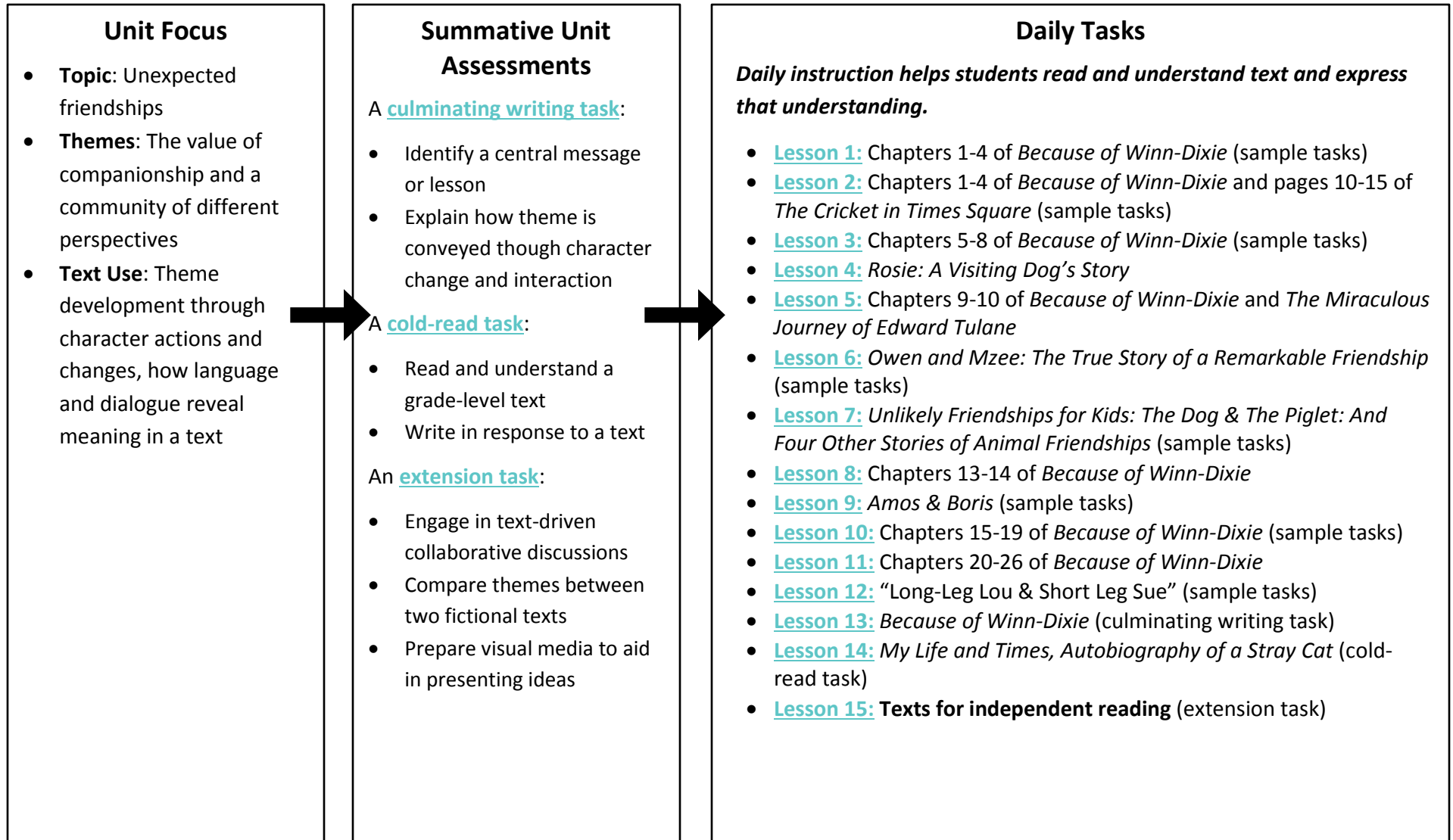


## UNIT: BECAUSE OF WINN-DIXIE

<p><b>ANCHOR TEXT</b></p> <p><i>Because of Winn-Dixie</i>, Kate DiCamillo (Literary)</p> <p><b>RELATED TEXTS</b></p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> <li>• <i>Amos &amp; Boris</i>, William Steig</li> <li>• <i>The Cricket in Times Square</i>, George Selden</li> <li>• “<a href="#">Long-Leg Lou &amp; Short-Leg Sue</a>,” Shel Silverstein</li> <li>• <i>The Miraculous Journey of Edward Tulane</i>, Kate DiCamillo</li> <li>• <a href="#">My Life and Times, Autobiography of a Stray Cat</a>, Louisiana EAGLE</li> </ul>	<p><b>UNIT FOCUS</b></p> <p>Students learn about the value of companionship, the joy of finding friends in unexpected places, and the significance of building a community of different perspectives. They explore how authors develop the reader’s understanding of these ideas through word choice and character actions. While reading literary and nonfiction texts, students also learn about the role of dialogue in text and apply this learning to their own practices as writers.</p> <p><b>Text Use:</b> Theme development through character actions and changes, how language and dialogue reveal meaning in a text</p> <p><b>Reading:</b> RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.9, RI.3.10</p> <p><b>Reading Foundational Skills:</b> RF.3.4a-c</p> <p><b>Writing:</b> W.3.2a-d, W.3.3a-d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10</p> <p><b>Speaking and Listening:</b> SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</p> <p><b>Language:</b> L.3.1a-i; L.3.2a, c-g; L.3.3a; L.3.4a-d; L.3.5a-c; L.3.6</p>
<p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> <li>• <i>Unlikely Friendships for Kids: The Dog &amp; The Piglet: And Four Other Stories of Animal Friendships</i>, Jennifer S. Holland</li> <li>• <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i>, Isabella Hatkoff, Craig Hatkoff, and Paula Kahumbu</li> <li>• <i>Rosie: A Visiting Dog’s Story</i>, Stephanie Calmenson</li> </ul>	<p><b>CONTENTS</b></p> <p><b>Page 105:</b> Text Set and Unit Focus</p> <p><b>Page 106:</b> <i>Because of Winn-Dixie</i> Unit Overview</p> <p><b>Pages 107-110:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p><b>Page 111:</b> Instructional Framework</p> <p><b>Pages 112-127:</b> Text Sequence and Sample Whole-Class Tasks</p>

## Because of Winn-Dixie Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>1</sup>

Select two characters, Opal and one of your choice, from *Because of Winn-Dixie*. Explain in writing how those characters change and interact through a series of events in *Because of Winn-Dixie*. (RL.3.3, RL.3.5, W.3.2a-d, W.3.10) Conclude your essay by identifying a central message or lesson that is conveyed through the character changes and interactions over the course of the novel. (RL.3.2) Support your essay with details from the text. (RL.3.1, RL.3.10)

**Teacher’s Note:** *The completed writing should use grade-appropriate words and phrases and choose words and phrases for effect, including those that connect ideas and signal relationships (e.g., After Opal and Miss Franny became friends). (W.3.2c, W.3.4, L.3.3a, L.3.6) The essay should also demonstrate command of proper grammar and usage, punctuation, and spelling. (L.3.1b, c, d, e, f, g, h, i; L.3.2a, d, e, f) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.3.5, L.3.2g)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Unexpected friendships</li> <li>• <b>Themes:</b> The value of companionship and a community of different perspectives</li> <li>• <b>Text Use:</b> Theme development through character actions and changes, how language and dialogue reveal meaning in a text</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• Identifying a central message or lesson</li> <li>• Explaining how theme is conveyed through character change and interaction</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 8</a></li> <li>• <a href="#">Lesson 11</a></li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 10</a> (sample tasks included)</li> <li>• <a href="#">Lesson 13</a> (use this task)</li> </ul>

<sup>1</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

## **COLD-READ TASK<sup>2</sup>**

Read [My Life and Times, Autobiography of a Stray Cat](#) from Louisiana EAGLE independently. Then **answer** a combination of multiple-choice and constructed-response questions,<sup>3</sup> using evidence for all answers. Sample questions:

1. How does the description of the cat’s home in paragraph 2 move the story along? (RL.3.1, RL.3.5)
2. Read this part from paragraph 4:

**They took us to a big building where people wore white coats. The people in white coats picked up each of us one by one. They looked in our ears and our mouths and were very kind to us.**

Who are the people in the white coats? How do they move the story along? (RL.3.3)

3. Write an extended response that explains how the stray cat’s life changes by the end of the story. (RL.3.1, RL.3.2, RL.3.3, RL.3.5, W.3.2a-d) Use details from the story to support your explanation. Include these things in your response:
  - Describe the stray cat’s life at the beginning of the story.
  - Identify who helped change the cat’s life.
  - Describe the stray cat’s life at the end of the story.
  - Support your response with details from the text.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b> <ul style="list-style-type: none"><li>• <b>Topic:</b> Unexpected friendships</li><li>• <b>Themes:</b> The value of companionship and a community of different perspectives</li><li>• <b>Text Use:</b> Theme development through character actions and changes, how language and dialogue reveal meaning in a text</li></ul>	<b>What shows students have learned it?</b> <p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Reading and understanding a grade-level text</li><li>• Writing in response to a text</li></ul>	<b>Which tasks help students learn it?</b> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 1</a> (sample tasks included)</li><li>• <a href="#">Lesson 2</a> (sample tasks included)</li><li>• <a href="#">Lesson 4</a></li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 6</a> (sample tasks included)</li><li>• <a href="#">Lesson 9</a> (sample tasks included)</li><li>• <a href="#">Lesson 14</a> (use this task)</li></ul>

<sup>2</sup> Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

<sup>3</sup> Ensure that students have access to the complete texts as they are testing.

## **EXTENSION TASK**<sup>4</sup>

1. Divide the class into small groups. Ask each group to select a book from the text list (below) to read and discuss in [student-led literature circles](#).<sup>5</sup>

Possible texts related to the unit focus:

- *Wild Wings*, Gill Lewis
  - *Paint the Wind*, Pam Muñoz Ryan
  - *The Tiger Rising*, Kate DiCamillo
  - *Charlotte’s Web*, E. B. White
  - *A Dog’s Way Home*, Bobbie Pyron
  - *How to Steal a Dog*, Barbara O’Connor
  - *My Louisiana Sky*, Kimberly Willis Holt
  - *The One and Only Ivan*, Katherine Applegate
  - *Where the Red Fern Grows*, Wilson Rawls
  - *Protecting Marie*, Kevin Henkes (advanced readers)
  - *Shiloh*, Phyllis Reynolds Naylor (advanced readers)
  - *The Leanin’ Dog*, K. A. Nuzum (advanced readers)
2. Provide students with a schedule for completing the reading (independently and in groups) and have them track their progress in a reading log or journal. (RL.3.10) These logs can also be kept digitally using programs like [My Reading Rewards](#).<sup>6</sup> (W.3.6)
  3. After each section of reading (one or two chapters, depending on the text), have students complete a [graphic organizer](#)<sup>7</sup> requiring them to summarize the reading, identify and define two unknown words, and create two questions to discuss with peers. (RL.3.1, RL.3.2, RL.3.4, L.3.4a, L.3.4d) This advance work ensures students are prepared for the upcoming small group discussions. The work can also be completed digitally using programs such as [My Big Campus](#)<sup>8</sup> or [Edmodo](#).<sup>9</sup> (W.3.6)
  4. During the group discussion, assign student roles and ask that each student lead the discussion based on the corresponding section of the [graphic organizer](#).<sup>10</sup> (SL.3.1a-d, SL.3.4, SL.3.6) The roles may rotate for each discussion and may include:

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<sup>4</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

<sup>5</sup> <http://www.lauracandler.com/strategies/litcircles.php>

<sup>6</sup> <http://www.reading-rewards.com/>

<sup>7</sup> <http://www.lauracandler.com/filecabinet/literacy/PDFLC/easyprep.pdf>

<sup>8</sup> <http://www.mybigcampus.com/>

<sup>9</sup> <https://www.edmodo.com/>

<sup>10</sup> <http://www.lauracandler.com/filecabinet/literacy/PDFLC/easyprep.pdf>

- **Summarizer:** Presents the summary portion of the graphic organizer to begin the discussion. (RL.3.2)
  - **Vocabulary Finder:** Gathers the words all group members selected, verifies the word meanings, and teaches the new words to the group. (L.3.4a-d, L.3.5b-c)
  - **Question Writer:** Gathers the questions each member wrote and selects three to five questions for the group to discuss. (RL.3.1, SL.3.1c, SL.3.3) After the discussion, the group will write a formal response to two of the group’s questions. (W.3.4, W.3.5, W.3.10)
  - **Story Mapper:** Maps the story using a character map or story elements map, or creates an illustration of an important point in the story. Shares the map or illustration with the group and explains each component.
5. Facilitate small-group discussions in which students share their initial prep work, and then dig deeper by asking and answering questions about texts to demonstrate understanding of the text and refer to the text as a basis for the answers. (RL.3.1, RL.3.10) Encourage additional student-created questioning by providing [question frames or conversation starters](#)<sup>11</sup> and developing a routine to monitor that all students are participating in the question asking and answering. (SL.3.1a, b, c, d; SL.3.2; SL.3.6)
  6. Following the completion of the reading of the text and ongoing literature circle discussions, have each group of students create and present a poster that explains how the text they read reflects a similar theme as one developed in *Because of Winn-Dixie*. (RL.3.1, RL.3.2, W.3.5, W.3.10)
  7. Evaluate whether students speak clearly, in complete sentences, at an understandable pace and convince the audience of their point. (SL.3.4, SL.3.6)

**Teacher’s Note:** Depending on the abilities of your students, they may begin the independent reading and literature circles earlier in the unit. Due to the age of the readers, though, most will want to begin the extension task after reading *Because of Winn-Dixie* as a class.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Unexpected friendships</li> <li>• <b>Themes:</b> The value of companionship and a community of different perspectives</li> <li>• <b>Text Use:</b> Theme development through character actions and changes, how language and dialogue reveal meaning in a text</li> </ul>	This task focuses on: <ul style="list-style-type: none"> <li>• Engaging in text-driven collaborative discussions</li> <li>• Comparing themes between two fictional texts</li> <li>• Preparing visual media to aid in presenting ideas</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a></li> <li>• <a href="#">Lesson 5</a></li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 7</a> (sample tasks included)</li> <li>• <a href="#">Lesson 12</a> (sample tasks included)</li> <li>• <a href="#">Lesson 15</a> (use this task)</li> </ul>

<sup>11</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>12</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. *This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>12</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

**NOTE ABOUT THE LESSONS:** Throughout this unit, students will build knowledge about vocabulary and characters through two specific tools. Students will progressively build knowledge using these tools throughout the unit.

- **Vocabulary Display:** Students identify unknown vocabulary in order to understand the texts. They identify vocabulary words and their meanings using context clues. They also describe how the vocabulary contributes to the meaning of the text. A classroom vocabulary display should be created and updated throughout the unit so that students can return to it and build on it throughout the lessons. Begin in Lesson 1.
- **Character Analysis Graphic Organizer:** Students examine how the author uses characters’ words, thoughts, and actions to develop each character and build meaning in the text. Students create and maintain a graphic organizer focused on the main character and a self-selected character. This is in preparation for the Culminating Writing Task. Begin in Lesson 1.

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>13</sup></p> <p>Chapters 1-4 of <i>Because of Winn-Dixie</i>, Kate DiCamillo</p>	<p><b>TEXT DESCRIPTION:</b> <i>Because of Winn-Dixie</i> is a fictional story about a young girl named Opal who finds friendship in unexpected places. In Chapters 1-4 of <i>Because of Winn-Dixie</i>, Opal brings home a stray dog that she names Winn-Dixie; she convinces her father, the preacher, to let her keep him. Readers also learn about Opal’s mother, who left the family several years ago.</p> <p><b>TEXT FOCUS:</b> As students are introduced to Opal, Winn-Dixie, and the preacher, discuss how the text is told from Opal’s point of view and the effect that has on the story. Ensure that students are able to distinguish their personal points of view from that of Opal. (RL.3.6, SL.3.1a-d) Explore the use of dialogue in these chapters, focusing on the choice of dialogue tags, the shades of meaning among these words, and how these choices affect the story. (L.3.3a, L.3.5c) Various dialogue tags and adverbs (e.g., <i>hollered</i>, <i>whispered</i>) can also be added to a class <a href="#">vocabulary display</a><sup>14</sup> to be used in future student writings. (RL.3.4)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read Chapters 1-4 and identify the effect of dialogue and the narrator’s point of view. Students discuss the connection between Opal’s point of view and their own. Students write about the impact of point of view on a text.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p>

<sup>13</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

<sup>14</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>



TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Read aloud Chapters 1-2 as students follow along to model reading with accuracy, appropriate rate, and expression.</li> <li>• Group readers (one more able and one less able) to conduct a <a href="#">paired reading</a><sup>15</sup> of chapters 3-4, taking turns reading alternate sentences and providing assistance until the entire text has been read. Circulate to monitor students’ oral reading to ensure accuracy, appropriate rate, and expression. A rubric for reading fluency is available <a href="#">here</a>. (RF.3.4a, b, c; RL.3.10)</li> <li>• Create a class <a href="#">vocabulary display</a><sup>16</sup> to add words discussed throughout the unit and for students to rely on for writing. For <i>Because of Winn-Dixie</i>, the shades of meaning among words are important to the setting, characters, and theme.</li> <li>• Have pairs brainstorm a list of words they think mean happy. If necessary, encourage them to use a thesaurus. (L.3.4d) Then, ask pairs to rank the words in order from the strongest shade of happy to the weakest (e.g., <i>ecstatic, joyous, happy, glad</i>). Discuss with students why they ranked the words in the order they chose, focusing on the relationship between the words (e.g., “When I’m ecstatic, I am both happy and excited, so it is stronger than just happy”). (L.3.5b)</li> <li>• Ask each pair to select two or three words from the group list to act out as a class. Have the remaining pairs guess the word they are acting out. Conclude the charades by discussing how the meaning of a sentence can vary based on the specific words used to describe the setting and communicate character thoughts, actions, and feelings. For example, how does the phrase, “I suspected he was hiding something” differ from “I wondered if he were hiding something”? (L.3.5c) (<b>Teacher Note:</b> For additional resources for supporting students’ understanding of shades of meaning: <a href="#">here</a>,<sup>17</sup> <a href="#">here</a>,<sup>18</sup> or <a href="#">here</a>.<sup>19</sup>)</li> <li>• Discuss as a class the use of dialogue in these chapters from <i>Because of Winn-Dixie</i>. Prompt students to focus on the choice of dialogue tags (e.g., <i>hollered, whispered</i>). (RL.3.4) After identifying the various tags, have student pairs discuss and record (using paint chips or similar) the shades of meaning among these words based on context and real-life connections. (L.3.4a, L.3.5b) Then discuss how the different tags affect the meaning or impact of the story. (L.3.3a, L.3.5c) Add various dialogue tags to a class <a href="#">vocabulary display</a><sup>20</sup> to be applied to future student writings. (L.3.6)</li> <li>• <b>Note for Small-Group Writing:</b> Teachers may choose to engage struggling readers and writers with additional instruction and practice with the use of dialogue tags. This will provide extra time to process the information. This can help students be more prepared to transfer this learning to their own writings. A mini-lesson on this topic can be found <a href="#">here</a>.<sup>21</sup></li> </ul>

<sup>15</sup> [http://www.readingrockets.org/strategies/paired\\_reading](http://www.readingrockets.org/strategies/paired_reading)

<sup>16</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>17</sup> <http://www.visualthesaurus.com/cm/booknook/shades-of-meaning-noticing-subtle-differences/>

<sup>18</sup> <http://boleee.wordpress.com/2009/04/06/shades-of-meaning-mini-lesson/>

<sup>19</sup> <http://www.teachingandtapas.com/2013/01/having-fun-with-shades-of-meaning.html>

<sup>20</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>21</sup> <http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-clear-varied-dialogue-291.html?tab=3#tabs>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Continue to add unknown words to the classroom vocabulary display. (RL.3.4, L.3.6) Reinforce understanding by creating <a href="#">semantic maps</a><sup>22</sup> for the words. As words are continually added throughout the unit, challenge students to use the words in discussion and writing, finding known affixes and root words in order to categorize words and determine meaning, and determining or clarifying the precise meanings using glossaries and beginning dictionaries. (L.3.4a, b, c, d)</li> <li>• Working in pairs, have students record on a <a href="#">Character Analysis Graphic Organizer</a><sup>23</sup> instances where the author reveals information about Opal. Prompt them to keep track of character descriptions, details or examples from the text that reveal her thoughts, and what these details reveal about Opal. (RL.3.1, RL.3.3)</li> <li>• Engage students in a discussion in which they explain how DiCamillo develops Opal’s point of view. (RL.3.6) Ensure that students use <a href="#">accountable talk</a><sup>24</sup> and their graphic organizers throughout the discussion to pose and respond to the questions of others and refer to specific examples in the text. (RL.3.1, SL.3.1a-d, SL.3.2, SL.3.4, SL.3.6) Encourage students to ask questions by providing <a href="#">question frames or conversation starters</a> and developing a routine to ensure that all students are participating in the question asking and answering. Sample discussion questions: <ul style="list-style-type: none"> <li>○ What does Opal think about her situation and others around her?</li> <li>○ What does Opal believe and feel?</li> <li>○ How is Opal’s opinion about others and her situation different from your own?</li> <li>○ How does DiCamillo use dialogue tags to reveal the thoughts and attitude of Opal and other characters in the text? (L.3.3a, L.3.5c)</li> <li>○ This story is told from a different point of view than yours. What is the impact of having Opal as the main character?</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students write one or two paragraphs in response to the following question: If you were telling Opal’s story, how would you tell it differently? Would you share the same opinions as her? Would you act the same way toward other characters? Introduce your opinion and develop it with reasons and examples from the text. Be sure to link your opinion and reasons</li> </ul>

<sup>22</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>23</sup> <http://freeology.com/wp-content/files/analyzingcharacters.pdf>

<sup>24</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>with words like <i>because</i> or <i>therefore</i> and provide a conclusion. (RL.3.1; RL.3.3; RL.3.6; W.3.1a-d; W.3.8; W.3.10; L.3.1f, h, i; L.3.2a, c-g; L.3.6) Provide students with an <a href="#">answer frame</a><sup>25</sup> to support their writing. Have students share their written paragraph with a partner, who reviews the writing with a student-developed rubric. (W.3.5)</p>
<p><b>LESSON 2:</b></p> <p>Chapters 1-4 of <i>Because of Winn-Dixie</i>, Kate DiCamillo</p> <p>Pages 10-15 of <i>The Cricket in Times Square</i>, George Selden</p>	<p><b><u>TEXT DESCRIPTION:</u></b> In this excerpt from <i>The Cricket in Times Square</i>, Mario convinces his parents to let him keep a cricket for a pet.</p> <p><b><u>TEXT FOCUS:</u></b> Like Opal, Mario is desperate for a companion. After reading this text, analyze the techniques both Mario and Opal use to persuade their parents to let them keep their respective pets. Students can complete their own narrative writing that describes an imaginary time when they tried to convince their parents that they should have an unusual pet to keep as a companion, using the excerpts from <i>Because of Winn-Dixie</i> and <i>The Cricket in Times Square</i> as mentor texts. (W.3.3a-d, W.3.4)</p> <p><b><u>MODEL TASKS</u></b></p> <p><b>LESSON OVERVIEW:</b> Students read the excerpt independently or in pairs, then practice reading dialogue in pairs for accuracy, rate and expression. After a class discussion of dialogue tags, students write a narrative using the two texts as mentor texts.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read the entire excerpt independently or in pairs. (RL.3.10)</li> <li>• Divide the class into pairs (a fluent reader with a less fluent reader). Ask the pairs to read aloud the dialogue between Mama and Mario on page 11. Have one partner in each pair read aloud two or three sentences with accuracy, appropriate rate, and expression. (RF.3.4a, c) Then have the same partner read aloud the sentences again while the other partner joins in. Swap roles and repeat the process with additional sentences from the text. Successive readings will build fluency and comprehension. (RF.3.4b)</li> </ul> <p style="padding-left: 40px;"><i>“I found a cricket!” Mario exclaimed. He picked the insect up very gently between his thumb and forefinger and held him out for his parents to see.</i></p> <p style="padding-left: 40px;"><i>Mama studied the little black creature carefully. “It’s a bug,” she pronounced finally. “Throw it away.”</i></p> <p style="padding-left: 40px;"><i>Mario’s happiness fell in ruins. “No, Mama,” he said anxiously. “It’s a special kind of bug. Crickets are good luck.”</i></p> <p style="padding-left: 40px;"><i>“Good luck, eh?” Mama’s voice had a way of sounding very dry when she didn’t believe something. “Cricketers are good luck—so I suppose ants are better luck. And cockroaches are the best luck of all. Throw it away.”</i></p>

<sup>25</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p data-bbox="632 233 1171 261"><i>“Please, Mama, I want to keep him for a pet.”</i></p> <p data-bbox="558 285 1803 350"><i>“No bugs are coming to my house,” said Mama. “We’ve got enough already with the screens full of holes. He’ll whistle to his friends—they’ll come from all over—we’ll have a houseful of crickets.”</i></p> <p data-bbox="558 375 1831 440"><i>“No we won’t,” said Mario in a low voice. “I’ll fix the screens.” But he knew it was no use arguing with Mama. When she had made up her mind, you might as well try to reason with the Eighth Avenue subway.</i></p> <ul data-bbox="468 464 1976 634" style="list-style-type: none"> <li>• As a class, discuss the use of dialogue in this excerpt from <i>The Cricket in Times Square</i>. Prompt students to focus on the choice of dialogue tags (e.g., <i>exclaimed, pronounced, anxiously, said, “had a way of sounding very dry,” “in a low voice”</i>). (RL.3.4) After identifying the various tags, have students discuss in pairs the shades of meaning among these words. Then discuss how the different tags affect the meaning or impact of the story. (L.3.3a, L.3.5c) Add the various words and phrases to the class <a href="#">vocabulary display</a><sup>26</sup> to be applied to future student writings. (L.3.6)</li> </ul> <p data-bbox="422 659 751 686"><b>EXPRESS UNDERSTANDING:</b></p> <ul data-bbox="468 711 1976 1333" style="list-style-type: none"> <li>• Have students write a narrative in response to the following prompt: Tell a story about a time when you or another person tried to convince an adult to let you keep an unusual pet as a companion. Model your story language and dialogue after <i>Because of Winn-Dixie</i> and <i>The Cricket in Times Square</i>. <ul data-bbox="558 833 1976 1333" style="list-style-type: none"> <li>○ Assign each student a writing partner to provide guidance and support throughout the task.</li> <li>○ Have students work with their writing partner to brainstorm ideas about what could be incorporated into the dialogue between the parent and the child, recording ideas throughout the discussion.</li> <li>○ Have students write details and dialogue on sticky notes.</li> <li>○ Provide pairs with a story map, such as a Somebody-Wanted-But-So chart or a storyboard, and ask them to place their sticky notes in the order they want them on the provided chart.</li> <li>○ Prompt students to orally share their initial drafts with their partner to get feedback on the details, dialogue, and order of the story. Since they used sticky notes in planning their stories, students can easily move the details around and add more details based on peer feedback.</li> <li>○ Then have students write their first draft, focusing on organizing the events in a way that unfolds naturally, using dialogue and descriptions of events to show how characters respond to situations, and including words and phrases from the vocabulary display specifically chosen to impact the audience. (W.3.3a, b, c, d; L.3.1i; L.3.2c; L.3.3a; L.3.6)</li> </ul> </li> </ul>

<sup>26</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Engage students in peer and teacher conferencing to strengthen writing through revising, editing, and rewriting before producing a final draft for classroom display. (W.3.4, W.3.5, L.3.1b-h, L.3.2d-g)</li> <li>● <b>Note for Small-Group Writing:</b> Use mentor texts and student models in small-group writing focused around targeted areas of student writing weakness. Present a model that is strong in the targeted area and discuss its strengths based on the writing rubric. Then present a model that is weak in the targeted area and have the small group of students suggest revisions based on the writing rubric. (W.3.5, L.3.3a, L.3.6)</li> </ul>
<p><b>LESSON 3:</b></p> <p>Chapters 5-8 of <i>Because of Winn-Dixie</i>, Kate DiCamillo</p>	<p><b>TEXT DESCRIPTION:</b> In Chapters 5-8 of <i>Because of Winn-Dixie</i>, readers are introduced to many characters who will affect the story as it progresses (Dunlap and Stevie Dewberry, Amanda Wilkinson, Sweetie Pie Thomas, Miss Franny Block, and Otis). The interactions between Opal, Winn-Dixie, and these additional characters are often unexpected, and Opal’s community of friends with different perspectives begins to build.</p> <p><b>TEXT FOCUS:</b> These chapters can be read by paired reading and then discussed in collaborative groups or as a whole class. Continue developing vocabulary understanding, analyzing the language and the characters, adding to the Character Analysis Graphic Organizer on Opal, and considering a theme of the text. Opportunities to describe multiple characters and how their actions contribute to the sequence of events in the story can be developed through discussion and writing activities. (RL.3.2, RL.3.3, RL.3.4)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read Chapters 5-8 from <i>Because of Winn-Dixie</i> in order to note Notice and Note Signposts. These notes are used to discuss the text to demonstrate understanding of the central message and key details presented. Finally, students develop a written response that explains why the title of the novel is appropriate based upon what they have read thus far.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>● Divide the class into pairs. Have pairs read Chapters 5-8 using the <a href="#">Say Something</a><sup>27</sup> reading strategy. As students read, they should periodically pause to “say something” about the text in order to make predictions, ask questions, clarify misunderstandings, make comments and connections, and determine if rereading is necessary. (RL.3.10)</li> <li>● Continue to add words to the vocabulary display begun in Lesson 1. (RL.3.4) Focus on adding more dialogue tags used within these chapters as well as verbs and descriptive words with shades of meaning. Discuss how the different words affect the meaning or impact of the story. (L.3.3a, L.3.5c) Encourage students to use the words from the vocabulary display in their writing. (L.3.6)</li> <li>● Prior to having students reread the chapters, model for students how to use the <a href="#">Notice and Note Signposts</a>.<sup>28</sup> These</li> </ul>

<sup>27</sup> <http://www.learningpt.org/literacy/adolescent/strategies/something.php>

TEXT SEQUENCE	TEXT USE			
	<p>signposts give students something to look for as they read, encouraging them to stop and visualize, predict, summarize, clarify, question, infer, or make connections as necessary. (RL.3.1, RL.3.3, RL.3.10) Review the following chart as an example of what this may look like.</p>			
	<b>Signpost</b>	<b>Definition</b>	<b>Guiding Question</b>	<b>Example from <i>Because of Winn-Dixie</i></b>
Contrasts and Contradictions	When a character's actions or thoughts contradict what is expected	Ask yourself, "Why would the character act or feel this way?"	<p>pg. 48: "And then I thought, 'Well, if this bear intends to eat me, I am not going to let it happen without a fight. No ma'am.' So very slowly and carefully, I raised up the book I was reading."</p> <p>pg. 51: Amanda "stared right past me. 'Are dogs allowed in the library?' she asked Miss Franny as they walked away.</p> <p>"'Certain ones,' said Miss Franny, 'a select few.' And then she turned around and winked at me. I smiled back. I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson."</p>	
Aha Moments	When a character realizes, understands, or finally figures out something	Ask yourself, "How might this change things?"	<p>pg. 50: "It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me. I sighed, too."</p> <p>pg. 50: "'We could be friends,' I said to Miss Franny. 'I mean you and me and Winn-Dixie, we could all be friends.'"</p> <p>pg. 51: "I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson."</p>	
Memory	When the author	Ask yourself, "Why	pg. 41: "This is what happened: I was picking out my books	

<sup>28</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE			
	Moments	interrupts the action to tell you about a memory (typically a flashback)	might this memory be important?"	and kind of humming to myself, and all of a sudden there was this loud and scary scream..."  pg. 45: "Back when Florida was wild, when it consisted of nothing but palmetto tress and mosquitoes so big they could fly away with you,' Miss Franny Block started in..."
	<ul style="list-style-type: none"> <li>• Then have students reread Chapters 6-7 independently, completing the chart as they read. (RL.3.10)</li> <li>• Divide the class into small groups. Ask students to take turns sharing their annotations and answering the guiding questions to ensure understanding of the event’s impact on the story as a whole. (RL.3.1, RL.3.2, RL.3.3, RL.3.10)</li> <li>• Have groups record additional information about Opal on the Character Analysis Graphic Organizer. (RL.3.1, RL.3.3) Then have each group select an additional character to record information about on the <a href="#">Character Analysis Graphic Organizer</a>.<sup>29</sup> Prompt them to keep track of character descriptions, details or examples from the text that reveal the character’s thoughts, and what these details reveal about the character. (RL.3.1, RL.3.3)</li> <li>• Post five questions about <i>Because of Winn-Dixie</i> on chart paper around the room. Have students circulate around the room in their groups, silently reading, commenting on, and adding to the answers provided by classmates (e.g., <a href="#">Chalk Talk</a><sup>30</sup>). (W.3.10, SL.3.1a-d) Sample questions: <ul style="list-style-type: none"> <li>○ Why was Miss Franny so scared by Winn-Dixie? Why was she “acting all embarrassed”? (RL.3.1, RL.3.3)</li> <li>○ Opal says, “She looked sad and old and wrinkled.” What happened to cause Miss Franny to look this way? (RL.3.1, RL.3.3)</li> <li>○ What were Opal’s feelings when she realized how Miss Franny felt? (RL.3.1, RL.3.3)</li> <li>○ Earlier in the story, Opal says that Winn-Dixie “has a large heart, too.” What does Winn-Dixie do to show that he has a “large heart”? (RL.3.1, RL.3.3, L.3.5a)</li> <li>○ Opal and Miss Franny have three very important things in common. What are they? (RL.3.3)</li> </ul> </li> </ul>			

<sup>29</sup> <http://freeology.com/wp-content/files/analyzingcharacters.pdf>

<sup>30</sup> <http://leagueschools.com/chalktalk.pdf>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>Following the Chalk Talk, review each completed poster and student responses. Conduct a whole-class discussion in which students explain how Miss Franny’s actions contribute to the events of the story. What lesson can be learned from these chapters? (RL.3.1, RL.3.2, RL.3.3) Ensure that students use <a href="#">accountable talk</a><sup>31</sup> throughout the discussion to pose and respond to the questions of others and refer to specific examples in the text. (RL.3.1, SL.3.1a-d, SL.3.2, SL.3.4, SL.3.6)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Have students review and reflect on the ideas expressed during the discussion, and then work in pairs to provide a written response for the following question: The title of the novel is <i>Because of Winn-Dixie</i>. Is this an appropriate title? Be sure to include examples and details from the text in your answer. (RL.3.1, RL.3.3, RL.3.5, W.3.1a-d, W.3.4, W.3.10)</li> </ul> <p><b>Teacher Note:</b> This lesson was adapted from a lesson available on <a href="#">achievethecore.org</a>. Click <a href="#">here</a><sup>32</sup> for additional questions, assessment items, and instructional activities.</p>
<p><b>LESSON 4:</b></p> <p><i>Rosie: A Visiting Dog’s Story</i>, Stephanie Calmenson</p>	<p><b>TEXT DESCRIPTION:</b> <i>Rosie: A Visiting Dog’s Story</i> is an informational text that tells the story of a dog named Rosie who trains and becomes a “visiting dog” whose job is to visit people who are ill, elderly, or otherwise less fortunate.</p> <p><b>TEXT FOCUS:</b> Read this informational text to determine its main idea, recount key details and explain how they support the main idea, and describe the connections between sentences and paragraphs in the text. (RI.3.2, RI.3.8) Discuss the relationship between Rosie, her owner, and the people Rosie visits. Compare this relationship to the effect Winn-Dixie has on the people he interacts with, such as Gloria Dump, Miss Franny, and Sweetie Pie. Connect the comparison to the unit focus regarding the importance of companionship.</p>
<p><b>LESSON 5:</b></p> <p>Chapters 9-10 of <i>Because of Winn-Dixie</i>, Kate DiCamillo</p> <p><a href="#">The Miraculous Journey of Edward Tulane</a>, Kate DiCamillo</p>	<p><b>TEXT DESCRIPTION:</b> In Chapters 9-10 of <i>Because of Winn-Dixie</i>, readers are introduced to Gloria Dump. Opal confides in Gloria, building another unexpected yet significant relationship within the community of Naomi. Chapter 1 of <i>The Miraculous Journey of Edward Tulane</i> introduces readers to a girl named Abilene and her friend, a toy rabbit named Edward.</p> <p><b>TEXT FOCUS:</b> Compare and contrast the settings and characters introduced in <i>Because of Winn-Dixie</i> and the excerpt from <i>The Miraculous Journey of Edward Tulane</i>. (RL.3.1, RL.3.9) Students can write a narrative that picks up where <i>The Miraculous Journey of Edward Tulane</i> ends, using the same point of view that the original story uses and adding dialogue for effect. (W.3.3a-d)</p>
<p><b>LESSON 6:</b></p>	<p><b>TEXT DESCRIPTION:</b> <i>Owen and Mzee: The True Story of a Remarkable Friendship</i> is an informational text about a hippo named Owen who is separated from his family by a devastating tsunami. He forms an unusual bond with a tortoise named Mzee. They</p>

<sup>31</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>32</sup> [http://achievethecore.org/content/upload/Because\\_of\\_Winn\\_Dixie\\_3MA.pdf](http://achievethecore.org/content/upload/Because_of_Winn_Dixie_3MA.pdf)



TEXT SEQUENCE	TEXT USE
<p><i>Owen and Mzee: The True Story of a Remarkable Friendship</i>, Isabella Hatkoff, Craig Hatkoff, and Paula Kahumbu</p>	<p>become inseparable.</p> <p><b>TEXT FOCUS:</b> Read this informational text to determine its main idea, recount key details and explain how they support the main idea, and describe the connections between sentences and paragraphs in the text. (RI.3.2, RI.3.8) Add words to the vocabulary display, focusing on words with shades of meaning, conjunctions, and words that link ideas (e.g., <i>because, therefore, after, as a result, since</i>). (RI.3.4, L.3.4a, L.3.5c, L.3.6) Discuss the relationship between Owen and Mzee. Compare this relationship to the unexpected relationships that form in <i>Because of Winn-Dixie</i>.</p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Lead students in a <a href="#">shared writing</a><sup>33</sup> in order to compose a paragraph from the point of view of either Owen or Mzee that explains the relationship between the two characters clearly. (RI.3.3) Begin by establishing a purpose for the writing. Then, write the entire text in front of students on chart paper or using display technology, such as a document camera. Model for students <i>why</i> you are making the decisions you are making as you write the paragraph. Demonstrate how to write a main idea sentence and develop the paragraph with details from the text, use linking words or phrases, and provide a concluding statement. (W.3.2a, b, c, d) Use appropriate grammar, capitalization, and punctuation, demonstrating the expectations for the grade level. (L.3.b-i, L.3.2d-g, L.3.3a, L.3.6) Reread the writing often. After completing the paragraph, discuss with students the function of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences in the response. (L.3.1a) Then take a few minutes to have students reflect upon the shared writing experience and summarize their learning. Post the text in the classroom or print copies for each student in order for students to use the draft as a model during upcoming writing opportunities. <b>Teacher Note:</b> <i>Shared writing may be completed in whole-class or small-group sessions.</i></li> <li>• Have students apply their learning from the shared writing opportunity to write an independent response to the following prompt: Consider how Opal’s friends would describe her. Write about Opal from the point of view of one of her friends from <i>Because of Winn-Dixie</i> (e.g., Winn-Dixie, Miss Franny, Gloria Dump), taking into consideration the interactions between the characters. (W.3.2a-d, W.3.4, W.3.10, L.3.b-i, L.3.2d-g, L.3.3a, L.3.6)</li> </ul>
<p><b>LESSON 7:</b></p> <p><i>Unlikely Friendships for Kids: The Dog &amp; The Piglet: And Four Other Stories of Animal</i></p>	<p><b>TEXT DESCRIPTION:</b> <i>Unlikely Friendships for Kids: The Dog &amp; The Piglet: And Four Other Stories of Animal Friendships</i> is a series of five stories, each about two unlikely animals who become friends. These stories focus on the friendship, love, and unmistakable bond each pair forms as they help each other.</p> <p><b>TEXT FOCUS:</b> These stories and the illustrations that accompany them reinforce the theme of the unit—friendship in unexpected places. The relationships detailed in these stories can be compared to the unexpected relationships in <i>Because of Winn-Dixie</i> and</p>

<sup>33</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><i>Friendships</i>, Jennifer S. Holland</p>	<p><i>Owen and Mzee: The True Story of a Remarkable Friendship</i>. (RI.3.1, RI.3.2, RI.3.7, RI.3.9)</p> <p><b><u>MODEL TASKS</u></b></p> <p><b>LESSON OVERVIEW:</b> Students read select chapters of <i>Unlikely Friendships for Kids: The Dog &amp; The Piglet: And Four Other Stories of Animal Friendships</i> in order to determine the main idea, recount key details, use illustrations to better understand text, and connect with the theme of unexpected friendships as developed in <i>Because of Winn-Dixie</i> and <i>Owen and Mzee: The True Story of a Remarkable Friendship</i>. Students write summaries of their findings and present them to small-group members.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Divide students into five-person <b>jigsaw</b><sup>34</sup> groups. Assign each of the five group members a different chapter of <i>Unlikely Friendships for Kids: The Dog &amp; The Piglet: And Four Other Stories of Animal Friendships</i>. Have each student read his or her assigned chapter independently. (RI.3.10)</li> <li>• Provide students with a graphic organizer such as pages 5 and 13 <b>here</b>.<sup>35</sup> Ask students to read the assigned chapter a second time, taking notes on how information is gained from the illustrations to determine a main idea and key details. (RI.3.1, RI.3.2, RI.3.7)</li> <li>• Have students meet with the other students who were assigned the same chapter (the “expert group”). Ask them to share their notes and graphic organizers, determine the main idea of their text, and prepare to present their findings to their original groups. (SL.3.1a, b, c, d; SL.3.4; SL.3.6)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Ask each “expert group” to work together to write two or three paragraphs in response to the following prompt: Summarize the assigned chapter. Then compare the relationship between the characters in the assigned text to the relationships in <i>Because of Winn-Dixie</i> and <i>Owen and Mzee: The True Story of a Remarkable Friendship</i>. (RI.3.1, RI.3.9, W.3.2a-d, W.3.10) Work as a group to revise the report, focusing on using grade-appropriate words and phrases, and make sure the report demonstrates standard English grammar and usage, capitalization, punctuation, and spelling. Publish the essay using technology. (W.3.4; W.3.5; W.3.6; L.3.1b, c, d, e, f, g, h, i; L.3.2a, d, e, f, g; L.3.3a; L.3.6)</li> <li>• Have students return to their original jigsaw groups and take turns presenting their paragraphs to their group members. As each student presents, prompt the other group members to record the information gained on a five-column graphic organizer with the following columns: (1) Text Title, (2) Key Details/Summary, (3) Main Idea(s), (4) Similarities to <i>Because of</i></li> </ul>

<sup>34</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>35</sup> <http://www.occgate.org/conf/2010/mgriffith1.pdf>

TEXT SEQUENCE	TEXT USE
	<p><i>Winn-Dixie</i>, and (5) Similarities to <i>Owen and Mzee</i>. Following the presentations, have the groups compare and contrast the most important points and key details that each student presented. (RI.3.1, RI.3.9, RI.3.10, SL.3.3, SL.3.4, SL.3.6)</p>
<p><b>LESSON 8:</b> Chapters 13-14 of <i>Because of Winn-Dixie</i>, Kate DiCamillo</p>	<p><b>TEXT DESCRIPTION:</b> In Chapters 13-14 of <i>Because of Winn-Dixie</i>, Opal settles in to a routine that includes visiting her friends Otis, Miss Franny, and Gloria each day. After an encounter with the Dewberry boys, Opal is faced with differing perceptions of Gloria and Otis and is forced to take a deeper look at the character of her friends.</p> <p><b>TEXT FOCUS:</b> Continue developing vocabulary understanding, analyzing the language and the characters, adding to the Character Analysis Graphic Organizer for Opal begun in Lesson 1 and for the self-selected character in Lesson 3, and considering a theme of the text. Provide opportunities through discussion and writing to describe multiple characters and how their actions contribute to the sequence of events in the story. (RL.3.2, RL.3.3, RL.3.4) As these chapters are later in the anchor text, it provides opportunities to analyze how each chapter builds and the information in previous chapters help the reader understand the events and relationships in later chapters. (RL.3.5)</p>
<p><b>LESSON 9:</b> <i>Amos &amp; Boris</i>, William Steig</p>	<p><b>TEXT DESCRIPTION:</b> Amos, a mouse, and Boris, a whale, become friends under unusual circumstances. The character traits each possesses make them exceptional friends and invaluable to one another during times of need. After being rescued by Boris, Amos must find a way to overcome his shortcomings to save Boris’s life.</p> <p><b>TEXT FOCUS:</b> <i>Amos &amp; Boris</i> can be used as a read-along exercise (an expert reader reads aloud as students follow along with an individual copy of the text) and then analyzed through whole-class or small-group discussions. Focus on adding vocabulary with shades of meaning to the vocabulary display. (L.3.3a; L.3.4a, b, c; L.3.5a, c; L.3.6) Ask questions that allow students to recount events of the text, describe characters and explain how their actions affect the sequence of events, explain how the illustrations contribute to the text, and determine lessons learned from the text. (RL.3.1, RL.3.2, RL.3.3, RL.3.7) Have students make connections between those lessons and <i>Because of Winn-Dixie</i>, requiring students to refer to details from the texts in their oral or written answers.</p> <p><b>SAMPLE TASK:</b> Access a <a href="#">lesson</a><sup>36</sup> for <i>Amos &amp; Boris</i> through Common Core, Inc. Use this lesson prior to comparing <i>Amos &amp; Boris</i> to <i>Because of Winn-Dixie</i>.</p>
<p><b>LESSON 10:</b> Chapters 15-19 of <i>Because of Winn-Dixie</i>, Kate DiCamillo</p>	<p><b>TEXT DESCRIPTION:</b> Through a story told by Miss Franny about her great-grandfather, Opal learns about sorrow in the face of war and begins to explore what it means to survive after a substantial loss. The characters in this section of the text explore their individual tragedies and faults and find that that life can be a beautiful mixture of happiness and sorrow.</p> <p><b>TEXT FOCUS:</b> These chapters reinforce the value of companionship, a central theme of this unit. The characters explore their own</p>

<sup>36</sup> [https://commoncore.org/maps/documents/03.02.RL.Amos\\_and\\_Boris\\_FINAL.pdf](https://commoncore.org/maps/documents/03.02.RL.Amos_and_Boris_FINAL.pdf)

TEXT SEQUENCE	TEXT USE
	<p>sorrow and how coming together in the face of it brings them together as friends. (RL.3.2, RL.3.3) This section of the text lends itself to thorough student discussion and analysis.</p> <p><b><u>MODEL TASKS</u></b></p> <p><b>LESSON OVERVIEW:</b> Students read the text in order to make meaning of main ideas and key details. They then conduct a fishbowl discussion to analyze and reflect upon the meaning of the text. Students conclude the lesson by reviewing and reflecting on the ideas expressed during the fishbowl discussion and providing a written response that connects to the unit theme.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Divide the class into pairs. Have pairs read Chapters 15-19 using the <a href="#">Say Something</a><sup>37</sup> reading strategy. As students read, they should periodically pause to “say something” about the text in order to make predictions, ask questions, clarify misunderstandings, make comments and connections, and determine if rereading is necessary. (RL.3.10)</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Conduct a <a href="#">fishbowl discussion</a><sup>38</sup> based on the following questions: <ul style="list-style-type: none"> <li>○ In Chapter 17, Opal says that when she sees the Dewberry boys, she wants to stick her tongue out at them, but after thinking about what Miss Franny said about war and what Gloria Dump said about not judging people, she decides to wave instead. What has changed in Opal? What caused her changes? What lesson do Opal’s changes teach the reader? (RL.3.1, RL.3.2, RL.3.3)</li> <li>○ In Chapter 18, Opal says, “And so I read the first chapter of <i>Gone with the Wind</i> out loud to Gloria Dump. I read it loud enough to keep her ghosts away. And Gloria listened to it good.” What does Opal mean when she says she “read it loud enough to keep the ghosts away”? (RL.3.2, L.3.5a)</li> <li>○ In Chapter 18, Opal says, “I didn’t go to sleep right away. I lay there and thought how life was like a Littmus Lozenge, how the sweet and sad were all mixed up together and how hard it was to separate them out. It was confusing.” What does Opal mean by this? (L.3.4a, L.3.5a) How are her life and group of friends like a Littmus Lozenge? (RL.3.1, RL.3.2, RL.3.3)</li> <li>○ In Chapter 19, Opal says, “I wanted to keep Otis company. I didn’t want him to be lonely. Sometimes, it seemed like everybody in the world was lonely.” How does Opal feel about friendship and companionship? How does this statement support her feelings? How does Otis feel? (RL.3.1, RL.3.2, RL.3.3)</li> </ul> </li> </ul>

<sup>37</sup> <http://www.learningpt.org/literacy/adolescent/strategies/something.php>

<sup>38</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>Form two concentric circles (one person from each pair is in the inner circle, and one person from each pair is in the outer circle). Provide each pair 10 minutes to devise answers to the discussion questions and locate examples from the text, using their class notes and graphic organizers as a starting point. Then have the inner circle discuss their answers to the questions for five minutes. (SL.3.1a-d) While the inner circle discusses, prompt students in the outer circle to take notes and sort them according to the question they answer. (W.3.8, SL.3.3) After the five-minute discussion, have the circles swap positions and repeat the process.</p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Conclude the lesson by having student pairs review and reflect on the ideas expressed during the fishbowl discussion. Then have them write a response to the following question: How do Chapters 15-19 teach a lesson about the value of companionship and show that friends come from unexpected places? Provide examples of events and characters' actions from <i>Because of Winn-Dixie</i> that support the lesson. (RL.3.1, RL.3.3, RL.3.5, W.3.2a-d, W.3.8, W.3.10) As needed, provide pairs with an <a href="#">answer frame</a><sup>39</sup> to support them in organizing their writing.</li> </ul>
<p><b>LESSON 11:</b></p> <p>Chapters 20-26 of <i>Because of Winn-Dixie</i>, Kate DiCamillo</p>	<p><b>TEXT DESCRIPTION:</b> In Chapters 20-26 of <i>Because of Winn-Dixie</i>, Opal and her friends prepare to throw a party. During the party, a thunderstorm develops, and Winn-Dixie gets lost, prompting Opal to explore what life would be like without Winn-Dixie. Finally, the group of friends is reunited, and they find happiness as a community.</p> <p><b>TEXT FOCUS:</b> Students explore how each character has grown throughout the novel, leading them from different perspectives on friendships with individuals. (RL.3.1, RL.3.3, RL.3.5) Continue to discuss how the author uses dialogue to reveal character traits and contribute to the events of the story, adding to the ongoing Character Analysis Graphic Organizers from Lesson 1 as needed. (RL.3.3)</p>
<p><b>LESSON 12:</b></p> <p><a href="#">“Long-Leg Lou &amp; Short-Leg Sue,”</a> Shel Silverstein</p>	<p><b>TEXT DESCRIPTION:</b> <a href="#">“Long-Leg Lou &amp; Short-Leg Sue”</a> is a poem that follows two characters with different traits who make adjustments in order to walk together as friends.</p> <p><b>TEXT FOCUS:</b> Determine the central message of “Long-Leg Lou &amp; Short-Leg Sue” and how this message is conveyed through the details in the text. (RL.3.2) Compare the characters of Long-Leg Lou and Short-Leg Sue to Opal and one of the other characters in <i>Because of Winn-Dixie</i> (e.g., Otis, Gloria Dump, Amanda) in order to develop a deeper understanding of the unit theme of finding friends with different perspectives in unexpected places.</p> <p><b>LESSON OVERVIEW:</b> Students engage in oral readings of “Long-Leg Lou &amp; Short-Leg Sue” in order to build fluency. These readings are followed by discussion of the meaning of the poem and audio recordings by students demonstrating desired read-aloud components.</p>

<sup>39</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Engage students in repeated oral readings of “Long-Leg Lou &amp; Short-Leg Sue” to build oral reading fluency. Model for students the reading of the poem. Have them read the passage <b>chorally</b>.<sup>40</sup> Then have student pairs practice reading the poem using <b>paired reading</b>.<sup>41</sup> Finally, have students individually read aloud the poem. (RF.3.4b) After this lesson is complete, place the poem in a classroom library for independent reading. (RF.3.4a, RF.3.4c)</li> <li><b>Note for Small-Group Reading:</b> As particular students struggle with meeting these reading foundation standards, follow up with those students during small-group reading time to work more specifically on these standards.<sup>42</sup></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Conduct a discussion in which students determine the nonliteral and literal meanings of “Long-Leg Lou &amp; Short-Leg Sue.” (RL.3.10) Ensure that students use <b>accountable talk</b> and refer to the text to support their ideas. (RL.3.1, SL.3.1a-d, SL.3.3, SL.3.4, SL.3.6) Sample discussion questions: <ul style="list-style-type: none"> <li>Summarize what happens in each stanza. (RL.3.2)</li> <li>Explain how each stanza builds on the next and results in the end of the poem. (RL.3.5)</li> <li>What are the different points of view of Long-Leg Lou and Short-Leg Sue? Whose point of view is most similar to your own? (RL.3.6)</li> <li>What is the literal and figurative meaning of the last line of the poem: “And no one’s in front and no one’s behind”? (L.3.5a)</li> <li>What lesson does this poem teach? What details teach this lesson? (RL.3.1, RL.3.2)</li> <li>How is the lesson of this poem similar to or different from a lesson taught in <i>Because of Winn-Dixie</i>? (RL.3.2)</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Have pairs create an audio recording or live performance of “Long-Leg Lou &amp; Short-Leg Sue” that demonstrates fluent reading. (RF.3.4b, SL.3.5)</li> </ul>

<sup>40</sup> [http://www.readingrockets.org/strategies/choral\\_reading](http://www.readingrockets.org/strategies/choral_reading)

<sup>41</sup> [http://www.fcrr.org/studentactivities/F\\_021c.pdf](http://www.fcrr.org/studentactivities/F_021c.pdf)

<sup>42</sup> During small-group reading time, use a full reading foundational curriculum, such as the Core Knowledge Skills Strand (<http://www.coreknowledge.org/ckla-files#!/grade-3/skills>) and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research ([http://www.fcrr.org/studentactivities/3\\_5.htm](http://www.fcrr.org/studentactivities/3_5.htm)) and/or *Building the Foundation* from the Center on Instruction (<http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>).

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 13:</b></p> <p><i>Because of Winn-Dixie,</i> Kate DiCamillo</p>	<p><b><u>TEXT DESCRIPTION:</u></b> As students have developed a greater understanding of the value of friendship, the ways characters develop over the course of a text, and the way authors convey central message, they are equipped with the knowledge to create a coherent expository writing detailing the development and interdependence of two characters from <i>Because of Winn-Dixie</i>.</p> <p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 14:</b></p> <p><a href="#">My Life and Times,</a> <a href="#">Autobiography of a</a> <a href="#">Stray Cat</a></p>	<p><b><u>TEXT DESCRIPTION:</u></b> This fiction text addresses ideas and concepts similar to those of the anchor text. It is sufficiently complex for grade 3.</p> <p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Task</a></p>
<p><b>LESSON 15:</b></p> <p>Texts for independent reading</p>	<p><b><u>TEXT DESCRIPTION:</u></b> As these fiction texts address ideas and concepts similar to those of the anchor text and are sufficiently complex for grade 3, they are suitable for independent reading.</p> <p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p> <p><i>Teacher Note: Due to the age of the readers, the extension task may need to begin after reading of the novel Because of Winn-Dixie has concluded.</i></p>