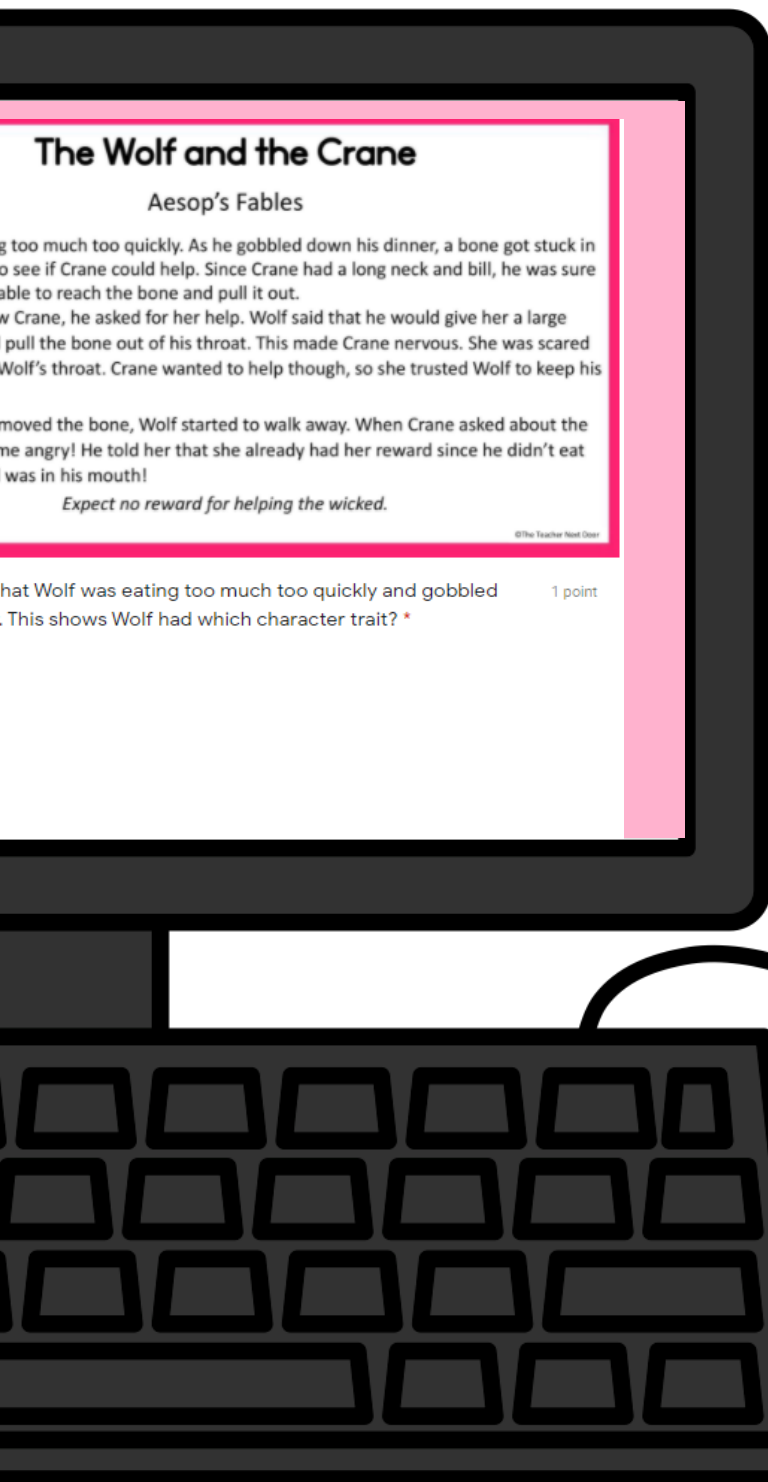


CHARACTERS

READING ASSESSMENTS

PRINT AND DIGITAL



The Wolf and the Crane

Aesop's Fables

g too much too quickly. As he gobbled down his dinner, a bone got stuck in
o see if Crane could help. Since Crane had a long neck and bill, he was sure
able to reach the bone and pull it out.
w Crane, he asked for her help. Wolf said that he would give her a large
pull the bone out of his throat. This made Crane nervous. She was scared
Wolf's throat. Crane wanted to help though, so she trusted Wolf to keep his
moved the bone, Wolf started to walk away. When Crane asked about the
ne angry! He told her that she already had her reward since he didn't eat
was in his mouth!

Expect no reward for helping the wicked.

©The Teacher Next Door

hat Wolf was eating too much too quickly and gobbled 1 point
This shows Wolf had which character trait? *

CHARACTERS

Name: _____

THE NECKLACE

Maya's grandma was having a birthday next month. Maya and her mom

walk
some
made
want
At
moni
made
boug
the v
neck
the g

CHARACTERS

Name: _____

LIBRARY MOUSE

Braxton was a tiny brown mouse who lived in the Houston Library. Every

night, wh
crept out
brothers.
books. Br
heard a v
smiled in
pick on B

CHARACTERS

Name: _____

THE WOLF AND THE CRANE

Aesop's Fables

Wolf was eating too much too quickly. As he gobbled down his dinner, a
bone got stuck in his throat. He ran to see if Crane could help. Since Crane
had a long neck and bill, he was sure that she would be able to reach the
bone and pull it out.

When Wolf saw Crane, he asked for her help. Wolf said that he would
give her a large reward if she could pull the bone out of his throat. This made
Crane nervous. She was scared to put her head in Wolf's throat. Crane wanted
to help though, so she trusted Wolf to keep his word.

Once Crane removed the bone, Wolf started to walk away. When Crane
asked about the reward, Wolf became angry! He told her that she already had
her reward since he didn't eat her when her head was in his mouth!

Expect no reward for helping the wicked.

1. The text said that Wolf was eating too much too quickly and gobbled
down his dinner. This shows Wolf had which character trait?
A. Carefulness B. Neatness C. Greediness D. Kindness

2. Besides wanting to help Wolf, why did Crane agree to remove the bone?
A. He promised her a reward. B. She could fly away quickly. C. He was a friend.
D. He was a trickster. Which word does NOT describe Wolf?
A. Greedy B. Crafty C. Sneaky D. Sly

3. Crane asked for a reward but didn't give her anything. This shows...
A. He was smart. B. He was dishonest. C. He was responsible.
D. He was greedy. Which word does the fable use to describe Wolf for wicked?
A. Greedy B. Evil C. Sneaky D. Sly

Characters C

3rd
Grade

The TEACHER next Door

TEACHER NOTES

THANK YOU FOR DOWNLOADING THIS RESOURCE!

This is a single-user purchase. Each resource represents hours of hard work, time, and dedication to quality from a teacher-owned small business. I know teachers enjoy sharing and collaborating with colleagues, but please respect my work and purchase an additional license if you plan to share this resource with other teachers. To do this, simply go to “My Purchases” to add an additional license. Thanks for your understanding!

YOU MAY:

- Use this resource with your own students in print or digital formats (on a password protected learning platform like Google Classroom).
- Post an “action shot” of a page from this resource on social media platforms giving credit to The Teacher Next Door.
- Reference this resource in blog posts or professional development so long as credit is attributed to The Teacher Next Door and a hyperlink is provided to this resource in the TTND Shop or Teachers Pay Teachers.



YOU MAY NOT:

- Share this resource electronically or physically with fellow teachers or homeschool parents.
- Post this unit or any part of it on a class or school/homeschool website, or on a district server.
- Share this resource on an open, unprotected website that can be accessed by the general public.
- Claim any part of this resource as your own by copying it or using it as a template to create a new resource.
- Benefit financially from this resource in any way (reselling any part of it or using it on online commercial learning sites like Outschool.)



TEACHER NOTES

CREDITS, THANKS, AND ATTRIBUTION

This resource could not have been created without the wonderful artists and creators listed and linked below.

- <https://www.teacherspayteachers.com/Store/Kimberly-Geswein-Fonts>
- <https://www.teacherspayteachers.com/Store/Graphics-From-The-Pond>
- <https://www.teacherspayteachers.com/Store/Miss-5th>
- <https://www.teacherspayteachers.com/Store/A-Perfect-Blend>
- <https://www.teacherspayteachers.com/Store/Krista-Walden-Creative-Clips>
- <https://www.teacherspayteachers.com/Store/Amy-Groesbeck>

**BE SURE TO JOIN THE TEACHER NEIGHBOR
COMMUNITY AND FOLLOW ALONG ON
SOCIAL MEDIA & TEACHERS PAY TEACHERS!**



Copyright © 2021 The Teacher Next Door

All rights reserved by author. Permission to copy for single classroom use only. Electronic distribution limited to single classroom use only. Not for public display. Redistributing, editing, selling, or posting this unit or any part thereof on the Internet is strictly prohibited. Placing any part of this this product on the Internet is a violation of the Digital Millennium Copyright Act (DMCA).

TEACHER NOTES

HOW TO USE THIS RESOURCE #1



MASTERY-BASED GRADING

PLEASE NOTE: The following is a suggestion on how to use this product within your classroom to ensure you get the MOST out of this resource. As always, use this resource as best fits the needs of your students!

This resource comes with:

- 3 Print & Digital Reading Assessments that are aligned to a grade-level specific reading skill

How to make the most of this resource:

- Utilize the first Reading Assessment as a pre-assessment, also known as a formative assessment. This will allow you to collect data to see which students are proficient with this reading skill and which students are still in need of instruction and possibly additional help through small group support.
- Utilize the second Reading Assessment as a graded, summative assessment. If your school utilizes standards-based report cards, use this grade to reflect student mastery of this skill.
- Utilize the third Reading Assessment as a graded reassessment if students did not display proficiency in this skill during the first summative assessment. Please keep in mind, students who are given the third Reading Assessment *should* continue to receive direct or small group instruction on this skill.



Reading Assessment #1
Formative Assessment
for Pre-Instruction Data
Collection



Reading Assessment #2
Summative Assessment
for Post Instruction Grade &
Decision Making



Reading Assessment #3
Additional Summative
Assessment for Students Who
Did Not Show Proficiency
During 1st Summative

TEACHER NOTES

HOW TO USE THIS RESOURCE #2



FORMATIVE/SUMMATIVE GRADING

PLEASE NOTE: The following is a suggestion on how to use this product within your classroom to ensure you get the MOST out of this resource. As always, use this resource as best fits the needs of your students!

This resource comes with:

- 3 Print & Digital Reading Assessments that are aligned to a grade-level specific reading skill

How to make the most of this resource:

- Utilize the first Reading Assessment as a pre-assessment given to all students prior to instruction on this reading skill. Use the data from this skill to form small groups so that you can tailor your instruction.
- Utilize the second Reading Assessment as a formative-assessment mid-way through your unit. Adjust your small groups accordingly to ensure that students who still need support can receive it from you.
- Utilize the third Reading Assessment as a summative assessment for all students after all direct and small group instruction has been delivered. You may wish to collect this data for your gradebook if your school uses traditional report cards or use this data to reflect a score for standards-based grade report cards.



Reading Assessment #1
Formative Assessment
for Pre-Instruction Data
Collection



Reading Assessment #2
Formative Assessment
Mid-way Though Instruction to
Make Data-based Decisions



Reading Assessment #3
Summative Assessment for All
Students Once All Instruction
Has Been Delivered

TEACHER NOTES

HOW TO USE THIS RESOURCE #3



READING CENTERS/INTERVENTION

PLEASE NOTE: The following is a suggestion on how to use this product within your classroom to ensure you get the MOST out of this resource. As always, use this resource as best fits the needs of your students!

This resource comes with:

- 3 Print & Digital Reading Assessments that are aligned to a grade-level specific reading skill

How to make the most of this resource:

- You may also choose to utilize this resource within reading centers or during intervention time to track data on student progress.
- To use within reading centers, assign one reading assessment at a time to students after direct instruction has already been delivered. Use scores to develop small groups that you will service throughout your reading unit.
- To use within intervention time, ensure that small group instruction is being delivered to students who are showing a deficit in this skill. Choose to administer one assessment every X number of weeks to progress monitor students. *(Commonly, six weeks of intervention is suggested prior to progress monitoring, but that can be quite lengthy – choose an amount of time that works best for your students. Be sure to keep consistency to adhere to MTSS/RTI Standards.)*
- **If the above ways do not fit the needs of your classroom, these reading assessments also make for great independent work, morning work, homework, or study materials for students.**



Reading Assessment #1

Utilize as first task in reading centers after direct instruction **or** as first progress monitoring assessment during RtI/MTSS



Reading Assessment #2

Utilize as a secondary task in reading centers **or** as a second round of progress monitoring after additional intervention has been delivered.



Reading Assessment #3

Utilize as a final task in reading centers **or** as final progress monitoring assessment during RtI/MTSS.

DIGITAL ASSESSMENTS



LINKS HERE!

SELF-GRADING GOOGLE FORMS ASSESSMENTS



Click the icons on the right to add each Digital Reading Assessment to your Google Drive.



Need assistance?

Click the blog post below to read through step-by-step directions.

How to Make ASSIGNMENTS *in* Google Classroom



DIGITAL: EXTRA GOOGLE SLIDES COPY OF PASSAGES



LINK HERE!

**ALL 3 PASSAGES TO TARGET
THIS READING SKILL ON
GOOGLE SLIDES!**



**Click the icon to add
these to your Google
Drive.**

You may choose to use these passages to:

- Meet IEP and 504 requirements
- Highlight words or phrases for students
- Increase passage size and eliminate digital distraction for students
- Read the passage together (or to a small group) before assessing
- Add notes, task lists, or other helpful reminders to passages for students
- and more!

Please note, the paired questions are only available on the printable and Google Forms versions of these resources.

how to earn

FREE RESOURCES

Did you know that you can earn FREE resources from Teachers Pay Teachers?

STEP 1:

Log into your TPT account and click your username.

STEP 2:

When the menu opens, click “My Purchases” which can be found under “Buy” in the menu.

STEP 3:

For each product you’ve purchased, tap the “Leave a Review” button. Leave meaningful feedback to teacher authors by sharing your experience using each resource.

STEP 4:

For each review you leave, you will earn TpT Credits that you can use towards new purchased. Read more [here](#)!

RELATED RESOURCES

[Characters, Settings, & Events Print & Digital](#)

[Characters, Settings, and Events Digital Reading](#)

[Character Traits Game Print and Digital FREE](#)

Other Reading Resources for 3rd Grade:

Digital Reading Units: (Drag and Drop Interactive)

[Digital Reading Fiction Bundle \(10 units\)](#)

[Digital Reading Nonfiction Bundle \(10 units\)](#)

[Digital Reading Fiction and Nonfiction Bundle \(20 units\)](#)

Print and Digital Reading Games:

[Fiction Reading Games Bundle](#)

[Nonfiction Reading Games Bundle](#)

[Fiction and Nonfiction 20 Reading Games Bundle](#)

Print and Digital Reading Bundle: (9 units)

[3rd Grade Reading Bundle \(Passages, Task Cards, and more!\)](#)



CHARACTERS

Name: _____

THE NECKLACE

Maya's grandma was having a birthday next month. Maya and her mom walked all around the store, looking for a present. Maya wanted to find her something special. Finally, she found a necklace with a little starfish. It made her think of their trips to her grandma's house by the beach. Maya wanted to buy it but didn't have enough money.

At first, Maya was upset, and then she had an idea! She could earn extra money by selling chocolate chip cookies. Everyone loved the cookies she made, and she enjoyed making them. The next day, Maya and her mom bought everything they needed. Maya started baking. She sold cookies on the weekends for three weeks until she had enough money to buy the necklace. Maya couldn't wait to see her grandma's face when she opened the gift!

1. Who was the main character in the story?

- A. Maya B. Maya's mom C. Maya's grandma

2. Maya did NOT have which character trait?

- A. Caring B. Hard working C. Lazy D. Giving

3. Why do you think the starfish necklace was a special gift?

- A. She loved her grandma and enjoyed spending time with her at the beach.
B. Starfish were her grandma's favorite thing at the beach.
C. Stars were her grandma's favorite shape.

4. What was Maya able to do after selling chocolate chip cookies?

- A. Buy herself a bike B. Buy her mom a ring C. Buy her grandma a necklace

5. From the story, you can tell Maya's mom has which character trait?

- A. She has courage. B. She is helpful. C. She is rude.

Number Correct:

/5



LIBRARY MOUSE

The moment Braxton saw Reggie, his heart started beating wildly. He knew Reggie was bigger than he was and that his family was far away. His mind raced as he tried to figure out what to do. Braxton looked at Reggie and said hello to him in a nice way, as if they were friends. Reggie was confused. No one was ever nice to him. Could this little mouse possibly become his friend?

A. He wants a new friend. B. He likes to pick on others. C. He sniffed the air.

©The Teacher Next Door



CHARACTERS

Name: _____

THE WOLF AND THE CRANE

Aesop's Fables

Wolf was eating too much too quickly. As he gobbled down his dinner, a bone got stuck in his throat. He ran to see if Crane could help. Since Crane had a long neck and bill, he was sure that she would be able to reach the bone and pull it out.

When Wolf saw Crane, he asked for her help. Wolf said that he would give her a large reward if she could pull the bone out of his throat. This made Crane nervous. She was scared to put her head in Wolf's throat. Crane wanted to help though, so she trusted Wolf to keep his word.

Once Crane removed the bone, Wolf started to walk away. When Crane asked about the reward, Wolf became angry! He told her that she already had her reward since he didn't eat her when her head was in his mouth!

Expect no reward for helping the wicked.

1. The text said that Wolf was eating too much too quickly and gobbled down his dinner. This shows Wolf had which character trait?

- A. Carefulness B. Neatness C. Greediness D. Kindness

2. Besides wanting to help Wolf, why did Crane agree to remove the bone?

- A. He promised her a reward. B. She could fly away quickly. C. He was a friend.

3. Wolf was a trickster. Which word does NOT describe Wolf?

- A. Hopeful B. Crafty C. Sneaky D. Sly

4. Wolf promised Crane a reward but didn't give her anything. This shows...

- A. He was intelligent. B. He was dishonest. C. He was responsible.

5. The moral of the fable uses the word wicked. What's another word for wicked?

- A. Brave B. Evil C. Fussy D. Calm

Number Correct:

/5



CHARACTERS

KEY: THE NECKLACE

Maya's grandma was having a birthday next month. Maya and her mom walked all around the store, looking for a present. Maya wanted to find her something special. Finally, she found a necklace with a little starfish. It made her think of their trips to her grandma's house by the beach. Maya wanted to buy it but didn't have enough money.

At first, Maya was upset, and then she had an idea! She could earn extra money by selling chocolate chip cookies. Everyone loved the cookies she made, and she enjoyed making them. The next day, Maya and her mom bought everything they needed. Maya started baking. She sold cookies on the weekends for three weeks until she had enough money to buy the necklace. Maya couldn't wait to see her grandma's face when she opened the gift!

1. Who was the main character in the story?

- ☒ A. Maya B. Maya's mom C. Maya's grandma

2. Maya did NOT have which character trait?

- A. Caring B. Hard working ☒ C. Lazy D. Giving

3. Why do you think the starfish necklace was a special gift?

- ☒ A. She loved her grandma and enjoyed spending time with her at the beach.
B. Starfish were her grandma's favorite thing at the beach.
C. Stars were her grandma's favorite shape.

4. What was Maya able to do after selling chocolate chip cookies?

- A. Buy herself a bike B. Buy her mom a ring ☒ C. Buy her grandma a necklace

5. From the story, you can tell Maya's mom has which character trait?

- A. She has courage. ☒ B. She is helpful. C. She is rude.

Number Correct:

/5



CHARACTERS

KEY: LIBRARY MOUSE

Braxton was a tiny brown mouse who lived in the Houston Library. Every night, when Agnes, the head librarian, turned off the lights for the night, Braxton crept out of the mousehole. He said a quick goodbye to his mom, dad, and nine brothers and sisters. Then he walked to the fairytale section, his favorite kind of books. Braxton was in the middle of reading *Jack and the Beanstalk* when he heard a white rat, named Reggie, scamper near him. Reggie sniffed the air and smiled in an evil way. He loved to bully mice and was excited for the chance to pick on Braxton.

The moment Braxton saw Reggie, his heart started beating wildly. He knew Reggie was bigger than he was and that his family was far away. His mind raced as he tried to figure out what to do. Braxton looked at Reggie and said hello to him in a nice way, as if they were friends. Reggie was confused. No one was ever nice to him. Could this little mouse possibly become his friend?

1. Why was Braxton called the Library Mouse?

A. He built a library. ☒ B. He loved to read books. C. He was the librarian's pet.

2. Braxton did NOT have which character trait?

A. Smart ☒ B. Mean C. Kind

3. Which one shows that Reggie wasn't a nice rat?

☒ A. He smiled in an evil way. B. He sniffed the air. C. He was confused.

4. What do you think Braxton thought Reggie might do to him?

A. He thought Reggie might beat him up.
B. He thought Reggie might tease him.
☒ C. Both A and B

5. Which part makes you think Reggie might change?

☒ A. He wants a new friend. B. He likes to pick on others. C. He sniffed the air.

Number Correct:

/5



CHARACTERS

KEY: THE WOLF AND THE CRANE

Aesop's Fables

Wolf was eating too much too quickly. As he gobbled down his dinner, a bone got stuck in his throat. He ran to see if Crane could help. Since Crane had a long neck and bill, he was sure that she would be able to reach the bone and pull it out.

When Wolf saw Crane, he asked for her help. Wolf said that he would give her a large reward if she could pull the bone out of his throat. This made Crane nervous. She was scared to put her head in Wolf's throat. Crane wanted to help though, so she trusted Wolf to keep his word.

Once Crane removed the bone, Wolf started to walk away. When Crane asked about the reward, Wolf became angry! He told her that she already had her reward since he didn't eat her when her head was in his mouth!

Expect no reward for helping the wicked.

1. The text said that Wolf was eating too much too quickly and gobbled down his dinner. This shows Wolf had which character trait?

- A. Carefulness B. Neatness ☒ C. Greediness D. Kindness

2. Besides wanting to help Wolf, why did Crane agree to remove the bone?

- ☒ A. He promised her a reward. B. She could fly away quickly. C. He was a friend.

3. Wolf was a trickster. Which word does NOT describe Wolf?

- ☒ A. Hopeful B. Crafty C. Sneaky D. Sly

4. Wolf promised Crane a reward but didn't give her anything. This shows...

- A. He was intelligent. ☒ B. He was dishonest. C. He was responsible.

5. The moral of the fable uses the word wicked. What's another word for wicked?

- A. Brave ☒ B. Evil C. Fussy D. Calm

Number Correct:

/5