

## “Nonfiction is all about ORGANIZATION!”

We’ve talked about the various ways to organize a nonfiction text... Remember them? After you figured out how the text as a whole is organized, it’s important to recognize **HOW** the information is presented to you. This can give you important clues to the meaning of each part.

*Here are some examples of different ways an author will separate out information:*

**Heading or Title:** This often tells you what the \_\_\_\_\_  
\_\_\_\_\_ of the text is going to be about.

\*\*What are some reasons an author would use this?

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**Subtitle:** This is usually used to \_\_\_\_\_ the  
information into smaller parts.

\*\*What are some reasons an author would use this?

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**Visual Representation: Picture/Graph/Chart/ETC:** These are used to display information in a \_\_\_\_\_. It can be to demonstrate what something looks like, to make numeric information easier to understand, to show an example of something, or simply to make the text more appealing and/or interesting.

**Numbers:** These are used to set aside a numeric amount – often seen as statistics, dates and years, or simply amounts of something. Also used to designate a \_\_\_\_\_ of some sort – could be instructions, steps, items, events, etc.

\*\*What are some reasons an author would use numbers as opposed to just writing it out or listing the information without the numbers?

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**Bold/Italics/Underlining/CAPS:** Used to designate information that should be  
 \_\_\_\_\_ out from the rest.

\*\*What are some reasons an author would separate out information using these features?

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*Let's read the article on page 469 and see some examples of how these features are used.*

Feature of an Informational Text	Example from Text	It's Effect in the Text: What is the feature used for?
<b>Heading/ Title</b>	"How to Recognize Venomous Snakes in North America"	What does the title do for the reader?
<b>Subheading/ Subtitle</b>	First Aid for a Snake Bite	How is the subheading useful in this text?
<b>Picture/Diagram</b>	Labeled diagram of snake's head  Color photograph of types of snakes	Why does the author include the diagram?  How are the colored pictures helpful?
<b>Number</b>	1-8 on page 470	What is the purpose of these numbers?
<b>Bold/Caps Italics/Underline</b>	<b>First part of each bullet on pg. 470</b>  List of "DO NOTs"	Why is the first part bold?  Why are the words "Do Not" in caps and bold?

# **We Can Stop Bullies!** BY ELIZABETH WINCHESTER

<sup>1</sup>Colten Boyle, 10, knows how badly it hurts to be teased, called nasty names and left out by other kids. "I used to get bullied a lot at my old school," he says. Classmates used words to hurt Colten. But bullies pick on others in many ways. Sometimes the abuse is physical, like kicking, shoving and hitting. Sometimes it takes the form of mean online or text messages.

<sup>2</sup>No matter how it's done, bullying is damaging. It can cause victims and bullies to feel badly about themselves, and can lead to other problems. Experts say that as many as one in 10 children are bullied at school. Each day, about 160,000 U.S. students miss school because they are afraid of being harassed. Preventing bullying is an important issue for kids, parents and teachers. Last week, almost 800 people from 42 states and eight countries attended an International Bullying Prevention Association meeting in Indianapolis, Indiana. They discussed the latest research and ways to prevent aggressive behavior in schools.

## **A Bully's Bulls-Eye**

<sup>3</sup>Why are some kids singled out as targets for bullies? A new study suggests it has to do with how kids act early in life. Researchers studied 1,970 children in Canada from when they were 4 months old until they turned 7. The research team found that toddlers who regularly pushed and hit other children did not become bullies. Instead, they were more likely to be picked on. The researchers recommend that parents and teachers start early to stop children from acting aggressively toward others.

<sup>4</sup>Some experts are not yet convinced that angry toddlers are more likely to become bully magnets. Nancy Mullin, the director of Bullying Prevention Inc., in Natick, Massachusetts, believes the subject needs more study. But she agrees that, as early as possible, children should be taught how to get along with others.

## **Let The Bully Beware**

<sup>5</sup>Communities across the globe are fighting back against bullies. "Bullying has been found in every country that has been studied," Edward Barker, an author of the Canadian study, told TFK. He believes schools should promote kindness, communication and conflict-resolution skills.

<sup>6</sup>In the U.S., at least 39 states have laws that address bullying in schools. A variety of prevention programs are available. But for a program to work best, "youth must be a part of the solution," says Stephanie Bryn, head of the Stop Bullying Now Campaign.

<sup>7</sup>Kids are tackling the issue together at Rosa Parks Middle School in Olney, Maryland. Through a program called *You Have the Power!*, high school students are working with 20 students to spread anti-bullying messages. "When I see someone being bullied, I sometimes don't know what to do," admits middle-schooler Haley Nachlas. "I feel this program will give me answers."

## **Some Specific Information on Cyber Bullying**

<sup>8</sup>According to a survey conducted in June of 2000 by The National Center for Missing and Exploited Children on 1,500 children aged 10-17, 1 in 17 youths had been threatened or harassed over the Internet and about one-third of those found the incidents extremely distressing.

<sup>9</sup>According to a CBS 2 (television) Special Report, conducted in 2005, more than 50% of 4-8th grade students have been bullied online. A recent nationwide survey of children and pre-teens by i-Safe America found that 57% of kids in grades 4-8 said someone had said hurtful or angry things to them online, 13% "quite often"; 53% admitted to saying mean or hurtful things to others, 7% "quite often"; 35% had been threatened online, 5% "quite often"; 42% had been bullied online, 5% "quite often"; and 58% had not told their parents or another adult about receiving mean or hurtful comments.

<sup>10</sup>The Internet and cell phones have become, in large part, the fabric of the social lives of teens and are prime targets for this kind of attack. The first thing kids need to understand about Instant Messaging and blogs is that the more personal information you give, the more it can be used against you by those whom you wanted to read it, as well as by others you didn't. Whenever you type something online, you have just given up your privacy. Additionally, people online can pose to be people they aren't for purposes of deception and in many cases, to commit crimes.

## **Some helpful tips for kids and teens regarding Cyber Bullying**

- Know that there are **ALWAYS** people available to help you that will make cyber bullies stop. These people are law enforcement; your school teacher, school counselor, principal; your parents or a nurturing, responsible adult; Cyber crime reporting sites such as: [www.cybertipline.org](http://www.cybertipline.org).
- Don't give out any personal information such as your name, your school's name or the name of any of the sports teams in which you play, your home telephone or cellular phone number, your address-- including the city where your other parent lives if they are divorced.
- Don't ever use your real name as your user or screen name.

### **If you find that you are a victim of cyber bullying:**

- Do not respond to the harassers directly because that is exactly what they want. Don't give them the pleasure of knowing that you're upset by it -- Stay cool.
- Save and print out all messages – **DO NOT ERASE THE EMAILS.**
- Report this crime to the police. If possible, report it as it is happening.
- Take notes: State the name of the harassers, if you know it, and all the details about the incident(s)
- If you are afraid to call the police, email a report of the incident(s) to cyber crime reporting sites such as: [www.cybertipline.org](http://www.cybertipline.org) or [www.wiredsafety.org](http://www.wiredsafety.org).

**REMEMBER: YOU ARE IN CONTROL OF YOUR ONLINE EXPERIENCE. IT IS UNACCEPTABLE FOR YOU TO BE VERBALLY ABUSED OR THREATENED**

If you want to **BLOCK USERS** from contacting you via email, do the following:

1. Look for the "Block" button. Sometimes it is in your Inbox.
2. Highlight or check the box next to their email and then click on the **Block** button. When you do this, all the emails from the address you blocked will not go through to your Inbox.

If you're still getting messages from someone who is harassing you online, after you do the above, change your email address.

**Directions:** Fill out examples from the article on the previous page and explain what purpose each of them serves in the text. Then answer the following questions.

<b>Feature of an Informational Text</b>	<b>Example from Text</b>	<b>It's Effect in the Text: What is the feature used for?</b>
<b>Heading/ Title</b>		
<b>Subheading/ Subtitle</b>		
<b>Number</b>		
<b>Bullets</b>		
<b>Bold/Caps Italics/Underline</b>		

1. How does the title at the beginning of the article help readers?

- a. It points out the most important idea in the article
- b. It lets the reader know in advance what it's going to be about
- c. It details the steps in a process
- d. It gives the reader a visual representation of the main idea

2. What is an example of a subheading?

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3. Why are the subheadings in this article important?

- a. They tell the reader the order in which to complete a task
- b. They outline the argument the author is trying to make
- c. They detail all of the effects of the problem mentioned in the article
- d. They break the information up into smaller, easy-to-read sections

4. What are the multiple numbers in paragraphs 2 and 9 used for?

- a. To show how large of a problem bullying is
- b. To list out the steps of stopping a bully
- c. To make the article more interesting
- d. To show the reader how to block someone from the internet

5. In the section, "If you find that you are a victim of cyber bullying," why does the author use a bulleted list?

- a. To make the article more interesting to read
- b. To show the reader which order to complete the steps in
- c. To make each suggestion easy to distinguish from the others
- d. To let the reader know what the section is all about

6. In the section, "Some helpful tips..." why is the word "always" capitalized and underlined?

- a. To emphasize how important it is
- b. Because it's the most important idea in the section
- c. Because it's the title of another text
- d. To show that it's the beginning of a new section