

❖ **Part 5: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

17. Describe Opal using at least three adjectives. Explain your choices. Then, explain how you are similar to and different from this character.

18. What are some things that Opal longs for in these chapters? Write about at least two.

19. What part of this story so far made you feel a strong emotion (emotion can be happiness, sadness, anger, empathy, etc.) Explain the emotion it was, and why you felt that way.

20. Describe some of the changes that have happened in Opal's life since she found Winn-Dixie.

❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

11. Which of the following is not one of the reasons that Opal often feels lonely?

- a. She is new to Naor.
- b. Her dad is often preoccupied.
- c. Her mom knew when she was young.
- d. She is not a lonely child.

12. Choose the best word to describe Gloria Dump.

- a. kind
- b. peculiar
- c. determined
- d. temperamental

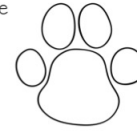
13. Where does Opal first meet Winn-Dixie?

- a. The laundromat
- b. The library
- c. The grocery store

Which answer that best describes Opal's attitude towards her mama? Does she miss her mama and longs for her mama and misses her. Is she furious with her mama for leaving her. Does she tries her best never to think of her mama. Does she believes that her mama is the best mama ever.

Which of the following does not happen in these chapters? Does she plays with the Dewberry boys every day. Does she gets invited to Sweetie Pie's birthday party. Does she teacher allows Opal to keep Winn-Dixie. Does she discovers that Winn-Dixie is afraid of thunderstorms.

Which of the following is not true about Opal? Does she is ten years old. Does she enjoys going to the library. Does she guesses that Gloria Dump is a witch. Does she starts working for Otis.



BECAUSE OF WINN-DIXIE

Assessment #1 Chapters 1-12

❖ **Part 1: Vocabulary Matching**

Match the words with their definitions by writing the correct letters on the lines.

- 1. peculiar _____ A. making a low feeble sound expressive of fear
- 2. whimpering _____ B. plan for something, on purpose
- 3. barreling _____ C. strange
- 4. inferno _____ D. a group of people assembled for religious worship
- 5. congregation _____ E. special case or isolated example
- 6. exception _____ F. moving fast

❖ **Part 2: Vocabulary Fill-in-the-Blank**

Choose the word that best completes each sentence below.

- 7. I found it _____ when my little sister decided to follow me around and copy everything I was doing.
 - a. concerned
 - b. fortunate
 - c. irritating
 - d. trustworthy
- 8. I reassured my friend that I was _____ so she could confide in me.
 - a. trustworthy
 - b. hind
 - c. whimpering
 - d. barreling

❖ **Part 3: Vocabulary Sentences**

Write two sentences below, each containing one of the following words.

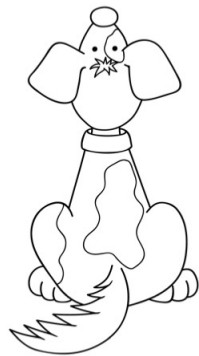
ASSESSMENTS included, each containing:

- Vocabulary, Comprehension, Analysis
- Multiple Choice, Fill in the blank, matching, short and long answer

Assessment Packet

BECAUSE OF WINN-DIXIE

By Kate DiCamillo



Name _____

TABLE OF CONTENTS: Assessments

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Vocabulary Words and Definitions

Name _____

Chapter	Page #	Word	Definition
1-3	9	concerned	worried and anxious
	15	exception	special case or isolated example
	16	fortunate	favored or blessed
4-6	33	congregation	a group of people assembled for religious worship
	36	hollering	yelling
	41	hind	at the back
7-9	47	peculiar	strange
	53	irritating	annoying
	55	trustworthy	able to be relied on as honest
10-12	67	whimpering	making a low feeble sound expressive of fear
	74	barreling	moving fast
	77	intentional	plan for something, on purpose
	81	refresh	give new strength or energy to
	83	ignorant	lacking knowledge or awareness in general
		dramatic	very theatrical; intended to create an effect
		sensation	feeling
		melancholy	sad
		tragedies	events causing great suffering
		convinced	persuaded
		amuse	entertain
		complicated	intricate; not simple
		plumb	completely
		myths	legends or stories
		creeping	inching or sneaking slowly

Easy organization and low prep:

- Assessment Packet cover
- Table of Contents for easy navigation
- Complete Vocabulary List comes with and without definitions (students are tested on these words)

Instructions

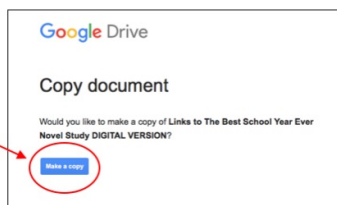
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

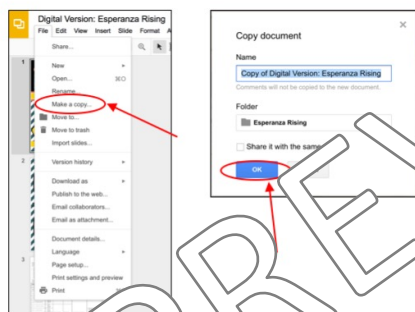
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

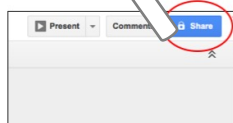


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

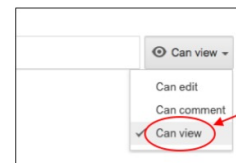


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

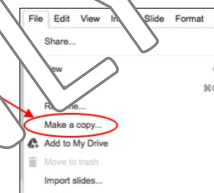


Note: Sharing with students can also be done through Google™ Classroom.

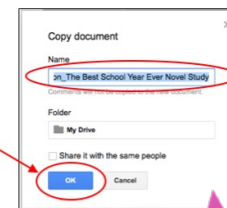
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, and click text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress and finished products. You can view these in your Google™ Drive.

10. Don't forget that you do have the option to print the documents in black and white and printer-friendly, while the Google™ Drive version is in color. This is handy if they are printed. Many teachers prefer to use both versions and end up using both versions.

11. There are places where students are not allowed to use iPads or tablets, this is easy to do. However, if you do have students who are under the "Insert" dropdown menu in Google™ Drive.

Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
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- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW ONLY

11 THE TIGER RISING Assessment 17-18

12 THE TIGER RISING Assessment 19-20

13 THE TIGER RISING Assessment 21-22

14 Assessment Packet Answer Key

15 THE TIGER RISING Assessment 23-24

16 THE TIGER RISING Assessment 25-26

17. Describe three strong emotions the Rob feels in these chapters. Explain in detail why he has each of these emotions.
[Text Here](#)

18. In what ways does Rob change throughout this story? Explain at least two changes that he experiences. Be sure to write about why he has these changes.
[Text Here](#)

19. Do you think that the title *The Tiger Rising* is appropriate for the story? Why or why not? If you could give it another name, what would it be? Explain your choice.
[Text Here](#)

20. Do you believe that the tiger had to be killed at the end of the story? Why or why not?
[Text Here](#)

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MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.