EXPEDITIONARY LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 10

## **End of Unit 1 Assessment, Part 1:** Character Analysis and Opinion Writing: “The Wolves and the Sheep”

BY-NC-SA

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

# End of Unit 1 Assessment, Part 1:

## Character Analysis and Opinion Writing: “The Wolves and the Sheep”

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
|---|
| I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)<br>I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)<br>I can write opinion pieces, supporting a point of view with reasons. (W.3.1) |

| Supporting Learning Targets | Ongoing Assessment |
|---|---|
| • I can determine the meaning of words by choosing from a variety of strategies.<br>• I can describe the characters in “The Wolves and the Sheep” and explain how their actions contribute to the sequence of events.<br>• I can express an opinion about the wolves in this fable and support my opinion with reasons. | • End of Unit 1 Assessment, Part 1<br>• Tracking My Progress, End of Unit 1 recording form |

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>A. Reviewing Homework and Engaging the Reader (5 minutes)<br>2. Work Time<br>A. End of Unit 1 Assessment, Part 1 (35 minutes)<br>B. Tracking My Progress (10 minutes)<br>3. Closing and Assessment<br>A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes)<br>B. Sharing Reflections (3 minutes)<br>4. Homework<br>A. Reread "The Wolves and the Sheep" and self-assess fluency; identify criteria for further practice; practice by rereading aloud at least three times, and reassess fluency; reflect on progress toward goal(s) | • In this lesson, students take Part 1 of the End of Unit 1 Assessment to demonstrate what they have learned about: how to describe characters and explain how their actions contribute to the sequence of events, determining the meaning of key terms using a variety of strategies, and writing an opinion about the best word to describe the wolf by responding to short answer and text-dependent questions about an unfamiliar fable, "The Wolves and the Sheep."<br>• Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly.<br>• Some students may benefit from having someone read the questions aloud to them. Again make provisions for those students accordingly.<br>• Post: Learning targets; Guiding Questions anchor chart; Narrative Elements anchor chart; and Who Is the Wolf in Fiction anchor chart. |

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

| Lesson Vocabulary | Materials |
|---|---|
| variety, strategies, express, opinion, fable, support, reasons | • Guiding Questions anchor chart (from Lesson 1)<br>• “The Wolves and the Sheep” (assessment text; one per student)<br>• End of Unit 1 Assessment, Part 1: “The Wolves and the Sheep” Character Analysis and Opinion Writing (one per student)<br>• Journals (begun in Lesson 1)<br>• Opinion Writing anchor chart (from Lesson 6)<br>• Tracking My Progress, End of Unit 1 recording form (one per student)<br>• End of Unit 1 Assessment, Part 1: “The Wolves and the Sheep” character analysis and opinion writing (answers, for teacher reference)<br>• 2-Point Rubric, Short Response (for teacher reference)<br>• Narrative Elements anchor chart (from Lesson 4)<br>• Who Is the Wolf in Fiction anchor chart (from Lesson 2) |

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

| Opening | Meeting Students' Needs |
|---|---|
| **A. Reviewing Homework and Engaging the Reader (5 minutes)**<br>• Ask students to take out the Character T-chart: "The Wolf and the Crane," which they completed for homework. Review directions for Back-to-Back, Face-to-Face, if needed.<br>• Tell students to quickly partner up with a peer they have not worked with recently. Once students are partnered and turned back-to-back, ask them to review their T-charts, then turn face-to-face to share their ideas with one another.<br>• After 1 or 2 minutes, invite a few students to share their ideas whole group.<br>• Ask students to consider then discuss with their partners: "What do you think is your strongest area of fluency? Why?"<br>• After 1 or 2 minutes, invite a few students to share ideas from their partner discussions with the class. Listen for students to explain how they have mastered or come close to mastering criteria from the Fluency Self-Assessment.<br>• Focus students' attention on the learning targets and ask them to chorally read each one aloud:<br>  * "I can determine the meaning of words, using a variety of strategies."<br>  * "I can describe the characters in 'The Wolves and the Sheep' and explain how their actions contribute to the sequence of events."<br>  * "I can express an opinion about the wolves in this fable and support my opinion with reasons."<br>• Point out that these targets are similar to ones students have been working toward during the second half of this unit, then invite a few students to share out a restatement of each target.<br>• Direct students' attention to the posted **Guiding Questions anchor chart**. Then, ask a volunteer to remind the class of the guiding questions for this unit:<br>  * "What lessons can be learned from traditional stories?"<br>  * "Who is the wolf in fiction?"<br>• Explain to students that today, for the End of Unit 1 Assessment, Part 1, they will read a new fable featuring a pack of wolves, called "The Wolves and the Sheep," and demonstrate all they have learned about how to analyze characters and their actions, determine the meaning of key terms using multiple strategies, and express an opinion about the best word to describe the wolf. This serves to further develop their understanding of how lessons are conveyed through traditional stories, and more specifically how who the wolf is in traditional stories contributes to conveying that lesson. | • Allow students who struggle with articulating their ideas aloud to exchange T-charts with their partners to read silently and then discuss.<br>• Provide sentence starters as needed to allow all students access to group discussions. |

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

| Work Time | Meeting Students' Needs |
|---|---|
| **A. End of Unit 1 Assessment, Part 1 (35 minutes)**<br>• Distribute the story **"The Wolves and the Sheep"** and the **End of Unit 1 Assessment, Part 1: "The Wolves and the Sheep" Character Analysis and Opinion Writing**.<br>• 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.<br>• 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.<br>• Circulate and support students as they work. During an assessment, prompting should be minimal; however, encourage students to refer to the charts they have pasted into their **journals** as well as the **Opinion Writing anchor chart** for support during the assessment.<br>• If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book.<br>• Once students have completed their assessments, praise them for their focus and ability to demonstrate what they have learned about analyzing the characters in traditional stories, using multiple strategies to determine word meaning, and sharing an opinion that is supported by key details from the story.<br>• Tell students to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief. | • 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. |
| **B. Tracking My Progress (10 minutes)**<br>• Distribute a **Tracking My Progress, End of Unit 1 recording form** to each student. Remind students that this form is like the progress trackers they completed after taking the mid-unit assessment, then provide clarification as necessary.<br>• Ask students to refer to their responses on Part 1 of the End of Unit 1 Assessment as they reflect on their ability to meet each of the targets.<br>• 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 **End of Unit 1 Assessment: Opinion Writing and Fluency, Part 1: "The Wolves and the Sheep" Character Analysis and Opinion Writing (answers, for teacher reference)** and the **2-Point Rubric, Short Response (for teacher reference)**. | • Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe. |

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (7 minutes)**<br>• Focus students' attention on the **Narrative Elements anchor chart** and review the information added to the chart during Lessons 2–8.<br>• Ask students to think about their responses to the assessment questions and refer to the story "The Wolves and the Sheep" to discuss with nearby peers: "What did we read today that could be added to the columns on our Narrative Elements anchor chart?"<br>• After 2 or 3 minutes, invite students to share their ideas whole class. Add students' ideas to appropriate columns of the anchor chart, listening for suggestions like:<br>– "The setting is a pasture."<br>– "The characters are the wolves, the sheep, and the dogs."<br>– "Key events are that the wolves convince the sheep to send the dogs away; once the dogs go away, the wolves eat the sheep."<br>– "The central problem is that the wolves can't get to the sheep while the dogs are there; their problem is solved when the sheep convince the dogs to go away," etc.<br>• Focus students' attention on the **Who Is the Wolf in Fiction anchor chart** and ask them to discuss with nearby partners: "How would you describe the wolves in this story? Why?"<br>• After 1 or 2 minutes, invite a few students to share their thinking aloud and add students' ideas to the anchor chart. Listen for suggestions like: "Sneaky, tricky, liars," etc. | • Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.<br>• 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 ___." |
| **B. Sharing Reflections (3 minutes)**<br>• Ask students to join a partner who is *not* a part of their regular small group to share reflections from their progress trackers.<br>• After 1 or 2 minutes, invite several students to share their thinking whole group.<br>• Collect students' progress trackers to review. | |

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

| Homework | Meeting Students' Needs |
|---|---|
| • Reread "The Wolves and the Sheep" aloud and self-assess fluency.<br>• Identify one area of fluency criteria you want to practice further. Practice improving your fluency in the area you chose by rereading "The Wolves and the Sheep" aloud at least three times, then reassessing your fluency.<br>• On the back of your Fluency Self-Assessment, reflect on your personal progress by writing a response to the following question:<br>– "How does reading fluently help you to better understand what you are reading?"<br><br>*Note: Review Lesson 11 (Part 2 of the End of Unit 1 Assessment) to determine and then set up centers that students may work in while individual fluency assessments are administered. Also, be sure to review each of the three texts that can be used for fluency assessment to determine which text you will ask each student to read and to establish an assessment schedule.* | • Provide an audio version of "The Wolves and the Sheep" for struggling readers to practice reading aloud with.<br>• Allow students who struggle with writing to dictate their reflection to someone at home to scribe for them. |

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

EXPEDITIONARY LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 10
## Supporting Materials

BY-NC-SA
This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

## "The Wolves and the Sheep"

A pack of Wolves lurked near the Sheep pasture. But the Dogs kept them all at a respectful distance, and the Sheep grazed in perfect safety. But now the Wolves thought of a plan to trick the Sheep.

"Why is there always this hostility between us?" said the wolves to the sheep. "If it were not for those Dogs who are always stirring up trouble, I am sure we should get along beautifully. Send them away and you will see what good friends we shall become."

The Sheep were easily fooled. They persuaded the Dogs to go away, and that very evening the Wolves had the grandest feast of their lives.

*It is unwise to give up friends for foes.*

**GLOSSARY**

| Word | Meaning |
|---|---|
| graze | Eat grass in fields. |
| hostile | Very unfriendly. |
| lurk | Wait in a dark or shadowy area with the goal of doing something bad or harmful. |

The Project Gutenberg EBook of The Æsop for Children. "The Wolves and the Sheep". Project Gutenberg, 2006. 42. Web. 2014.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## End of Unit 1 Assessment, Part 1:
## "The Wolves and the Sheep" Character Analysis and Opinion Writing

**Long-Term Learning Targets Assessed**:

- 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 unknown words and phrases, choosing from a range of strategies. (L.3.4)
- I can write opinion pieces, supporting a point of view with reasons. (W.3.1)

**Directions:**

a. Read the fable "The Wolves and the Sheep" once to determine the gist.

b. Review the Character chart and text-dependent questions.

c. Reread the text to help you complete the chart and answer the questions.

**Directions for completing the chart:**

For each character:

1. Fill in the blanks in the "Motivation" column with details from the story that describe what the characters say, think, and/or feel.
2. Fill in the blanks in the "Actions" column with details from the story that describe what the characters do.
3. Look carefully at the details you recorded; then, in a few words, explain what you think the wolves "Want."
4. Based on what the characters say, think, feel, want, and do, fill in the blank with one word you think describes the characters' "Traits" in the third column.
5. What happens to the characters as a result of their motivations, actions, and traits? Record your thinking in the "Result" box.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## End of Unit 1 Assessment, Part 1:
## "The Wolves and the Sheep" Character Analysis and Opinion Writing

"The Wolves and the Sheep"

| Character | MOTIVATION:<br>What does the character want? (what the character says, thinks, feels) | ACTIONS:<br>What does the character do? | TRAITS:<br>What is the character like? |
|---|---|---|---|
| Wolves | SAYS/THINKS/FEELS:<br>– Thinks of a plan to trick the sheep.<br>_____<br>_____<br>_____<br>WANTS:<br>_____<br>_____<br>_____ | _____<br>_____<br>_____ | _____<br>_____<br>_____ |

| Result |
|---|
| |

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## End of Unit 1 Assessment, Part 1:
## "The Wolves and the Sheep" Character Analysis and Opinion Writing

"The Wolves and the Sheep"

| Character | MOTIVATION:<br>What does the character want?<br>(what the character says, thinks, feels) | ACTIONS:<br>What does the character do? | TRAITS:<br>What is the character like? |
|---|---|---|---|
| Sheep | SAYS/THINKS/FEELS:<br>– Think they are safe.<br>– Feel like they can trust the wolves; can be friends.<br><br>WANTS: To be friends with the wolves. | | |

| Result |
|---|
| |

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## End of Unit 1 Assessment, Part 1:
## "The Wolves and the Sheep" Character Analysis and Opinion Writing

**Lesson:** *It is unwise to give up friends for foes.*

1. At the beginning of the story, we learn that the dogs kept the wolves, "... at a **respectful** distance ..." Use context clues to choose the correct definition for the word **respectful**:
   a. Safe.
   b. Close.
   c. Unknown.

2. The wolves ask the sheep, "Why is there always this **hostility** between us?" Refer to the glossary to help you determine the meaning of the word **hostility**. Then, record a definition for the word **hostility** on the line below.

   _____

3. Number the following events in the order in which they happened.

   _____ The wolves tell the sheep to send the dogs away so they can be friends.

   _____ The sheep graze in perfect safety.

   _____ The sheep persuade the dogs to go away.

   _____ The wolves have the grandest feast of their lives.

   _____ The wolves tell the sheep that the dogs are always stirring up trouble.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## End of Unit 1 Assessment, Part 1:
## "The Wolves and the Sheep" Character Analysis and Opinion Writing

4. The first sentence of the story says, "A pack of Wolves lurked near the Sheep pasture." Which of the following is a reason why the wolves lurked near the sheep pasture?
   a. Because they wanted to be friends with the dogs.
   b. Because they wanted to be friends with the sheep.
   c. Because they wanted to persuade the dogs to go away.
   d. Because they wanted to figure out a way to eat the sheep.

5. The lesson conveyed by this fable is: *It is* ***unwise*** *to give up friends for* ***foes***.

   Part A: Based on your understanding of the affix "un-" and the root word "wise," write a definition for **unwise** on the line below.

   Part B: Use context clues to help you determine the meaning of the word **foes**:

   a. Guards.
   b. Enemies.
   c. Guests.

   Part C: Use your understanding of the above key terms to restate the lesson of this fable in your own words.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## End of Unit 1 Assessment, Part 1:
## "The Wolves and the Sheep" Character Analysis and Opinion Writing

| Word Bank |
| --- |
| lurked respectful hostility fooled persuaded |
| feast unwise foes |

6. FOCUS QUESTION: What word best describes the wolves in this story? Why?

– State your opinion. (Be sure to use key words from the focus question.)

– Support your opinion with at least one reason based on key details from the story.

– Write a concluding statement.

– Use linking words to connect ideas.

– Include at least two key terms from the Word Bank and/or Glossary.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## End of Unit 1 Assessment, Part 1:
## "The Wolves and the Sheep" Character Analysis and Opinion Writing
(Answers, for Teacher Reference)

"The Wolves and the Sheep"

| Character | MOTIVATION:<br>What does the character want? (what the character says, thinks, feels) | ACTIONS:<br>What does the character do? | TRAITS:<br>What is the character like? |
|---|---|---|---|
| Wolves | SAYS/THINKS/FEELS:<br>– Thinks of a plan to trick the sheep.<br>– **"Why is there always this hostility between us?"**<br>– **"If it were not for those Dogs who are always stirring up trouble, I am sure we should get along beautifully."**<br>– **"Send them away and you will see what good friends we shall become."**<br><br>WANTS: **The dogs to go away.** | **Lurked near the sheep pasture.**<br><br>**Talked sheep into sending the dogs away.**<br><br>**Had a feast.** | **Clever**<br><br>**Mean**<br><br>**Tricky; sneaky; liars (or similar ideas)** |

| Result |
|---|
| **Feast on the sheep; eat all the sheep.** |

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## End of Unit 1 Assessment, Part 1:
## "The Wolves and the Sheep" Character Analysis and Opinion Writing
(Answers, for Teacher Reference)

"The Wolves and the Sheep"

| Character | MOTIVATION:<br>What does the character want?<br>(what the character says, thinks, feels) | ACTIONS:<br>What does the character do? | TRAITS:<br>What is the character like? |
|---|---|---|---|
| Sheep | SAYS/THINKS/FEELS:<br>– Think they are safe.<br>– Feel like they can trust the wolves; can be friends.<br><br>WANTS: To be friends with the wolves. | **Grazed in safety.**<br>**Listened to wolves.**<br>**Persuaded dogs to go away.** | **Friendly**<br><br>**Easily fooled**<br><br>**Foolish; trusting (or similar ideas)** |

| Result |
|---|
| **Eaten by the wolves.** |

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## End of Unit 1 Assessment, Part 1:
## "The Wolves and the Sheep" Character Analysis and Opinion Writing
(Answers, for Teacher Reference)

**Lesson:** *It is unwise to give up friends for foes.*

1. At the beginning of the story, we learn that the dogs kept the wolves, "... at a **respectful** distance ..." Use context clues to choose the correct definition for the word **respectful**:

   **a. Safe.**

   b. Close.

   c. Unknown.

2. The wolves ask the sheep, "Why is there always this **hostility** between us?" Refer to the glossary to help you determine the meaning of the word **hostility** (HINT: see "hostile"). Then, record a definition for the word **hostility** on the line below.

   **Hostility means they are not friendly; the wolves and the sheep do not get along.**

3. Number the following events in the order in which they happened.

   **(3)** The wolves tell the sheep to send the dogs away so they can be friends.

   **(1)** The sheep graze in perfect safety.

   **(4)** The sheep persuade the dogs to go away.

   **(5)** The wolves have the grandest feast of their lives.

   **(2)** The wolves tell the sheep that the dogs are always stirring up trouble.

4. The first sentence of the story says, "A pack of Wolves lurked near the Sheep pasture." Which of the following is a reason why the wolves lurked near the sheep pasture?

   a. Because they wanted to be friends with the dogs.

   b. Because they wanted to be friends with the sheep.

   c. Because they wanted to persuade the dogs to go away.

   **d. Because they wanted to figure out a way to eat the sheep.**

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## End of Unit 1 Assessment, Part 1:
## "The Wolves and the Sheep" Character Analysis and Opinion Writing
(Answers, for Teacher Reference)

5. The lesson conveyed by this fable is: *It is **unwise** to give up friends for **foes**.*

Part A: Based on your understanding of the affix "un-" and the root word "wise," write a definition for **unwise** on the line below.

**Unwise means not smart.**

Part B: Use context clues to help you determine the meaning of the word **foes**:

a. Guards.

**b. Enemies.**

c. Guests.

Part C: Use your understanding of the above key terms to restate the lesson of this fable, in your own words.

**The lesson of this story is that it is not smart to tell your friends to go away so you can spend time with your enemies; your enemies will hurt you if you send your friends away (or similar ideas).**

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## End of Unit 1 Assessment, Part 1:
## "The Wolves and the Sheep" Character Analysis and Opinion Writing
(Answers, for Teacher Reference)

| Word Bank |
| --- |
| lurked respectful hostility fooled persuaded |
| a. feast unwise foes |

6. FOCUS QUESTION: What word best describes the wolves in this story? Why?
   – State your opinion. (Be sure to use key words from the focus question.)
   – Support your opinion with at least two reasons based on key details from the story.
   – Write a concluding statement.
   – Use linking words to connect ideas.
   – Include at least two key terms from the Word Bank and/or Glossary.

**(sample paragraph)**
**I think the best word to describe the wolves in this story is liars because they *fooled* the sheep. First, the wolves tell the sheep that the only reason they are not friends is because the dogs are always causing trouble. However, after the sheep *persuaded* the dogs to go away, the wolves ate them. Therefore, the best way to describe the wolves in this story would be to call them liars.**

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## 2-Point Rubric—Short Response

| 2-point Response | The features of a 2-point response are: |
|---|---|
| | • Valid inferences and/or claims from the text where required by the prompt<br>• Evidence of analysis of the text where required by the prompt<br>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt<br>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt<br>• Complete sentences where errors do not impact readability |

| 1-point Response | The features of a 1-point response are: |
|---|---|
| | • A mostly literal recounting of events or details from the text as required by the prompt<br>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt<br>• Incomplete sentences or bullets |

| 0-point Response | The features of a 0-point response are: |
|---|---|
| | • A response that does not address any of the requirements of the prompt or is totally inaccurate<br>• No response (blank answer)<br>• A response that is not written in English<br>• A response that is unintelligible or indecipherable |

[1]From New York State Department of Education, October 6, 2012.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## Tracking My Progress, End of Unit 1

**Name:**

**Date:**

Learning Target: I can determine the meaning of words by choosing from a variety of strategies.

1. The target in my own words is:

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:

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## Tracking My Progress, End of Unit 1

Learning Target: I can describe the characters in "The Wolves and the Sheep" and explain how their actions contribute to the sequence of events.

1. The target in my own words is:

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:

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

## Tracking My Progress, End of Unit 1

Learning Target: I can express an opinion about the wolves in this fable and support my opinion with reasons.

1. The target in my own words is:

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:

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.