

BCSCR



Building Communities that  
Support Children's Reading

# Arizona Because of Winn-Dixie

By **Kate DiCamillo**

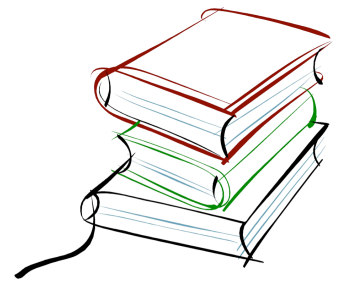
RL 3.9



4<sup>th</sup> Grade - M

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# Synopsis

## Because of Winn-Dixie

India Opal Buloni is a lonely girl who has just moved to Naomi, Florida, with her father, a preacher. Opal's mother left them when Opal was three years old. One day, Opal's father sends her to the Winn-Dixie grocery store, where she sees a dog running through the store, knocking over produce. To save the dog from the pound, Opal claims the dog is hers and hurriedly names him "Winn-Dixie." The dog is a mess--skinny with bald patches all over him--but he seems to smile at Opal, and he later charms her father, who decides she can keep him.

After Opal adopts Winn-Dixie, she makes some friends in Naomi: Miss Franny Block, the librarian, who tells Opal stories, including one about her great-grandfather Littmus; Otis, the pet store clerk, who magically calms animals with his guitar music; and Gloria Dump, who tells Opal to judge people only by what they are doing now, not by what they have done. When a thunderstorm breaks out during a party hosted by Gloria and Opal, Winn-Dixie, who has a terrible fear of storms, runs away. As Opal and her father search for the dog, they both confront their feelings about Opal's mother leaving them. They return to the party and discover that Winn-Dixie was there all along. Opal and her father enjoy the rest of the party with all their new friends.

## Arizona's College and Career Ready Standards

These are the main Arizona English Language Arts Standards addressed by the activities in this module.

4.RL.2 - Determine a theme of a story, drama, or poem from details in the text;

summarize the text.

4.RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

4.RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

4.RL.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

4.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

4.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

4.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

4.W.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

4.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.



# Vocabulary

## Because of Winn-Dixie

**criminal** - someone who is guilty of an illegal act or wrongful deed; a felon

**fortunate** - lucky; coming by or resulting from good luck

**judge** - to make a decision about worth; to form an opinion about; to evaluate or rate

**manager** - a person who directs, handles, or is in charge of the affairs or dealings of a company, business, group, or individual

**melancholy** - depressed; sad; glum; despondent; gloomy

**memorized** - learned by heart; learned and recalled accurately; recalled events and people from one's past; committed to one's mind

**pathological** - referring to illness; due to disease; abnormal or morbid preaching the act of presenting a speech about religion; giving a sermon; giving advice on morals or beliefs; urging acceptance of an idea

**preaching** - the act of presenting a speech about religion; giving a sermon; giving advice on morals or beliefs; urging acceptance of an idea

**talent** - a special or natural ability to do something; a skill

**theme** - a main or central idea, especially of a written work, work of art, or piece of music; an assignment in which a student is to write about a particular idea or topic



# High Level Questions Because of Winn-Dixie

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. Early in the story, Opal says, "Just about everything that happened to me that summer happened because of Winn-Dixie." What things were a result or effect of Winn-Dixie coming into Opal's life?
2. Many of the characters in the story have clear weaknesses as well as strengths. Compare and contrast the characters in the story. What are their strengths and weaknesses?
3. Explain Opal's relationship with her father.
4. An author uses foreshadowing to hint at events that will happen later in the story. Give one example of foreshadowing in the novel.
5. How did Opal change from the beginning of the book to the end?
6. If the story were to continue, what would most likely happen?
7. When Opal had all the animals back in their cages, Otis stopped playing his guitar. He looked down at his boots and said, "I was just playing them some music. It makes them happy." Why did he look down at his boots?
8. When animals or things are talked about as if they are human, it is called personification. Give an example of personification in the story.
9. What is the main idea of the story?
10. What questions would you ask Opal's mother if you met her?



# Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Arizona Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific Arizona Reading Standards for Literature.

# Choice Board

## Because of Winn-Dixie

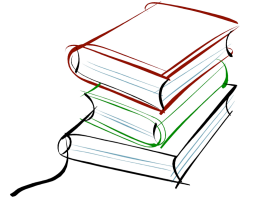


<p>Choose a section of the story where Opal feels a strong emotion. Act out the emotion in pantomime and see if others can guess what is happening.</p> <p style="text-align: right;">4.RL.2</p>	<p>List the ten things the preacher told Opal about her mama. What does Opal discover about herself from these 10 things.</p> <p style="text-align: right;">4.RL.3</p>	<p>Write a paragraph describing the point of view of the story. Use evidence from the text to support your description.</p> <p style="text-align: right;">4.RL.6</p>
<p>Draw a magazine ad for the story to encourage others to read the novel.</p> <p style="text-align: right;">4.RL.2</p>	<p>Many of the characters in the story have clear weaknesses as well as strengths. Compare and contrast the characters using a Venn Diagram.</p> <p style="text-align: right;">4.RL.3</p>	<p>Create a poster about the story from another characters point of view.</p> <p style="text-align: right;">4.RL.6</p>
<p>Fill out the attached table with examples from the text on: Somebody, Wanted, But, So, Then.</p> <p style="text-align: right;">4.RL.2</p>	<p>Choose an important event in the story. Describe the event in at least 5 sentences using details from the story.</p> <p style="text-align: right;">4.RL.3</p>	<p>Get with a partner and act out a talk show where one of you is the moderator and one a character from the story.</p> <p style="text-align: right;">4.RL.6</p>



# Choice Board

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# Table

## Because of Winn-Dixie

Somebody	Wanted	But	So	Then
<i>Teacher</i>	<i>Quiet</i>	<i>There was a storm</i>	<i>She turned on music</i>	<i>Everyone calmed down</i>

# Using a RAFT Matrix



A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role, audience, format, and topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

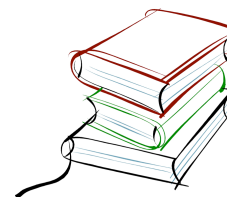
RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffold and can be adjusted according to students' achievement levels, English proficiency, and interests.



# RAFT Matrix

## Because of Winn-Dixie

Role	Audience	Format	Topic
Winn-Dixie	Opal	Persuasive letter	Why Winn-Dixie shouldn't go to the pound
Miss Franny Block	Town	Advertisement	Why you should use our library
Gloria Dump	Opal and her friends	Invitation	Garden party
Otis	Dunlap and his brother	Song lyrics	I wish you really understood me



# RAFT Matrix Rubric

**STUDENT NAME:** \_\_\_\_\_ **NOVEL:** \_\_\_\_\_

**Accuracy**  
Information is accurate and supported with specific details from the novel.

5            4            3            2            1

Comments:

**Role**  
The writing is credible in the role assigned.

5            4            3            2            1

Comments:

**Format**  
The proper format was used.

5            4            3            2            1

Comments:

**Conventions**  
The writing had no errors in grammar, punctuation, capitalization, or spelling.

5            4            3            2            1

Comments:

**Creativity**  
Writing shows imagination and originality.

5            4            3            2            1

Comments:

Assessment Guide  
5 = Above and Beyond  
4 = Meeting Standard  
3 = Working to Standard  
2 = Developing  
1 = Incomplete



# RAFT Matrix

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Role	Audience	Format	Topic

# Extended Resources Because of Winn-Dixie



## Kid friendly writing rubrics and checklists Grades 3-6

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

## Background on dogs

<http://www.paws.org/kids/learn/pets/dogs/>

<http://www.loveyourdog.com/>

## Background on Florida

<http://www.atozkidsstuff.com/florida.html>

<http://www.enchantedlearning.com/usa/states/florida/>



## Fun Facts About Dogs

- In total there is said to be around 400 million dogs in the world.
- The domestic dog has been one of the most popular working and companion animals throughout human history.
- Dogs perform many useful tasks for humans including hunting, farm work and security as well as assisting those with disabilities such as the blind.
- Although experts often disagree, there is scientific evidence which shows that the domestication of dogs could have occurred more than 15,000 years ago.
- There are hundreds of different breeds of dogs.
- Examples of these breeds include: Bulldog, German Shepherd, Collie, Golden Retriever, St Bernard, Greyhound, Bloodhound, Chihuahua, Labrador, Great Dane, Rottweiler, Boxer and Cocker Spaniel.
- The most popular breed of dog in the world by registered ownership is the Labrador. With their gentle nature, obedience, intelligence and near limitless energy, Labradors make for excellent family pets and reliable workers. They often assist police and are a common choice as guide dogs.
- Dogs have formed such a strong bond as pets, workers and companions to humans that they have earned the nickname "man's best friend".
- Humans help train various dog breeds to enter in competitions such as breed shows, agility and obedience contests, racing and sled pulling.
- Dog have superior hearing than humans, capable of hearing sounds at four times the distance.
- Dogs have a remarkable sense of smell, they are capable of differentiating odors in concentrations nearly 100 million times lower than humans can.
- The average life span for a dog is around 10 to 14 years.
- Those involved in dog breeding refer to males as 'dogs', females as 'bitches', dogs younger than a year old as 'puppies' and a group of offspring as a 'litter'.
- Domestic dogs are omnivores; they feed on a variety of foods including grains, vegetables and meats.



• GRADES 4 AND 5

**Research Simulation Tasks and Literary Analysis Tasks Rubric**

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension of Key Ideas and Details</b>	The student response demonstrates <b>full comprehension</b> of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis and supporting the analysis with <b>effective</b> textual evidence.	The student response demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis and supporting the analysis with <b>adequate</b> textual evidence.	The student response demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis and supporting the analysis with <b>limited</b> textual evidence.	The student response demonstrates <b>no comprehension</b> of ideas by providing <b>inaccurate or no</b> analysis and <b>little to no</b> textual evidence.
<b>Writing Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to the task by using <b>clear</b> reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language <b>effectively</b> to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>generally appropriate</b> to the task by using reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to the task by using <b>limited</b> reasoning and <b>text-based</b> evidence; or</li> <li>is a developed, text-based response with <b>little or no awareness</b> of the prompt;</li> <li>demonstrates <b>limited</b> coherence, clarity, and/or cohesion appropriate to the task;</li> <li>uses language that demonstrates <b>limited</b> awareness of the norms of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li><b>lacks</b> coherence, clarity, and cohesion;</li> <li>uses language that demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>	The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b> .	The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b> , but the <b>meaning is generally clear</b> .	The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b> .	The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b> .

## Narrative Tasks Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Writing Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• <b>is effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>• demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language <b>effectively</b> to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>• demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>• demonstrates <b>limited</b> coherence, clarity, and/or cohesion appropriate to the task;</li> <li>• uses language that demonstrates <b>limited</b> awareness of the norms of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li>• <b>lacks</b> coherence, clarity, and cohesion;</li> <li>• use of language demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>