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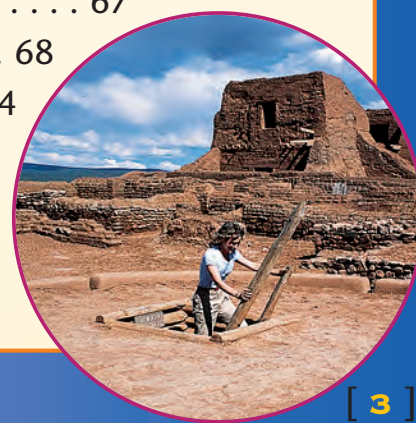


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Hi! We're your


READ FOR REAL


Reading Team Partners!



Have you noticed that the reading you do in science and social studies is different from reading stories and novels? Reading nonfiction is different. When you read nonfiction, you learn new information. We'll introduce you to some strategies that will help you read and understand nonfiction.

In each unit, you'll learn three strategies—one to use **Before** you read, one to use **During** your reading, and one to use **After** you read. You'll work with these strategies in all three reading selections in each unit.

In the first selection, you'll **Learn** the unit strategies. When you see a red button like this , read "My Thinking" notes to see how one of us modeled the strategy.

In the second selection in each unit, you'll **Practice** the strategies by jotting down your own notes about how you used the same unit strategies. The red button  will tell you where to stop and think about the strategies.

When you read the last selection in each unit, you'll **Apply** the strategies. You'll decide when to stop and take notes as you read.



Strategies

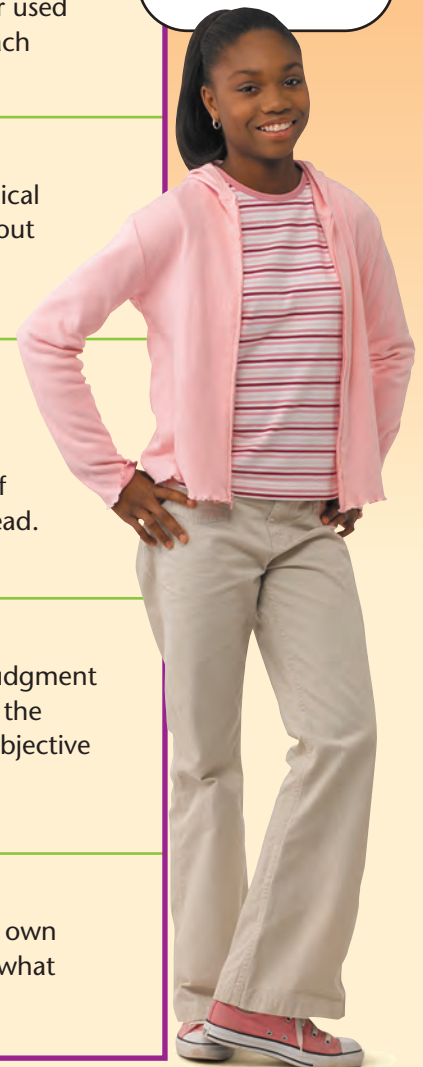
Here they are—the **Before**, **During**, and **After** Reading Strategies.



Use these strategies with all your nonfiction reading—social studies and science textbooks, magazine and newspaper articles, Web sites, and more.

	BEFORE READING	DURING READING	AFTER READING
UNIT 1	Preview the Selection by looking at the title and headings to predict what the selection will be about.	Make Connections by relating information that I already know about the subject to what I'm reading.	Recall by summarizing the selection in writing or out loud.
UNIT 2	Activate Prior Knowledge by looking at the title, headings, pictures, and graphics to decide what I know about this topic.	Interact With Text by identifying the main idea and supporting details.	Evaluate by searching the selection to determine how the author used evidence to reach conclusions.
UNIT 3	Set a Purpose by using the title and headings to write questions that I can answer while I am reading.	Clarify Understanding by using photographs, charts, and other graphics to help me understand what I'm reading.	Respond by drawing logical conclusions about the topic.
UNIT 4	Preview the Selection by looking at the photographs, illustrations, captions, and graphics to predict what the selection will be about.	Make Connections by comparing my experiences with what I'm reading.	Recall by using the headings to question myself about what I read.
UNIT 5	Activate Prior Knowledge by reading the introduction and/or summary to decide what I know about this topic.	Interact With Text by identifying how the text is organized.	Evaluate by forming a judgment about whether the selection was objective or biased.
UNIT 6	Set a Purpose by skimming the selection to decide what I want to know about this subject.	Clarify Understanding by deciding whether the information I'm reading is fact or opinion.	Respond by forming my own opinion about what I've read.

Now that you've met the team, it's time to get started.



Unit 1 Strategies

BEFORE READING

Preview the Selection

by looking at the title and headings to predict what the selection will be about.

DURING READING

Make Connections

by relating information that I already know about the subject to what I'm reading.

AFTER READING

Recall

by summarizing the selection in writing or out loud.



LEARN
the **strategies**
in the selection
Song at Nightfall
page 11

ENCOUNTERS WITH WOLVES



PRACTICE
the **strategies**
in the selection
Ghosts in the Twilight
page 23



APPLY
the **strategies**
in the selection
Hunters in the Shadows
page 33



Think About the **Strategies**

BEFORE READING

Preview the Selection

by looking at the title and headings to predict what the selection will be about.

My Thinking

The strategy says to look at the title and headings to predict what the selection will be about.


The title is “Song at Nightfall.” The headings all seem to be something about wolves. I predict that this selection will be about wolves. Now I’m ready to read and see if I’m right.

DURING READING

Make Connections

by relating information that I already know about the subject to what I’m reading.

My Thinking

The strategy says to make connections by relating information that I already know about the subject to what I am reading. I will stop and think about this strategy every time I come to a red button like this .

Song at Nightfall



Wolves howling

It's just after dark near Yellowstone Lake in Yellowstone National Park. All is still except for the song of thousands of frogs. Then your ears prick up. A sound, starting low, then growing in loudness and rising in pitch, reaches your ears. The hair on the back of your neck stands up. A wolf is howling. Then another wolf joins in, and another. Soon the forest fills up with the **eerie** sounds.

Vo • cab • u • lar • y

eerie (eer•ee)—scary and mysterious

What Is a Wolf?

Wolves are mammals. A mammal is an animal that has hair, gives birth to live young, and feeds them milk. You are a mammal, too. So are mice, cats, and dogs. In fact, dogs and wolves are closely related. Thousands of years ago, humans came into contact with wolves and **tamed** some of them. They may also have taken in lost wolf pups. However it happened, wolves became **domesticated**. Humans were able to use them to help with work.



Gray wolf announcing its location

Over time, dog species were developed from the wolves. Siberian huskies, Alaskan malamutes, and German shepherds are dog species that look and act a lot like wolves. Wolves and dogs are both **carnivores**. Carnivores are animals that eat meat. The biggest difference between dogs and wolves, though, is that wolves are wild. They don't depend on humans for any of their needs. Wolves will become unhappy if they cannot roam free.

Vo • cab • u • lar • y

tamed (taymd)—trained to accept and live with humans

domesticated
(duh•mes•ti•kay•tid)—able to live with and help humans

carnivores (kar•nuh•vorz)—animals that eat meat

reintroduced
(ree•in•truh•doost)—returned to an area where it was absent

Gray Wolves and Red Wolves

Two kinds of wolf are found in North America: the gray wolf and the red wolf. The gray wolf is larger. The males can weigh as much as 130 pounds. There are many types of gray wolf. The main difference among them is the color of their fur. The arctic wolf, even though it is white, is a type of gray wolf. So are the wolves living in Yellowstone National Park. Gray wolves are northern wolves. They live in Canada and in states that border Canada, such as Minnesota and Idaho. Red wolves are smaller. Males may reach 80 pounds. Red wolves live in the southwest United States and in Mexico. And they are being **reintroduced** in North Carolina. In the past, both species lived in much larger areas.

Wolves of North America



Red Wolf

(Scientific name: *Canis rufus*)

Range (where they live)
Southwest United States, Mexico; reintroduced in North Carolina

Color
Red, gold, brown, reddish-brown

Weight (males are usually heavier than females)
50–80 pounds

Size
22–26 inches at the shoulder

Prey (what they eat)
Rodents, small mammals, deer

Status
Endangered in the United States



Gray Wolf

(Scientific name: *Canis lupus*)

Range (where they live)
Northern United States, Canada, Alaska; reintroduced in Idaho, Montana, Wyoming

Color
Black, gray, white; often a mix of these

Weight (males are usually heavier than females)
60–130 pounds

Size
26–32 inches at the shoulder

Prey (what they eat)
Rodents, deer, elk, bison

Status
Endangered throughout much of the United States; no need for protection throughout Canada

Strategy

Make Connections

by relating information that I already know about the subject to what I'm reading.

My Thinking

I knew that the red wolves and the gray wolves had some things in common. I also knew there were differences between them. This chart helps me relate what I already know about these animals to what I'm reading in the rest of this selection.



Using Text Features

Chart Use the chart to tell the similarities and differences between red and gray wolves. What are the main differences?

Answer: The main differences between red and gray wolves are size and range. Gray wolves are larger and live in the northern United States. Red wolves live in the southern United States.

Strategy

Make Connections

by relating information that I already know about the subject to what I'm reading.

My Thinking

I've heard the word "pack" used about a group of wolves before. I already knew that the wolves hunt together. Now I know more about how they work together as a team when they are hunting a large animal.



The Pack That Hunts Together Bunks Together

Wolves hunt together in groups called packs. When chasing a large animal like an **elk**, the wolves may space themselves out across a long distance. One wolf starts the chase. Then, as it gets tired, another wolf takes its place. The wolves stay in touch with each other with barks and cries. Eventually, the elk cannot run any more, and the wolves will kill and eat it.



Just as the members of the wolf pack hunt together, they also live together. A pack usually has 2 to 20 members. A pair of wolves called the **alpha** wolves—the alpha male and the alpha female—leads the pack. Many of the pack members are related to the alpha pair. They may be sons, daughters, sisters, brothers, or grandchildren of the alphas. The alpha wolves usually stay together for their whole lives. They are also usually the only members of the pack that have pups.



An alpha male shows another wolf that he's the leader.

Vo • cab • u • lar • y

elk —a large animal with antlers, related to deer

alpha (al•fuh)—the first letter of the Greek alphabet; the first, or lead, wolf in a wolf pack

Help With the Pups

Although the alpha pair has the pups, the whole pack helps raise them. The pups are born in April or May, just when the weather starts to get warmer. The alpha female finds a narrow cave or ledge in which to give birth. The cave is called a den. The pups stay in the den for the first few weeks of their lives, nursing from their mother. The



A mother wolf carries her pup.

rest of the pack brings food to the mother during this time. This way, the pups are never left alone. Many other animals might find the wolf pups to be a good dinner, so it is important to protect them.

Gradually, the pups start to eat meat. Pack members bring food for them. They eat meat on a hunt and bring it in their stomachs. Then they **regurgitate** the partially digested food for the pups. Some pack members, usually aunt or uncle wolves, baby-sit the pups. They take care of the pups so the alpha female can hunt with the pack. Pups are not full-grown until they are two years old. The pack needs the strong alpha female to return to hunting as soon as she can, so a baby-sitter wolf has a very important job.

Finding a Place in the Pack

As the pups grow, they learn how to hunt. They also learn about their place in the pack. Each wolf in a pack knows exactly which wolf is more important and which wolf is less important. The alpha wolves are the most important. Then there might be a **beta** wolf, the next wolf in line. A few wolves never seem to join a pack or start one of their own. They are called lone wolves.

Strategy

Make Connections

by relating information that I already know about the subject to what I'm reading.

My Thinking

I didn't know this about wolves. It kind of reminds me of my mom and dad. They are the alpha people in our family.



Vo • cab • u • lar • y

regurgitate

(ree•gur•ji•tayt)—to bring up partially digested food

beta (bay•tuh)—the second letter of the Greek alphabet; the wolf next in line to the lead wolf in a wolf pack

Strategy

Make Connections

by relating information that I already know about the subject to what I'm reading.

My Thinking

I didn't know that wolves wagged their tails, and I didn't know they wrestled. But it said that wolves are a lot like dogs, and I've seen dogs doing these things.



Sniff, Wrestle, and Howl

The members of a wolf pack develop close **bonds** and take care of each other. They communicate well, using their excellent senses of touch, smell, hearing, and sight to get their messages across. Wolves are smart and curious, and they are able to share their knowledge with other pack members. They mark their territory and other interesting places with scents. They recognize each other by sniffing and making sounds.



Wolves also communicate with their bodies. The tail alone can tell a lot about a wolf's place in the pack and how it is feeling. A wolf with its tail curled around its body is a lower-ranked wolf. A wolf that holds its tail high is a higher-ranked wolf. Wolves also wag their tails the way dogs do. Wolves lick, touch, and wrestle to play and to claim their place in the pack. The wrestling may look like fighting, but wrestling wolves don't usually hurt each other.



Vo • cab • u • lar • y

bonds (bonds)—feelings of loyalty and affection

Wolves bark, whimper, and growl. They also howl. Hearing a pack of wolves howling in full voice is an eerie experience. The sound can sometimes be heard for miles. Wolves howl to announce their location to other members of their pack and to other packs. They can hear other packs from as far as 10 miles away.

Howl Around the Campfire

Howling seems to help the pack members have strong ties to each other. And, just as humans enjoy a good sing around the campfire, wolves seem to enjoy a good long howl! The howling of wolves is a scary sound to people. People often think 20 or more wolves are howling when it is really only 6 or 8. That's one of the reasons people have been afraid of wolves, even though healthy wolves have never been known to attack a person. Wolf **conservationists** believe these beautiful animals are to be respected, not feared. Sometime if you're out camping and you hear wolves howling, gather around your own campfire and join in the song!

Vo • cab • u • lar • y

conservationists

(kohn•sur•vay•shuh•nists)—
people who work to protect
wildlife

Think About
the

Strategy

AFTER READING

Recall

by summarizing the selection in writing or out loud.

My Thinking

The strategy says I should recall by summarizing the selection in writing or out loud. I can do this by telling the main parts of what I read. I learned that wolves are animals that live in packs. The wolves in the pack help each other get food and raise pups. There are two main types of wolves in the United States. Wolves and dogs are a lot alike, and they are smart and curious. Each wolf knows its place in the pack. Wolves should be respected, not feared.



Organizing Information



Graphic organizers help us organize information. I think this article can be organized by using a web. Here is how I organized the information. I put my central idea in the circle in the very middle. I used the main ideas in the four main circles attached to the middle circle. I put details about the main ideas in the circles attached to each of the main circles.

Web



I used my graphic organizer to write a summary of the article. Can you find the information in my summary that came from my web?

A Summary of Song at Nightfall

Wolves and dogs are much alike because they have the same ancestors. Long ago, people tamed some wolves and called them dogs. Today, some dogs still look a lot like wolves. Dogs have learned to depend on humans, but wolves are wild and roam free.

The two kinds of wolves in North America are the gray wolf and the red wolf. Gray wolves are bigger and live in Canada and the northern United States. Red wolves are smaller and live in the southwestern United States, Mexico, and North Carolina.

Most wolves live together in packs. Each pack has two leaders, the alpha male and the alpha female. They are the strongest pair and often are the only pair that has pups. Their pups are raised by the whole pack. Other wolves bring food for the alpha female and her growing pups, and they baby-sit so she can hunt with the pack.

Wolves bark, whimper, growl, and howl to communicate with each other, especially while they hunt together. They howl to show they are part of a pack and to tell the others where they are. Wolves use their bodies and tails to show their importance in the pack. The alpha male and female hold their tails high. Other wolves in the pack might curl their tails around their bodies.

So pay closer attention to the sounds your dog makes. When he howls, he might just be remembering his wild past.

Introduction

Here is my introduction. It tells what I will write about. The main idea is in the center of my web.

Body

I used information from each main circle and its details for each paragraph in my body copy.

Conclusion

I summarized my paper by recalling the main ideas.

Suffixes

A word part can give you a clue about a word's meaning. A **suffix** is a word part at the end of a word. A suffix adds to the meaning of a word root.

The suffix *-ist* means "a person who does, makes, works, or believes." "Song at Nightfall" contains the word *conservationist*, which means "a person who works to protect or conserve wildlife."

Here are more words with the suffix *-ist* and their meanings.

artist – a person who makes art

pianist – a person who plays the piano

On a separate sheet of paper, match each job title and its correct meaning. If you need help, use a dictionary. Then write three more words with *-ist* and give their meanings.

- | | |
|-----------------------|---|
| 1. naturalist | a. a person who studies living things |
| 2. scientist | b. a person who studies plants and animals in nature |
| 3. environmentalist | c. a person who heals muscle injuries by special exercises |
| 4. biologist | d. a person who studies the physical world through experimentation |
| 5. physical therapist | e. a person who works to improve the condition of the natural world |

Poetry

Wolf pups are important to the whole pack. This poem tells about the daily life of a wolf pup. Read the poem several times. If possible, practice it with a partner or a small group. When you are ready, read it to the class.

Fluency



TIP

As you practice the poem, be sure to emphasize the singsong rhythm and rhyme in your voice.

The Wolf Pup's Song

When I was first born,
I stayed close to Mother.
I nursed and snuggled
With sisters and brothers.

I'm still just a pup;
I stay close to the den.
I want to go hunt.
I must ask my dad, "When?"

He says when I'm two;
'Til then I'll be yearning.
From aunts and uncles,
I'll try to keep learning.

Your place in the pack
Is important to know.
Close to each other,
Together you'll go.

That's what Aunt Nell says.
She's our baby sitter.
She watches and feeds
All pups in the litter.

Wolves have a good life.
We wrestle and we play.
We live in the wild,
And together we stay.

We howl in the night.
We don't mean to scare you.
It's just how we say
We like living near you.



Think About the **Strategies**

BEFORE READING

Preview The Selection

by looking at the title and headings to predict what the selection will be about.




Write notes on your own paper to tell how you used this strategy.

DURING READING

Make Connections

by relating information that I already know about the subject to what I'm reading.



When you come to a red button like this , write notes on your own paper to tell how you used this strategy.

Ghosts in the Twilight

The trapper took off his snowshoes. Crossing the floor, he placed a pile of gray pelts onto the counter. (Pelts are the skins of animals.) “I brought in twelve pelts,” the trapper said. “Pay up the **bounty**, please!”

For many years, the United States government offered a bounty on wolves. People thought that wolves killed sheep and cattle and might also attack people. People feared wolves and hunted them with the goal of stamping them out.

The bounty, plus the fear, worked well. By 1950, wolves had disappeared from most of the lower 48 states. It was a **twilight** of the wolves.

Over time, and on their own, wolves are returning to some areas. Many gray wolves live in Canada. They have been moving south into northern Michigan, Minnesota, Wisconsin, and other border areas. But wolves are still absent from most of the places where they lived in the past.



A professional
hunter/trapper

Vo • cab • u • lar • y

bounty (bown•tee)—a payment for killing a certain animal

twilight (twy•lyt)—a period of decline

Threatened, Endangered, Extinct

Many life forms on Earth are in trouble. People keep moving into more areas of the earth. Then the life that already lives there has three possibilities. One is to learn to live with people. For example, many birds easily live in neighborhoods.

Another option is to move. Sometimes, though, there is no place to move. For example, people have been building houses along the beaches. But an animal that lives on the shore may not be able to move inland.

A third possibility is that the **species** may become **extinct**. Extinct means that no more animals of that kind are alive.

Each species has a special role to play in its community. Losing a species through extinction is a loss for the whole community it lived in. That's why scientists and governments get involved.

Scientists have come up with two names for species that are in trouble. They may be **endangered** or they may be **threatened**. Endangered species are in serious trouble. They could become extinct if steps aren't taken to save them. When a species is threatened, it needs to be protected.

Vo • cab • u • lar • y

species (spee•sheez)—
particular type of animal
or plant

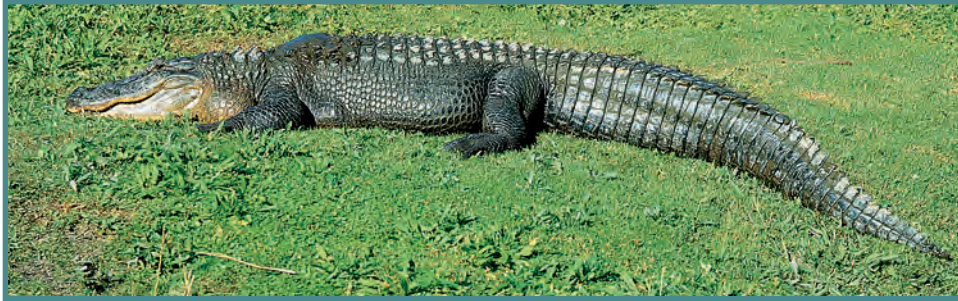
extinct (ik•stingkt)—no
longer living or existing

endangered
(en•dayn•juhrd)—in danger
of becoming extinct

threatened (thret•nd)—at
risk of becoming endangered



One endangered plant is the Nellie Cory Cactus.



The American alligator is no longer endangered.

We tend to think of animals, birds, and fish when we think of endangered species. But many species of plants are also endangered or threatened. In many cases, these plants provide the food for animals. If one species becomes extinct, its loss can cause problems for many other species. ●

The Endangered Species List

Scientists decide if a species is endangered or threatened. **Lawmakers** decide if the species goes on the endangered list. Usually, the lawmakers discuss the species with scientists. Then they follow their advice to make the decision. They list names of all the species that are protected by law in the United States.



The manatee is another endangered animal.

Strategy

Make Connections

by relating information that I already know about the subject to what I'm reading.



Write notes on your own paper to tell how you used this strategy.

Vo • cab • u • lar • y

lawmakers

(law•may•kuhrz)—people, such as senators and representatives, who are elected to offices and make laws for a country

Strategy

Make Connections

by relating information that I already know about the subject to what I'm reading.



Write notes on your own paper to tell how you used this strategy.

The law is called the Endangered Species Act. It was passed in 1973. It tells how species are chosen for the list and how they are to be protected. It also gives the **penalties** for harming a listed species. The U.S. **Environmental** Protection Agency keeps track of the list.

Once a species is put on the list, a plan is made to protect it. Its number is checked often. If the plan works, the number goes up. The species may be delisted, or removed from the list. An example of a delisted species is the American alligator. American alligators were almost extinct. They were put on the endangered species list. There is a **healthy** number of alligators today. When scientists found that the species was no longer threatened, they delisted it.



What About Wolves?

Are wolves endangered? Under U.S. law, they are. The number of wolves inside the lower 48 states is very small. But outside our country's borders, it's a different story.

Vo•cab•u•lar•y

penalties (pen•uhl•teez)—punishments, often in payment of a fine

environmental (en•vy•ruhn•men•tl)—having to do with Earth's natural resources

healthy (hel•thee)—large enough to keep the species alive



A gray wolf pack in winter

Canada never gave bounties for wolves. Healthy numbers of wolves live there, so gray wolves in Canada are not in danger.

In efforts to return gray wolves to places where they once lived, like Yellowstone National Park, scientists made a plan. In 1995, they decided to safely and legally catch some of the Canadian gray wolves. After caring for them for several months near the wolves' new home in Yellowstone, the scientists were able to turn them loose. These were the first wolves to live free in the area since the early 1930s. There are now several hundred gray wolves in the Yellowstone area.

The reintroduction of gray wolves in the park has been a big success. The animals have been returned to their natural habitat, and their numbers are growing. Gray wolves are no longer in danger of becoming extinct. In general, they do not need legal protection as an endangered species does. But because they had all but disappeared in the U.S., gray wolves were placed on the endangered species list in 1973. In fact, they were among the first animals to be protected by the Endangered Species Act.

So the placement of Canadian gray wolves in Yellowstone brings up a new question. Is a species protected because of what it is or because of where it lives?

Natural Versus Introduced

Suppose that a Canadian wolf crosses over the border into Montana. It is endangered in the U.S., and it is protected. But the wolves in Yellowstone are not completely protected. They did not move into Yellowstone on their own. They were brought in from an area where their numbers were good. So those wolves are not endangered.

Thus, a wolf that kills farm animals may be shot—but this is true only if it is one of the reintroduced Canadian wolves. A **natural** wolf is completely protected. Anyone killing a wolf that is in the area on its own could be arrested and punished.

How do you tell the natural gray wolves from the introduced gray wolves? It's hard. Court cases are trying to answer this question. It is hoped that a **compromise** can be reached.

Strategy

Make Connections

by relating information that I already know about the subject to what I'm reading.



Write notes on your own paper to tell how you used this strategy.

Vo • cab • u • lar • y

natural (nach•uhr•uhl)—there on its own or by nature

compromise (kom•pruh•myz)—an agreement in which each side gets and gives things it wants

Strategy

Make Connections

by relating information that I already know about the subject to what I'm reading.



Write notes on your own paper to tell how you used this strategy.

Red wolves are also the focus of **controversy**. In the wild, red wolves were nearly extinct. There were only 14 of them left. People were able to capture these wolves. The captured wolves were kept in protected places, and their numbers increased. Some of the offspring are being released into their former ranges, such as North Carolina. Red wolves, however, are still protected under the Endangered Species Act.



Questions About the Future of the Wolves

The future of the gray wolves in Yellowstone is still in doubt. Packs are settling into their new homes there in the park. But they may still be removed. Farmers and ranchers fear livestock losses. And Canada will not take the wolves back. If they are removed, the gray wolves will either be killed or placed in zoos. There are no easy answers.



A red wolf being reintroduced into North Carolina

Vo • cab • u • lar • y

controversy

(kon•truh•vur•see)—a situation in which different opinions are strongly held

The American Wolf—Endangered or Not?

Natural Wolves	Introduced Wolves
<p>A Canadian gray wolf that crosses the border into the United States is considered endangered.</p> <p>A Canadian wolf that crosses the border into the United States is completely protected by law.</p> <p>There are no “natural” red wolves in North Carolina, so all red wolves there are considered endangered.</p>	<p>A Canadian gray wolf that is introduced in the United States by humans is not considered endangered.</p> <p>A Canadian wolf that is introduced into the United States by humans may be shot if it kills farm animals; it is not completely protected by law.</p> <p>All red wolves in North Carolina were reintroduced there, so they are completely protected by law.</p>

Using Text Features

Chart The title of the chart asks a question. Read the information in the chart and decide if you think the American Wolf is endangered or not.

Think About the

Strategy

AFTER READING

Recall

by summarizing the selection in writing or out loud.



Write notes on your own paper to tell how you used this strategy.



Compound Words

Compound words are words made from two or more smaller words. To figure out the meaning of a compound word, separate it into two words. The meanings of the smaller words often help you understand the compound word.

Lawmakers is a compound word from “Ghosts in the Twilight.” *Law* and *makers* are the two smaller words. *Lawmakers* means “people, such as senators and representatives, who are elected to offices and make laws for a country.”

Here are two more compound words from the article:

snowshoes = *snow* + *shoes* (“webbed frames that attach to boots or shoes for walking on the snow without sinking”)

Yellowstone = *yellow* + *stone* (“a place with yellow stones”)

Read the sentences below. Find the compound word in each one. On a separate sheet of paper, write the compound words. Next to each word write the two smaller words that make the compound word. Write what you think each word means. Then compare your answer with the definition in a dictionary.

1. The order from the general came directly from his headquarters.
2. After the voting polls closed, we waited for the outcome of the election.
3. After you find the file you need, be sure to download it.
4. Cows and sheep were part of the rancher’s livestock.
5. When I lost the same book again, I felt like a scatterbrain.

News Report

Protecting endangered animals is a topic you often hear about on the news. With a group, assign parts and practice reading this radio news report. When you are ready, present the report to the class.

Fluency



TIP

Try to imagine yourself as a character in this short play. Read your part as you think the character might really say the lines.

Mayor Asks for Respect for Endangered Wolves

Reporter: In the northern border town of Hinkley, Minnesota, Mayor Jane Greene called a news conference today to discuss the rumors of wolf sightings outside the town. The mayor began with this statement:

Mayor: Yesterday, Conservationist Edward George of the U.S. Fish and Wildlife Service confirmed the rumors. He told me that the Service estimates that nearly 60 wolves are living in our county. They are endangered. Therefore, it is illegal to disturb, injure, trap, or kill the wolves.

Reporter: Some local folks have expressed fear about their new neighbors. Jack Aron, a farmer, said:

Jack Aron: "I don't want those wolves to mess with my land!"

Reporter: And Karen Hick, a teacher worried about the safety of her students, had this to say:

Karen Hick: "Can I let the children go outside to play, knowing there are wolves out there?"

Reporter: Mayor Greene encouraged residents not to fear.

Mayor: We need to learn about wolves.

Reporter: Conservationist Ed George added to the mayor's comment.

Edward George: We believe that wolves do not bother humans if humans do not bother them. They won't go after children or domestic animals. Wolves are essential to the ecosystem. We must do what we can to let them live in peace.

Reporter: Stay tuned for further developments.



Think About the **Strategies**

BEFORE READING

Preview the Selection

by looking at the title and headings to predict what the selection will be about.

DURING READING

Make Connections

by relating information that I already know about the subject to what I'm reading.

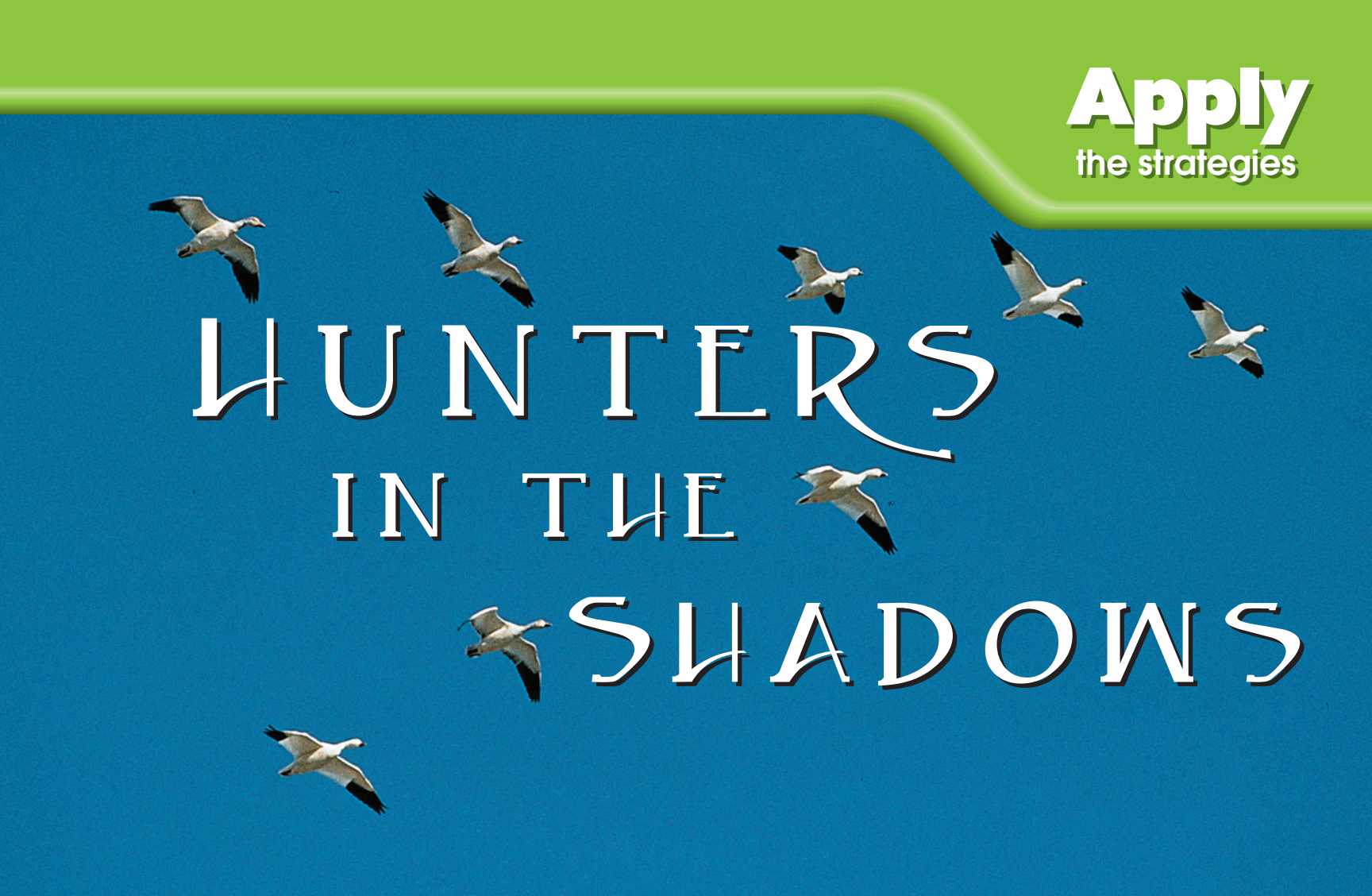
AFTER READING

Recall

by summarizing the selection in writing or out loud.



Use your own paper to jot notes to apply these Before, During, and After Reading Strategies. In this selection, you will choose when to stop, think, and respond.



HUNTERS IN THE SHADOWS

Snow geese

The ranger puts the walkie-talkie to her mouth. She pushes down the button. “We’re all ready here. All quiet,” she says in a quiet voice. She takes one more look around the fenced pen. The dark green fir trees whistle softly in the early morning breeze. Snow geese, headed north, cross the clear blue sky. A whisper comes over the walkie-talkie. “On my mark—three, two, one, now!”

The ranger focuses her **binoculars** on the animals on the far side of the snow-covered, acre-wide pen. The pack is resting, but alert. They know something is going on. Slowly, a section of fence is rolled back. The largest of the gray-black animals pricks its ears. Then it stands. Carefully, it goes to the opening in the fence. It sniffs all around the opening. It peeks outside and then is gone. The ranger wipes away a tear. For the first time in 50 years, wolves are free in Yellowstone National Park.

Vo • cab • lar • y

binoculars

(buh•nok•yuh•luhrz)—a hand-held instrument used with two eyes to make faraway things look closer

Return of the Wolves

Until a few years ago, the sight and sound of gray wolves was missing from Yellowstone. Park workers were trying to return Yellowstone to the way it was in the early 1800s. That was before many people visited the area. They succeeded in bringing back almost every species but one. There were no wolves. The park was like a jigsaw puzzle with one piece missing. In 1995, wolves were reintroduced, or brought back, to Yellowstone. Now Yellowstone could be seen as a finished puzzle again.



A Yellowstone elk

Role of Wolves

An **ecosystem** is made of all the living and nonliving things in a certain area and their **interactions**. Every part of an ecosystem is important. Plants use sunlight, air, water, and parts of the soil to make food. Some animals, such as grasshoppers and elk, eat the plants. Other animals eat animals. Finally, there are animals and bacteria that eat dead or decaying stuff. In a healthy ecosystem, each species eats or is eaten! When one part of the chain is missing, the system is upset.

Wolves are **predators**. In Yellowstone in the past, wolves ate large animals,

such as **bison** and elk. They also ate smaller animals, such as mice. When the wolves were gone from Yellowstone, the number of elk rose. They ate plants faster than the plants could grow back. The elk became hungry and sick. Predators such as wolves were needed. Wolves tend to attack and kill sick or injured elk. This helps keep the elk

Vo • cab • u • lar • y

ecosystem

(**ek**•oh•sis•tuhm)—the plants, animals, and nonliving things that make up an environment and have an effect on each other

interactions

(in•tuhr•ak•shuhn)—the ways things work together

predators (**pred**•uh•tuhr)—animals that live by hunting and eating other animals

bison (**by**•suhn)—large, shaggy-headed mammals living in the western United States

herd healthy. It also helps keep the number of elk from growing faster than the plants do. Wolves help keep the ecosystem of Yellowstone balanced.

Wolf Arrivals

The wolves that were returned to Yellowstone were found in Canada. They were given drugs to make them sleep. Then they were flown to their new home in the park. For the first few months, the wolves lived in a large pen. About an acre of land was fenced in at several places. This gave the wolves time to recover from their trip. They got used to their new home.

The wolves didn't hunt. Instead, park employees fed them. They gave the wolves the **carcasses** of animals found within the park. This is the same food they hoped the wolves would hunt when they were free. Finally, in January 1995, the gate was opened. The wolves were free.



Gray wolf with a carcass

Vo • cab • u • lar • y

carcasses (kar•kuhs•ez)—
dead bodies

For and Against the Wolves

Many people are happy that the wolves have been returned to Yellowstone. Others, though, have a different view. They oppose returning the wolves for many reasons. The issue is complex.

One Side of the Coin

For many people, the day the wolves were freed was a wonderful day. They were excited about truly **restoring** the ecosystem in the park. They felt as if they were making up for all the wolves that had been needlessly killed for bounty in the 1800s.

A hungry wolf



Many people, too, are worried about the number of species that are becoming extinct. Many scientists think that for a natural area to be healthy, it should have **biodiversity**. Biodiversity is the number of different species in an area. Wolves were very nearly extinct in the United States. Restoring wolves to Yellowstone will let the species live on.

Another Side of the Coin

Other people were upset that the wolves were brought back to Yellowstone. Ranchers had cattle and sheep grazing near the park. They were worried that the wolves would not stay inside the park's borders. They feared that the wolves would kill livestock. The managers of the wolf project tried to set up rules for handling wolves that killed farm animals. But many ranchers were still concerned.

Other people who were against the reintroduction of the wolves believed that it should be allowed to happen naturally. They thought that lone wolves that sometimes made their way south from Canada should be allowed to move into the park on their own and start packs. It might take many decades, but wolves would return to Yellowstone on their own.

Vo • cab • u • lar • y

restoring (ri•stor•ing)—
returning something to the
way it was

biodiversity
(by•oh•di•vur•si•tee)—the
variety of plants and animals
growing in a certain area

Forming Your Own Opinion

Returning wolves to Yellowstone has caused a lot of controversy. Both sides have strong **opinions**. They also have good points to make. Most people form opinions according to their values.

Values are the things you think are important. What are your values? How do they affect your opinion about the wolves in Yellowstone?

The first paragraph of this article makes you want to root for the wolves. But what if it had described a hard-working rancher finding a valuable calf that had been killed by wolves? It's important to try to see both sides of a question. Then you can decide for yourself.

Opinions About Returning Wolves to Yellowstone National Park

For	Against
It will keep the elk at healthy numbers and protect the plant life.	Farm animals will be killed.
It improves the biodiversity (the number of different species in an area).	Reintroduction doesn't let nature take its own course.
It returns Yellowstone to the way it was 150 years ago.	Other ways to control the number of elk are just as good as reintroducing wolves.
It returns wolves to the United States much earlier than they would return on their own.	The wolves will not stay inside the boundaries of the park.
It allows visitors to the park to have experiences with wolves.	If the reintroduction doesn't work, the wolves will be killed or put in zoos.

Vo • cab • u • lar • y

opinions (uh•pin•yuhnz)—decisions about which side is right in an argument or controversy

Context Clues

Context clues can help you figure out the meaning of an unknown word. First, look at the words near the unknown word. Then reread the sentences nearby. You will find clues to the word's meaning.

Read the following passage from "Hunters in the Shadows."

*The ranger focuses her **binoculars** on the animals on the far side of the snow-covered, acre-wide pen. The pack is resting, but alert.*

Use context clues to find the meaning of *binoculars*. The word *focuses* tells you the ranger adjusted the binoculars to see something more clearly. The words *animals* and *far* tell you that the ranger used the binoculars to look at animals at a distance.

Together, the clues suggest that *binoculars* are instruments used to see things more clearly at a distance. The second sentence, which supports that suggestion, describes what the ranger saw.

Read these passages from "Hunters in the Shadows." Use context clues to help you find the meanings of the words *predators* and *carcasses*.

*The elk became hungry and sick. **Predators** such as wolves were needed. Wolves tend to attack and kill sick or injured elk. This helps keep the elk herd healthy.*

*Instead, park employees fed them. They gave the wolves the **carcasses** of animals found within the park. This is the same food they hoped the wolves would hunt when they were free.*

On a separate sheet of paper, write your definitions of the words *predators* and *carcasses*. Then write the clues that helped you find the meaning of each word.

Readers' Theater

In this Readers' Theater, a wolf cub and an alpha male wolf are about to be set free in a new place. A narrator helps set the stage. Read over the play several times, taking turns playing different parts. When you are ready, present the play to the rest of the class.



TIP

Practice this script with two other people. Help one another read the script with appropriate expression and feeling.

We Need to Be Free

Narrator: In January 1995, the Canadian wolves that were brought to Yellowstone National Park were reintroduced into the wild. They had spent several months living in an enclosed space, getting used to their new home.

Wolf Cub: Papa, what's going on? There are people moving the fence. Something must be happening!

Alpha Male Wolf: Yes, I see it, too. Something *is* happening.

Wolf Cub: I hope they don't make us move again. I was just starting to like it here!

Alpha Male Wolf: Yes, me too. It hasn't been easy, adjusting to this new place. We all miss our home in Canada.

Wolf Cub: Do the people mean well, Papa? They do give us shelter and feed us so we don't starve. That's good, isn't it?

Alpha Male Wolf: Yes, the people do treat us well. But we shouldn't have food handed to us. We are born hunters. Our instincts tell us what to eat and when to hunt for our own food. We need our own space. We need to be free.

Wolf Cub: Oh! Look! That person is rolling back the fence. Are we being set free?

Alpha Male Wolf: I don't know. I'll find out. You stay here.

Narrator: Alpha Male Wolf runs over to the fence. He sniffs and peeks beyond the opening. Then he quickly runs off.

Wolf Cub: Hey! Papa ran beyond the fence. He's free! Mama! Brothers! Sisters! We're free!

READING

in the Real World

Schedule

Suppose you want to watch a television program that will tell you more about wolves. A program schedule is a handy tool for finding shows you want to watch and the times they will be on the air .

Monday, September 27						
		4	6	10	28	34
4:00 PM	Birthday Zoo	Young and Wild: The Dating Game	Dog Days	Barking Mad: Series 2	Barking Mad: Series 2	
4:30 PM	Animal Allies	That's My Baby: Mojo		Breed All About It: Beagles	Breed All About It: Rottweilers	
5:00 PM	Amazing Animal Videos	Amazing Animal Videos	Amazing Animal Videos	Amazing Animal Videos (Season II)	Amazing Animal Videos (Season II)	
5:30 PM	Vets in Practice: Blood, Sweat, and Tears	Vets in Practice: Love Is All Around	Vets in Practice: Trouble Ahead	Vets in Practice: Langford Revisited	Vets in Practice: Series 1, episode 1	
6:00 PM	Pet Project: Gate Wide Shut	Pet Project: The Wizard of Paws	Pet Project: Who Shot Daisy?	Pet Project: Marking Our Territory	The World of Horses With John Scott: The Three-Day-Eventing Horse	
6:30 PM	Into the Wild: Humpbacks of Hawaii	Animal Tracks: Swimming With Salmon, Whales	Into the Wild: Wolves and Caribou	Animal Tracks: California Crows, B.C. Porpoises	Into the Wild: Santa Cruz Island	
7:00 PM	Nikon Wildlife Expeditions: Cubs in the Canopy	Nikon Wildlife Expeditions: N. America's Big Five	Nikon Wildlife Expeditions: Coastal Rain Forest Black Bears	Nikon Wildlife Expeditions: Feeding Humpback Whales	Profiles of Nature: Growing With Nature	
7:30 PM	Animal Hospital: Series 9	Animal Hospital: Series 9	Animal Hospital: Series 10	Animal Hospital: Series 10	Nick's Quest: Crocodiles	
8:00 PM	The Planet's Funniest Animals (Season IV)	Crocodile Hunter Diaries (Season II): Dancing With Devils	Jeff Corwin Experience (Season II): Brazil: The Amazon Goin' Bananas	Meerkats Unmasked	Pet Star	
8:30 PM	K9 to 5: Cadaver Dogs, Sled Dogs					

Discussion Questions

Answer these questions with a partner or on a separate sheet of paper .

1. Compare this television schedule to a calendar showing one month. How are the schedule and the calendar the same, and how are they different?
2. A show about wolves and caribou will be shown on Channel 10 at 6:30. What show comes on after that one?
3. You also like to watch shows about dogs. What are three shows that might interest you?
4. Which show below can you watch after school and before dinner , between 4:00 and 5:30?
 - a. Into the Wild: Humpbacks of Hawaii
 - b. Animal Allies
 - c. Nikon Wildlife Expeditions: Coastal Rain Forest Black Bears
 - d. Nick's Quest: Crocodiles
5. Which of the shows below is the longest?
 - a. Pet Star
 - b. Pet Project: Marking Our Territory
 - c. Into the Wild: Santa Cruz Island
 - d. Animal Hospital: Series 9
6. How can you tell that some shows on this schedule are repeats?
7. Would "Vet's World" be a good title for this whole series of shows?
 - a. Yes, because the shows describe what a vet does.
 - b. Yes, because some shows are called "Vets in Practice" and "Animal Hospital."
 - c. No, because only some of the shows describe what a vet does.
 - d. No, because some shows are about funny animals.
8. Which statement best describes the people who like to watch these kinds of shows?
 - a. They are mostly adults.
 - b. They are mostly children and teenagers.
 - c. They have many pets.
 - d. They care about animals.

CONNECTING to the Real World

EXPLORE MORE

Bulletin Board Display

Carry out research to prepare a bulletin board display of dogs that look and act a lot like wolves. Include pictures or illustrations of the dogs and brief descriptions of modern characteristics of each one.

Animals in Danger

Check with a reference librarian or search on the Web to find information on animals that have been classified as threatened, endangered, or extinct. Choose one animal and develop a chart or a larger display that shows the animal and tells where it lives or describes its habitat. Include additional information, such as its main foods and any special or unique physical features or social behaviors.

Yellowstone Wildlife

Find books or Web sites about Yellowstone National Park and learn more about this unique place in the United States. Choose an animal besides the wolf that makes Yellowstone its home. Write a story or short essay that describes the animal and its everyday life in the park.

Write Diary Entries

Imagine being a park ranger or a wolf conservationist. Write several diary or journal entries that trace a pack of wolves just reintroduced into the wild. Identify and describe each member of the pack, starting with the alpha wolves. Tell about behaviors the wolves exhibit, such as hunting, caring for pups, and communicating with one another in various ways.

Wolf Debate

Choose whether you are “for” or “against” bringing wolves back into Yellowstone National Park. Make a list of reasons for your choice. Then prepare an argument to present to the class. Be sure to include facts in your presentation, not just your opinions. Try to convince your classmates that your choice is the best choice.

My Life as a Wolf

Pretend that you are a wolf, either one in a pack or a lone wolf. Write a story about your everyday life. Tell what your life is like, and describe how you communicate with other wolves.

Related Books

Evert, Laura. *Wolves*. NorthWord Press, 2000.

Greenberg, Daniel A. *Wolves*. Benchmark Books, 2003.

Gresko, Marcia S. *Wolves: Nature's Predators*. KidHaven Press, 2003.

Gunzi, Christiane. *The Best Book of Wolves and Wild Dogs*. Kingfisher Publications Plc, an imprint of Houghton Mifflin Company, 2003.

Kalman, Bobbie, and Amanda Bishop. *The Life Cycle of a Wolf*. Crabtree Publishing Company, 2002.

Leach, Michael. *Wolf*. Steck-Vaughn Company, 2003.

Martin, Patricia A. Fink. *Gray Wolves*. Children's Press, 2003.

Spilsbury, Richard and Louise. *A Pack of Wolves*. Reed Educational & Professional Publishing, 2003.

Interesting Web Sites

Defenders of Wildlife This site offers information on how to protect wildlife.

<http://www.defenders.org>

Help Save the Wolves Check out this site to learn how you can be involved in wolf conservation.

<http://www.savewolves.org/>

International Wolf Center This site contains articles, photos, and information about wolves, and links to the center's wolf study program.

<http://www.wolf.org/wolves>

Kid's Rendezvous Site: Information on Wolves This kids' site about wolves has information about wolves, activities, and a booklist.

<http://www.timberwolfinformation.org/kidsonly/kidsonly.htm>

Mission: Wolf Here is a wolf education center that has permission to keep wolves.

<http://www.missionwolf.com>

National Wildlife Federation This site has numerous links to features and information about wildlife, ecology, and conservation.

<http://www.nwf.org>

Wolf Park This is another site from a wolf conservation and education center. It has links to photos of individual wolves as well as other interesting information.

<http://wolfpark.org/>

The Wolf Recovery Foundation This site gives the history of the reintroduction of wolves into the Rockies and the current status of the wolves.

<http://www.forwolves.org>

Web sites have been carefully researched for accuracy, content, and appropriateness. However, teachers and caregivers are reminded that Web sites are subject to change. Internet use should always be monitored.