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Write TIME FOR KIDS— Level 4

This sample includes the following:

Best Practices Guide Cover (1 page)

Best Practices Guide Table of Contents (1 page)

How to Use This Product (5 pages)

Lesson Plan (16 pages)

Card (4 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

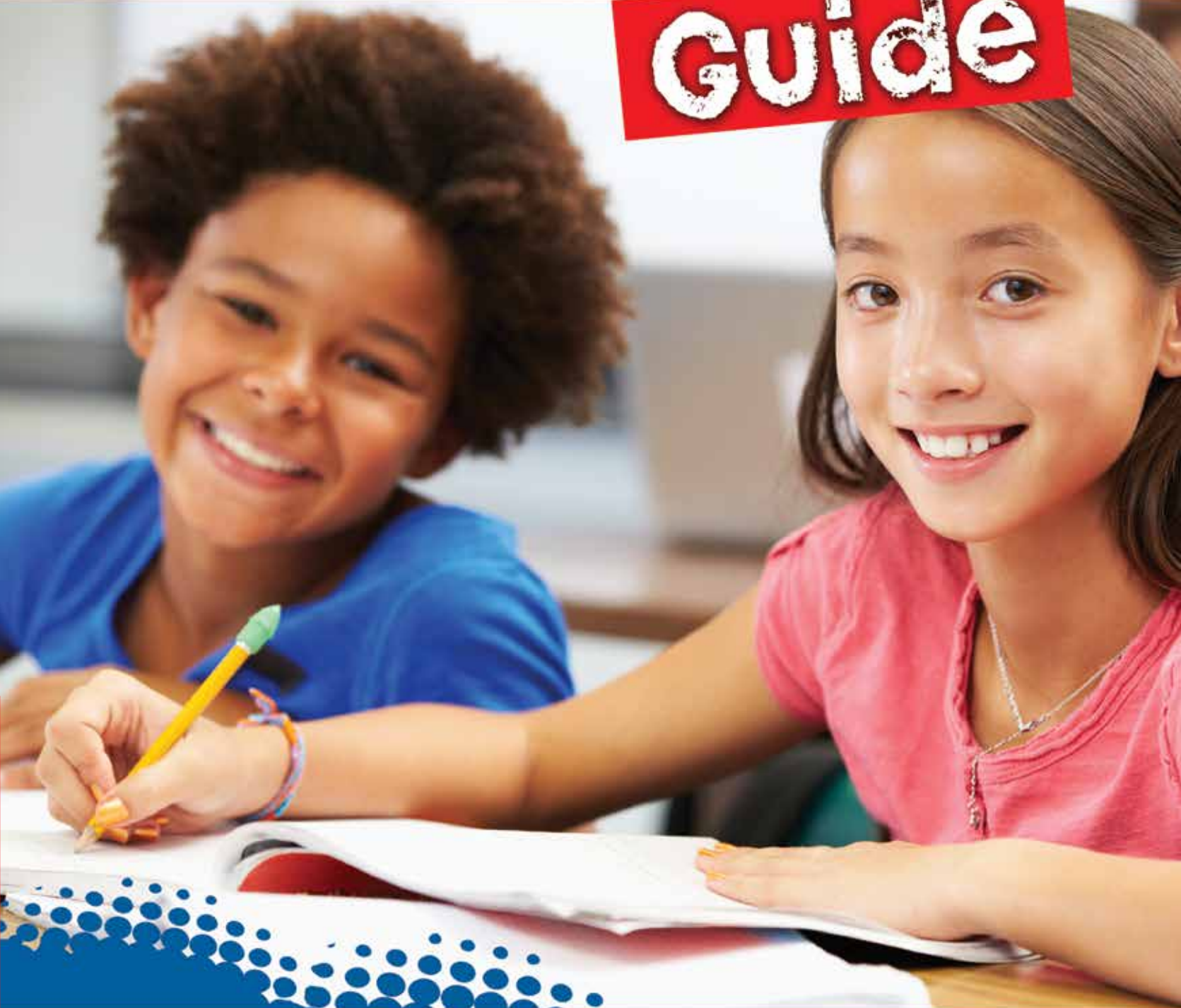
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Write
TIME
FOR KIDS

Level 4

Best Practices

Guide



Program Welcome

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Best Practices

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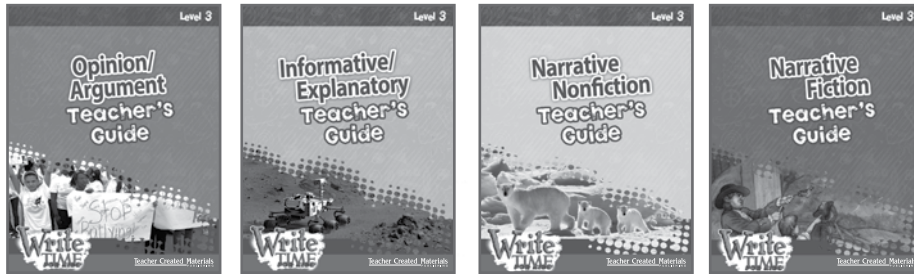
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How to Use This Product

Program Components

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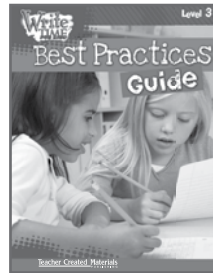
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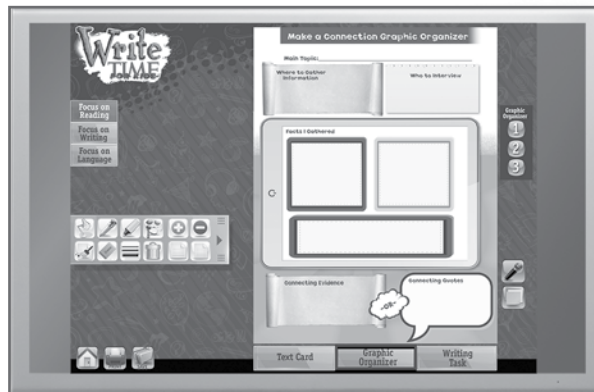
Student Handbook



Best Practices Guide



Technology Platform

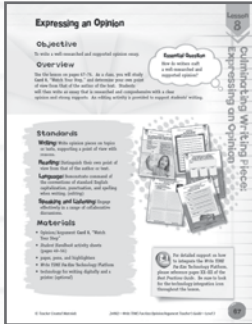


How to Use This Product (cont.)

Lesson Components

Teacher's Guide

Each lesson is organized in a consistent format for easy use. Teachers may choose to complete some or all the lesson activities in order to best meet the needs of their students. The final lesson of each genre provides a culminating writing piece to showcase skills learned.



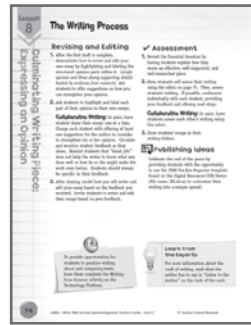
Overview: Includes key information for planning (standards and a list of materials).



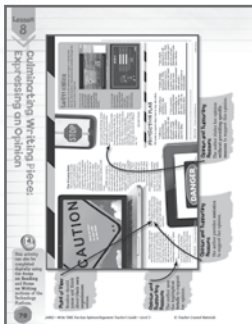
The Writing Process: Includes Prewriting and Drafting instruction, using a graphic organizer, frame, and draft page.



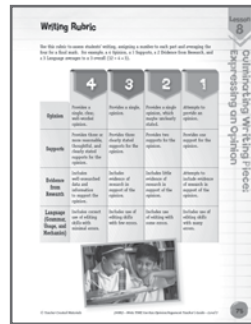
Analyzing the Mentor Text: Introduces the text and key vocabulary words, as well as provides close reading instruction.



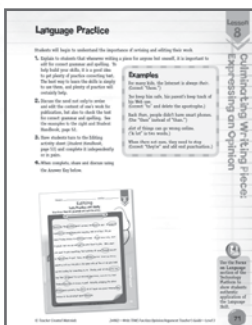
The Writing Process: Includes Revising, Editing, Assessment, and Publishing Ideas.



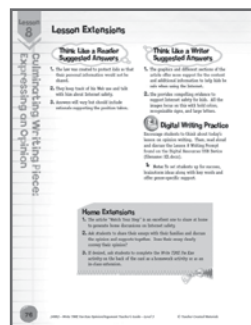
Annotating the Mentor Text: Introduces annotations to support analyzing the Mentor Text and to build a reading and writing connection.



Writing Rubric: Features a writing rubric, specifically tailored to the lesson's writing task.



Language Practice: Addresses the language skill and makes authentic connections to the Mentor Text.



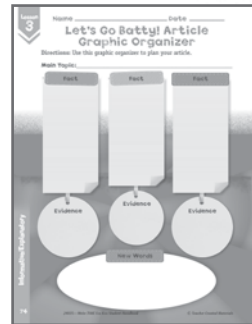
Lesson Extensions: Offers answers to the "Think Like a Reader" and "Think Like a Writer" questions, a Digital Writing Practice activity, and suggestions for Home Extensions.

Student Handbook

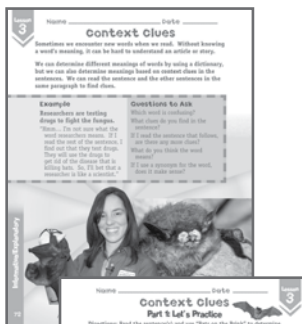
Each lesson in the *Teacher's Guide* corresponds to pages in the *Student Handbook*.



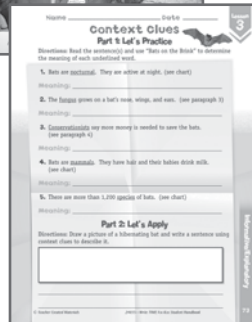
Mentor Text Card:
Supports close reading with a student-friendly version of the card for easy annotations and highlights.



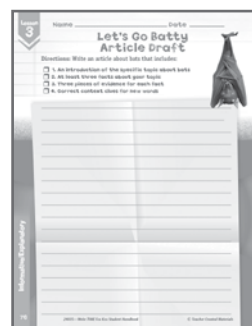
Graphic Organizer:
Supports the prewriting and planning stage of the writing process.



Language Practice:
Includes an introduction and mini lesson for the target language skill and a practice activity to check for understanding of the skill, as well as an application activity to demonstrate mastery of the skill.



Draft Frame:
Supports struggling writers and English language learners as they transition from the prewriting stage to the drafting stage of the writing process.



Draft:
Includes a student-friendly rubric to remind students what information to include in their writing pieces, and provides a place for students to draft their writing.

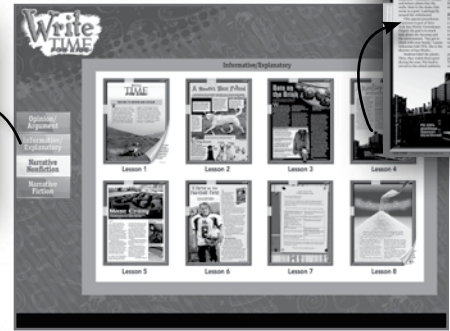
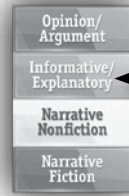


How to Use This Product (cont.)

Using the Technology Platform

Getting Started

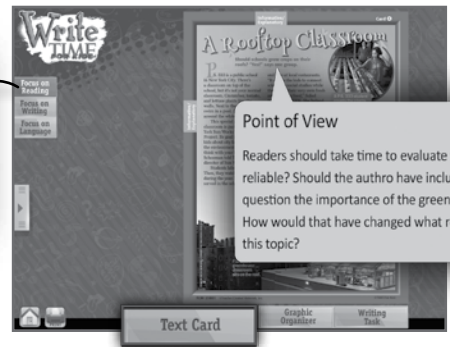
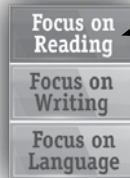
- Select from one of the four genres.
- Select the card for the day's lesson.



Analyzing the Mentor Text Card

On the **Text Card** tab:

- Select from the three standards: Reading, Writing, or Language.
- View the highlighted annotations provided for each standard to show the reading and writing connections.
- Click on each highlighted section to receive a detailed annotation that describes how that standard is used/addressed on the Mentor Text Card.

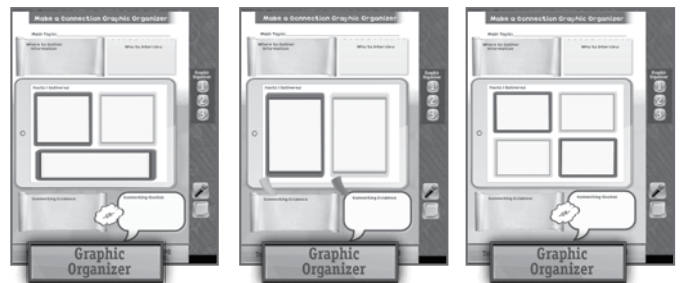


The Writing Process

Prewriting: Scaffolded Graphic Organizers

On the **Graphic Organizer** tab:

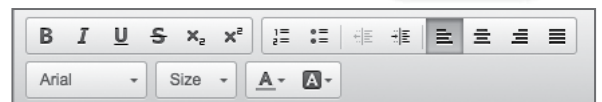
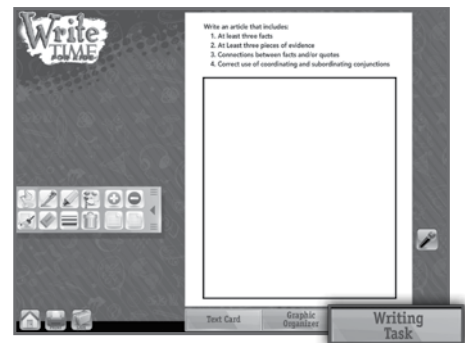
- Select from three graphic organizers that support the prewriting/brainstorming component of the lesson, as well as various levels of writing needed.



Drafting, Revising, and Editing: Writing Task Draft Page

On the **Writing Task** tab:

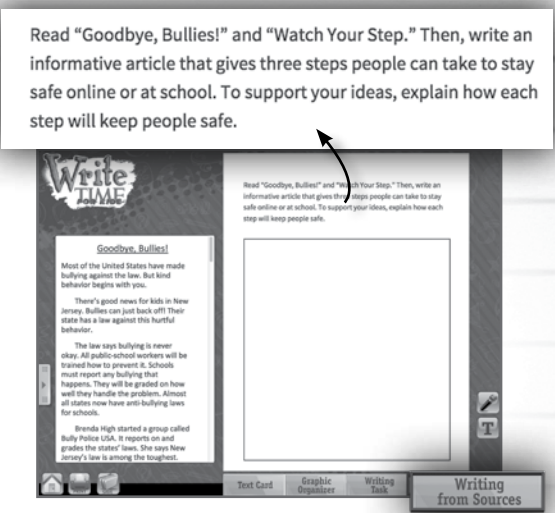
- Complete the drafting stage of the writing process in the *Student Handbook* or digitally by selecting Writing Task.
- Use the formatting tools provided (spacing, color coding, font size, style options) in the writing toolbar to complete the revising and editing stages.



Assessment Preparation

On the **Writing from Sources** tab in Lesson 8 of each genre:

- Use the Writing from Sources task to prepare students for today’s assessments and testing environment. Students will read and compare the information from two texts and respond to a writing prompt.



Bonus Features

There are a variety of tools available for the user, including but not limited to print, save, record, highlight, erase, zoom in, zoom out, and delete.



Save—Students may save their completed work in PDF and/or Word formats, making it simple for teachers to import student work into their system(s) of choice.



Print—Students may print all the work they complete in the Technology Platform.



Record—Teachers may ask questions, provide feedback, etc. Students may record themselves reading, respond to teachers, etc. All recordings may be saved.



Notes—Teachers and students can easily collaborate using this tool.

Note: The Technology Platform may be found on the Digital Resources USB Device.

Presenting Opinions and Arguments

Objective

To produce a clear opinion, supported with details, by writing a paragraph.

Overview

Use the lesson plan on pages 11–18. Study **Card 1**, “Call of the Wild,” using visual text features to enhance comprehension of the written text. Students will then craft paragraphs that state their opinions and supports them with details. A formal versus informal language activity is provided to support students’ writing.

Essential Question

How do I organize my writing to present clear opinions?

Presenting Opinions and Arguments

Standards

Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

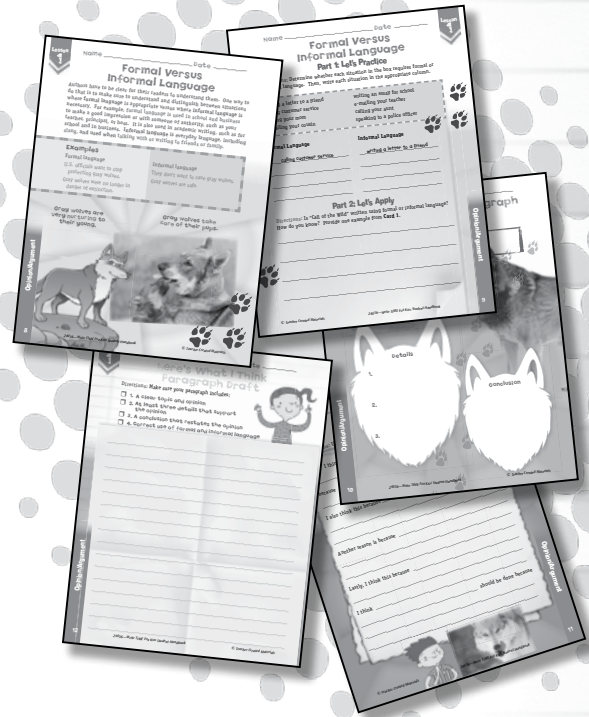
Reading: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Language: Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Speaking and Listening: Engage effectively in a range of collaborative discussions.

Materials

- Opinion/Argument **Card 1**, “Call of the Wild”
- *Student Handbook* activity sheets (pages 5–12)
- paper, pens, and highlighters
- *Write TIME FOR KIDS* Technology Platform
- technology for writing digitally and a printer (optional)



For detailed support on how to integrate the *Write TIME FOR KIDS* Technology Platform, please reference pages 58–59 of the *Best Practices Guide* and the User Guide found on the USB Device. Be sure to look for the technology integration icon throughout the lesson.

Analyzing the Mentor Text

Establishing a Purpose: Students will read **Card 1**, “Call of the Wild,” and use text features, such as headings, pictures, and captions to understand the information presented in the article.

“1. Let’s begin by taking a look at a card that tells us about opinions. It defines opinions as beliefs, judgments, or ways of thinking. Although they are not facts, opinions need to have logical facts and details to support them to make them credible.”

Have students independently read the introduction on the front of Opinion/Argument **Card 1**, “Writing Opinions and Arguments” (*Student Handbook*, page 5).

2. Display Opinion/Argument **Card 1**, “Call of the Wild.” Have students read the card independently. Then, read it aloud as the students follow along in their *Student Handbooks* on pages 6–7. **Note:** For additional support, play the audio recording of the card from the Technology Platform, or engage students in a choral or paired reading.

Vocabulary: See the reverse side of the card for potentially challenging vocabulary definitions (*comeback*, *compete*, *recovery*). To familiarize students with the words, examine the separate word parts, affixes and roots, and their meanings to determine the word’s definition. (*come/back*, *com-*, *re-/y*) A visually appealing way to do this is to create a tree with the root being the root of the tree, its definition beneath, and the prefix and/or suffix being the branches.

3. Have students independently read the card once more, paying special attention to the information conveyed on the map. Then, read it aloud again. As you read, draw attention to the annotations provided on page 13. Have students selectively annotate their copies (*Student Handbook*, pages 6–7).

“Which heading indicates that there are differing opinions about whether to protect the gray wolves? Turn to a partner and discuss. (*Two Sides to the Story*) What are the two sides presented in the article? (*Some ranchers and hunters see the wolves as a threat to other animals, such as sheep and cattle. The other side of the debate is that wolves should be protected and left on the endangered list.*)”



This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.



Reading Extension: On the back of the card, look at the “Think Like a Reader” questions. To support a collaborative environment, have students turn to a partner and discuss each question. Then, come together as a group to share. Suggested answers can be found on page 18.



Task and Purpose

The introductory text shows the purpose of this piece—to inform readers about two opinions on the protection of gray wolves.

Organization

The author starts the article by describing the original problem. Wolves were dying out, so they were placed on the endangered species list.

Organization

Then, the author introduces the government's position, or opinion.

Organization

The author describes an opposing opinion.

Organization

The author ends the article by inviting readers to form their own opinion.

Map

The map shows where gray wolves lived in the past and where they live today. The author could have included these details in the prose, but presenting them graphically makes the information easier to understand and has more impact.

Wolves have made a comeback in Minnesota.

Fall of the Wild

MAP IT OUT! WHERE ARE THE WOLVES?
 In the past, the gray wolf moved across much of the United States. Today, the animal calls fewer places home. The map shows the gray wolf's past and present range in the Lower 48 (all states except Alaska and Hawaii).

Two Sides to the Story
 "Without top predators," said Stone, "you'll see fewer kinds of species. Nature works best when all the parts are present and functioning."
 Some hunters and ranchers see the wolf as a threat. Hunters don't want to compete with wolves for elk, moose, and bison. Ranchers fear wolves will attack their sheep and cattle. The Fish and Wildlife Service says it will keep an eye on wolf populations. The agency plans to take action if wolf numbers reach low levels. They promise to put protections back in place.
 The wolf debate continues. Which side do you agree with?
 —By TFK Staff

Still in Danger?
 Despite the larger numbers of wolves, conservationists claimed it was too soon to take the gray wolf off the list. The wolves lived in only about 30 percent of habitat available to them. The hope was that they would start packs, or groups, in new territories. But that didn't happen. Suzanne Stone works for Defenders of Wildlife. She disagreed with taking wolves off the endangered list. She said, "There is plenty of good populations would then be managed by states. "We've gone beyond our recovery goals," Dan Ashe told TFK. He works for the agency. "Wolves live in the United States once again. That's cause for celebration."

U.S. officials want to stop protecting gray wolves. But others say the animals still need our help.
 The howl of the wolf is being heard once again. In the 1960s, wolves had been nearly wiped out of all states except Alaska. But today, they are making a comeback. The animals can thank the Endangered Species Act of 1973 for protecting them. Because of the law, there are now about 6,000 wolves. By 2013, gray wolves were no longer in danger of extinction, according to the United States Fish and Wildlife Service. It planned to remove the animals from the endangered-species list. Wolf never will be, if protections are lifted. Scientists warn that getting rid of predators, like wolves, can harm ecosystems. In the 1920s, wolves disappeared from Yellowstone National Park. With their enemy gone, elk felt safe to eat along rivers. They ate the plants that provided food and shelter for other animals. Wolves were reintroduced in the park beginning in 1995. Fear of wolves kept the elk moving. This allowed plants to grow again.

MAP IT OUT! WHERE ARE THE WOLVES?
 In the past, the gray wolf moved across much of the United States. Today, the animal calls fewer places home. The map shows the gray wolf's past and present range in the Lower 48 (all states except Alaska and Hawaii).

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Presenting Opinions and Arguments

This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.

Language Practice

Students will determine situations that require formal language and situations versus informal language.

1. Explain that all writing has to be clear for readers to understand it. One way to do that is to make sure to understand and distinguish between situations where *informal language* is appropriate versus where *formal language* is necessary. For example, *formal language is used in school and business* to make a good impression or with someone of authority, such as your teacher, principal, or boss. It is also used in academic writing, such as for school and in business. Informal language is everyday language, including *slang*, and is used when *talking with or writing to friends or family*. See the examples to the right and in the *Student Handbook*, page 8.
2. Have students turn to the Formal Versus Informal Language activity sheet (*Student Handbook*, page 9) and have them complete it independently or in pairs.
3. When complete, share and discuss, using the Answer Key below.

Examples

Formal Language

U.S. officials want to stop protecting gray wolves.

Gray wolves were no longer in danger of extinction.

Informal Language

They don't want to save gray wolves.

Gray wolves are safe.

Name _____ Date _____

Lesson 1

Formal Versus Informal Language

Part 1: Let's Practice

Directions: Determine whether each situation in the box requires formal or informal language. Then, write each situation in the appropriate column.

| | |
|--|---|
| writing a letter to a friend calling customer service texting your mom e-mailing your cousin | writing an essay for school e-mailing your teacher calling your aunt speaking to a police officer |
| Formal Language _____ calling customer service _____ writing an essay for school _____ emailing your teacher _____ speaking to a police officer | Informal Language _____ writing a letter to a friend _____ texting your mom _____ emailing your cousin _____ calling your aunt |

Part 2: Let's Apply

Directions: Is "Call of the Wild" written using formal or informal language? How do you know? Provide one example from Card 1.

Answers will vary but may include that "Call of the Wild" has both language types with the bulk being formal.

Informal language is used in the direct quotes, such as "We've gone beyond our recovery goals," while the rest utilizes formal language.

Opinion/Argument

9

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Note: Students often have difficulty understanding that it is necessary to use formal language in their writing, especially in a time where texting and abbreviations are common. Point out that shortened words and emoticons are appropriate for communicating with friends and family, but this type of informal language should not be used when e-mailing a business owner or writing a formal letter.

Use the **Focus on Language** section of the Technology Platform to show students authentic application of the Language Skill.

The Writing Process

Students will write opinion paragraphs about gray wolves. Before beginning the writing process, introduce the lesson's rubric as well as revisit the Opinion/Argument Model Lesson in the *Best Practices Guide* (pages 60–70) as needed.

Prewriting

1. When we write an opinion piece, we want to clearly state our opinion and support it with details. Even though an opinion is what we think about a topic, we still need to provide facts and details to back up our opinion. It adds credibility to our opinion. Today, we will practice this by writing our opinions about whether gray wolves should be protected. Before writing any opinion piece, you need to form an opinion about the topic.

2. As a class, brainstorm facts and details from the article to help form an opinion. (*Without predators, fewer species are present; ranchers fear wolves will attack their animals; and scientists warn that getting rid of predators can harm ecosystems.*)

Collaborative Writing: In small groups, have students brainstorm and write a list of additional facts and details from the article.

3. Ask each student to determine his or her opinion about the topic. Tell them they are going to write about it. Model how to plan your writing, using the Here's What I Think Paragraph Graphic Organizer (*Student Handbook*, page 10). Scaffolded graphic organizers are available on the Technology Platform.

4. Have students complete their graphic organizers independently.

Art of Persuasion

Have students present their positions verbally, explaining that their goal is to convince others to feel the same way.

Drafting

1. Model how to use the graphic organizer to write a draft of the paragraph.

Once you have determined your opinion about the topic, remember that you still have to support it with facts and details. An opinion must be supported. 'Because that's what I think' does not provide adequate support. State your opinion about gray wolves, and then support it with at least three details from the article. Your paragraph should also include a conclusion to wrap up the main point you want to make about the topic, such as 'This is why I think gray wolves...'. The conclusion is a place to restate your opinion without worrying about supporting it with facts and details.

2. Have students draft paragraphs sharing their opinions on the Here's What I Think Paragraph Draft (*Student Handbook*, page 12).

Differentiated Instruction

1 **Language Support:** Encourage student pairs to talk about their opinions and supporting reasons. The Here's What I Think Paragraph Frame (*Student Handbook*, page 11) is provided for additional drafting support.

2 **Challenge:** Ask students to enhance their paragraphs by conducting research to find at least two additional details to support their opinions.



This activity can also be completed digitally using the **Graphic Organizer** and **Writing Task** sections of the Technology Platform.

The Writing Process

Revising and Editing

1. After the first draft is complete, demonstrate how to revise and edit your own paragraph by highlighting and labeling your opinion and supporting details. (*real person, event or experience, and the sequence of events or experiences*) Invite students to offer suggestions on how to improve your paragraph by offering additional details or providing a clearer way to state your opinion.
2. Have students highlight the opinion and each detail in their paragraphs.

Collaborative Writing: In small groups, have students share their paragraphs. Charge each student with offering at least two compliments and one suggestion for the author to consider. Circulate and monitor student feedback as they share. Remind the students that “I agree with your opinion!” does not tell the author if he or she has provided enough details or presented the opinion and details clearly. Specific feedback is most helpful when revising, such as “That detail is really convincing. It makes me think.”

3. After sharing, model how to revise and edit your paragraph based on the students’ feedback. Encourage students to revise and edit their writing based on peer feedback.



Digital Writing Practice: If possible, students should complete their revising and editing using the Technology Platform from which they can print their final drafts.

✓ Assessment

1. Revisit the Essential Question by having students share their thoughts about how supporting an opinion with details helped produce clear and organized writing in their own paragraphs.
2. Have students self-assess their writing, using the rubric on page 17. Then, assess students’ writing. If possible, conference individually with each student, providing your feedback and offering next steps.

Collaborative Writing: In pairs, have students assess each other’s writing, using the rubric.

3. Store students’ paragraphs in their writing folders.

Publishing Ideas

End this writing focus with a Writers’ Tea or Writers’ Celebration. Invite family and friends, have students dress up, and share their final polished writings. Bind the students’ writings into a class anthology for each student to keep.



Learn from the Experts

For more information about the craft of writing, read what the author has to say in “Listen to the Author” on the back of the card.

Writing Rubric

Use this rubric to assess students' writing, assigning a number to each part and averaging the four for a final mark. For example, a 4 for Topic, a 3 for Details, a 2 for Conclusion, and a 3 for Language averages to a 3 overall ($12 \div 4 = 3$).

| | 4 | 3 | 2 | 1 |
|--|--|---|--|--|
| Topic | Clearly states an opinion about the topic. | States an opinion about the topic. | Partially states an opinion about the topic. | The opinion is confusing or the opinion is not related to the topic. |
| Details | Strongly supports the opinion with at least three details. | Supports the opinion with three details. | Partially supports the opinion with two details. | Few details support the opinion. |
| Conclusion | Provides a well-written conclusion that restates opinion. | Provides a conclusion that restates opinion. | Provides a conclusion that partially restates opinion. | Attempts to include a conclusion, but the conclusion does not restate the opinion. |
| Language (Grammar, Usage, and Mechanics) | Uses appropriate formal language with minimal errors. | Uses appropriate formal language with few errors. | Uses formal language with several errors. | Attempts to use formal language. |



Lesson Extensions

Think Like a Reader Suggested Answers

1. The map shows that gray wolves used to live all over the West Coast and Midwestern states. It also shows that the wolves have not lived in the Southeast or Northeast.
2. The visual gives a clear picture about how many areas used to have gray wolves compared to the few areas where they are found today.

Think Like a Writer Suggested Answers

1. The author's perspective is revealed through the quotes provided from someone who believes the wolves should still be protected. The author also includes information about how predators, like wolves, are necessary for balancing the ecosystem.
2. The author presents both sides of the issue to give readers a clear picture about how there are varying opinions about the topic. The author might also give two perspectives so that readers can form their own well-informed opinion.



Digital Writing Practice

Encourage students to think about today's lesson on opinion writing. Then, read aloud and discuss the Lesson 1 Writing Prompt found on the Digital Resources USB Device.

Note: To set students up for success, brainstorm ideas along with key words, and offer genre-specific support.

Home Extensions

1. As a family, read a newspaper or magazine article about a current event. Discuss each person's opinion about the topic. Support your opinions with details from the text you read.
2. If desired, ask students to complete the *Write TIME FOR KIDS* activity on the back of the card as a homework activity or as an in-class extension.



Opinion/
Argument

Card 1

Write TIME FOR KIDS

WRITING OPINIONS AND ARGUMENTS

An opinion is a belief, judgment, or way of thinking. While opinions are not facts, they need to be supported by facts and logic. Sometimes, a writer's purpose is to present his or her own point of view or beliefs. Sometimes, the purpose is to present the opinions of others. In either case, it's the writer's job to state the opinions clearly and to support them with a strong argument based on well thought-out reasons and clear logic.



Are gray wolves safe? A plan to take the animal off the endangered-species list sets off a debate.

To read a great example of opinion/argument writing, turn the page!

iM B22KRR/SUNWDEL/PICTURE

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©TIME For Kids

Call of the Wild

Wolves have made a comeback in Minnesota.

U.S. officials want to stop protecting gray wolves. But others say the animals still need our help.

- 1** The howl of the wolf is being heard once again. In the 1960s, wolves had been nearly wiped out of all states except Alaska. But today, they are making a comeback. The animals can thank the Endangered Species Act of 1973 for protecting them. Because of the law, there are now about 6,000 wolves.
- 2** By 2013, gray wolves were no longer in danger of extinction, according to the United States Fish and Wildlife Service. It planned to remove the animals from the endangered-species list. Wolf

populations would then be managed by states. “We’ve gone beyond our recovery goals,” Dan Ashe told TFK. He works for the agency. “Wolves live in the United States once again. That’s cause for celebration.”

Still in Danger?

- 3** Despite the larger numbers of wolves, conservationists claimed it was too soon to take the gray wolf off the list. The wolves lived in only about 30 percent of habitat available to them. The hope was that they would start packs, or groups, in new territories. But that didn’t happen. Suzanne Stone works for Defenders of Wildlife. She disagreed with taking wolves off the endangered list. She said, “There is plenty of good

wolf habitat in Colorado. Yet there’s not a single wolf there today.

There probably never will be, if protections are lifted.”

- 4** Scientists warn that getting rid of predators, like wolves, can harm ecosystems. In the 1920s, wolves disappeared from Yellowstone National Park. With their enemy gone, elk felt safe to eat along rivers. They ate the plants that provided food and shelter for other animals. Wolves were reintroduced in the park beginning in 1995. Fear of wolves kept the elk moving. This allowed plants to grow again.



Two Sides to the Story

- 5 “Without top predators,” said Stone, “you’ll see fewer kinds of species. Nature works best when all the parts are present and functioning.”
- 6 Some hunters and ranchers see the wolf as a threat. Hunters don’t want to compete with wolves for elk, moose, and bison. Ranchers fear wolves will attack their sheep and cattle.
- 7 The Fish and Wildlife Service says it will keep an eye on wolf populations. The agency plans to take action if wolf numbers reach low levels. They promise to put protections back in place.
- 8 The wolf debate continues. Which side do you agree with?

-By TFK Staff

MAP IT OUT WHERE ARE THE WOLVES?

In the past, the gray wolf moved across much of the United States. Today, the animal calls fewer places home. The map shows the gray wolf’s past and present range in the Lower 48 (all states except Alaska and Hawaii).



Formal Versus Informal Language

Authors have to be clear for their readers to understand them. One way to do that is to make sure to understand and distinguish between situations where **formal language** is appropriate versus where **informal language** is necessary. For example, **formal language is used in school and business** to make a good impression or with someone of authority, such as your teacher, principal, or boss. It is also used in academic writing, such as for school and in business. **Informal language is everyday language, including slang, and used when talking with or writing to friends or family.**

Examples

Formal language

U.S. officials want to stop protecting gray wolves.

Gray wolves were no longer in danger of extinction.

Informal language

They don't want to save gray wolves.

Gray wolves are safe.

Gray wolves are very nurturing to their young.

Gray wolves take care of their pups.



Formal Versus Informal Language

Part 1: Let's Practice

Directions: Determine whether each situation in the box requires formal or informal language. Then, write each situation in the appropriate column.

| | |
|------------------------------|------------------------------|
| writing a letter to a friend | writing an essay for school |
| calling customer service | e-mailing your teacher |
| texting your mom | calling your aunt |
| e-mailing your cousin | speaking to a police officer |



Formal Language

Informal Language

calling customer service

writing a letter to a friend

Part 2: Let's Apply

Directions: Is "Call of the Wild" written using formal or informal language? How do you know? Provide one example from **Card 1**.



Here's What I Think Paragraph Graphic Organizer

Directions: Use the graphic organizer to plan your paragraph.

Topic

My Opinion

Details

1.

2.

3.

Conclusion



Here's What I Think Paragraph Frame

Directions: Use this frame to write your paragraph.

I think gray wolves _____

because _____

I also think this because _____

Another reason is because _____

Lastly, I think this because _____

I think _____

_____ should be done because



Here's What I Think Paragraph Draft

Directions: Make sure your paragraph includes:

- 1. A clear topic and opinion
- 2. At least three details that support the opinion
- 3. A conclusion that restates the opinion
- 4. Correct use of formal and informal language



Blank writing area with horizontal blue lines for drafting a paragraph.

Write TIME FOR KIDS®

WRITING OPINIONS AND ARGUMENTS


An opinion is a belief, judgment, or way of thinking. While opinions are not facts, they need to be supported by facts and logic. Sometimes, a writer's purpose is to present his or her own point of view or beliefs. Sometimes, the purpose is to present the opinions of others. In either case, it's the writer's job to state the opinions clearly and to support them with a strong argument based on well thought-out reasons and clear logic.



Are gray wolves safe? A plan to take the animal off the endangered-species list sets off a debate.

To read
a great
example
of opinion/
argument
writing,
turn the page!

TIM FITZHARRIS/MINDEN PICTURES

A photograph of two wolves standing in a snowy, wooded area. The wolf in the foreground is a light-colored wolf, possibly a timber wolf, looking towards the left. The wolf behind it is a darker-colored wolf, possibly a black wolf, also looking towards the left. The background is a dense forest of trees covered in snow.

Wolves have made a comeback in Minnesota.

Call of the Wild

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Scientists warn that getting rid of predators, like wolves, can harm ecosystems. In the 1920s, wolves disappeared from Yellowstone National Park. With their enemy gone, elk felt safe to eat along rivers. They ate the plants that provided food and shelter for other animals. Wolves were reintroduced in the park beginning in 1995. Fear of wolves kept the elk moving. This allowed plants to grow again.



Two Sides to the Story

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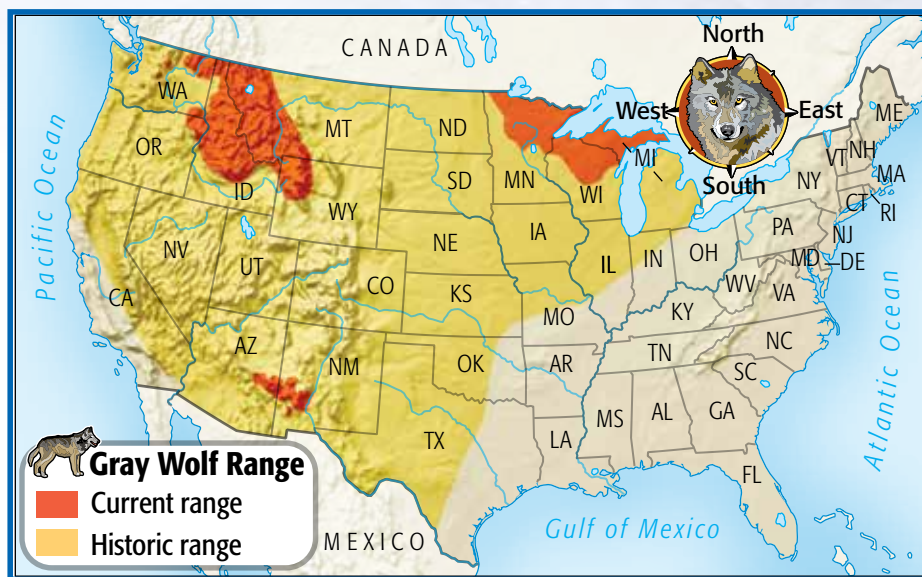
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JIM BRANDENBURG—MINDEN PICTURES; MAP BY JOE LEMONIER FOR TIME FOR KIDS

Presenting Opinions and Arguments

Vocabulary

comeback (*noun*): a return to a better situation

compete (*verb*): to try to get something that others are also trying to get

recovery (*noun*): the act of becoming healthy after an illness or difficult time

Write TIME

- Write a paragraph giving your point of view on wolves and the endangered-species list. Explain the reasons for your opinion.
- Write a dialogue between a hunter and a conservationist discussing whether wolves should be protected by the endangered-species list.

Think Like a Reader

- 1 What does the map show about where gray wolves did and did not live in the United States in the past?
- 2 How does this visual impact your own view on the topic?

Think Like a Writer

- 1 How does the author imply his or her own stance on the issue?
- 2 Why does the author present both sides of the argument?

Listen to the Author

People have opinions about all kinds of things, from music and food to politics and religion. Journalists often write about differences of opinion. That's the case with "Call of the Wild." The opinions in the article don't belong to the author. Instead, the author gives others' opinions representing different sides of the issue.

Clear and Organized

Clear language and good organization are necessary to support understanding.

The first paragraph explains why wolves were protected. Next comes the source of the conflict—removing wolves from the endangered-species list. The Fish and Wildlife Service, hunters, and ranchers are on one side of the issue. Conservationists and some scientists are on the other. Reasons for both opinions are given. In the end, the reader has a picture of what's at stake and can begin to form a personal opinion.