

***Because of Winn-Dixie* by Kate DiCamillo (with mini-assessment)**

Standards Addressed: RL.3.1-5; RF.3.3-4; W.3.2, 4-5; SL.3.1-2; L.3.1-5.

Learning Objective: The goal of this exemplar lesson 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 become friends.

Reading Task: *Students will silently read the passage in question on a given day—first independently and then following along with the text as the teacher and/or skillful students read aloud. Depending on the difficulties of a given text and the teacher's knowledge of the fluency abilities of students, the order of the student silent read and the teacher reading aloud with students following might be reversed. What is important is to allow all students to interact with challenging text on their own as frequently and independently as possible. Students will then reread specific passages in response to a set of concise, text-dependent questions that compel them to examine the meaning and structure of DiCamillo's prose. Therefore, rereading is deliberately built into the instructional unit. This serves two purposes: helping less fluent readers access a more complex text than they could independently and modeling for all students the necessity and process of returning to the text in order to absorb all it has to offer.*

Vocabulary Task: *Most of the meanings of words in the exemplar text can be discovered by students from careful reading of the context in which they appear. Teachers can use discussions to model and reinforce how to learn vocabulary from contextual clues, and students must be held accountable for engaging in this practice. Where it is judged this is not possible, underlined words are defined briefly for students to the right of the text in a separate column whenever the original text is reproduced. At times, this is all the support these defined words need. At other times, particularly with abstract words, teachers will need to spend more time explaining and discussing them. There is a longer discussion of this in the "Vocabulary" section of the Introduction. In addition, in subsequent close readings of passages of the text, high value academic ('Tier Two') words have been **bolded** to draw attention to them. Given how crucial vocabulary knowledge is for academic and career success, it is essential that these high value words be discussed and lingered over during the instructional sequence.*

Discussion Task: *Students will discuss the exemplar text in depth with their teacher and their classmates, performing activities that result in a close reading of DiCamillo's story. The goal is to foster student confidence when encountering complex text and to reinforce the skills they have acquired regarding how to build and extend their understanding of a text. A general principle is to always reread the passage that provides evidence for the question under discussion. This gives students another encounter with the text, helping them develop fluency and reinforcing their use of textual evidence.*

Writing Task: *Students will respond to a series of text-dependent questions and then write an informal explanatory essay. Teachers can give students the opportunity to revise their essays after participating in classroom discussion or even rewrite their explanations after receiving teacher feedback. This allows them to refashion both their understanding of the text and their expression of that understanding.*

Text Selection: This exemplar text, taken from Kate DiCamillo’s award-winning novel of the same title introduces readers to some of the principal characters in the book and to the unique “talents” of the dog, Winn-Dixie.

Outline of Lesson Plan: This lesson can be delivered in two days of instruction and reflection on the part of students and their teacher, or spread over three days. Reasons for extending the discussion regarding *Because of Winn-Dixie* to three full periods of instruction include taking more time to unpack the rich array of ideas DiCamillo explores in this piece, taking more time to look closely at academic vocabulary, or even working at greater length with the writing prompt. If the assessment is given, an additional day will be needed.

Table of Contents

The Text: DiCamillo, Kate. Excerpt from “Because of Winn-Dixie”	(p. 4)
Day One: Instructional Exemplar for excerpt from “Because of Winn-Dixie”	(p. 7)
Day Two: Instructional Exemplar for excerpt from “Because of Winn-Dixie”	(p. 11)
Day Three: Teacher Directions for Mini-Assessment for excerpt from “Because of Winn-Dixie”	(p. 12)
Student Mini-Assessment	(p. 13)
Teacher Guide with Question Annotations	(p. 20)
Appendix A: Standards Addressed by this Exemplar.....	(p. 24)
Appendix B: Information for Teachers about Text Complexity.....	(p. 25)
Sample Qualitative Analysis	(p.26)
Additional Resources for CCSS Implementation	(p. 27)

The Text: *Because of Winn-Dixie* by Kate DiCamillo

Exemplar Text	Vocabulary
<p>I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.</p> <p>It all started with Winn-Dixie not liking it when I went into the library, because he couldn't go inside, too. But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me. But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog. She thought he was a bear.</p> <p>This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was a loud and scary scream. I went running up to the front of the library, and there was Miss Franny Block, sitting on the floor behind her desk.</p> <p>Miss Franny sat there <u>trembling</u> and shaking.</p> <p>"Come on," I said. "Let me help you up. It's okay." I stuck out my hand and Miss Franny took hold of it, and I pulled her up off the floor. She didn't weigh hardly anything at all. Once she was standing on her feet, she started acting all embarrassed, saying how I must think she was a silly old lady, mistaking a dog for a bear, but that she had a bad experience with a bear coming into the Herman W. Block Memorial Library a long time ago, and she never had quite gotten over it.</p> <p>"When did it happen?" I asked her.</p> <p>"Well," said Miss Franny, "it is a very long story."</p> <p>"That's okay," I told her. "I am like my mama in that I like to be told stories. But before you start telling it, can Winn-Dixie come in and listen, too? He gets lonely without me."</p> <p>"Well, I don't know," said Miss Franny. "Dogs are not allowed in the Herman W. Block Memorial Library."</p> <p>"He'll be good," I told her. "He's a dog who goes to church." And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a "<i>huuummmppff</i>" and a sigh, right at Miss Franny's feet.</p> <p>She looked down at him and said, "He most certainly is a large dog."</p> <p>"Yes ma'am," I told her. "He has a large heart, too."</p> <p>"Well," Miss Franny said. She bent over and gave Winn-Dixie a pat on the head, and Winn-Dixie wagged his tail back and forth and snuffled his nose on her little old-lady feet. "Let me get a chair and sit down so I can tell this story properly."</p> <p>"Back when Florida was wild, when it consisted of nothing but palmetto trees and mosquitoes so big they could fly away with you," Miss Franny Block started in, "and I was just a little girl no bigger than you, my father, Herman W. Block, told me that I could have anything I wanted for my birthday. Anything at all."</p>	<p><i>To shake because of fear or the cold without trying to shake; when you can't stop yourself</i></p>

Miss Franny looked around the library. She leaned in close to me. "I don't want to **appear prideful**," she said, "but my daddy was a very rich man. A very rich man." She nodded and then leaned back and said, "And I was a little girl who loved to read. So I told him, I said, 'Daddy, I would most certainly love to have a library for my birthday, a small little library would be wonderful.'"

"You asked for a whole library?"

"A small one," Miss Franny nodded. "I wanted a little house full of nothing but books and I wanted to share them, too. And I got my wish. My father built me this house, the very one we are sitting in now. And at a very young age, I became a librarian. Yes ma'am."

"What about the bear?" I said.

"Did I mention that Florida was wild in those days?" Miss Franny Block said.

"Uh-huh, you did."

"It was wild. There were wild men and wild women and wild animals."

"Like bears!"

"Yes ma'am. That's right. Now, I have to tell you. I was a little-miss-know-it-all. I was a miss-smarty-pants with my library full of books. Oh, yes ma'am, I thought I knew the answers to everything. Well, one hot Thursday, I was sitting in my library with all the doors and window open and my nose stuck in a book, when a shadow crossed the desk. And without looking up, yes ma'am, without even looking up, I said, 'Is there a book I can help you find?'

"Well, there was no answer. And I thought it might have been a wild man or a wild woman, scared of all these books and afraid to speak up. But then I became aware of a very **peculiar** smell, a very strong smell. I raised my eyes slowly. And standing right in front of me was a bear. Yes ma'am. A very large bear."

"How big?" I asked.

"Oh, well," said Miss Franny, "perhaps three times the size of your dog."

"Then what happened?" I asked her.

"Well," said Miss Franny, "I looked at him and he looked at me. He put his big nose up in the air and sniffed and sniffed as if he was trying to decide if a little-miss-know-it-all librarian was what he was in the mood to eat. And I sat there. And then I thought, 'Well, if this bear intends to eat me, I am not going to let it happen without a fight. No ma'am.' So very slowly and carefully, I raised up the book I was reading."

"What book was that?" I asked.

"Why, it was *War and Peace*, a very large book. I raised it up slowly and then I aimed it carefully and I threw it right at that bear and screamed, 'Be gone!' And do you know what?"

"No ma'am," I said.

"He went. But this is what I will never forget. He took the book with him."

"Nu-uh," I said.

"Yes ma'am," said Miss Franny. "He snatched it up and ran."

"Did he come back?" I asked.

"No, I never saw him again. Well, the men in town used to tease me about it. They used to say, 'Miss Franny, we saw that bear of yours out in the woods today. He was reading that book and he said it sure was good and would it be all right if he kept it for just another week.' Yes ma'am. They did tease me about it." She said. "I imagine

I'm the only one left from those days. I imagine I'm the only one that even recalls that bear. All my friends, everyone I knew when I was young, they are all dead and gone."

She sighed again. She looked sad and old and wrinkled. It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me. I sighed, too.

Winn-Dixie raised his head off his paws and looked back and forth between me and Miss Franny. He sat up then and showed Miss Franny his teeth.

"Well now, look at that," she said. "That dog is smiling at me."

"It's a **talent** of his," I told her.

"It's a fine talent," Miss Franny said. A very fine talent." And she smiled back at Winn-Dixie.

"We could be friends," I said to Miss Franny. "I mean you and me and Winn-Dixie, we could all be friends."

Miss Franny smiled even bigger. "Why, that would be grand," she said, "just grand."

And right at that minute, right when the three of us had decided to be friends, who should come marching into the Herman W. Block Memorial Library but old pinch-faced Amanda Wilkinson. She walked right up to Miss Franny's desk and said, "I finished *Johnny Tremain* and I enjoyed it very much. I would like something even more difficult to read now, because I am an advanced reader."

"Yes dear, I know," said Miss Franny. She got up out of her chair.

Amanda pretended like I wasn't there. She stared right past me. "Are dogs allowed in the library?" she asked Miss Franny as they walked away.

"Certain ones," said Miss Franny, "a select few." And then she turned around and winked at me. I smiled back. I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson.

*To let out a long,
deep breath
because of
tiredness, sadness,
or another feeling*

Day One: Instructional Exemplar for DiCamillo's *Because of Winn-Dixie*

Summary of Activities

1. Teacher introduces the day's passage with minimal commentary and students read it independently.
2. Teacher or a skillful reader then reads the passage out loud to the class as students follow along in the text. Teachers can reverse numbers 1 and 2 if they feel students need the support of hearing the text read aloud first.
3. Teacher asks the class to discuss the first set of text-dependent questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate.

Text Passage under Discussion	Instructional Commentary/Guiding Questions For Teachers/Proficient Responses
<p>I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.</p> <p>It all started with Winn-Dixie not liking it when I went into the library, because he couldn't go inside, too. But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me. But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog. She thought he was a bear.</p> <p>[read the intervening paragraphs]</p> <p>"Certain ones," said Miss Franny, "a select few." And then she turned around and winked at me. I smiled back. I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson.</p>	<p>1. Introduce the passage and students read independently.</p> <p>Other than giving the brief definitions offered to words students would likely not be able to define from context (underlined in the text), avoid giving any background context or instructional guidance at the outset of the lesson while students are reading the text silently. This close reading approach forces students to rely exclusively on the text instead of privileging background knowledge and levels the playing field for all students as they seek to comprehend DiCamillo's story. It is critical to cultivating independence and creating a culture of close reading that students initially grapple with rich texts like DiCamillo's without the aid of prefatory material, extensive notes, or even teacher explanations. That being said, two initial readings provide much support, but all coming from the text rather than outside of it.</p> <p>2. Read the passage out loud to the class as students follow along in the text.</p> <p>Asking students to listen to <i>Because of Winn-Dixie</i> exposes students a second time to the rhythms and meaning of her language before they begin their own close reading of the passage. Speaking clearly and carefully will allow students to follow DiCamillo's story, and reading out loud with students following along improves fluency while offering all students access to this complex text. Accurate and skillful modeling of the reading also provides students who may be dysfluent with accurate pronunciations and syntactic patterns of English.</p>

Text Passage under Discussion		Instructional Commentary/Guiding Questions For Teachers/Proficient Responses
<p>This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was a loud and scary scream. I went running up to the front of the library, and there was Miss Franny Block, sitting on the floor behind her desk.</p> <p>Miss Franny sat there <u>trembling</u> and shaking.</p> <p>“Come on,” I said. “Let me help you up. It’s okay.” I stuck out my hand and Miss Franny took hold of it, and I pulled her up off the floor. She didn’t weigh hardly anything at all. Once she was standing on her feet, she started acting all embarrassed, saying how I must think she was a silly old lady, mistaking a dog for a bear, but that she had a bad experience with a bear coming into the Herman W. Block Memorial Library a long time ago, and she never had quite gotten over it.</p> <p>...</p> <p>“Back when Florida was wild, when it consisted of nothing but palmetto trees and mosquitoes so big they could fly away with you,” Miss Franny Block started in, “and I was just a little girl no bigger than you, my father, Herman W. Block, told me that I could have anything I wanted for my birthday. Anything at all.”</p> <p>Miss Franny looked around the library. She leaned in close to me. “I don’t want to appear prideful,” she said, “but my daddy was a very rich man. A very rich man.” She nodded and then leaned back and said, “And I was a little girl who loved to read. So I told him, I said, ‘Daddy, I would most certainly love to have a library for my birthday, a small little library would be wonderful.’”</p> <p>“You asked for a whole library?”</p> <p>“A small one,” Miss Franny nodded. “I wanted a little house full of nothing but books and I wanted to share them, too. And I got my wish. My father built me this house, the very one we are sitting in now. And at a very young age, I became a librarian. Yes ma’am.”</p>	<p><i>To shake because of fear or the cold without trying to shake; when you can’t stop yourself</i></p>	<p>3. Ask the class to answer a small set of text-dependent guided questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate.</p> <p>As students move through these questions and reread DiCamillo’s story, be sure to check for and reinforce their understanding of academic vocabulary in the corresponding text (which will be boldfaced the first time it appears in the text). At times, the questions themselves may focus on academic vocabulary.</p> <p>(Q1) Why was Miss Franny so scared by Winn-Dixie? Why was she “acting all embarrassed?”</p> <p>Miss Franny thought Winn-Dixie was a bear. When she realized he was a dog, she was embarrassed because she thought Opal would think she was a “silly old lady, mistaking a dog for a bear.”</p> <p>(Q2) How did the Herman W. Block Memorial Library come to get its name?</p> <p>The library was a gift to Miss Franny from her wealthy father. When she was a little girl, “a very rich man” told her she could have “anything she wants” for her birthday. So, Miss Franny asked for a library. She wanted a “little house full of nothing but books”. Herman W.</p> <p>Block was Miss Franny’s father.</p> <p>Both events are fairly straightforward, but it is important for students to understand them, as they set the stage for what is to come.</p>

Text Passage under Discussion	Instructional Commentary/Guiding Questions For Teachers/Proficient Responses
<p>“He went. But this is what I will never forget. He took the book with him.”</p> <p>“Nu-uh,” I said.</p> <p>“Yes ma’am,” said Miss Franny. “He snatched it up and ran.”</p> <p>“Did he come back?” I asked.</p> <p>“No, I never saw him again. Well, the men in town used to tease me about it. They used to say, ‘Miss Franny, we saw that bear of yours out in the woods today. He was reading that book and he said it sure was good and would it be all right if he kept it for just another week.’ Yes ma’am. They did tease me about it.” She said. “I imagine I’m the only one left from those days. I imagine I’m the only one that even recalls that bear. All my friends, everyone I knew when I was young, they are all dead and gone.”</p> <p>She <u>sighed</u> again. She looked sad and old and wrinkled. It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me. I sighed, too.</p> <p>Winn-Dixie raised his head off his paws and looked back and forth between me and Miss Franny. He sat up then and showed Miss Franny his teeth.</p> <p>“Well now, look at that,” she said. “That dog is smiling at me.”</p> <p>“It’s a talent of his,” I told her.</p> <p>“It’s a fine talent,” Miss Franny said. A very fine talent.” And she smiled back at Winn-Dixie.</p> <p>“We could be friends,” I said to Miss Franny. “I mean you and me and Winn-Dixie, we could all be friends.”</p> <p>Miss Franny smiled even bigger. “Why, that would be grand,” she said, “just grand.”</p>	<p>Questions 3-5 trace the sequence of events that led to the three characters becoming friends and prepare students for the writing prompt at the end of the lesson.</p> <p>(Q3) Opal says, “She looked sad and old and wrinkled.” What happened to cause Miss Franny to look this way?</p> <p>Students should realize that she was thinking about friends and people who are no longer alive, and that she does not have any friends now: “All my friends, everyone I knew when I was young, they are all dead and gone.”</p> <p>(Q4) What were Opal’s feelings when she realized how Miss Franny felt?</p> <p>Students should realize that Opal felt she and Miss Franny were both lonely: “It was the same way I felt . . . friendless . . .”</p> <p>(Q5) Earlier in the story, Opal says that Winn-Dixie “has a large heart, too.” What does Winn-Dixie do to show that he has a “large heart”?</p> <p>Students should see that Winn-Dixie was responding to Opal and Miss Franny feeling sad when he looked between them and showed Miss Franny his teeth: “Winn-Dixie raised his head off his paws and looked back and forth between me and Miss Franny. He sat up then and showed Miss Franny his teeth. ‘Well now, look at that,’ she said. ‘That dog is smiling at me.’”</p> <p><i>To let out a long, deep breath because of tiredness, sadness, or another feeling</i></p>

Text under Discussion	Directions for Teachers/Guiding Questions For Students
<p>I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.</p> <p>...</p> <p>Miss Franny looked around the library. She leaned in close to me. "I don't want to appear prideful," she said, "but my daddy was a very rich man. A very rich man." She nodded and then leaned back and said, "And I was a little girl who loved to read. So I told him, I said, 'Daddy, I would most certainly love to have a library for my birthday, a small little library would be wonderful.'"</p> <p>"You asked for a whole library?"</p> <p>"A small one," Miss Franny nodded. "I wanted a little house full of nothing but books and I wanted to share them, too. And I got my wish. My father built me this house, the very one we are sitting in now. And at a very young age, I became a librarian. Yes ma'am."</p> <p>...</p> <p>She <u>sighed</u> again. She looked sad and old and wrinkled. It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me. I sighed, too.</p> <p>Winn-Dixie raised his head off his paws and looked back and forth between me and Miss Franny. He sat up then and showed Miss Franny his teeth.</p> <p>"Well now, look at that," she said. "That dog is smiling at me."</p> <p>"It's a talent of his," I told her.</p> <p>"It's a fine talent," Miss Franny said. A very fine talent." And she smiled back at Winn-Dixie.</p> <p>"We could be friends," I said to Miss Franny. "I mean you and me and Winn-Dixie, we could all be friends."</p>	<p>(Q6) Opal and Miss Franny have three very important things in common - What are these?</p> <ul style="list-style-type: none"> As noted in question 4, both characters are lonely. In the very first sentence of the passage, Opal says, "I spent a lot of time that summer at the Herman W. Block Memorial Library." Therefore, it is a reasonable inference that Opal likes books. Similarly, Miss Franny said, "When I was a little girl I loved to read." And when told that she could have anything she wanted for her birthday, she replied, "... I would most certainly love to have a library." Opal, of course, likes Winn-Dixie, and there is evidence that Miss Franny does as well: "Well now look at that ... 'That dog is smiling at me.'" Also, "... she smiled back at Winn-Dixie." <p><i>To let out a long, deep breath because of tiredness, sadness, or another feeling</i></p>

Day Two: Explanatory Writing Assignment for DiCamillo's *Because of Winn-Dixie*

Directions for Teachers and Students / Guidance for Teachers

The title of this selection is *Because of Winn-Dixie*. Using your answers from the questions above and class discussion, explain why this is an appropriate title for the selection. Be sure to clearly cite evidence from the text for each part of your answer.

A proficient answer should have at least two parts:

- Students should explain - using evidence from the text - how Winn-Dixie looking into the library was the cause of Miss Franny falling, which in turn led to the story about the bear and Opal's realization that she and Miss Franny were both lonely.
- They should then relate how Winn-Dixie's response to Miss Franny ("That dog is smiling at me") endeared her to Winn-Dixie and led Opal to suggest that they could be friends.

The answer should show a clear understanding of how this progression of events led to the three characters becoming friends. An answer pulling on more from the text would include that Winn-Dixie's "talent" and "huge heart" were traits that made all this possible.

Day Three: Mini-assessment for the excerpt from “Because of Winn-Dixie”

Teacher Directions

Summary of Activities – Optional Independent, Student Mini-Assessment

- Teacher provides students with a flexible amount of time to take the assessment that allows for close reading of the text. For planning purposes, it is estimated that it may take students around 25 minutes to complete the assessment, engaging in close reading. However, students should be allowed sufficient time to complete the task comfortably.
- Teacher has the option to grade and/or discuss answers as a class

Teacher reads the following directions:

Today you will reread the passage we’ve been studying in class, the selection from *Because of Winn-Dixie* by Kate DiCamillo. You will then independently answer several questions. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions.

You may begin now, and take the time that you need to read the text closely. (Students independently read the selection from *Because of Winn-Dixie* and the following questions.)

Excerpt from "*Because of Winn-Dixie*" by Kate DiCamillo

- 1 I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.
- 2 It all started with Winn-Dixie not liking it when I went into the library, because he couldn't go inside, too. But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me. But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog. She thought he was a bear.
- 3 This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was a loud and scary scream. I went running up to the front of the library, and there was Miss Franny Block, sitting on the floor behind her desk.
- 4 Miss Franny sat there trembling and shaking.
- 5 "Come on," I said. "Let me help you up. It's okay." I stuck out my hand and Miss Franny took hold of it, and I pulled her up off the floor. She didn't weigh hardly anything at all. Once she was standing on her feet, she started acting all embarrassed, saying how I must think she was a silly old lady, mistaking a dog for a bear, but that she had a bad experience with a bear coming into the Herman W. Block Memorial Library a long time ago, and she never had quite gotten over it.
- 6 "When did it happen?" I asked her.
- 7 "Well," said Miss Franny, "it is a very long story."
- 8 "That's okay," I told her. "I am like my mama in that I like to be told stories. But before you start telling it, can Winn-Dixie come in and listen, too? He gets lonely without me."
- 9 "Well, I don't know," said Miss Franny. "Dogs are not allowed in the Herman W. Block Memorial Library."
- 10 "He'll be good," I told her. "He's a dog who goes to church." And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a "huummmppff" and a sigh, right at Miss Franny's feet.
- 11 She looked down at him and said, "He most certainly is a large dog."
- 12 "Yes ma'am," I told her. "He has a large heart, too."
- 13

- 13 "Well," Miss Franny said. She bent over and gave Winn-Dixie a pat on the head, and Winn-Dixie wagged his tail back and forth and snuffled his nose on her little old-lady feet. "Let me get a chair and sit down so I can tell this story properly."
- 14 "Back when Florida was wild, when it consisted of nothing but palmetto trees and mosquitoes so big they could fly away with you," Miss Franny Block started in, "and I was just a little girl no bigger than you, my father, Herman W. Block, told me that I could have anything I wanted for my birthday. Anything at all."
- 15 Miss Franny looked around the library. She leaned in close to me. "I don't want to appear prideful," she said, "but my daddy was a very rich man. A very rich man." She nodded and then leaned back and said, "And I was a little girl who loved to read. So I told him, I said, 'Daddy, I would most certainly love to have a library for my birthday, a small little library would be wonderful.'"
- 16 "You asked for a whole library?"
- 17 "A small one," Miss Franny nodded. "I wanted a little house full of nothing but books and I wanted to share them, too. And I got my wish. My father built me this house, the very one we are sitting in now. And at a very young age, I became a librarian. Yes ma'am."
- 18 "What about the bear?" I said.
- 19 "Did I mention that Florida was wild in those days?" Miss Franny Block said.
- 20 "Uh-huh, you did."
- 21 "It was wild. There were wild men and wild women and wild animals."
- 22 "Like bears!"
- 23 "Yes ma'am. That's right. Now, I have to tell you. I was a little-miss-know-it-all. I was a miss-smarty-pants with my library full of books. Oh, yes ma'am, I thought I knew the answers to everything. Well, one hot Thursday, I was sitting in my library with all the doors and windows open and my nose stuck in a book, when a shadow crossed the desk. And without looking up, yes ma'am, without even looking up, I said, 'Is there a book I can help you find?'
- 24 "Well, there was no answer. And I thought it might have been a wild man or a wild woman, scared of all these books and afraid to speak up. But then I became aware of a very peculiar smell, a very strong smell. I raised my eyes slowly. And standing right in front of me was a bear. Yes ma'am. A very large bear."
- 25 "How big?" I asked.
- 26 "Oh, well," said Miss Franny, "perhaps three times the size of your dog."

- 27 “Then what happened?” I asked her.
- 28 “‘Well,” said Miss Franny, “I looked at him and he looked at me. He put his big nose up in the air and sniffed and sniffed as if he was trying to decide if a little-miss-know-it-all librarian was what he was in the mood to eat. And I sat there. And then I thought, ‘Well, if this bear intends to eat me, I am not going to let it happen without a fight. No ma’am.’ So very slowly and carefully, I raised up the book I was reading.”
- 29 “‘What book was that?” I asked.
- 30 “‘Why, it was *War and Peace*, a very large book. I raised it up slowly and then I aimed it carefully and I threw it right at that bear and screamed, ‘Be gone!’ And do you know what?”
- 31 “‘No ma’am,” I said.
- 32 “‘He went. But this is what I will never forget. He took the book with him.”
- 33 “‘Nu-uh,” I said.
- 34 “‘Yes ma’am,” said Miss Franny. “He snatched it up and ran.”
- 35 “‘Did he come back?” I asked.
- 36 “‘No, I never saw him again. Well, the men in town used to tease me about it. They used to say, ‘Miss Franny, we saw that bear of yours out in the woods today. He was reading that book and he said it sure was good and would it be all right if he kept it for just another week.’ Yes ma’am. They did tease me about it.” She said. “I imagine I’m the only one left from those days. I imagine I’m the only one that even recalls that bear. All my friends, everyone I knew when I was young, they are all dead and gone.”
- 37 She sighed again. She looked sad and old and wrinkled. It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me. I sighed, too.
- 38 Winn-Dixie raised his head off his paws and looked back and forth between me and Miss Franny. He sat up then and showed Miss Franny his teeth.
- 39 “‘Well now, look at that,” she said. “That dog is smiling at me.”
- 40 “‘It’s a talent of his,” I told her.
- 41 “‘It’s a fine talent,” Miss Franny said. “A very fine talent.” And she smiled back at Winn-Dixie.

- 42 “We could be friends,” I said to Miss Franny. “I mean you and me and Winn-Dixie, we could all be friends.”
- 43 Miss Franny smiled even bigger. “Why, that would be grand,” she said, “just grand.”
- 44 And right at that minute, right when the three of us had decided to be friends, who should come marching into the Herman W. Block Memorial Library but old pinch-faced Amanda Wilkinson. She walked right up to Miss Franny’s desk and said, “I finished *Johnny Tremain* and I enjoyed it very much. I would like something even more difficult to read now, because I am an advanced reader.”
- 45 “Yes dear, I know,” said Miss Franny. She got up out of her chair.
- 46 Amanda pretended like I wasn’t there. She stared right past me. “Are dogs allowed in the library?” she asked Miss Franny as they walked away.
- 47 “Certain ones,” said Miss Franny, “a select few.” And then she turned around and winked at me. I smiled back. I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson.

Published courtesy of Candlewick Press

QUESTIONS:

1. The following question has two parts. Answer Part A and then answer Part B.

Part A: In paragraphs 14–36, Miss Franny tells about when she was a young girl. How do these paragraphs help the reader understand the rest of the passage?

- A. They show why Miss Franny’s father was a wealthy person.
- B. They show why Miss Franny allowed Winn-Dixie to go into the library.
- C. They show why Miss Franny is afraid of Winn-Dixie at first.
- D. They show why Miss Franny likes the narrator more than she likes Amanda.

Part B: Which sentence provides the best evidence for the answer to Part A?

- A. “But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn’t think he was a dog.”
- B. “She nodded and then leaned back and said, ‘And I was a little girl who loved to read.’”
- C. “My father built me this house, the very one we are sitting in now.”
- D. “‘Are dogs allowed in the library?’ she asked Miss Franny as they walked away.”

2. The following question has two parts. Answer Part A and then answer Part B.

Part A: In paragraph 36, what is the meaning of the word *recalls*?

- A. remembers
- B. believes in
- C. misses
- D. is afraid of

Part B: Which sentence from the text best helps the reader determine the meaning of *recalls*?

- A. "...and I threw it right at that bear and screamed, 'Be gone!'"
- B. "No, I never saw him again."
- C. "Well, the men in town used to tease me about it."
- D. "I imagine I'm the only one left from those days."

3. The following question has two parts. Answer Part A and then answer Part B.

Part A: Which statement best describes the narrator's feelings after Miss Franny ends the story about the bear?

- A. The narrator decides that she loves dogs.
- B. The narrator remembers how lonely she is.
- C. The narrator is glad that she can trust adults.
- D. The narrator thinks about how much she dislikes rules.

Part B: Which sentence from the story best shows this feeling?

- A. "But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me."
- B. "And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a 'huummmppff' and a sigh, right at Miss Franny's feet."
- C. "'Then what happened?' I asked her."
- D. "It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me."

4. What are two details from the passage that show that Miss Franny is becoming friends with Winn-Dixie?

- A. "he was okay, as long as he could see me."
- B. "She thought he was a bear."
- C. "he came in and lay down with a *"huummmppff."*
- D. "'He'll be good,'" I told her."
- E. "That dog is smiling at me."
- F. "'Certain ones,' said Miss Franny."

5. Which sentence best demonstrates the central lesson of this passage?

- A. "I am like my mama in that I like to be told stories."
- B. "He's a dog who goes to church."
- C. "Let me get a chair and sit down so I can tell this story properly."
- D. "Oh, yes ma'am, I thought I knew the answers to everything."
- E. "I mean you and me and Winn-Dixie, we could all be friends."

6. In the passage, use your pencil to draw a ring around two sentences that show that Miss Franny is brave in the face of danger.

7. Miss Franny and the narrator have several traits that are alike, and these traits lead them to become friends. The ways in which they are alike are listed in Column 1 in the chart below. For each sentence in Column 1, find one sentence from the passage that demonstrates that trait for each of the characters. Write the sentence in the correct box under the column under each character. The first row has been done for you.

Column 1: Ways the characters are alike	Detail for Miss Franny	Detail for the Narrator
Both have the same interest in reading.	And I was a little girl who loved to read.	I spent a lot of time that summer at the Herman W. Block Memorial Library.
Both like Winn-Dixie.		
Both are lonely.		

Teacher Guide to the Mini-Assessment

Annotations of the Questions for Teachers

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1A	C	RL.3.1 RL.3.2 RL.3.5	<p>A Although Miss Franny states that her father was wealthy [“... my daddy was a very rich man . . .” (paragraph 15)], which explains the existence of the library, paragraphs 14-36 do not tell how the library came to be.</p> <p>B Although Miss Franny does eventually allow Winn-Dixie into the library, these paragraphs do not explain why. In fact, prior to paragraphs 14-36, the narrator takes it upon herself to break the rule about animals in the library.</p> <p>C This is the correct answer. The story about the bear in paragraphs 14-36 explains why Miss Franny was afraid when she saw Winn-Dixie at the window.</p> <p>D Although Miss Franny seems much closer to the narrator than she is to Amanda, paragraphs 14-36 do not help the reader understand the relationships.</p>
1B	A		<p>A This is the correct answer. This sentence provides the reason Miss Franny was afraid of Winn-Dixie when she first saw him at the window: she thought he might be a bear.</p> <p>B This quotation plausibly links to Part A, option B, as it indicates why Miss Franny wanted a library as a birthday present, but it does not provide evidence for Miss Franny being afraid of Winn-Dixie at first.</p> <p>C This quotation plausibly links to Part A, option A, as it supports the claim that Miss Franny’s father was rich, but it does not provide evidence for Miss Franny being afraid of Winn-Dixie at first.</p> <p>D This quotation plausibly links to Part A, option D, as it suggests that Miss Franny may not allow dogs in the library because they are too big, but it does not provide evidence for Miss Franny being afraid of Winn-Dixie at first.</p>
2A	A	RL.3.1 RL.3.4	<p>A This is the correct answer. Miss Franny’s statement that she is the only one left who recalls the bear indicates that she is remembering a time from much earlier.</p> <p>B The context indicates that “recalls” means remembers, not “believes in,” because Miss Franny explains that she is the only one left from that time and that other people did believe that the bear visited the library.</p> <p>C The context indicates that “recalls” means remembers, not “misses,” because Miss Franny explains that she is the only one left from that time.</p> <p>D The context indicates that “recalls” means remembers, not “misses,” because Miss Franny explains that she is the only one left from that time rather than she is the only one who fears the bear.</p>

2B	D		<p>A This quotation plausibly links to Part A, option D, as it indicates that Miss Franny was afraid of the bear; however, it does not provide context for the meaning of the word “recalls.”</p> <p>B This distractor plausibly links to Part A, option B, as it indicates that Miss Franny did not see a bear again; however, it does not provide context for the meaning of the word “recalls.”</p> <p>C This quotation plausibly links to Part A, option C, as the fact that the men teased Miss Franny about the bear indicates that others may also believe that a bear was present; however, it does not provide context for the meaning of the word “recalls.”</p> <p>D This is the correct answer. It supports that Miss Franny is telling a story that she remembers from her past.</p>
3A	B		<p>A Although it is evident that the narrator has a great affection for dogs, this feeling was in place prior to the end of Miss Franny’s story.</p> <p>B This is the correct answer. The story triggers the narrator’s awareness that she’s lonely in the town.</p> <p>C Miss Franny’s story helps the narrator identify with Miss Franny in that they have some things in common, but the narrator doesn’t walk away with additional trust.</p> <p>D Although the narrator disobeys the rule of no dogs in the library, there is no evidence that she dislikes rules in general.</p>
3B	D	RL.3.1 RL.3.3	<p>A This quotation plausibly links to Part A, option A, in that it shows how the narrator makes sure that Winn Dixie can be happy while the narrator is in the library, but it does not show that the narrator remembers how lonely she is.</p> <p>B This quotation plausibly links to Part A, option D, in that it shows that the narrator does not wait for a response from Miss Franny and enters the library with Winn Dixie, but it does not show that the narrator remembers how lonely she is.</p> <p>C This quotation plausibly links to Part A, option C, in that it provides evidence that the narrator was interested in what Miss Franny had to say, but it does not show that the narrator remembers how lonely she is.</p> <p>D This is the correct answer. The narrator can see that Miss Franny is missing the same thing that the narrator is, a friend.</p>
4	E and F	RL.3.1 RL.3.3	<p>A Although Winn Dixie misses the narrator, this does not show that the dog is special; many dogs miss their owners.</p> <p>B Although Winn Dixie is a large dog and mistaken for another animal, this does not show that Winn Dixie is special; many dogs are large.</p> <p>C Although Winn Dixie does make a noise when lying down, this is common for animals to do and does not make Winn Dixie special.</p> <p>D Although Winn Dixie has the capacity to be good under the supervision of the narrator, this does not show that Winn Dixie is special; many dogs are good.</p> <p>E This is a correct answer. The fact that Winn Dixie smiles makes the dog unusual and assures Miss Franny that Winn Dixie is friendly and can be trusted.</p> <p>F This is a correct answer. Miss Franny is comfortable around Winn Dixie and decides that Winn Dixie is an exception to the rule and will be allowed to enter the library with the narrator.</p>

5	E	RL.3.1 RL.3.2	<p>A Although this quotation sets the plot in motion by providing a reason for Miss Franny's retelling the story about the bear, it is a detail and not the central message.</p> <p>B Although this quotation shows Winn-Dixie is well behaved, it does not capture the central message of friendship.</p> <p>C Although this quotation introduces the fact that Miss Franny is going to tell the narrator a story, the act of telling a story does not illustrate the central message; the characters' reactions help establish the message.</p> <p>D Although this quotation helps to establish Miss Franny's behavior as a young person, it does not help develop the central message.</p> <p>E This is the correct answer. It foreshadows that the narrator and Miss Franny will become friends. It provides evidence that there is trust between the two of them and that despite their differences that they will join together as friends.</p>
6	<ul style="list-style-type: none"> Well, if this bear intends to eat me, I am not going to let it happen without a fight. I raised it up slowly and then I aimed it carefully and I threw it right at that bear and screamed, 'Be gone!' 	RL.3.1 RL.3.3	Both sentences show that despite Miss Franny's current fear of bears and of the sight of Winn Dixie there was a time when she was fearless in her younger age. She decides to confront the bear and attacks it by hurling a large book at it.
7	See completed chart on next page.	RL.3.1 RL.3.2 RL.3.3	There are many details in the story that support how Miss Franny and the narrator are similar, which leads to their friendship. Please see the completed chart below for possible correct answers.

Column 1: Ways the characters are alike	Detail for Miss Franny	Detail for the Narrator
Both have the same interest in reading.	And I was a little girl who loved to read.	I spent a lot of time that summer at the Herman W. Block Memorial Library.
Both like Winn-Dixie.	<p>Possible Answers:</p> <p>She bent over and gave Winn-Dixie a pat on the head, and Winn-Dixie wagged his tail back and forth and snuffled his nose on her little old-lady feet.</p> <p>“Well now, look at that,” she said. “That dog is smiling at me.”</p> <p>“It’s a fine talent,” Miss Franny said. “A very fine talent.” And she smiled back at Winn-Dixie.</p> <p>Miss Franny smiled even bigger. “Why, that would be grand,” she said, “just grand.”</p>	<p>Possible Answers:</p> <p>But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me.</p> <p>But before you start telling it, can Winn-Dixie come in and listen, too? He gets lonely without me.”</p> <p>“He’ll be good,” I told her.</p> <p>And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a “huummmppff” and a sigh, right at Miss Franny’s feet.</p> <p>“Yes ma’am,” I told her. “He has a large heart, too.”</p> <p>“We could be friends,” I said to Miss Franny. (Could be correct because the “We” includes Winn-Dixie)</p> <p>“I mean you and me and Winn-Dixie, we could all be friends.”</p>
Both are lonely.	<p>Possible Answers:</p> <p>“I imagine I’m the only one left from those days. I imagine I’m the only one that even recalls that bear. All my friends, everyone I knew when I was young, they are all dead and gone.”</p> <p>She sighed again.</p> <p>She looked sad and old and wrinkled.</p> <p>Miss Franny smiled even bigger.</p> <p>“Why, that would be grand,” she said, “just grand.”</p>	<p>Possible Answers:</p> <p>It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me.</p> <p>I sighed, too.</p> <p>“We could be friends,” I said to Miss Franny.</p> <p>“I mean you and me and Winn-Dixie, we could all be friends.”</p> <p>I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson.</p>

APPENDIX A:

Standards Addressed: The following Common Core State Standards for Reading are the focus of this exemplar:

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.4	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.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.3.2	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.
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

Appendix B: Information for Teachers about Text Complexity

Regular practice with complex texts is necessary to prepare students for college and career readiness. The excerpt from “*Because of Winn-Dixie*” has been placed at grade 3 for the purpose of this exemplar. This section of the exemplar provides an explanation of the process that was used to place the text at grade 3 for the purpose of illustrating why this text meets the expectations for text complexity in Reading Standard 10. Appendix A and the Supplement to Appendix A: New Research on Text Complexity lays out a research-based process for selecting complex texts. According to Appendix A of the CCSS, the first step in selecting grade-level appropriate texts is to place a text within a grade-band according to a quantitative text complexity score.

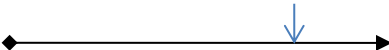

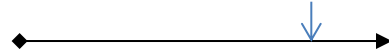

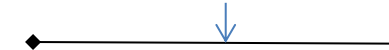
<i>Because of Winn-Dixie</i>	Quantitative Measure #1	Quantitative Measure #2
	Flesch-Kincaid	Lexile
	3.3	760

After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A (www.coresstandards.org/resources) and determine the grade-band of the text.

Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures⁷

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid ^s	The Lexile Framework®	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

To find the grade **level** of the text within the designated grade-band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. (www.corestandards.org)

Category	Notes and comments on text, support for placement in this band	Where to place within the band?				
		Too low for band	Early to mid 2	Mid 2 to low - 3	Mid to End 3	Not Suited To Band
Structure (both story structure or form of piece)	The structure of this text is rather complex in that it includes a story within a story. Although both stories are chronological in nature, this story-within-a-story structure drives the text complexity higher. Other aspects of the form, e.g., first-person narration and use of dialogue, are not especially challenging for this grade band.					
Language Clarity and Conventions (including vocabulary load)	The language used in this excerpt is mostly literal, conversational, and conventional, which helps make the text accessible for students. The sentences are straightforward and simple and the vocabulary should mostly be familiar to students.					
Knowledge Demands (life, content, cultural/literary)	There are multiple themes within this text, from the importance of friendship to the impact of loneliness, none of which are explicitly stated. There are two perspectives as well, since we get the narrator's perspective from the story as a whole and then we get the perspective of a much older woman from the flashback. Although both stories illustrate many of the same themes, the multiple perspectives make this excerpt more complex. The experiences depicted may be foreign to students, but they know about libraries, dogs, and bears, so they should be able to access the text.					
Levels of Meaning/ Purpose	Although there are multiple implicit themes and purposes in this text, there are so many details used to illustrate these themes that the level of meaning should be apparent to students.					
Overall placement:	<p>Justification</p> <p>Although the multiple themes are implicit, the language load and other aspects of this text (knowledge of libraries, pets, being lonely, and the importance of friendship) make this text appropriate for grade 3.</p>					

Additional resources for assessment and CCSS implementation

Close reading exemplar lesson to precede these end-of-lesson assessment questions:

<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>

Shift 1 - Complexity: *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts:
http://www.corestandards.org/assets/Appendix_B.pdf
- See the Text Complexity Collection on www.achievethecore.org

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on
<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>
- See the Basal Alignment Project for examples of text-dependent questions:
<http://www.achievethecore.org/basal-alignment-project>

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts:
http://www.corestandards.org/assets/Appendix_B.pdf