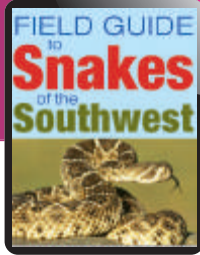
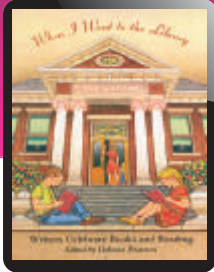


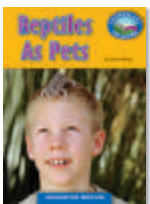
Vocabulary in Context



✓ TARGET VOCABULARY

- fault
- borrow
- reference
- fainted
- genuine
- local
- apologize
- proof
- slimy
- insisted

Vocabulary Reader



Context Cards



1

fault

A misunderstanding between friends is often no one's **fault**, or responsibility.



2

borrow

If you **borrow** an item from someone, make sure to return it soon.



3

reference

A **reference** book is a good source of information. It can explain things clearly.



4

fainted

This person has not **fainted**. She is just taking a short nap.



COMMON CORE

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

- ▶ Study each **Context Card**.
- ▶ Use a dictionary to help you understand the meanings of these words.

5 **genuine**

If you say something that is not **genuine**, or sincere, someone's feelings could be hurt.



6 **local**

Visitors from another region may not understand **local** practices and customs.



7 **apologize**

If you do something wrong, it's best to **apologize** by saying you're sorry.



8 **proof**

Your parents might want **proof** that you really have done your homework.



9 **slimy**

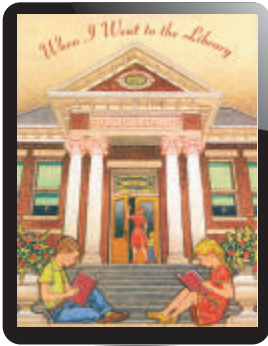
These boys didn't mind that the soccer field had patches of **slimy** mud!



10 **insisted**

This boy's mom demanded, or **insisted**, that he fix the mess he made.



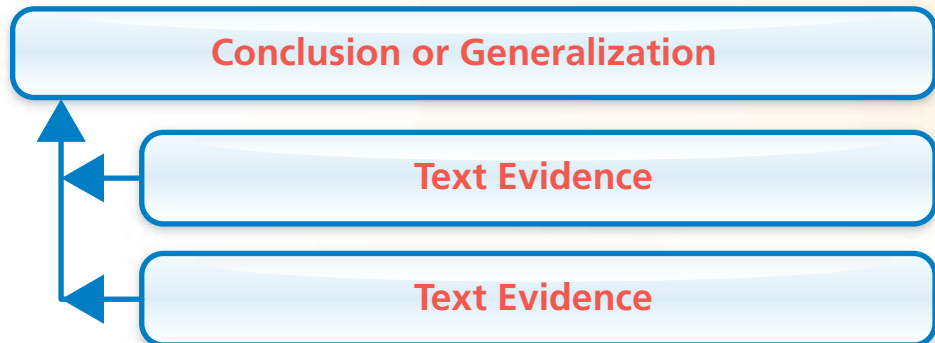


Read and Comprehend



✓ TARGET SKILL

Conclusions and Generalizations Sometimes an author expects readers to draw a **conclusion**, or figure out a story detail that is not stated, on their own. A **generalization** is a kind of conclusion that is true about something *most* of the time, but not always. As you read “Dear Mr. Winston,” notice details and text evidence that can help you draw a reasonable conclusion about the story. Use a graphic organizer like this one to help you use details to draw a conclusion or support a generalization.



✓ TARGET STRATEGY

Question Asking yourself **questions** such as *How did this happen?* or *Why did this happen?* can help you understand a story. You can ask questions before you read, as you read, and after you read. As you read “Dear Mr. Winston,” use the question strategy to draw conclusions about the narrator’s attitude and feelings.

PREVIEW THE TOPIC

Research

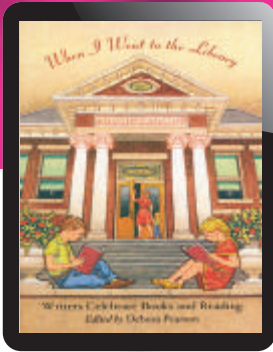
When you do research, you look for information about a topic that interests you. You can look for information in nonfiction books, in newspapers, and on the Internet. Many students begin a research project by visiting the library. Interviewing experts on a subject is another good way to learn about a topic.

Sometimes research doesn't go as planned, however. In "Dear Mr. Winston," a student's research takes an unexpected turn.



Lesson 9

ANCHOR TEXT



✓ TARGET SKILL

Conclusions and Generalizations Figure out unstated or broad ideas.



✓ GENRE

Realistic fiction has characters and events that are like people and events in real life. As you read, look for:

- ▶ a setting that is familiar to most readers
- ▶ characters who have feelings that real people have
- ▶ challenges and problems that might happen in real life



RL.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RL.4.3** describe a character, setting, or event, drawing on details; **RL.4.6** compare and contrast the point of view from which stories are narrated; **RL.4.10** read and comprehend literature

MEET THE AUTHOR

KEN ROBERTS



Like Mr. Winston, Ken Roberts is a librarian. He also writes books and plays and is a storyteller. “I am good at many things,” he says, “but a master at none, really.” Sometimes he works on many projects at once. At other times he reads quietly by the fireside.

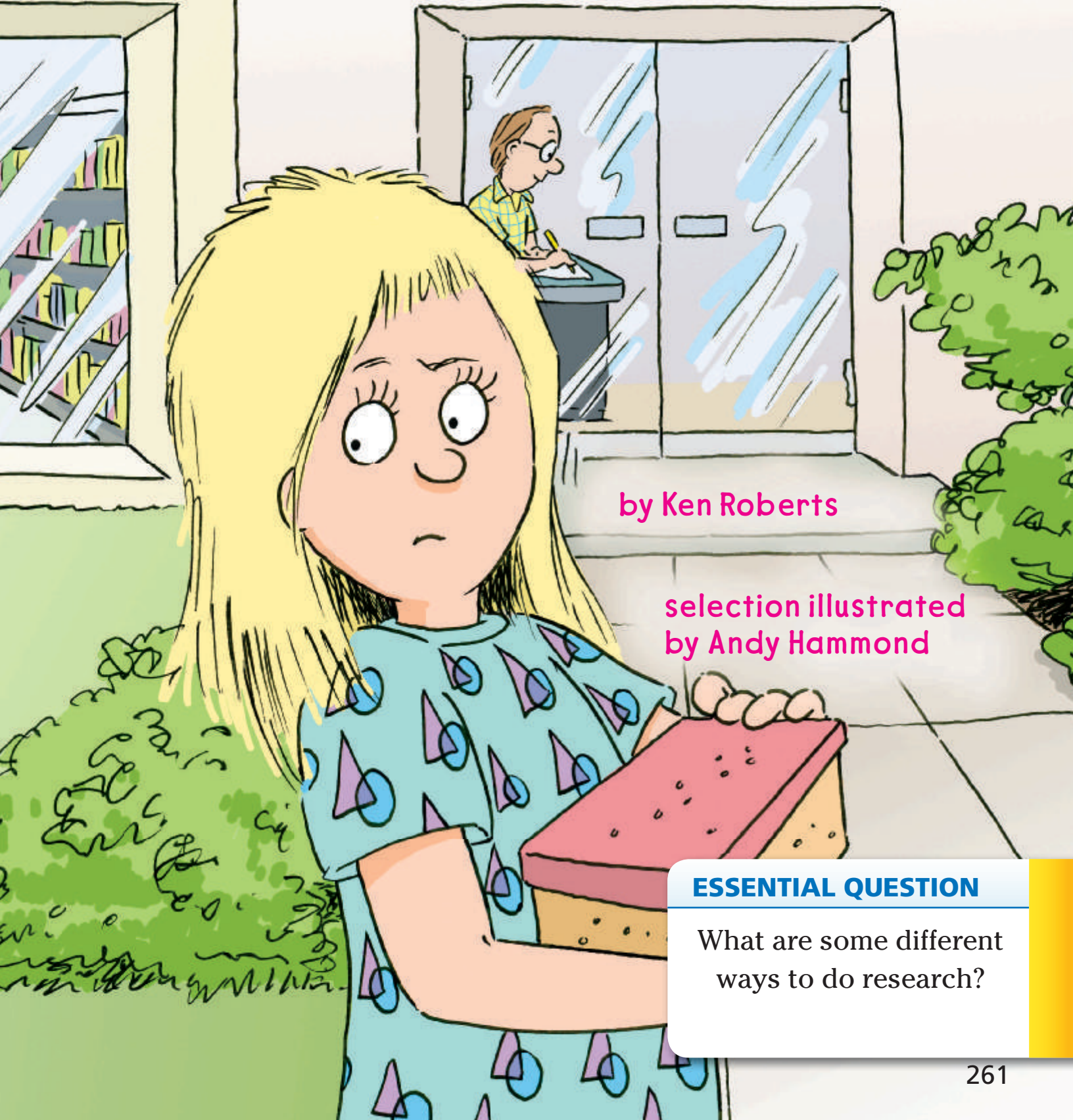
MEET THE ILLUSTRATOR

ANDY HAMMOND

Andy Hammond has been a busy cartoonist for more than thirty years. He works in pen and ink and watercolor, often finishing his work on the computer. His favorite cartooning jobs are the ones that let him use his own style and allow his sense of humor to run free.

Dear Mr. Winston

from *When I Went to the Library*



by Ken Roberts

selection illustrated
by Andy Hammond

ESSENTIAL QUESTION

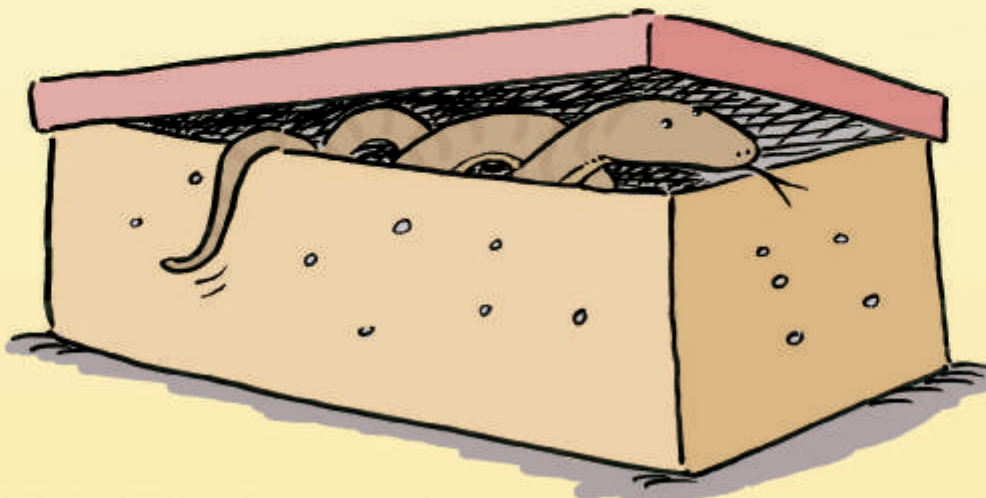
What are some different ways to do research?

Dear Mr. Winston,

My parents said that I have to write and apologize. Dad says he is going to read this letter before it's sent and that I'd better make sure my apology sounds truly genuine. So, I am truly, genuinely sorry for bringing that snake into the library yesterday.

My parents say that what I did was wrong, even though the cardboard box was shut, most of the time, and there was no way that snake could have escaped if you hadn't opened the box and dropped it on the floor.

My parents say it's my fault for having brought that snake into the library and I truly, genuinely apologize but I still don't know how I was supposed to find out what kind of snake I had inside that box without bringing the snake right into the library so I could look at snake pictures and then look at the snake and try to find a picture that matched the snake.

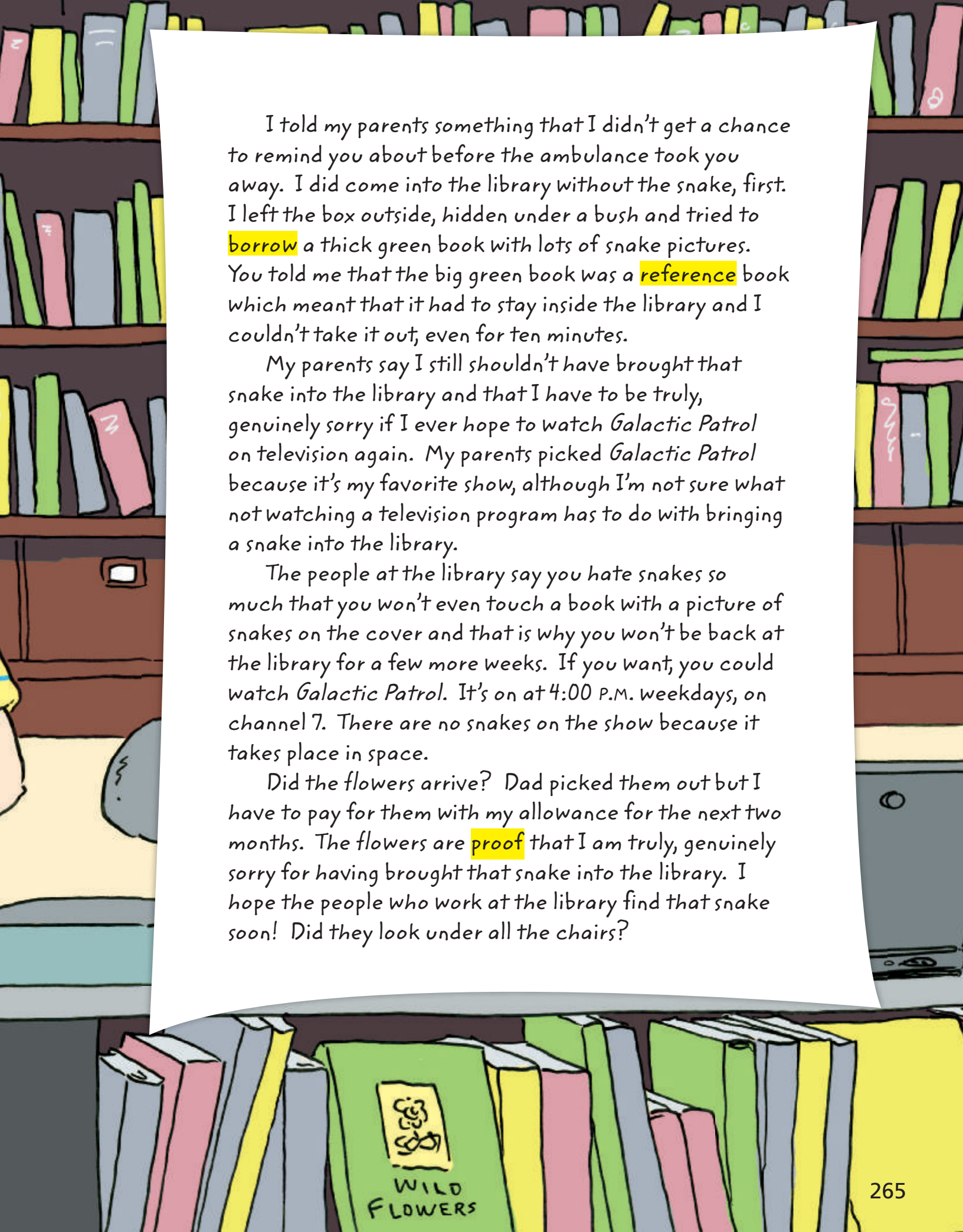






ANALYZE THE TEXT

Understanding Characters Does Cara seem "truly, genuinely sorry"? What words and actions of hers indicate her feelings?

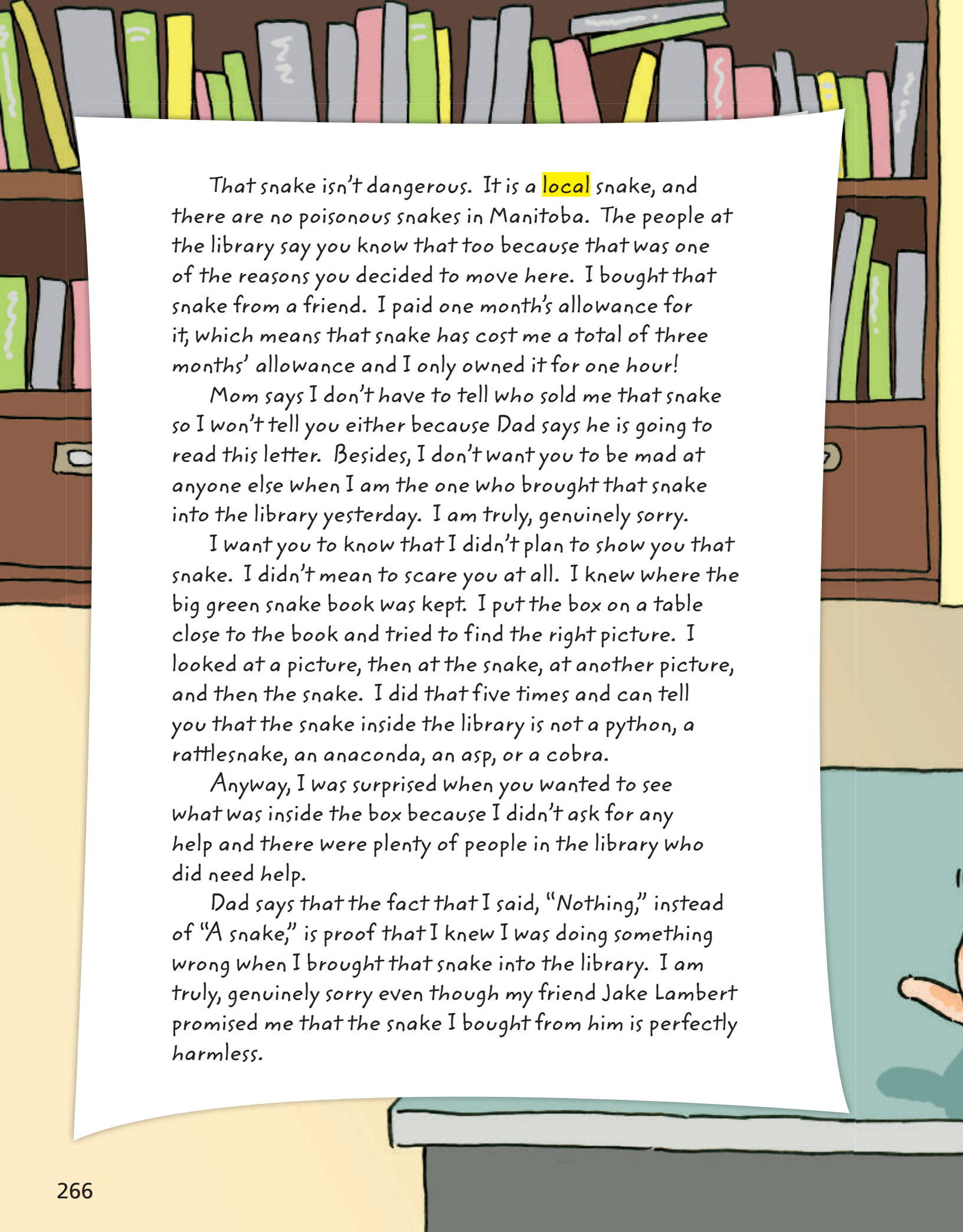


I told my parents something that I didn't get a chance to remind you about before the ambulance took you away. I did come into the library without the snake, first. I left the box outside, hidden under a bush and tried to **borrow** a thick green book with lots of snake pictures. You told me that the big green book was a **reference** book which meant that it had to stay inside the library and I couldn't take it out, even for ten minutes.

My parents say I still shouldn't have brought that snake into the library and that I have to be truly, genuinely sorry if I ever hope to watch *Galactic Patrol* on television again. My parents picked *Galactic Patrol* because it's my favorite show, although I'm not sure what not watching a television program has to do with bringing a snake into the library.

The people at the library say you hate snakes so much that you won't even touch a book with a picture of snakes on the cover and that is why you won't be back at the library for a few more weeks. If you want, you could watch *Galactic Patrol*. It's on at 4:00 P.M. weekdays, on channel 7. There are no snakes on the show because it takes place in space.

Did the flowers arrive? Dad picked them out but I have to pay for them with my allowance for the next two months. The flowers are **proof** that I am truly, genuinely sorry for having brought that snake into the library. I hope the people who work at the library find that snake soon! Did they look under all the chairs?



That snake isn't dangerous. It is a **local** snake, and there are no poisonous snakes in Manitoba. The people at the library say you know that too because that was one of the reasons you decided to move here. I bought that snake from a friend. I paid one month's allowance for it, which means that snake has cost me a total of three months' allowance and I only owned it for one hour!

Mom says I don't have to tell who sold me that snake so I won't tell you either because Dad says he is going to read this letter. Besides, I don't want you to be mad at anyone else when I am the one who brought that snake into the library yesterday. I am truly, genuinely sorry.

I want you to know that I didn't plan to show you that snake. I didn't mean to scare you at all. I knew where the big green snake book was kept. I put the box on a table close to the book and tried to find the right picture. I looked at a picture, then at the snake, at another picture, and then the snake. I did that five times and can tell you that the snake inside the library is not a python, a rattlesnake, an anaconda, an asp, or a cobra.

Anyway, I was surprised when you wanted to see what was inside the box because I didn't ask for any help and there were plenty of people in the library who did need help.

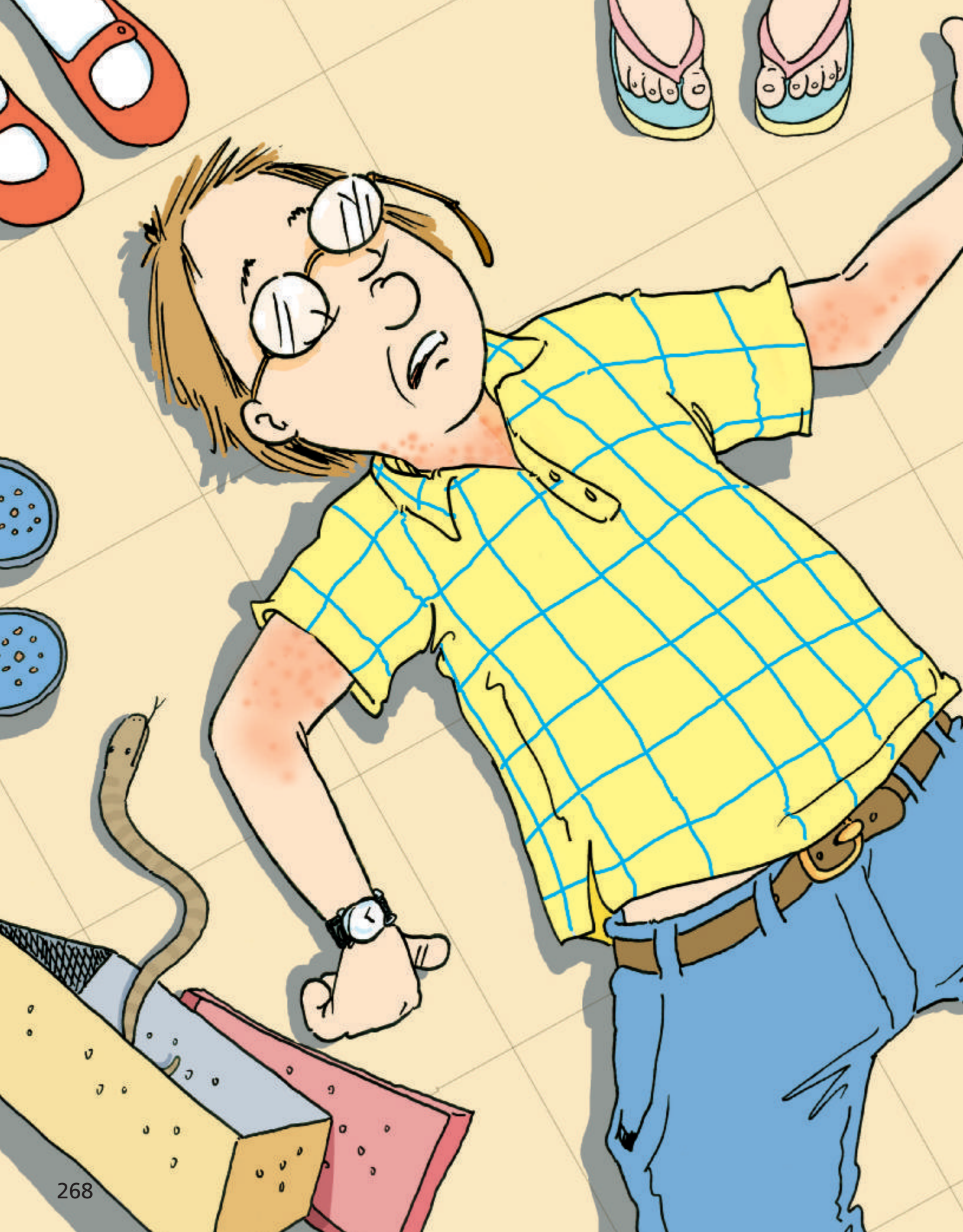
Dad says that the fact that I said, "Nothing," instead of "A snake," is proof that I knew I was doing something wrong when I brought that snake into the library. I am truly, genuinely sorry even though my friend Jake Lambert promised me that the snake I bought from him is perfectly harmless.




ANALYZE THE TEXT

Humor Who does Cara blame for what happened to Mr. Winston? What words and phrases does the author use to tell us how she feels?







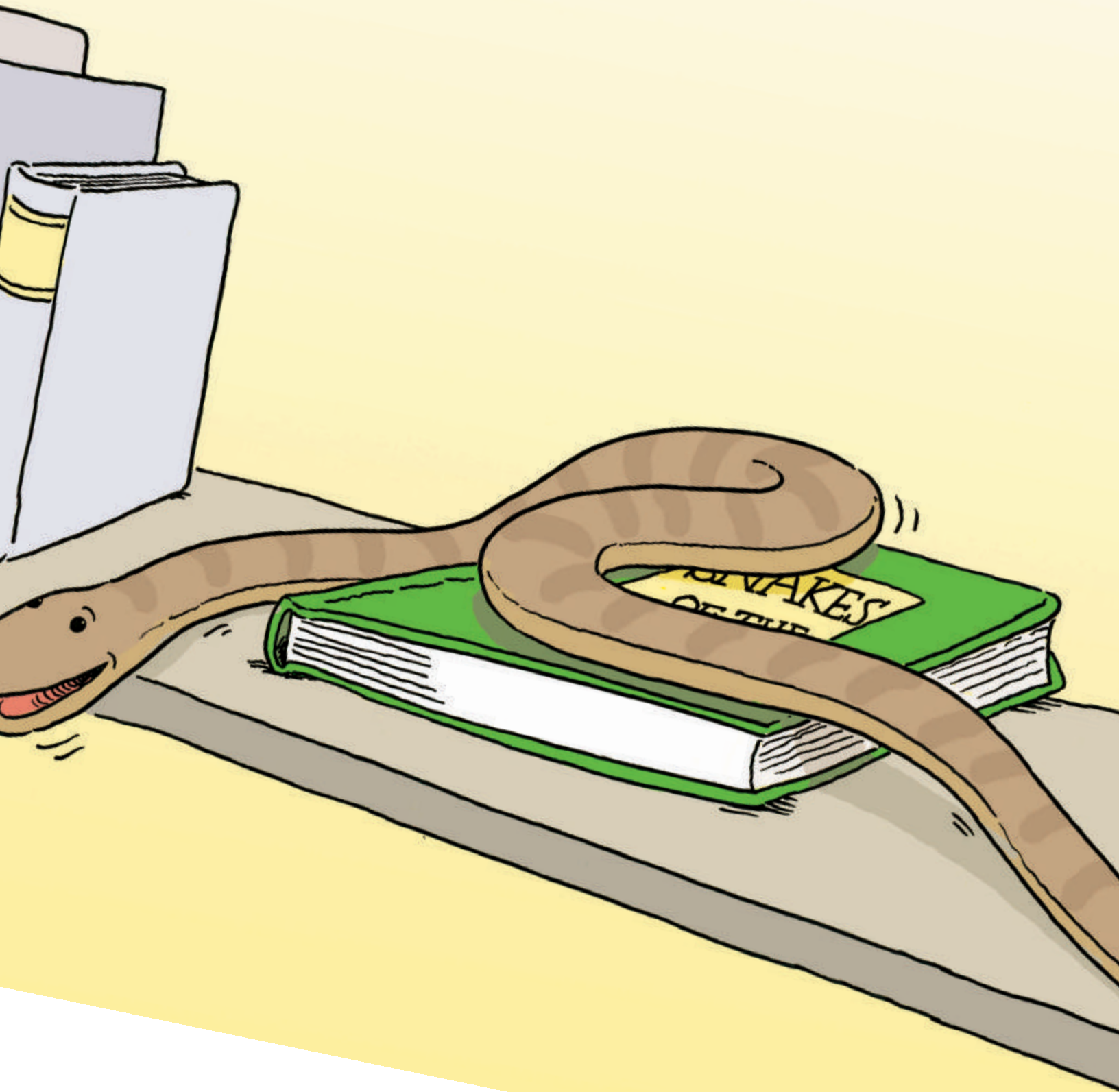
I did tell you that I didn't need any help and I did have a snake book open in front of me, so I don't know why you **insisted** on looking inside the box if you are so afraid of snakes and everything. I don't know why you picked up that box before opening a flap, either. If you had left the box on the table and maybe even sat down next to it, then maybe the box would have been all right when you screamed and **fainted**. You wouldn't have fallen so far, either, if you were sitting down.

Did you know that you broke out in a rash after you fainted? I thought a person had to touch something like poison ivy to get a rash. I didn't know it was possible to get a rash by just thinking about something but my parents say it really can happen. I think maybe you did touch something. Maybe, when you were lying on the floor, that snake slithered over to you and touched you! Did you know that snake skin feels dry, not wet and **slimy** at all?

I just thought of something. Maybe everyone's looking in the library for that snake but it's not in the library. Maybe it crawled into one of your pockets or up your sleeve and rode with you to the hospital! Wouldn't that be funny? Why don't you get one of the nurses to check? If it's not in your clothes, it might have crawled out and might be hiding inside the hospital someplace. I think people should be looking there, too.

ANALYZE THE TEXT

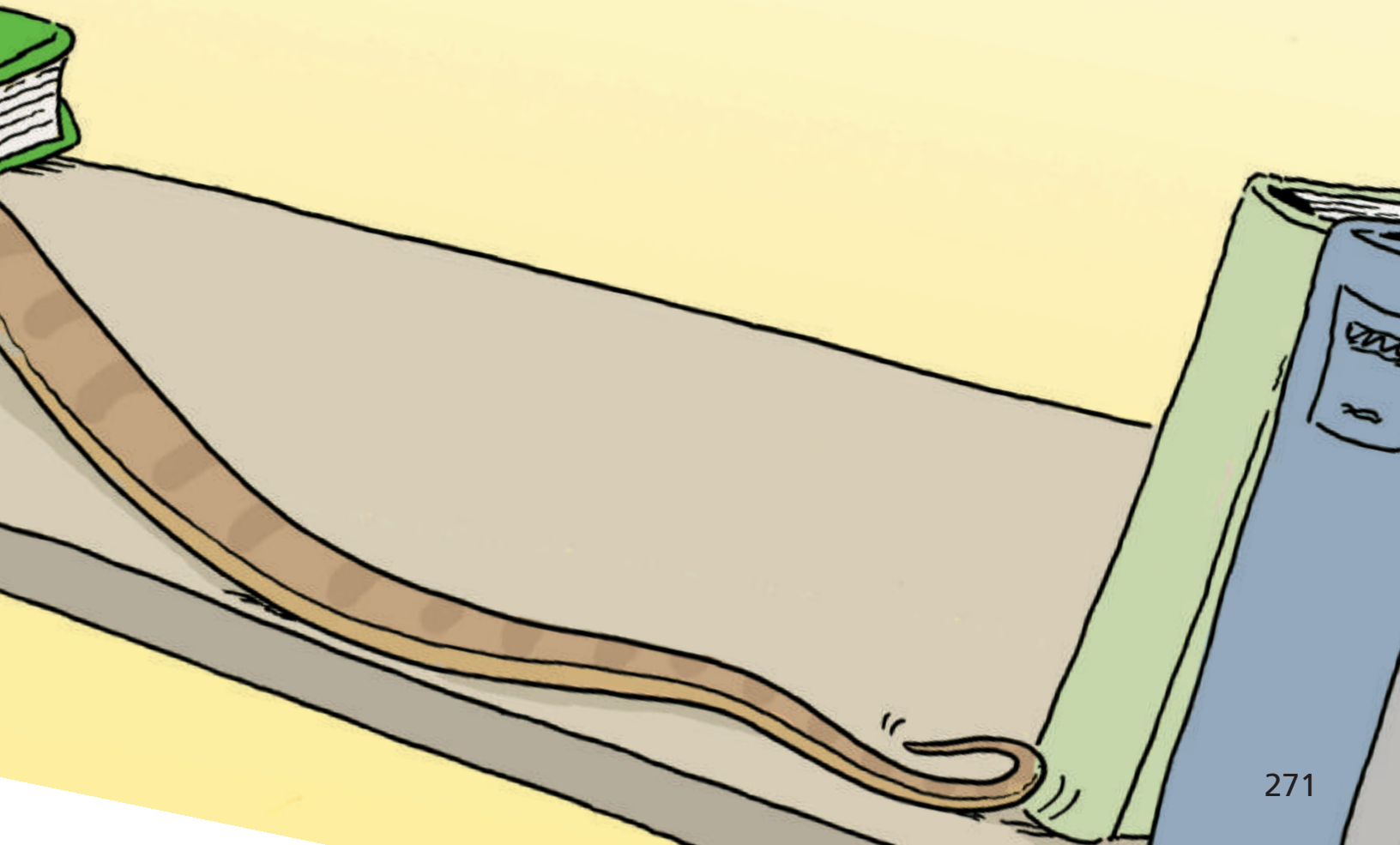
Conclusions and Generalizations Look at the first paragraph. What conclusion can you draw about the letter writer's attitude from her suggestions to Mr. Winston? What details and examples lead you to this conclusion?



I am sure you will be talking to the people in the library, to make sure they find that snake before you go back to work. I hope they do find it, even though my parents say that I can't keep it. If that snake is found, could you ask the people at the library to give me a call? I would be interested in knowing that it is all right. And if they do find that snake and do decide to give me a call, could you ask them if they could compare that snake with the snake pictures in that big green reference book before they call me? I would still like to know what kind of snake I owned for an hour.

I am truly, genuinely sorry.

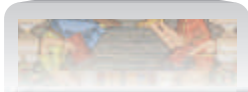
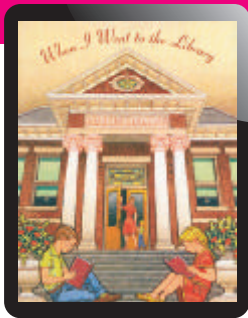
Your friend,
Cara



Dig Deeper

How to Analyze the Text

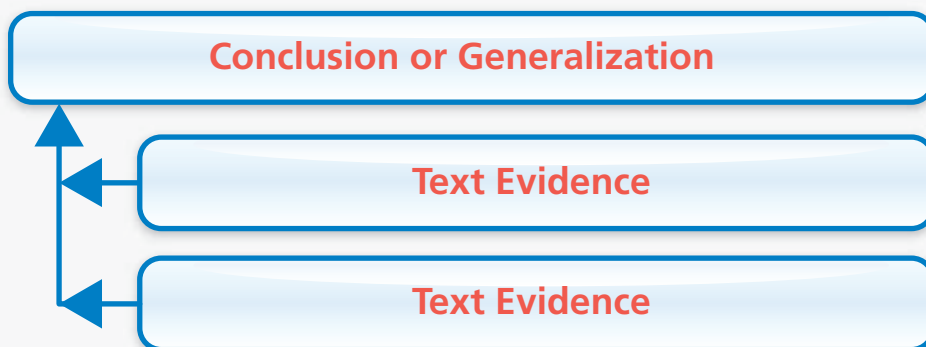
Use these pages to learn about Conclusions and Generalizations, Understanding Characters, and Humor. Then read "Dear Mr. Winston" again to apply what you learned.



Conclusions and Generalizations

Realistic fiction like "Dear Mr. Winston" includes characters who have feelings that real people have. They face problems that might happen in real life.

Sometimes an author expects readers to figure out something on their own. This is called drawing a **conclusion** or making an **inference**. A **generalization** is a kind of conclusion that is true about something *most* of the time, but not always. In "Dear Mr. Winston," you can use text evidence such as details and examples to help you draw a conclusion about what Cara is thinking and feeling. Reread the beginning of Cara's letter. What conclusion can you draw about Cara?



RL.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RL.4.3** describe a character, setting, or event, drawing on details; **RL.4.4** determine the meaning of words and phrases, including those that allude to characters in mythology

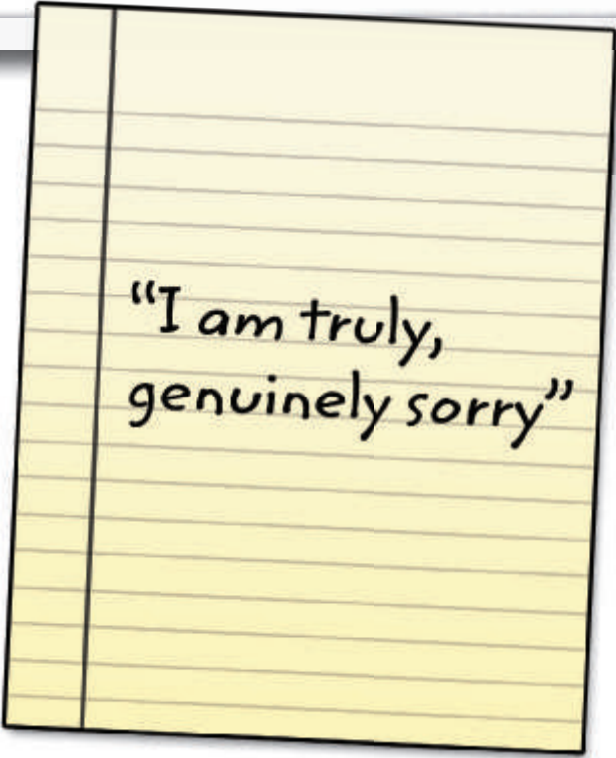
Understanding Characters

How can you determine what kind of person Cara is? You can understand what a **character** is like by paying attention to the character's **thoughts, words,** and **actions.** Cara begins her letter by saying that her parents are making her write to apologize and that her parents say that what she did was wrong. Her thoughts do not make her sound sorry.



Humor

Authors sometimes use **humor** to entertain their readers. Having Cara repeat the phrase "I am truly, genuinely sorry," though she means the opposite, is funny. The repetition of this sentence adds to the humor. Note how Cara presents her parents' view of the snake incident while also giving her own view. That's one reason why her letter of apology is so funny. What else makes her letter humorous?



"I am truly,
genuinely sorry"

Your Turn



RETURN TO THE ESSENTIAL QUESTION

Turn and Talk

Review the selection with a partner and prepare to discuss this question: *What are some different ways to do research?* As you discuss, take turns reviewing and explaining the key ideas in your discussion. Include text evidence in your responses.



Classroom Conversation

Continue your discussion of “Dear Mr. Winston” by explaining your answers to these questions:

- 1 Why do you think the author wrote the story in the form of a letter from Cara to Mr. Winston?
- 2 Does Cara show kindness and understanding toward Mr. Winston? Tell why or why not.
- 3 What lesson could Cara have learned from the incident in the library?

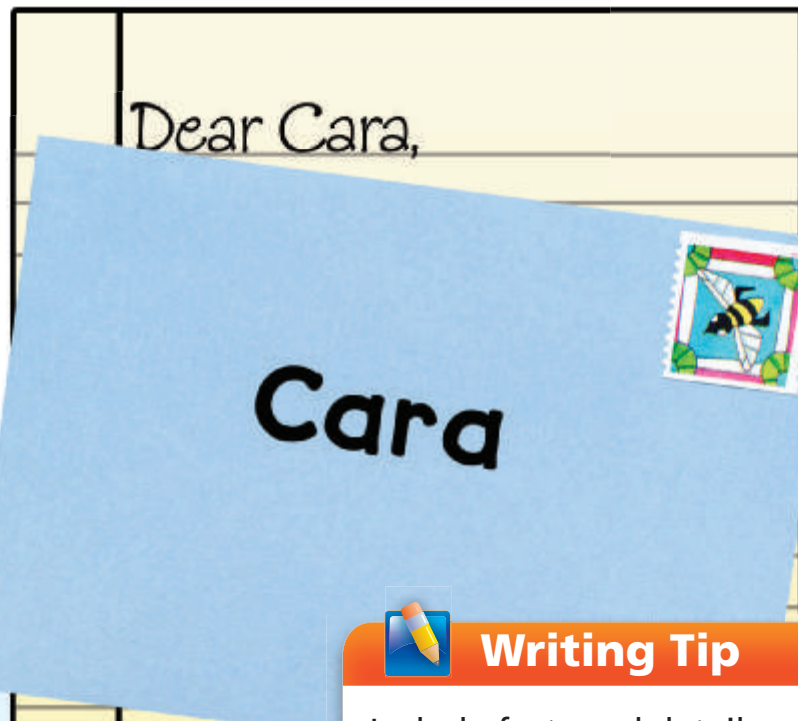
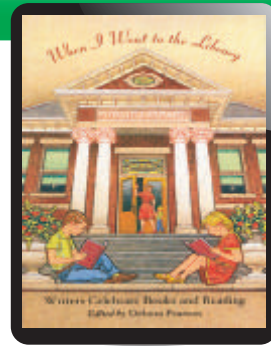
WHO'S TO BLAME?

Decide Who's Right With a group, discuss what led Cara to make an apology that doesn't seem completely sincere. What parts of the incident in the library does she think are someone else's fault? Do you think most people would feel the same way? Use text evidence to support your opinion.



WRITE ABOUT READING

Response How do you think Mr. Winston will react to Cara's apology? Imagine you are Mr. Winston, and write a reply to Cara's letter. Tell whether you accept her apology, and explain why or why not. Remember to use correct letter form, capitalization, and punctuation.



Writing Tip

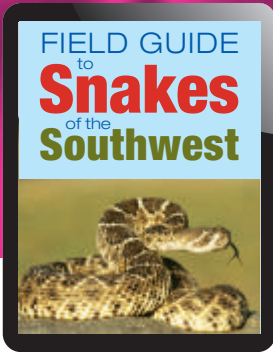
Include facts and details when explaining your reasons for accepting or rejecting Cara's apology. Also, make sure your verb tenses are correct.



RL.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; **W.4.10** write routinely over extended time frames and shorter time frames; **SL.4.1d** review key ideas expressed and explain own ideas and understanding; **L.4.2a** use correct capitalization

Lesson 9

INFORMATIONAL TEXT



✓ GENRE

Informational text, such as this field guide, gives facts and examples about a topic.

✓ TEXT FOCUS

Chart Informational text may include a chart, which organizes related information about a topic. How does the information in the chart on page 278 relate to the text?



RI.4.7 interpret information presented visually, orally, or quantitatively; **RI.4.10** read and comprehend informational texts; **RF.4.4a** read on-level text with purpose and understanding

FIELD GUIDE to **Snakes** of the **Southwest**

by Patrick Sutter

Snakes are amazing. They have no arms or legs, but they move quickly. They have no ears, but heat-sensing organs help them find their prey. Snakes survive in almost every ecosystem on Earth.

Many people fear snakes. Some individuals have even fainted at the sight of these reptiles, but this is no one's fault. It's true that some snakes are dangerous. Yet many are not. In fact, most snakes help local farmers by eating pests. People imagine a snake's skin is slimy, but it is made of dry scales.

This reference guide gives information about three snakes from the Southwest.



Common name: Mountain King Snake

Scientific name: *Lampropeltis zonata*

Size: 20–40 inches

Habitat: mountains, damp woods

Nonvenomous



Black, cream, and red bands circle the body and tail of this snake. The pattern and colors are very similar to those of the deadly coral snake, but the king snake is not venomous. Both snakes seem to borrow each other's colors, but a genuine king snake will have red and black bands touching each other. This color pattern is proof that the reptile is a king snake. The diet of the king snake includes lizards, small mammals, birds, and other snakes.

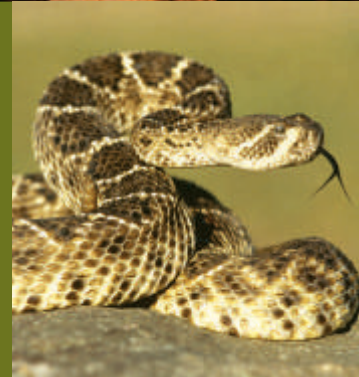
Common name: Western Diamond-Backed Rattlesnake

Scientific name: *Crotalus atrox*

Size: 30–90 inches

Habitat: dry areas, such as deserts and rocky foothills

Venomous



This is the largest snake in the West. It eats small mammals, birds, and reptiles. People fear this snake because it is very dangerous. Even a dead rattlesnake can bite! Its jaws can still open when touched and can still inject venom. Scientists do not apologize for trying to protect rattlesnakes, though. They have insisted that in spite of the danger, rattlesnakes are important. This snake will not attack, but it will defend itself. First, it shakes its tail to make a rattling sound. This is a signal to back off!

Common names: Desert Threadsnake or Western Blind Snake

Scientific name: *Leptotyphlops humilis*

Size: 6–13 inches

Habitat: mountain slopes, deserts, rocky foothills

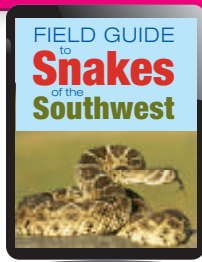
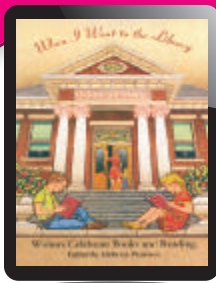
Nonvenomous



This tiny, harmless snake can be brown, purple, or pink in color. One of its two common names refers to its thin, wormlike body. The other refers to its lack of eyes. Instead of eyes that see, this snake has two black spots on its face. The threadsnake burrows for its food under plant roots and rocks and in ant nests. It eats ants and other small insects.

Traits of Southwestern Snakes

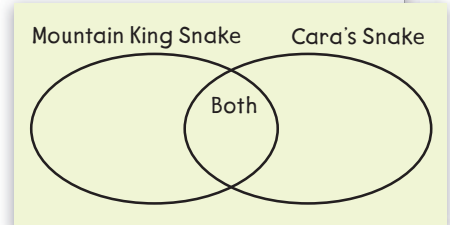
TRAITS	MOUNTAIN KING SNAKE	DIAMOND-BACKED RATTLESNAKE	DESERT THREADSNAKE
venomous			
nonvenomous			
desert habitat			
mountain habitat			
large size			
small size			



Compare Texts

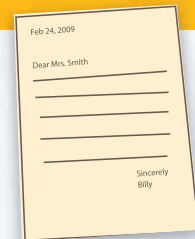
TEXT TO TEXT

Compare and Contrast Choose one snake from “Field Guide to Snakes of the Southwest” and complete a Venn diagram to compare and contrast that snake with Cara’s snake. Use details that Cara gives about her snake as well as the information in “Field Guide” to guess what kind of snake Cara might have had. Discuss your ideas with a partner. Then work together to write a paragraph explaining what kind of snake Cara might have. Use evidence from the text to support your thoughts.



TEXT TO SELF

Write a Letter Everyone makes mistakes sometimes. Write a short letter of apology to a friend you should have said “I’m sorry” to but didn’t. Include a date, a salutation, and a closing.



TEXT TO WORLD

Research Snakes Research a snake that lives somewhere other than the Southwest. Make a chart with facts such as where the snake lives, what it eats, how long it is, and whether or not it is venomous. Present your chart to the class.



RL.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RI.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RI.4.9** integrate information from two texts on the same topic; **W.4.7** conduct short research projects that build knowledge through investigation

Grammar



What Are Compound and Complex Sentences?

A **compound sentence** is made up of two simple sentences joined by a **coordinating conjunction**. The most common coordinating conjunctions are *and*, *but*, and *or*. Use a comma before a coordinating conjunction in a compound sentence.

A **complex sentence** is made up of a simple sentence and a clause with a **subordinating conjunction**. Subordinating conjunctions include *because*, *although*, *until*, *if*, and *since*. Do not use a comma if the subordinating conjunction is in the middle of the sentence.

Compound Sentence

complete sentence complete sentence

Cara put the snake in a box, and she brought it to the library.

Comma Conjunction

Complex Sentence

The snake got out because Mr. Winston peeked under the lid.

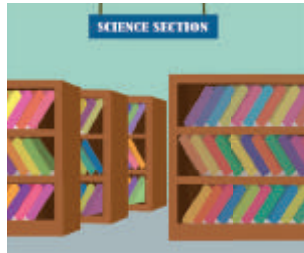
Subordinating Conjunction

Try This!

Find the errors in these compound and complex sentences. Write the sentences correctly on a sheet of paper. Add commas where they belong.

- 1 Cara was curious about her snake And she took it to the library.
- 2 She left the snake outside. Because snakes are not allowed in the library.
- 3 She found a book about snakes but she couldn't check it out.

In your writing, you might find short sentences that are related in some way. Try combining these sentences. Use a comma and the conjunction *or*, *but*, or *and* to form a compound sentence. Use *because*, *although*, *until*, *if*, or *since* to form a complex sentence.



Related Sentences

Libraries have books on snakes.
Only some books can be checked out.

I'll read it in the library. This book can't be checked out.

Combined Sentence

Libraries have books on snakes, but only some books can be checked out.

I'll read it in the library because this book can't be checked out.



Connect Grammar to Writing

As you edit your explanatory essay next week, look for related sentences that you can combine into a compound or complex sentence. Don't forget to add a comma before the conjunctions *and*, *but*, and *or*.

Informative Writing

Reading-Writing Workshop: Prewrite

✓ Organization In “Dear Mr. Winston,” Cara explains to Mr. Winston why she brought a pet snake into the library. In an **explanatory essay**, a writer explains *what* something is or *how* or *why* something happens.

Trudy decided that she wanted to explain to her classmates how to care for another kind of special pet—a canary she received as a gift from her grandmother. She listed her ideas, did some research, and then organized her ideas into an introduction, a body, and a conclusion.



Writing Process Checklist

► Prewrite

- Did I consider my audience and purpose?
- Did I think about what I want to explain?
- Did I find details to support my main ideas?
- Did I put my ideas in an order that makes sense?

Draft

Revise

Edit

Publish

Share

Exploring a Topic

Audience

Classmates

Purpose

Tell about pet canaries and explain how to care for them

What do I know about canaries?

Yellow, green, or orange

Sing songs, are gentle

Different kinds? Check resources.

How should canaries be cared for?

Water for drinking, bathing

Flying for exercise

Organization Chart

Introduction

Main idea: *Canaries are small pets that are easy to care for.*

Body

What are canaries?

Details:

- Small songbirds that range in color from yellow to orange.
- Different kinds include Rollers, French canaries, and Belgian canaries.

How do you take care of canaries?

Details:

- Clean, roomy cages
- Water for bathing, drinking
- Seeds and greens for food

Conclusion

Why have canaries as pets?

Small, sing songs, cheerful

Easy to care for

Reading as a Writer

What other details could Trudy add to explain her main idea?
What details could you add to your own chart?

In my chart, I detailed what I will include, including information to explain what, how, and why. I organized all the details so they will make sense to my audience.

