**Informational Text and Vocabulary—Virtual Sticks and Stones**

1. There is enough information in the article to show that the author believes that —
	1. the First Amendment should allow for online bullying
	2. the Internet has reduced the number of victims of bullying
	3. adults actually suffer more from cyberbullying than do teens
	4. communicating face to face is clearer than communicating online
2. Information from the article supports the idea that cyberbullying —
	1. is less vicious than bullying in person
	2. stops happening in college
	3. can be well hidden by a Web personality
	4. appears mostly in e-mail messages
3. Which quotation *best* shows that some think cyberbullying is not dangerous?
	1. “The First Amendment to the U.S. Constitution guarantees freedom of speech.”
	2. “A kid hacked in and wrote violent threats . . . on the page.”
	3. “Because cyberbullying appears in words, many people discount the damage it does.”
	4. “We all probably know of someone who’s been burned on the Internet.”
4. Read this sentence from the article: *Think about the people on the receiving end of your messages.*
The author uses this sentence to remind readers that —
	1. they must take responsibility for what they write online
	2. our Web personalities write angry comments, even to friends
	3. it is harder to tell a joke in e-mails than to tell a joke face to face
	4. schools can catch and punish cyberbullies
5. The author argues that a bully’s Web personality —
	1. can allow him or her to avoid facing the truth
	2. has the right to be completely free to write anything
	3. makes tracking and catching the bully easy
	4. helps make vicious attacks on Web sites

**Informational Text and Vocabulary—Debate on Bullying**

1. Which claim from Marissa’s argument is *least* supported by factual evidence?
	1. School-age bullies often break the law as they get older.
	2. The targets of bullying can suffer from emotional problems.
	3. Criminals may have started their lives as bullies.
	4. Bullies often attack people who are different from them.
2. Which phrase from Jared’s argument is contradicted by an opinion from Marissa’s argument?
	1. “Learn to deal with [bullying] because there’s no way around it.”
	2. “The playground isn’t the only place bullying occurs.”
	3. “Just look at politicians, who push each other around.”
	4. “However, these methods will never stop [bullying] completely.”
3. Jared supports his argument that there is no way to avoid bullying by stating that —
	1. bullying exists even among adults at work
	2. cyberbullying is better than face-to-face bullying
	3. grown-ups can protect kids who are targets
	4. targets of bullying should fight back
4. It is appropriate for Marissa to discuss prejudice in paragraph 2 because she believes that —
	1. students from different backgrounds should be separated.
	2. bullies stop being prejudiced when they’re older
	3. bullying makes people enemies because of their differences
	4. watching bullying protects others from becoming bullies
5. Read the first and final sentence of Marissa’s argument: *There is no excuse for bullying.*
In this sentence, it is clear that Marissa wants student readers to —
	1. encourage targeted kids to form discussion groups
	2. work together with adults until there is no more bullying
	3. realize that parents don’t understand the sources of bullying
	4. expect adults to assist in resolving prejudice among kids

**Informational Text and Vocabulary—Letters to the Editor**

1. What stereotyped idea does Timothy Mann refer to?
	1. Bullying must be stopped.
	2. Bullies should be expelled.
	3. People will always be the same.
	4. Adults don’t understand bullying.
2. Jonathan Roper’s letter is written from the point of view of a —
	1. conceited athlete
	2. professional jock
	3. lazy player
	4. failing student
3. Whose letter expresses bias against targets of Internet bullying?
	1. Tamara Holmes’s
	2. Jonathan Roper’s
	3. Candace Branch’s
	4. Calista Tallman’s
4. The target of Candace’s bias is —
	1. free speech
	2. adults
	3. fellow classmates
	4. parents of bullies
5. Tamara Holmes reveals bias against —
	1. performing research
	2. Marissa’s writing
	3. parents’ teaching
	4. students’ dropping out
6. If an object is , it is —
	1. forced out
	2. falling
	3. accessible
	4. broken open