Wildlife Words

Before Reading: As you come across words in bold in “Saving America’s Wolves,” ask yourself if you know them or if you can figure them out from context. Then check their meanings here.

1. **apex predator**: “As a wolf, you are what is called an apex predator—an animal at the very top of the food chain.” (p. 6)
   Meaning: an animal that hunts other animals for food but is not hunted itself; it is at the top of the food chain

2. **conservation**: “They are raising wolves in conservation centers, planning to release more of them back into the wild.” (p. 8)
   Meaning: the protection of animals, plants, and natural resources

3. **ecosystems**: “Without them, ecosystems change dramatically.” (p. 7)
   Meaning: everything within a certain environment, including plants, animals, and nonliving things like rocks and water

4. **endangered**: “Today, the government says wolves are no longer endangered there.” (p. 7)
   Meaning: at risk; in danger of becoming extinct

5. **extinction**: “They have driven you almost to extinction.” (p. 6)
   Meaning: the death of all members of a species

6. **habitats**: “Like sharks and lions, wolves are a necessary part of the habitats where they live.” (p. 7)
   Meaning: the places where plants and animals naturally live

7. **keystone species**: “Scientists have a special name for animals like wolves: keystone species.” (p. 7)
   Meaning: animals or plants that other parts of an ecosystem depend on

8. **pack**: “You are the alpha of your pack.” (p. 6)
   Meaning: a group of animals that live and hunt together

9. **predators**: “You are one of the most feared predators on Earth.” (p. 4)
   Meaning: animals that hunt other animals for food

Continued on next page >
Wildlife Words, p. 2

10. prey: “Some farmers are angry because wolves also prey on their cows.” (p. 8)
   Meaning: to hunt and kill for food

11. species: “He is a wildlife expert who has dedicated his life to studying and caring for your species.” (p. 9)
   Meaning: a group of animals or plants that are similar

12. stalk: “You will stalk a group of elk for days and days before choosing one to eat.” (p. 6)
   Meaning: to follow quietly in an attempt to catch

After Reading: Now that you have read these vocabulary words in context, check your understanding by using the correct term from the word box to answer each question below.

**WORD BOX**

- apex predator
- conservation
- endangered
- extinction
- ecosystems
- habitats
- keystroke species
- pack
- predators
- prey
- species
- stalk

1. In tropical rainforests, creatures like tigers, sloths, and toucans live together among rushing rivers and thousands of types of trees. What are tropical rainforests examples of? _____________________________

2. Few orangutans are left in the wild, so many people are trying to help them and increase their numbers. What would you call this type of work?

   _____________________________

3. What word could you use to describe what a cat does to sneak up on a mouse? _____________________________

Continued on next page >
Wildlife Words, p. 3

4. How might you describe a species that is at risk of dying out? _________________________________

5. Sea turtles live in the ocean, but tortoises live only on land. In other words, the two creatures have different ____________________________________________

6. If sharks were to disappear, many other creatures in the ocean would suffer. What term could you use to describe animals like sharks? _________________________________________

7. Farmers often worry that hungry foxes might ______________________________ upon their chickens.

8. Wild dogs sometimes live in groups so they can help each other find food. What would you call this type of group? _________________________________________

9. Bald eagles mainly eat fish, which they snatch right out of the ocean. What are bald eagles an example of? _________________________________________

10. Millions of years ago, the dinosaurs died out. Scientists have different explanations for what caused the _________________________________ of these creatures.

11. Lions kill and eat many different kinds of creatures but are not usually killed and eaten by others. What is the lion an example of? _________________________________

12. All elephants have long trunks and large, floppy ears, which is how you can tell they belong to the same ________________________________.
Think About It!

**Close-Reading Questions:** After reading “Saving America’s Wolves,” go back and reread sections to answer the questions below.

1. In the first section, author Kristin Lewis writes as if you are a gray wolf and she’s describing your life. Why do you think she does this?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

2. What details do you learn about wolves in the first section?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

3. According to “The Big, Bad Wolf,” how did pioneers in America feel about wolves? What happened as a result?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
4. Reread “Not a Monster.” In what way had people’s ideas about wolves been wrong?
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

5. How did the disappearance of wolves affect elk? How did that, in turn, affect other animals and plants?
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

6. In “Once Again Howling,” why did scientists set 31 wolves free in Yellowstone National Park?
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Continued on next page >
Think About It! p. 3

7. Reread “A Fierce Debate.” What are the two sides of the debate?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

8. The last section returns to the wolf’s point of view. How is the human in this section different from what the wolf expects?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Continued on next page >
Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of the whole article.

9. Based on this article, what do you think people need to consider before taking action to change how or where a kind of animal lives—or even whether it lives?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

10. Why do you think the first and last sections of the article are in italics?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
Think About It!

Directions: After reading “Saving America’s Wolves,” go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

Close-Reading Questions:
1. In the first section, author Kristin Lewis writes as if you are a gray wolf and she’s describing your life. Why do you think she does this?
2. What details do you learn about wolves in the first section?
3. According to “The Big, Bad Wolf,” how did pioneers in America feel about wolves? What happened as a result?
4. Reread “Not a Monster.” In what way had people’s ideas about wolves been wrong?
5. How did the disappearance of wolves affect elk? How did that, in turn, affect other animals and plants?
6. In “Once Again Howling,” why did scientists set 31 wolves free in Yellowstone National Park?
7. Reread “A Fierce Debate.” What are the two sides of the debate?
8. The last section returns to the wolf’s point of view. How is the human in this section different from what the wolf expects?

Critical-Thinking Questions:
9. Based on this article, what do you think people need to consider before taking action to change how or where a kind of animal lives—or even whether it lives?
10. Why do you think the first and last sections of the article are in italics?
Think About It!

**Close-Reading Questions:** Read “Saving America’s Wolves.” Then go back and reread sections of the article to answer the questions below. We’ve started the first two answers for you.

1. Based on the first section, why are wolves feared by other creatures? Give at least two reasons.

   Wolves are feared by other creatures because

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

2. Reread the section “The Big Bad Wolf.” What did pioneers do because they were afraid of wolves?

   Because they were afraid of wolves, pioneers

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
Think About It! p. 2

3. Reread the section “Not a Monster.” Name two living things that were affected when wolves disappeared, and explain what happened to them.

_______________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

4. In the section “Once Again Howling,” what did wildlife experts do to help increase the number of wolves in the U.S.? Did their plan work? Explain.

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Continued on next page >
5. According to the section "A Fierce Debate," why are some people unhappy about the return of wolves?

_______________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

6. In the last section, what does the wolf fear the human is going to do? What does the human actually do?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Critical-Thinking Question (big question about the whole story):

7. How are the first and last sections of the article told differently than the other sections? What does this help you understand? Explain using examples from the article.

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Vanishing Wolves Chain of Events

**Directions:** Fill in the boxes of this cause-and-effect chain to show how one event led to another in the ecosystems where wolves once lived. For each event, ask yourself, “What happened next because of this?” We’ve filled in the first and last boxes for you. **Hint! Look in the sections “The Big Bad Wolf” and “Not a Monster.”**

**Event 1**
After 1800, a growing number of pioneers spread out across America. The pioneers feared and hated wolves.

**Event 2**

**Event 3**

**Event 4**

**Event 5**

**Event 6**

**Event 7**
Wolves are a Keystone species. Without them around, the ecosystem changed dramatically.

**Storyworks S-T-R-E-T-C-H** On a separate sheet of paper, make another cause-and-effect chain based on the section “Once Again Howling.”

© 2018 Scholastic Inc. Teachers may make copies of this page to distribute to their students.
Exploring Text Features

**Directions:** Answer the questions below to help you explore the photos, captions, map, and other text features in the nonfiction article “Saving America’s Wolves.”

1. Look at the headline, subhead, and image on pages 4-5. How do these text features help get you interested in the article? __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. What would be a good alternate section title for the section “Not a Monster,” on page 6?
   __________________________________________________________________________
   __________________________________________________________________________

3. How does the text in “A Wolf’s Powers” on pages 6-7 explain how wolves send messages to each other?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. What do the photo of the elk and its caption on page 7 tell you about the challenges wolves face when they hunt elk?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. What are two things you can learn about wolves by studying the map on page 8?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

6. What additional photo, chart, or other visual would you like to see with the article? Why do you think it would be helpful?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

**Storyworks S-T-R-E-T-C-H** The sections at the beginning and end of the article are in italics rather than in regular type. Why do you think the editors decided to use italics?
   __________________________________________________________________________
   __________________________________________________________________________
Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of “Saving America’s Wolves”

1. Begin with a topic sentence that tells what the article is mainly about.
   “Saving America’s Wolves” is about ______________________________________.

2. What did humans do to harm wolves? Why?
   Wolves began to disappear when humans ________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

   People later realized wolves help the environment. For example, _____________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

3. Give two examples of how wolves affect their ecosystem.

4. What did people do to help wolves?
   When people realized the importance of wolves, they ______________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

5. Why do some people think this is a good idea?
   After the success of these efforts, some people are saying that wolves should be
   hunted again because ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   Scientists, such as the one chasing the gray wolf in the article, try to help by ________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
Quick, Tell Me What Happened!

Your friend Tom was absent from school and didn’t get to read “Saving America’s Wolves” in Storyworks. You call to tell him about it, but he has only one minute before he must rush off to watch a football game. Quick, give him a short summary!

Directions: Follow the prompts below to write a one-paragraph summary. Remember, a summary is a brief retelling of the most important parts of the story, without minor details or your own opinion.

1. Decide what the article is mainly about. Think about:
   - What do the headline and subhead on pages 4-5 suggest the article is about?
   - What appears in the picture on pages 4-5?
   - What problems does the article tell you about?

   Use what you wrote to write a topic sentence for your summary:

2. Decide what the most important information in the article is. Go through each section and jot down notes about what you think is necessary to know to explain what you wrote in your topic sentence. Your notes don’t have to be complete sentences. We’ve given you some examples (and crossed out what does not belong).

   Opening Section
   - Gray wolf = feared predator
   - Move together in deadly dance
   - Hunted, poisoned, trapped by humans

   “The Big Bad Wolf”

   “Not a Monster”

Continued on next page >
Quick, Tell Me What Happened! p. 2

“Once Again Howling”

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

“A Fierce Debate”

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Closing Section

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

3. Look at your notes. Cross out anything you wrote that is not necessary. Add anything that’s missing.
   Ask yourself:
   * Did I include information about what happened? Where and when it happened? Why it happened? How things changed? Why things changed?
   * Is there a detail or two describing what the main subject is like?
   * Did I write down details that aren’t essential for understanding the main topic? Get rid of those! (See example on page 1.)

4. Number your notes above so you can retell them in an order that makes sense.

5. Use your topic sentence and your notes to write your one-paragraph summary on a separate sheet of paper, retelling what happened in your own words. Reread it to make sure it’s clear and that it sums up what’s important in the article. Then you can share your summary with your friend Tom!
### Making Inferences

**An inference is something you can figure out from clues in a story, even though the story doesn’t say it directly.**

**Directions:** The chart below lists clues from “Saving America’s Wolves” on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the article.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider these lines from the article:</td>
<td>What can you infer about why their pack is important to wolves?</td>
</tr>
<tr>
<td>• “When you're ready to strike, you and your pack move together in a deadly dance.”</td>
<td></td>
</tr>
<tr>
<td>• “You and your pack mates clamp on to the elk’s neck and legs with your powerful jaws, until at last the animal collapses.”</td>
<td></td>
</tr>
<tr>
<td>• “A member of your own pack was recently shot by a human. You tried to help him, licking his coat and bringing him food.”</td>
<td></td>
</tr>
</tbody>
</table>

1. Write two lines from the article that support the inference on the right.
   - Wolves’ bodies are built for hunting.
   - [Additional lines from the article here if necessary]
### Making Inferences, p. 2

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consider these lines from the article:</strong></td>
<td></td>
</tr>
<tr>
<td>• “But to pioneers in America, these fierce and beautiful creatures seemed like cold-hearted killers—monsters even.”</td>
<td></td>
</tr>
<tr>
<td>• “Fifty years later, many people began to realize that wolves are not the monsters from fairy tales.”</td>
<td></td>
</tr>
<tr>
<td>• “The wolves have dazzled and inspired new generations of wolf lovers.”</td>
<td></td>
</tr>
<tr>
<td><strong>What can you infer about how attitudes toward wolves have changed over time?</strong></td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
<tr>
<td><strong>Write two lines from the article that support the inference on the right.</strong></td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Some people are concerned that wolves could become endangered again and are trying to stop that from happening.</td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>__________________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>
Making Inferences

An inference is something you can figure out from clues in a story, even though the story doesn’t say it directly.

**Directions:** The chart below lists clues from “Saving America’s Wolves” on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the article.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider these lines from the article:</td>
<td>What can you infer about why their pack is important to wolves?</td>
</tr>
<tr>
<td>• “When you’re ready to strike, you and your pack move together in a deadly dance.”</td>
<td></td>
</tr>
<tr>
<td>• “You and your pack mates clamp on to the elk’s neck and legs with your powerful jaws, until at last the animal collapses.”</td>
<td></td>
</tr>
<tr>
<td>• “A member of your own pack was recently shot by a human. You tried to help him, licking his coat and bringing him food.”</td>
<td></td>
</tr>
</tbody>
</table>

**1** Write two lines from the article that support the inference on the right.

Wolves’ bodies are built for hunting.

Continued on next page >
# Making Inferences, p. 2

## Clues

Consider these lines from the article:

- “But to pioneers in America, these fierce and beautiful creatures seemed like cold-hearted killers—monsters even.”

- “Fifty years later, many people began to realize that wolves are not the monsters from fairy tales.”

- Write one more line from the article that supports the inference on the right.

## Inferences

What can you infer about how attitudes toward wolves have changed over time?

- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________

Write two lines from the article that support the inference on the right.

- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________

Write your own inference from the article.

- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________

© 2018 Scholastic Inc. Teachers may make copies of this page to distribute to their students.
Research Kit

**Directions:** Read the nonfiction article “Saving America's Wolves” in the October/November 2018 issue of *Storyworks*. Then follow the steps below, which will lead you on a research journey inspired by the article.

**STEP 1:** Reread the section “Not a Monster.” Think about how the disappearance of wolves caused changes for other animals and plants in their environment. Then consider the following question:

How can the disappearance or appearance of a species affect an ecosystem?

That is the big question that will guide your research. Start by getting some background from these articles:

- [http://www.nhptv.org/natureworks/nwepecosystems.htm](http://www.nhptv.org/natureworks/nwepecosystems.htm)
- [http://www.naturalinquirer.org/UserFiles/File/10.pdf](http://www.naturalinquirer.org/UserFiles/File/10.pdf) (Go to pages 5-6)

**STEP 2:** To further explore the question, choose one of the two research paths below.

**Research Path 1**

Choose an animal that has become endangered or extinct and learn how its ecosystem has been affected.

You can choose an animal such as the:
- moa
- sea otter
- African rhinoceros
- or go online to find another!

**Research Path 2**

An invasive species is an animal or plant that appears in a new environment, harming the animals and plants already living there. Choose an invasive species and learn about the effects of its arrival.

You can choose a species such as the:
- Asian carp
- Burmese python
- cane toad
- or go online to find another!

**Continued on next page >**
STEP 3: Think about the questions you’ll need to answer to complete your project. Then start to hunt for answers! Visit your school or public library and ask your librarian or your teacher to help you find nonfiction books about your topic. You can also search for information online—but make sure you’re using trustworthy resources, such as online encyclopedias, well-known newspapers and magazines, and government websites. Here are some sites that can help get you started on your research path:

- http://www.scholastic.com/browse/article.jsp?id=3756163
- https://www.nps.gov/ever/learn/nature/burmese-python.htm

STEP 4: Turn the information you’ve collected into a dazzling final product!

Select one of the choices below:

**Choices for Research Path 1:**

1) Write and film a short documentary about the disappearance of your animal and what happened as a result.
2) Using a program like Book Creator, create a digital book to help people learn about how the endangerment or extinction of your animal affected its ecosystem.
3) Write a short newspaper article explaining why it’s important to protect endangered species, using your animal as an example of what can happen if we don’t.

**Choices for Research Path 2:**

1) Write and illustrate a 10-page children’s book about your animal’s arrival in a new environment and the effects it has had there.
2) Create a “wanted poster” for your invasive animal, with a picture of it and a detailed description of how it has harmed other species.
3) Using the app Chatterpix, create a talking photograph of your animal in which it explains how it has affected other animals and plants in its new environment.
“Saving America’s Wolves” Quiz

Directions: Read the article “Saving America’s Wolves” in the October/November 2018 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. What is a main idea of “Saving America’s Wolves”?
   A. Wolves are dangerous to humans.
   B. Wolves live together in packs.
   C. Wolves harm many species in their environment.
   D. Humans have changed the wolf population over time.

2. People first killed wolves out of ______.
   A. fear
   B. anger
   C. jealousy
   D. excitement

3. Wolves are known as a keystone species because they are ______.
   A. feared
   B. endangered
   C. unnecessary
   D. important

4. Which line from the text supports the answer to question 3?
   A. “. . . humans in America have hunted, poisoned, and trapped your kind.”
   B. “By the 1920s, in most of America, there were none left.”
   C. “Without them, ecosystems change dramatically.”
   D. “Some people say that there are too many wolves now . . .”

5. Scientists try to help wolves by ______.
   A. studying them
   B. decreasing human contact with them
   C. increasing the elk population
   D. limiting the land where they roam

6. Which conclusion can you draw after reading “Saving America’s Wolves”?
   A. Wolves are dangerous to humans.
   B. Wolves are an important part of their ecosystem.
   C. Wolves have little effect on their environment.
   D. Wolves no longer need protection.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

7. In what ways have people changed the wolf population over time?

8. Why does the author most likely include sections written from a wolf’s point of view?
“Saving America's Wolves” Quiz

Directions: Read the article “Saving America's Wolves” in the October/November 2018 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Wolves are apex predators. This means they . . .
   A are prey to many animals.
   B do not need much to eat.
   C are at the top of the food chain.
   D are at the bottom of the food chain.

2. Which feeling first caused Americans to kill wolves?
   A fear
   B anger
   C jealousy
   D excitement

3. Which line from the text supports the answer to question 2?
   A “You will stalk a group of elk for days and days before choosing one to eat.”
   B “But to pioneers in America, these fierce and beautiful creatures seemed like cold-hearted killers—monsters even.”
   C “Wolves are afraid of humans and avoid them whenever possible.”
   D “Some farmers are angry because wolves also prey on their cows.”

4. How did the disappearance of wolves affect the ecosystem where they lived?
   A It improved the ecosystem for all species.
   B It did not change the ecosystem much.
   C It became harder for some species to survive.
   D It caused a decrease in the elk population.

5. What did people do when they realized the wolf’s importance to its ecosystem?
   A They tried to protect wolves and increase the wolf population.
   B They tried to hunt, trap, and poison wolves.
   C They flocked to Yellowstone to see wolves.
   D They told frightening stories about wolves.

6. Which line from the text best supports the answer to question 5?
   A “But not everyone is happy about the return of wolves.”
   B “A few states have allowed people to once again hunt wolves outside of national parks.”
   C “Scientists hoped that these wolves would have pups and form new packs.”
   D “In the distance, your pack howls back to you. They are waiting for you to come home.”

7. In the last section of the article, the person in the helicopter wants to _____ the wolf.
   A kill
   B track and study
   C feed
   D take home

8. Which conclusion can you draw after reading “Saving America’s Wolves”?
   A Wolves are dangerous to humans.
   B Wolves are an important part of their ecosystem.
   C Wolves have little effect on their environment.
   D Wolves no longer need protection.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

9. What are two ways in which humans have affected the wolf population over time?

10. How do the sections told from a wolf’s point of view help you understand wolves? Include text details in your answer.
Saving America’s Wolves

To the teacher: We suggest using these questions with the lower-Lexile version of the story, supported by the lower-Lexile audio version. Select the ones that are best for your students, depending on where they are in their acquisition of English. Ask them orally or choose questions to create your own written assignment. If students are ready, prompt them to follow up their answers with more details.

Yes/No Questions

These questions allow students who are new to English to show their understanding with a simple answer.

1. Is an alpha wolf a leader? (Yes, it is.)
2. Did about 2 million wolves live in America before the 1800s? (Yes, they did.)
3. Were many American wolves left by 1920? (No, they weren’t.)
4. Are wolves generally afraid of humans? (Yes, they are.)
5. Do all Americans agree that wolves should be protected? (No, they don’t.)
6. Does the Earth need wolves? (Yes, it does.)

Either/Or Questions

These questions allow slightly more-advanced students to use language from the question in their answer.

1. Are wolves at the top or the bottom of the food chain? (They are at the top of the food chain.)
2. Did the number of elk go up or down when wolves started dying out? (It went up.)
3. Are there 31 or 1,600 wolves in the Yellowstone area today? (There are 1,600 wolves in the Yellowstone area today.)
4. Do wolves in the United States or wolves in Canada have a bigger territory? (Wolves in Canada have a bigger territory.)
5. Are radio collars helpful or harmful to wolves? (They’re helpful.)

Short-Answer Questions

These questions prompt students to produce simple answers on their own with language from the text.

1. What happens when there are too many elk? (When there are too many elk, other animals’ food supplies and shelter disappear, and so on.)
2. Using the diagram on pages 6 and 7, list three ways a wolf is powerful. (A wolf is powerful because it has a strong sense of smell, has two layers of fur, and can howl and mark its land to communicate.)
My Response

Imagine you are an alpha wolf. Write a story, with details from the article, to explain to your pack why the number of wolves went down and back up again.

Entries will be judged on:

- a clearly stated main idea
- effective use of supporting evidence
- good organization and transitions
- grammar, spelling, and punctuation