

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.

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**Directions:** Answer the questions below to help you write an objective summary of “Saving America’s Wolves.”

**1.** Who or what is the article mainly about?

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**2.** What problem does the subject(s) of the article face?

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**3.** Who or what caused this problem?

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**4.** What effect has this problem had on our environment?

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**5.** What has been done to try to solve this problem?

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**6.** Are there any other important details you haven't mentioned? Write them here.

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**Directions:** Your turn! Write an objective summary of “Saving America’s Wolves.” 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 “Saving America’s Wolves”

This image shows a blank 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.

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# 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 "Saving America's Wolves."

After centuries of being killed, wolves in North America are beginning to make a comeback. Before the 1800s, nearly 2 million wolves lived in America. As European settlers began to spread out across the land however, \_\_\_\_\_

\_\_\_\_\_. Humans used to despise and fear wolves because \_\_\_\_\_

\_\_\_\_\_. As a result, \_\_\_\_\_

\_\_\_\_\_. By the 1920s, \_\_\_\_\_

The disappearance of wolves had a profound effect on the environment. Without wolves, \_\_\_\_\_

\_\_\_\_\_. Eventually, people realized that \_\_\_\_\_

\_\_\_\_\_. In the 1990s \_\_\_\_\_, and the wolf populations began to bounce back. Today, \_\_\_\_\_

\_\_\_\_\_.

**2.** Why did many humans dislike wolves?

**4.** How many wolves were left in the U.S. in the 1920s?

**6.** What did people come to understand about wolves?

**8.** How are scientists helping wolves today?

**1.** What happened to the wolf population after the 1800s?

**3.** How did humans try to get rid of wolves?

**5.** What happened to the ecosystem without wolves?

**7.** How did scientists revive the wolf species?

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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 "Saving America's Wolves."

**1. Reread the section "The Big Bad Wolf." Which quote below BEST expresses the central idea of this section?**

- Ⓐ "You were shot by the guns of pioneers." (p. 7)
- Ⓑ "Your fur was turned into fashionable hats and coats for humans to wear." (p. 7)
- Ⓒ "Before the 1800s, as many as 2 million of your kind lived in America." (p. 7)
- Ⓓ "But as humans spread out across North America, your kind was dying out." (p. 7)

**2. Read the central idea of the section "Not a Monster" 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:**  
**Wolves are an important part of the environment.**

- Ⓐ "After your species disappeared, the populations of elk exploded. . . .The elk gobbled up trees and grasses that other animals needed for survival. " (p. 7)
- Ⓑ "It is not in your nature to attack humans. You are afraid of them and avoid them whenever you can." (p. 7)
- Ⓒ "In addition, coyotes, ravens, and other scavenging animals lost a food source: They could no longer pick at the carcasses that wolves left behind after a kill." (p. 7)
- Ⓓ "Without you, ecosystems drastically change." (p. 8)

I chose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- 3. Read the details from the section "Once Again Howling" and "Coming Home" listed below. In the box, write a central idea that these details support.**

**Central Idea:**

**Detail 1:** "In conservation centers, wolves are being bred and raised with the goal of restoring them to their ancestral habitats." (p. 9)

**Detail 2:** "They take your blood to study and see what diseases you've been exposed to. They weigh you, check your teeth, and measure your paw size." (p. 10)

**Detail 3:** "These conservation centers also lead educational programs to help other humans understand how special and necessary you are." (p. 9)

- 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:**

**Wolves are special and important creatures.**

**Supporting detail 1:**

"Like sharks and lions, you are a necessary part of the habitats where you live. Without you, ecosystems drastically change."

(p. 8)

**Supporting detail 2:**

**Supporting detail 3:**

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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 "Saving America's Wolves."

**1. Read the central idea of the introduction stated in the box below. Then check the boxes next to the THREE details that best support the central idea.**

**Central Idea:**

**Wolves are fierce and impressive predators.**

- ☐ "You aren't afraid to go after an elk that is 500 pounds heavier than you . . ." (p. 6)
- ☐ "One kick from an elk or a moose can break your jaw." (p. 6)
- ☐ "Your 42 razor-sharp teeth can rip flesh and crush bone." (p. 4)
- ☐ "You tried to help him as best you could, licking his coat and bringing him food." (p. 6)
- ☐ "When you're ready to strike, you and your pack work together in deadly harmony. You chase your target until it's alone, separated from its herd and utterly exhausted." (p. 6)

**2. Read the details from the article listed below. In the box, complete the central idea that these details support.**

**Central Idea:**

**Wolves are** \_\_\_\_\_

**Detail 1:** "As a wolf, you are more than a magnificent predator: You are an apex predator—at the top of the food chain." (p. 6)

**Detail 2:** "Like sharks and lions, you are a necessary part of the habitats where you live. Without you, ecosystems drastically change." (p. 8)

**Detail 3:** "They say that you are helping to repair the ecosystem in Yellowstone too." (p. 8)

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# Exploring Text Features

Authors use text features to get readers to focus on 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 "Saving America's Wolves."

1. Study the photo of the wolf on pages 4-5. Then read the headline and subheading—that is, the line of text underneath the headline. What mood do these features create?

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2. Study the photograph of the wolf and the annotations surrounding it on pages 6-7. What kind of information about wolves do the annotations contain?

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3. Read the informational text on page 7. How does this information contribute to the article?

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4. Study the map and its caption on page 8. What do the map and caption help you understand about wolves?

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# Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

**Directions:** Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Saving America's Wolves."

1. The author uses **description** in the introduction of the article. What is the author describing?

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## **Description or List**

Includes details to help you picture or get to know a person, a place, a thing, or an idea

2. A. Circle the text structure used in the section "The Big Bad Wolf."

**sequence of events**

**problem and solution**

- B. Explain how you know, using text evidence.

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## **Cause and Effect**

Explains *why* something happened (cause) and *what* happened as a result (effect)

## **Problem and Solution**

Presents a problem and explains how it is solved

## **Compare and Contrast**

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

3. What does the author **compare and contrast** in the sections "The Big Bad Wolf" and "Not a Monster"?

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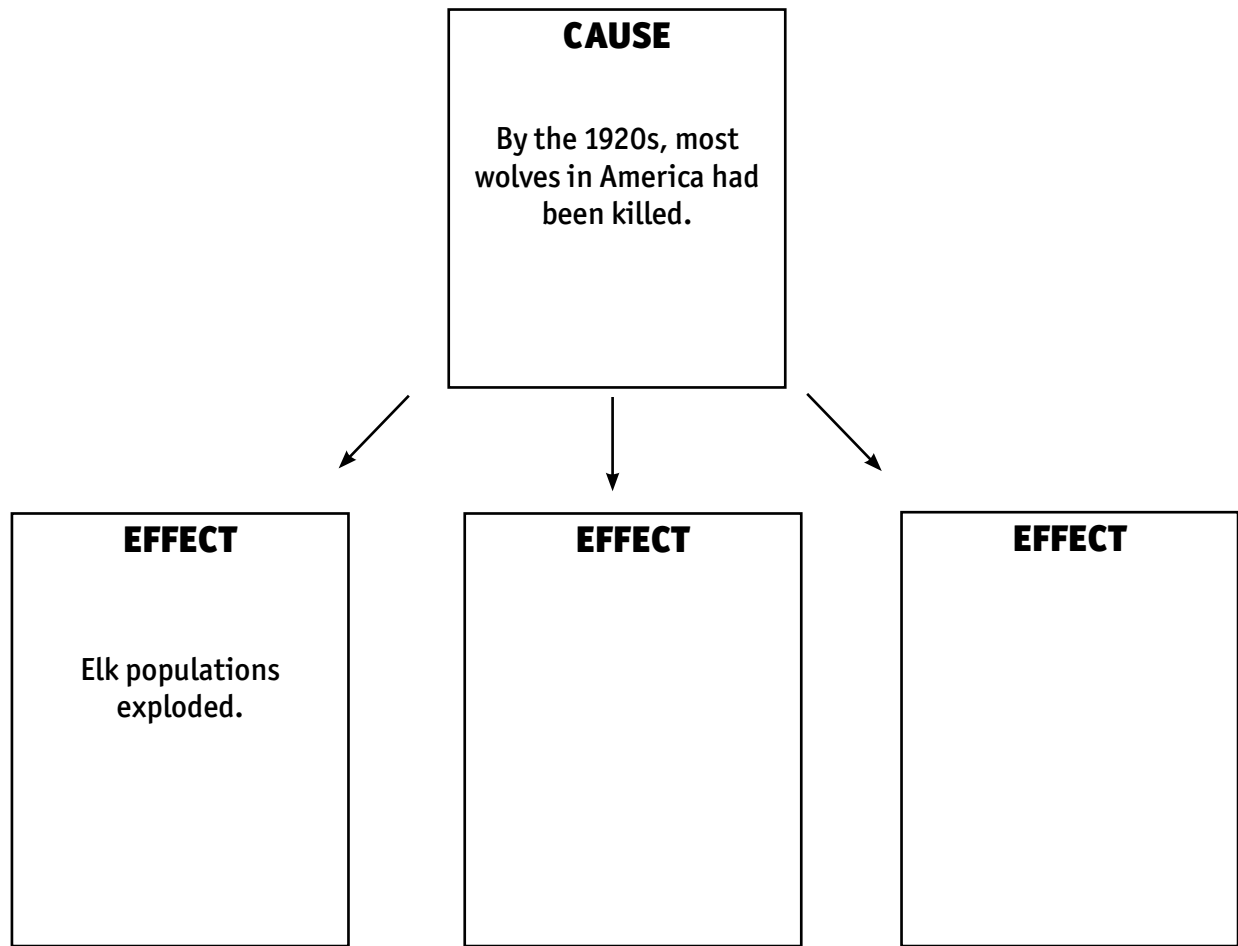
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## **Sequence of Events**

Describes events in the order in which they happen (also called chronological order)



4. The author uses a **cause-and-effect** structure to explain how the near-disappearance of wolves affected the environment. Write two effects of the disappearance of wolves in the boxes below. (You may paraphrase or quote lines from the article.)



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# 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 author Kristin Lewis's tone in "Saving America's Wolves."

**1. Which of the following best describes Kristin Lewis's tone as she writes about wolves in "Saving America's Wolves"?**

- Ⓐ She sounds like she admires, appreciates, and cares about wolves. She sounds like she believes they should continue to be protected in the United States.
- Ⓑ She sounds like she fears and dislikes wolves. She expresses the attitude that wolves are dangerous and troublesome creatures that the United States would be better off without.
- Ⓒ She sounds like she dislikes wolves but acknowledges the valuable role that they play in ecosystems.

**2. Consider the following passage from page 6:**

It's a brisk winter day, and you and your pack are trotting through the snow when you sense that a human is drawing near. Fear washes over you. A member of your own pack was recently shot by a human. You tried to help him as best you could, licking his coat and bringing him food.

But he did not survive his wounds. You still mourn his loss.

Is a human now coming to kill you too?

**Explain how this passage supports your answer to question 1.**

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**3.** Consider the following passage from page 7:

But not all humans hated your kind. Not all of them wanted you dead.

In the 1970s, many humans began to realize that you are not the monster from fairy tales, that those stories had been greatly exaggerated. It is not in your nature to attack humans. You are afraid of them and avoid them whenever you can.

Humans began to understand that the Earth needs you.

**Explain how this passage supports your answer to question 1.**

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**4.** Find one more sentence or passage from the article that supports your answer to question 1. Write the sentence or passage in the box. Then explain how it supports your answer to question 1.

**How this sentence/passage supports your answer to question 1:**

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**1. Which of the following best describes Kristin Lewis's tone as she writes about wolves in "Saving America's Wolves"?**

- Ⓐ She sounds like she admires, appreciates, and cares about wolves. She sounds like she believes they should continue to be protected in the United States.
- Ⓑ She sounds like she fears and dislikes wolves. She expresses the attitude that wolves are dangerous and troublesome creatures that the United States would be better off without.

**2. Consider the following passage from page 6:**

It's a brisk winter day, and you and your pack are trotting through the snow when you sense that a human is drawing near. Fear washes over you. A member of your own pack was recently shot by a human. You tried to help him as best you could, licking his coat and bringing him food. But he did not survive his wounds. You still mourn his loss. Is a human now coming to kill you too?

**Explain how this passage supports your answer to question 1. For example, if you chose answer A, explain how this passage shows that Lewis admires, appreciates, and/or cares about wolves and/or how it suggests that Lewis thinks that wolves should be protected.**

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**3.** Consider the following passage from page 7:

But not all humans hated your kind. Not all of them wanted you dead.  
In the 1970s, many humans began to realize that you are not the monster from fairy tales, that those stories had been greatly exaggerated. It is not in your nature to attack humans. You are afraid of them and avoid them whenever you can.  
Humans began to understand that the Earth needs you.

**Explain how this passage supports your answer to question 1.**

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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     |

# 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?"

# What is a central idea?

A *central idea* is a main point that the author is making (also called a *main idea* or a *key idea*). In other words, a central idea is what the article is mostly about. You can think of a central idea as a thesis statement: one sentence that states what the article is about. A text could have more than one central idea.

A central idea can always be supported with details from the text. HINT: When you search for central ideas, be sure to pay special attention to titles, subheadings, and the first and last sentences of each section.



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# Point of View: You Are the Wolf

The writing prompt on page 10 says:

**The author chose to write this article in the second person. What impact does this choice have on the reader? Support your answer to this question with text evidence.**

Follow the steps below to help you organize the ideas and details you will use in your response.

## Step 1: Review the author's use of the second-person point of view.

Point of view (P.O.V.) is the perspective from which a story is told. In the second-person point of view, the author addresses the reader directly using second-person pronouns such as *you*, *your*, and *yourself*.

In the article "Saving America's Wolves," author Kristin Lewis writes from the second-person point of view, but she doesn't just address you as the reader. In fact, she addresses several different "yous" throughout the story:

- **You as a *Scope* reader:** In the first sentence, Lewis writes, "Imagine you are a gray wolf in the Montana wilderness." In this sentence, Lewis is speaking to you as who you really are: a *Scope* reader.
- **You as a particular gray wolf:** After the first sentence, Lewis speaks to you as though you are a gray wolf. When she writes, "Your 42 razor-sharp teeth can rip flesh and crush bone," she is addressing you as a gray wolf.
- **You as the wolf species:** In some parts of the article, Lewis does something else: She asks you—as the wolf—to put yourself in the place of other wolves in history. For example, on page 7, Lewis writes, "You were shot by the guns of pioneers. . . Your fur was turned into fashionable hats and coats for humans to wear." Lewis does not mean that you, the gray wolf in the Montana wilderness, have been killed; she means that others of your kind were killed.

## Step 2: Analyze how the P.O.V. affects your feelings about wolves.

**Question 1:** How does Lewis's choice to write in second person and speak to you the reader as though you were a wolf affect your feelings toward wolves? In other words, does putting yourself in the position of the wolf encourage you to feel a certain way toward wolves?

Let's say that Lewis's choice to write in second person and address you as a wolf encouraged you to feel admiration for wolves. Here is a piece of text evidence you might choose to support your answer and an explanation of how that evidence supports your answer:

**Evidence:** "You are one of the most fearsome predators on Earth. Your 42 razor-sharp teeth can rip flesh and crush bone. You can sniff out a deer a mile away. Animals many times your size flee in terror at the sight of you." (p. 4)

**Explanation:** These lines cause the reader to imagine being a wolf who is strong, powerful, and proud. Imagining yourself as a wolf with these traits causes you as the reader to feel admiration, and perhaps appreciation, for wolves.

Your turn! Write down three pieces of evidence to support your answer to Question 1, then explain how each one supports your answer.

**Evidence 1:**

**Evidence 2:**

**Evidence 3:**

**Explanation:**

**Explanation:**

**Explanation:**

### Step 3: Analyze how the P.O.V. affects the suspense and drama.

**Question 2:** How does Lewis's choice to write in second person and speak to you the reader as though you were a wolf affect the level of suspense and drama in the text?

Find three pieces of evidence to support your answer to Question 2, then explain how each one supports your answer.

**Evidence 1:**

**Evidence 2:**

**Evidence 3:**

**Explanation:**

**Explanation:**

**Explanation:**

### Step 4: Put it all together

Review what you've written in Steps 2 and 3. Use these ideas and pieces of text evidence to construct your response to the writing prompt on page 10 of the article.

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# Close-Reading Questions

## "Saving America's Wolves"

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1. Who is the "you" in the article? Does the "you" change? Explain. (author's craft)
2. In the introduction, what does the author's use of imagery help readers understand about wolves? (figurative language)
3. What factors contributed to the near-demise of the gray wolf in the U.S.? (key ideas and details)
4. How did the gray wolf's disappearance affect the environment? (key ideas and details)

5. How does author Kristin Lewis build suspense throughout the article? (author's craft, text structure)
6. How does the map on page 8 contribute to the article? (text features)
7. On page 9, Lewis explains that conservation centers have programs to educate people on how "special and necessary" wolves are. Find two pieces of evidence in the article that support the idea that wolves are special and necessary. (text evidence)

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# Critical-Thinking Questions

## "Saving America's Wolves"

1. The subheading (the words right under the headline on page 4) states that wolves need your help. What are some things that you personally can do to help wolves?
2. How might the information in “The Wolf Pack,” on page 7, be used to build support for wolves?

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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Saving America’s Wolves.” 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, Mood, Inference

1. Read the **headline** and **subheading** and study the image on pages 4-5. What mood do these features create?

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2. Study the photograph of the wolf and the annotations surrounding it on pages 6-7. What kind of information about wolves do the annotations contain?

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3. Study the map and its **caption** on page 8. What do the map and caption help you understand about wolves?

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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.

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**During Reading**  
**Mood, Text Structure, Tone**

5. What is the **mood** of the first five paragraphs of the introduction? How does the author create this mood?

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6. Reread the sections “The Big Bad Wolf” and “Not a Monster.” What tone does the author use in these sections when talking about the plight of wolves? How do you know?

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7. **A.** Check ( ✓ ) the statement that BEST describes the **text structure** (the way the author organizes information) in the sections “The Big Bad Wolf” and “Not a Monster.”

The author compares the role of a wolf to that of a shark or a lion.

The author explains what caused wolves to disappear and the effects this disappearance had on the environment.

The author gives a chronological account of the disappearance of wolves in America.

**B.** Explain how you know.

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## After Reading

### Central Idea/Details and Objective Summary

- 8.** Below are three **supporting details** for a central idea of “Saving America’s Wolves.” In the space provided, write a **central idea** that these details support.

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graph TD; A[Central Idea] --> B[Detail #1]; A --> C[Detail #2]; A --> D[Detail #3];
```

**Central Idea**

**Detail #1**  
“Like sharks and lions, you are a necessary part of the habitats where you live. Without you, ecosystems drastically change.” (p. 8)

**Detail #2**  
“As a wolf, you are more than a magnificent predator: You are an apex predator—at the top of the food chain.” (p. 6)

**Detail #3**  
“They say that you are helping to repair the ecosystem in Yellowstone too.” (p. 8)

9. Write an **objective summary** of “Saving America’s Wolves.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Saving America’s Wolves.” 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 image on pages 4-5. What do these text features tell you about what the story is going to be about?

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2. Study the photograph of the wolf and the annotations surrounding it on pages 6-7. What kind of information about wolves do the annotations contain?

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3. Study the map on page 8. What does it show?

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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.

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## During Reading

### Mood, Text Structure, Tone

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

- Ⓐ anxious and eerie.
- Ⓑ dramatic and intense.
- Ⓒ somber and quiet.

**B.** Explain how the author creates this mood.

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**6. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. The author’s tone toward wolves throughout the article could be described as sympathetic.

Which line is an example of the author using a sympathetic tone?

- Ⓐ “They didn’t understand your ways.” (p. 6)
- Ⓑ “You and your pack then begin to feast, your bellies swelling with flesh, your faces turning red with blood.” (p. 6)
- Ⓒ “The government says you are no longer endangered there.” (p. 9)

**7. Text structure** is the term for how an author organizes information. Information in the section “Once Again Howling” uses a chronological structure.

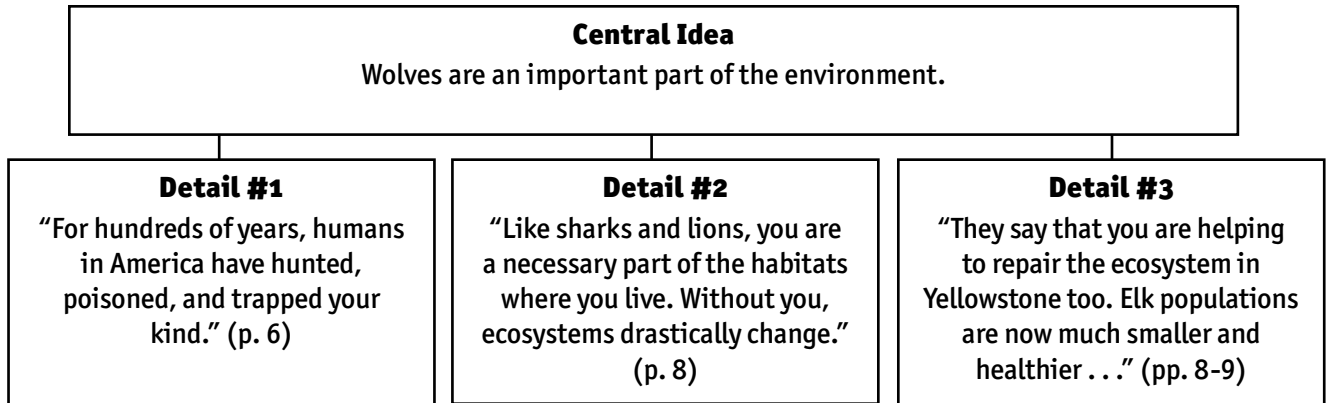
Which words and phrases in the section help you identify this text structure?

- Ⓐ *Montana, Wyoming, and Idaho; in Yellowstone too; some states*
- Ⓑ *dazzled and inspired; amazing ways; smaller and healthier*
- Ⓒ *In the mid-1990s; In less than two decades; Right now*

## After Reading

### Central Idea/Details and Objective Summary

8. A. Below are a **central idea** of "Saving America's Wolves" and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



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

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9. 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 "Saving America's Wolves."

- a. Humans once hunted wolves almost to the point of extinction in the U.S.
- b. A wolf has 42 razor-sharp teeth.
- c. The number of wolves in the United States is now growing.
- d. Yellowstone National Park is a popular place for tourists to see wolves.
- e. Wolves are a keystone species and essential to our environment.
- f. It must be thrilling to be a wildlife expert who collars wolves.

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

# Vocabulary:

## "Saving America's Wolves"

**1. apex predator (EY-peks PRED-uh-ter)** *noun*; An apex is the top or highest point of something. The apex of a mountain is its peak. A predator is an animal that kills and eats other animals.

An apex predator is at the top of a food web and is not preyed upon by any other animal. Sharks, grizzly bears, and wolves are examples of apex predators.

**2. despise (dih-SPAHYZ)** *verb*; *Despise* means "to strongly dislike and disapprove of someone or something." Imagine you ask Ray if he wants olives on his pizza. He says, "Ugh. The mere sight of olives makes me shudder. I don't like olives to be in the same *room* as my pizza!" You can conclude that Ray despises olives.

**3. ecosystem (EE-koh-sis-tuhm)** *noun*; An ecosystem is all of the living and nonliving things in a particular environment. A pond's ecosystem, for example, includes the plants, animals, bacteria, and water in the pond, as well as the soil at the bottom of the pond and the sunlight and rainfall that the pond receives. Each part plays an important role in helping the system function.

**4. endangered (ehn-DEYN-jerd)** *adjective*; *Endangered* means "at risk of dying out." *Endangered* is most often used to describe a species of plant or animal that is at serious risk of becoming extinct. One of the main reasons many species are endangered today is habitat loss.

**5. hierarchy (HAHY-uh-rahr-kee)** *noun*; A hierarchy is a system in which people or things are ranked according to their status, power, or importance. If Karen started out as a cadet in the army and now she is a general, she has moved up through the army's hierarchy.

**6. keystone species (KEE-stohn SPEE-sheez)** *noun*; In a curved stone arch, the stone at the very center of the top is called the keystone. The keystone is the most important stone in the arch because if you take it out, the whole arch will become weak and might fall down.

*Keystone* can be used to refer to the most important part of anything—the part that everything else depends on. A *keystone species* is a plant or animal that is necessary for an ecosystem to function; if you remove a keystone species, an ecosystem will drastically change or disappear altogether.

Keystone species are often predators or apex predators, but not always. For example, elephants are a keystone species. Because elephants eat and pull up small trees, grass is able to thrive. If you were to take away the elephants, the land would change in a big way: Instead of being grassy, it would become covered in trees and bushes. This change would affect many other plant and animal species in the ecosystem.

**7. stalk (stawk)** *verb*; To stalk is to slowly and quietly follow a person or an animal that you are hunting or trying to catch.

**8. tranquilizer (TRANG-kwuh-lahy-zer)** *noun*; The adjective *tranquil* (TRANG-kwil) means "peaceful, quiet, and calm."

The verb *tranquilize* (TRANG-kwuh-lahyz) means "to make or become tranquil." The gentle tinkling of a wind chime might tranquilize your mind.

A tranquilizer is a drug used to make a person or an animal calm, sleepy, or unconscious for a short time. If a bear is in a place that is not safe for it to be, a wildlife ranger might use a tranquilizer to put the bear to sleep so that it can safely be moved to another location.

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**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

## "Saving America's Wolves"

**Directions:** Fill in the circle next to the best answer to each question.

**1. Which person despises mayonnaise?**

- Ⓐ Kristina, who drenches her fries in mayonnaise
- Ⓑ Steph, who refuses to touch any dish that has mayonnaise as an ingredient

**2. Which animal is an apex predator?**

- Ⓐ a lion
- Ⓑ a caterpillar

**3. Which of the following species is endangered?**

- Ⓐ the Bengal tiger, which is at risk of dying out because of hunting and habitat loss
- Ⓑ the mosquito, which is thriving and has high population numbers

**4. Which animal is stalking something?**

- Ⓐ Fred, a cat who is very quietly and stealthily following a mouse through the backyard
- Ⓑ Roger, a dog who is barking and running after a squirrel

**5. Which would have a stronger effect on an ecosystem?**

- Ⓐ playing a song on a guitar
- Ⓑ a forest fire

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

|  |
|--|
| hierarchy    stalk    keystone species    tranquilizer |
|--|

6. To help her remove a thorn from the gorilla's hand, the veterinarian gave the gorilla a medicine that relaxed him.

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7. In the ranks of a school, the principal has the most authority.

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8. Tiger sharks are an extremely important species. If they disappear, the whole ocean will suffer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## "Saving America's Wolves" Quiz

**Directions:** Read "Saving America's Wolves." Then answer the questions below.

- 1. Author Kristin Lewis chose to write this article in second person, addressing "you" the reader as though you were a wolf. This choice**
  - helps build sympathy and concern for wolves in the reader.
  - helps the reader understand why many Americans once feared and hated wolves.
  - creates drama by putting the reader in the place of a terrified wolf being chased by a helicopter.
  - both A and C
- 2. According to the article, what caused the near-disappearance of wolves in the U.S.?**
  - A disease killed most American wolves.
  - The elk population in the U.S. had shrunk and the wolves didn't have enough to eat.
  - Humans had intentionally killed nearly all the wolves in the U.S.
  - The cause of the wolves' disappearance is unknown.
- 3. In this article, Lewis portrays wolves as**
  - vicious beasts that threaten humans.
  - friendly, playful, and cute—very much like dogs.
  - majestic, sensitive, and often misunderstood.
  - beautiful but harmful to the environment.
- 4. The section "Not a Monster" helps the reader understand**
  - why humans used to be so fearful of wolves.
  - how the disappearance of wolves affects ecosystems.
  - how the U.S. Fish and Wildlife Service built the wolf population in the U.S. back up.
  - why some people are unhappy that wolves are back in the U.S.
- 5. On page 9, Lewis describes a helicopter as a "flying metal monster." This description**
  - expresses that it is frightening to ride in a helicopter.
  - suggests that helicopters are outdated.
  - creates a humorous image of a helicopter as a flying monster.
  - helps the reader understand how terrifying a helicopter is to a wolf.
- 6. Lewis's main purpose for writing this article was likely to**
  - explain the threat that wolves pose to humans.
  - educate readers about wolves and encourage them to protect wolves.
  - provide an overview of how ecosystems work.
  - compare the plights of wolves in the U.S. with those of wolves in Canada.

### 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. Explain why the U.S. Fish and Wildlife Service decided to try to bring wolves back to the U.S. in the 1990s. Use text evidence to support your answer.**
- 8. What suggests that author Kristin Lewis supports the protection of wolves in the United States? Use text evidence to support your response.**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **“Saving America’s Wolves” Quiz**

**Directions:** Read “Saving America’s Wolves.” Then answer the questions below.

1. In this article, author Kristin Lewis speaks to “you” the reader as though you were a wolf. By doing this, Lewis
  - (A) shows that wolves understand English.
  - (B) makes it easier for the reader to understand why many Americans once feared and hated wolves.
  - (C) lets the reader know that the article is not serious.
  - (D) puts the reader in the place of a wolf, which helps build sympathy and concern for wolves.
2. According to the article, what caused wolves to disappear from the U.S.?
  - (A) A disease killed almost all the wolves.
  - (B) There were not enough elk for wolves to eat.
  - (C) Humans killed nearly all the wolves.
  - (D) The cause of the wolves’ disappearance is unknown.
3. In this article, Lewis portrays wolves as
  - (A) frightening beasts that threaten humans.
  - (B) friendly, playful, and cute.
  - (C) powerful, beautiful, and often misunderstood.
  - (D) harmful to the environment.
4. The section “Not a Monster” helps the reader understand
  - (A) why humans used to be so afraid of wolves.
  - (B) how the disappearance of wolves affects ecosystems.
  - (C) how the U.S. Fish and Wildlife Service built the wolf population in the U.S. back up.
  - (D) why some people are unhappy that wolves are back in the U.S.
5. On page 9, Lewis describes a helicopter as a “flying metal monster.” This description
  - (A) shows that it is scary to ride in a helicopter.
  - (B) explains how helicopters work.
  - (C) adds humor to the article.
  - (D) helps the reader understand how terrifying a helicopter is to a wolf.
6. Lewis’s main purpose for writing this article was likely to
  - (A) explain how wolves threaten humans.
  - (B) educate readers about wolves and encourage them to protect wolves.
  - (C) explain what an apex predator is.
  - (D) compare wolves in the U.S. and Canada.

### **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. Explain why the U.S. Fish and Wildlife Service decided to try to bring wolves back to the U.S. in the 1990s. Use text evidence to support your answer.
8. On page 9, Kristin Lewis writes that some people are not happy that wolves have returned to the U.S. Do you think Lewis is happy that wolves have returned? Support your answer with text evidence.

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

## Wolf Contest

The author chose to write this article in the second person. What impact does this choice have on the reader? Support your answer to this question with text evidence. Five winners will get *Rewilding* by Jane Drake and Ann Love.

### 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](mailto:scopemag@scholastic.com)  
or mail them to: Wolf Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY June 15, 2018!**