



# LANGUAGE ARTS

Student Book

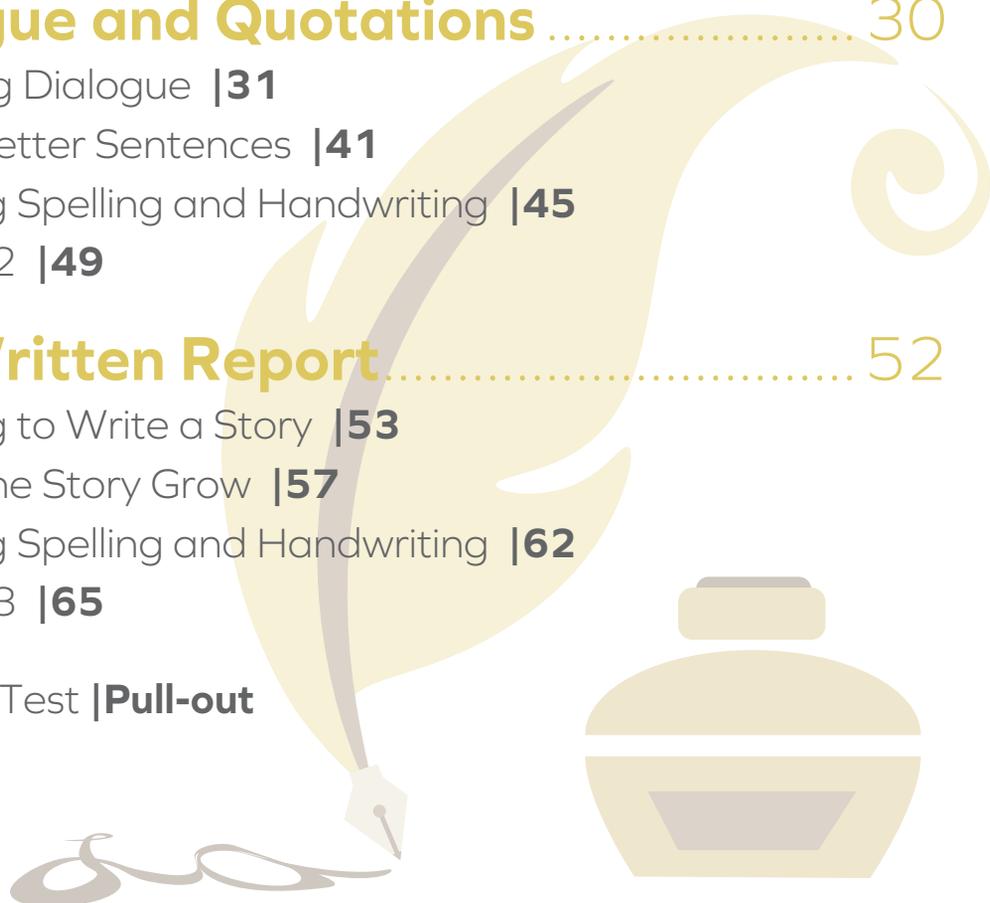
► **5th Grade** | Unit 5

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# LANGUAGE ARTS 505

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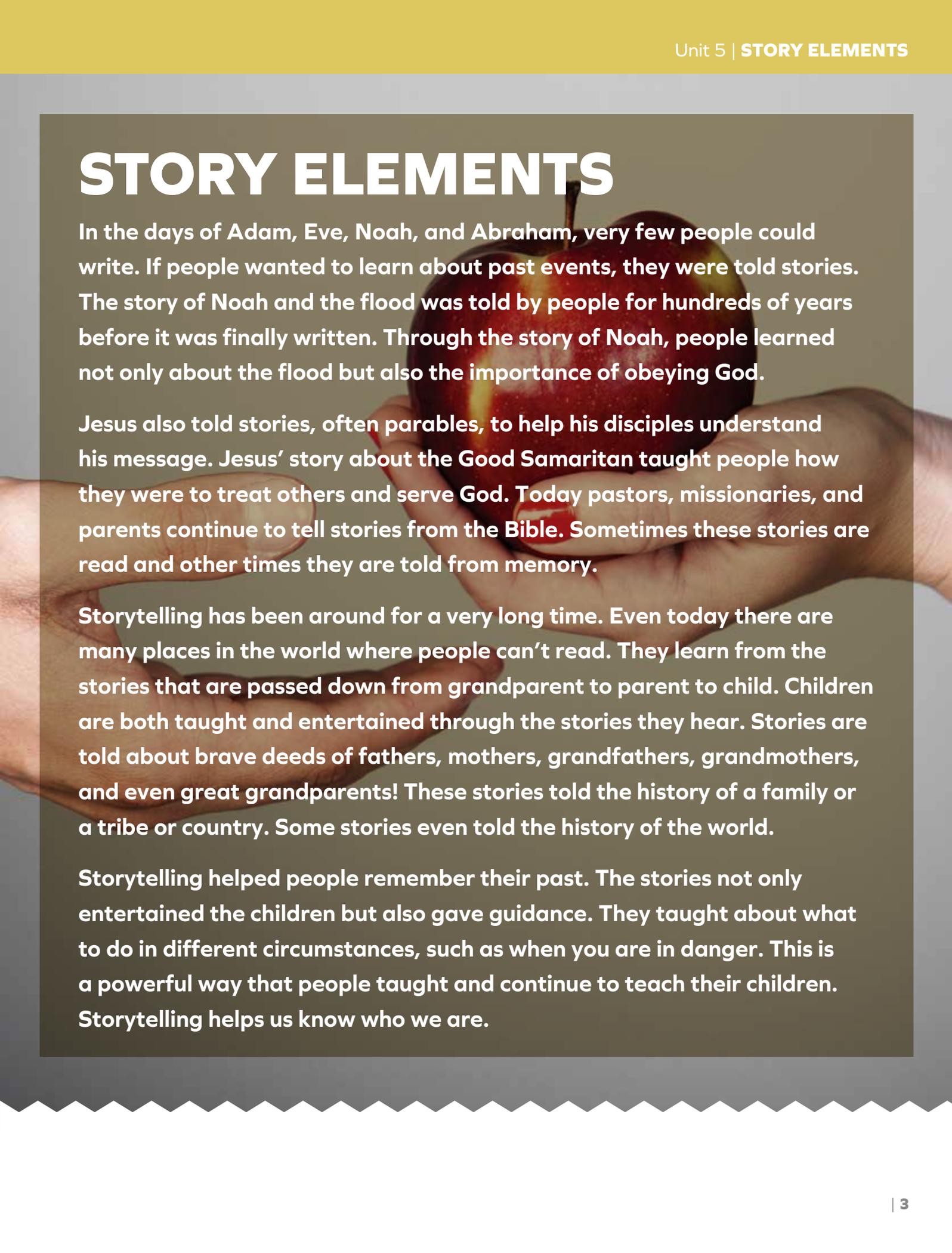


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# STORY ELEMENTS

A pair of hands, one from the left and one from the right, are shown holding a single, ripe red apple. The apple is the central focus, with its stem and a small leaf visible. The hands are positioned as if presenting the apple. The background is a soft, out-of-focus grey.

In the days of Adam, Eve, Noah, and Abraham, very few people could write. If people wanted to learn about past events, they were told stories. The story of Noah and the flood was told by people for hundreds of years before it was finally written. Through the story of Noah, people learned not only about the flood but also the importance of obeying God.

Jesus also told stories, often parables, to help his disciples understand his message. Jesus' story about the Good Samaritan taught people how they were to treat others and serve God. Today pastors, missionaries, and parents continue to tell stories from the Bible. Sometimes these stories are read and other times they are told from memory.

Storytelling has been around for a very long time. Even today there are many places in the world where people can't read. They learn from the stories that are passed down from grandparent to parent to child. Children are both taught and entertained through the stories they hear. Stories are told about brave deeds of fathers, mothers, grandfathers, grandmothers, and even great grandparents! These stories told the history of a family or a tribe or country. Some stories even told the history of the world.

Storytelling helped people remember their past. The stories not only entertained the children but also gave guidance. They taught about what to do in different circumstances, such as when you are in danger. This is a powerful way that people taught and continue to teach their children. Storytelling helps us know who we are.

The Bible tells the history of God’s love and care for His people. The people who actually lived the stories told them to the children. They wanted to preserve the stories and to teach about God’s goodness and provision for His children. The art of storytelling developed long before reading and writing. Can you remember some of the stories you were told before you learned to read?

In this LIFEPAC®, you will read two stories and write one of your own. You will learn what makes for a good story. You will learn to read and write dialogue which makes a story more interesting. Finally, you will write a story of your own.

## Objectives

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFEPAC, you should be able to:

1. Describe a legend.
2. Summarize the story of “Arthur and the Sword in the Stone.”
3. Name three elements of a story that make the story enjoyable.
4. Name and define words and phrases that show the age of the story of Arthur.
5. Explain suspense. Explain how suspense is used in the story of Arthur.
6. Define implied meaning.
7. Summarize a story.
8. Recite six questions you should ask about a story to judge its literary value.
9. List the positive qualities of characters in “Arthur and the Sword in the Stone.”
10. Write different types of dialogue.
11. Put events in sequence.
12. Use word order to construct good sentences.
13. Correct examples of poor writing.
14. Write an original short story.
15. Spell and create new words with prefixes and suffixes.
16. List examples of positive and negative characteristics of the characters in “Marissa and the Bullies.”



# 1. STORY ELEMENTS

Many stories are written for enjoyment. You can get more enjoyment from a story by learning about how stories are written. This is similar to how you might enjoy a sport better by knowing the rules. Authors use a variety of techniques to make their stories more interesting. When you understand the devices an author uses to make the story better you will enjoy it even more.

In the first section of this LIFEPAC, you will read a story. First, you will read for enjoyment and then for meaning. You will learn to judge a story for both its entertainment and **literary** qualities.

You will also learn some spelling words that are made by adding prefixes and suffixes. You will review the writing of uppercase and lowercase letters from A through G.

## Objectives

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

1. Describe a legend.
2. Summarize the story of "Arthur and the Sword in the Stone."
3. Name three elements of a story that make the story enjoyable.
4. Name and define words and phrases that show the age of the story of Arthur.
5. Explain suspense. Explain how suspense is used in the story of Arthur.
6. Define implied meaning.
7. Summarize a story.
8. Recite six questions you should ask about a story to judge its literary value.
9. List the positive qualities of characters in "Arthur and the Sword in the Stone."
15. Spell and create new words with prefixes and suffixes.

## Vocabulary

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

**accord** (ə kôrd'). In Old English, it meant *to give in return*. It now means to agree; *to be in harmony*.

**alight** (ə līt'). To get off or down from.

**allegiance** (ə lē' jəns). Loyalty or devotion to someone or something.

**anvil** (an'vəl). An iron or steel block on which metals are hammered.

**arms** (ärms). Weapons; the use of arms; fighting; war.

**aspire** (ə spīr'). To have an ambition for something; desire earnestly; seek.

**astonished** (ə stôn' isht). Greatly surprised; amazed.

**budge** (bəj). Cause to move; move from one's place.

**counsel** (koun' səl). To give advice.

**derision** (di ri zh'ən). Scornful laughter; ridicule.

**element** (e' lə mənt). A basic part of something.

**empathize** (em' pə thiz). To sympathize or feel for another person.

**exclude** (ek sklüd'). To shut out; to keep out; to leave out.

**generation** (jen' ə rā' shən). All the people born about the same period of time.

**hastily** (hā' stə lē). Quickly; in a hurry.

**hilt** (hilt). The handle of a sword, dagger, or tool.

**homage** (häm' ij, äm' ij). Dutiful respect; reverence.

**implied** (im plīd'). Suggested or stated indirectly.

**jousting** (joust' ing). Combat between two knights on horseback.

**joyously** (joi' əs lē). With great joy; gladly.

**liege** (lēj). The king or lord who has the right to the homage and loyal service of his vassals (people).

**lineage** (lin' ē ij, lin' ij). Family or race; descent in a direct line from an ancestor.

**literary** (lī' tər' ē). Having to do with literature.

**lodging** (ləj' ing). A place to live in.

**midst** (midst, mitst). The middle; center; among.

**miraculous** (mə rak' yū ləs). Having the nature of a miracle; wondrous; marvelous.

**multitude** (mə' tətüd', tyüd'). A great many; a crowd.

**mutter** (mə' tər). To speak low and indistinctly with the lips partly closed.

**nourish** (nər' ish). Make grow, or keep alive and well, with food.

**ordain** (ôr dān'). To establish as a law; to fix; to decide; to appoint.

**retinue** (re' tənü', nyü'). A group of attendants.

**seneschal** (sen' ə shəl). The steward in charge of a royal palace.

**successor** (sək ses' ər). A person who follows or succeeds another in office.

**summarize** (sə' mə rīz). To give a shorter version of a longer piece of writing.

**supernatural** (sü' pər nā' chə rəl). Above or beyond what is natural.

**thrust** (thrəst). To push with force.

**tournament** (tur' nə mənt, tor'). A contest in any game or skill; long ago it meant a contest between knights.

**wondrously** (wən' drəs lē). Wonderfully; extraordinarily.

**wrangling** (ran' gling, gə ling). A noisy dispute or quarrel.

**yield** (yēld). To give up; to surrender.

**Note:** All vocabulary words in this LIFEPAK 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/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## Reading a Story

“Arthur and the Sword in the Stone” is part of the legend of King Arthur of Britain. The first time you read the story, enjoy its spirit and action. Let yourself be taken back in time. Be a silent watcher of the events as they unfold. As you read, think about how the language of the story adds to the atmosphere of the story.

**Reading for pleasure.** Uther Pendragon (oo thur pen drag un) was a king who ruled in Britain a long time ago. Many legends have been told about him and his more famous son, Arthur. Uther and Arthur lived in the days when Christianity was not known throughout England. There were only a few missionaries in England. Because few people could read, they were unable to read God’s Word. At the time of Uther and Arthur, magicians were thought to have **miraculous** powers.

The tales of Uther, Arthur, and others were passed from **generation** to generation by word of mouth because few people could write. These legends are still passed from generation to generation, but now they are also passed on through writing and reading.



## Arthur and the Sword in the Stone

- 1 Merlin was the greatest of the magicians. It was only by Merlin's power that Uther won the lovely wife he wanted. It was by Merlin's power, so the tales were told, that Uther's son was protected and **nourished** during his childhood and youth. Many of the knights of King Uther would gladly have taken their **liege's** throne. To protect the baby Arthur, Merlin carried him away to the home of the good knight, Sir Ector. Along with Sir Ector's son Kay, Arthur was trained in all the knightly virtues. No one, not even Sir Ector, knew that the boy was King Uther's son. Arthur himself thought he was Sir Ector's blood son and Kay's true brother.
- 2 By the time Arthur had grown to be a tall, manly youth and was skilled in the use of **arms**, King Uther had long been dead. Much **wrangling** over his **successor** was being carried on by the knights; and this in spite of the fact that King Uther had declared on his death bed that his son Arthur was living and should be king.
- 3 At Christmastide, the Archbishop of Canterbury called together all the men-at-arms and the great ladies of the land. Merlin had declared that at Christmastide great wonders would be done. From all parts of the land came barons, knights, and ladies with long **retinues** of servants. Crowding into London, they gathered into the greatest church.
- 4 When the people came out of the service, a great marble stone had appeared in the churchyard. The stone was square, having in the **midst** of it an iron **anvil**, a foot high. A majestic sword protruded from the anvil. The **hilt** of the sword was **wondrously** decorated with jewels, gleaming in the sunlight. Around the sword, in letters of gold, was inscribed:
 

*Whosoever pulleth this sword out of this stone and anvil is the true-born king of Britain.*
- 5 At the sight of this marvel, the excitement of the crowd rose at once. For some time, everyone circled restlessly around the churchyard, wondering aloud what the words on the stone meant. Every man among them wanted to be the first to try to draw the sword from the anvil. For, since none was **excluded**, each hoped he might that day become the king of Britain.
- 6 At last the Archbishop brought order to the crowd and arranged the men to try in turn. One after another, young men and old pulled their mightiest. None could **budge** the sword by so much as a fraction of an inch.



7 When it became certain that no man present could draw the sword, the Archbishop set ten knights to guard the stone. Word was sent throughout the land that a great **tournament** was to be held on New Year's Day. The knights who came to the tournament would be given an opportunity to try to pull the sword out of the stone.

8 Among those who came to the tournament were Sir Ector, his son Sir Kay, and the young man Arthur, not yet a knight. In the morning, the three rode to the field where the **multitude** was gathered to watch the **jousting**. As they arrived, Sir Kay discovered he had left his sword at his place of **lodging**.

9 "Arthur, I beg you to ride back and bring me my sword," said Sir Kay.

10 Arthur willingly rode back. When he came to the lodging, he could not enter because everyone had gone to see the jousting. Arthur loved Sir Kay dearly. He could not bear to think of his brother being kept out of the tournament because he had no sword. And so, as he rode past the churchyard and saw the great sword unguarded in the stone, he thought, "How fine a weapon it would be for Sir Kay."

11 "How fortunate that the guards have gone to see the tournament," he thought. "I'll take this sword to Sir Kay."

12 When Arthur laid his hand on the jeweled hilt, the sword came free from its resting place. Arthur carried it **joyously** to his brother.

13 As soon as Sir Kay saw the sword, he knew it was the one that had been in the magic stone. **Hastily** riding to Sir Ector he said, "See, here is the sword of the stone. It must be that I am to be king."

14 Sir Ector said, "Give me the sword and come with me to the church."

15 Together with Arthur, they rode to the church. All three **alighted** from their horses. Sir Ector saw that the sword was indeed gone from the stone.

16 "Now, my son," said Sir Ector, "swear by the Holy Book to tell me honestly how you got this sword."

17 "My brother Arthur brought it to me—this I swear," said Sir Kay.

18 "How did you get this sword?" asked Sir Ector, turning to Arthur.

19 "Sir," said Arthur, "when I could not find my brother's sword, I started back to tell him so. By good fortune I rode by this place. I saw the sword sticking in the stone. So I came and pulled at it, and it **yielded** easily. I took it to Sir Kay,



| The sword remained immovable.

for I would not have my brother swordless.”

20 “Were there any knights around the stone?” asked Sir Ector.

21 “None,” said Arthur.

22 “Now I understand,” said Sir Ector. “You, Arthur, are to be king of Britain.”

23 “Why should I be king of Britain?” asked the boy.

24 “I know not why, except that God wills it so. It has been **ordained** that the man who should draw the sword from the stone is the true-born king of Britain. Now let me see whether you can put the sword where it was and draw it forth again.”

25 “That is not difficult,” said Arthur, as he **thrust** the sword back into the stone.

26 Sir Ector tried to pull the sword out, but he could not move it.

27 “Now you try,” he said to Sir Kay.

28 Although Sir Kay pulled with all his might, the sword remained immovable.

29 “Now you try it,” said Sir Ector to Arthur.

30 “I will,” said Arthur, as he grasped the hilt and drew out the sword without any difficulty.

31 Then Sir Ector and Sir Kay knelt down before Arthur and said, “Now we know you for our king and swear **allegiance** to you.”

32 “Now my own dear father and Kay, my brother, do not kneel to me.”

33 “Arthur,” said Sir Ector, “I must now tell you that you are not my son, nor is Sir Kay your brother. I do not know who you are, but I did not think you were of kingly **lineage**.”

34 Then Arthur wept, for he loved Sir Ector and Sir Kay as though they were father and brother to him.

35 “When you are king,” asked Sir Ector, “will you be kind to me and my family?”

36 “Indeed I will,” said Arthur, “or I shall be much to blame, for I am more deeply in debt to you than any other man in all the world. Your wife, whom I have always thought my mother, has cared for me as her own son. If it ever is the will of God that I be king of Britain, ask what you desire, and it will be my pleasure to **accord** it.”

37 The three then went to the Archbishop and told him all that had happened. The Archbishop **counseled** them to remain quiet till after the tournament, when Arthur should make the trial in public. At that time all of the knights were again given the opportunity to draw out the sword. Each having failed, Arthur then drew it out easily before the **astonished** eyes of the onlookers.

38 The barons and knights laughed in **derision** and said, “Shall Britain be ruled by a boy? Let us have another trial at Twelfth Day.”

- 39 At Twelfth Day and at Easter the trials were again held, with the same result. Yet the fierce barons would not recognize Arthur until the people grew angry and shouted, "Arthur is our king! We will have no one but Arthur for our king!"
- 40 Even the strong knights who **aspired** to the throne could not resist the call of the people and the barons who sided with Sir Ector. When the Archbishop placed the crown upon the head of the young king, everyone there did **homage** to Arthur, though many scowled and **muttered** threats to his life. Arthur did not forget his promises, but made Sir Kay his **seneschal** and gave broad lands and rich presents to his foster parents.

**Showing vs. Telling.** Authors who rely on telling a story explain to the reader what is happening. Readers don't "hear" the characters talk. Instead the author might write: *Aiden said to his brother that he should be careful when crossing a busy street.* Authors who find ways to show readers what is happening write more interesting stories. Readers are able to "hear" how characters talk. These authors might write: *Aiden shouted to his brother, "Be careful when crossing the street. It's very busy!"* Most authors both show and tell in their stories. Good authors make their characters more interesting by allowing them to talk rather than summarizing their words.

1. Joey and his teammates won the soccer championship in double overtime.
2. Leaping on the back of another teammate, Joey shouted, "We won! We won! Two overtimes later and we're the champions!"

Which sentence showed you the action? Did you choose the second sentence? How did Joey's excitement about winning reach you? Did you notice the words used in the dialogue?

The use of both showing and telling words in "Arthur and the Sword in the Stone" add to the interest of the story. The author also used words and phrases to let you know the story happened long ago.

**Example:** (from Paragraph 1) "so the tales were told"

The phrase lets you know the story is a legend, partly based on truth, and partly created by imagination.

**Example:** (from Paragraph 1) "Merlin carried him away"

These words create suspense in the story. In the story, Merlin is a magician who takes a baby away from danger to protect him.

**Example:** (from Paragraph 1) "Many of the knights ... would gladly have taken their liege's throne."

These words should suggest to you that the knights would want to take the throne for themselves, probably by force.



**Complete these activities.**

**1.1**

Write five words or phrases from the Arthur story that let you know the story happened long ago. These might be words that are seldom or never used today.

An example is the word *homage*.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**1.2**

Suffixes and prefixes can be added to words to change their meanings or make new words. Listed below are some root words. Find other words made from these roots.

An example would be: *magic, magician*.

- a. wonder \_\_\_\_\_
- b. marvel \_\_\_\_\_
- c. miracle \_\_\_\_\_
- d. fortune \_\_\_\_\_



**Find the words or phrases that create suspense.** These words make you want to keep reading. They make you wonder what is coming next.

**1.3**

In Paragraph 1 \_\_\_\_\_

**1.4**

In Paragraph 5 \_\_\_\_\_

**1.5**

In Paragraph 6 \_\_\_\_\_



**Write a summary.**

**1.6**

Summarize the action (just the action) of the story in two or three complete sentences.

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## SELF TEST 1

Write *true* or *false* (each item, 2 points).

- 1.01 \_\_\_\_\_ Arthur was Uther's biological son.
- 1.02 \_\_\_\_\_ Arthur hid with Merlin until he was eight years old.
- 1.03 \_\_\_\_\_ Uther and Merlin were brothers.
- 1.04 \_\_\_\_\_ Merlin was Sir Ector's biological father.
- 1.05 \_\_\_\_\_ Uther called all of the people together at Easter.
- 1.06 \_\_\_\_\_ Sir Kay needed a sword to take part in the tournament.
- 1.07 \_\_\_\_\_ Arthur pulled the sword out of the stone and anvil only once.
- 1.08 \_\_\_\_\_ The sword in the stone was located near a church.
- 1.09 \_\_\_\_\_ People were surprised that such a young person would rule the kingdom.
- 1.010 \_\_\_\_\_ Arthur kept his promise to give good things to those who had taken care of him.

Match the words from the story of Arthur with their definitions. Not all of the definitions will be used (each answer, 3 points).

- |       |                  |  |
|-------|------------------|--|
| 1.011 | _____ ordain     | a. establish as law                              |
| 1.012 | _____ miraculous | b. a great many                                  |
| 1.013 | _____ multitude  | c. combat between two knights                    |
| 1.014 | _____ nourish    | d. an iron block on which metals are hammered    |
| 1.015 | _____ anvil      | e. a group of attendants                         |
| 1.016 | _____ liege      | f. a person who follows another person in office |
| 1.017 | _____ retinue    | g. a noisy quarrel                               |
| 1.018 | _____ arms       | h. weapons; fighting                             |
| 1.019 | _____ successor  | i. the lord who has a right to homage            |
| 1.020 | _____ wrangling  | j. keep alive and well with food                 |
|       |                  | k. having the nature of a miracle                |

**Make each sentence correct by completing the blanks with the right words** (each answer, 4 points).

- 1.021** The main events in a story are called the \_\_\_\_\_.
- 1.022** The time and place of the story is called the \_\_\_\_\_.
- 1.023** The characters of a story should talk the way people of their age and \_\_\_\_\_ would talk.
- 1.024** The \_\_\_\_\_ of a story should not mock or go against Christian teachings.
- 1.025** Everything that you read has some \_\_\_\_\_ on you.

**Choose the correct word or phrase and write the letter on the line** (each answer, 2 points).

- 1.026** A legend is partly based on truth, partly created by \_\_\_\_\_.  
a. history                                      b. imagination                                      c. lies
- 1.027** A word that shows the time period of the story is \_\_\_\_\_.  
a. knights                                      b. stone                                      c. New Year's Day
- 1.028** One of Sir Ector's good qualities was \_\_\_\_\_.  
a. jealousy                                      b. caring                                      c. pride
- 1.029** Sir Ector took care of Arthur because \_\_\_\_\_.  
a. he knew he was a king's son  
b. Merlin asked him to  
c. the Archbishop paid him
- 1.030** Merlin said that at \_\_\_\_\_ great wonders would be done.  
a. Eastertide                                      b. Christmastide                                      c. tournament time
- 1.031** If a sentence has an implied meaning, it can usually be understood by reading \_\_\_\_\_.  
a. the context                                      b. the conclusion                                      c. the summary
- 1.032** The setting of the story is \_\_\_\_\_.  
a. France                                      b. Germany                                      c. Britain
- 1.033** The telling of a story in very brief form is called a \_\_\_\_\_.  
a. summary                                      b. summit                                      c. suspense

- 1.034** The fullest, richest enjoyment of any story will come only when \_\_\_\_\_ .
- all of the meanings are understood
  - all of the words are understood
  - all of the questions are answered
- 1.035** A sentence that makes a plain statement of fact is a \_\_\_\_\_ .
- boring sentence
  - declarative sentence
  - topic sentence

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

- 1.036** How would you describe Arthur's character? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 1.037** How did the Arthur story show that Christian truth was poorly understood?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**Teacher check:**

Score \_\_\_\_\_

Initials \_\_\_\_\_

Date \_\_\_\_\_



**Take your spelling test of Spelling Words-1.**



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