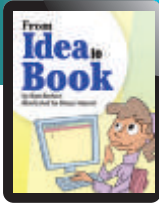
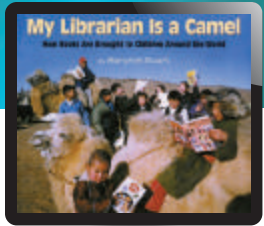


Lesson 3

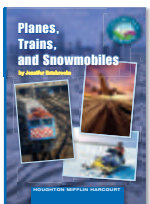


Vocabulary in Context

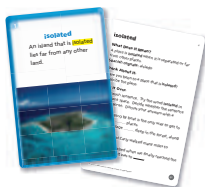
TARGET VOCABULARY

isolated
virtual
access
devour
impassable
remote
obtain
preserve
extremes
avid

Vocabulary Reader



Context Cards



1 isolated

An island that is **isolated** lies far from any other land.



2 virtual

A **virtual** library is online or on a computer, not in a physical location.



3 access

If you need to go online, go to a place with Internet **access**.



4 devour

Some people love to read so much that they **devour** books.



COMMON
CORE

L.4.6 acquire and use general academic and domain-specific words and phrases

- ▶ Study each **Context Card**.
- ▶ Discuss one picture. Use a different Vocabulary word from the one on the card.

5 **impassable**

Sand covered the road, making it **impassable**, or blocked.



6 **remote**

Sometimes, the easiest way to get to a **remote** village is by boat.



7 **obtain**

Hospitals **obtain**, or get, blood from people who donate it.



8 **preserve**

Sometimes people dress up to **preserve**, or remember, their culture's history.



9 **extremes**

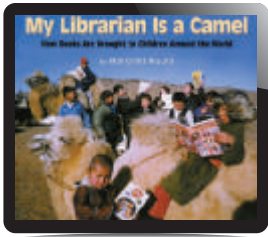
A zebra's colors show **extremes**. Its black and white stripes are opposites.



10 **avid**

Nathan likes baseball, but he is also an **avid** reader. He loves books.





Read and Comprehend



✓ TARGET SKILL

Cause and Effect The structure of a text is the way in which the ideas are organized. Nonfiction selections may be organized by sequence of events, by similarities and differences, and by causes and effects. A **cause** is an event that makes another event happen. An **effect** is what happens as a result of the cause.

As you read “My Librarian Is a Camel,” look for a pattern of causes and effects. In each new section of text, ask yourself, *What is happening? Why is it happening? What effect does it have?* Use a graphic organizer like this one to show the causes and effects.

Cause	Effect
•	•
•	•
•	•

✓ TARGET STRATEGY

Visualize As you read, use details from the text to help you form mental pictures of the people, places, and things the author is describing. **Visualizing** people and places can help you better keep track of what you read.

PREVIEW THE TOPIC

Media

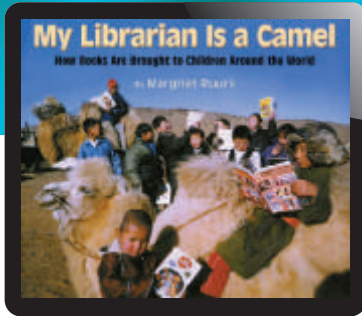
The term *media* refers to all kinds of information and entertainment sources, such as books, newspapers, magazines, TV, radio, and the Internet. In most places around the world, finding books to read and movies to watch is quick and easy. But what happens when people live in isolated corners of the earth, without libraries, Internet access, and even roads to travel on?

“My Librarian Is a Camel” tells how children in remote locations get their hands on books.



Lesson 3

ANCHOR TEXT



✓ TARGET SKILL

Cause and Effect Think about how the text is organized. Look for and explain cause-and-effect relationships, or how one event leads to another.

✓ GENRE

Informational text gives facts and examples about a topic. As you read, look for:

- ▶ headings that begin sections of related information
- ▶ photographs and captions
- ▶ graphics to help explain the topic, such as maps, photographs, and captions



RI.4.4 determine the meaning of general academic and domain-specific words and phrases; **RI.4.5** describe the overall structure

of a text or part of a text; **RI.4.7** interpret information presented visually, orally, or quantitatively

MEET THE AUTHOR

Margriet Ruurs

Margriet Ruurs travels the world, sharing her love of books with children. She has taught reading and writing in countries as far away as Pakistan, Indonesia, and Malaysia. She has written more than twenty books and has even opened a book-themed bed-and-breakfast!



My Librarian Is a Camel

How Books Are Brought to Children
Around the World

by Margriet Ruurs



ESSENTIAL QUESTION

How are books and libraries important to people and communities?

Not every community has a library. Read on to learn more about some of the unique ways librarians deliver books to communities in distant areas!



CANADA

Nunavut, which means “Our Land” in the language of the Inuit people, is a huge territory in Canada’s north. The arctic region stretches from the North Pole to Arviat in the south, and from Kugluktuk in the west to Panjnirtung in the east. The distances are huge, and many villages are very **isolated**. The Northwest Territories reach from Nunavut in the east to the Yukon in the west.

Larger towns like Iqaluit, Tuktoyaktuk, and Yellowknife have their own public-library buildings, but many communities are just too small. Some communities, like Fort Liard, have a **virtual** library, which offers Internet **access**. But even if the community does not have any kind of library building, the Northwest Territories public library system offers books to everyone in the far north through their Borrower-by-Mail program.

Tyson Anakvik, Colin Igutaaq, James Naikak, and Cameron Ovilok are friends in Cambridge Bay, Nunavut. They request library books by e-mail or by phone. A mobile library doesn't bring the books to their village; the books are sent through the mail. The Borrower-by-Mail program will send children any books they'd like to read. If the library doesn't have a book in its system, librarians will borrow the book from another library in Canada and mail it. They even include a stamped, addressed envelope, so the children won't have to pay to return the book.

The boys take their young friend Liza for a ride on their sled as they walk to the post office to pick up their books. The boys look forward to reading that night. On winter days, the sun does not come above the horizon, and when the thermometer reads minus 50 degrees, the children like to curl up with a good book by the woodstove. While the northern wind howls across the tundra, they read fantasy and action novels. Liza is excited about finding good picture books in the package.

They can keep their books for up to six weeks. After that, they'll pack them up and walk to the local post office to mail the books back to the library. Then they'll check the mail every day . . . until another big brown package arrives with new books to devour in their remote corner of Canada's Arctic.



Canada

Capital: Ottawa

Estimated population: 30,532,900

Canada, located in North America, is the second-largest country in the world. The most easterly point of Newfoundland is closer to England than it is to Calgary, Alberta. From east to west, Canada is so wide that there are six time zones within its borders. Canada has two official languages, English and French, and native Canadians also speak their own languages. The original people of the North are called Inuit, and they speak Inuktitut.



FINLAND

In the middle of Aboland Archipelago is a big water called Gullkrona, meaning “Golden Crown.” It was given its name by Queen Blanka of Namur (1316–1363). According to an old legend, while on a voyage to Finland, Queen Blanka promised her golden crown to the most beautiful thing she would see along the way. This turned out to be the bay in the south of Finland, and so she let her crown sink into the waves! The bay is now called Gullkrona Bay.

The south coast of Finland skirts the Gulf of Finland. The archipelago, in the southwest, consists of thousands of rocky islands. Some islands have only summer visitors, but others are populated year-round. People in this area of Finland speak both Finnish and Swedish. Since 1976, the Pargas Library has been bringing books to the people of these islands by book boat: *Bokbåt* in Swedish or *Kirjastovene* in Finnish.

The boat, called *Kalkholm*, meaning “Limestone Island” in Swedish, measures 4 meters wide and 12 meters long. It carries about six hundred books. The boat, with a crew consisting of a librarian and an assistant, sails among the islands, making about ten stops. Kids come scrambling down the rocky shores to collect their books. Since winters are severe in Finland, the boat goes out only from May to October.

Maj-Len, the chief librarian in Pargas Stad, oversees the operation of the book boat. “Reading has become very important to our book-boat children,” she says. “If the book boat didn’t come, they might not be reading at all. They are always happy to see us and their supply of new books.”



Republic of Finland

Capital: Helsinki

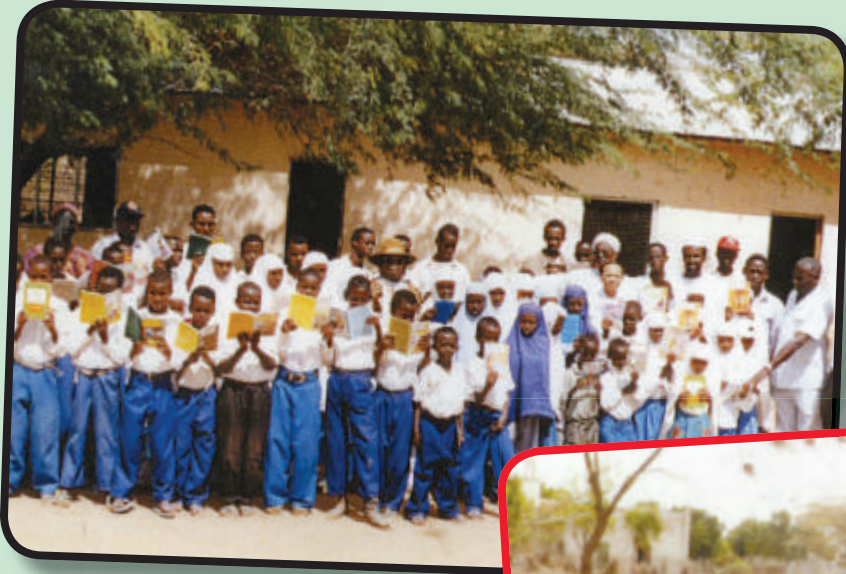
Estimated population: 5,156,000

Finland lies in North Europe. At least a third of the country is north of the Arctic Circle. The country has two official languages, Finnish and Swedish. Other languages include Lappish and Romany.



Lapland is a region that stretches across Norway, Sweden, Finland, and part of Russia. Most of Lapland is within the Arctic Circle, and parts of it are under snow and ice year-round.

In Northern Lapland, four towns share a mobile library bus, which also carries children’s books. What makes this bus special is that the service is shared by communities in three countries: Finland, Sweden, and Norway.



◀ These young readers are grateful for the books brought by camel.



◀ These camels are ready to bring books to children in **remote** villages.

KENYA

The roads to Bulla Iftin, two hundred miles northeast of Nairobi, are **impassable** because of the desert sand, even for cars with four-wheel drive. But young people who live in nomadic villages in the area are hungry for books. So librarians use the most economical means of transportation—camels!

Library camels are on the road five days a week. They can carry heavy loads and need little water in the heat of the desert. One camel may carry as many as five hundred books, weighing about four hundred pounds. A driver and a librarian divide the books into two boxes. They saddle them on the camel's back, which is covered with a grass mat for protection. A second camel carries a tent that serves as the library roof.

The students of Bulla Iftin eagerly await the arrival of the camels. When the library caravan finally reaches the village, the children watch as the librarian pitches the tent and displays the books on wooden shelves. The librarian places the grass mats on the ground in the shade of an acacia tree, making a place where the children can sit. The students can treasure their new books for two weeks. When the library camels return, the children can trade their books for new ones.

ANALYZE THE TEXT

Interpret Visuals How do the map and flag in each section connect to the text? Why do you think the author included them?



Republic of Kenya

Capital: Nairobi

Estimated population: 32,000,000

Kenya is a country in East Africa. Kenya's climate varies. The coast, which lies on the Indian Ocean, is hot and humid. Inland, the climate is temperate, but the northern part of the country is dry. The official language is English. The national language is Kiswahili.



MONGOLIA

For centuries, people in Mongolia have led a nomadic lifestyle, moving across the steppe, a vast grass-covered plain, with their herds. Many people are still herders of livestock, moving with their herds as they graze. The life of the nomads has not changed very much since the old days except that nowadays the herders like to use “iron horses,” meaning motorbikes, instead of real horses. Very few people have telephones, television, or access to computers, but most people can read! There is almost no illiteracy in this country.

Jambyn Dashdondog is a well-known writer of children’s books in Mongolia. He was looking for a way to bring books to the many children of herders’ families, who live scattered across the Gobi Desert. A horse-drawn wagon (as well as a camel) is used to carry books into the desert.

Together with Mongolian Children’s Cultural Foundation, Mr. Dashdondog was able to **obtain** a minibus and ten thousand books, mostly donated by Japan. The Japanese books are being translated into Mongolian, and Mr. Dashdondog makes trips with the minibus to bring the books to children in the countryside.

The book tour is called *Amttai Nom* which means “candy books.” Why? Because before they share the books, the children are given food, including some sweets. After the children listen to stories and choose books, Mr. Dashdondog asks: “Which was sweeter: books or candies?” And the children always answer: “BOOKS!”

“I just returned from a trip to visit herders’ children in the Great Gobi Desert,” said Mr. Dashdondog, who has visited nearly ten thousand children in the past two years. “We covered some fifteen hundred kilometers in two weeks. And this was in winter, so it was cold and snowy. We had no winter fuel for our bus, so we had to use summer fuel, and the fuel froze at night, making the bus stall. But we weren’t cold: the stories and their heroes kept us warm!”

ANALYZE THE TEXT

Domain-Specific Vocabulary How are words such as *nomadic*, *steppe*, *livestock*, and *countryside* related? How does this connect with the topic of the text?



Mongolia

Capital: Ulaanbaatar

Estimated population: 2,300,000

Mongolia is a vast country in northeast Asia, more than one and a half million square kilometers in size. With fewer than two and a half million people living in it, there is lots of empty space throughout the land. The official language is Khalkha Mongol.

To **preserve** traditional culture and traditions, children are being taught the old Cyrillic Mongolian script, which is written vertically from top to bottom.

The country has high mountain ranges as well as vast desert plains, with the Gobi Desert in the southeast. Snow leopards, wild horses, and ibex still roam the Gobi Desert. Most of the roads that run through Mongolia are unpaved and rough. The climate is one of **extremes**: cold in winter, hot and very dry in summer.





Some Peruvian readers receive their books by donkey cart.



PERU

Children in Peru can receive their books in several different, innovative ways.

CEDILI – IBBY Peru is an institution that delivers books in bags to families in Lima. Each bag contains twenty books, which families can keep for a month. The books come in four different reading levels so that children really learn how to read. The project in Spanish is called *El Libro Compartido en Familia* and enables parents to share the joy of books with their children.

In small, rural communities, books are delivered in wooden suitcases and plastic bags. These suitcases and bags contain books that the community can keep and share for the next three months. The number of books in each suitcase depends on the size of the community. There are no library buildings in these small towns, and people gather outside, in the plaza, to see the books they can check out. In the coastal regions, books are sometimes delivered by donkey cart. The books are stored in the reading promoter's home.

In the ancient city of Cajamarca, reading promoters from various rural areas select and receive a large collection of books for their area. The program is called *Aspaderuc*. The reading promoter lends these books to his or her neighbors, and after three months, a new selection of books goes out to each area. Books in this system are for children and adults.

And last but not least, *Fe Y Alegria* brings a collection of children's books to rural schools. The books are brought from school to school by wagon. The children, who are excited about browsing through the books when they arrive, are turning into **avid** readers.



Republic of Peru

Capital: Lima

Estimated population: 28,000,000

Peru, in South America, borders the South Pacific Ocean, between Ecuador and Chile. The tropical coast, the Andes Mountains, and the Amazon River make Peru a diverse and interesting country. The Peruvian people speak Spanish. Quechua is the country's other official language. Peru's history includes the Inca civilization, which occupied much of the South American continent five hundred years ago.



▲ The elephant library is headed for remote villages in northern Thailand.

THAILAND

In Omkoi, a region of northern Thailand, there are no schools or libraries. Tribal people cannot read or write. The government of Thailand hopes to change that with a literacy program that includes bringing books to remote villages in the jungle.

A number of these villages can be reached only on foot. This makes transportation difficult, especially during the rainy season. How do you get books to people who need them most, when they live in hard-to-reach mountainous regions of northern Thailand? Elephants!

The Chiangmai Non-Formal Education Center had the idea to use elephants as libraries. Elephants are already being used here to plow the paddy fields and to carry logs and crops. Now more than twenty elephants in the Omkoi region are used to carry books. The elephant teams spend two to three days in each village. Each trip covers seven or eight villages, so it takes each elephant team eighteen to twenty days to complete a round-trip.

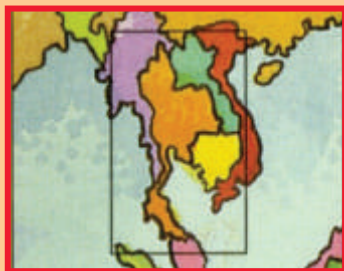
The Books-by-Elephant delivery program serves thirty-seven villages, providing education for almost two thousand people in the Omkoi region. They have even designed special metal slates that won't break when carried on the elephants' backs across the rough terrain.

These slates are used to teach Thai children to write and read. (There are also two-person teams carrying books to about sixteen villages, bringing learning materials to another six hundred people.)

In Bangkok, the capital of Thailand, old train carriages have been transformed into a library. The train is called *Hong Rotfai Yoarwachon*, which means "Library Train for Young People." The train serves the homeless children of Bangkok. The Railway Police Division in Bangkok realized there was a need for a safe place for street children, so they refurbished the old train carriages at the railway station, where many of the kids were hanging out. The police restored the trains to their old glory, complete with wood paneling and shining copper light fixtures. They turned the railway cars into a library and a classroom. Here the children learn to read and write. The police have even transformed the area around the train into a garden, where they grow herbs and vegetables.

ANALYZE THE TEXT

Cause and Effect Why did the Chiangmai Non-Formal Education Center put together the Books-by-Elephant program? What is the effect of the center's efforts?

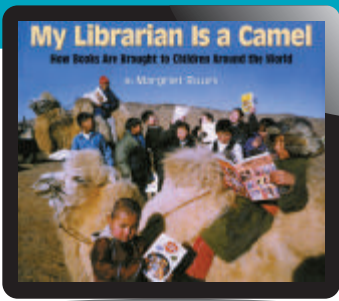


Kingdom of Thailand

Capital: Bangkok

Estimated population: 62,860,000

Thailand (TIE-land), which means "the land of the free," lies in Southeast Asia. The climate varies from season to season: dry in January and February, hot in March and May, wet from June to October, and cool in November and December. The official language of the country is Thai.



COMPREHENSION

Dig Deeper

How to Analyze the Text

Use these pages to learn about Cause and Effect, Interpreting Visuals, and Domain-Specific Vocabulary. Then read “My Librarian Is a Camel” again to apply what you learned.

Cause and Effect

“My Librarian Is a Camel” tells about six remote places in the world and how the children who live there get books to read. The selection is organized into six sections with the same text structure. Each section describes a different **cause-and-effect relationship**. For example, the section about Canada explains that many villages in the Nunavut region are too small and too remote to have their own libraries. As a result, the Borrower-by-Mail program was started.

Turn to pages 84–85. What is the cause of the roads being impassable in this part of Kenya? What is the effect of the roads being impassable?

Cause	Effect
•	•
•	•
•	•



RI.4.4 determine the meaning of general academic and domain-specific words and phrases; **RI.4.5** describe the overall structure of a text or part of a text; **RI.4.7** interpret information presented visually, orally, or quantitatively; **L.4.4a** use context as a clue to the meaning of a word or phrase



Interpret Visuals

Each part of “My Librarian Is a Camel” includes a special feature called a **sidebar**. A sidebar is a separate section that is set off from the main text. It gives information that’s not included in the main text. The sidebar on page 85 shows a map of Kenya and the Kenyan flag. These **visuals**, along with the photographs and captions on page 84, help you learn more about Kenya and its people.



Domain-Specific Vocabulary

Special areas of knowledge are called **domains**. Every domain has its own set of important words. These words are called **domain-specific vocabulary**. “My Librarian Is a Camel” is a social studies selection. It includes vocabulary such as *tundra* and *archipelago*, which describe types of land. Look for context clues for these words in the text. For example, *thousands of rocky islands* is a clue to the meaning of *archipelago*.



Your Turn



RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *How are books and libraries important to people and communities?* Take turns reviewing and explaining the key ideas. Ask questions to clarify each other's ideas. Use text evidence to support your answers.



Classroom Conversation

Continue your discussion of “My Librarian Is a Camel” by explaining your answers to these questions:

- 1 Why might people work hard to provide library services?
- 2 Why do you think the children from Mongolia say that books are sweeter than candy?
- 3 Do you think everyone should have access to books? Why or why not?

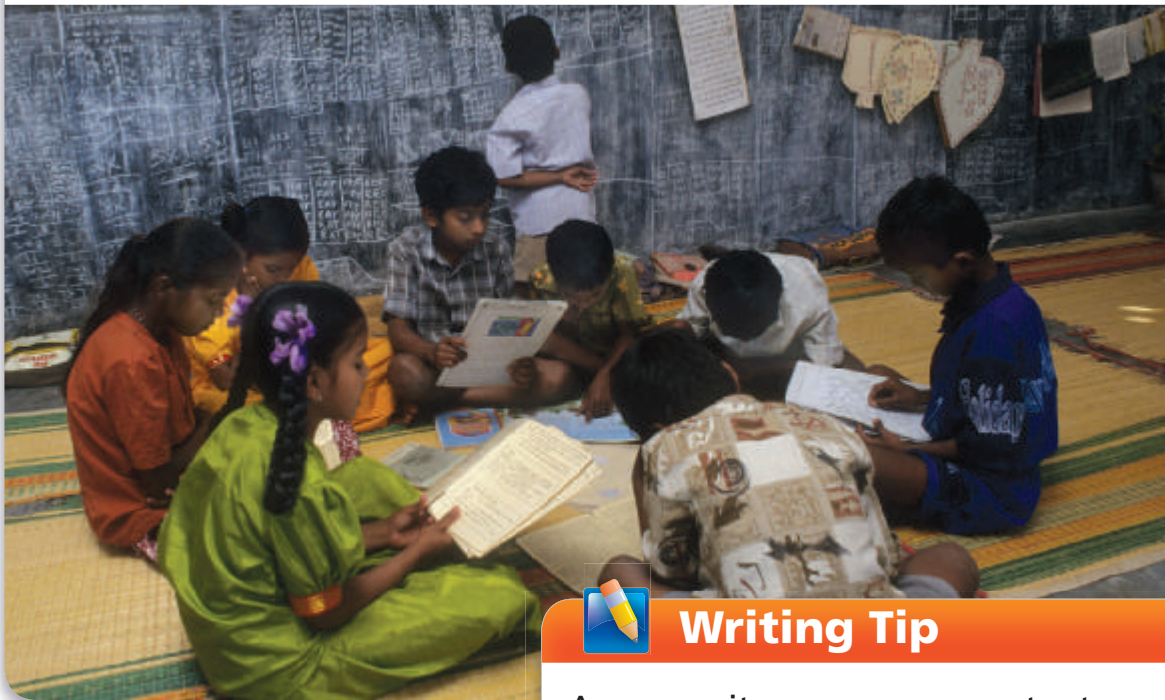
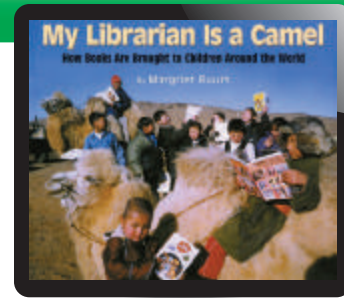
RESEARCH A COUNTRY

Make a Poster In “My Librarian Is a Camel,” the author includes information for each country. Choose one country to research. Then make a poster that gives details about the country, such as its location, its culture, and some famous cities or sights. Include visuals that illustrate key details about the country.



WRITE ABOUT READING

Response Think of the different libraries described in “My Librarian Is a Camel.” Write one paragraph explaining which library you would most like to use and why. Be sure to support your opinion with details and examples from the text. Make sure to mention the country where that library is located and how the books get to the library.



Writing Tip

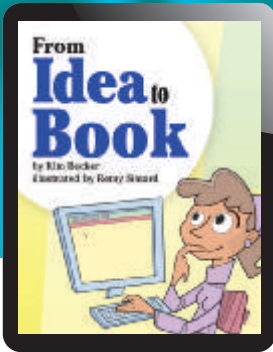
As you write your response, try to use more than one kind of sentence. For example, use punctuation for effect by including an exclamation to show a feeling of excitement or surprise.



RI.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; **W.4.1b** provide reasons supported by facts and details; **W.4.7** conduct short research projects that build knowledge through investigation; **W.4.9b** apply grade 4 Reading standards to informational texts; **SL.4.1a** come to discussions prepared/explicitly draw on preparation and other information about the topic; **SL.4.1d** review key ideas expressed and explain own ideas and understanding; **L.4.3b** choose punctuation for effect

Lesson 3

INFORMATIONAL TEXT



From Idea to Book

by Kim Becker
illustrated by Remy Simard



✓ GENRE

Informational text, such as this article, gives information about a topic. Informational text often includes visuals, such as photographs and diagrams.

✓ TEXT FOCUS

Procedures Informational text often explains how something is created or built. The procedures are explained step by step and are often shown in a chart or diagram. Look for the diagram in this article.

Have you ever wondered how a book is made? It takes a lot of people to make a book. It can take months, or even years, for a book to go from an idea to a finished product.

A book begins when an author comes up with an idea for a book. Authors get ideas in different ways. They may get ideas from their own lives, from watching the world around them, or from reading.

Next, an author may plan the book by making an outline. Sometimes authors do research to gather information. They may read books or articles. They may interview people or visit places.



RI.4.3 explain events/procedures/ideas/concepts in a text; **RI.4.7** interpret information presented visually, orally, or quantitatively;

RI.4.10 read and comprehend informational texts

Then, the author begins to write. Authors may write for months or years to finish a manuscript. A manuscript is the text an author produces for publication. Sometimes authors make many changes or even start over during the writing process.

Finally, the author sends the completed manuscript to a publisher. If the publisher decides to publish the book, the author works with an editor. An editor reads the manuscript. Then, he or she recommends changes to improve the book. A copyeditor reads the manuscript to correct any grammatical errors.

After an author makes the suggested changes, a designer may decide how the book will look. The designer may choose the size, shape, and type styles for the book. Some picture book authors create their own illustrations. If not, an illustrator is chosen to create pictures for the book.

First, the designer or illustrator decides what scenes to illustrate. He or she plans what pictures should go on which pages. Next, the illustrator makes sketches of pictures that will go on each page. As they sketch, illustrators decide how the characters and setting will look. They use techniques such as perspective and point of view to clearly show story events.



The sketches are sent to the publishing company. The editor makes sure the pictures clearly tell the story. The designer checks how the words and pictures will fit together on the pages. He or she may make suggestions for improving the art.

After the design changes are made, the illustrator begins creating the final pictures. The illustrator chooses what tools to use, such as paint, pastels, crayons, or a computer. As the illustrator works, he or she may make many changes to the illustrations. The illustrator may change the colors, the perspective, or the composition of pictures. It may take months to create all the pictures.

How a Book Is Made



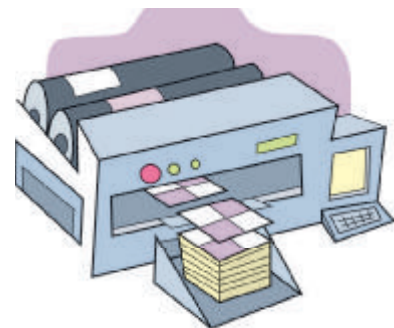
An author writes a manuscript.



An editor helps the author revise the manuscript and prepare it for publication.



The books are stored in a warehouse until they are purchased by stores and libraries.



The printer prints the pages. The pages are bound and trimmed. The book cover is added.

The finished art is then sent to the publisher. The designer adjusts how the pictures and words fit together on the pages. The completed pages are sent to the printer. Many books are still made into books with paper pages. However, many titles are available as eBooks, or electronic books.

The printer uses huge printing presses to make the pages. Many pages of a picture book can be printed on one big sheet of paper. Printing presses can print thousands of pages in just a few hours. The big sheets of printed pages are then sent to the bindery. Here they are folded into booklets called signatures. The signatures are gathered, along with the endpapers, and stitched together. The bound signatures are trimmed along the edges. Then, they are glued into the book cover. The finished books are then sent to the publisher's warehouse. They are stored there until they are purchased by libraries and bookstores.



A designer often chooses a style for the book and the illustrator. The illustrator then makes the sketches.



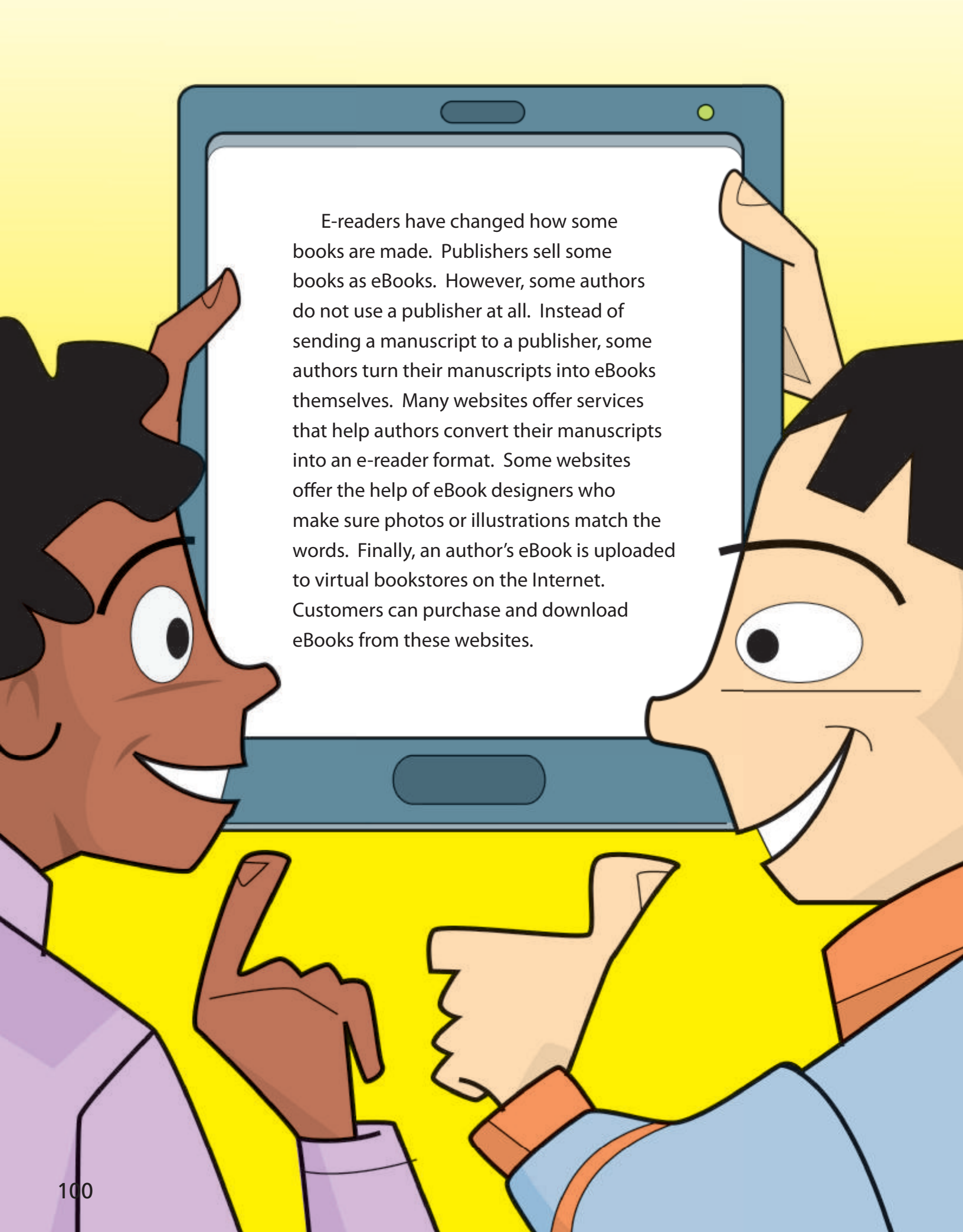
The editor and designer check that the words and pictures work together.



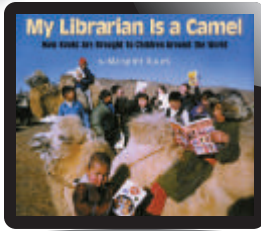
The designer finishes the pages. The pages are sent to the printer or to be made into an eBook.



The illustrator creates the final artwork.

An illustration of two people, a woman on the left and a man on the right, looking at a large tablet. The woman has dark skin and curly hair, wearing a purple shirt. The man has light skin and short hair, wearing a blue shirt. They are both smiling and pointing at the tablet. The tablet screen displays a paragraph of text. The background is a bright yellow gradient.

E-readers have changed how some books are made. Publishers sell some books as eBooks. However, some authors do not use a publisher at all. Instead of sending a manuscript to a publisher, some authors turn their manuscripts into eBooks themselves. Many websites offer services that help authors convert their manuscripts into an e-reader format. Some websites offer the help of eBook designers who make sure photos or illustrations match the words. Finally, an author's eBook is uploaded to virtual bookstores on the Internet. Customers can purchase and download eBooks from these websites.



Compare Texts

TEXT TO TEXT

Compare Texts With a partner, compare “My Librarian Is a Camel” and “From Idea to Book.” Discuss these questions: *How is “My Librarian Is a Camel” organized? How is “From Idea to Book” organized? Is each selection fiction or nonfiction?* After you have discussed your ideas, work with your partner to write a response to each question.



TEXT TO SELF

Make a Plan Imagine you live in a community that does not have access to a library. Write a letter to the closest library proposing a way for books to be delivered to your community. Use ideas from “My Librarian Is a Camel” and from your own imagination.



TEXT TO WORLD

Librarian Wanted Imagine that Miss Franny Block from “Because of Winn-Dixie” was tired of living in Naomi, Florida, and wanted a change of scenery. Which library described in “My Librarian Is a Camel” do you think she might like to work in? Think about what Miss Franny Block likes and doesn’t like to help you answer this question. Then write a paragraph explaining your opinion. Provide reasons and details to support your opinion.



RI.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RI.4.5** describe the overall structure of a text or part of a text; **W.4.1a** introduce a topic, state an opinion, and create an organizational structure; **W.4.1b** provide reasons supported by facts and details

Grammar



What Are Quotations? A direct **quotation** is the exact words that someone says. Use quotation marks (“ ”) before and after a direct quotation to set it apart from the other words in the sentence. Also use quotation marks to set off the dialogue in a story. Begin a new paragraph with each change of speaker. Use quotation marks whenever you quote an author’s exact words. A comma should separate a quote from a **dialogue tag** that states who is being quoted.

Quotation Marks in a Dialogue

“It’s been foggy all summer,” moaned Lesley. “I’m so tired of gray skies and drippy plants!”

Simon joked, “Well, if you were a redwood tree, you wouldn’t mind. You would cheer every gray day, and you would love the feeling of water dripping from your branches.”

Try This!

Copy each sentence. Add quotation marks and a comma to set off the direct quotation.

- 1 The library is my favorite place Sarah said.
- 2 Danielle replied I like it, too!
- 3 I prefer fiction stories Sarah stated.
- 4 The author says the Books-by-Elephant program serves thirty-seven villages.

Using quotation marks can be tricky. If you use them incorrectly, you can confuse readers. When you proofread your writing, be sure that you include only the speaker's exact words inside the quotations. Also make sure that you have placed the comma in the correct place to make it clear who is speaking.

Incorrect Quotation



"May I borrow this book about Mongolia Jared asked?"
Of course replied the librarian.

Correct Quotation



"May I borrow this book about Mongolia?" Jared asked.

"Of course," replied the librarian.



Connect Grammar to Writing

As you edit your narrative writing this week, look closely at the dialogue between characters. Make sure you have used quotation marks and commas correctly. Correct any errors you notice. Punctuating dialogue correctly is an important part of good narrative writing.



W.4.3b use dialogue and description to develop experiences and events or show characters' responses; **W.4.10** write routinely over extended time frames and shorter time frames; **L.4.3b** choose punctuation for effect

Narrative Writing

Voice In "My Librarian Is a Camel," the dialogue—what the people say to each other—shows how real people speak and how they feel. Good writers often use **dialogue** in **narrative writing** to show what characters say, how they feel, what they are like, and how they respond to experiences.



Iris wrote the first draft of a dialogue between a brother and sister. Then she revised her draft. She made the dialogue more natural and chose punctuation for effect.

Revised Draft

Ashley and Daniel's dad had the flu.

"Let's make him get-well cards," Ashley said.

Daniel made a face. ^{"Boring!"} ~~"I don't like making cards."~~

"Well, what else would Dad like?"

"I know," said Daniel. "Let's bake brownies!"

~~"Would they be for him or for you?"~~
Dad's got the stomach flu!"



Writing Traits Checklist

- Ideas**
Did I include some gestures and actions?
- Organization**
Does the sequence make sense?
- Word Choice**
Did I use words that fit my characters?
- Voice**
Does my dialogue show how the characters feel?
- Sentence Fluency**
Did I use different kinds of sentences?
- Conventions**
Did I use quotation marks correctly? Did I choose punctuation for effect?

Final Copy

The Get-Well Gift

by Iris Panza

Ashley and Daniel's dad had the flu. "Let's make him get-well cards," Ashley said.

Daniel made a face. "Boring!"

"Well, what else would Dad like?"

"I know," said Daniel. "Let's bake brownies!"

"For him or for you? Dad's got the stomach flu!"

"Oops. Duh. I forgot. Hmmm."

Suddenly, Ashley slapped the table. "You gave me a great idea! We can make him a surprise gift certificate. When he's better, he can turn it in, and the surprise will be—"

"Homemade brownies!" Daniel said. "Let's go for it!"

Reading as a Writer

What did Iris add to make her dialogue show what the characters are feeling? How can you make the dialogue in your narrative show how the characters feel and respond to the situation?

In my final dialogue, I included more natural language and expression. I used punctuation to show feeling and excitement.

