Close Reading Exemplar: "Because of Winn-Dixie"

The goal of this one day exemplar is to give students the opportunity to use the reading and writing habits they've been practicing on a regular basis to absorb deep lessons from Kate DiCamillo's story. By reading and rereading the passage closely and focusing their reading through a series of questions and discussion about the text, students will identify how and why the three main characters became friends.

**Grade 3 - Because of Winn-Dixie:** The goal of this one day exemplar is to give students the opportunity to use the reading and writing habits they've been practicing on a daily basis.

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**Subject(s):** English Language Arts  
**Grade Level(s):** 3  
**Intended Audience:** Educators  
**Freely Available:** Yes

**Keywords:** close reading, discussion, explanatory writing  
**Instructional Component Type(s):** Lesson Plan  
**Instructional Design Framework(s):** Direct Instruction, Writing to Learn  
**Resource Collection:** CPALMS

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**Additional Information/Instructions**

By Author/Submitter

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**SOURCE AND ACCESS INFORMATION**

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**Related Standards**

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<td>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and...</td>
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content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RL.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.3.RL.2.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

LAFS.3.SL.1.1: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.3.SL.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

d. Provide a concluding statement or section.

LAFS.3.W.1.2: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)