

Because of Winn-Dixie

by Kate DiCamillo

Student Response Form

Student's name Daisy Grade 4

Your teacher wants to learn more about you as a reader. Here are some directions to remember:

- ◆ Please complete this assessment on your own. Do not ask for help or use anything (dictionaries, websites, etc.) to help you.
- ◆ Each time you read, please fill in your reading log below.
- ◆ When you reach a page with a sticky note, read to the bottom of the page.
- ◆ Stop and answer the question on your response form. Include as much detail as you can from the book to support your answer. (It is fine to reread, but do not read ahead.)
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!

READING LOG				
Date	Start Time	End Time	Start Page	End Page
10/26	9:00	9:45	1	35
10/26	6:00	6:15	36	42
10/27	9:00	9:25	43	60
10/28	10:00	10:50	61	100
10/29	9:30	10:00	101	120
10/29	5:00	5:35	121	145

Teacher: Please fill out.

Total Time	Total Pages
45	35
15	7
25	18
50	40
30	20
35	25
Total	200 145

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1. PAGE 25 What kind of person is Opal?

Opal is a Quiet person, But loving too, But sometimes she feels lonely with out her mom or friends

E P A I



2. PAGE 25 What does Opal mean when she says, "I could see him thinking about pulling his head back into his shell"?

I predict what she means by that is that he's trying to forget what she said, like ignoring it, But is going to take it any way

E P A I



3. PAGE 30 How has Opal's family affected her so far?

her mom affects her because one she left her family and finally she got to learne about her family just like the great gilly hopkins

E P A I



4. PAGE 68 When Opal says, "I could feel her listening with all her heart," explain what she means.

I think that what she means by that is that she could feel her listening to everything and it felt like she was a good friend.

E P A I

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5. PAGE 71 What kind of person is Gloria Dump? Why is she important to Opal?

Gloria Dump is important to Opal because she could relate to her

E P A I



6. PAGE 78 How are you seeing the preacher in a new way?

Because of Winn-Dixie, I'm predicting that before they meet or before the end he's been out of his turtle shell little by little.

E P A I



7. PAGE 81 What do you picture, based on the description on pages 79-81?

I picture that Winn-Dixie is trying to get all of the animals and Opal is not going to get the job

E P A I

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8. PAGE 91 What are Opal's problems?

her problem is that her insides is
getting in the way of her feeling
(insides)(mom)(and past)

E P A I



9. PAGE 109 Read the last line on this page. Use what you know about Opal from earlier chapters to explain why she says this.

I think that Opal is going to
get advice from the story

E P A I



10. PAGE 115 What does it mean to "taste" sorrow?

She means that it tastes sad and
upsetting

E P A I

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11. PAGE 132 What do the lozenges and the events of this chapter teach Opal about everyone's life?

that her life is not the only one that is hard

E P A I



12. PAGE 168 Why is this moment between Opal and her father important?

Because now Opal and her father realize that their not the only ones hurt!

E P A I



13. PAGE 183 What lesson or lessons has Opal learned?

They learned many many things but the main thing is that they are both falled by the inside not the out.

E P A I

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Reflection

Was this book easy, just right, or too hard? Just right

How do you know? I could really picture what was happening like it was a movie inside my mind.

Did you like this book? Yes

Why or why not? It teaches a lot of lessons about life

Would you choose another book like this from the library? Yes

Why or why not? It felt perfect for me. Great characters and a happy ending!

Comprehension Record & Planning Form: Level R

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Student: Daisy Date: 10/30

First: Tally Student Results

1. Refer to the student's scored Response Form.
2. Check ✓ the appropriate white box (E, P, A, or I) below for each answer.
3. Tally each column to find the total number of E, P, A, and I responses.
4. Record the overall tally below the chart.

Scoring Guide
 E-Exceptional
 P-Proficient
 A-Approaching
 I-Incorrect

Question	Page	Plot & Setting				Character				Vocabulary & Figurative Language				Themes & Ideas				
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I	
1	25						✓											
2	25									✓								
3	30						✓											
4	68									✓								
5	71						✓											
6	78					✓												
7	81		✓															
8	91		✓															
9	109																	✓
10	115										✓							
11	132													✓				
12	168		✓															
13	183																	✓
TALLY			14			1	111			11		1		1				11

Total number of responses: exceptional 4 /13 proficient 6 /13 approaching + incorrect 3 /13
 Total pages: 175 divided by total minutes to read book (from log): 200 = reading rate: .88 p/min

Next: Decide on Goals

1. In the first column, check the scenario or scenarios that best describes this student's performance.
2. Reflect on the information in the last two columns to plan for your reading conference with the student.

✓	If	Then	Teaching Suggestions
	One-third (1/3) or more of the student's total responses from all four strands are approaching and/or incorrect .	This level is likely too difficult. Assess the student at the next level below to determine a goal.	n/a
✓	The student's approaching and incorrect responses are clustered in one or two of the four strands, yet all other responses are proficient and/or exceptional .	Instruct the student in one area of need at a time, addressing the strands in this order: 1. Plot and Setting 2. Character 3. <u>Vocabulary and Figurative Language</u> 4. <u>Themes and Ideas</u>	See pages: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas
	No answers are incorrect or approaching . The student's responses are mostly proficient and some are exceptional .	In most cases, work to move the student from proficient to exceptional in all areas. Instruct the student in one area at a time, addressing the strands in the order listed on the right.	See pages: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas

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✓	If	Then	Teaching Suggestions
	Around ¾ of the student's responses are exceptional .	In most cases, assess the student at the next level higher to determine a goal. The exception may be for the student who is reading far above grade level.	For tips on when to move students to the next level and when to keep them at their current level, see page A6.
	There is no obvious pattern to the student's responses; the student's answers range from exceptional to incorrect across all four strands.	Comprehension is likely inconsistent or flawed because the book is too difficult, or because there may be a stamina issue (check the reading log). You will likely want to have the student take the assessment at the next level below.	For help with stamina issues, see pages T7-T8.
✓	The student reads at a very slow or <u>fast</u> speed: much > or < 0.75 pages per minute (p/min).	Observe the student during independent reading to determine whether the reader is engaged. If engagement is not an issue, a slow or fast reading rate indicates the level may not be a good match.	For help with reader engagement, see pages T7-T8.
	The student has trouble expressing answers in writing, but past observations indicate he or she can verbally elaborate on what is written.	In the goal-setting conference, check to see if the student can verbally elaborate on his or her responses. If the student can, provide support with writing about reading at this level during independent reading.	For help with writing about reading, scan the tip boxes in the Precision Teaching section, pages T21-T72.
	The student's reflection on the Response Form indicates that the book was a good fit, yet many responses are approaching or incorrect .	This is a student who may have trouble monitoring for meaning, or knowing what he or she knows. Work with the student on strategies for stopping to check for understanding as a secondary goal.	For help with monitoring strategies, see page T8.

And Now: Take It to the Conference

What goal or goals have you decided to focus on (see Then column)?

Themes + Ideas

Which strategy or strategies will you introduce first? (Refer to pages from the Teaching Suggestions column.)

"Watch for Character Changes that Reveal Lessons"

"Use prompts to Articulate Theme"

Additional notes to prepare (e.g., questions to ask, a book for modeling, and so on):

Make list of prompts like chart in Themes Teaching Chapter.

Now you are ready to confer. Turn to page T4 for a sample goal-setting conference transcript and advice on how to conduct the conference.