

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

# 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 "How the Wolf Became the Dog" and "How the Dog Became Part of the Family."

1. Read the headline and look at the images on page 23. What mood do they create? Explain your answer.

---

---

---

2. Describe the images at the top of page 24. Together, what story do the photos tell about the history of dogs?

---

---

---

3. **A.** Consider the statistics in the paw prints on pages 26 and 27. Why do you think the author chose to include these statistics?

---

---

---

- B.** Into which section(s) of the article would the statistics in the paw prints best fit? Why?

---

4. What would be another appropriate subhead for the section "A Special Bond" on page 27? Explain your answer.

---

---

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

# 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 "The Amazing History of Dogs."

1. The author uses **description** in the introduction of "How the Wolf Became the Dog." What is she describing?

---

---

---

---

## **Description or List**

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

2. A. Underline the text structure the author uses in the section "Teaming Up" in the article "How the Wolf Became the Dog."

sequence of events

problem and solution

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

---

---

---

---

## **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 section "Hunters and Warriors" in the article "How the Wolf Became the Dog"?

---

---

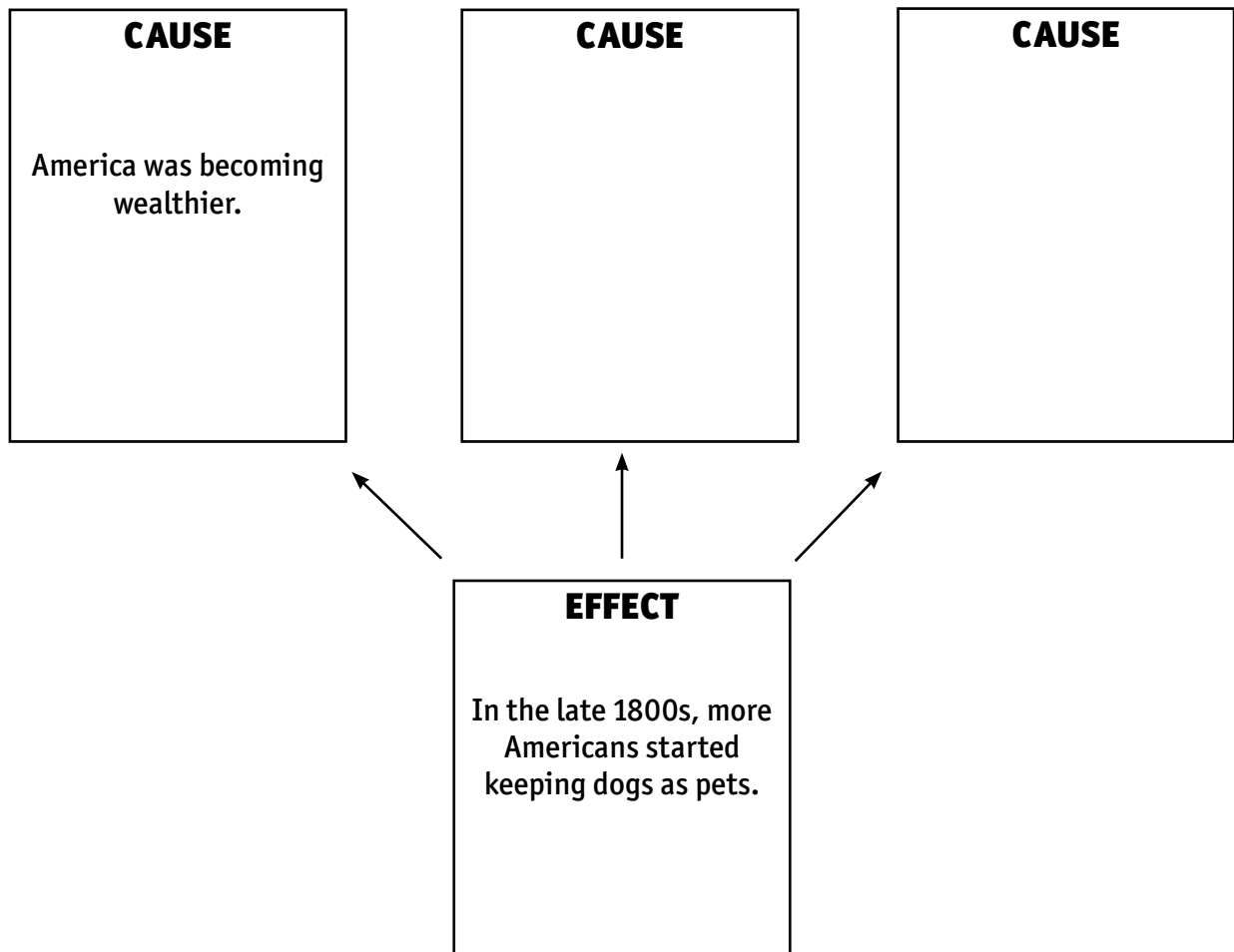
## **Sequence of Events**

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

4. **A.** In the article "How the Dog Became Part of the Family," which text structure does the author use in the section "Workers to Pets"?

**B.** Explain how you know, using evidence from the text.

5. In the article "How the Dog Became Part of the Family," the author uses a **cause-and-effect** structure to explain how dogs became more popular as pets in the late 1800s. Write two causes of the increased popularity of pet dogs in the boxes below. (You may paraphrase or quote lines from the article.)



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

# Synthesis

**Directions:** Fill in the chart below to synthesize information from "How the Wolf Became the Dog" and "How the Dog Became Part of the Family" and to explore how the relationship between dogs and humans has changed over time.

Question	Answer	Source (check one or both)
1. When and how did humans' relationship with dogs begin?		<input type="checkbox"/> "How the Wolf Became the Dog" <input type="checkbox"/> "How the Dog Became Part of the Family"
2. How has the reason people keep dogs changed over time? How has it stayed the same?		<input type="checkbox"/> "How the Wolf Became the Dog" <input type="checkbox"/> "How the Dog Became Part of the Family"
3. How has the type of people and the number of people who own dogs as pets changed over time?		<input type="checkbox"/> "How the Wolf Became the Dog" <input type="checkbox"/> "How the Dog Became Part of the Family"
4. How has the way people feel about their dogs changed over time? How has it stayed the same?		<input type="checkbox"/> "How the Wolf Became the Dog" <input type="checkbox"/> "How the Dog Became Part of the Family"

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

# Synthesis

**Directions:** Fill in the chart below to synthesize information from "How the Wolf Became the Dog" and "How the Dog Became Part of the Family" and to explore how the relationship between dogs and humans has changed over time. We filled in one answer for you.

Question	Answer	Source (check one or both)
1. When and how did humans' relationship with dogs begin?		<input type="checkbox"/> "How the Wolf Became the Dog" <input type="checkbox"/> "How the Dog Became Part of the Family"
2. How has the reason people keep dogs changed over time? How has it stayed the same?		<input type="checkbox"/> "How the Wolf Became the Dog" <input type="checkbox"/> "How the Dog Became Part of the Family"
3. How has the type of people and the number of people who own dogs as pets changed over time?	In the past, only the very wealthy kept dogs as pets. After the 1800s, more Americans could afford to take care of a pet, and so more people—even those who were not extremely wealthy—began keeping dogs as pets.	<input type="checkbox"/> "How the Wolf Became the Dog" <input checked="" type="checkbox"/> "How the Dog Became Part of the Family"
4. How has the way people feel about their dogs changed over time? How has it stayed the same?		<input type="checkbox"/> "How the Wolf Became the Dog" <input type="checkbox"/> "How the Dog Became Part of the Family"

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

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

# Paired Texts Vocabulary

## "How the Wolf Became the Dog"

- 1. ancestor (AN-ses-ter)** *noun*; Ancestors are family members from the past, such as your great-grandparents and all of your relatives who came before them. Your ancestors are the people from whom you descended.

*Ancestor* can also refer to an early version of something. For example, one of the modern computer's ancestors was a machine known as "Baby." It ran its first program in 1948 and could do only basic math problems.

- 2. game (geym)** *noun*; *Game* has a range of meanings. As it is used in "How the Wolf Became the Dog," *game* means "wild animals that are hunted for food or sport."

- 3. generation (jen-uh-REY-shuhn)** *noun*; A generation is a group of people born and living in the same time period. You and your friends belong to the same generation. Your grandparents, your parents, and you belong to three different generations.

*Generation* can also refer to a stage in the development of technology. The first generation of iPhones came out in 2007. Future generations of spaceships may allow us to travel farther into space.

- 4. millennia (mih-LEN-ee-uh)** *noun*; A millennium (mih-LEN-ee-uhm) is a period of 1,000 years. *Millennia* is the plural form of millennium.

- 5. utilize (YOO-tuh-lahyz)** *verb*; To utilize something is to make use of it—in particular, to give it a new use that it may not originally have had. So you wouldn't say you utilized your toothbrush to brush your teeth; you would say that you *used* your toothbrush to brush your teeth. But you could say that you utilized an old toothbrush to scrub the grout in the bathtub.

- 6. venture (VEN-chur)** *noun or verb*; A venture is a risky undertaking. It is often used to refer to the start of a new business that is not guaranteed to succeed.

To venture is to start something or go somewhere that involves risk. You might, for example, venture into a dark, creepy basement.

- 7. wary (WAIR-ee)** *adjective*; If you feel wary, you feel cautious or on your guard against possible trouble or danger. Young children are often taught to be wary of strangers.

## "How the Dog Became Part of the Family"

**1. scientific basis (sahy-uhn-TIF-ik BEY-sis)** *phrase*; *Basis* means the "base or foundation upon which something is supported." *Scientific* means "based on the methods of science."

The scientific basis of something is the science behind it or the scientific reasons for it. For example, exercise makes people feel good. The scientific basis of exercise making people feel good is that physical activity releases chemicals in the brain that cause positive feelings.

**2. unconditional (uhn-kuhn-DISH-uh-nul)** *adjective*; A condition is a requirement for something to happen. For example, if Dave's parents tell him that he is allowed to go to the movies on the condition that he clean his room, Dave's permission to attend the movies is conditional—it depends on whether or not he cleans his room.

The prefix *un-* means "not," so something that is *unconditional* does not have any conditions or limitations on it. If someone has unconditional love for you, their love does not depend on anything; they will love you regardless of what you do or anything that happens.

**3. vital (VAHYT-ul)** *adjective*; *Vital* has several meanings:

1. related to or necessary for life continuing, as in "The heart is a vital organ."
2. full of life and energy, as in "At 86, Janet is still an active and vital woman."
3. extremely important or necessary, as in "Mark is a vital part of the team" or "The detective discovered a vital clue to solving the mystery."

---

**Directions:** Below and on the back of this page, list any other words from the articles 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.

# Paired Texts Vocabulary Practice

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

wary	millennia	vital	game	generation	ancestors
------	-----------	-------	------	------------	-----------

1. Ada's family came to America from Germany in the 1700s.

---



---

2. To protect your privacy, it is very important that you keep your computer passwords secret.

---



---

3. Some volcanoes can be inactive for centuries or even thousands of years.

---



---

4. People born at different times often have different tastes in music.

---



---

5. Native Americans used bows and arrows, spears, and blow darts to hunt for wild animals.

---



---

**Directions:** In each pair of boldfaced words, underline the word that best completes the sentence.

6. My coupon for a free video game at Game Giant is **unconditional/vital**—I can use it on any date, for any game, at any Game Giant store.

7. The author's new book explains the **scientific basis/game** for his ideas about hypnosis.

8. We **utilized/ventured** the large empty space on our school's roof for the event.

9. The puppies never **venture/utilize** far from their mother.

10. "Are you sure it is safe to enter?" Peter asked, with a **wary/vital** look on his face.



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

# Close-Reading Questions

## "How the Wolf Became the Dog"

---

1. How does the information about the Ice Age in the introduction contribute to the article?  
(text structure)
2. In your own words, explain what a domesticated animal is. (vocabulary in context)
3. What is the purpose of the section "Hunters and Warriors"? (text structure)
4. On page 25, Lauren Tarshis writes, "They sleep in our beds, lick our faces, and join us on family vacations." What key idea do these details support? (key ideas and supporting details)

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

# Close-Reading Question

## "How the Dog Became Part of the Family"

---

1. On page 27, Tarshis explains that in the late 1800s, dogs transitioned from being mainly workers to being mainly pets. What factors led to this change? (key ideas, summarizing)
2. Why might the author have included the statistics in the paw prints on pages 26 and 27? What point does this information help make? (text features)
3. Compare the main image on page 24 with the main image on page 26. Together, what story do these photos tell about the history of dogs? (text features)
4. According to both articles, what is the biggest difference between why people own dogs today and why people owned dogs in the past? (key ideas, synthesis)

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

# Critical-Thinking Questions

## **"How the Wolf Became the Dog" and "How the Dog Became Part of the Family"**

1. In "How the Dog Became Part of the Family," Tarshis refers to research about the biological connection between dogs and humans. Is this information important to the article? Explain.
2. How does reading both "How the Wolf Became the Dog" and "How the Dog Became Part of the Family" give you a better understanding of dogs?
3. Do you think it is fair to still use dogs as workers now that they have become such beloved pets?

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

## Paired Texts Quiz

**Directions:** Read the articles “How the Wolf Became the Dog” and “How the Dog Became Part of the Family.” Then answer the questions below.

- On page 24, Lauren Tarshis writes that thousands of years ago, wolves were “generally wary of people.” She means that wolves mostly
  - wanted to protect humans.
  - ignored humans.
  - showed caution around humans.
  - threatened humans.
- Tarshis portrays the transformation from gray wolf to dog as
  - a sudden change that is well understood by scientists.
  - important but no longer studied by scientists.
  - magical and mysterious.
  - a slow process that is still being studied and debated by scientists.
- Which of the following expresses a central idea of the article “How the Dog Became Part of the Family”?
  - Many Americans buy Halloween costumes for their pets.
  - Before dogs became popular as family pets, they were valued for the work they could do.
  - Walking a dog is good for a person’s health.
  - In the 1800s, veterinarians provided care mainly for horses and cows.
- Which section of “How the Wolf Became the Dog” expresses a similar idea to the central idea you chose in question 3?
  - the introduction
  - “Teaming Up”
  - “The Very First”
  - “Hunters and Warriors”
- The paw print on page 27 notes that each year, people spend \$350 million on Halloween costumes for dogs and other pets. This supports the idea that today,
  - most dogs are not expected to work.
  - dogs have a desire to understand humans.
  - dog owners spend an average of \$135 per month on their dogs.
  - many people treat their dogs like family.
- All the following statements are supported by information in both articles EXCEPT which?
  - Dogs and humans have had a special relationship for millennia.
  - Dogs are related to wolves.
  - Most dogs in the U.S. are treated like family members.
  - Researchers continue to study the relationship between humans and dogs.

## Constructed-Response Questions



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

- According to “How the Dog Became Part of the Family,” what happened in the late 1800s that made it easier to keep dogs as pets? Provide three pieces of text evidence to support your answer.
- The dog-human relationship has changed a lot over the millennia. In what way has it stayed the same? Use information from both articles to support your answer.

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

## Paired Texts Quiz

**Directions:** Read the articles “How the Wolf Became the Dog” and “How the Dog Became Part of the Family.” Then answer the questions below.

- On page 24, Lauren Tarshis writes that wolves were “generally wary of people.” What does it mean to be wary of something?
  - to protect it
  - to ignore it
  - to not trust it
  - to completely trust it
- According to Tarshis, the transformation from wolf to dog was
  - sudden.
  - unimportant.
  - magical.
  - slow.
- Which is a central idea of the section “Workers to Pets” on pages 26-27?
  - In the early 1800s, veterinarians cared mainly for horses and cows.
  - Before dogs became popular as pets, they were valued for the work they could do.
  - Dogs helped firefighters.
  - Many Americans buy Halloween costumes for their pets.
- Which line BEST supports your answer to question 3?
  - “Dogs that became sick or injured either healed on their own or died . . .” (p. 27)
  - “He does have a job though: to love Ruby and her family.” (p. 27)
  - “Americans spend tens of billions of dollars on their dogs each year . . .” (p. 27)
  - “Until recently, however, unless you were very wealthy, the only reason to keep a dog around was for the work it could do.” (pp. 26-27)
- The paw print on page 27 states that each year, people spend \$350 million on Halloween costumes for dogs and other pets. This information supports the idea that today,
  - most dogs do not have jobs.
  - dogs want to understand humans.
  - dog owners spend an average of \$135 per month on their dogs.
  - many people treat their dogs like family.
- Both articles support the idea that
  - ancient Egyptians mummified hunting dogs.
  - dogs and humans have had a special relationship for tens of thousands of years.
  - Ruby loves her dog, Scout.
  - all dogs share a common ancestor.

## Constructed-Response Questions

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

- According to “How the Dog Became Part of the Family,” what happened in the late 1800s that made it easier to keep dogs as pets? Provide two pieces of text evidence to support your answer.
- Explain how dogs have helped humans for thousands of years. Use details from both articles to support your answer.

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

## Dog Contest

Explain how the relationship between dogs and humans has changed over time. Use information from both texts. Your response can be in the form of a comic, an essay, a poem, or a video. Five winners will each get *Dash* by Kirby Larson.

### Entries will be judged on:

- ⇒ use of information from both texts
- ⇒ grammar, spelling, and punctuation
- ⇒ clarity and good organization
- ⇒ creativity

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: Dog Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY October 25, 2017!**

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

# Video Discussion Questions

## *Scope Beyond the Story: Into the World of Military Working Dogs*

---

1. Describe the three main duties that military working dogs perform today, according to the video.
2. The narrator says that preparing a dog for the military takes a lot of work. What evidence does she give to support this claim?
3. What is the mood of the video during the section about training? Consider the music, narration, and visuals. How do these elements contribute to the mood?
4. According to the narrator, "unbreakable bonds" form between military working dogs and their handlers. Why might this be? Use information from the video to support your answer.