Guidance for Learning at Home

How to Provide Feedback

- Feedback might be provided in two possible ways:
  - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using Teacher Talk Moves and guiding questions to help students refine answers.
  - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or organizational frames.
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

About this Unit

By the end of this unit, students will understand the value of companionship and the joy of finding friends in unexpected places.

The main text students will read in this unit is *Because of Winn-Dixie* by Kate DiCamillo, about a lonely girl named Opal who, although she is new to town, somehow makes friends everywhere she goes, beginning with a stray dog she finds at the grocery store that she names Winn-Dixie. Throughout the unit, students will describe characters, discuss character traits, identify changes in characters over time and explain how characters' actions and speech move a story forward to demonstrate the theme. At the end of the unit, students will be asked to write an essay to discuss how Opal and another character from *Because of Winn-Dixie* interact and change through the series of events in the novel and what central message or lesson can be learned by reading *Because of Winn-Dixie*.

Text Access

In order to complete this unit at home, students will need access to the following texts:

- Texts schools need to provide:
  - *Because of Winn-Dixie* by Kate DiCamillo
  - *Unlikely Friendships for Kids: The Dog & The Piglet: And Four Other Stories of Animal Friendships* by Jennifer S. Holland
  - *Amos & Boris* by William Steig
  - *Owen and Mzee: The True Story of a Remarkable Friendship* by Isabella Hatkoff, Craig Hatkoff, and Paula Kahumbou

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in reading stories within a story and defining companionship and community can be found here: https://learnzillion.com/wikis/159502-because-of-winn-dixie-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
    - friend, friendly, friendship, friendless, befriend, friendliness
    - fortunate, fortunately, congregation, congregate
    - mutter, muttering, muttered
    - lonely, lonesome

Support for Reading

An audio recording of *Because of Winn-Dixie* is available at https://www.audiobooks.com/audiobook/because-of-winn-dixie/160122.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[4] and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should

- consider using tools such as transitions, grades 3-5, evidence sentence starters, grades 3-5, and ELA Guidebook Grammar Guide and the WriteAlongframes. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.

[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[2] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[3] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[4] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

Week 1 Lesson 1

Understand

1. What does the word **fortunate** mean in this quote? Complete the chart below.

Dictionary Definition	Synonym (words with a similar meaning)	Antonym (words with the opposite meaning)	Meaning from Context
favored by or involving good luck or fortune; lucky.	lucky, favored	unfortunate, unlucky, unhappy	Winn-Dixie is unlucky.

2. What does it mean if someone is "less **fortunate**" than you?

   Answers may vary, but the student should be using important words from the definition.

   Someone who is less fortunate does not have as much luck as someone else.

3. What makes Winn-Dixie less **fortunate**?

   Winn Dixie is "less fortunate" or unlucky, without favor, because he doesn't belong to anyone and is alone.

4. Why do you think Kate DiCamillo chose to use capital letters for "Less **Fortunate**" in the third sentence?

   Kate Dicamillo chose to use capital letters for Less Fortunate because she chose to make it a proper noun and give the name to Winn-Dixie.

5. What characters were you introduced to in chapters one and two?

   I was introduced to Opal, the store manager, Winn-Dixie the dog, and Opal's father, known as the Preacher.

6. What are the main events of chapters one and two?

   - Winn Dixie knocks down items in the store and upsets the store manager.
   - Opal keeps Winn-Dixie from going to the dog pound by taking him home.
   - Opal takes Winn-Dixie home and the Preacher decides to let the dog stay.

Express Understanding

Complete the chart on the next page to **summarize** chapters one and two.

Somebody	Wanted	But	So	Then
Who is the main character?	What did Opal want in chapter one?	What problem did Opal have?	How does she try to solve the problem?	How does chapter two end for Opal?
Opal	Opal wanted to keep Winn-Dixie as a pet.	Opal had to speak with her dad, the Preacher, and she didn't know what he would say.	She tried to get the preacher to give Winn-Dixie his attention.	Opal receives permission to keep the dog at the home.

Week 1 Lesson 2

Understand

1. Complete the chart on the next page by adding samples of **dialogue** from each chapter in the text. Not every instance of **dialogue** should be added. Be sure to include a variety of speakers, situations or events, and **dialogue tags**. An example is shown in the first row, and part of the second row has been completed. Complete the rest on your own.

Answers may vary, but the student should identify dialogue in the text and pull the information for each column.

Dialogue Spoken	Dialogue Tag Used	Who is speaking?	Who is being spoken to?
"Wait a minute!" I hollered, "That's my dog. Don't call the pound."	I hollered	Opal	The Winn-Dixie store manager and employees
"What did you call this dog?" the preacher asked.	the preacher asked	the Preacher	Opal
Example from chapter one: "Come on Winn-Dixie," I said to the dog.	I said	Opal	Winn-Dixie
Example from chapter two: "Daddy?" I said.	I said	Opal	the Preacher
Example from chapter three: "Is that right?" the preacher said; he scratched Winn-Dixie's head.	the preacher said	the Preacher	Opal
Example from chapter four: "What's number seven?" I asked.	I asked	Opal	the Preacher

Express Understanding

How do **dialogue tags** help you understand how Opal feels in chapters 1–4? Use the **dialogue** examples from the chart to justify your answer.

Dialogue tags can be descriptive of how characters are feeling or thinking. In the first example, Opal "hollered" that Winn Dixie was her dog. The author chose "hollered" because Opal was probably excited. If the author had chosen to use the tag "whispered," I would have imagined Opal being nervous when calling to Winn-Dixie.

Week 1 Lesson 3

Understand

1.

Shades of meaning for AFRAID.		
Weakest <----------> Strongest		
scared	frightened	frantic

2. Complete the chart on the next page. List your three words for **afraid** from weakest to strongest **connotation**. Write the meaning of each word, then write a sentence using one of the words.

Words in order from weakest to strongest	Meaning of words
scared	fearful; frightened
frightened	afraid or anxious
frantic	wild or distraught with fear, anxiety, or other emotion
Write a sentence using one of the words. My mother was frightened by the spider in the kitchen.	

3. Write synonyms for the word **fast**.

   quick, speedy, swift, rapid, fast-moving

4. Complete the chart on the next page. Select three words from your list of synonyms. List your three words from weakest to strongest **connotation**. Write the meaning of each word, then write a sentence using one of the words.

Words in order from weakest to strongest	Meaning of words
fast-moving	rapid in movement or action
quick	moving fast or doing something in a short time
rapid	happening in a short time or at a fast pace
Write a sentence using one of the words. Joshua finished his homework rapidly so he could play with his friends.	

Express Understanding

What is Opal's **point of view** from the events in chapters 1–4. Consider Opal's thoughts, words, and actions to help you understand her **point of view**. Complete the chart to organize Opal's **points of view**. The first one has been done for you.

Incident (event)	This incident shows...	I know this because...
Opal checks over Winn-Dixie. (chapter 1)	This incident shows me that Opal cares greatly for Winn-Dixie.	I know this because she is making sure he is safe and healthy.
Opal describes all the things about the trailer park to Winn-Dixie. (chapter 2)	This incident shows me that Opal is excited to have someone or something she can talk to.	I know this because she is talking about where she lives and the other people and pets in the trailer park.
Opal calls Winn-Dixie less fortunate. (chapter 2)	This incident shows me that Opal knows that Winn-Dixie does not have a home.	I know this because Opal tells her father that she "found a dog."
Opal gives Winn-Dixie a bath. (chapter 3)	This incident shows me that Opal cares for how Winn-Dixie looks.	I know this because she gives him a bath and brushes his fur.
Opal "has been talking to Winn-Dixie" about her mother. (chapter 3)	This incident shows me that Opal trusts Winn-Dixie as though he is a person.	I know this because Opal feels Winn-Dixie can relate, or understand, about how not having a mother too makes them orphans.

Week 1 Lesson 4

Understand

1. What does the dialogue tag **shouting** tell us about the store manager?

The dialogue tag shouting is the author's way of showing his anger, rather than just saying he is mad.

2. Complete the character **analysis** chart for Opal. Provide details from chapters 1–4 to support your **analysis**.

Opal	Example or Quote	What the example reveals about the character
Opal's spoken words (look at **dialogue**)	". . . you don't have any family and neither do I. I've got the preacher, of course. But I don't have a mama. I mean I have one, but I don't know where she is. She left when I was three years old. I can't hardly remember her. And I bet you don't remember your mama much either. So we're almost like orphans." "I don't have any friends, because I had to leave them all behind when we moved here from Watley." (chapter three)	Opal sees herself as an orphan and is lonely. She thinks that Winn Dixie must feel the same way.
Opal's appearance (how Opal looks)	Ten years old Red hair and freckles, just like her mother	Opal likes that she looks like her mother.
Opal's thoughts and/or feelings	"It's hard not to immediately fall in love with a dog who has a sense of humor." (chapter one)	She already loves Winn Dixie.
What other characters say or feel about Opal	". . . your mama loved you very much." (chapter four)	The preacher knows that Opal's mama loved her even though she left and wants Opal to know that too.
Opal's actions	"Once we were outside, I checked him over real careful and he didn't look that good." (chapter one)	She cares about Winn Dixie and his safety/health.

Express Understanding

Complete the chart on the next page after rereading the following sections. As you reread, think about the words and actions of the store manager and the preacher.

Character Analysis	Store Manager	Preacher
Character's spoken words (Look at dialogue)	"Who let a dog in here?" he kept on shouting. "Who let a dirty dog in here?" (chapter one)	"No dogs," the preacher said. "We've talked about this before. You don't need a dog." (chapter two)
Character's appearance (how characters look)	Red- faced, screaming and waving his arms around	Like a turtle in a shell
Character's thoughts and/or feelings	The store manager is angry because the dog is running around in the store and creating a mess. (chapter one)	He looked over Winn-Dixie and wrinkled his nose because Winn-Dixie smelled bad. (chapter two)
What other characters say or feel about this character	Opal believed the store manager was having a bad day because he laid on the floor and cried in front of everyone in the store. (chapter one)	Papers spread around and rubbing his nose–he was thinking (chapter two)
Character's actions	He was rude to Opal when he told her "Don't you know not to bring a dog into a grocery store?" (chapter one)	He gives Opal permission to keep Winn-Dixie as a pet. (chapter two)
What similarities, if any, do you see between the store manager and the preacher?		
Both characters do not want to keep the dog. Later, the Preacher decides to let Opal keep the dog.		

Week 1 Lesson 5

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 2 Lesson 1

Understand

As you read chapter five, you are going to take notes in the chart below. You are going to use a "Notice and Note" strategy. Read the guiding questions then stop and jot your responses.

Guiding Questions	Answer and Example from Chapter Five
Why does Opal state that the church "isn't a regular-looking church"?	Opal states the church isn't a regular-looking church because it was a store. In chapter five, Opal describes the former store with the Pick-It-Quick store and the words PICK QUICK in tiles on the floor.
What does Opal wonder, or question, when the preacher has her tie Winn-Dixie up outside of the church?	Opal asks her daddy why they brought Winn-Dixie all the way to the church just to leave him outside.
What is surprising about how Winn-Dixie catches the mouse and proves that he is a "special dog"?	Mrs. Nordley had never seen a dog catch a mouse before Winn-Dixie. Opal realizes that Winn Dixie is a special dog.
Why do you think the author keeps telling us about Winn-Dixie's smile?	The author keeps us about Winn-Dixie's smile because it shows that he's a friendly dog that makes people happy.

Express Understanding

Complete the summarization chart below for chapter five. Refer to your notes in the above chart to help organize your thinking.

Somebody	Wanted	But	So	Then
Who is the main character?	What did Winn-Dixie want in chapter five?	What problem did Winn-Dixie have?	How does he try to solve the problem?	How does chapter five end for Winn-Dixie?
Winn-Dixie	didn't want to be left alone at home	but Opal and the preacher were going to church.	So, they took Winn Dixie to church them.	Then, he chased a mouse all over the church while the preacher was trying to preach.

Week 2 Lesson 2

Understand

As you read chapter six, complete the chart below.

Guiding Question	Example from *Because of Winn-Dixie*
Why did Miss Franny think Winn-Dixie was a bear?	Miss Franny thought Winn-Dixie was a bear because of how he stood and looked into the library.
Why is Miss Franny afraid of Winn-Dixie?	Miss Franny is afraid because Winn-Dixie reminded her of a bear that came into the library before.
Why did Miss Franny let Winn-Dixie in the library after Opal said "he's a dog who goes to church"?	Miss Franny let Winn-Dixie into the library because he laid at her feet and let her pet him.
Why were Opal and Miss Franny using the word "dog" many times in their dialogue?	Miss Franny thought Winn-Dixie was a bear when she first saw him in the window. Opal and Miss Franny are using the word dog because it is the type of animal Winn-Dixie is.

Express Understanding

How would the story change if the preacher said no to Winn-Dixie?

Think about how the story might be different if the preacher had not allowed Winn-Dixie to live in their home.

Students should understand that Winn-Dixie would not have a home and Opal would have been without a friend.

If the preacher had not allowed Winn-Dixie to live in their home, the dog would still be homeless and Opal would be without a friend.

Week 2 Lesson 3

Understand

1. What new character did Opal interact with in chapter seven?

   Opal interacts with Miss Franny in chapter seven.

2. How does this character change how Opal feels about the library?

   Miss Franny changed how Opal feels about the library by welcoming Winn-Dixie into the library.

3. What type of interactions, or contact, has Opal had with Amanda Wilkinson so far?

Amanda was in the library looking for a difficult book because she called herself "an advanced reader." Amanda asked if dogs were allowed in the library, but she did not say anything to Opal.

Express Understanding

Choose a character to analyze. Complete the Character Analysis Chart on the next page.

- Winn-Dixie (chapter five)
- Miss Franny (chapter seven)
- The preacher (chapters two and three)
- The store manager (chapter one)
- Amanda Wilkinson (chapter seven)

Character: Winn Dixie	Example or Quote	What the example reveals about the character
Character's words (look at dialogue)	"Owwwwww," said Winn-Dixie.	This reveals that Winn-Dixie doesn't want to be outside alone.
Character's appearance (how the character looks)	He showed all of his teeth to the preacher.	This tells us that Winn-Dixie is happy that he caught the mouse.
Character's thoughts and/or feelings	Winn-Dixie smiled at the Preacher when Opal brought him into the church.	Winn-Dixie is happy that he is inside after being tied outside the church.
What other characters say or feel about the character	"I believe that mutt has got some retriever in him," said somebody behind me. "That's a hunting dog."	Winn-Dixie was able to catch the mouse and gave it to the Preacher.
Character's actions	Winn-Dixie saw the mouse and began to chase it in the church.	Winn-Dixie saw that the mouse didn't belong and wanted to get rid of it for the Preacher.

Character: Miss Franny	Example or Quote	What the example reveals about the character
Character's words (look at dialogue)	"Did I mention that Florida was wild in those days?" Miss Franny Block said.	This tells us that Miss Franny likes to talk and tell stories about what she knows.

Character's appearance (how the character looks)	Sad, old, and wrinkled	This reveals that Miss Franny is an old lady that lives alone.
Character's thoughts and/or feelings	"Well, if this bear intends to eat me, I am not going to let it happen without a fight."	Miss Franny was afraid of the bear, but she was brave to fight for her life.
What other characters say or feel about the character	"We could be friends," I said to Miss Franny.	Opal reveals that Miss Franny is someone she can talk to and be friends with like Winn-Dixie.
Character's actions	When Miss Franny was talking to Amanda about dogs being in the library, she said she welcomed a few.	Miss Franny likes having Winn-Dixie and she makes the rules for the library.

Character: the Preacher	Example or Quote	What the example reveals about the character
Character's words (look at dialogue)	"No dogs," the preacher said.	The Preacher does not want a dog in the home.
Character's appearance (how the character looks)	He had papers spread all around him and he was rubbing his nose.	The Preacher is busy studying and preparing his work.
Character's thoughts and/or feelings	"Well," the preacher said. "I guess you found one."	The preacher is allowing Opal to keep Winn-Dixie even though he doesn't want her to have a pet.
What other characters say or feel about the character	The Preacher reminds Opal of a turtle hiding in his shell.	The reveals that the Preacher holds his thoughts and feelings inside and doesn't share much with Opal.
Character's actions	He rubbed Winn-Dixie's head and looked into his eyes.	The Preacher is warming up to the idea of Winn-Dixie being around.

Character: the store manager	Example or Quote	What the example reveals about the character
Character's words	"Please," said the	This reveals that the store manager is desperate

(look at dialogue)	manager. "Somebody call the pound."	for help to get the dog out of the store.
Character's appearance (how the character looks)	the store manager sat on the floor and cried	The store manager is upset that the dog is making a mess and hasn't been removed from the store.
Character's thoughts and/or feelings	The manager sat up and gave Opal a hard stare.	The store manager was upset that Opal would bring her dog into the store.
What other characters say or feel about the character	Opal almost bumped into the store manager as he was screaming and waving his arms around.	The store manager is very upset and wasn't paying attention to who was around him as he's yelling in the store.
Character's actions	The manager is screaming in the store.	It reveals how angry the store manager is and wants the dog out of his store.

Character: Amanda Wilkinson	Example or Quote	What the example reveals about the character
Character's words (look at dialogue)	"Are dogs allowed in the library?"	This reveals that Amanda thinks Winn-Dixie shouldn't be in the library.
Character's appearance (how the character looks)	Pinch-faced	This reveals that Opal looks at Amanda as stuck-up and rude to others.
Character's thoughts and/or feelings	Amanda tells Miss Franny that she is an advanced reader.	The reveals that Amanda believes the book she read didn't challenge her reading abilities.
What other characters say or feel about the character	She stared past Opal and at Winn-Dixie.	Amanda didn't care Opal was in the library.
Character's actions	Amanda pretended Opal wasn't in the library	It reveals that Amanda did not want to talk to Opal and was only there to get another book.

Week 2 Lesson 4

Understand

1. Why was Miss Franny so scared by Winn-Dixie?

Miss Franny was scared of Winn-Dixie because she believed Winn-Dixie was a bear.

2. Why was she "acting all embarrassed"? How does the author show Miss Franny was embarrassed?

   Miss Franny "acted all embarrassed" because she was afraid of a dog she thought was a bear. The author showed Miss Franny was embarrassed by the character apologizing to Opal and telling the story about the bear in the library.

3. Opal says, "She looked sad and old and wrinkled." What happened to cause Miss Franny to look this way?

   Miss Franny is friendless in town because the people she knew are dead and gone.

4. Why do think people sometimes look old and wrinkled even when they aren't very old?

   Students should understand that being unhappy and alone sometimes make people look older.

   Example Answer: People sometimes look old and wrinkled when they aren't old because they are unhappy and alone.

5. What were Opal's feelings when she understood how Miss Franny felt? What words does the author use to describe Opal when she realized how Miss Franny felt?

   Opal understood how Miss Franny felt when she told Opal that all of her friends were dead and gone. Opal felt friendless because she moved to a new town and she missed her mother .

6. Earlier in the story, Opal says that Winn-Dixie "has a large heart, too." What does it mean to have a large heart?

   If someone has a large heart, it means that they are kind and giving.

7. What does Winn-Dixie do to show that he has a "large heart"?

   Winn-Dixie lays at Miss Franny's feet waiting for her to pet him.

8. Opal and Miss Franny have three very important things in common. What are they?

   Opal and Miss Franny are friendless, love Winn-Dixie, and have large hearts.

9. Why is it important that Opal and Miss Franny have these things in common?

   It is important to have those things in common because it is what makes them want to be friends with one another.

10. How does Miss Franny treat Opal?

    Students should understand that Miss Franny is nice to Opal through conversation and they develop a friendship.

Miss Franny is nice to Opal and is willing to talk to her. Opal has felt the need to talk to Winn-Dixie because she didn't have any friends.

11. How does Miss Franny make Opal think about other people?

    The students should understand that Miss Franny stood up to Amanda for Opal and Winn-Dixie. Opal felt no one was going to mess with her because she had a real friend.

Express Understanding

How is Opal thinking and acting differently since she met Miss Franny?

The students should understand that Opal is more friendly after meeting Miss Franny.

Opal is more friendly since she met Miss Franny. Opal noticed they are alike when Miss Franny said she didn't have any friends. After Miss Franny stood up for her against Amanda, Opal felt she finally had a friend.

Week 2 Lesson 5

Understand

1. What new characters did Opal meet in this chapter?

   Opal met Gloria Dump in this chapter.

2. How did Opal meet Gloria Dump?

   Winn-Dixie ran and jumped the fence into Gloria Dump's yard. Opal went into the gate to get Winn-Dixie and keep him from being eaten by the witch.

3. What are some details we learned about Gloria Dump from their interaction?

   We learn that Gloria Dump is an old lady and cannot see well. Opal tells us that she has wrinkly brown skin and no teeth.

4. How does Gloria feel about Winn-Dixie being in her yard? Using quote three, answer this question using text evidence sentence starters.

   The students should understand that Gloria enjoys Winn-Dixie in her yard. The student should use a sentence starter for the evidence.

   Gloria enjoys having Winn-Dixie in her yard. According to the text, Gloria tells Opal that "you can always trust a dog that likes peanut butter."

Express Understanding

Opal is meeting many people after meeting Winn-Dixie. How is her interaction with Miss Franny different from her interaction with Gloria Dump? Use evidence to support your thinking.

Answers may vary, but the student should understand that Miss Franny and Gloria Dump's interaction with Opal were different. Miss Franny was afraid of Winn-Dixie, but Gloria Dump was glad to have Winn-Dixie in her yard. The student should use sentences from the text to support their answer.

Miss Franny and Gloria Dump interact with Opal differently. Miss Franny was afraid of Winn-Dixie when she first saw him. Based on what I read in chapter six, Miss Franny fell when she thought she saw Winn-Dixie in the window. Opal was able to show her that Winn-Dixie was a good pet, and she allowed the dog to come into the library. Gloria Dump welcomed Winn-Dixie and Opal into her yard. In chapter nine, it states that Winn-Dixie was eating peanut butter out of Gloria's hand. This tells me that she isn't afraid of Winn-Dixie and glad to meet him and Opal.

Week 3 Lesson 1

Understand

1. What is another word for **commotion**?

   Answers may vary, but the student needs to use the text to find another word that has similar meaning.

   Another word for commotion is noise.

2. What clues or words in the passage help us understand the word **commotion**?

   Answers may vary, but the student will find words in the excerpt to support their word in question one.

   Example Answer: Words in the passage that help me understand the commotion are "crowd of people" and "gathered in fear."

3. There are several words or phrases that help us know the meaning of the word **anxious**. Can you identify them?

   Answers may vary, but the student will find words in the excerpt to support the meaning of anxious.

   Example Answer: Feared is the word that helps know the meaning of the word anxious.

4. What does it mean to be **anxious**?

   Answers may vary, but the student needs to use the text to find another word that has similar meaning.

   Anxious means to be nervous.

5. Complete the **Main Idea** column on the chart for the first section of text.
6. Complete the **Key Details** column for the first section of text in the chart above.
7. Complete the third column. You can add your own thinking—connections you have, inferences you made, or other information that you learned from the pictures or text features.

Text Title	Main Idea	Key Details	Pictures/Text Features
"Owen was stranded alone on a reef."	Owen was stranded and in danger.	• December 26, 2004 • He would become sick in the seawater.	• Hippos are very large and weigh a lot. • The water rose very quickly. • Owen was tired and frightened. • It took a lot of people to help Owen.

Express Understanding

Complete all three columns for the other two sections of the text in the chart below.

Text Title	Main Idea	Key Details	Pictures/Text Features
"Dr. Paula, Stephen, and Sabine were eager to help the orphaned hippo."	Villagers called Haller Park.	• Animal sanctuary in Mambasa • Could not care for himself • Could not join another pod	• Stephen had a special way with animals. • Several people worked together to help Owen. • Owen rode in a truck.
"At first Mzee crawled away, but Owen wouldn't give up."	Owen hid behind Mzee and followed him around	• Owen crouched behind Mzee. • Mzee hissed and crawled away. • Owen did not give up. • Mzee began to accept him.	• Owen hid behind Mzee. • Owen snuggled up next to Mzee. • Owen and Mzee eat and nap together.

Week 3 Lesson 2

Understand

1. What **linking words** and phrases do you see the author use in this excerpt, or text taken from the passage?

   The author uses over the next few days, continued, but sometimes, and bit by bit.

Express Understanding

Read the quotes below. Identify a **linking word** or phrase in each quote. Identify which two ideas the word or phrase connects, and determine why this connection is important to the reader. Record your responses in the chart on the next page.

Word or Phrase	Ideas Connected Together		Importance for the Reader
Over the next few days...	Mzee crawled away.	Owen followed Mzee.	Owen followed Mzee for a long time, not just for a few minutes. It helps me see that Owen was persistent.
For days... but...	The people tried to chase the hippos back up the river.	The hippos enjoyed grazing.	The villagers were unsuccessful because the hippos like the grass around the river.
Hours went by... at last...	Anxious crowds thought Owen wouldn't be saved.	He was saved.	These two phrases show that a lot of time passed while they were trying to save Owen. It wasn't easy.
Meanwhile...	Dr. Paula and Stephen worked to make Owen comfortable.	Other workers prepared his home.	These two events were happening at the same time.

Week 3 Lesson 3

Understand

1. What do you notice or see in this image?

   I notice that Owen and Mzee are very close to each other.

2. What do you notice about Owen? What do you notice about Mzee?

   Owen is lying close to Mzee. Mzee is sitting next to Owen.

3. How does this image help you understand the text better?

   I understand the text better by using the image as it conveys the close friendship between Owen and Mzee.

4. What visuals did the author include to help you understand the text (illustrations, photographs, and other graphics)? Complete the chart below.

Page Number	Description of Visual	How does the visual help you understand the text?
	Student response may vary based on text choice.	
	Student response may vary based on text choice.	

5. What are the important details in the visuals of the chosen text?

   I noticed Mzee looked calm with his head closer to his shell. I noticed Owen was lying next to Mzee. This helps me understand the friendship described in the book.

6. What makes their friendship special or different?

   Mzee and Owen have a special friendship because they are different animals. After looking at the cover of the book, I saw that one is a turtle and the other is a hippopotamus.

7. How is their relationship similar to Opal and her friends in *Because of Winn-Dixie*?

   Opal and her friends are different people who created a different friendship. Miss Franny is lonely in the library. Opal hasn't been able to make friends in the new town.

Express Understanding

How do images in a text contribute to my understanding of the text? Use evidence to support your thinking and write in complete sentences using text evidence sentence starters.

The images in a text can help me understand the story better in many ways. For example, when I saw the picture of all the people who helped load Owen into the pickup truck, that helped me understand that it was a really difficult job. Another example is when I saw a picture of Mzee moving away from Owen. That picture helped me understand that the relationship between Mzee and Owen didn't start right away.

Week 3 Lesson 4

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 3 Lesson 5

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 4 Lesson 1

Understand

1. What did you learn from the visuals, or **images**, in your selected section?

   Students' responses will vary based on their text choice.

2. What was the most important idea of the section you read?

   Students' responses will vary based on their text choice.

Express Understanding

Complete the **main idea** chart on the next page. Identify three **key details** from the text that support the **main idea** and explain how each detail helped you determine the **main idea**.

Chapter Title: The Dog and the Piglet

Main Idea: Katjinga, a Rhodesian ridgeback, took care of Paulinchen, a potbellied piglet, on the night he was born.

- 1st Detail: The farmer found the tiny piglet all alone.
- How does the detail show the main idea? It shows Paulinchen needed someone to care for him because his mother couldn't be found.
- 2nd Detail: Katjinga nuzzled and licked Paulinchen like he was a puppy.
- How does the detail show the main idea? It shows that Katjinga was accepting of Paulinchen.
- 3rd Detail: The next day, the two were snuggled like two peas in a pod.

- How does the detail show the main idea? It shows how close Katjinga and Paulinchen became.

Chapter Title: The Orangutan and the Cat

Main Idea: A tabby cat named T.K. saved Tonda the orangutan's life.

- 1st Detail: Grouchy Tonda became sad and quit eating after her mate died.
- How does the detail show the main idea? It shows that Tonda was dying because she wouldn't eat.
- 2nd Detail: Tonda would tuck T.K. under a blanket to keep him warm.
- How does the detail show the main idea? It shows how Tonda could take good care of T.K.
- 3rd Detail: Tonda started eating again after becoming friends with T.K.
- How does the detail show the main idea? It shows that taking care of T.K. gave Tonda something to do so she would eat and not die.

Chapter Title: The Hippopotamus and the Goat

Main Idea: After going to the game reserve, Humphrey became friends with a pygmy goat.

- 1st Detail: Humphrey became too big to live inside so his family put him outside.
- How does the detail show the main idea? This detail shows why Humphrey was taken to the game reserve.
- 2nd Detail: Humphrey became the size of a small car, and knocked down the door to get in the house.
- How does the detail show the main idea? This detail shows just how big Humphrey was.
- 3rd Detail: Humphrey began to copy the goat.
- How does the detail show the main idea? This detail shows the friendship between Humphrey and the goat.

Chapter Title: The Deer and the Dog

Main Idea: Dilly the deer, and Lady the dog became best friends.

- 1st Detail: Dilly was blind so a vet brought her home.
- How does the detail show the main idea? This detail shows the main idea because it explains why Dilly lives in a house with a dog.
- 2nd Detail: Dilly and Lady liked to lick each other, play tug-of-war with stuffed animals and get into mischief.
- How does the detail show the main idea? These things show how Dilly and Lady behave like friends.
- 3rd Detail: Dilly and Lady sleep in the same bed.
- How does the detail show the main idea? This shows how close Dilly and Lady are.

Chapter Title: The Iguana and the Cat

Main Idea: Because Johann wasn't scared of Sobe, the two became friends.

- 1st Detail: Even though Sobe puffed up and hissed, Johann just rubbed his face and purred.
- How does the detail show the main idea? This shows how Sobe and Johann initially became friends even though Sobe was scared.
- 2nd Detail: Sobe would follow Johann around the house.
- How does the detail show the main idea? This shows that Sobe welcomed Johann as a friend.
- 3rd Detail: Sobe can be found often sleeping next to Johann.
- How does the detail show the main idea? This shows how close the friendship between Sobe and Johann is.

Week 4 Lesson 2

Understand

1. Transfer your main idea from *Unlikely Friendships for Kids* from the lesson one Express Understanding, to the chart below.

   Answers may vary. Students demonstrate their understanding by completing the main idea guided writing chart based on the information on their main idea chart.

2. Write the first key detail from the arrow in lesson one's Express Understanding in the organizer below.
3. Write an explanation for the first key detail from your main idea chart in the box below.
   Use one of the following evidence sentence starters for the Elaborations/Explanations/Examples.
   - According to the text…
   - For example…
   - On page ___ I noticed…
4. Complete the same steps for the second and third key details from lesson one. Remember to use evidence sentence starters for the Elaborations/Explanations/Examples.
5. Restate your main idea sentence in a different way for a conclusion. Use the information from the main idea statement above to close or end your writing.

   For questions 2-5, answers will come directly from week four lesson three.

Express Understanding

Use your organizer above to write a paragraph about the main idea in your chosen section of *Unlikely Friendships for Kids.*

Answers may vary. The students demonstrate their understanding of writing a paragraph using the main idea, details, and evidence from their completed organizer.

Week 4 Lesson 3

Understand

1. List two important events that happened in the story for Owen from *Owen and Mzee: The True Story of a Remarkable Friendship*.

   Answers may vary. The students will need to find events from the text that happened to Owen.

   - Owen lived with a pod of hippos.
   - Owen was separated from his family and stranded on a coral reef.
   - Villagers rescued Owen.
   - Dr. Paula Kahumbu and Stephen Tuei brought Owen to Haller Park.
   - Owen's new home included a mud wallow, a pond, trees, brush, and Mzee.
   - Owen left the truck and hid behind Mzee.
   - Owen followed Mzee.

2. List two important events that happened in the story for Mzee from *Owen and Mzee: The True Story of a Remarkable Friendship*.

   Answers may vary. The students will need to find events from the text that happened to Mzee.

   - Mzee would crawl away and Owen would follow.
   - Then Owen would walk away and Mzee would follow.
   - Mzee and Owen would eat together.
   - Mzee and Owen would sleep together.
   - Now they are friends.

3. List two important events that happened in the story for both Owen and Mzee from *Owen and Mzee: The True Story of a Remarkable Friendship*.

   Answers may vary. The students will need to find events from the text that happened to Owen and Mzee.

   - Owen's new home included a mud wallow, a pond, trees, brush, and Mzee.
   - Owen left the truck and hid behind Mzee.
   - Owen followed Mzee.
   - Mzee would crawl away and Owen would follow.
   - Then Owen would walk away and Mzee would follow.
   - Mzee and Owen would eat together.
   - Mzee and Owen would sleep together.
   - Now they are friends.

4. Who is giving the information in *Owen and Mzee: The True Story of a Remarkable Friendship*?

Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu are giving the information in the text. They are the authors.

5. What did Owen do? How did Mzee react? What do you think Mzee was thinking or feeling?

   Owen ran to Mzee and hid behind him in the corner. Mzee hissed at Owen and began walking away. I think Mzee didn't want Owen close to him and was trying to get away.

Express Understanding

Rewrite the important events from Owen's point of view in the first column of the chart below. Rewrite the important events from Mzee's point of view in the last column of the chart. Only complete the boxes that are white and not gray.

Owen's Point of View	Main Event	Mzee's Point of View
Without my mom, I couldn't find the rest of my pod. I was stranded on a coral reef. I was so lonely and frightened.	Owen was separated from his family and stranded on a coral reef.	
Some people came. They pulled, they pushed, and they tugged. All that pulling and tugging really hurt my back and legs.	Villagers rescued Owen.	
"Let me out!" I screamed. I shook my head back and forth to get rid of the blanket. "What are they doing to me?" I thought to myself. My heart raced.	Dr. Paula Kahumbu and Stephen Tuei brought Owen to Haller Park.	
"Please! Help Me!" I screamed as I ran up to the old tortoise. "What are they doing to me?" I asked. "Go away, hippo!" he hissed at me and crawled away.	Owen left the truck and hid behind Mzee.	"Why is that hippopotamus crowding my enclosure?" I thought to myself. "Go away, hippo!" I hissed at him and crawled away.
I followed Mzee all over our enclosure. "What is your name?" I asked. He ignored me. I felt so lonely without my mom. I kept	Owen followed Mzee.	"I wish that hippo would leave me alone," I thought to myself. "Why doesn't he make a friend?"

following him, hoping he would notice me.		
"Why does he keep crawling away from me?" I thought to myself. "I'm so lonely. Maybe if I just keep following him?"	Mzee would crawl away and Owen would follow.	"I wish he would leave me alone," I groaned. "I enjoy being by myself."
"I really want to be by myself," cried Owen. "I miss being with my family!"	Then Owen would walk away and Mzee would follow.	I didn't want Owen to be alone as he cried to himself. "It will be okay."
I asked Mzee, "Did you try the grass today? It is delicious!"	Mzee and Owen would eat together.	I was excited to eat with Owen today. He knew exactly what I liked to eat!
I laid next to Mzee after a long day. "Thank you for being a great friend," I shared.	Now they are friends.	I felt good knowing I had made a new friend.

Week 4 Lesson 4

Understand

1. Write your own **introduction** to a narrative paragraph from Mzee's point of view in the chart below. Use one of the attention grabber strategies.

Introduction
Example: Chomp, chomp. I was busy chewing on some delicious leaves one morning.
Answers will vary.

2. Write your own **topic sentence** from Mzee's point of view in the chart below. Be sure you answer who, did what, where, when, why, and how.

Topic Sentence
Example: A baby hippo nearly trampled me as I grazed on the leaves in my enclosure early this morning.
Answers will vary.

3. Write your own **body sentences** from Mzee's point of view in the chart below. Be sure to include dialogue in your body sentences.

Body: Event 1
Example: "Why is that hippopotamus crowding my enclosure?" I thought to myself. "Go away, hippo!" I hissed at him and crawled away.
Answers will vary.

Body: Event 2
Example: I realized this hippo, named Owen, was scared. "Owen, aren't you hungry?" I asked. "Without my mom, I don't know which leaves to eat," he cried. "Well, come here and I will show you," I said. "Eat these leaves. They sure are a tasty treat for me."
Answers will vary.

4. Write your own **conclusion** sentence to the story of Owen and Mzee from Mzee's point of view in the chart below.

Conclusion
Example: Owen continued to follow me around all night. "I guess he's not so bad," I thought to myself. We played a game of tag together to pass the time, then snuggled up for a nap. "It's nice to have a good friend," I smiled.
Answers will vary.

Express Understanding

Write your narrative sentences below to form a paragraph.

Answers will vary.

Week 4 Lesson 5

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 5 Lesson 1

As you complete your independent reading, record notes on the graphic organizer below.

Task	Response
3 ...interactions Opal had with other characters	Answers will vary.
2 ...things that I found interesting.	Answers will vary.
1 ..question that I still have.	Answers will vary.

Week 5 Lesson 2

Understand

1. As you read chapters 13 and 14, you are going to take notes in the chart below. You are going to use a "Notice and Note" strategy. Read the guiding questions then stop and jot your responses.

Guiding Questions	Answer and Example from Chapters 13 and 14
How did Opal treat the Dewberry boys in chapter 13?	Opal is still unfriendly with the Dewberry boys.
What surprises you about Gloria Dump?	Gloria used to drink a lot of alcohol.
What does Opal remember about her mother?	While Gloria is talking to Opal about the tree, Opal remembers that her mama drank.
What does Opal learn from Gloria Dump about judging others?	Opal learns that "you can't always judge people by the things they have done."

2. Why did Opal wonder about her mama's "ghosts" when talking to Gloria?

Opal wonders if her mama has a tree full of bottles somewhere.

3. How do Gloria's actions push Opal in the chapter?

   Students should identify that Gloria's actions push Opal into accepting people for who they are. Gloria talks to Opal about not judging people by who they used to be, or by their negative actions, but looking at what people act like in the present. Opal begins to understand more about her mama and why the Dewberry boys are rude to her, while she talks with Gloria.

Express Understanding

Put these events in order in the arrows on the next page and explain how each event moves the story forward.

- Gloria offers advice on judging others.
- Gloria becomes friends with Opal and Winn-Dixie.
- Gloria shows Opal her bottle tree of "ghosts".

First, Gloria becomes friends with Opal and Winn Dixie. This moves the story forward because it allows Opal to trust Gloria, and she develops respect for who Gloria is.

Second, Gloria shows Opal the bottle tree. This moves the story forward because Opal realizes that she respects Gloria for who she is, and that Gloria has a past that shows she used to be a different kind of person.

Finally, Gloria offers Opal advice on judging others. Because Opal trusts and respects Gloria first, and then finds out about her past, it allows Opal to respect the advice Gloria gives. Because of this advice, Opal is beginning to change her mind and opinions of other people in the story she previously judged.

Week 5 Lesson 3

Understand

1. Why does Gloria have bottles on her tree?

   Gloria has bottles on her tree to keep the ghost of her past away. She doesn't want her past to repeat or come back.

2. Why is the tree important to Gloria?

   The tree is important to Gloria because it reminds her of the bad things that she has done.

3. What does Gloria mean by "Don't mean I haven't done bad things...."?

In the text, Opal says that Gloria is the nicest person she knows. Even though she is a good person, Gloria's drinking habit was a bad thing.

4. How does the conversation between Gloria and Opal move the story forward?

   Gloria teaches Opal that she should be nice to the Dewberry boys even though they are mean to her. The lesson Gloria teaches Opal allows her to apply that to her relationship with the Dewberry boys.

5. How does Opal feel about Gloria's past?

   Opal doesn't want to believe that Gloria drank that much because she is a nice person.

6. How does she feel after talking to Gloria Dump?

   Opal begins to think about the ghosts her mother may have. She also thinks about her mother being a ghost to her.

7. What lesson does Opal learn from Gloria at the bottle tree?

   Opal learns not to judge people for their past, but to look at the kind of people they are in the present.

Express Understanding

What themes are starting to emerge in *Because of Winn-Dixie*? What lesson has Opal learned? What lessons should you, the reader, be learning from the text? How does Gloria's bottle tree help us understand the theme?

Answers will vary.

One of the themes in Because of Winn Dixie is that friends can be found in unlikely places.

- Other possible themes include: family, acceptance, abandonment, courage, compassion and forgiveness.

Week 5 Lesson 4

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals

---

Week 5 Lesson 5

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 6 Lesson 1

Understand

1. Read the quote from *Amos & Boris*. What does the word **admiration** mean in this quote? Complete the chart below.

Dictionary Definition	Synonym	Antonym	Meaning from Context
respect or warm approval	respect, praise, pride, joy	dislike, angry, rejected	to like and respect one another

2. Look at the illustration on the same page as the quote from question one. Why is it important that Amos is sitting on top of Boris?

   This illustration shows the admiration between Amos and Boris. Amos is sitting on Boris, and leaning down talking to him. Boris seems to be listening and is content to let Amos sit on him.

3. Why does the author want to show you the **admiration** they feel for each other?

   The author wants the reader to understand that illustrations add meaning to our understanding of a text.

4. How does the illustration help you to understand the meaning of the word **admiration**?

   The illustration shows me that Boris likes Amos as he listens to Amos talk to him.

5. Turn to the next page in the book, where Boris is delivering Amos to his home. Why is Boris smiling?

   Boris is smiling because he believes a mouse helping him is a silly idea.

6. How does Amos' and Boris' **admiration** for each other on the previous page, prepare us for what we read on this page?

   They were happy to have met one another as they went back to living their lives.

Express Understanding

How do the illustrations in *Amos & Boris* contribute, or add, to the meaning of the text?

Answers may vary.

Example Answer: The illustrations in *Amos and Boris* contribute to the meaning of the text. First, they help the reader determine the meaning of difficult words. For example, I can see the admiration Amos and Boris have for each other in the picture and figure out the meaning of the word admiration. Illustrations also help the reader make connections within the text. I can see on one page that Amos and Boris are becoming great friends. Later in the book I can see the concern Amos has for Boris when they washed up on land. Finally, illustrations help me to visualize what is happening. I can see the events happening on the page and create a movie in my mind, checking my movie with the illustrations from the text.

Week 6 Lesson 2

Understand

1. On the first two pages, how does the author convey, or tell, that Amos was fascinated by the sea?

    - The text says: "He loved the ocean."
    - "He loved the smell of sea air."
    - "He loved to hear the surf sounds—the bursting breakers, the backwashes with rolling pebbles."
    - Note to teachers: note that these are sensory details; you may also note the use of alliteration here.
    - "He thought a lot about the ocean, and he wondered about the faraway places on the other side of the water."
    - Amos decides to build a boat to explore the "faraway places."
    - He works day and night on his project: he built the boat during the day and he studied navigation at night.

2. Why do you think Amos includes a yo-yo and playing cards as "necessities"?

    - Amos was wise to realize that he might need things to do while sailing.
    - Amos probably enjoys playing games

3. What adjectives, words that describe nouns, would you use to describe Amos, based on the first four pages?

    Answers may vary.

    - He is thoughtful and curious. (page 2) "He thought a lot about the ocean, and he wondered about the faraway places on the other side of the water."
    - He is enterprising. (page 2) Instead of just wondering about "faraway places," he builds a boat and studies navigation so he can go exploring.
    - He is practical. (page 3) He packs food, fresh water, tools, first aid supplies, and games to occupy him while he travels.
    - He is optimistic, patient, and/or determined. (page 4) He wisely planned his boat launch. He

used his "savage strength" to push it out to sea. He worked through his seasickness and kept learning to sail.

4. On pages 7–9, how does the author highlight the ways in which Amos was "full of wonder, full of enterprise, and full of love for life," as he is described on page five?

   Answers may vary. Students should understand that it means to feel "akin" to something. Even this tiny creature felt connected to the universe and like he was an important part of it.

   - "He marveled at the sight of some whales spouting luminous water." The author could have said, "Amos watched whales spouting water," but instead he uses the word "marveled," which shows that Amos was fascinated by the whales (i.e., full of wonder, rather than fear).
   - He uses the word "luminous" to indicate that the spouting water was a beautiful sight to Amos.
   - The author says that Amos was "a little speck of a living thing in the vast living universe," but also that "he felt thoroughly akin to it all."
   - The author says that Amos was "overwhelmed by the beauty and mystery of everything," illustrating his love for life.
   - Even after he falls off the boat and loses it forever, the patient and optimistic Amos considers his options calmly, and decides "just to keep afloat, treading water and hoping that something—who knows what?— would turn up to save him."

5. What actually causes Amos to fall off the boat?

   Amos fell off the boat because he was distracted, "overwhelmed by the beauty and mystery of everything…"

6. Why do you think Boris is willing to go "out of his way" to return Amos to his home on the beach? Cite, or write, evidence from the text in your answer.

   On page 13, Boris says, "'Not only would I not mind…I would consider it a privilege. What other whale in all the world ever had the chance to get to know such a strange creature as you!'"

7. What lines on page 16 best summarize Boris' attitude toward Amos?

   "Boris admired the delicacy, the quivering daintiness, the light touch, the small voice, the gemlike radiance of the mouse."

8. What lines on page 16 best summarize Amos' attitude toward Boris?

   "Amos admired the bulk, the grandeur, the power, the purpose, the rich voice, and the abounding friendliness of the whale."

9. Using evidence from pages 17–19, describe the friendship that develops between Amos and Boris.

   Students should understand Amos can't help Boris the way Boris had helped him, and what this relationship between them suggests about friendship—how friends are willing to help one another, no matter how difficult it might be to do so.

- "They became the closest possible friends." (page 17)
- "They told each other about their lives, their ambitions." (page 17)
- "They shared their deepest secrets with each other." (page 17)
- When the time came to say goodbye, they told each other that they wished they could "be friends forever," even though they knew they would probably never see each other again; they said that they would never forget each other. (page 18)
- Amos offers to help Boris, as Boris has helped him. Boris and Amos both knew that little Amos could probably never help Boris, but Boris "knew how willing he was." Boris says, "Little as he is, he's all heart. I love him, and I'll miss him terribly." (pages 18 and 19)

10. When Boris and Amos say goodbye on the last page (page 28), how is it similar to when they said good-bye the first time (on pages 18–19)?

    Both times, Boris and Amos are very sad. Both times, they think that they will never see each other again. Both times, the author describes how they will never forget each other. The first time, each tells the other he will not forget his friend. At the end, the author says, "They knew they would never forget each other."

Express Understanding

1. What lesson did you learn by reading *Amos & Boris*?

   The lesson I learned from *Amos and Boris* is friendship can be found in unlikely places and that you must be kind to make new friends.

2. What is unique, or special, about Amos' and Boris' relationship?

   Amos' and Boris' relationship is unique because Amos is a mouse and Boris is a whale. Also, Amos lives on land and Boris lives in the sea.

3. How is the theme of *Amos & Boris* similar to the theme of *Because of Winn-Dixie*?

   The themes in both *Because of Winn Dixie* and *Amos and Boris* focus on friendship. They are similar, because each story has two characters become friends in an unlikely way. The theme of *Because of Winn Dixie* is to look for the good in people to find new friends. The theme of *Amos and Boris* is to show kindness toward others to find new friends. From both texts, we can learn how to find friends and develop friendships.

Week 6 Lesson 3

Understand

1. Complete the chart below. Read each **cause** in the first column and complete the second column by writing the **effect**.

Cause character traits/feelings/motivations	Effect actions
Amos is curious about the sea.	(What does Amos do because he is curious about the sea?) **...so he builds a boat and learns navigation.**
Amos is practical.	**...so he prepares carefully for his journey.**
Amos is distracted by the beauty of the things he sees at sea.	**...so he falls off the ship, loses it, and gets stranded in the middle of the sea.**
Amos is optimistic and patient.	**...so he treads water, hoping that something will come rescue him.**
Boris is adventurous.	**...so he agrees to change his course and rescue Amos.**

Express Understanding

Write an informative paragraph that describes how the characters' feelings, traits, and motivations cause the main events of the story to happen. Be sure it includes details that connect to the theme and uses evidence sentence frames. Use the chart on the next page to organize your thoughts.

Answers may vary. Students demonstrate understanding that characters' thoughts, feelings, and motivations cause their actions which move the story forward.

Example Answer: *Amos and Boris* is a book about a mouse and a whale who become friends in an unlikely situation. Amos is a mouse who is enterprising and full of love for life. He also loves the sea. Because of this, he sets out to build a boat and sail across the sea. One day as he is looking at the beauty of the sea, he falls out of his boat and into the ocean. Amos is patient and optimistic, so he waits in the water for help to arrive. Luckily, he meets a whale named Boris who is willing to take Amos all the way home. Amos and Boris become close friends on their journey and are sad to say goodbye. Eventually, Amos gets to repay Boris for his kindness when Boris accidentally washes up on the shore near Amos' house and Amos helps him back into the water.
The events of the book are connected to the characters' traits, feelings, thoughts, and motivations. Amos goes into the ocean because he loves it. He falls out of his boat because he is looking at how pretty the sea is. And his patience helps him to wait for Boris to come to his rescue. Amos' traits cause his actions, which moves the story forward. If Amos had acted differently, the story could have been different.

Week 6 Lesson 4

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 6 Lesson 5

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 7 Lesson 1

Understand

1. Read the quote from *Because of Winn-Dixie*. What does the word **comfort** mean in this quote? Complete the chart below.

Dictionary Definition	Synonym	Antonym	Meaning from Context
to ease the distress of someone else	cheer, console, soothe	agitate, anger, upset, trouble	to make someone feel better

2. Reread the second paragraph in chapter 15. How does Winn-Dixie sit? Why does Winn-Dixie sit like this?

   Winn-Dixie would sit tall with his ears up tall. When Miss Franny would start shaking, Winn-Dixie would stand next to her as if he is protecting her.

3. How does Winn-Dixie comfort Miss Franny?

   Winn-Dixie comforts Miss Franny by licking her hand.

4. What have you learned about Opal and her relationship with people?

   Opal is caring and concerned about others.

5. Why does Winn-Dixie try to comfort Miss Franny?

Winn-Dixie tries to comfort Miss Franny because Miss Franny begins to shake like a leaf and doesn't say anything until she stops.

6. What can you say about someone who wants to comfort someone else?

   I believe someone who comforts someone else is caring and friendly. Their action shows that they are willing to help others in any situation.

Express Understanding

Write a paragraph to answer the following questions. Use your answers to the questions above and text evidence to support your answer.

- What does this interaction teach us about Winn-Dixie's character?
- What do Opal's relationships teach us about Opal's character?

Students should understand that Winn Dixie is a special dog who is especially friendly and Opal is a good friend too. The students will use evidence to support their answers.

Week 7 Lesson 2

Understand

1. As you read chapter 16, you are going to take notes in the chart below. You are going to use a "Notice and Note" strategy. Read the guiding questions then stop and jot your responses.

Guiding Questions	Answer and Example from Chapter 16
What story does Miss Franny tell Opal and Amanda?	Miss Franny is telling a story about her grandfather Littmus during the Civil War.
What was important about the story of Littmus?	Opal wants to know how someone who lost everything he loved survived. "It was important to me to hear how Littmus survived after losing everything he loved."
What do Opal and Amanda agree on in this chapter?	Amanda actually agrees with Opal that Miss Franny's story is sad.

Express Understanding

What did we learn about Opal's character in chapter 16? Consider how Opal, Amanda, and Miss Franny interact. Be sure to use details about Opal's actions to describe her character.

There are many events in Chapters 15 and 16 that help me understand Opal's character. I learned that Opal is a caring, concerned character. For example, Opal watches how Winn-Dixie treats Miss Franny and treats him with the same respect. Opal is also loving and kind. One reason I know this is because Opal holds Winn-Dixie tight when he is afraid of the thunder to comfort him, just as Winn-Dixie comforts Miss. Franny. I hope Opal stays a caring and loving character.

Week 7 Lesson 3

Understand

As you complete your independent reading, record notes on the graphic organizer below.

Task	Response
3 ...interactions Opal had with characters	Answers may vary.
2 ...things that I found interesting	Answers may vary.
1 ..question that I still have	Answers may vary.

Week 7 Lesson 4

Understand

1. How did Opal previously behave with the Dewberry boys? What has changed in Opal?

   Opal has changed because in the past she argued with the Dewberry boys and was mean to them. Now, she is choosing to wave at them and be friendly, instead of being mean.

2. Why is Opal being nicer to the Dewberry boys? Who is responsible for the change?

   Students should understand that Opal's friendships with Miss Franny and Gloria Dump have caused her to consider being friendlier with the Dewberry boys.

   Opal has spent all summer being friends with Miss Franny and Gloria Dump. Both of them have given Opal advice about being nicer and not judging people, so Opal is finally listening to them and trying to be friendlier.

3. What lesson does Opal's change teach you, the reader?

   Students should understand that the reader should learn that we should be nice and friendly toward people without judging them.

   Because of Opal's changes, the reader should learn that we should be nice and friendly toward people without judging them, just like Miss Franny and Gloria have been trying to teach Opal all summer.

4. What does Opal mean when she says, "I read it loud enough to keep her ghosts away"?

   Opal wants to read aloud to keep Gloria's ghosts away, because she wants to comfort Gloria when the ghosts are chattering, or when the bottles are knocking together.

5. How does Opal explain that life is sweet and sad? How is Opal's life sweet and sad?

   Opal compares life to a Littmus Lozenge because both are sweet and sad and you can't separate the two. Opal's life is sad because she misses her mom, but it's sweet because she has made friends with Miss Franny and Gloria Dump, and she has Winn-Dixie.

6. Choose a friend of Opal's: Miss Franny, Gloria, Amanda, or the Preacher. How is their life sweet or sad?

   Answers may vary. Students demonstrate their understanding of the good and bad things about the life of each character.

7. Opal values friendship and companionship. What actions does Opal take with her friends to show she values friendship and companionship?

   Opal values friendship and companionship. I know because throughout the text, Opal has spent all summer being friends with Miss Franny and Gloria Dump. Both of them have given Opal advice about being nicer and not judging people, so Opal is finally listening to them and trying to be friendlier. This shows that she values friendship and companionship because her actions show that she wants to become friends with Amanda and the Dewberry boys.

Express Understanding

Chapters 15–19 reinforce the value of **companionship**, a central theme in *Because of Winn-Dixie*. The characters explore their own sorrow and how coming together in the face of it brings them together as friends. All of the quotations you have looked at point toward **companionship** and how it is displayed in chapters 15–19. Use the note taker chart on the next page to record specific examples of **companionship** between Opal and each of the characters.

Character	Chapter	Example of Companionship

Winn-Dixie	• Chapter 3 • Chapter 6 • Chapter 11 • Chapter 13 • Chapter 15	• Winn-Dixie nudges the preacher with his nose when Opal asks the preacher about her mama. • Winn-Dixie laid down at Miss Franny's feet in the library. • Winn-Dixie runs to Opal and the preacher when he is scared of the thunderstorm. • Winn-Dixie let Sweetie Pie wrap her arms around him and rock back and forth when they listened to Otis' music at the pet store. • Winn-Dixie would comfort Miss Franny during one of her "fits."
Miss Franny	• Chapter 7 • Chapter 17	• Miss Franny tells Opal a story about how she got her library (Miss Franny tells Opal, Winn-Dixie, and Amanda Wilkinson lots of stories over the next several chapters.) • Miss Franny shares the Littmus Lozenges with Opal and Amanda and explains the story of how they were invented.
Amanda Wilkinson	• Chapter 18 • Chapter 21 • Chapter 23	• After an explanation from the preacher, Opal begins to understand why she has found it hard to become friends with Amanda. • Opal was extra nice to Amanda at the party, because she felt bad for her about her brother Carson. • Amanda helped Miss Franny into Gloria's house when the rain started.
Gloria Dump	• Chapter 9 • Chapter 10 • Chapter 14 • Chapter 18 • Chapter 20	• After Winn-Dixie runs into Gloria Dump's yard, Gloria invites Opal and Winn-Dixie to stay with her for a while and makes them each a peanut butter sandwich. • Gloria gives Opal a tree to grow in her garden. • Gloria gives Opal advice about not judging people based on their pasts. • Opal shares a Littmus Lozenge with Gloria and begins to read *Gone with the Wind* to her "loud enough to keep her ghosts away." • Gloria agrees to help Opal host a party.
Dewberry Boys	• Chapter 20 • Chapter 23 • Chapter 25	• Gloria requires Opal to invite the Dewberry boys to the party they will be having.

	• Chapter 26	• Opal tells the boys "hey" even though she is trying to go look for Winn-Dixie. • Stevie and Dunlap think that Gloria isn't a witch, and Opal sees them sitting by Amanda and clapping along to Otis' music. • Opal apologizes to Dunlap.
Otis	• Chapter 8 • Chapter 12 • Chapter 20	• Otis allows Opal to work to pay off the collar and leash she wanted for Winn-Dixie. He also allows Winn-Dixie to come into Gertrude's Pets with Opal. • Otis plays music for the animals because he doesn't like to see them caged all the time. • Opal invites Otis to come to the party at Gloria's house and play his music.

Week 7 Lesson 5

Understand

R	**Read the Prompt.** List (or circle) the words from the prompt to be used in "A."	value companionship friends unexpected places *Because of Winn-Dixie*	
A	My **answer** is… Flip the question to form a **topic sentence**. Avoid using "I think/I believe/I feel" etc.	*Because of Winn-Dixie* teaches a lesson about the value of companionship and shows that friendship comes from unexpected places by showing examples of how the characters care for each other.	
C	**Cite evidence from the text.** The author/text/passage says…	E	**Elaborate, or explain the evidence.** This quote proves/shows/explains _____ because…
1. On page 99, Winn-Dixie would comfort Miss		1. This shows companionship because Winn-Dixie	

Franny during one of her "fits.	shows that he is friendly to Miss Franny by trying to comfort her, or care for her, when she is upset.
2. In chapter 17, Miss Franny shares the Littmus Lozenges with Opal and Amanda, and explains the story of how they were invented.	2. Sharing the Littmus Lozenges with Amanda and Opal shows that Miss Franny is friends with them because they are special to her, and she chose to share them.
3. One of the most important examples is in chapter 20 when Opal shares a Littmus Lozenge with Gloria and begins to read *Gone with the Wind* to her "loud enough to keep her ghosts away."	3. This is important because she wants to care for Gloria by helping her not think about her past.

R	**Restate the topic sentence.** Kate DiCamillo includes lots of examples in *Because of Winn-Dixie* that show how the characters care for each other and that they value friendship.

Express Understanding

How is the value of companionship and the message that friends come from unexpected places conveyed through *Because of Winn-Dixie*?

Answers may vary.

Example Answer: In Chapters 15–19, the reader learns to value companionship and that when we go out of our way to do nice things for other people, we can find friends in unexpected places. Opal shows that she values companionship by reading aloud to Gloria Dump to keep her ghosts away. This proves that Opal values companionship because she spends her time helping someone else. Opal also shows that she values companionship when she stays with Otis so that he won't be lonely. This is another example of how Opal goes out of her way to do something nice for someone else to show that she values their companionship. Opal chooses to wave at the Dewberry boys instead of sticking her tongue out at them because she has been listening to Gloria and Miss Franny's advice and wants to be friendlier. In Chapters 15–19, Opal teaches us that we can find friends in unexpected places by going out of our way to do nice things for other people.

Week 8 Lesson 1

Understand

Task	Response

3 ...interactions Opal had with characters	Answers may vary.
2 ...things that I found interesting	Answers may vary.
1 ..question that I still have	Answers may vary.

Week 8 Lesson 2

Understand

1. I looked around the room at all the different faces, and I felt **my heart swell up inside me** with pure happiness.
2. Outside, the rain had stopped and the clouds had gone away and **the sky was so clear that it seemed like I could see every star ever made.**
3. Otis laughed and strummed his guitar, and the flavor of the Littmus Lozenge **opened in my mouth like a flower blooming, all sweet and sad.**

Express Understanding

You will write a summary of chapters 22–24. Focus on the following prompts in your summary.

- Who are the characters in the chapters?
- Who needs comforting?
- How are they comforted?
- Who comforts them?

Somebody	Wanted	But	So	Then

Opal	decides to have a party with Gloria Dump at Gloria's house.	But, Gloria tells Opal she has to invite the Dewberry boys.	So, Opal agrees and invites Amanda, Sweetie Pie, Miss Franny, Otis, and the Dewberry boys.	Then, at the party it starts to rain.

Opal decides to have a party with Gloria Dump at Gloria's house, but Gloria tells Opal she has to invite the Dewberry boys. Opal doesn't like the brothers, but she agrees and invites them anyway. Opal also invites Amanda, Sweetie Pie, Miss Franny, and Otis. It starts to rain at the party.

Week 8 Lesson 3

Understand

1. At the party, why do you think Opal felt surprisingly happy to see Amanda?

   Opal felt happy to see Amanda because although she didn't realize it, Amanda was starting to become Opal's friend. After she found out that Amanda also had experienced pain and sadness in her life, it made Opal feel closer to her. She began to realize they may have more in common than she expected.

2. What does Gloria Dump tell Opal about loving something? What do you think that means?

   Gloria told Opal that there's no way you can hold onto something that wants to go, and you can only love what you got, while you got it. By saying this to Opal she was reminding her that you cannot control or understand what others do. The only thing you can do is love what you have, and enjoy it while it's in your life.

3. What was the real reason Opal was so upset when her father said they would have to stop looking for Winn-Dixie?

   The real reason Opal is so upset when her father said they would have to stop looking for Winn-Dixie is because she thought her father gave up on her mom.

4. After the party, Opal goes to Gloria's mistake tree and tells her mother she won't miss her as much because her heart feels full. How has Opal's life changed to make her feel this way?

   Opal said this because in the beginning she was feeling very sad and lonely, and she used to think about her mother all the time, hoping that she would return to their lives. By the end of the summer, Opal filled that empty spot in her heart. Winn-Dixie came into her life and through him she found new friends, and managed to become closer with her father. In doing this she realized she probably wouldn't think about her mother as much because she no longer needed her to fill that emptiness inside.

5. What did Dunlap do that surprised Opal? Why was this surprising to her?

   Dunlap surprised Opal when he gave her his hand to help her up off the ground near the tree. This surprised her because she "never thought in a million years" that Stevie or Dunlap would be nice to her.

6. How did Opal show that she wanted to be friends with Amanda?

   To show Amanda that she wanted to be friends, Opal "took hold of her hand and pulled her" into Gloria's house.

Week 8 Lesson 4

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 8 Lesson 5

Independent Reading Optional Activity

Vocabulary Journal

Your student's teacher will monitor weekly progress on vocabulary journals.

Week 9 Lesson 1

Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions.

Culminating Writing Task Directions
How do Opal and another character from *Because of Winn-Dixie* interact and change through the series of events in the novel? What central message or lesson can we learn by reading *Because of Winn-Dixie*? To answer these questions: ● Select two characters, Opal and one of your choice, from *Because of Winn-Dixie*.

- Describe how these characters interact with each other (e.g., they are friends, they are related, they do not get along, they help each other, etc.).
- Identify how each character looks, thinks, and acts at the beginning of the novel.
- Identify how each character looks, thinks, and acts at the end of the novel.
- Describe any differences or changes from the beginning to the end.
- Identify how these changes teach us a lesson we can learn from reading *Because of Winn-Dixie*.

Write an essay that answers the questions and demonstrates an understanding of the text. Provide examples from the story to support your explanation. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including linking words like *because, since,* and *for example*.

Express Understanding

Write your own introduction statement below.

Introduction Statement: Example: Opal and the Dewberry brothers both change from the lessons they learn in *Because of Winn-Dixie*. Opal learns, and we do too, that friendships are made from kindness and valuing the companionship of other people.

Use the following chart to document your thinking.

Idea	Explanations
Idea 1 Opal's character traits, how she changes, and the lessons she learns	• Opal feels lonely at the beginning of the story. • Opal finds Winn Dixie and is nice to him. Winn Dixie leads Opal into meeting Miss Franny, Otis, and Gloria Dump. • Miss Franny teaches Opal that everyone has a story to tell and to be kind. • Gloria teaches Opal not to judge people based on their pasts, but to appreciate them for who they are today.
Idea 2 Another character's traits, how they change, and the lesson(s) they learn or teach	• The Dewberry boys are rude to Opal and tease her. They also call Gloria a witch, which makes Opal very mad. • In return, Opal is rude to them too. • Gloria makes Opal invite them to the party. • The boys learn to be nice to Opal at the party.
Idea 3 Central Message or Theme	• Friendships come from treating others with kindness. • We should appreciate people for who they are and value their companionship. We should not judge people for their pasts.

Write your conclusion statement below.

Concluding Statement: Example: The events in *Because of Winn-Dixie* teach Opal to value companionship from others. We should learn this too. Friendship is made on being kind to others and valuing them for who they are.

Week 9 Lesson 2

Express Understanding: Draft Your Response

Paragraph	Rough Draft
Introduction: Include a compelling first sentence to catch the reader's interest. Introduce your three ideas.	Answers will vary.
Body Paragraph 1: Idea 1 + Elaboration Add a signal word in the gray box to begin your paragraph. Examine Opal's character traits. Within this idea you will also explain how Opal changes and discuss the lessons that she learned throughout the text.	Answers will vary.

Body Paragraph 2: Idea 2 + Elaboration Add a signal word in the gray box to begin your paragraph. Select another character from the story. Write about the relationship this character has with Opal, the changes this character makes throughout the story, and the lesson this character learns or teaches.	Answers will vary.
Body Paragraph 3: Idea 3 + Elaboration Add a signal word in the gray box to begin your paragraph. Discuss the theme of the book.	Answers will vary.
Conclusion: Restate your introduction sentence.	Answers will vary.

Week 9 Lesson 3

Understand

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect. Check off the parts that you know are in your essay.

- ❏ **Introduction Paragraph:**
  - ❏ Identify the introduction sentence by underlining it with a green marker or crayon.
    - ❏ Determine if you have a compelling first sentence to catch the reader's interest and make them curious enough to read the essay.
- ❏ **Body Paragraph 1:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Does your first idea examine Opal's character traits, how she changes, and the lessons she learns?
    - ❏ Did you provide examples from the story to support your explanation?
- ❏ **Body Paragraph 2:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Does your second idea examine another character's traits, how she or he changes, and the lessons she or he learns?
    - ❏ Did you provide examples from the story to support your explanation?
- ❏ **Body Paragraph 3:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you discuss the theme of the book?
    - ❏ Did you provide examples from the story to support your explanation?
- ❏ **Conclusion Paragraph:**
  - ❏ Identify the conclusion sentence and circle it with a green marker or crayon.
    - ❏ Determine if your conclusion sentence makes a strong ending and restates your introduction sentence.

Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Answers will vary, but students should focus on making revisions on their draft in lesson two.

Week 9 Lesson 4

Express Understanding

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	ℯ
Add	^
Check Spelling	sp

Answers will vary, but should include the use of some of the Editing Marks in the chart above.

Week 9 Lesson 5

Culminating Writing Task: Final Draft

Use the next three pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Answers will vary. The essay should demonstrate that the student has an understanding of how Opal and another character change in *Because of Winn-Dixie*.

The essay should demonstrate proper grammar, conventions, and spelling, and develop a topic with facts and details from the text.

Reference the rubric included in the lesson packet to identify any other areas that could be strengthened.

Culminating Writing Task Exemplar Student Response

Opal and the Dewberry brothers both change from the lessons they learn in *Because of Winn-Dixie*. Opal learns, and we do too, that friendships are made from kindness and valuing the companionship of other people. At the beginning of the story, Opal and the Dewberry boys do not get along. However, through the events of the text, by the end of the story they become friends.

When Opal first moves to Naomi, she feels lonely because she doesn't have any friends. Opal finds Winn-Dixie and is nice to him. Winn-Dixie leads Opal into meeting Miss Franny, Otis, and Gloria Dump. Miss Franny teaches Opal that everyone has a story to tell and to be kind. Gloria teaches Opal not to judge people based on their pasts, but to appreciate them for who they are today.

The Dewberry boys are rude to Opal and tease her. They also call Gloria a witch, which makes Opal very mad. In return, Opal is rude to them too. Gloria makes Opal invite them to the party. The boys learn to be nice to Opal at the party.

In *Because of Winn-Dixie*, Opal learns that friendships come from treating others with kindness. She learns to be kind to the Dewberry boys even though she doesn't want to be. From the events in the story and Opal's interactions with Gloria, we also learn that we should appreciate people for who they are and value their companionship. We should not judge people for their pasts. Opal learns to forgive the Dewberry boys and to value their companionship today even though they weren't nice before.

From *Because of Winn-Dixie*, we learn to value friendship and companionship through kindness and not judging others.

Grade 3 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** by providing an **accurate** explanation/description/comparison; • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is **effectively** organized with **clear and coherent** writing**;** • uses language **effectively** to clarify ideas.	The student response • demonstrates **comprehension** by providing a **mostly accurate** explanation/description/comparison; • addresses the prompt and provides **some** development of the topic that is **generally appropriate** to the task, purpose, and audience; • uses reasoning and **relevant** text-based evidence in the development of the topic; • is organized with **mostly clear and coherent** writing**;** • uses language in a way that is **mostly effective** to clarify ideas.	The student response • demonstrates **limited comprehension**; • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • **does not** demonstrate comprehension; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions	The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clea**r.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.