

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of “The Children Who Escaped the Nazis.”

1. Who is the article mainly about? (It can be an individual or a group of people.)

2. What is happening in the world at the time this story takes place?

3. What problem does this person(s) face?

4. How does this person(s) deal with this problem?

5. What happens to this person(s) afterward?

Directions: Your turn! Write an objective summary of “The Children Who Escaped the Nazis.” You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of "The Children Who Escaped the Nazis"

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "The Children Who Escaped the Nazis."

1. Who rose to power in Germany at this time?

Lore Sulzbacher lived through one of the darkest times in history: the Holocaust. When Lore was growing up in Germany in the 1930s, _____
_____. The German government created laws that discriminated against Jewish people. Jewish people in Germany, including Lore and her family, were _____
_____.
_____.

2. What happened to Jewish people in Germany in the 1930s?

3. Who did the operation rescue? Where did they go?

On November 9, 1938, violence against Jewish people broke out across Germany. In response, the British government began a rescue operation called the Kindertransport, which _____
_____.
_____.

4. What was Lore's experience in England like? What challenges did she face?

In April 1939, as part of the program, Lore moved to Lincoln, England, to live with a family there. In England, Lore _____
_____.
_____.

5. What happened to Lore later in life?

_____. Lore's parents were killed in a concentration camp, yet Lore seems to look back on her life with gratitude. She _____
_____.
_____.

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Children Who Escaped the Nazis."

1. Reread the section "A Storm of Hatred." Which sentence below BEST expresses the central idea of this section?

- Ⓐ By the time she was 12, Lore could no longer swim in public pools.
- Ⓑ Adolf Hitler was the leader of the Nazis.
- Ⓒ Adolf Hitler's rise to power made it dangerous for Jewish people to live in Germany.
- Ⓓ Lore's parents did not think that Hitler would be in power for very long.

2. Read the central idea of the section "The Children" stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:

Many different people contributed to the organization and success of the Kindertransport.

- Ⓐ "But in Britain, a group of Jewish and non-Jewish advocates for refugees was determined to do something. . . . They appealed to the British government to take action." (pp. 6-7)
- Ⓑ "Meanwhile, representatives traveled to Germany and Austria to set up systems for organizing and transporting the children." (p. 7)
- Ⓒ "As news of *Kristallnacht* spread, people around the world were horrified." (p. 6)
- Ⓓ "Soon after, more than 500 people had offered their homes to young refugees." (p. 7)

I chose _____ because _____

3. Read the details from the section "A New Life" listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: "Despite these kindnesses, Lore was homesick and felt like an outsider." (p. 8)

Detail 2: "School was hard; her classmates didn't speak German, and she struggled to understand the lessons." (p. 8)

Detail 3: "She wasn't used to English food and customs." (p. 8)

4. Consider the central idea of the whole article that is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.

Central Idea:

Lore Sulzbacher grew up in one of the darkest periods of human history, but through the Kindertransport and her own resilience, she was able to survive and live a fulfilling life.

Supporting detail 1:

"Despite everything that she lost, Lore seemed to look back on her life with a sense of gratitude... She had a son, three grandsons, and a marriage as happy as her parents' had been." (p. 9)

Supporting detail 2:

Supporting detail 3:

Name: _____ Date: _____

Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Children Who Escaped the Nazis."

1. Read the central idea of the section "A Storm of Hatred" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:

Adolf Hitler's rise to power made life for Jewish people in Germany difficult and dangerous.

- ☐ "The German economy had collapsed, and unemployment had skyrocketed." (p. 5)
- ☐ "Jewish people were fired from their jobs and forbidden to vote." (p. 6)
- ☐ "Prejudice against Jewish people, or anti-Semitism, had long existed in Europe." (p. 5)
- ☐ "By the time Lore was 12, she could no longer swim in public pools or go to the movies or even walk through public parks—just because she was Jewish." (p. 6)
- ☐ "Sometimes Jewish people were beaten in the streets." (p. 6)

2. Read the details from the section "A New Life" listed below. In the box, complete the central idea that these details support.

Central Idea:

After moving to England, Lore _____

Detail 1: "Despite these kindnesses, Lore was homesick and felt like an outsider." (p. 8)

Detail 2: "School was hard; her classmates didn't speak German, and she struggled to understand the lessons." (p. 8)

Detail 3: "She wasn't used to English food and customs." (p. 8)

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Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in "The Children Who Escaped the Nazis."

1. Read the headline and subheading—that is, the line of text underneath the headline. What do these features tell you about what the story is going to be about?

2. Study the photograph and read the caption on pages 6-7. What mood do these features create?

3. How does the map on page 7 contribute to the article?

4. Study the photograph on pages 8-9. From this photo, what can you infer about what the experience of the Kindertransport was like for young children?

5. Read the section titles. Describe how the tone of the section titles changes throughout the article.

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Key Ideas: The Children of the Kindertransport

Directions: Fill in the chart below with information from "The Children Who Escaped the Nazis" to identify some of the challenges faced by the children of the Kindertransport. We filled in some information for you.

Challenge	Text evidence showing challenge
Children of the Kindertransport had very little time to say goodbye to their families.	<ul style="list-style-type: none"> • "Only a few days earlier, Lore's parents had said they were sending her away." (p. 5) • "Lore would have only four days to get ready to leave." (p. 7)
Children of the Kindertransport had to move to a foreign country where they did not know anyone, speak the language, or understand the customs.	
	<ul style="list-style-type: none"> • "Others were put to work as domestic servants or sent to work on farms." (caption; p. 7)

Name: _____ Date: _____

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Children of the Kindertransport had to move to a foreign country where they did not know anyone, speak the language, or understand the customs.	
	<ul style="list-style-type: none"> • "Others were put to work as domestic servants or sent to work on farms." (caption; p. 7)
Many of the Kindertransport children felt responsibility to try to save the families they left behind, but it was hard to help those people.	<ul style="list-style-type: none"> • "Like many Kindertransport children, Lore felt it was her responsibility to try to get her loved ones out of Germany." (p. 8)

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Close-Reading Questions

"The Children Who Escaped the Nazis"

1. Consider this detail from page 5: "All around her, people were talking, but Lore didn't know what they were saying. She didn't speak a word of English." What does this detail help you understand about Lore's experience at the train station? (text structure)
2. What was the connection between Germany's defeat in World War I and the rise of anti-Semitism in Germany in the 1930s? (development of events)
3. Why were Jewish children brought to Britain but not their parents? (key ideas and details)
4. On page 9, the authors note that when Lore joined the British army, she for the first time "felt like she truly belonged." Why had Lore felt for so long like she didn't belong? (development of individuals)
5. What were some of the challenges faced by children brought to Britain through the Kindertransport? (key details)

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Critical-Thinking Questions

"The Children Who Escaped the Nazis"

1. Hitler and his followers blamed Germany's problems on Jewish people. Why might people place blame on a group that is not responsible?
2. The authors write that as anti-Semitism rose, friends and neighbors "turned cold and cruel;" and that "some shouted racist insults" or "threw stones" at the Jewish members of their communities. How do you think people could turn against friends and neighbors this way?
3. The authors write that when Lore looks back on her life, she seems to have a sense of gratitude and that she told an interviewer, "I've had a lovely life." How do you think someone like Lore, who suffered such great loss, can have such a positive outlook on life?
4. What are some steps we can take to prevent an atrocity like the Holocaust from happening again?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Children Who Escaped the Nazis.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Read the **headline** and **subheading** and study the images on pages 4-5. What do these text features tell you about what the story is going to be about?

2. From the map on page 7, what can you infer about the Nazis?

3. Study the photograph of the children on pages 8-9 and read the caption. Based on these features, what do you think the Kindertransport was?

4. Read the section titles in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Inference, Tone

5. What is the **mood** of the first two paragraphs of the introduction? How do the authors create this mood?

6. A. Check (✓) the statement that BEST describes the **text structure** (the way the authors organize information) in the first paragraph of the section “The Children.”

The authors list and describe the people who organized the Kindertransport.

The authors give a chronological account of how the Kindertransport was started.

The authors compare rescue efforts in Europe with rescue efforts in other places.

B. Explain how you know.

7. Reread the second-to-last paragraph of the section “The End of the War.” What tone do the authors use in this paragraph? How do you know?

8. At the end of the section “The End of the War,” Lore says: “I think I’m very lucky to be here. I’ve had a lovely life.” From this statement, what can you **infer** about Lore?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Children Who Escaped the Nazis.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features and Inference

1. Read the **headline** and **subheading** and study the images on pages 4-5. What do these text features tell you about what the story is going to be about?

2. From the map on page 7, what can you infer about how powerful the Nazis were?

3. Study the photograph of the children on pages 8-9 and read the caption. Based on these features, what do you think the Kindertransport was?

4. Read the section titles in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Inference, Tone

5. **A. Mood** is the feeling the reader gets from a piece of writing. The mood of the first two paragraphs of the introduction is

- Ⓐ energetic and pleasant.
- Ⓑ anxious and suspenseful.
- Ⓒ somber and calm.

B. Explain how the authors create this mood.

6. **Text structure** is the term for how an author organizes information. Information in the section “The Children” uses a sequence-of-events structure. Which words and phrases in the section help you identify this text structure?

- Ⓐ *Yet; But; or*
- Ⓑ *On November 22; On November 25; Soon after*
- Ⓒ *terrible suffering; agonizing decision; Nazi terror*

7. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the authors’ tone in the second-to-last paragraph of “The End of the War.”

happy

admiring

overwhelmed

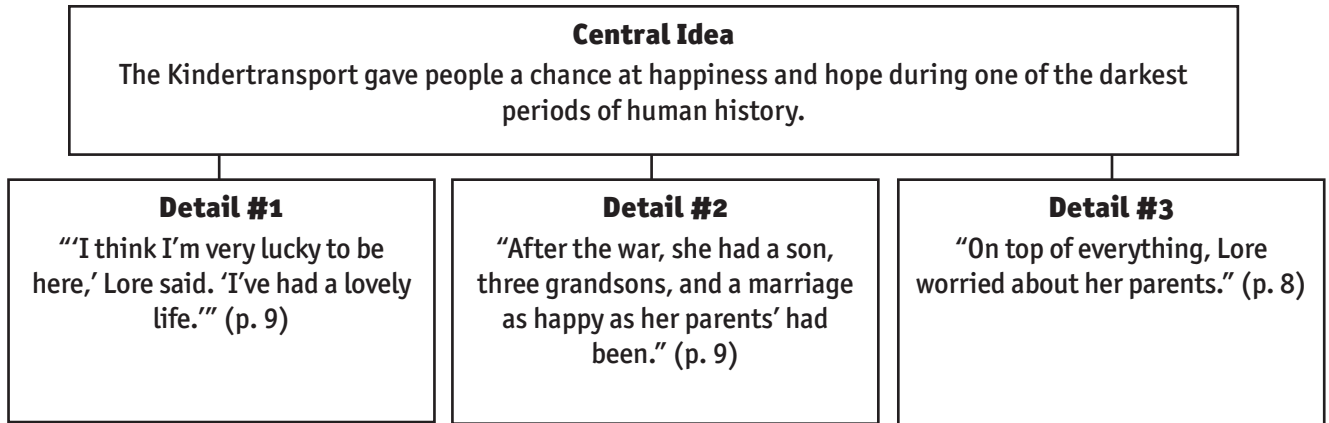
B. Briefly explain how you know.

8. At the end of the section “The End of the War,” Lore says: “I think I’m very lucky to be here. I’ve had a lovely life.” From this statement, what can you **infer** about Lore?

After Reading

Central Idea/Details and Objective Summary

9. A. Below is a **central idea** of “The Children Who Escaped the Nazis” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



- B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

10. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “The Children Who Escaped the Nazis.”

- a. Lore Sulzbacher and her family were Jewish people who lived in Germany.
- b. I can’t imagine what it would have felt like to be a child in the Kindertransport program.
- c. The Kindertransport rescued thousands of children from the Nazis.
- d. Adolf Hitler and the Nazi Party came to power in Germany in the 1930s.
- e. Lore took art classes in England.
- f. Lore’s classmates showed her how to play cricket, a popular sport in England.

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

Vocabulary:

"The Children Who Escaped the Nazis"

1. advocate (AD-vuh-kit) *noun* or **(AD-vuh-kayt)** *verb*; An advocate is a person who supports or argues for the interests of another person, group, or cause. Advocates often speak, write, or take action to defend something they believe in. Dr. Martin Luther King Jr. was a passionate advocate for civil rights.

As a verb, *advocate* means "to support, recommend, or argue for something or someone—to act as an advocate." The student council might advocate for healthier snack choices in the school's vending machines by writing a letter to the principal.

2. anti-Semitism (an-tee-SEM-i-tiz-uhm) *noun*; A Semite (SEM-ahyt) is a person who speaks a Semitic (suh-MIT-ik) language. Arabic and Hebrew—which is spoken by many Jewish people—are among the Semitic languages. An anti-Semite is a person who is prejudiced against Jewish people in particular. Anti-Semitism is prejudice, discrimination, or hostility toward Jewish people because of their religion or ethnicity.

3. denounce (dih-NOWNS) *verb*; To denounce something is to publicly state that it is bad or wrong. If a world leader denounces the use of violence, he or she is expressing strong disapproval of violence.

4. embittered (em-BIT-ehrd) *adjective*; The adjective *bitter* can refer to a strong and not at all sweet flavor, like that of coffee or dark chocolate. *Bitter* can also refer to an emotion; if you are bitter, you are angry and unhappy because you feel you've been treated unfairly.

The verb *embitter* means "to cause someone to feel bitter."

If someone is embittered, he or she has been made to feel angry and resentful by something unpleasant or unfair that happened to him or her.

5. herculean (hur-kyoo-LEE-uhn) *adjective*; In Roman mythology, Hercules (HUR-kyuh-leez) is a god who possesses exceptional strength. A herculean task is one that requires great strength, courage, or effort. Firefighters might make a herculean effort to put out a rapidly spreading wildfire.

6. mitigate (MIT-i-gayt) *verb*; To mitigate something is to make it less severe, harsh, or painful—to ease it. Wearing a helmet mitigates head injury. If you're nervous about doing something, talking to someone who has already done it might mitigate your concerns.

7. ostracize (AHS-truh-sahyz) *verb*; To ostracize someone is to exclude him or her from a group—in other words, to not allow that person to be part of a group. If the kids at school ostracize Megan, they shut her out—they don't let her join in their conversations or participate in group activities.

8. oust (owst) *verb*; To oust someone is to force that person out of a position or a place—basically, to kick him or her out. If Tara is ousted from first place in a competition, it means that someone else got a better score than her and is now in first place instead. If your parents are trying to watch a movie and you are making a lot of noise, they might oust you from the room.

Directions: In the space below or on the back of this page, list any other words from the article 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 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

"The Children Who Escaped the Nazis"

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

1. mitigate

- Ⓐ lighten Ⓑ worsen

2. oust

- Ⓐ take in Ⓑ push out

3. denounce

- Ⓐ compliment Ⓑ criticize

4. embittered

- Ⓐ resentful Ⓑ joyful

Directions: For each question below, fill in the circle next to the best answer.

5. Which of the following might cause you to feel embittered?

- Ⓐ getting a free ice cream sundae for being the 100th customer of the day at Tastee Cone
Ⓑ realizing that you were tricked into doing something you didn't want to do

6. For which of the following might a doctor advocate?

- Ⓐ exercising at least three times a week
Ⓑ eating a diet that consists mostly of candy

Directions: Rewrite each sentence using a form of one of the words in the box. There is one word you will not use.

mitigate herculean ostracize anti-Semitism

7. I moved the couch from one side of the living room to the other all by myself—an extremely difficult task.

8. When Adolf Hitler came to power in Germany, he encouraged hatred of Jewish people.

9. Alex's friends apologized for excluding him from their lunch table after their argument.

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“The Children Who Escaped the Nazis” Quiz

Directions: Read “The Children Who Escaped the Nazis.” Then answer the questions below.

1. Which idea from the article’s opening section is developed in the section “A Storm of Hatred”?

- Ⓐ Lore was sent to live with a family she knew nothing about.
- Ⓑ Germany had become a dangerous place for Jewish people like Lore and her parents.
- Ⓒ A plan had been put in place to help Jewish children in Germany, Austria, and Czechoslovakia.
- Ⓓ Lore felt like an outsider in England.

2. The article suggests that Germany’s loss in World War I

- Ⓐ left Germans feeling discouraged, angry, and eager to believe Hitler’s promises.
- Ⓑ made Germans skeptical of Hitler’s claim that he would make Germany strong again.
- Ⓒ had little effect on the German people.
- Ⓓ made Germans fearful of Hitler.

3. On page 5, the authors write that Hitler “fanned the flames” of centuries-old prejudice against Jewish people. The idiom “fan the flames” means

- Ⓐ to fight a battle you have no hope of winning.
- Ⓑ to make a joke of.
- Ⓒ to reduce the intensity of.
- Ⓓ to intensify or stir up.

4. *Kristallnacht* was significant because it

- Ⓐ was the first act of anti-Semitism in Germany.
- Ⓑ increased Germany’s support of Hitler.
- Ⓒ shone a spotlight on the horrors being carried out by the Nazis.
- Ⓓ discouraged many countries from taking in Jewish refugees.

5. According to the article, in England Lore

- Ⓐ was treated with kindness but still felt like an outsider.
- Ⓑ had no trouble fitting in but missed her parents.
- Ⓒ was treated cruelly by her foster family.
- Ⓓ was angry about having been separated from her parents.

6. Which best describes the authors’ main purpose for writing “The Children Who Escaped the Nazis”?

- Ⓐ to inform readers about the Kindertransport, including why it was created and how it affected those who were rescued through it
- Ⓑ to give an analysis of the causes of World War II
- Ⓒ to help readers understand the experience of a foster parent of a child brought to Britain on the Kindertransport
- Ⓓ to pay tribute to the Germans who resisted Hitler and the Nazis

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. On page 8, the authors write that Lore’s father told her to stay strong—to keep her head up high. How do the authors develop the idea that Lore did as her father urged?

8. What ideas or information about Adolf Hitler and the Nazi Party are suggested by the photograph on pages 6–7? Explain your answer.

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"The Children Who Escaped the Nazis" Quiz

Directions: Read "The Children Who Escaped the Nazis." Then answer the questions below.

1. The section "A Storm of Hatred" contributes to the article by explaining

- (A) why Germany lost World War I.
- (B) that during the 1930s, Germany became a dangerous and difficult place for Jewish people to live.
- (C) the plan that was put in place to help Jewish children escape Nazi-occupied regions.
- (D) how Lore felt when she arrived in London.

2. "A Storm of Hatred" suggests that Germany's loss in World War I

- (A) left Germans feeling discouraged, angry, and eager to believe Hitler's promises.
- (B) made Germans doubtful that Hitler could make Germany strong again.
- (C) had little effect on the German people.
- (D) made Germans fearful of Hitler.

3. On page 5, the author writes that Hitler "fanned the flames" of centuries-old prejudice against Jewish people. To "fan the flames" is to

- (A) fight a battle you have no hope of winning.
- (B) make a joke out of something.
- (C) make something weaker or less dangerous.
- (D) make something more intense or stir something up.

4. *Kristallnacht* was important because it

- (A) was the first act of anti-Semitism in Germany.
- (B) showed that Hitler was losing power.
- (C) shone a spotlight on the horrors being carried out by the Nazis.
- (D) helped Jewish children escape the Nazis.

5. According to the article, in England Lore

- (A) was treated with kindness but still felt like an outsider.
- (B) had no trouble fitting in but missed her parents.
- (C) was treated cruelly by her foster family.
- (D) was angry about having been separated from her parents.

6. Which best describes the authors' main purpose for writing "The Children Who Escaped the Nazis"?

- (A) to inform readers about the Kindertransport, including why it was created and how it affected those who were rescued through it
- (B) to give a detailed analysis of the causes of World War II
- (C) to help readers understand what it was like to be the foster parent of a child brought to Britain on the Kindertransport
- (D) to honor the Germans who resisted the Nazis

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. On page 8, the authors write that Lore's father urged her to stay strong. Give three details from the text that show that Lore did stay strong. Explain how these details show that Lore stayed strong.

8. How does the photograph on pages 6-7 help you understand that Hitler and the Nazis were powerful? Explain.

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Video Discussion Questions

"Beyond the Story: The Kindertransport"

1. The video begins with a section about Adolf Hitler and the Nazi Party (00:32–1:23). Why might the creators of the video have included this section before the section about the Kindertransport?
2. What was the Kindertransport?
3. Kristin Lewis says, "The story of the Kindertransport is one of both heartbreak and hope" (5:16). What do you think she means—that is, what in the story of the Kindertransport might be heartbreaking and what might be hopeful?
4. The video includes many photographs and videos of the children of the Kindertransport. How do these photographs and videos affect the way you understand or react to the information provided in the narration?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Kindertransport Contest

In an essay, a slideshow, or a video, explain the challenges faced by the children of the Kindertransport. Support your ideas with text evidence. Five winners will get *The War I Finally Won* by Kimberly Brubaker Bradley.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting text evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Kindertransport Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 15, 2018!

Glossary of Nonfiction Terms

caption: A label or brief explanation that accompanies a photograph or an illustration.

central idea: A main point that the author is making (also called a main idea). In other words, it's what the article is about—similar to an objective summary, but even more basic. You can think of a central idea as a thesis statement: one sentence that states what the rest of the article is about. A text may have more than one central idea. A central idea can always be supported with details from the text, which can be in the form of a direct quotation or paraphrased (put into your own words). See also: *objective summary* and *supporting evidence*.

direct quotation: A report of the exact words of an author or a speaker. If you are writing an essay about a book that you read, for example, and you copy into your essay a phrase or sentence from the book, that is a direct quotation. Direct quotations often appear in nonfiction texts and are always surrounded by quotation marks (" "). See also: *paraphrase*.

headline: The title of an article in a newspaper or magazine or on a website. The headline is generally in larger type than the rest of the text on the page.

main idea: See *central idea*.

objective summary: *Objective* means "not influenced by personal feelings or interpretation" and a summary is a short statement that gives the main points or ideas of something. So an objective summary is a short statement or paragraph that tells what an article is about and does not include your opinions.

paraphrase: To reword or rephrase something written or spoken by someone else. When you paraphrase something, you are putting it into your own words. *Paraphrase* can also be used as a noun to refer to text that has been paraphrased. A paraphrase is *not* surrounded by quotation marks (" "). See also: *direct quotation*.

sidebar: A short article placed alongside a longer article and containing additional or contrasting information. Sidebars usually appear in a box.

subhead: The heading, or title, of a section of a text, sometimes called a subtitle. It's a title that comes after the headline and is usually in smaller print than the headline.

supporting evidence: Information used to support an argument or a claim (also called "supporting details"). If you are writing about something you have read, you need to use supporting evidence to back up or prove whatever point you are making. Most of your supporting evidence will be details from the text you are writing about, in the form of either direct quotations or paraphrases. Supporting evidence that comes directly from the text you are writing about is also called "text evidence." See also: *direct quotation*, *paraphrase*, and *text evidence*.

text evidence: Supporting evidence that comes from the text you are writing about. It can be in the form of a direct quotation or paraphrase. See also: *supporting evidence*, *direct quotation*, and *paraphrase*.

text features: Parts of a newspaper article, magazine article, textbook, web page, or other type of text, beyond the main article or story, that help you better understand what you read. Text features may include information that is not included in the main text. Photographs, illustrations, captions, maps, sidebars, headlines, special types of print (such as print that appears in bold, capital letters, italics, or is underlined), subheads, tables of contents, sidebars, charts and graphs, bullet points, and glossaries are all examples of text features. See also: *caption*, *headline*, *sidebar*, *subhead*.

text structure: The way an author organizes information in a text. An entire text may have the same structure, but in many cases different sections or paragraphs of a text have different structures—in other words, one text may contain multiple structures. There are five main text structures:

1. **description:** The author provides a detailed description to give the reader a mental picture. If you see words and phrases like *for instance*, *such as*, *for example*, *including*, *is like*, *to illustrate*, and *characteristics*, those are clues that the text structure of what you are reading is description.
2. **sequence:** The author lists items or events in chronological order (in other words, in the order in which they happen) or presents the reader with step-by-step directions. If you see words and phrases like *first*, *second*, *third*, *next*, *then*, *before*, *later*, *finally*, *now*, *when*, *previously*, and *before long*, those are clues that the text structure of what you are reading is sequence.
3. **problem and solution:** The author presents a problem and explains one or more solutions to the problem. If you see words and phrases like *problem is*, *dilemma is*, *if . . . then*, *so that*, and *answer is*, those are clues that the text structure of what you are reading is problem and solution.

- 4. cause and effect:** The author presents ideas, events, or facts as a cause, and what happens as a result. If you see words and phrases like *so, because, since, therefore, if . . . then, this led to, reason why, as a result, effect of, and consequently*, those are clues that the text structure of what you are reading is cause and effect.
- 5. compare and contrast:** The author provides information about the similarities and differences between two or more people, events, ideas, objects, etc. If you see words and phrases like *same as, similar, alike, as well as, although, also, in the same way, either . . . or, in comparison, but, on the other hand, however, and in contrast*, those are clues that the text structure of what you are reading is compare and contrast.