Use the story “Dear Mr. Winston” by Ken Roberts on pages 261 – 271 in your student reader to answer the questions below.

Directions
Read the story. Then answer questions 1 and 2.

1. What do paragraphs 2 and 3 on page 262 reveal about the narrator? Use two details from the story to support your response.

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2. What feeling does the author create in paragraph 1 on page 269? Use two details from the story to support your response.

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Use the story “Dear Mr. Winston” by Ken Roberts on pages 261 – 271 in your student reader to answer the question below.

Directions
Read the selections. Then answer question 3.

3. Both the story “Dear Mr. Winston” and the field guide “Snakes of the Southwest” are about snakes. How are snakes treated similarly and differently in both selections? Use details from both selections to support your response.

In your response be sure to
• explain how snakes are treated similarly in both selections
• explain how snakes are treated differently in both selections
• use details from both selections to support your response
Exemplary Response - 2 Point

Reading/Writing Standard(s):
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Stem Used: What do paragraphs # and # reveal about the character? Use two details from the story to support your response.

Possible Exemplary Response:

Paragraphs 2 and 3 reveal that although Cara apologizes to Mr. Winston, she does not seem to think the incident is really her fault; she does not accept responsibility for bringing the snake into the library. Cara writes in her letter, “My parents say that 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.” First, she points out that her parents think she was wrong, then she tries to explain that she didn’t really have a choice if she wanted to learn about the snake. If she really thought what she did was wrong, she wouldn’t provide a reason why she had to do it. She adds, “My parents say that what I did was wrong, even though the cardboard box was shut, most of the time.” This statement also indicates to the reader that Cara’s parents think she was wrong, but Cara does not. If Cara was truly, genuinely sorry, she wouldn’t make excuses for her behavior and she wouldn’t keep repeating that her parents think she is wrong.

Possible Details to Include:
● Use of “but” “still don't know,” and “even though”
● Other relevant text-based details

Score Points:
Apply 2 point rubric.
**Exemplary Response - 2 Point**

**Reading/Writing Standard(s):**
**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Stem Used:** What feeling does the author create in paragraphs # and #? Use two details from the story to support your response.

p. 269

2. What feeling does the author create in paragraph 1 on page 269? Use two details from the story to support your response.

**Possible Exemplary Response:**
Cara’s words create the feeling that she blames Mr. Winston for the situation. She writes, “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.” This indicates that she thinks he should have known better than to open the box based on her statement to him and the fact that she was clearly looking at pictures of snakes. Furthermore, she writes, “I don’t know why you picked up that box before opening a flap, either. If you had left that box on the table and maybe even sat down next to it, then maybe the box would have been alright when you screamed and fainted. You wouldn’t have fallen so far, either, if you were sitting down.” This statement from Cara implies it was Mr. Winston’s fault that the snake escaped because he opened the box the wrong way. She even blames Mr. Winston for his injury because of the way he was sitting! If Cara didn’t blame Mr. Winston, she wouldn’t keep pointing out what Mr. Winston did that contributed to the problem.

**Possible Details to Include:**
- Other relevant text-based details

**Score Points:**
Apply 2 point rubric.
Exemplary Response - 4 Point

Reading/Writing Standard(s) RL.4.9, W.4.1, W.4.9
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Stem Used: Both articles focus on X. How is X similar and different in both articles? Use details from both articles to support your response.

pp. 260-271 and 276-278

Use the story “Dear Mr. Winston” by Ken Roberts on pages 261 – 271 in your student reader to answer the question below.

Directions

Both the story “Dear Mr. Winston” and the field guide “Snakes of the Southwest” are about snakes. How are snakes treated similarly and differently in both selections? Use details from both selections to support your response.

In your response be sure to
• explain how snakes are treated similarly in both selections
• explain how snakes are treated differently in both selections
• use details from both selections to support your response

Read the selections. Then answer question 3.
Both of these selections, “Dear Mr. Winston” and “Field Guide to Snakes of the Southwest,” reference snakes. In “Dear Mr. Winston,” Cara, the narrator, provides a funny account of what happens when a librarian sees a snake in the library. The “Field Guide to Snakes of the Southwest” is an informative text, providing information about three different types of snakes.

There are similarities in the way snakes are treated in both selections. Both the story and the field guide share references about snakes that are not poisonous. In the story, Cara’s is using a reference book to learn about snakes. She writes, “That snake isn’t dangerous. It is a local snake, and there are no poisonous snakes in Manitoba.” In the field guide, the reader learns that the Mountain King Snake and the Desert Threadsnake are nonvenomous. In addition, both readings mention that people can be so fearful of snakes, they can even faint. The field guide states “Many people fear snakes.” In the story Mr. Winston faints when he opens the box and sees Cara’s snake.

But, snakes are treated differently in both selections, as well. The story about Cara and Mr. Winston is fictional, made up to entertain. Parts of the story may be true and factual, but the purpose is to amuse the reader. Even the picture of the snake is cartoon-like. The field guide is a reference book written by the author to inform readers. The information about snakes is factual and true and includes actual photographs of various snakes. The author writes the guide to help people better understand snakes.

Although both readings reference snakes and provide factual information about snakes, they treat snakes differently because they are written for different purposes.

Possible Details to Include:
- Other relevant text-based details

Score Points:
Apply 4 point rubric