

Name _____

haste	divided	shattered	tension
opposed	perish	proclamation	address

Use a word from the box to answer each question. Then use the word in a sentence. **Possible responses provided.**

- What word might be used to describe mental strain? **tension; I feel**
tension when the due date of a project gets closer.
- What is an official public announcement? **proclamation; The mayor's**
proclamation about the town fair excited everyone.
- If something is in two separate pieces, what is it? **divided; I divided the**
box of strawberries to share them with my sister.
- What is another word for *quickness*? **haste; When I want to play**
outside, I finish my chores in haste.
- What word might describe something broken in many pieces?
shattered; The glass shattered when she dropped it to the floor.
- If you do not take care of a plant, what might it do? **perish; Without**
rain, the crops will perish.
- What is another word for *against*? **opposed; The students were**
opposed to class on Saturdays.
- What might a politician give to a crowd of people? **address; Last night**
the president gave an address that focused on jobs.

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details



Author's Point of View

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Name _____

Read the passage. Use the reread strategy to make sure you understand the text.

A True Declaration

13 Do you like to write? What if you wrote words that helped form
18 laws? This is what Thomas Jefferson did. He was the third president
25 of the United States, but he might be best known for writing the
38 Declaration of Independence.

41 A Strong Start

44 Jefferson was born on April 13, 1743. At the age of nine, he began
58 to study Latin, Greek, and French. He would one day be able to speak
72 five languages and read seven.

77 When he went to school he studied law. In 1769 he was part of
91 the House of Burgesses, which was the first group of chosen law-
103 makers in our nation. While there, he was not known as a great public
116 speaker. It is not only spoken words that can make a change, though.
129 Sometimes written words can be just as valuable. People liked the
140 way he wrote about information from meetings while he was there.
151 They knew that he could write very well.

159 When the people wanted to be free from Britain, they asked
170 Jefferson to help. They asked him to write about why people wanted
182 to rebel against Britain. So he wrote the Declaration of Independence.

Name _____

The Power of Words

The Declaration said that we are all created equal. It said that we all have certain rights, including “life, liberty, and the pursuit of happiness.” This means that we should all have the right to freedom and happiness. Jefferson wrote these words when the people had a lot of criticism for British law. They wanted to be free from these laws. The people did not agree with the king. They wanted to protect their happiness. They wanted to be in charge of making their own laws.

The words that Jefferson wrote were the thoughts of many people. The people did not want to live under British rule. They felt that it was not fair. Instead, they wanted to have a life of liberty. They wanted a life where all people were equal, where people could search for happiness. This is why Jefferson wrote that if a government is not working, “it is the right of the people to alter or to abolish it.” This meant that the people had the power. They could change how they were ruled.

Jefferson’s words gave a voice to the people. His words filled them with optimism. His words gave them strength, too. The people felt ready to say they were free of Britain. The day on which they made this official is a special day. Do you know what day it is? It is the Fourth of July.

Jefferson was in law and politics. Yet, he is also known as a great writer. The Declaration that he wrote helped in the development of our nation. It came when the people needed it most. Without his strong words, America might not have been able to find its freedom when it did.



Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

- 1. Which detail in the first paragraph tells you what the author thinks Jefferson's biggest accomplishment is?**

The author says Jefferson might be best known for writing the

Declaration of Independence.

- 2. What does the seventh paragraph tell you about how the author feels about the words Jefferson wrote?**

The author feels that Jefferson's words gave the people a voice and

filled them with optimism and strength.

- 3. How do your feelings about what Jefferson did for our country compare with the author's?**

I agree with the author that Jefferson was a key player in gaining

freedom from British rule.

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Encouraging Change

John F. Kennedy did not plan to be a politician. He wanted to have a job in academics or the news. However, from 1947–1953 he was in the House of Representatives. He was a Senator from 1953–1960. In 1960 he was elected president. The words in his speech in 1961 helped bring change. He said, “Ask not what your country can do for you—ask what you can do for your country.” He wanted people to better each other’s lives.



President John F. Kennedy gives a speech to Congress in 1961.

NASA Headquarters-Greatest Images of NASA
(NASA-HQ-GRIN)

Answer the questions about the text.

1. How do you know this text is a biography?

It is the story of a real person written by another person. It is told in chronological order and has primary sources as text features.

2. What text features does the text include?

It contains a quotation, a photograph, and a caption.

3. What does the caption tell you about the photograph?

It tells when and to whom President Kennedy gave a speech.

4. How do you know the photograph is a primary source?

It shows a real event at a specific time and place.

Name _____

Suffix	Meaning
<i>-able</i>	capable of
<i>-ation</i>	action or process
<i>-ism</i>	the act or state of
<i>-ment</i>	act or process of

Using the information in the box above, circle the word in each sentence below with a Latin or Greek suffix. Write the meaning of the word on the line. Use a dictionary if necessary. **Possible responses provided.**

1. He was the third president of the United States, but he might be best known for writing the Declaration of Independence.

process of declaring

2. Sometimes written words can be just as valuable.

capable of having value

3. People liked the way he wrote about information from meetings while he was there.

process of informing

4. Jefferson wrote these words when the people had a lot of criticism for British law.

state of being a critic or critical

5. His words filled them with optimism.

the state of being optimistic

6. What Jefferson wrote helped in the development of our nation.

act or process of developing

Name _____

A. Read each sentence. On the line, write the correct plural form of the noun in parentheses.

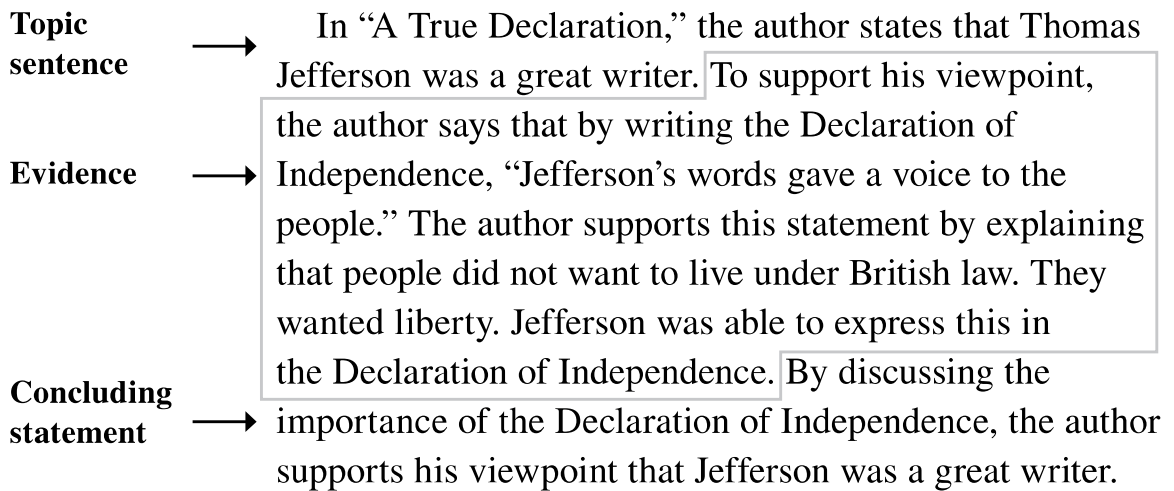
- (prop)** The play included many _____ **props** _____ to make it look real.
- (hobby)** I have two _____ **hobbies** _____ that I enjoy doing after school.
- (mistake)** Did you make any _____ **mistakes** _____ on your homework?
- (moss)** There are different kinds of _____ **mosses** _____ and plants.
- (arch)** We drove under two huge _____ **arches** _____ when we entered the city.
- (day)** There are seven _____ **days** _____ in each week.

B. The suffixes *-ment*, *-ness*, *-age*, *-ance*, and *-ence* all mean “the state of” or “the act of” something. Write the meaning of each word below.

- storage _____ **the act of storing** _____
- brightness _____ **the state of being bright** _____
- punishment _____ **the act of punishing** _____
- guidance _____ **the act of guiding** _____
- patience _____ **the state of being patient** _____
- excitement _____ **the state of being excited** _____

Name _____

Evidence is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited text evidence that shows how the author supported his point of view.



Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author supported his point of view. Remember to include a strong opening and concluding statements and to use linking verbs correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary but should include a topic**

sentence and evidence from the text. Details and examples from the text

should support the writer’s analysis of how the author supports his or

her viewpoint. Answers should include a strong opening, a concluding

statement, and the correct use of linking verbs.

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what details you can add to give the narrative a strong conclusion.

Draft Model

I had blamed my brother for ruining one of my books. He insisted that he hadn't even gone in my room. Then I saw the book's cover in our puppy's mouth. I learned an important lesson.

1. What details would tell why the narrator blamed the brother for ruining the book?

2. What did the puppy look like when the writer found it?

3. What details would provide a sense of closure and summarize the lesson the narrator learned?

B. Now revise the draft by adding a strong conclusion to help give readers a sense of closure.

Answers will vary but should include a strong conclusion that sums up the narrator's experience and the lesson learned.
