



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 2: Lesson 12

End of Unit 2 Assessment: Reading and Answering
Questions about *Face to Face with Wolves*



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

- I can determine the main idea of an informational text. (RI.3.2)
- 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)
- I can distinguish between my point of view and the author's point of view. (RI.3.6)
- I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)
- I can write for a variety of reasons. (W.3.10)

Supporting Learning Targets

- I can determine the main idea of “How YOU Can Help.”
- 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*.
- I can identify the author's point of view about wolves.
- I can write an informative paragraph about wolves using details from *Face to Face with Wolves*.

Ongoing Assessment

- Informational Paragraph
- End of Unit 2 Assessment: Reading and Answering Questions about *Face to Face with Wolves*
- Tracking My Progress: End of Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Sharing Homework (8 minutes)Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 2 Assessment: Reading and Answering Questions about <i>Face to Face with Wolves</i> (42 minutes)Closing and Assessment<ol style="list-style-type: none">Tracking My Progress (5 minutes)Homework<ol style="list-style-type: none">Reread pages 26-29; self-assess fluency; reflect and refine goals.	<ul style="list-style-type: none">In this lesson, students take the End of Unit 2 Assessment. Students apply what they have learned about reading and writing informational texts by responding to short answer and text-dependent questions about <i>Face to Face with Wolves</i>.Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly.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">Review: Milling to Music in Checking for Understanding techniques (see Appendix).Post: Learning targets; Close Readers Do These Things anchor chart.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none">Close Readers Do These Things anchor chart (begun in Module 1, Unit 1, Lesson 2)End of Unit 2 Assessment: Reading and Answering Questions about <i>Face to Face with Wolves</i> (one per student)<i>Face to Face with Wolves</i> (book; one per student)End of Unit 2 Assessment: Reading and Answering Questions about <i>Face to Face with Wolves</i> (answers, for teacher reference)Tracking My Progress: End of 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 in Lesson 11 and revised for homework.• Explain to students that they will be sharing their paragraphs with a partner.• Review directions for Milling to Music if needed.• Tell students to quickly mill to find a partner they have not worked with recently. Once students are partnered, ask them to share one revision they made for homework with one another.• After 1 or 2 minutes, invite a few students to share their ideas whole group.• Tell students to quickly mill to find a new partner. Once students are partnered, ask them to share another revision they made for homework with one another.• When students have finished sharing, invite them to return to their seats.	
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Invite them to read them aloud with you:<ul style="list-style-type: none">* "I can determine the main idea of 'How YOU Can Help.'"* "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>."* "I can identify the author's point of view about wolves."* "I can write an informative paragraph about wolves using details from <i>Face to Face with Wolves</i>."• Tell students 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 have read.• Direct students' attention to the posted Close Readers Do These Things anchor chart and 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?"• Listen 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 End of Unit 2 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. End of Unit 2 Assessment: Reading and Answering Questions about <i>Face to Face with Wolves</i> (42 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 2 Assessment: Reading and Answering Questions about <i>Face to Face with Wolves</i>.• 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.• 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 42 minutes allotted. Consider providing students time over multiple days if necessary.



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: End of Unit 2 recording form.• Explain that this is a chance for students to think about how well they are doing meeting five of the learning 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">• Reread pages 26-29 of <i>Face to Face With Wolves</i> aloud.• Choose one page to reread at least twice aloud in front of a mirror.• Then, reflect:<ul style="list-style-type: none">– “How close am I to reaching the fluency goal I set? Explain.”– “Do I need to set a new goal? If so, what new goal should I set?”• Write your reflections on the back of your fluency self-assessment and star your new goal, if you set one.	<ul style="list-style-type: none">• Provide audio recordings of independent texts, as available, for struggling readers.



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Grade 3: Module 3B: Unit 2: Lesson 12

Supporting Materials



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End of Unit 2 Assessment

Reading and Answering Questions about *Face to Face with Wolves*

Name:

Date:

Long-Term Learning Targets Assessed:

I can determine the main idea of an informational text. (RI.3.2)

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)

I can distinguish between my point of view and the author's point of view. (RI.3.6)

I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)

I can write for a variety of reasons. (W.3.10)

Directions:

1. Read pages 26–29 of *Face to Face With Wolves* for gist.
2. Answer the questions that follow.
3. Use evidence from the text to support your answers.

1. Complete the graphic organizer below.

Main idea of “How YOU Can Help” (p. 26):

2. According to *Face to Face with Wolves*, what is one way people can help protect wolves?



End of Unit 2 Assessment

Reading and Answering Questions about *Face to Face with Wolves*

Key details from the text that help me understand the main idea:

1.

2.

3.

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

“Many Native American tribes respected and **revered** wolves.” (p. 26)

- A. honored
- B. liked
- C. hated
- D. hunted

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

5. What is Jim Brandenburg’s opinion about wolves?

- A. He believes wolves are dangerous to humans.
- B. He respects and honors wolves.
- C. He blames wolves for the decline in deer and other animal herds.
- D. He opposes laws that protect wolves.



End of Unit 2 Assessment

Reading and Answering Questions about *Face to Face with Wolves*

6. What details from the text and or/photographs support your answer to Question 5?

7. Writing Prompt:

After reading *Face to Face With Wolves*, do you think it is important for people to work to protect wolves? Use facts and details from the text to support your thinking.

First, use the graphic organizer below to plan your writing.

Topic:

Detail:

Explain:

Detail:



End of Unit 2 Assessment

Reading and Answering Questions about *Face to Face with Wolves*

Explain:

Conclusion:

Now, use the graphic organizer you just completed to write an informative paragraph responding to the prompt.

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.



End of Unit 2 Assessment

Reading and Answering Questions about *Face to Face with Wolves*



End of Unit 2 Assessment:

Reading and Answering Questions about *Face to Face with Wolves*
Answers For Teacher Reference

Long-Term Learning Targets Assessed:

- I can determine the main idea of an informational text. (RI.3.2)
- 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)
- I can distinguish between my point of view and the author's point of view. (RI.3.6)
- I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)
- I can write for a variety of reasons. (W.3.10)

Directions:

1. Read pages 26–29 of *Face to Face With Wolves* for gist.
2. Answer the questions that follow.
3. Use evidence from the text to support your answers.

1. Complete the graphic organizer below.

<p>Main idea of “How YOU Can Help” (p. 26):</p> <p>The main idea of this page is people and wolves have had many problems, but people can help wolves</p>
<p>Key details from the text that help me understand the main idea:</p> <ol style="list-style-type: none">1. People in North America have had different opinions about wolves.2. Some states allow people to hunt of wolves.3. Tell people in charge that you like wolves and that they should be protected.

2. According to *Face to Face With Wolves*, what is one way people can help protect wolves?

People can help protect wolves by (any one of the following) educating others about the role wolves play in the ecosystem, learning about organizations that protect wild wolves, “adopting” a wolf, or writing to a representative in Congress about the importance of wolves and why they should be protected.



End of Unit 2 Assessment:
Reading and Answering Questions about *Face to Face with Wolves*
Answers For Teacher Reference

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

“Many Native American tribes respected and **revered** wolves.” (p. 26)

A. honored

B. liked

C. hated

D. hunted

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

“Many Native American tribes respected wolves”

5. What is Jim Brandenburg’s opinion about wolves?

A. He believes wolves are dangerous to humans.

B. He respects and honors wolves.

C. He blames wolves for the decline in deer and other animal herds.

D. He opposes laws that protect wolves.

6. What details from the text and or/photographs support your answer to Question 5?

On pages 5 and 6, he said wolves were his favorite animal. On page 25, he says he hopes people who don’t like wolves will change their attitudes and he can hear wolves howl again. On page 26, he gives suggestions about how people can help wolves.

7. Writing Prompt: After reading *Face to Face With Wolves*, do you think it is important for people to work to protect wolves? Use facts and details from the text to support your thinking.

First, use the graphic organizer below to plan your writing.

Topic:

It is important for people to protect wolves.

Detail:

Wolves help other animals stay healthy.



End of Unit 2 Assessment:

Reading and Answering Questions about *Face to Face with Wolves*
Answers For Teacher Reference

Explain:

- **They prey on weak animals.**
- **The strong animals survive and reproduce.**
- **Wolves help other animal populations from getting too big.**
- **If there are too many animals in a herd, they can get sick or go hungry.**

Detail:

They are being unfairly hunted.

Explain:

- **People hunt them from airplanes.**
- **People think wolves are killing elk and other animals, so they want to kill wolves so they stop doing this.**
- **No one knows for sure, though, if wolves are killing these animals.**

Conclusion:

Wolves should be protected because they keep other animals healthy and they are being unfairly hunted.



End of Unit 2 Assessment:

Reading and Answering Questions about *Face to Face with Wolves*
Answers For Teacher Reference

Now, use the graphic organizer you just completed to write an informative paragraph responding to the prompt.

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

Wolves were once hunted almost to extinction, but now they are making a comeback. I think it is important for people to work to protect wolves. One reason to protect wolves is because they help other animals stay healthy. Since they prey on animals that are weak, the strong, healthy animals are the ones who survive and reproduce. Wolves also help keep other animal populations from getting too big. If these other animal populations got too big, they would suffer from hunger or sicknesses. Another reason to protect wolves is because they are being unfairly killed in Alaska. People hunt them from airplanes because hunters think wolves kill elk and other animals. But no one knows for sure if the wolves killed these animals or if they died from other reasons. It is not fair to kill the wolves because of this. Wolves should be protected because they help keep other animals healthy and because they are unfairly hunted.



Tracking My Progress: End of Unit 2 Recording Form

Name:

Date:

Learning Target: I can determine the main idea of “How YOU Can Help.”

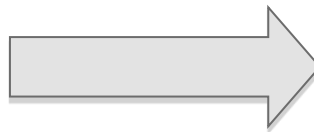
1. The target in my own words is:

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: End of Unit 2 Recording Form

Name: _____

Date: _____

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

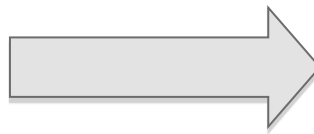
1. The target in my own words is:

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:



Tracking My Progress: End of Unit 2 Recording Form

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: End of Unit 2 Recording Form

Name: _____

Date: _____

Learning Target: I can identify the author's point of view about 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: End of Unit 2 Recording Form

Name: _____

Date: _____

Learning Target: I can write an informative paragraph about wolves using details from *Face to Face with Wolves*.

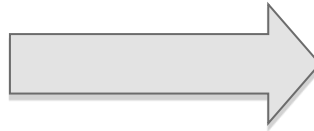
1. The target in my own words is:

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:
