



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 2: Lesson 5

Mid-Unit Assessment: Reading a New Section of
Face to Face with Wolves: “Life in the Pack”



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

- I can answer questions using specific details from informational text. (RI.3.1)
- I can retell key ideas from an informational text. (RI.3.2)
- I can determine the meaning of unknown words in informational text. (RI.3.4)

Supporting Learning Targets

- I can determine the gist of the section “Life in the Pack.”
- I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*.
- I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

Ongoing Assessment

- Informational paragraph (homework from Lesson 4)
- Mid-Unit 2 Assessment: Reading a New Section of *Face to Face With Wolves*: “Life in the Pack”
- “Life in the Pack” Vocabulary note-catcher, Part 1
- Tracking My Progress: Mid-Unit 2 recording form



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Engaging the Reader: Sharing Homework (8 minutes)B. Unpacking Learning Targets (2 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Mid-Unit 2 Assessment: Reading a New Section of <i>Face to Face with Wolves</i>: “Life in the Pack” (35 minutes)B. A Closer Look at Words: “Life in the Pack” (10 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Tracking My Progress (5 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Complete two Vocabulary cards to add to your metal rings.	<ul style="list-style-type: none">• In this lesson, students take the Mid-Unit 2 Assessment. Students apply what they have learned about reading informational texts by responding to short answer and text-dependent questions about a new section from <i>Face to Face with Wolves</i>, “Life in the Pack.”• Students read the first three pages of the section “Life in the Pack” for this assessment. They will read the remainder of this section closely in Lessons 6 and 7, and write an informational paragraph in response to this section in Lesson 8.• Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly. You may wish to allow students to pre-read the pages used in the assessment for homework before this lesson to familiarize them with this section.• Some students may benefit from having someone read the questions aloud to them. Again, make provisions for those students accordingly.• In advance:<ul style="list-style-type: none">– Post: Learning targets; Close Readers Do These Things anchor chart.



Lesson Vocabulary	Materials
dependent (15), den (16), rendezvous site, omega wolf	<ul style="list-style-type: none">• Informational paragraphs (homework from Lesson 4; one per student)• 2-Point Rubric: Short Response (for teacher reference)• Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 2)• Mid-Unit 2 Assessment: Reading a New Section of <i>Face to Face with Wolves</i>: “Life in the Pack” (one per student)• Mid-Unit 2 Assessment: Reading a New Section of <i>Face to Face with Wolves</i>: “Life in the Pack” (answers, for teacher reference)• <i>Face to Face with Wolves</i> (book; one per student and one to display)• “Life in the Pack” Vocabulary note-catcher, Part 1 (one per student and one to display)• “Life in the Pack” Vocabulary note-catcher, Part 1 (answers, for teacher reference)• Index cards (two per student)• Metal ring (from Unit 1, Lesson 2; students’ own)• Tracking My Progress: Mid-Unit 2 recording form (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Sharing Homework (8 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out the informational paragraphs they wrote for homework after Lesson 4. • Explain to students that they will be sharing their paragraphs with a partner. Tell students that they are not critiquing each other’s paragraphs at this time, and that they should just focus on sharing what they wrote for homework. • Invite students to turn to a partner and begin sharing. • Give students 5 minutes to share. • Tell students that they will have a chance to write more informational paragraphs during this unit. • Collect students’ paragraphs. Score using the 2-Point Rubric: Short Response as an informal assessment on their ability to write an informative/explanatory paragraph. Note observations about student writing for use in Lesson 8 when students have more guided instruction in drafting informational paragraphs. 	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to today’s learning targets and ask them to follow along silently as you read them aloud: <ul style="list-style-type: none"> * “I can determine the gist of the section ‘Life in the Pack.’” * “I can identify specific facts and details about the appearance and behaviors of wolves from <i>Face to Face with Wolves</i>.” * “I can find the meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>.” • Tell them that today they are going to “show what they know” about reading closely. They will read another section from <i>Face to Face with Wolves</i> and answer questions about what they read. • Redirect students’ attention to the posted Close Readers Do These Things anchor chart. • Ask: <ul style="list-style-type: none"> * “What have we been learning about how to read closely?” * “What specifically have we been learning about how to read informational text to build expertise on a topic?” • Ask for volunteers to share out, listening for students to offer comments similar to the learning targets. Probe as needed, emphasizing the importance of rereading, determining the gist, identifying specific facts and details in the text to support answers, and looking back in the text to determine the meaning of unfamiliar words. • Tell students that these are exactly the skills that they will get to demonstrate on their mid-unit assessments. 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Mid-Unit 2 Assessment: Reading a New Section of <i>Face to Face with Wolves</i>: “Life in the Pack” (35 minutes)</p> <ul style="list-style-type: none"> • Distribute the Mid-Unit 2 Assessment: Reading a New Section of <i>Face to Face with Wolves</i>: “Life in the Pack.” • While you are doing this, ask students to take out their copies of <i>Face to Face with Wolves</i>. • Read the directions for the assessment aloud and remind students that they should refer back to the text when they answer the questions. • Invite students to begin. • While students take the assessment, circulate to monitor their test-taking skills. Throughout the assessment, let students know how much time they have left and encourage them to continue working. This is an opportunity to analyze students’ behavior while taking an assessment. Document strategies students use during the assessment. For example, look for students to be annotating their texts, using graphic organizers to take notes before answering questions, and referring to the text as they answer questions. • At the end of the allotted time, collect students’ assessments. 	<ul style="list-style-type: none"> • If students receive accommodations for assessments, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment. • For some students, this assessment might require more than the 35 minutes allotted. Consider providing students time over multiple days if necessary.
<p>B. A Closer Look at Words: “Life in the Pack” (10 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on completing the mid-unit assessment. • Redirect students’ attention to the learning targets and focus students on the last target: <ul style="list-style-type: none"> * “I can find meanings of unfamiliar words to help me better understand <i>Face to Face with Wolves</i>.” • Ask: <ul style="list-style-type: none"> * What strategies can you use to determine the meaning of words and phrases you may not know?” • Allow students 1 minute to discuss ideas with a neighbor. • Cold call pairs to share out. Answers will vary, but listen for students to mention strategies they have used in previous modules to determine the meaning of unfamiliar terms. • Remind students that they can determine the meaning of these words by looking at clues in the story around the word. • Distribute “Life in the Pack” Vocabulary note-catchers, Part 1. • Read the last sentence of the first paragraph on page 9 aloud: “Wolf pups weigh one pound at birth and are blind, deaf, and completely dependent on their mother.” 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “What does the word <i>dependent</i> mean?”• Cold call a few students to share their thinking.• If necessary, briefly think aloud about the word “dependent”: “When I read this sentence, I know that it’s saying that wolf pups can’t see or hear when they are born and that they don’t weigh very much—only one pound. They must need someone to take care of them, so I think that ‘dependent’ means that they depend or need their mother when they are first born. So ‘dependent’ must be a word that means ‘needs or relies on someone for support.’ The pups can’t do anything for themselves when they are first born, so they need and rely on their mother to take care of them.”• Ask students to take 7 minutes to work on the terms <i>den</i>, <i>rendezvous site</i>, and <i>omega wolf</i> with a partner.• Invite volunteers to share whole class to check understanding for all. Listen for definitions such as:<ul style="list-style-type: none">– “A den is the shelter or resting place of an animal A wolf pup’s first home is called a den.”– “A rendezvous site is a large open area where wolves meet and sleep. The pups explore, play, and sleep here while the adults hunt.”– “The omega wolf is the wolf with the least status. The alpha pair are the leaders and highest in the pack, and the omega wolf has the lowest rank.”• Distribute index cards to students.• Explain to students that for homework, they should choose two words from their note-catchers and create Vocabulary cards to add to their metal rings. Remind students that they should write the word or phrase on the front of the card and write the meaning of the word or phrase on the back.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress: Mid-Unit 2 recording form.• Explain that this is a chance for them to think about how well they are doing meeting two of the main targets they have been working on.• Read through the tracker and provide clarification as necessary for students. Have students independently complete their trackers and collect when finished.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Complete two Vocabulary cards to add to your metal rings.	



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Grade 3: Module 3B: Unit 2: Lesson 5

Supporting Materials



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2-Point Rubric: Short Response

Score	Response Features
2 Point	<p>The features of a 2-point response are</p> <ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0 Point	<p>The features of a 0-point response are</p> <ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.



Mid-Unit 2 Assessment:

Reading a New Section of *Face to Face with Wolves*: “Life in the Pack”

.....
Name:
.....

Date:
.....

Long-Term Learning Targets Assessed:

I can answer questions using specific details from informational text. (RI.3.1)

I can retell key ideas from an informational text. (RI.3.2)

I can determine the meaning of unknown words in informational text. (RI.3.4)

Directions:

1. Read from the beginning of page 15 to the end of the second paragraph on page 17 in *Face to Face with Wolves* for gist.
2. Answer the questions that follow.
3. Use evidence from the text to support your answers.

1. What is the gist of this section of *Face to Face with Wolves*?

.....
.....
.....
.....



Mid-Unit 2 Assessment:

Reading a New Section of *Face to Face with Wolves*: “Life in the Pack”

2. The text says, “Scientists often compare the wolf pack to a human family, because wolves live together and care for one another, just like humans” (p. 15).

Which line from the text gives an example of how the wolf pack is like a human family?

- A. “Wolf pups weigh one pound at birth ...”
- B. “This larger, open area, known as a rendezvous site, gives the growing pups more room to explore and sleep.”
- C. “Wolf pups love to play; they stalk, pounce, wrestle, and chew on each other.”
- D. “Every adult in the wolf pack will help take care of the pups by bringing them food and playing with them.”

3. What is the meaning of the word *litter* as it is used in the following line from the text?:

“Each year, around April or May, the alpha female usually bears one **litter** of four to six pups” (p. 15).

- A. absorbent material, used as a bathroom by animals
- B. the babies born to an animal at a single time
- C. garbage thrown around carelessly
- D. material used as bedding for animals

4. What details from the text and/or photographs support your answer to Question 3?



Mid-Unit 2 Assessment:

Reading a New Section of *Face to Face with Wolves*: “Life in the Pack”

5. According to the text, how does playing help the wolf pups prepare to be adults? Use details from the text to support your answer.

6. What is the meaning of the word *vulnerable* as it is used in the following line from the text?:

“This leaves the pups **vulnerable** to other predators, such as bears.”

- A. open to attack, harm, or damage
- B. safe and secure
- C. ready to attack
- D. protected from

7. How does living in a pack help a wolf pup survive? Use details from the text to support your answer.



Mid-Unit 2 Assessment:

Reading a New Section of *Face to Face with Wolves*: “Life in the Pack”
Answers For Teacher Reference

.....
Name:

.....
Date:

Long-Term Learning Targets Assessed:

I can answer questions using specific details from informational text. (RI.3.1)

I can retell key ideas from an informational text. (RI.3.2)

I can determine the meaning of unknown words in informational text. (RI.3.4)

Directions:

1. Read from the beginning of page 15 to the end of the second paragraph on page 17 in *Face to Face with Wolves* for gist.
2. Answer the questions that follow.
3. Use evidence from the text to support your answers.

1. What is the gist of this section of *Face to Face with Wolves*?

This section is about wolf pups and how the pack cares for them.

2. The text says, “Scientists often compare the wolf pack to a human family, because wolves live together and care for one another, just like humans” (p. 15).

Which line from the text gives an example of how the wolf pack is like a human family?

- A. “Wolf pups weigh one pound at birth...”
- B. “This larger, open area, known as a rendezvous site, gives the growing pups more room to explore and sleep.”
- C. “Wolf pups love to play; they stalk, pounce, wrestle, and chew on each other.”
- D. **“Every adult in the wolf pack will help take care of the pups by bringing them food and playing with them.”**



Mid-Unit 2 Assessment:

Reading a New Section of *Face to Face with Wolves*: “Life in the Pack”
Answers For Teacher Reference

3. What is the meaning of the word *litter* as it is used in the following line from the text?:

“Each year, around April or May, the alpha female usually bears one **litter** of four to six pups” (p. 15).

- A. absorbent material, used as a bathroom by animals
- B. **the babies born to an animal at a single time**
- C. garbage thrown around carelessly
- D. material used as bedding for animals

4. What details from the text and/or photographs support your answer to Question 3?

“the alpha female usually bears”; “four to six pups”; “completely dependent on their mother”

5. According to the text, how does playing help the wolf pups prepare to be adults? Use details from the text to support your answer.

Playing helps wolf pups prepare to be adults because they figure out who is the strongest and will be good at hunting.

6. What is the meaning of the word *vulnerable* as it is used in the following line from the text?:

“This leaves the pups **vulnerable** to other predators, such as bears.”

- A. open to attack, harm, or damage
- B. safe and secure
- C. ready to attack
- D. protected from



Mid-Unit 2 Assessment:

Reading a New Section of *Face to Face with Wolves*: “Life in the Pack”
Answers For Teacher Reference

7. How does living in a pack help a wolf pup survive? Use details from the text to support your answer.

Living in a pack helps a wolf pup survive. Their parents, the alpha pair, find a den for the pups to live in which keeps them safe. The alpha pair finds sites for pups to live that are near food and water sources. The other wolves in the pack help care for the pups. They bring the pups food and play with them. Sometimes, when the rest of the pack goes out to hunt, one wolf stays behind with the pups like a babysitter. This wolf makes sure the pups are safe from predators and also teaches them important lessons about being a wolf.



“Life in the Pack” Vocabulary Note-catcher, Part 1

.....
Name:

.....
Date:

Learning target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. dependent (15)

“Wolf pups weigh one pound at birth and are blind, deaf, and completely dependent on their mother.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?

2. den (16)

“This first home is called a den .”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?



“Life in the Pack” Vocabulary Note-catcher, Part 1

3. rendezvous site (16)

“This larger, open area, known as a rendezvous site , gives the growing pups more room to explore and sleep.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?

4. omega wolf (16)

“The wolf with the least status, the omega wolf , eats last.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?



“Life in the Pack” Vocabulary Note-catcher, Part 1
Answers For Teacher Reference

Learning target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

1. dependent (15)

“Wolf pups weigh one pound at birth and are blind, deaf, and completely dependent on their mother.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
needs or relies on someone for support	<p>The pups weigh one pound when they are born.</p> <p>The pups can’t see or hear when they are born.</p>	The pups can’t do anything for themselves when they are first born, so they need and rely on their mother to take care of them.

2. den (16)

“This first home is called a den .”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
the shelter or resting place of an animal	<p>It is the pups’ first home.</p> <p>The pups stay here until they are big enough to travel.</p>	A wolf pup’s first home is called a den.



“Life in the Pack” Vocabulary Note-catcher, Part 1

3. rendezvous site (16)

“This larger, open area, known as a rendezvous site , gives the growing pups more room to explore and sleep.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
a large open area where wolves meet and sleep	<p>“larger, open area”</p> <p>“room to explore and sleep”</p>	<p>The pups explore, play, and sleep here while the adults hunt.</p> <p>It’s a safe spot for the pups to be.</p>

4. omega wolf (16)

“The wolf with the least status, the omega wolf , eats last.”		
What does this word mean?	What clues helped you determine the meaning?	What does this tell you about wolves?
the wolf with the least status	<p>“The alpha pair always eats first.”</p> <p>“The omega wolf eats last.”</p>	<p>The alpha pair are the leaders and highest in the pack, and the omega wolf has the lowest rank.</p>



Tracking My Progress: Mid-Unit 2

Name: _____

Date: _____

Learning Target: I can identify specific facts and details about the appearance and behaviors of wolves from *Face to Face with Wolves*.

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:



Tracking My Progress: Mid-Unit 2

Name: _____

Date: _____

Learning Target: I can find the meanings of unfamiliar words to help me better understand *Face to Face with Wolves*.

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:
