

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader. Words that could describe tone include doubtful, humorous, gleeful, serious, and questioning. Authors create tone through word choice, the information they include, and how they organize the text.

In this activity, you will analyze the tone of the letters in "Should Eddie Buy These Sneakers?"

Eddie's Letter

1. One way you could describe the tone of Eddie's letter is **thoughtful and reasonable**. You could describe the tone this way because Eddie presents a series of reasons for why he should buy the shoes: He is feeling left out, he has saved up the money, the shoes are high quality. He has clearly spent time thinking through his arguments and is presenting himself as logical and mature.

2. Another way you could describe the tone of Eddie's letter is **respectful**. Why?

Hint: Think about the attitude Eddie is expressing toward his mom. Does he sound like he cares about her point of view?

3. Now consider the last line of Eddie's letter. Which of the following best describes the tone of that line?

- Ⓐ worried
- Ⓑ playful
- Ⓒ admiring

4. Explain your answer to question 3.

Eddie's Mom's Letter

5. Choose the pair of words that best describes the tone of Eddie's mom's letter.

Ⓐ affectionate, respectful

Ⓑ alarmed, stern

Ⓒ surprised, disappointed

6. Explain your answer to question 5. Use at least three pieces of text evidence.

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2. Another way you could describe the tone of Eddie's letter is **respectful**. Complete the paragraph we started to explain why.

Eddie sounds respectful of his mom because he

Hint: Think about the attitude Eddie is expressing toward his mom. Does he sound like he cares about her point of view?

3. Now consider the last line of Eddie's letter. Which of the following best describes the tone of that line?

- Ⓐ worried
- Ⓑ playful
- Ⓒ admiring

4. Explain your answer to question 3.

In the last line of his letter, Eddie

Hint: Explain what Eddie writes in the last line of his letter and how it sounds. How does the sunglasses emoji affect the tone?

Eddie's Mom's Letter

Psst!
Affectionate
means "showing a
great liking or love
for someone or
something."

5. The tone of Eddie's mom's letter could be described as respectful and affectionate.

We used text evidence to write one reason why the tone of her letter could be described as respectful and affectionate. Write two more reasons. Use text evidence.

1. Eddie's mom begins her letter with the playful and loving salutation "Dear Eddie, my favorite and only son."

2.

3.

Identifying Tone

Tone is the author's attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful*, *humorous*, *sarcastic*, *serious*, and *outraged*. Tone is conveyed through the author's word choices and the details that he or she includes. A text may have more than one tone.

HINT: Keep in mind that in a work of fiction, tone is the author's attitude, and not necessarily the attitude of the story's narrator. Ask yourself, "How does the author feel about what he or she is writing about?"

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Tone Words

Tone is the author's attitude toward the subject matter or toward the reader or audience.
There are *many* different words that you can use to describe an author's tone. Here are some to inspire you.



POSITIVE TONE WORDS

admiring	happy
adoring	hopeful
affectionate	humorous
amused	interested
appreciative	jovial
approving	light
celebratory	lively
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	playful
confident	pleasant
contented	proud
earnest	reassuring
elated	respectful
empathetic	romantic
encouraging	sentimental
excited	silly
facetious	sympathetic
forthright	tender
friendly	whimsical
funny	wistful
gleeful	worshipful
gushing	zealous



NEUTRAL TONE WORDS

ambiguous
ambivalent
casual
commanding
conversational
detached
direct
indifferent
introspective
neutral
pensive
questioning
reflective
scholarly
serious
solemn
straightforward
speculative
uncertain
unconcerned



NEGATIVE TONE WORDS

angry	furious
annoyed	gloomy
biting	grave
bitter	grim
blunt	harsh
cold	haughty
conceited	hostile
condescending	impatient
confused	melancholy
curt	mocking
cynical	mournful
depressed	offended
derogatory	ominous
despairing	outraged
desperate	pessimistic
disappointed	sarcastic
disliking	scornful
disrespectful	selfish
doubtful	skeptical
enraged	sly
fearful	somber
flippant	stern
forceful	suspicious
foreboding	uneasy
frustrated	worried

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Should Eddie Buy These Sneakers?" develop their arguments. We filled in some information for you.

	Eddie	Eddie's mom
line that expresses the central idea, or central claim		"But Eddie, darling, you don't need these sneakers, and they certainly won't make you happy." (p. 11)
two pieces of evidence that support the central idea, or central claim	1. 2.	1. 2.
line that expresses the counterargument	"You're probably going to say that I don't need a certain sneaker to fit in, or that people will want to be my friend because they like my personality, not because I wear trendy brands. I get all that." (p. 10)	
line that contains the rebuttal to the counterargument		

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line that expresses the central idea, or central claim		<p>"But Eddie, darling, you don't need these sneakers, and they certainly won't make you happy." (p. 11)</p>
two pieces of evidence that support the central idea, or central claim	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should Eddie Buy These Sneakers?" Complete the scavenger hunt on page 11.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should Eddie buy a pair of expensive Adidas sneakers?

Consider what you read in the two letters, as well as your own viewpoint.
Check the box next to the point of view you will argue in your essay,
or write your own opinion in the space provided.

☐ **Yes!** Everyone has them.

☐ **No!** You can't buy happiness.

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the letters support your opinion? What other information supports your opinion?
List at least three supporting details on the lines below.

Here's an example: If you think Eddie should not buy the sneakers, one of your supporting details might be that Eddie is still growing and the sneakers will not fit him in a year.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think Eddie **SHOULD** buy the sneakers, summarize the strongest arguments that Eddie's mom presents in her letter. If you think Eddie **SHOULD NOT** buy the sneakers, summarize the strongest arguments that Eddie presents in his letter.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell readers what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

Your thesis: _____

STEP 5: WRITE YOUR HOOK

The very beginning of your essay is called the hook because it "hooks" your readers' attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

- 1. An anecdote** (a very short story): Describe a time when you bought a trendy, expensive item. Was it worth the cost? Did it make you happy? Or, if you have never bought something trendy and expensive, maybe you can describe a time when you wanted to.
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view about buy expensive, trendy things. Here's one way you could structure your question: "*Are expensive brand-name items really _____?*"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook on the lines provided.

Your hook: _____

STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Use information from both essays to finish the summary below.

Eddie wants to buy a pair of expensive brand-name sneakers. Eddie believes the sneakers will help him fit in and make him happy. Eddie's mom thinks _____

STEP 7: START WRITING

On the next page, you'll find guidelines for how to organize your essay.

Argument Essay Outline

Directions: Use the outline below to write your essay. You will use what you wrote on the first three pages of this activity.

1

INTRODUCTION

Open with your hook from Step 5.

↓

Write a transition sentence that relates your hook to the question of Eddie buying the Adidas sneakers.

↓

(See *Scope's* handout "Great Transitions" for some ways to link your ideas.)

↓

Write your summary of the issue from Step 6.

↓

Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

Now write your supporting points from Step 2.
For each one, write 1-3 sentences that provide additional details.

You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.

Hint! Order your supporting points from weakest to strongest. Readers will remember details that are presented last.

3

ACKNOWLEDGE THE OTHER SIDE

Now it's time to recognize the other side of the argument.

Use what you wrote in Step 3.

Then explain why you think the opposing point of view is wrong.

4

CONCLUSION

Write 2-3 sentences to remind your readers of your main points.

Finish with a strong final sentence.

Need an idea?
Refer to your hook, find a quote, or give a call to action.

5

READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written.

SKILL: Essay Writing

Argument-Essay Checklist

Directions: Use this guide to check your own essay, or exchange papers with a classmate and use the list to check each other's essays. In the margins of the essay you are checking, make notes about anything that needs to be revised.

Introduction

- ✓ Does the first sentence grab readers' attention?
- ✓ Does the first paragraph provide a general overview of the essay's topic?
- ✓ Does the first paragraph include a thesis statement that strongly and clearly states your point of view? Does the thesis clue readers in as to what the essay is going to be about?

Body Paragraphs

- ✓ Do they contain a total of at least three points that support the thesis?
- ✓ Do they provide details to further explain each of the supporting points?
- ✓ Are the supporting points presented in order from weakest to strongest?
- ✓ Do you acknowledge an opposing point of view and then explain why you think it isn't strong enough to change your point of view?

Conclusion

- ✓ Does the last paragraph remind readers of the main points of the essay, without going into *too* much detail and repeating everything readers just read?
- ✓ Is the conclusion free of new information (such as another supporting point)?
- ✓ Does the last sentence leave readers with a strong final impression?

General

- ✓ Does one idea flow smoothly into the next?
- ✓ Do the sentence structures and lengths vary?
- ✓ Does every sentence relate to the thesis?
- ✓ Does everything make sense?
- ✓ Is the essay convincing?
- ✓ Are the grammar, punctuation, and spelling correct?

SKILL: Essay Writing

Great Transitions

Transitions are like bridges between your ideas—they help your readers move from one idea to the next. Here are some transition words and phrases you may wish to use in your essay. Keep in mind that they can be used at the beginning of a sentence or within a sentence.

If you are adding information or showing similarity between ideas:

- additionally
- besides
- so too
- first of all/secondly/thirdly
- in addition
- also
- likewise
- to begin with
- as well as
- another
- furthermore
- finally

If you are showing that one idea is different from another:

- however
- even though
- in contrast
- on the one hand/on the other hand
- yet
- despite
- still
- some people say/other people say
- but
- although
- in spite of
- regardless

If you are showing that something is an example of what you just stated:

- for example
- to illustrate
- this can be seen
- for instance
- namely
- specifically

If you want to show cause and effect:

- as a result
- consequently
- so
- it follows that
- therefore
- eventually

If you want to add emphasis:

- in fact
- of course
- truly
- even
- indeed

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Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Should Eddie Buy These Sneakers?"

1. correlate (KOR-uh-layt) *verb*; If two things correlate, there is some sort of link between them. One thing may affect or depend on the other, for example. The amount of sleep you get at night correlates to the amount of energy you have in class the next day. But to say that two things correlate doesn't always mean that one thing is causing the other.

For example, imagine that kids who are good at spelling have been found to eat more pizza than other kids—so being good at spelling and eating pizza correlate. This would not mean that being good at spelling *causes* kids to eat pizza or that eating pizza *causes* kids to be good at spelling, though. There could be some other reason that being good at spelling and pizza-eating correlate. For example, maybe a lot of schools give out coupons for free pizza as prizes in spelling contests.

2. counterpart (KOWN-ter-pahrt) *noun*; A counterpart is a person or thing that closely resembles another thing or that has the same job or purpose. The president of the United States and the Prime Minister of the United Kingdom are counterparts—they both serve as the head of their government. If you are the point guard for your basketball team, your counterpart is the player on the other team who plays the same position.

3. derive (dih-RAHYV) *verb*; *Derive* can mean "to take or get from" or "to come from." You might derive pleasure from reading. Many English words derive from words in other languages. For example, *agriculture* derives from the Latin words *ager*, meaning "field," and *cultura*, meaning "cultivation."

4. practical (PRAK-tih-kuhl) *adjective*; *Practical* has several meanings. It can mean "relating to action rather than ideas or thought." It can also mean "reasonable to do or use." Flip-flops are not practical shoes to wear for hiking. When *practical* is used to describe a person, it means "sensible and realistic."

5. trendy (TREN-dee) *adjective*; Someone or something that is trendy is very fashionable, stylish, up-to-date, and popular.

Directions: On this page, list any other words from the letters whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Should Eddie Buy These Sneakers?"

Directions: Choose the word or phrase that is most similar in meaning to each word in bold.

1. counterpart

- Ⓐ opposite Ⓑ match

2. practical

- Ⓐ useful Ⓑ useless

3. trendy

- Ⓐ stylish Ⓑ old-fashioned

4. correlated

- Ⓐ unrelated Ⓑ connected

Directions: Fill in the circle to show whether you think each statement is true or false. Briefly explain your choice.

5. You might have to wait a long time to get a table at a trendy restaurant.

- Ⓐ true Ⓑ false

Reason: _____

6. A jacket that looks great but is uncomfortable and doesn't keep you warm is practical.

- Ⓐ true Ⓑ false

Reason: _____

Directions: Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

7. William found his left shoe, but he can't find its **counterpart**. He _____

8. Isabel's mom gave her a new backpack for her birthday, but it is not very **practical**. The backpack _____

9. I believe that the icing on Carrie's face **correlates** with the cupcake missing from the box. Carrie _____

10. Matt's fear of heights **derives** from _____
