



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 1: Lesson 5**

## **Mid-Unit Assessment: “Fox and Wolf” Selected Response and Short Answer Questions**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)  
I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2)  
I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)  
I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)  
I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

**Supporting Learning Targets**

- I can explain how characters’ actions contribute to the sequence of events that take place in “Fox and Wolf.”
- I can determine the meaning of words and phrases from “Fox and Wolf.”
- I can explain the lesson that is conveyed in “Fox and Wolf” by referring to key details from the story.

**Ongoing Assessment**

- Mid-Unit 1 Assessment
- Tracking My Progress, Mid-Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Mid-Unit 1 Assessment (35 minutes)</li><li>Tracking My Progress (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes)</li><li>Sharing Reflections (3 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Reread “Fox and Wolf” and self-assess fluency; read independently for at least 15 minutes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students take the Mid-Unit 1 Assessment. Students apply what they have learned about character analysis, determining the lesson conveyed through traditional stories and the meaning of key terms by responding to selected response and short answer about an unfamiliar folktale, “Fox and Wolf.”</li><li>Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly. One option is to allow students to independently read through the text once for gist just before rereading and taking the assessment. A second option is to create an audio version of the text for struggling readers to listen to, at predetermined listening centers, as they read along silently.</li><li>Some students may benefit from having someone read the questions aloud to them. Again make provisions for those students accordingly.</li><li>Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart; Narrative Elements anchor chart.</li></ul>

Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, determine, meaning, lesson, conveyed	<ul style="list-style-type: none"><li>Narrative Elements anchor chart (from Lesson 4)</li><li>Who Is the Wolf in Fiction anchor chart (from Lesson 2)</li><li>Guiding Questions anchor chart (from Lesson 1)</li><li>“Fox and Wolf” (assessment text; one per student)</li><li>Mid-Unit 1 Assessment: “Fox and Wolf” selected response and short answer questions (one per student)</li><li>Tracking My Progress, Mid-Unit 1 recording form (one per student)</li><li>Mid-Unit 1 Assessment: “Fox and Wolf” selected response and short answer questions (answers, for teacher reference)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their Fluency Self-Assessments, with reflections recorded on the back, which they completed for homework.</li><li>• Remind students that they were to self-assess fluency, reflect on individual progress, and then refine or revise their fluency goal.</li><li>• Ask students to turn to a nearby partner with whom they have not worked recently, to share fluency reflections and refined or revised goals.</li><li>• After 1 or 2 minutes, invite several students to share their thinking whole group.</li><li>• Then, refocus students’ attention on the <b>Narrative Elements</b> and <b>Who Is the Wolf in Fiction anchor charts</b>. Ask students to consider then discuss with a different nearby partner: “What do you think wolves are like, based on details from the story <i>Lon Po Po</i>?”</li><li>• After 1 or 2 minutes, invite a few students to share their thinking aloud and listen for suggestions like:<ul style="list-style-type: none"><li>– “Based on details from <i>Lon Po Po</i>, I think that wolves are scary; they threaten people; they have sharp teeth and claws; they are tricky,” etc.</li></ul></li><li>• Tell students that today they are going to take the Mid-Unit 1 Assessment to demonstrate what they have learned about how to determine the meaning of key terms, analyze characters and explain how their actions contribute to the sequence of events, and determine the central message or lesson conveyed through the story.</li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle to share their thinking aloud to instead pass their recorded reflections to their partners to read silently.</li><li>• Provide sentence starters and frames to allow all students access to the group discussions.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Mid-Unit 1 Assessment (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students’ attention on the posted learning targets. Invite them to chorally read aloud with you:<ul style="list-style-type: none"><li>* “I can explain how characters’ actions contribute to the sequence of events that take place in ‘Fox and Wolf.’”</li><li>* “I can determine the meaning of words and phrases from ‘Fox and Wolf.’”</li><li>* “I can explain the lesson that is conveyed in ‘Fox and Wolf’ by referring to key details from the story.”</li></ul></li><li>• Point out to students that these targets are similar to ones they focused on in the previous three lessons of this unit, then invite a few students to restate the targets in their own words.</li><li>• Refocus students’ attention on the <b>Guiding Questions anchor chart</b> and ask them to share out any reflections they may have about the connection between the targets and how they support students’ ability to answer the guiding questions. Answers will vary, but listen for students to indicate that explaining characters’ actions, events, and the meaning of key words/phrases helps them both understand who the wolf is/how he is portrayed in fiction and determine the lesson the story is trying to convey.</li><li>• Distribute the story “<b>Fox and Wolf</b>” and the <b>Mid-Unit 1 Assessment: “Fox and Wolf” selected response and short answer questions</b>.</li><li>• Take some time to orient students to the assessment without giving them any of the answers. Tell students to closely review the directions and then complete the assessment. Clarify as needed.</li><li>• Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher.</li><li>• Circulate and support students as they work. During an assessment, prompting should be minimal.</li><li>• If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book.</li><li>• At the end of Work Time A, congratulate students on their hard work during the assessment. Tell students to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Tracking My Progress (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a <b>Tracking My Progress, Mid-Unit 1 recording form</b> to each student. Remind students this form is like the progress trackers they have completed in previous units and modules, then provide clarification as necessary.</li><li>• Ask students to refer to their responses on the Mid-Unit 1 Assessment as they reflect on their ability to meet each of the targets.</li><li>• Once students complete their progress trackers, ask them to hang on to their tracking forms and assessment texts for the Closing of the lesson. Collect students’ assessments to score using the <b>Mid-Unit 1 Assessment: “Fox and Wolf” selected response and short answer questions (answers, for teacher reference)</b>.</li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle with expressing their ideas through writing, to dictate their reflections to you or another adult to scribe.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus students’ attention on the Narrative Elements anchor chart and review the information added to the chart during Lessons 2–4.</li> <li>• Ask students to think about their responses to the assessment questions and refer to the story “Fox and Wolf” to discuss with nearby peers: “What did we read today that could be added to the columns on our chart?”</li> <li>• After 2 or 3 minutes, invite students to share their ideas whole class. Add students’ ideas to the appropriate columns on the anchor chart, listening for suggestions like:             <ul style="list-style-type: none"> <li>– “The setting is a deep forest in winter.”</li> <li>– “The characters are the wolf, the fox, and the Mohawk man.”</li> <li>– “The fox and wolf were both motivated to get something to eat; the fox wanted both strings of fish to himself; the Mohawk man wanted a fur pelt.”</li> <li>– “Key events include the fox tricking the Mohawk man and stealing his fish; the wolf seeing the fox eating fish and asking for some, but fox won’t share; the fox telling the wolf a plan for getting fish but when the wolf follows the fox’s advice he is captured by the Mohawk man; and the fox gets both strings of fish.”</li> <li>– “The fox’s problem is solved when he gets both strings of fish; the wolf’s problem is not solved, because he doesn’t get any fish and he has a new problem because he is captured; the Mohawk man loses his fish, but he does capture the wolf,” etc.</li> </ul> </li> <li>• Focus students on the <b>Who Is the Wolf in Fiction anchor chart</b> and ask them to discuss with nearby partners: “How would you describe the wolf in this story? Why?”</li> <li>• After 1 or 2 minutes, invite a few volunteers to share their thinking aloud. Listen for:</li> <li>• “The wolf in this story was foolish to trust the fox because in the beginning of the story it says they were good neighbors but not good friends, so wolf shouldn’t have trusted fox,” and other ideas supported by details from the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.</li> <li>• Offer sentence frames to support all students’ ability to share reflections; for example: “I think I have mastered ____ because ____”; and “I’m still struggling with ____ because ____.”</li> </ul>
<p><b>B. Sharing Reflections (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers.</li> <li>• After 1 or 2 minutes, invite several students to share their thinking whole group.</li> </ul> <p>Collect students’ progress trackers to review.</p>	



Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread “Fox and Wolf” once in a whisper voice, then once aloud and self-assess your fluency.</li><li>• Read independently for at least 15 minutes.</li></ul> <p><i>Note: Students will need an <u>un-scored</u> copy of their assessments during Lesson 6. In advance, make copies to hand out to students, so you are able to review and score the originals. Be sure to score and return students’ assessments before Lesson 8.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio version of “Fox and Wolf” for struggling readers to practice reading aloud with.</li><li>• Provide audio versions of independent reading texts, if available, to support struggling readers.</li></ul>





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# Grade 3: Module 3B: Unit 1: Lesson 5

## Supporting Materials



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“Fox and Wolf”

“Fox and Wolf,” A Native-American Folktale

Wolf was smart, but Fox was smarter. They lived in the same deep forest and chased the same animals for food. Fox and Wolf would nod as they passed each other on the animal paths but they stayed out of each other’s hunting grounds. Fox and Wolf were good neighbors but not good friends.

One winter the cold moved in like an enemy. Wind beat against the tree trunks, and snow swirled around the bare branches.

It was hard for Fox and Wolf to walk to their hunting grounds as the animal paths were filled with deep snow. The cold wind stung their eyes and made their noses ache. Fox and Wolf were hungry; all their usual food slept in the earth, warm and snug in mouse holes or chipmunk nests.



One dark, cold day Fox saw a Mohawk Indian man trudging through the forest pulling a sled behind him. The sled held two long strings of fish.

Fox licked his chops, thinking of those plump, tasty fish. How good they would be to eat! How good it would feel to sleep with a full belly tonight, when the sun pulled up her night blanket against the cold, and the forest filled with icy darkness. Fox hid behind a tree and thought and thought.

Finally he said to himself, “I know how to get those fish, every last one of them.”

Fox ran ahead of the man and found a tree in his path. Fox leaned against the trunk. “My leg! My leg!” he cried. “I’ve broken my leg!”

The man hurried to the tree, pulling his sled behind him.

“I’ve broken my leg,” Fox cried. “Help me, brother.”

“A fox with a broken leg makes a very poor fox,” the man said. “He makes a better fur hat. I will take you home and make a warm fur hat out of you.”

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**“Fox and Wolf”**

The man placed the whimpering fox on the sled with the fish. He pushed through the windy forest for home, his snow shoes squeaking over the dry, feather-light snow. Fox lay on the sled, waiting.

At the best moment for escape, Fox grabbed one string of fish and jumped off the sled. “Nothing tastes better than a string of fish on a cold winter’s day,” he yipped to the man. “You won’t get that fur hat today!”

Fox raced into the deepest part of the forest. He sat by a tree and began to feast on his fish. Wolf came by.

“Brother,” Wolf said, “nothing tastes better than a string of fish on a cold winter’s day. Perhaps you could give me some of your fish.”

“No,” replied Fox, chomping on a fish. “I need all my fish today, but I’ll tell you how you can get some fish of your own.”

Soon, Wolf lay against a tree, howling. “My leg! My leg!” he cried. “Help me.”

The Mohawk man rushed through the forest toward Wolf, his second string of fish bumping behind him on the sled.

“I’ve broken my leg,” Wolf howled. “Help me, brother.”

“I’ve been tricked once today,” the Mohawk said angrily. “I won’t be tricked again.”

Fox watched from behind a tree as the man knelt to tie Wolf’s legs with a grapevine rope. At the best moment, Fox dashed out and grabbed the second string of fish. He ran for the safety of the woods as fast as he could.

“Nothing tastes better than a second string of fish on a cold day,” Fox called behind him. “No fish or fox-fur hat for the likes of you two today!”



Mid-Unit 1 Assessment:  
“Fox and Wolf” Selected Response and Short Answer Questions

**Long-Term Learning Targets Assessed:**

- I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
- I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2)
- I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)
- I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)
- I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

**Directions:**

- Read the folktale “Fox and Wolf” to determine the gist.
  - Review each of the assessment questions below.
  - Reread “Fox and Wolf” and review the illustration, to help you answer each question.
1. In the first paragraph, the author tells the reader that “Fox and Wolf were good *neighbors* but not good *friends*.” What is the author trying to tell the reader about the relationship between Fox and Wolf?
    - a. Fox and Wolf were very close friends.
    - b. Fox and Wolf spent time together.
    - c. Fox and Wolf got along with each other, but they were not close friends.
    - d. Fox and Wolf were enemies.



Mid-Unit 1 Assessment:

“Fox and Wolf” Selected Response and Short Answer Questions

2. In the second paragraph of the story it says, “One winter the cold moved in like an *enemy*.” The author uses the word “enemy” to show that:
- a. The cold weather was dangerous for Fox and Wolf.
  - b. It was snowing very hard.
  - c. There were no animals for Fox and Wolf to hunt.
  - d. Fox and Wolf would need to work together to survive the winter.
3. How does the illustration help you understand why it would be difficult for Fox and Wolf to find food once winter came?

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4. Part A: What is the central message or lesson of this story?
- a. It is easy to trick your friends.
  - b. Don’t trust someone who is not your friend.
  - c. It’s better to have two strings of fish than to have just one.

Part B: Which of the following details from the story BEST supports your response to Part A:

- a. Fox tricks the Mohawk man.
- b. Fox is hungrier than Wolf.
- c. Fox and Wolf were not good friends.



**Mid-Unit 1 Assessment:**

**“Fox and Wolf” Selected Response and Short Answer Questions**

5. The first sentence of the story states, “Wolf was smart, but Fox was smarter.” Use two details from the story to support this description. Be sure to answer in complete sentences.

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6. Part A: Number the following events in the order in which they occurred.

\_\_\_\_\_ Wolf asks Fox if he will share his fish, but Fox says no.

\_\_\_\_\_ Fox sees a Mohawk man with two strings of fish.

\_\_\_\_\_ Winter comes.

\_\_\_\_\_ Fox tricks the Mohawk man and takes a string of fish.

\_\_\_\_\_ The Mohawk man captures Wolf, and Fox is able to take a string of fish.

\_\_\_\_\_ Fox tricks Wolf.

**Part B: Refer to your responses to the above questions and the text to explain: Why is Wolf an important part of this story? Use two details from the text to support your answer.**

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Mid-Unit 1 Assessment:

“Fox and Wolf” Selected Response and Short Answer Question  
(Answers, for Teacher Reference)

1. In the first paragraph, the author tells the reader that “Fox and Wolf were good *neighbors* but not good *friends*.” What is the author trying to tell the reader about the relationship between Fox and Wolf? (RL.3.4 – literal)
  - a. Fox and Wolf were very close friends.
  - b. Fox and Wolf spent time together.
  - c. Fox and Wolf got along with each other, but they were not close friends.**
  - d. Fox and Wolf were enemies.
2. In the second paragraph of the story it says, “One winter the cold moved in like an *enemy*.” The author uses the word “enemy” to show that: (RL.3.4 – non-literal)
  - a. The cold weather was dangerous for Fox and Wolf.**
  - b. It was snowing very hard.
  - c. There were no animals for Fox and Wolf to hunt.
  - d. Fox and Wolf would need to work together to survive the winter.
3. How does the illustration help you understand why it would be difficult for Fox and Wolf to find food once winter came? (RL.3.7)

**The picture shows snow covering the ground and the trees, which helps me understand how snow covered everything and why Fox and Wolf would have difficulty walking to their hunting grounds, and finding their usual food.**
4. Part A: What lesson can be learned from this story? (RL.3.2)
  - a. It is easy to trick your friends.
  - b. Don’t trust someone who is not your friend.**
  - c. It’s better to have two strings of fish than to have just one.



Mid-Unit 1 Assessment:

“Fox and Wolf” Selected Response and Short Answer Question  
(Answers, for Teacher Reference)

Part B: Which of the following details from the story BEST supports your response to Part A:  
(RL.3.1, RL.3.2)

- a. Fox tricks the Mohawk man.
- b. Fox is hungrier than Wolf.
- c. Fox and Wolf were not good friends.**

5. The first sentence of the story states, “Wolf was *smart*, but Fox was *smarter*.” Use two details from the story to support this description. Be sure to answer in complete sentences. (RL.3.1, RL.3.3)

**Fox is smarter than Wolf because Fox figures out a way to trick the Mohawk man out of the first string of fish, while Wolf still hasn’t been able to find any food. Then, Fox tricks Wolf into pretending he is hurt so he will be caught by the Mohawk man and Fox is able to steal a second string of fish.**

6. Part A: Number the following events in the order in which they occurred. (RL.3.3)

- (4)** Wolf asks Fox if he will share his fish, but Fox says no.
- (2)** Fox sees a Mohawk man with two strings of fish.
- (1)** Winter comes.
- (3)** Fox tricks the Mohawk man and takes a string of fish.
- (6)** The Mohawk man captures Wolf, and Fox is able to take a string of fish.
- (5)** Fox tricks Wolf.

Part B: Refer to your responses to the above questions and the text to explain: Why is Wolf an important part of this story? Use two details from the text to support your answer. (RL.3.1, RL.3.3)

**Wolf is important because Fox is able to trick Wolf into helping him get the second string of fish. When Wolf comes to Fox hungry and asking for some of Fox’s fish, Fox says “no” but tells Wolf how he can get his own string of fish. Wolf follows Fox’s advice and pretends to be injured, but the Mohawk man does not fall for the trick a second time and ties Wolf up, so Fox is able to steal the second string of fish.**





Tracking My Progress, Mid-Unit 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Learning Target: I can explain how characters' actions contribute to the sequence of events that takes place in "Fox and Wolf."

1. The target in my own words is:

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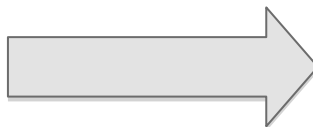
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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 1

Learning Target: I can determine the meaning of words and phrases from “Fox and Wolf.”

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 1

**Learning Target:** I can explain the lesson that is conveyed in “Fox and Wolf” by referring to key details from the story.

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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