

Name: _____ Date: _____

What's the Tone?

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

In this activity, you will analyze the tone in the "Finders Keepers?" debate.

1. Reread the following paragraph from Jack's letter:

I know you're hesitant to keep the money, but it wouldn't be wrong if we did. Keeping money that you find on the street isn't stealing. It's not like we're snatching \$100 out of someone's wallet. We have no idea who dropped this money. We don't know if that person is even looking for it, or if he or she even realizes it's gone.

In this paragraph, Jack's tone is reassuring. (*Reassuring* means "saying or doing something that calms or helps remove someone's doubts or fears.") Here's why:

By telling Leah that he understands her doubts about keeping the money and then telling her that it isn't stealing, Jack is trying to put Leah's mind at ease about the fact that she might think it's wrong.

Write one more reason Jack sounds reassuring:

2. Reread the following paragraph from Leah's letter on page 27:

I don't feel lucky that we found \$100. All I feel is bad for the person who was unlucky enough to lose it. You say this person might not be searching for the money or even know it's lost, but I find that unlikely. If it were me, I'd be going crazy trying to find it. Think how you would feel. One hundred dollars is a lot! You could buy lunch for a whole month.

Circle the word that best describes Leah's tone. (We defined the choices for you.)

threatening	playful	sympathetic	appreciative
⋮ ↓	⋮ ↓	⋮ ↓	⋮ ↓
showing an intention to cause harm	fun and not serious	full of concern for someone else's struggles	feeling positive out of gratitude or respect

Write a statement to support your choice:

3. Reread the following passage from Leah's letter on page 27:

Even if keeping the money wasn't illegal, I still wouldn't feel right about it. The survey that you point out is interesting, but the fact that so many people would keep the money doesn't make it right. If people in some survey said it was OK to steal candy from a store, would you think stealing was OK too?
I don't think so.

Write one or two words to complete the sentence below:

Leah's tone as she describes her feelings about keeping the money is _____.

Write a statement to support your answer:

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1. Reread the following lines from Jack's letter on page 26:

I know you're hesitant to keep the money, but it wouldn't be wrong if we did.
Keeping money that you find on the street isn't stealing.

In these lines, Jack's tone is **reassuring**. (*Reassuring* means "saying or doing something that calms someone's doubts or fears.") Here's why:

By telling Leah that he understands her doubts about keeping the money and then telling her that it isn't stealing, Jack is trying to put Leah's mind at ease about the fact that she might be doing something that feels wrong.

2. Reread the following paragraph from Leah's letter on page 27:

I don't feel lucky that we found \$100. All I feel is bad for the person who was unlucky enough to lose it. You say this person might not be searching for the money or even know it's lost, but I find that unlikely. If it were me, I'd be going crazy trying to find it. Think how you would feel. One hundred dollars is a lot! You could buy lunch for a whole month.

Circle the word that best describes Leah's tone. (We defined the choices for you.)

threatening	playful	sympathetic	appreciative
↓	↓	↓	↓
showing an intention to cause harm	fun and not serious	full of concern for someone else's struggles	feeling positive out of gratitude or respect

Complete the sentence below to explain why the word you circled describes the tone of the paragraph from page 27. (Use what we wrote in question 1 as a model.)

Leah sounds like she _____

3. Reread the following passage from Leah's letter on page 27:

Even if keeping the money wasn't illegal, I still wouldn't feel right about it. The survey that you point out is interesting, but the fact that so many people would keep the money doesn't make it right. If people in some survey said it was OK to steal candy from a store, would you think stealing was OK too?

I don't think so.

Write one or two words to complete the sentence below:

Leah's tone as she describes her feelings about keeping the money is _____.

Support your answer by completing the sentence below:

Leah _____

Identifying Tone

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

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

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Tone Words

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



POSITIVE TONE WORDS

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



NEUTRAL TONE WORDS

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



NEGATIVE TONE WORDS

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

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Finders Keepers?" develop their arguments. We filled in some information for you.

	Jack	Leah
line that expresses the central idea, or central claim		"Keeping the money would be stealing." (p. 27)
two pieces of evidence that support the central idea, or central claim		
line that expresses the counterargument	"Still, I understand that the money doesn't technically belong to us." (p. 26)	
line that contains the rebuttal to the counterargument		

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	Jack	Leah
line that expresses the central idea, or central claim		"Keeping the money would be stealing." (p. 27)
two pieces of evidence that support the central idea, or central claim		

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Finders Keepers?" Complete the scavenger hunt on page 27.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should Jack and Leah keep money that they found on the street?

Consider what you read in the two letters, as well as your own viewpoint.

Check the box next to the point of view you will argue in your essay,
or write your own opinion in the space provided.

☐

Yes! Finders keepers!

☐

No! Keeping the money would be stealing.

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the letters support your opinion? What other information supports your opinion?

List at least three supporting details on the lines below.

Here's an example: If you think Leah and Jack should not keep the money, one of your supporting details might be that if you find money on the street, you are legally obligated to try to return it to its rightful owner.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think Leah and Jack **SHOULD** keep the money, summarize the strongest arguments that Leah presents in her letter. If you think Leah and Jack **SHOULD NOT** keep the money, summarize the strongest arguments that Jack presents in his letter.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe a time when you found money on the street. Did you try to return it? Or, if you've never found money, maybe you can describe a time when you dropped or lost money. How did you feel?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view about keeping money that's found on the street. Here's one way you could structure your question: "*If you find money on the street, are you _____?*"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

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

Your hook: _____

STEP 6: SUMMARIZE THE ISSUE

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

Jack and Leah found \$100 on the street outside their school. Jack believes they should keep the money. Leah believes that keeping the money would be _____

STEP 7: START WRITING

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

Argument Essay Outline

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

1	<p align="center">INTRODUCTION</p>
<p align="center">Open with your hook from Step 5.</p> <p align="center">↓</p> <p>Write a transition sentence that relates your hook to the question of keeping lost money that you find.</p> <p align="center">↓</p> <p align="center">(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p align="center">↓</p> <p align="center">Write your summary of the issue from Step 6.</p> <p align="center">↓</p> <p align="center">Finish with your thesis from Step 4.</p>	
2	<p align="center">BODY PARAGRAPH(S)</p>
<p align="center">Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p align="center">You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.</p> <div data-bbox="1182 909 1531 1213" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <p><i>Hint! Order your supporting points from weakest to strongest. Readers will remember details that are presented last.</i></p> </div>	
3	<p align="center">ACKNOWLEDGE THE OTHER SIDE</p>
<p align="center">Now it's time to recognize the other side of the argument.</p> <p align="center">Use what you wrote in Step 3.</p> <p align="center">Then explain why you think the opposing point of view is wrong.</p>	
4	<p align="center">CONCLUSION</p>
<p align="center">Write 2-3 sentences to remind your readers of your main points.</p> <p align="center">Finish with a strong final sentence.</p> <div data-bbox="1206 1560 1531 1770" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <p><i>Need an idea? Refer to your hook, find a quote, or give a call to action.</i></p> </div>	
5	<p align="center">READ AND REVISE</p>
<p align="center">Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>	

SKILL: Essay Writing

Argument-Essay Checklist

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

Introduction

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

Body Paragraphs

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

Conclusion

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

General

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

SKILL: Essay Writing

Great Transitions

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

If you are adding information or showing similarity between ideas:

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

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

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

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

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

If you want to show cause and effect:

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

If you want to add emphasis:

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

Name: _____ Date: _____

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

Vocabulary:

"Finders Keepers?"

- 1. hesitant (HEZ-ih-tuhnt)** *adjective*; The verb *hesitate* (HEZ-ih-teyt) means "to pause before saying or doing something, especially because of uncertainty."

Hesitant means "feeling nervous, unsure, and unable to take quick or firm action." You might be hesitant to accept a babysitting job if you know the kids are not well-behaved.

- 2. imperative (im-PER-uh-tiv)** *adjective*; If something is imperative, it is absolutely necessary, important, and demands attention or action. If your local news channel issues a tornado warning, it is imperative to get to a safe location as quickly as possible.

- 3. obligated (OB-lih-gayt-id)** *adjective*; An obligation (ob-lih-GAY-shuhn) is a duty—something you must do because of an agreement, a rule, or a law, or simply because it is the right thing to do.

If you're obligated to do something, you must do it, either because it is required or because it is the right thing to do. If you lose your brother's favorite baseball, you might feel obligated to buy him a new one.

- 4. potentially (puh-TEN-shuh-lee)** *adverb*; The noun *potential* means "the chance or possibility that something will develop and become real." If a snowstorm is predicted for tonight, there is a potential for school to be cancelled tomorrow.

The adverb *potentially* means "having the possibility of happening or being true." If Tanya says she will potentially be late, she means that there's a chance she will be late. If George says he thinks a movie seems potentially boring, he means that he thinks the movie might be boring.

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

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

Vocabulary Practice

"Finders Keepers?"

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

1. potentially

- Ⓐ unlikely Ⓑ possibly

2. imperative

- Ⓐ important Ⓑ optional

3. hesitant

- Ⓐ uncertain Ⓑ confident

Directions: For each statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

- 4.** A backpack that looks good but is uncomfortable and hard to pack and unpack could be described as practical.

- Ⓐ true Ⓑ false

Reason: _____

- 5.** When you rent a video game, you're obligated to return it.

- Ⓐ true Ⓑ false

Reason: _____

Directions: Briefly respond to each prompt below.

- 6.** Describe a situation in which you might be hesitant.

- 7.** Name one thing that you are obligated to do.

- 8.** Fill in the blanks to complete the following sentence:

Before you _____,
it is imperative that you _____