

Reading for Information



Use with “Tuesday of the Other June,” page 470.



READING 10A Summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions. **10C** Explain how different organizational patterns develop the main idea and the author’s viewpoint.

The Problem with Bullies

Feature Article

What’s the Connection?

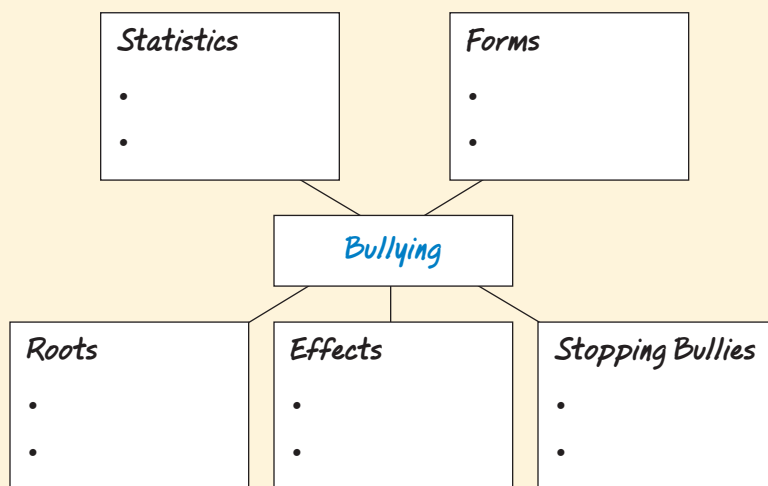
In the short story you just read, a young girl becomes the target of a bully. In the **feature article** you are about to read, Sean Price takes a closer look at the problem of bullying.

Skill Focus: Take Notes

When you **take notes**, you record the most important information from whatever you are reading. **Previewing** the article—looking at its title, subheadings, topic sentences, and graphic aids—can help you determine its **main idea**, the central or most important idea that the writer conveys. For example, by previewing “The Problem with Bullies,” you can see that this article covers the following information

- statistics about bullying
- forms of bullying
- the roots of bullying
- the effects of bullying
- programs for stopping bullying

Use a graphic organizer like the one below to help you record the supporting details and facts that develop the main idea. After you read, you will use your notes to write a summary.





The **PROBLEM** with **BULLIES** by Sean Price

By sixth grade, Karen had experienced her share of hardships. She had just been adopted by a family in Chattanooga, Tennessee, after spending six years in foster care. Naturally shy and quiet, Karen also struggled with a slight speech impediment.¹ She had only one good friend. **A**

1. **speech impediment:** a physical condition that makes it difficult for a person to speak clearly.

FOCUS ON FORM

"The Problem with Bullies" is a **feature article**, a nonfiction article found in a newspaper or magazine. This article gives readers information on a specific problem and offers some solutions.



TEKS 10C

A ORGANIZATIONAL PATTERNS

Understanding how an author organizes an article can help you locate and understand the information the author includes to support the main idea. One way to organize information is by problem-and-solution: the author identifies a problem and then provides one or more possible solutions. From the title of this article, you can tell the author is going to write about the problem of bullies. As you read, use your graphic organizer to note details about possible solutions.

B FEATURE ARTICLE

Reread lines 15–19.
Then reread the **Focus on Form** on page 487.
Why is bullying an appropriate topic for a feature article? Explain.

C TAKE NOTES

“What Is Bullying?” is a subhead. What kinds of information do you think this section will contain? Take notes in your graphic organizer as you read.

All this made Karen (not her real name) an easy target for a bully. Her tormentor,² a popular girl at school, loved to taunt Karen about the way she spoke and about her home life.

“She made fun of the fact that I was a foster kid and that my mother
10 didn’t take care of me,” says Karen.

Sometimes the abuse was physical. The bully might shove Karen or throw one of her shoes in the toilet. Even after the other girl received several suspensions and detentions for her bullying, she refused to give Karen a break.

Millions of U.S. teens understand what Karen went through. A study by the National Institute of Children’s Health and Human Development found that more than 16 percent of students in grades 6–12 say that they have been bullied. Nineteen percent said that they had been bullies themselves. **B**

20 It’s not just the victims who are hurt by bullying. Another study found that 60 percent of the bullies in grades 6–9 will be convicted of a criminal act by age 24!

At one time, bullying was considered just a natural part of growing up. Today, authorities see it as a serious health crisis. It is estimated that bullying keeps 160,000 kids out of school each day.

What Is Bullying? **C**

Bullying takes many forms: gossip, snubbing, put-downs, threats, and violent attacks. Its roots lie in the difference of power between the bullies and their victims. Bullies tend to be confident, impulsive,
30 and popular. Victims tend to be withdrawn and have few friends. Many bullies come from homes where they are neglected or abused. Bullying allows them to exercise power that’s denied to them at home.

Boys and girls bully differently. Boys tend to use threats and physical violence. Girl bullies rely more on backbiting (cruel comments), social exclusion, and spreading false rumors. Cyberbullying, a newer form of harassment, allows bullies to humiliate³ their peers with e-mail and blog postings.

2. **tormentor**: a person who is the source of harassment, annoyance, or pain.

3. **humiliate**: to lower the pride, dignity, or self-respect of another.



For victims, being bullied damages self-esteem. Bullying expert
 40 Marlene Snyder says that fear of bullies also makes class time much
 more trying for the victims. "They're sitting there trying to survive, not
 being able to really learn," she says.

Karen's frequent complaints about the bullying finally brought her
 some relief. She and her tormentor were given separate class
 schedules for eighth grade.

Karen believes the other girl may have been threatened with
 expulsion. Whatever happened, the bully now ignores Karen. Life is
 easier to handle. And yet the bullying has left its mark.

"School's still stressful," Karen says. "I'm always on the watch to
 50 see who's coming toward me." **D**

D TAKE NOTES

In your graphic
 organizer, note the
 effects of bullying that
 are included in this
 section.



TEKS 10C

E ORGANIZATIONAL PATTERNS

In this feature article, the writer identifies bullying as a problem. In lines 51–61, he details a possible solution. How would you describe the author’s viewpoint on bullying? How does the problem-and-solution organizational pattern help develop this viewpoint?



Stopping Bullies

In recent years, many schools have implemented⁴ effective antibullying programs. Denny Middle School in Seattle, Washington, launched such a program recently. Already there have been signs of progress. Craig Little, a student, saw a new student being taunted by a group of fellow seventh-graders. The lead bully wouldn’t let the boy pass.

Instead of standing by, Craig acted. He said, “You guys leave him alone, and let him go.” Craig then escorted the boy away from the group. The lead bully and the new student have since made up. “I talked
60 to both of them [later], and they’re all right with each other,” Craig said. “They’re kind of becoming friends.” **E**

4. **implemented:** put into effect or carried out.

Comprehension

1. **Recall** How many students do authorities estimate are out of school each day because of bullying?
2. **Clarify** Why was Karen a target of bullying?

Critical Analysis

3. **Improve Your Notes** Go back to the graphic organizer you created as you read this article. Using the organizer, write a statement summing up the writer's main idea. Then, highlight the details that help support this idea.
4. **Evaluate a Feature Article** A strong feature article explores a topic of high interest and develops new ideas or useful information about a topic. Do you think the author organizes the information in a way that makes sense, or would you present the information differently? Think about the main idea, headings, details, and statistics the article provides. How could you organize the article to make the main idea and supporting details more accessible or easier to read? Explain.



READING 10A Summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions. **10C** Explain how different organizational patterns develop the main idea and the author's viewpoint. **RC-6(E)** Summarize texts in ways that maintain meaning and logical order within a text.

Read for Information: Write a Summary

WRITING PROMPT

A **summary** is a brief retelling of the main ideas of a piece of writing. Write a two-paragraph summary of "The Problem with Bullies." Be sure to include only information from the article. Remember that a summary should not include your own opinions or beliefs.

To answer this prompt, do the following:

1. Review your graphic organizer. If necessary, go back to the article to find details you might have missed the first time. Add any new details to your lists.
2. Restate each piece of information in your own words. You should not copy anything word for word from the article.
3. Decide how you will organize your summary. Make sure you maintain the same meaning and logical order as in the original article.
4. Combine the information to write a summary.

