

Name _____

democracy

commitment

privilege

legislation

version

eventually

amendments

compromise

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

- What word might describe an agreement reached by two different sides?
compromise; I have a big family, so we often have to *compromise* to keep everyone happy.
- What is a system of government where the people decide what happens?
democracy; In the United States we are fortunate to have a *democracy*.
- If there are formal changes made to a law, what are the changes called?
amendments; Students should be familiar with the laws and *amendments* of our country.
- What is another word for *finally*? **eventually; After two hours of traveling, we *eventually* made it home.**
- If a community creates its own laws, what is it responsible for? **legislation; The government passed *legislation* that gave its citizens equal rights.**
- What is another word for a *sense of obligation*? **commitment; We made a *commitment* to meet every week until we completed the project.**
- What do you call a special right that a person has? **privilege; Being able to use the school pool is a *privilege* for all students.**
- What is another word for *an account given in a particular way*?
version; The Spanish *version* of the book has different pictures.

Name _____

Read the selection. Complete the cause and effect graphic organizer.

| Cause | → | Effect |
|-------|---|--------|
| | → | |
| | → | |
| | → | |
| | → | |
| | → | |

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Name _____

Read the passage. Use the ask and answer questions strategy to understand difficult parts of the text.

We the People

11 Ms. Quibble stood by the chalkboard in front of her fourth-grade
12 class. “Who can tell me why the American colonies wanted to
22 separate from England and become their own country?”

30 The class was quiet. Some students scribbled in their notebooks
40 or shuffled their feet. Finally, a single hand shot up. Ms. Quibble
52 adjusted her spectacles. “Yes, Kwan?”

57 “People wanted to separate because they wanted liberty,”
65 Kwan said. “They felt that they didn’t have a voice in the British
78 government.”

79 “Very good!” Ms. Quibble said. “What was the name of the
90 document that declared the colonies’ freedom?”

96 Kwan was the only volunteer. “It was the Declaration of
106 Independence,” she said.

109 “Kwan, I can tell you will ace this test.” Ms. Quibble sounded
121 impressed. “I *highly* suggest that everyone else study during lunch.”

131 Sam Jones ran to catch up with Kwan after class. “You sure know a
145 lot about history,” he said.

150 “That’s because I’m studying for my naturalization exam. I’ve been
160 memorizing a lot about America,” she said.

167 “Your *what* exam?” Sam asked.

172 “It’s a test to become an American citizen,” Kwan said. “My
183 parents have been studying with me for months. We are so excited for
196 the chance to become citizens!”

Name _____

The Document that Launched a Country

Sam and Kwan sat together at lunch. They inspected a copy of the Constitution that was printed in their textbooks. Kwan explained that the Constitution sets the rules for the government. It also explains the three branches of government. The legislative branch makes laws. The executive branch makes sure laws are followed. The judicial branch makes sense of the laws.

“All of the branches have checks and balances on each other,” Kwan said. “This is so no one branch has complete power.”

Rights for All People

“I’m still not sure why a piece of paper from hundreds of years ago is still so important,” Sam said.

“Do you know the first three words of the Constitution, Sam?”

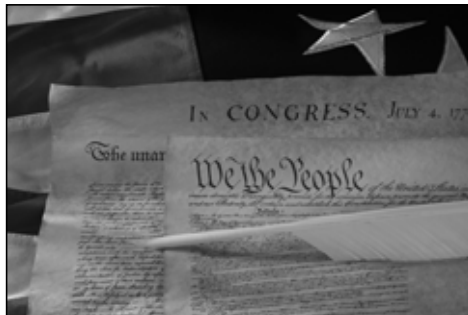
“We the people...”

“Right! The government of the United States is supposed to speak for all the people in every community. But there are times when the government has needed to make a change or addition to the Constitution. We call these changes *amendments*. The Bill of Rights is made up of the first ten amendments to the Constitution. Do you know what the Bill of Rights is?”

“I think it gives Americans freedoms, like the freedoms of speech and religion,” Sam said.

“Exactly! So, the Bill of Rights makes sure everyone is free.”

Sam and Kwan placed their trays on the cafeteria counter. “Good luck on the test today, Sam. I think you’re going to do great,” Kwan said and winked.



Tetra Images/Corbis

To amend the Constitution, both houses of Congress or three-fourths of the states must approve.

Name _____

A. Reread the passage and answer the questions.**Possible responses provided.**

- 1. What is the cause in the following sentence from the passage?**

*People wanted to separate because they wanted liberty.***People wanted liberty.**

- 2. What is the effect in the following sentence from the passage?**

*People wanted to separate because they wanted liberty.***People wanted to separate from England.**

- 3. In paragraphs 8–10, what is the cause of the situation Kwan describes?
What is the effect?**

The cause is that Kwan and her parents have been studying for the
_____**naturalization exam. The effect is that they might have the chance to**
_____**become citizens.**
_____**B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.**

| | Words Read | — | Number of Errors | = | Words Correct Score |
|-------------|------------|---|------------------|---|---------------------|
| First Read | | — | | = | |
| Second Read | | — | | = | |

Name _____

An Interview with a State Representative

“I know that your main responsibilities are writing bills and voting them into effect. Do you have any other responsibilities?” I asked the representative.

“Like every other representative, I serve on two **committees** (kuh•MIT•tees),” he told me.

“What does a committee do?” I asked.

“A committee is a group of Congress members. They study a specific subject, like the military or education, and become experts on that subject. When a bill related to that subject is written, the committee reads the bill. Then it reports to Congress on the bill. Each committee provides valuable advice about changes that should be made to bills before they are passed.”

Answer the questions about the text.

1. How do you know this text is narrative nonfiction?

The author tells a story that includes facts.

2. What text features are included in this piece of narrative nonfiction?

a boldface word; a pronunciation

3. Choose one text feature. How does it add to your understanding of this text?

Possible response: The boldface word, *committees*, shows the reader that it is an important concept in the text.

4. What opinion does the author express in the text?

Possible response: The author thinks that committees provide valuable advice.

Name _____

| Latin Root | Meaning |
|-------------------|----------------|
| <i>commun</i> | common |
| <i>mem</i> | remember |
| <i>nat</i> | to be from |
| <i>scrib</i> | write |
| <i>spect</i> | look |

A. Look at each word below and identify the Latin root. Circle the roots and write the meaning of each word. Use the information above to help you.

Possible responses provided.

1. community **common group of people**
2. scribbled **written quickly or carelessly**
3. spectacles **eyeglasses**
4. naturalization **process of becoming a citizen**
5. memorizing **remembering, learning by heart**
6. inspected **looked at carefully**

B. Using what you know about the roots *spect* and *scrib*, write the meaning of each word below. Use a dictionary, if necessary.

7. spectator
a person who looks on or watches
8. inscribe
to write on or engrave something

Name _____

A. Read each verb. Then write the correct *-ed* and *-ing* forms for each verb.

| Verb | + <i>ed</i> | + <i>ing</i> |
|------------|------------------|-------------------|
| 1. scare | <u>scared</u> | <u>scaring</u> |
| 2. tap | <u>tapped</u> | <u>tapping</u> |
| 3. discuss | <u>discussed</u> | <u>discussing</u> |
| 4. taste | <u>tasted</u> | <u>tasting</u> |
| 5. force | <u>forced</u> | <u>forcing</u> |
| 6. skip | <u>skipped</u> | <u>skipping</u> |

B. Read each word. Draw a slanted line (/) to divide it into syllables. Then write the vowel team on the line.

| | |
|----------------------|-----------|
| 1. coast <u>er</u> | <u>oa</u> |
| 2. book <u>end</u> | <u>oo</u> |
| 3. re <u>peat</u> | <u>ea</u> |
| 4. south <u>west</u> | <u>ou</u> |
| 5. nee <u>dle</u> | <u>ee</u> |
| 6. un <u>load</u> | <u>oa</u> |

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author connected events using cause-and-effect relationships.

| | | |
|-----------------------------|---|---|
| Topic sentence | → | In "We the People," the author uses cause-and-effect relationships to connect the events in the text. A fourth-grade teacher asks her class American history questions to help them review for a test. The main character, Kwan, has been studying for his exam to become an American citizen. The effect of this is that he is the only student in the class who can answer the teacher's questions. Kwan then helps his friend Sam study which has the effect of Sam understanding the material. The author uses cause and effect to connect the events in the text and tell a story. |
| Evidence | → | |
| Concluding statement | → | |

Write a paragraph about the text you have chosen. Tell how the author used cause-and-effect relationships to present information about a topic. Cite evidence from the text. Remember that good explanatory writing includes transition words and uses pronouns and antecedents correctly.

Write a topic sentence: _____

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

sentence, evidence from the text, and a concluding statement. Details and examples from the text should support the writer's ideas of how the author uses cause-and-effect relationships to connect ideas. Writing should include transition words and use pronouns and antecedents correctly.

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about the topic sentence and the supporting sentences.

Draft Model

Schools have rules. Games have rules. There are rules in my home also. I have to clean my room once a week.

1. What is the topic of the draft model? What would be a clearer way to state it?
2. What words could you add to show how the supporting sentences relate to the main idea?
3. What other supporting sentences could you add to strengthen the text?

B. Now revise the draft by adding a topic sentence and supporting sentences to help readers learn more about the importance of rules.

Answers will vary but should include a strong topic sentence and supporting sentences.