



# Character in the novel Because of Winn Dixie

★ TASK  
by Kim Johnson

This module has been written with the intent of implementation at the beginning of the school year. This module has been designed with four purposes in mind:

- 1. Describe a character's traits in the novel Because of Winn Dixie using actions, thoughts, and words.
- 2. Support that description with evidence from the text.
- 3. Write a character analysis essay for Johnson's Literacy Journal
- 4. Address ELA grade level specific standards.

During this module students will focus on Reading Standard 4.3., which is to describe in depth a character drawing on specific details in the text (characters, thoughts, words and actions). Students will participate in a variety of mini tasks of reading and writing activities including character analysis by other students, reading responses, power points, and videos as well as reading/writing activities to support them in mastering the skill of describing character. They will determine what a characters traits are based on how they think, what they say and how they act. They will use their knowledge of character traits to write a character analysis essay describing a character from the novel Because of Winn Dixie.

\*It should be noted that Because of Winn Dixie has a Lexile Level of 660, which is slightly below fourth grade level. I chose this book to use with my class because it is listed in the units of exemplary text for fourth grade students. Students will read the majority of the book independently and apply what they have learned in class from mini-lessons focusing on instructional reading to assist students in their ability to determine information of a character from what they say, act and think. Most of the mini-lessons for reading were taken from LearnZillion (recommended on the common core standards resource page for CCSS-English Language Arts. RL4.3. I am also including other readings within this unit using different reading formats (student analysis, video clips and other books).

During this module students will have available a variety graphic organizers with characters, their thoughts, words, and actions. Students will use these graphic organizers to organize each character and their development with textual evidence to help them address their writing prompt. These graphic organizers will be used as their prewriting tool to assist them in writing their informational piece.

Students will further develop their writing by being taught mini tasks on the use of the writing process including a introductory paragraph with body and ending, and features that are involved in reading a character analysis. Also, students will write a short summary for their audience who haven't read the book Because of Winn Dixie.

GRADES	DISCIPLINE	COURSE	PACING
4	Reading	 Reading/LA	 13hr

## *Section 1: What Task?*

### ***Teaching Task***

#### ***Task Template IE2 - Informational or Explanatory***

After reading Because of Winn Dixie, write a character analysis essay for Johnson's Literacy Journal in which you describe in depth a character of your choice from the novel. Support your response with evidence from the text/s.

### ***Standards***

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	
RL.4.3	Focus
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).	
W.4.2	Focus
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.4	
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
W.4.5	
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
W.4.9	Focus
Draw evidence from literary or informational texts to support analysis, reflection, and research.	
SL.4.1	
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
SL.4.3	
Identify the reasons and evidence a speaker provides to support particular points.	
SL.4.4	
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
L.4.4.a	
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
RI.4.2	
Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
RI.4.3	
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
RI.4.8	
Explain how an author uses reasons and evidence to support particular points in a text.	
RL.4.1	
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
W.4.10	
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Texts

- Because of Winn Dixie.docx Lexile Level 660
- Do.Dolittle.pptx
- Character Analysis The Character of Jamesin the Scribe.pdf

## Character in the novel Because of Winn Dixie

 [Sample Character Anaysis Essay Unexpected Guest.pdf](#)

 [A Dog's Life power point.pdf](#)

 [What is Character?.pdf](#)

 [Link to Cinderella, Hansel and Gretal, and Little Red Riding Hood](#)

**Student Work Rubric - Informational or Explanatory Task - Grades 4-5**

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Introduces the topic and an unclear main idea.	Introduces the topic and a <b>clear</b> main idea with an <b>inconsistent focus</b> on the main idea.	Introduces the topic and a clear main idea with a <b>consistent focus</b> on the main idea.	Introduces the topic and a clear and <b>specific</b> main idea with a consistent focus on the main idea.
<b>Use of Sources</b>	Includes <b>few</b> relevant details from sources.	<b>Summarizes, paraphrases, or quotes relevant</b> details from sources with <b>minor inaccurate or incomplete elements</b> . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes <b>well-chosen</b> details from sources. Includes a complete list of sources.
<b>Development</b>	Includes <b>minimal</b> facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes <b>relevant</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) <b>that help develop the main idea</b> .	<b>Explains</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
<b>Organization</b>	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, <b>with a clear beginning, middle and end</b> . <b>Uses transitions (e.g., another, for example, also, because) to connect information</b> .	Sequences sentences and groups related information <b>logically</b> in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect <b>or compare</b> information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a <b>unifying</b> conclusion. <b>Consistently and precisely</b> uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
<b>Conventions</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing. Uses language and domain-specific vocabulary <b>with minor errors</b> .	<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors</b> . <b>Attempts to use untaught conventions, appropriate to grade level</b> .
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

### ***Background for Students***

In this unit of study you will closely read the novel ***Because of Winn Dixie*** by *Kate DiCamillo*. You will focus on the characters and their traits over the course of the novel focusing on characters' thoughts, words, and actions. You will use graphic organizers to help you identify the characters' thoughts, words, and action from beginning to end of book. You will have a variety of opportunities to discuss this with classmates and/or partners. You will demonstrate your understanding by constructing a character analysis essay for Johnson's Literacy Journal.

### ***Extension***

After reading, *Because of Winn Dixie*, I like to introduce my students to a non-fiction article about the different breeds of dogs. I use an article that I purchased from Teachers Pay Teachers website called, "A Dog Day" by Lovin Lit. The article requires students to read about 8 different breeds of dogs and infer which dog breeds would be best for which owners. I add the cost of what it would approximately be to take care of the dog and have students watch training dog show and videos. At the end of the unit I have students write a letter to their parents persuading them why they deserve a dog and what dog might be best for their family based on the evidence they have gathered throughout the unit.

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**ESSENTIAL VOCABULARY:** Ability to use context as a clue to the meaning of a word or phrase.

**NOTE-TAKING:** Ability to select important information to explain what is read

**GATHERING EVIDENCE:** Ability to use information from a text to support ideas.

**ENHANCING COMPREHENSION:** Ability to analyze a text based on evidence in the text.

**CONTENT COMPREHENSION:** Ability to apply textual evidence knowledge

### ***Transition to Writing***

**IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to determine significant elements that go into a particular piece of writing.

**OUTLINING THE WRITING:** Ability to write using an outline/technology to assist in the writing process

### ***Writing Process***

**INTRODUCTORY PARAGRAPH:** Ability to write an introductory paragraph and summary for audience and purpose.

**BODY PARAGRAPHS:** Ability to write paragraphs to develop ideas.

**CONCLUDING PARAGRAPH:** Ability to write a closing paragraph.

**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**PEER EDITING:** Ability to edit peers and vice versa



**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
30 mins	<b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>RUBRIC ANALYSIS</b> In your group, read the definition for your part of the rubric. Use the poster paper to write in your own words what it means. Add a graphic to help remember this part.	<b>Meets expectations if:</b>  <b>Small group:</b> <ul style="list-style-type: none"> <li>All students participating</li> <li>Students work as a team to design a poster and graphics</li> </ul> <b>Poster:</b> <ul style="list-style-type: none"> <li>Students rephrasing rubric accurately using kid-friendly language</li> <li>Goals show understanding of prompt and rubric expectations</li> </ul> <b>Presentation:</b> <ul style="list-style-type: none"> <li>During presentation, student has eyes on speaker and only one speaker talking at a time</li> <li>Students elaborate or asks clarifying questions of each other to show engagement</li> <li>Listeners, during presentations, engage with comments and clarifying questions</li> </ul>	<ol style="list-style-type: none"> <li>Teacher will display prompt daily, reminding students of the end goal</li> <li>Teacher will display rubric and hand out rubric to each student</li> <li>Teacher will use a poster for the area of "focus" and model how to read the rubric and then deconstruct, using kid-friendly language.</li> <li>Next, teacher will assign small groups an area of the rubric to deconstruct beginning with district focus elements of "controlling idea," "organization," and "conventions."</li> <li>Students will read in groups and teacher will guide them to use kid-friendly language to paraphrase, adding a unique graphic to help remember each element of the rubric.</li> <li>Next each table group will create a poster for their assigned rubric element.</li> <li>Students will then present their rubric element posters to the class. Each time, teacher will ask a person from each table group what the speakers said in their own words.</li> <li>Students will take notes on their own rubric/organizer as the groups present.</li> <li>Posters will be displayed in classroom throughout module.</li> </ol>
Standards:  <b>SL.4.3</b> : Identify the reasons and evidence a speaker provides to support particular points. <b>SL.4.1</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>RL.4.3</b> : 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). <b>CCR.SL.1</b> : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
30 mins	<b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>TASK ANALYSIS</b> Analyze the prompt for this module, with a partner, by using the BOWD Analysis of Task to determine what you will have to do/know to successfully answer the task.	<b>Meets Expectations:</b> <ul style="list-style-type: none"> <li>Accurate information regarding what students have to do complete tasks is identified.</li> <li>Accurate information of what students have to know to complete tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Read / share important background knowledge about the unit/module with your students.</li> <li>Explain to the class that the goal of this unit/module is to describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). After doing all this learning they will write a character analysis in which you will describe a character of your choice from the novel.</li> <li>Pass out BOWD analysis of task document and guide a class discussion about what each part of the prompt means. Use questions like:               <ul style="list-style-type: none"> <li>What will you have to do to successfully answer this part of the prompt? Example (identifying a character by their thoughts, words, or actions)</li> <li>What do you need to learn to be able to do this? Example (identify a characters thoughts, words, and actions to determined what this tells me about the character). Example 2 (write a character analysis using details from the texts).</li> <li>What parts of this seem easy / what parts seem hard?</li> </ul> </li> <li>Review the BOWD documents to get a good sense of how well each student understands the task – provide additional feedback and support as necessary in the following days.</li> </ul>
Standards:  <b>RL.4.3</b> : 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).				



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<p><b>RI.4.2</b> : Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>SL.4.1</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Additional Attachments:</p> <p> <b>BOWDAnalysis of Task.docx</b></p>				
<b>Reading Process</b>				
1 hr	<p><b>ESSENTIAL VOCABULARY:</b></p> <p>Ability to use context as a clue to the meaning of a word or phrase.</p>	<p><b>USING CONTEXT AS A CLUE</b></p> <p>Think about the fairytale Cinderella, write down the names of all the characters you remember from the story. For each character pick a word that you think best describes the character. Also, think of two examples in the story that supports the word you have chosen for each character.</p>	<p>Meets Expectations:</p> <ul style="list-style-type: none"> <li>Multiple characters are identified with an appropriate adjective.</li> <li>Selected adjectives match concrete examples from the story.</li> </ul> <p>Needs Work:</p> <ul style="list-style-type: none"> <li>Identification of adjectives do not match to character actions.</li> <li>Examples from the story do not support selected adjectives.</li> </ul>	<p>Teacher Notes:</p> <p>This mini-task is to be used at the start of the unit on identifying character development through actions, thoughts, and words. As a whole group; the teacher will lead students in a discussion of adjectives being used to describe characters. Students will be asked to recall past books/stories they have read and identify the characters in those books that certain words could be used to describe. Students will share with table partners.</p> <p>Whole Group Instruction:</p> <p>Tell students that they are about to learn about words that describe characters. The teacher will read Little Red Riding Hood to the class. Students will be instructed to write down the names of characters when introduced in the story. After the story is over have students in groups of four pick one of the characters and discuss examples of what the character did, said, and thought. As a group decide upon multiple appropriate adjectives that match your character. Groups will share their findings with the class.</p> <p>Guided Practice:</p> <p>Support interaction with the words with some or all of the strategies listed below. Any or all of these activities can be individual, small group, or whole group:</p> <p>Chose true or false statements about the word. Ask students to explain their choice. Example: Is the witch in Hansel and Gretel a considerate person? (You may want to have a copy of Hansel and Gretel on hand for those students who aren't familiar with the fairy tale) Explain using examples. Example: is the witch in Hansel and Gretel a mean person? Explain using examples.</p> <p>Using the attachment character traits 2 PDF, guide students through analyzing context to determine appropriate character descriptors.</p> <p>Independent Practice:</p> <p>Students will identify characters from Cinderella and provide examples from the story that match selected character traits/adjectives.</p> <p>Students will use the following template that will be written on the board for them to copy:</p> <p>The character _____ from Cinderella was _____ because in the story the character did/said/thought:</p> <p>1st Example _____</p> <p>2nd Example _____</p>
<p>Standards:</p> <p><b>L.4.4.A</b> : Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Additional Attachments:</p> <p> <b>charactertraits2.pdf</b></p>				
30 mins	<p><b>NOTE-TAKING:</b></p> <p>Ability to select important information to explain what is read</p>	<p><b>CHARACTER T-CHART</b></p> <p>After reading the article, Who is Character? you will discuss the differences in what is character as opposed to who is character with your group. You will create a group t-chart using one side to explain the who</p>	<p>Meets expectations:</p> <p>Read article and discuss with small group. Create a t-chart of who and what with group. Discuss with the whole group your findings.</p>	<p>Ask students What is Character as opposed to who is Character? Tell them they will be reading an article about What is Character? (This article is from read, write, think; I have included it in the student resources . Next, pass out a copy of the article to students have them read it with the question of What is vs. Who is. After students have had ample time to read the article and take notes have them get in a group (in my classroom my students are already set up in groups of four). However, you could do this independently, with partners, or as a whole groups. Once in their group students will discuss and share their ideas. Next, students will create a t-chart on chart paper with who on one side and what on the other. Allow 15-20 minutes of group discussion then bring students back to whole group. Once in whole group place a large chart paper on the board write two columns what vs. who. Have students tell what things should go in the what and who columns. Make sure students are on target mentioning that who are character is could simply be telling a name of a character in a book or television show. What a person is goes deeper by causing the reader to pay attention to what they do, what they say, what they think and feel to be able to create a round character that as readers we can identify with an make into our own. When we as readers think about all the features that make up character then we are able to as readers bring as much to the character and the story</p>








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		and the other side to explain the what.	as the author's words.  If you have students who haven't used t-charts before you may need to provide them with an example before you start.
<p>Standards:</p> <p><b>RI.4.1</b> : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.8</b> : Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Additional Attachments:</p> <p> What_is_Character_20160601-3-61ukv9.pdf</p>			
1 hr	<p><b>NOTE-TAKING:</b> Ability to select important information to explain what is read</p>	<p><b>CHARACTER TRAITS SCENARIO</b> Read several scenarios and decide on what character traits are distributed based on the characters actions. You may use the list of character traits to assist you if you wish.</p>	<p>Students will meet expectations if they: participate and discuss in whole, small group activities and correctly connect the character traits to the character.</p> <p><b>Whole Group:</b>  Explain to students that they will be getting a passage with different scenarios where they will need to identify the character traits of the characters involved and reference where they found it in the text. (These worksheets came from E Reading Worksheets online-it is a free educational resource) The first set we will do as a whole group exercise. (Characterization Worksheet 1 is listed under student references). (Characterization Worksheet 1 and answer sheet is listed under teacher references).</p> <p><b>Small Group</b>  After going over worksheet 1 demonstrating and discussing as a whole group students will be placed in groups of four to do Worksheet 2 characterization (Worksheets will be listed in student and teacher resources. Again these worksheets I got from E-reading worksheets listed referenced above. Teacher will circulate around and advise groups during small group time.</p> <p>Independent  Students will be given worksheet characterization 3 (from E-reading on-line) It will also be included in student and teacher handouts and resources. This assignment will be assessed for student understanding.</p>
<p>Standards:</p> <p><b>RI.4.8</b> : Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.1</b> : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>SL.4.1</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>W.4.10</b> : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.4.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RL.4.3</b> : 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).</p> <p>Additional Attachments:</p> <p> characterizaion worksheet 3 with answers.docx</p> <p> characterization-worksheet-3.pdf</p> <p> characterization worksheet 2 with answers.docx</p> <p> characterization-worksheet-2.pdf</p> <p> characterizationworksheet1 with answers.docx</p> <p> characterization-worksheet-1.rtf</p> <p> traits.pdf</p> <p> traits.pdf</p> <p> characterhandout.pdf</p> <p> characterhandout.pdf</p>			
40 mins	<p><b>GATHERING EVIDENCE:</b> Ability to use information from a text to support ideas.</p>	<p><b>DEVELOP IDEAS ABOUT CHARACTERS BY TRACKING THEIR ACTIONS AND FEELINGS WITH LEARNZILLION</b> Watch the video "A Dog's Tale. Think about how characters' actions and feelings tell you more about the character. Then ask yourself "What does this tell</p>	<p>Good to Go!</p> <p>Students took notes on how the dog feels and why he feels the way he does based on the events in the story.</p> <p>Students added character traits to the dog based on his actions during the fire and after the beating.</p> <p>Students gave examples from the story to support the</p> <p>1. I explain that students will learn how to grow their ideas about characters by tracking characters actions and feeling and asking questions about what the characters actions and feelings tell them about the character?</p> <p>2. I have students watch the video for A Dog's Tale. It is about ten minutes long. It can be found at LearnZillion.com/resource/55164. The video is a read out-loud with the words on the screen. As students listen or read and follow along remind them to focus on the actions of the character and the feelings and what they can conclude about the character.</p> <p>3. After the video, show students the slideshow and discuss as a whole group the slides and how they related to the story they just read. Students will take notes on the questions presented in the slide show and discuss with them with their groups and the class as a whole. (The slide show/power point is located under teachers resources).</p> <p>4. Next, students will see a two minute clip and note taking from "A Dog's Tale. (This can also be found on Meg Boatwright's lesson plan page under additional materials). I have include a lesson code (DH8GR73) for all the materials that should take you directly to the page and all you should have to do is click on Additional to</p>

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		me about the character(s)?"	<p>animal traits.</p> <p>Still having trouble:</p> <p>Students take limited notes and/or have difficulty understanding how the dog feels and why based on the events in the story.</p> <p>Students fail to add the details of the major conflicts in the story and how it affects the dogs.</p> <p>Students struggle to give examples from the story to support the animal traits.</p>	<p>get both movie clips and the power point.</p> <p>5. Allow students time to reflect on the reading and videos and how that applies to what they know about characterization. Have them identify these traits in the characters of Because of Winn Dixie.</p> <p>6. Go over each of the organizers and how they can be beneficial while students take notice of the characters in Because of Winn Dixie and their words, actions and thoughts.</p>
<p>Standards:</p> <p><b>W.4.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.8</b> : Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RL.4.3</b> : 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).</p>				
<p>Additional Attachments:</p> <p> Graphic organizers for Because of Winn Dixie.pdf</p> <p> Graphic organizers for Because of Winn Dixie.pdf</p> <p> A Dog's Life power point.pdf</p> <p> 20120102_1828_developide_lessonslides_pptx (1).pptx</p>				
40 mins	<p><b>GATHERING EVIDENCE:</b> Ability to use information from a text to support ideas.</p>	<p><b>DESCRIBE A CHANGE IN A CHARACTER LEARN ZILLION.COM</b></p> <p>As you watch the short video on Dr. Doolittle describe the changes in his actions over time using evidence from the story to support these changes.</p>	<p>Good to Go:</p> <p>Student answers questions and participated in group discussions.</p> <p>Student answers questions on questioning sheet and clarified any misconceptions with power point and during whole group/small group time. (This is evaluated through observation).</p> <p>Student uses the information that they learned today and apply it to their graphic organizers of their independent reading of Because of Winn Dixie.</p> <p>Needs Improvement:</p> <p>Student has difficulty answering question and participating in group discussions.</p> <p>Student lacks understanding of how to answer questions or clarify misconceptions.</p> <p>Student has trouble applying today's lesson to independent reading.</p>	<p>1. Go to LearnZillion website type LZ code Xm2RY2S or type in <a href="http://learnzillion.com/assignments/XM2RY2S">http://learnzillion.com/assignments/XM2RY2S</a>. It will bring you to the page that starts lesson 2 Dr. Dolittle: Describe a change in a character created by Natalie Hines. Click on the movie. It is about 8 minutes long. For additional information such as power point and questions you can find those under additional resources.</p> <p>2. Tell the class that today they are going to be able to describe a change in a character based on their words, thoughts and actions. They will again look at Dr. Dolittle and focus on the changes that have been made in his character over time.</p> <p>3. Students will be given their notes to answer as they watch the video. They will then discuss questions in small groups.</p> <p>4. The teacher will present the information on the power point so students can assess their understanding of the material.</p> <p>5. Whole group discussion and clarification if needed.</p> <p>6. Students should apply lesson learned today toward their reading of Because of Winn Dixie..</p>
Standards:				

# Character in the novel Because of Winn Dixie

	<p><b>W.4.4</b> : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RL.4.3</b> : 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).</p>			
	<p>Additional Attachments:</p> <p> <b>Dr. Dolittle powerpoint2.pptx</b></p> <p> <b>dr. dolittle notes 2.docx</b></p>			
1 hr	<p><b>ENHANCING COMPREHENSION:</b> Ability to analyze a text based on evidence in the text.</p>	<p><b>MAKING A LISTS OF TEN</b> You will develop a list of ten characteristics about two characters in the book Because of Winn Dixie using a bookmark graphic organizer.</p>	<p>Good to Go:</p> <p>Students discuss their list of ten in cooperative groups.</p> <p>create a list of ten for another character</p> <p>apply their elements of characterization</p> <p>justify their choice</p> <p>bookmarks are completed with examples of the different elements of characterization and page numbers where the evidence can be found.</p> <p>Needs Improvement:</p> <p>Student is hesitate to discuss list of ten in groups.</p> <p>lacks ability to produce a list of ten for another character.</p> <p>can't support their choice.</p> <p>bookmarks are not complete or lacks examples of the different elements and page numbers where the evidence can be found.</p>	<p>The following mini lesson was taken form ReadWriteThink: Characters in Because of Winn Dixie: Making Lists of Ten.</p> <p>*It should be noted that this lesson may take several class periods.</p> <ol style="list-style-type: none"> <li>1. Ask students to summarize Because of Winn Dixie</li> <li>2. Invite students to share the reason that they think the title Because of Winn Dixie is appropriate for the book.</li> <li>3. Once the important plot points and details have been established, ask students to name the characters of the story, and record their responses on the board or chart paper.</li> <li>4. Pose the question: "What are some of the ways the author describes the characters in the story so the readers can get to know them?" While students answers will vary, they should mention the list of ten things about Opals mother.</li> <li>5. Revisit the section in the book where the list of ten things about Opal's mother can be found (Chapter 4), or share the handout that contains the list.</li> <li>6. Provide time for students to discuss the kinds of things that are included on the list that the preacher shares with Opal.</li> <li>7. Pass out copies of the Three Elements of Characterization or display it. Discuss the elements with the class.</li> <li>8. Looking again at the list of ten things about Opal's mothers, ask students to identify the elements of characterization that correspond to the items on the list about Opal's mother.</li> </ol> <p>*how the character looks (physical description)</p> <p>*how the character acts</p> <p>*how other characters in the story react to this character</p> <ol style="list-style-type: none"> <li>9. After the discussion of Opal's mother, have the students find the list of ten things about Winn Dixie that Opal makes during the storm or share the handout of the list.</li> <li>10. This time, in small groups, have students identify the elements of characterization that corresponds to the items on the list.</li> <li>11. Provide time for small groups to share their findings.</li> <li>12. Pass out bookmarks demonstrating for students in a whole group how to fill it out. Have students participate in guided practice for the next few and then let them finish it with independent practice.</li> <li>13. Have students choose another character from the book and lists 10 things about that character by using their bookmarks. Tell students they must justify their choices by indicating where each of their items can be categorized in the elements of characterization.</li> </ol>
	<p>Standards:</p> <p><b>SL.4.4</b> : Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.4.2</b> : Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.1</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RL.4.3</b> : 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).</p>			
	<p>Additional Attachments:</p> <p> <b>ElementsofCharacterization.pdf</b></p> <p> <b>10-W-D.pdf</b></p> <p> <b>10-mother.pdf</b></p> <p> <b>ExampleBookmark.pdf</b></p> <p> <b>CharacterizationBookmark.pdf</b></p>			
45 mins	<p><b>CONTENT COMPREHENSION:</b> Ability to apply</p>	<p><b>PROVE IT: IDENTIFYING EVIDENCE IN</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify relevant</li> </ul>	<p><b>PURPOSE:</b> The ability to identify evidence to support a claim or respond to a question is a foundational skill that is required for close reading, and crosses grade levels, genres, and content areas. This routine, called "Prove It," frames this process for students. Students will develop close reading skills by returning for a</p>

# Character in the novel Because of Winn Dixie

	<p>textual evidence knowledge</p>	<p><b>NARRATIVE TEXTS</b> Re-read a section of Because of Winn Dixie in which your character said, did or thought something. Use a word from your vocabulary list will support what the character said, did or thought. Next, find the exact part in the story that would support your character trait.</p>	<p>textual evidence</p> <ul style="list-style-type: none"><li>● share their evidence with classmates</li><li>● explain the rationale behind their evidence choices</li></ul>	<p>second or third reading of a text with a specific purpose in mind, and mark textual evidence related to a particular prompt.</p> <p><b>PREPARE:</b></p> <p>1. <b>Refer to the bookmark of Winn Dixie:</b> Try this routine after students have already read a narrative text at least once. This can be done in small groups or as a whole class, but students will need to have a copy of the focus text, or at least a copy to share with a partner.</p> <p>2. <b>Craft the prompt or question:</b> How do you know Winn Dixie is scared of thunderstorms?</p> <p>- focus on the particular close reading skill you'd like your students to practice</p> <p>- lead to multiple examples of evidence</p> <p><b>Here are some examples:</b></p> <p>- <i>(a character from a narrative text) was feeling _____. I'm going to look for some evidence in the text to support this claim. I'm going to look for evidence to "prove it."</i></p> <p>- <i>The setting of this book is a _____ kind of place. I'm going to look for evidence to "prove it."</i></p> <p>- <i>As I was reading, there were clues that something (exciting/funny/unexpected) was about to happen. I'm going to look for some evidence to support this claim. I'm going to "prove it."</i></p> <p>- <i>I would describe (a character) as _____. I'm going to look for some evidence to support this claim. I'm going to "prove it."</i></p> <p>- <i>I can tell that _____ and _____ really don't like each other. I'm going to look for some evidence to support this claim. I'm going to "prove it."</i></p> <p>3. <b>Identify at least three or four solid pieces of evidence.</b> Do this ahead of time so that the routine goes smoothly when you are modeling it for students.</p> <p>Note: It can be more challenging than you might expect to find multiple pieces of evidence for a single prompt when using shorter texts. When getting started with this routine, most, if not all of the evidence should be stated explicitly in the text. Depending on your students' proficiency in "reading between the lines," you could consider including to one or two pieces of evidence that require the reader to make an inference.</p> <p><b>INTRODUCE:</b></p> <p>1. Tell students that today, you are going to work on finding evidence in a text that answers a question or supports an opinion or an idea you might have about the text. Explain the importance of being able to support your thinking or ideas you have about a text with evidence.</p> <p>2. Offer a few introductory examples that exemplify the idea of evidence that are NOT related to reading a text, such as:</p> <p>- <i>If you came to your desk after recess and found crumbs, a crumpled napkin, and an empty ziplock bag, what does this evidence tell you</i></p> <p>- <i>Let's say you are pretty sure that I am feeling very happy and excited about something, even though I haven't said anything. What evidence, or clues, might show you that I'm feeling happy?</i></p> <p>2. Connect this idea of evidence to the idea of textual evidence-- what we look for in texts while we read, and after we read, as we work to build our understanding of the text.</p> <p>3. If you'd like, offer a basic example or two from a text you've read recently of text-based evidence supporting a conclusion or answering a question, but don't spend too much time talking about the other text. This will simply serve as a bridge into the text-focused activity.</p> <p>4. Introduce the focal text you've chosen for the routine, and, if necessary, facilitate a quick recap discussion with students, so that you can frame the prompt/question clearly.</p> <p>4. Pose the prompt to students, and write or post it on the board. Answer any clarifying questions students may have before beginning the routine.</p> <p><b>MODEL:</b></p> <p>1. Reiterate the prompt.</p> <p>2. "Think aloud" about your response and narrate the process as you connect the prompt to the text. You will likely not re-read the entire text through, so you are also modeling the skill of "skimming" the text to locate things you recall from previous reading, and to skip over sections that are not relevant to the task.</p> <p>3. Mark instances of evidence in the text, as you explain to students why the instance supports your claim/answers the question.</p> <p>4. If there are still a few good examples remaining, and if you feel your students are getting the hang of it, elicit student responses to find and mark additional evidence. If not, continue until you've marked and justified all the evidence.</p> <p><b>NOTES:</b></p> <p>-Whenever you introduce a new routine or strategy, you increase the chances of your students' success when you model the complete routine for them first. You can elicit their input if you feel they are ready to contribute, but don't shy away from using the first time through as a "think aloud" in which you explain your approach to the task throughout the process.</p> <p>-You should also model the "trial and error" aspect of the routine by including one or two instances when you identify something that might work as evidence, and then talk through the process of evaluating and deciding</p>
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			<p>that it doesn't actually quite match the prompt. This is important so that students don't feel frustrated if they don't find a "right on" piece of evidence at first, when they try routine this without you.</p> <p><b>PRACTICE:</b></p> <p>1. This is a fairly complex, multi-layered routine. Based on your firsthand knowledge of your students strengths and needs, and their comfort level with practicing close reading strategies independently, you may want to model this routine multiple times, with you primarily "in charge" of identifying evidence, and your students weighing in on your choices.</p> <p>2. Another way to scaffold the routine is to use it next in a small group/guided reading context, where you will be more available to support your students in using the routine on their own.</p> <p>3. Give students time to share their findings, including an explanation for why they considered each piece of evidence to be relevant to the prompt. Provide this sentence frame:</p> <p><b>I think that _____. My evidence is _____.</b></p> <p><b>NOTE:</b> At whatever point you decide to turn over the "responsibility" for "Prove It" to the students completely, be sure to give students the opportunity to share and justify their evidence choices, either with a partner, a small group, or the whole class. This is essential to tracking whether or not students understand the routine, as well as whether or not they understand the prompt and the text! It is also important for students to know they will be accountable for explaining their reasoning in marking the text where they did. Ideally, this will keep them on task, and encourage them to check and reflect on their choices.</p> <p><b>EXTEND:</b></p> <p>-When students become comfortable with this routine, larger sticky notes can be used for students to make brief notes about their thinking (i.e. the rationale for choosing that piece of evidence) but it's best to start out simply.</p> <p>-This routine is an excellent bridging activity from reading to discussion. Facilitate a class or small group discussion centered around the focus question, giving students the opportunity to share and explain their evidence. Even if you don't extend to discussion or writing for the whole class, early finishers can be directed to have "evidence swap" conversations with a partner.</p> <p>-This routine is also an excellent bridging activity from reading to writing. After students are comfortable with the routine, model the process of using the evidence they've identified to formulate a brief, written response to the prompt. Students will be prepared to use their evidence to formulate a written response to the prompt. Using this routine to identify evidence that supports a claim or idea, students will be prepared to formulate a written response to the text, as well.</p> <p>- This routine can naturally be extended to a focus on Craft and Structure. You may consider together how the author's choices illustrate character traits, build plot progression, or support certain points of view.</p>
<p>Standards:</p> <p><b>CCR.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCR.R.2</b> : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>CCR.R.10</b> : Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>RL.4.1</b> : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.3</b> : 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).</p>			
<b>Transition to Writing</b>			
1 hr	<b>IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to determine significant elements that go into a particular piece of writing.	<b>SAMPLE CHARACTER ANALYSIS ESSAYS</b> Read and apply Character Analysis Essay of character traits and the evidence that support them.	<p>Good to Go:</p> <p>Read the sample character analysis essays: Unexpected Lesson and The Character of James in the Scribe; Identify traits shown in each analysis.</p> <p>Whole group and small group discussion of the character traits mentioned in the analysis and the evidence used to support them by the author of each.</p> <p>Apply what they have learned by writing a paragraph about one trait in a character from Because of Winn Dixie supporting it with evidence from the text.</p>
	<p>1. Introduce students to a sample character analysis essay titled, Unexpected Lesson.</p> <p>2. Tell students that they will read the essay as they read they will think about the character they have chosen from Because of Winn Dixie and how they might use some of the techniques used in the Unexpected Lesson.</p> <p>3. After reading the essay students will get in to small groups and discuss some of the character traits, actions, words and thoughts that they saw.</p> <p>4. As a whole class discussion with chart paper the teacher will ask students to identify some examples of a characters action, thoughts or words that they read about and any information in the essay that would support it. The teacher will write down the examples as students discuss them.</p> <p>5. Next, students will read about The Character of James in "The Scribe" (it is a student model by Holt, Rinehart and Winston) modeling for students the traits of writing a Character Analysis.</p> <p>6. After reading both character analysis, have students look at the text again and highlight the evidence that proved the student's character traits with examples from any or all of the categories: Actions, Thoughts, Words. As a whole group we will add to the chart paper character trait 1 example evidence with each actions, thoughts, and words)</p> <p>7. After reading the character analysis and the traits outlines such as Introduction, author and title, character and setting, summary statement, thesis, body, character trait #1, Evidence (actions and thoughts) and so on. Students will then think about how they can apply the information they have read about in these two analysis to help them in organizing their writing for their character in Because of Winn Dixie. They will on the back of one of their graphic organizers write a paragraph demonstrating using evidence from the story to support a character trait of a character they have read about or choosing to write about in Because of Winn Dixie.</p> <p>8. Add any additional information to the chart.</p>		



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			<p>Needs Improvement:</p> <p>Lack of discussion and interaction in group activities.</p> <p>Difficulty in applying what was read to the book Because of Winn Dixie.</p> <p>Paragraph lacks evidence of character traits and/or evidence to support them.</p>	
<p>Standards:</p> <p><b>W.4.3</b> : Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.8</b> : Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>RL.4.3</b> : 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).</p> <p>Additional Attachments:</p> <p> <b>Character Analysis The Character of James in the Scribe.pdf</b></p> <p> <b>Sample Character Analysis Essay Unexpected Guest.pdf</b></p> <p> <b>Sample Character Analysis Essay Unexpected Guest.pdf</b></p> <p> <b>Character Analysis The Character of James in the Scribe.pdf</b></p>				
15 mins	<p><b>OUTLINING THE WRITING:</b> Ability to write using an outline/technology to assist in the writing process</p>	<p><b>ESSAY GRAPHIC ORGANIZER</b></p> <p>Create an outline of your character analysis essay for Johnson's Literacy Journal beginning with introductory paragraph explaining the character that you will choose. Next, give a brief summary of your book that will allow readers to have a general knowledge of the background. Then, give characteristics of your character using words, thoughts, or feelings supporting it with details from the text. Include three examples to show your character to the audience.</p> <p>Remember that this graphic organizer will be used as you work through the mini-tasks of writing an opening paragraph, closing paragraph and so on. It will be implemented throughout.</p>	<p>Meets expectations if student:</p> <ol style="list-style-type: none"> <li>1. Uses graphic organizer throughout mini-tasks. Focusing on mini-tasks at hand.</li> <li>2. Supports controlling idea. Uses evidence from texts read earlier.</li> </ol> <p>Does not meet expectations if student does not:</p> <ol style="list-style-type: none"> <li>1. use graphic organizer demonstrating command of mini tasks such as opening paragraph and hooking the reader.</li> <li>2. Has limited control of ideas or lacks evidence from text.</li> </ol>	<p>Students will be given the graphic organizer to help support their end goal of writing an informational piece that demonstrates their knowledge of character development through-out the book <u>Because of Winn Dixie</u>. The graphic organizer will be utilized and discussed before the writing piece begins. It will be used throughout the mini-tasks on writing. Students will utilize the opening paragraph during the time in which the class discusses hooking the reader with a good introduction. Next, students will focus on the their character and the . Students will then use their graphic organizer to write their closing paragraph as they participate in the closing paragraph mini task.</p>
<p>Standards:</p> <p><b>W.4.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RL.4.3</b> : 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).</p> <p><b>CCR.W.1</b> : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>				

# Character in the novel Because of Winn Dixie


<p><b>CCR.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>				
<p>Additional Attachments:</p> <p> <b>Analysis Graphic OrganizerPre-Write BOWD.docx</b></p>				
30 mins	<p><b>OUTLINING THE WRITING:</b> Ability to write using an outline/technology to assist in the writing process</p>	<p><b>TECHNOLOGY: USING WORD AND/OR GOOGLE DOCS TO PRODUCE WRITING</b> Review your keyboarding skills used with google doc's and with computer lab tech to practice typing, using formats: font size, color, headings, and/or columns in writing. You will use the informational article, <i>What is Character</i> to demonstrate your commands of these keyboarding skills.</p>	<p>Meets Expectations:</p> <p>Use technology to produce writing including typing using capital and lower case words and punctuation, headings, font of different sizes, including pictures and columns if needed.</p>	<p>At our school, we have chrome books for all students in grades 3-8. We also offer computer lab for students three times a week with the implementation of using google doc's and keyboarding skills. Most of our students have had experience and exposure with the criteria to be able to produce a document on their chrome books. This is an exercise to review information already learned for students. However, if your students haven't been exposed to writing using technology you may want to add time to the teaching task to give them opportunities to practice typing and publishing skills.</p> <p>As part of the review, students will use their chrome books to open up a blank doc as I use the promethean board to demonstrate as we go. This will utilized in whole group. Students will be asked how to capitalize a letter through discussion and application. As we continue the review they will be asked to do the following through discussion and application: Change the size of the font, Change the color of the font, divide their pages into columns. Students will practice their typing and organizational skills by typing the informational article <i>What is Character</i> using their organizational skills by demonstrating that they can change font size and color, change paragraphs, and etc.</p> <p>Students who have difficulties with these task will be given additional support from peers, teacher, and computer technology person.</p>
<p>Standards:</p> <p><b>W.4.6</b> : With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>				
<p>Additional Attachments:</p> <p> <b>What_is_Character_20160601-3-61ukv9.pdf</b></p>				
<b>Writing Process</b>				
45 mins	<p><b>INTRODUCTORY PARAGRAPH:</b> Ability to write an introductory paragraph and summary for audience and purpose.</p>	<p><b>INTRODUCTION PARAGRAPH</b> Develop an effective and engaging introduction paragraph for your essay incorporating a hook and explanation.</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"> <li>Hook is engaging and relevant</li> <li>Explanation successfully bridges hook and topic of blog.</li> <li>The reader knows exactly what the blog is going to be about..</li> </ul>	<ol style="list-style-type: none"> <li>Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isnt always the best).</li> <li>Allow students to complete the handout independently.</li> <li>Finish with a share, either class wide or between partners.</li> <li>Have students add their introductory paragraph to their graphic organizer (outline for pre-writing).</li> </ol>
<p>Standards:</p> <p><b>RL.4.3</b> : 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).</p> <p><b>W.4.5</b> : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.4</b> : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>CCR.W.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				
<p>Additional Attachments:</p> <p> <b>Introduction20140319-2-c1vmri (3).doc</b></p>				
20 mins	<p><b>INTRODUCTORY PARAGRAPH:</b> Ability to write an introductory paragraph and summary for audience and purpose.</p>	<p><b>SUMMARIZING FICTION USING A GRAPHIC ORGANIZER AND THE ACORNYMS: "SOMEBODY WANTED BUT SO THEN"</b></p>	<p>Write summary using all parts of the graphic organizer.</p> <p>Write summary using correct punctuation and capitalization.</p>	<p>Introduce students to summarizing strategy "Somebody Wanted But So Then" using graphic organizer. (If you haven't ever used it before). My students have used this strategy throughout the year and are very familiar with it.</p> <p>Begin with teacher demonstration of text using graphic organizer. Next, let students guide a short story using the graphic organizer in small groups. Finally, have students do one individually.</p>



# Character in the novel Because of Winn Dixie

		Write a summary over a fictional text using the graphic organizer:Somebody		
	<p>Standards:</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RL.4.3</b> : 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).</p>			
	<p>Additional Attachments:</p> <p> <b>summarizing graphic organizer fiction mini task.docx</b></p>			
40 mins	<p><b>BODY PARAGRAPHS:</b> Ability to write paragraphs to develop ideas.</p>	<p><b>BODY: CHARACTER ANALYSIS</b> Develop the body of you Character Analysis</p>	<p>Good to Go: Students can</p> <p>describe 3 character traits and provide support information from the book Because of Winn Dixie.</p> <p>write three complete paragraphs one for each character trait.</p> <p>Work in Progress: Students struggle</p> <p>to describe character traits and/or support them with information from the text.</p> <p>to write three paragraphs on each of the character traits.</p>	<p>Students will be given a 20 minute block to focus on the meat of their essay.</p> <p>They will identify the 3 traits that they want to discuss about their chosen character from Because of Winn Dixie and write a paragraph for each one including textual evidence.</p> <p>Students will be given a few minutes to discuss as a whole group, small group and individually with teacher.</p> <p>Students will apply this information to their graphic organizer.</p>
	<p>Standards:</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RL.4.3</b> : 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).</p>			
30 mins	<p><b>CONCLUDING PARAGRAPH:</b> Ability to write a closing paragraph.</p>	<p><b>WRITING A CONCLUSION PARAGRAPH</b> You will write a concluding paragraph after discussing hints to writing a conclusion as a whole group.</p>	<p>Students will complete the assigned task in the time period; submit to a classmate and then to the teacher for review.</p>	<p>As a whole group the teacher will present the teacher resource, Hints for writing a conclusion by Maureen Auman. Group discussion will consist of conclusion words and the four steps of writing a conclusion. Students in small groups and whole group will discuss the best type of conclusion for the piece they are writing. Teacher will present the scenario that if someone was writing a book review what would they hope to accomplish. Some of the results may be to invite the audience to read the book and see what other characters have grown in Because of Winn Dixie.</p> <p>As students have had time to reflect upon how to write a closing paragraph, allow them time to write their own. Next, have them have a peer review it and make suggestions then submit to the teacher for review.</p> <p>Students will then add the closing paragraph to their pre-write graphic organizer.</p>
	<p>Standards:</p> <p><b>W.4.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.4</b> : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
	<p>Additional Attachments:</p> <p> <b>writing conclusion.pdf</b></p>			
30 mins	<p><b>REVISION, EDITING, AND COMPLETION &gt; REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>TRANSITIONS</b> As you develop your character analysis essay, consider the following questions to guide your thinking:</p> <p>Are you paragraphs glued together with the appropriate transitions? Do they</p>	<p>Work meets expectations if students revise their writing to:</p> <ul style="list-style-type: none"> <li>use transitions to indicate to the reader a strong relationship between ideas.</li> </ul>	<p>1. Provide student a poster in the classroom that says:</p> <p><b>Transitions</b> link ideas together. They include:</p> <p><i>First, second, third, last...</i></p> <p><i>In addition,</i></p> <p><i>As well,</i></p> <p><i>This is because...</i></p> <p><i>In contrast,</i></p> <p><i>Similarly,</i></p>

## Character in the novel Because of Winn Dixie

		communicate to the reader the relationship between the ideas?		<p><i>To summarize,</i></p> <p><i>To conclude,</i></p> <p>2. Provide students with the following paragraph:</p> <p>I walked around the corner. I went down the stairs. I jogged down a long hallway. I got to my English class. It was a long walk.</p> <p>Ask students what transitions could be included, and how the paragraph sounds different once they are included.</p> <p>3. Give students time to add transitions to their own writing. Circulate. Pick a few exemplary revisions and have students share.</p>
	<p>Standards:</p> <p><b>W.4.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CCR.W.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			
30 mins	<p><b>PEER EDITING:</b></p> <p>Ability to edit peers and vice versa</p>	<p><b>PEER REVIEW: RESPONDING TO CHARACTER ANALYSIS ESSAY</b></p> <p>you will participate in a peer review with another student using the provided checklist.</p>	<p>Students will support each other as they work with peers to develop and strengthen writing by making at least two comments on their peers paper. to support the planning, revising and editing process.</p>	<p>Students will work in peer groups of two to check off the pre-established outline to make sure they have completed all tasks on their outline including punctuation and capitalization.</p>
	<p>Standards:</p> <p><b>W.4.5</b> : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			
	<p>Additional Attachments:</p> <p> <b>Peer editing bowdanalysis.docx</b></p>			
30 mins	<p><b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b></p> <p>Ability to submit final piece that meets expectations.</p>	<p><b>FINAL PIECE (LDC PROTOTYPE)</b></p> <p>Turn in your complete set of drafts, plus the final version of your piece.</p>	<ul style="list-style-type: none"> <li>Fits the "Meets Expectations" category in the rubric for the teaching task.</li> </ul>	<p><i>None</i></p>
	<p>Standards:</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>RL.4.3</b> : 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).</p> <p><b>CCR.W.10</b> : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			

### Instructional Resources

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

#### ***Meets Expectations***

 [bowd2.pdf](#)

#### ***Not Yet***

 [bowd.docx](#)

#### ***Approaches Expectations***

 [bowd1.docx](#)

#### ***Advanced***












 [bowd3.docx](#)

### ***Teacher Reflection***

RL4.3 is the focus standard for this module. Additional standards could be added if you chose to do the extension activity using the informational article on dogs. RI4.1 and writing a persuasive letter to guardians.

I have personally taught this module and the extension. I truly believe that my students have a better understanding of the development of character and being able to site evidence from text.

### ***All Attachments***

-  Because of Winn Dixie.docx Lexile Level 660 : <https://s.ldc.org/u/3m8cyyfwsjb5eurvtcthyws7t>
-  Do.Dolittle.pptx : <https://s.ldc.org/u/1e5ghepdb0i2pdp8ynl6wirrl>
-  Character Analysis The Character of James in the Scribe.pdf : <https://s.ldc.org/u/1tijha80vjceob828drkjt0lt>
-  Sample Character Analysis Essay Unexpected Guest.pdf : <https://s.ldc.org/u/45zy86476zq87drzcs2g0tdke>
-  A Dog's Life power point.pdf : <https://s.ldc.org/u/8ntu2itbljghoygdjg1i263h>
-  What is Character?.pdf : <https://s.ldc.org/u/96usbvjvtsac27udxyc6hza1l>
-  Link to Cinderella, Hansel and Gretel, and Little Red Riding Hood : <https://s.ldc.org/u/7wptk84d88h9i0gefadvstvdj>
-  bowd2.pdf : <https://s.ldc.org/u/5y9u8suow945zg810l971es3g>
-  bowd.docx : <https://s.ldc.org/u/4gtkzzebtqxqng8wb7arksve6>
-  bowd1.docx : <https://s.ldc.org/u/1sb9k59i0762tvzyfdmznszqk>
-  bowd3.docx : <https://s.ldc.org/u/bj4edqjblvv7d824uuyxgjtbs>