shape would you use in writing up the story? _____

b. Why? _____

1.14 Write a persuasive paragraph in which you try to convince the reader to take a certain action or to agree with your point of view. Underline the topic sentence when you are finished.

UNDERSTANDING THE SUPPORTING DETAILS

Learning to find the main idea in a paragraph is of little value unless you are able to put this skill to use. In this section you will learn different ways in which facts and details support the main idea of a paragraph. You will then be able to form generalizations from the facts and details by drawing out information or ideas not directly stated to the writer. Making a generalization involves putting together all the pieces of information supplied by the writer in order to form a broad picture of what the facts suggest. Understanding the writer's ideas is essential if these ideas are to be remembered and applied.

Recognizing patterns. The job of putting facts together is easier for the student who understands the organization of facts and ideas in writing than it is for the student who does not understand this organization. A writer does

not scribble down his thoughts at random. He spends many hours trying to organize his ideas and to develop them so that they will be clear to the reader and so that they will support his point effectively. Main ideas and details in a paragraph usually fit into one of several patterns. Familiarity with these patterns makes reading easier because it enables the reader to follow what is being said.

Among the patterns writers use to organize their paragraphs are these:

- *Simple listing,*
- *order of importance,*
- *time order,*
- *spatial development,*
- *cause and effect, and*
- *comparison and contrast.*

The *simple listing* pattern is one of the easiest to recognize, but the details are not always easy to remember because they do not come in any particular order. A writer uses this method when his ideas do not seem to fit into any other pattern. All the details are of equal importance, so he lists them one after another.

The following paragraph is organized with the topic sentence first, followed by supporting details in the form of a simple list.

Students get to school in many ways. Some ride the bus. Some live close enough to walk. Many ride bicycles or motorbikes. A few ride with their parents. The lucky ones drive their own cars.

Another paragraph pattern that sometimes places the topic sentence first is *order of importance*. When a writer wants to stress one idea

over another, he frequently lists his most important detail at the beginning of the paragraph, right after the topic sentence. At other times he builds up to his most important detail, saving it for last. The most important detail is never put in the middle of the paragraph, where it might go unnoticed. The order of importance pattern of paragraph organization is particularly common in persuasive and argumentative writing.

The following paragraph is an example of the order of importance pattern.

- The detective entered the motel room where the robbery had taken place and looked around. He saw the open drawers, the strewn clothes. The window next to the balcony was broken, he noticed. On the window sill was an unsmudged fingerprint.



Answer this question. Refer to the “order of importance” paragraph.

1.15 Which sentence in the sample paragraph gives the most important detail?

Time, or chronological order is often used by journalists, historians, and novelists who need to tell *what happened when*. In the time order pattern events are reported as they happened. The writer moves from the first event to the last in order.

Read this paragraph and look for clue words that indicate a time order pattern.

- I have so much to do today I can't possibly get it all done. First, I have to wash and set my hair to get ready for the party tonight. Then Mother expects me to vacuum and dust the downstairs. Next, I have to do my math and science homework, write a letter to Sue, and straighten my room. Last of all, I must fix dinner for the whole family before I can get ready to leave.



Complete this activity.

1.16 Reread the sample paragraph and underline the words that signal a time order pattern.

Spatial order is most often used for description. When the writer wants the reader to visualize what he is writing about from a certain **perspective**, he will use spatial order. For instance, in describing a room a writer may begin with the object furthest from the door and move closer to the reader's imagined location. He may describe objects from left to right, or from top to bottom, or from some logical perspective that permits the reader to envision what is being described. Spatial order also can be used to describe the shape of an object, such as a building or a person's hands. This

pattern is usually easy to recognize. Read the following example:

- She lovingly surveyed the room she was leaving behind. On the left was her grandmother's antique bureau with its crisp white linen scarf. Next to it were a cane-bottomed rocker and a bookcase filled with her favorite novels and poetry books. The old canopy bed with its hand-made quilt dominated the back wall. On its right was the magnificent **secretary** she'd found at an auction, its pigeonholes filled with old letters. Suddenly her move to the city did not seem so exciting.



Complete this activity.

- 1.17** Underline the words and phrases in the sample paragraph that indicate spatial order.

When a writer wants to explain why things happen in a certain way, he often uses *cause and effect order*. A cause is the reason *why* something happens. An effect is a result, or *what happened*. A cause and effect paragraph will

seldom discuss only one cause and effect. One cause may lead to several effects. One effect may be the result of several causes. To comprehend a paragraph fully, analyze its structure carefully.



Complete these activities.

- 1.18** Draw one line under each cause and two lines under each effect.
- a. Mom had to work late and the storm knocked out the electricity, so we had to eat cold cereal for supper.
 - b. It rained five inches in two hours; the streets were flooded, the electricity was out, the car wouldn't start, and I missed the party.
 - c. About one hundred years ago a man patented his invention for an incandescent bulb, starting thereby a new industry and signaling the demise of others.
 - d. We've all been in trouble since John and Tom started a fight in assembly.
- 1.19** List some signal words that might indicate a cause and effect pattern.
-

If a writer is discussing two or more things, he may wish to emphasize the similarities or differences. He may point out both similarities or differences through comparison, or he may emphasize differences through contrast. The

comparison-contrast pattern is often indicated by such clues, or signal words, as these: *however, in contrast, although, and similarly*. The comparison-contrast pattern may also be indicated by structure.



Complete this activity.

1.20 Underline the signal words in this comparison—contrast paragraph.

Being a good reader is somewhat like driving a car; both reader and driver must learn to shift gears skillfully. Just as road conditions that require slow, careful driving call for first gear, a difficult text requires slow, thoughtful reading to be understood and remembered. Similarly, the driver can shift to second gear if he wants to go slightly faster. Second gear is useful to a reader of textual material which is not difficult but which must be remembered. On the open road a driver shifts to third. Third gear in reading is used for pleasure reading of magazines or novels. Both reader and driver sometimes use passing gear. This gear is particularly useful to a reader who wants to skim a chapter as a review for a test or to preview an article to determine whether he wishes to read it. Just as driving in first gear at all times is inappropriate and inefficient, reading speeds must be shifted to suit conditions.

Making generalizations. Suppose you read in your American history text about a battle during the War for Independence in which 48 British soldiers and 12 Americans were killed, 102 redcoats and 38 Americans were injured, and many of the British munitions and supplies were captured. To understand the significance of this data you need to make **generalizations**. First, note that four dozen British soldiers were killed and about one hundred were injured, but only one dozen Americans were killed and about three dozen were injured. Rounding off the numbers makes them easier to remember. You can generalize that four times as many British as Americans were killed and three times as many were injured. Based on casualty figures and your knowledge of the supply losses, you can generalize the British lost this battle, and that both the British and the Americans believed that their cause justified the taking of life.

The writer has given the facts in the order of their importance, telling first about deaths, then about injuries, and finally about supply losses. This common pattern of paragraph organization is appropriate to his purpose, which is simply to inform the reader.

Generalizations from facts and numbers make this history lesson easier to remember. By pausing to draw conclusions in a similar manner from anything you read, you can improve your reading comprehension and become a better student.

When studying a difficult science or history book, some students read quickly and skip over facts and details. Others try to memorize everything. Neither approach is good. The best reader slows down to make generalizations about what he reads, and, by doing this increases his comprehension. He combines the facts and details to form a broad, meaningful idea.



Complete these activities.

Read the following paragraphs. Underline the topic sentences. Then, on the blanks provided, draw the paragraph shape and name the pattern into which the details fit.

- 1.21** The design of the Parthenon was the result of a long evolutionary process. The Greek temple was conceived as an idealized house that would serve as the dwelling place of the gods. The interior was a windowless room called the *cella*, where the cult statue was placed. Around the *cella* were rows of columns called the *colonnade*. The interior could be entered through a porch faced with columns called a *portico*.
- a. Shape _____
- b. Pattern of Details _____
- 1.22** Food preservation is a science that has been developing and expanding since Adam's times. Man learned that he could make food last longer by drying it in the sun. Later it was learned that the addition of chemicals such as salt and sugar also helped preserve fruit and meats. In the early 1800's the discovery was made that food would keep if it was sealed in air-tight jars. Louis Pasteur invented the process of pasteurization, which helps keep milk from spoiling. In the twentieth century the most rapidly growing method of food preservation is freezing.
- a. Shape _____
- b. Pattern of Details _____
- 1.23** "A tiger dies and leaves a skin. A man dies and leaves a name." This ancient Chinese proverb illustrates the fundamental quality of man that distinguishes him from the animals—the power to think and reason. He can decide what his future will hold. In the molding and shaping of his life, man exerts an influence on all whom he encounters. He has the ability to choose the type of influence he will have. A tiger, unlike a man, has no control over either his environment or his destiny. Though he is a majestic animal that prowls the jungle with pride and assurance, terrorizing both man and beast, his actions are governed only by the laws of nature. His death leaves the world unchanged; he exerts no lasting influence. When a man dies, however, he may continue to influence others through his accomplished goals and through the traits and ideas he has passed on.
- a. Shape _____
- b. Pattern of Details _____
- 1.24** The design for many early Christian churches was based on the plan of Old St. Peter's Cathedral in Rome. On the outside of this church is a type of open courtyard or atrium, which serves as a protection from street noises and as a gathering place. Entrance is made through the western doors to the rectangular basilica. Rows of columns divide this area into three parts. At the center is the main body of the church, the nave, which has a high vaulted ceiling. Between the nave and the sanctuary is an arch that leads the way to the grandest and most solemn part of the building, the high altar.
- a. Shape _____
- b. Pattern of Details _____

1.25 Before 1793 the income-producing potential of cotton was limited because the seeds had to be manually separated from the cotton, a laborious process. In 1793 Eli Whitney's cotton gin was patented. As a result of this invention, more cotton could be processed for manufacture in less time. Farmers could plant more acreage and market their crop easily. Textile mills were built to manufacture cotton cloth. After 1793, cotton truly was "king in the South."

a. Shape _____

b. Pattern of Details _____

The organization of details in a paragraph is not always as clear as the preceding examples indicate. Sometimes a writer combines two or more patterns within a paragraph in order to make his point or tell his story more effectively. As an example, read the following paragraph:

- We have all heard the story of John Smith and Pocahontas, and perhaps we have enacted the drama in the Thanksgiving Day plays in elementary school. Unfortunately, the real life event was not nearly so dramatic as we have been led to believe. Captain John Smith wrote about this capture by the Indian Chief Powhatan, Pocahontas' father, in 1608, and made it clear that he had been well-treated. He related events differently in 1624, however, when he retold the story in the book, *General History of Virginia*. Saying that he had a rich man's tastes and a poor man's income, he set out to make some money. Hoping that his book would bring him wealth, he modified the original story of his capture. Powhatan was transformed into an evil man who desired to kill Smith, and Pocahontas became a beautiful princess who intervened at the last minute, saving Smith's life.

The use of dates in this paragraph provides a clue to the time order pattern. Events are related in the order in which they happened.

The cause-effect pattern is used later in the paragraph to explain why Smith changed the story.

The information given in this paragraph can be used to make generalizations. Notice that twenty-four years elapsed between the two versions of Smith's story. Since Smith said in 1624 that he had a poor man's income, it can be assumed that in those twenty-four years his fortunes fell; hence, the need arose to write a dramatic story.

We can also make several generalizations about Smith's character. He evidently would have liked to live a life of luxury and ease, he could tell a good tale, and he did not mind stretching the truth to suit his own needs.

Making such generalizations enables a reader to understand more of this paragraph than he would have understood from a quick reading. By practicing this skill with your own reading, you can become a better reader. To make generalizations, follow this procedure:

- 1) Locate the main idea,
- 2) Study the facts and details,
- 3) Decide which pattern of organization the details fit, and
- 4) Combine and relate the details to each other to make generalizations.



Complete the activities that follow each paragraph.

Few could have predicted that Ravenna, Italy, which began as a small Roman country town, isolated amidst swamps and marshes and far from the sea, would become in its prime larger and more splendid than Rome itself. In its early days Ravenna saw Caesar crossing the nearby Rubicon on his way to founding the world's greatest empire. In maturity Ravenna was the center of a three-way struggle between Rome, Constantinople, and the northern Gothic kingdoms for portions of the empire. In her declining years Ravenna witnessed Charlemagne entering as a conqueror, Giotto painting murals, and Dante writing the *Divine Comedy*.

1.26 Circle the letter of the generalization suggested by the facts of this paragraph:

- a. Ravenna, Italy, is a cultural and political center.
- b. Ravenna, Italy, is no longer an important city.
- c. Ravenna's swampy location led to its decline.

Recently in a large American city a man was convicted of manslaughter because he ran a red light, hit another car, and killed the driver. The judge sentenced him to five years' probation and ordered him to pay each of those years into a trust fund for the dead man's child. Since the convicted man has two small children, the payments will be a strain. If he had been sent to prison, however, his family would suffer more because he would have no salary. The victim's family would not have benefited either.

1.27 Draw the shape of the paragraph. _____

1.28 From a study of the details, make a generalization that could serve as a topic sentence for the paragraph and write it here.

1.29 Rewrite this paragraph in the inverted triangle pattern, using your topic sentence.

Wuthering Heights is in the midst of the desolate English moors. Outside the gates of this solitary dwelling the landscape expands into dreary shades of brown and gray, with only the craggy cliffs on the distant horizon to break the monotony. Wildlife and foliage are scarce. The few trees that do live must eke out their existence: the north wind blows constantly. The house itself, built to withstand the tumults of wind and rain, is cold and forbidding. The stone walls and earthen floors offer no relief from the bone-chilling dampness of northern England. In sharp contrast to Wuthering Heights is Thrushcross Grange. Situated in a sheltered valley, Thrushcross Grange is calm and peaceful, and is surrounded by lush flower gardens. The refined elegance of Thrushcross Grange differs as much from Wuthering Heights as the rose differs from the thorn. The contrast between these two settings is symbolic of the ultimate conflicts in Emily Bronte's novel *Wuthering Heights*.

- 1.30** Underline the topic sentence of this paragraph.
- 1.31** Draw the shape of the paragraph. _____
- 1.32** What is the order of details in this paragraph? _____
- 1.33** Circle the phrase that clues you in to the order of details in this paragraph.



Review the material in this section to prepare for the Self Test. This Self Test will check your mastery of this particular section as well as your knowledge of the previous section.

SELF TEST 1

List the six common patterns of paragraph organization (each answer, 3 points).

- 1.01 _____
- 1.02 _____
- 1.03 _____
- 1.04 _____
- 1.05 _____
- 1.06 _____

Study each group of signal words, then write on the line the name of the pattern in which these signal words would probably be used (each answer, 3 points).

- 1.07 first, next, finally _____
- 1.08 since, because _____
- 1.09 on the left, behind, to the side _____
- 1.010 in addition, also, another _____
- 1.011 one thing, next, of most importance _____
- 1.012 however, on the other hand _____
- 1.013 as a result _____

Complete these statements (each answer, 3 points).

- 1.014 The two basic parts of a paragraph are the
 - a. _____ and
 - b. _____ .
- 1.015 The sentence which states the main idea is called _____ .
- 1.016 If a main idea is not stated directly in a paragraph then it is _____ by all the sentences in the paragraph.
- 1.017 The purpose of the supporting details is _____

- 1.018 The most common position for the main idea in a paragraph is _____

Answer these questions (each answer, 3 points).

1.019 Which paragraph shape is often used by journalists for their newspaper articles?

1.020 When the purpose of a paragraph is to convince or persuade the reader, which shape is usually best? _____

1.021 If the topic sentence is in the middle of a paragraph, the paragraph is said to have which shape? _____

1.022 Which shape describes a paragraph with no stated topic sentence?

Answer true or false (each answer, 1 point).

1.023 _____ The topic sentence states the main idea of a paragraph.

1.024 _____ When a writer wants to explain why things happened in a certain way, he uses comparison and contrast.

1.025 _____ Slowing down to make generalizations increases reading comprehension.

1.026 _____ The use of dates in a paragraph is a clue to a spatial order pattern.

1.027 _____ A key word repeated throughout a paragraph may substitute for a topic sentence as a means of unifying a paragraph.

Read the following paragraph. Underline the topic sentence. In the first blank write the shape of the paragraph. In the second blank write the pattern of paragraph organization (each part, 3 points).

1.028 a. The art of written discourse seems to have declined sharply in recent years. Perhaps the rising cost of stationery and postage is a factor. Most people today are so busy with their jobs, their families, and their hobbies that they do not feel they have time to write letters. To a certain extent, television and personal computers have replaced communicating with friends as a form of entertainment. The advent of telephone, however, is probably the most significant factor in the decrease of letter-writing, because it gives instant access to friends and loved ones.

b. Shape _____

c. Pattern _____

66

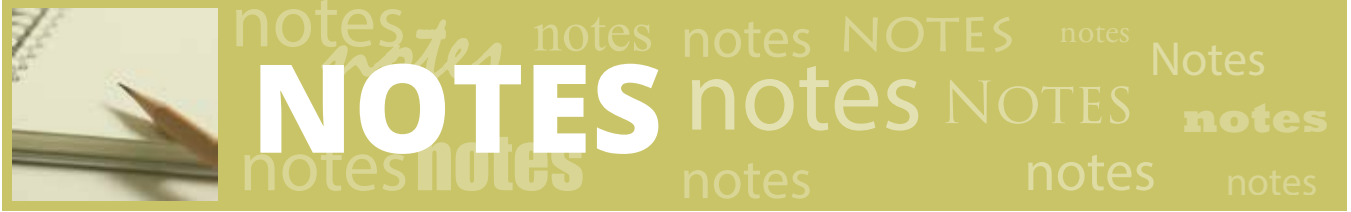
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SCORE _____

TEACHER _____

initials

date





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