

The Call of the Wild

DAY 4 | TEACHER IMPLEMENTATION SAMPLE

Grade 8 ELA • 45 minutes • ELA.8.R.1.1

Focus: connect setting, Buck's changing behavior, and plot development.

What is original: two saved discussion prompts and five assessment items from the Day 4 Google Form. **What is new:** this teacher-facing sequence, access guidance, and answer commentary were assembled for the portfolio; they are not an original administered teacher manual.

Before students begin

The author-confirmed reading range is pages 13-17; the saved Form says 14-17. Use the class edition to locate the Chapter II sequence involving survival routines, food theft, physical adaptation, and ancestral instincts. Verify every page reference before assigning. Provide the text, prompts, and five-question check. Keep student identities and responses private.

0-15 minutes | Read

Students read independently and notice a causal chain: environmental pressure → Buck's response → consequence. Clarify necessary directions and non-target vocabulary without explaining the assessment answers.

15-30 minutes | Discuss

Use these saved prompts for oral group discussion, not written responses. Ask students to locate evidence, listen to an alternative interpretation, and explain or revise their thinking.

1. How does the harsh northern setting force Buck to change on pages 15-16? Use at least two specific examples from the text to explain how the environment affects his actions.
2. By page 17, Buck begins to feel instincts connected to his wild ancestors. How does this change in Buck's characterization develop the plot and move him farther away from his former life?

30-45 minutes | Assess independently

Use the five saved questions on page 2 with the text available. Gather optional difficulty, fairness, and perceived FAST-practice ratings separately from comprehension scores. Teacher key and instructional-response notes are on page 3.

Source: Call of the Wild - Day 4 - Google Forms.pdf, saved September 26, 2026; two saved discussion-prompt images; author-confirmed 15/15/15 cycle. No novel passage is reproduced.

Day 4 | Independent check

Original saved questions; typography and option labels normalized. The small typo “ashe” in the final item has been corrected to “as he.” Page references belong to the source edition.

1. On pages 14-15, how does the northern setting most directly affect Buck’s behavior?

- A. It makes him refuse to work with the other dogs.
- B. It encourages him to behave as he did at Judge Miller’s home.
- C. It forces him to quickly learn new behaviors in order to eat, sleep, and survive.
- D. It causes him to become more dependent on François and Perrault for his survival.

2. Why is Buck’s theft of the bacon on page 15 an important event in his development?

- A. It proves that Buck has become the leader of the dog team.
- B. It demonstrates that Buck has learned his behavior from Dub.
- C. It shows that Buck no longer fears punishment from humans and is willing to break the rules.
- D. It shows that Buck is beginning to abandon the rules of his former life when survival requires it.

3. On page 16, Buck learns to bite ice from between his toes, break ice when he is thirsty, and predict the wind before sleeping. How do these details contribute to the plot?

- A. They suggest that Buck is becoming physically weaker and must rely on his brain.
- B. They demonstrate Buck’s increasing ability to solve the problems created by his environment.
- C. They show that Buck plans to escape from the sled team and will use all of his new skills to survive.
- D. They explain why François begins giving Buck special treatment - he is the smartest of the captive dogs.

4. Which statement best explains the relationship between the setting and Buck’s physical development on page 16?

- A. The cold weakens Buck until he can no longer perform his duties.
- B. The harsh conditions cause Buck’s body and senses to become stronger.
- C. The long journey causes Buck to long for the comfortable life he once had.
- D. The difficult environment makes Buck rely on the humans and dogs for protection.

5. Select TWO details that show Buck’s ancestral instincts are beginning to reappear.

- A. He follows the sled trail behind the other dogs as he becomes more accustomed to the pack.
- B. He begins using behaviors that belonged to wild dogs long before his own lifetime.
- C. He experiences ancient memories and instincts connected to his ancestors.
- D. He remembers and implements the exact routines of Judge Miller’s home.
- E. He learns commands from François.

Teacher notes | Evidence to action

Proposed key and scoring

These key notes were prepared for the portfolio and are not a recovered Google Forms answer key. Check against the assigned edition before use. Suggested classroom scoring: one point per question; question 5 requires B and C with no extra selections. This is not an official FAST scoring rule.

- 1. C:** the environment creates immediate survival demands that change Buck's behavior.
- 2. D:** the theft marks adaptation to necessity rather than simple fearlessness or team leadership. The text identifies Pike, not Dub, as the dog whose theft Buck observes.
- 3. B:** the new skills address the problems the environment creates; they do not establish an escape plan.
- 4. B:** physical and sensory adaptation enables survival under harsh conditions.
- 5. B and C:** inherited behaviors and ancestral memories address instinct; following commands or a trail alone does not establish that connection.

Preserve the learning target

The set samples parts of the setting-character-plot relationship; it does not by itself establish mastery of the whole benchmark. In particular, question 3's key emphasizes adaptation more directly than plot. A follow-up oral prompt can ask what Buck's new skills allow him to do next. Review that distinction before reusing the item as a benchmark-level measure.

Access and extension | newly proposed guidance

Chunk the reading at natural pauses, provide accessible digital text and appropriate audio support, and preview a few non-target words. Offer an oral frame: "The setting makes Buck ___, which leads to ___." Follow individual accommodation plans while preserving the intended construct. For extension, have students test a competing interpretation or connect the event to Buck's earlier rule-following.

What to do with the responses

Event recognized, significance missed: model an event-to-character-change connection using a different moment.

Correct option plus unsupported selection: practice evaluating each choice independently against evidence.

Accurate responses but high difficulty ratings: review pacing, directions, and access before reducing rigor.

Next day: recheck the same relationship with a fresh moment from the next reading chunk. These are instructional recommendations, not documented intervention outcomes.

Source and rights

Questions: saved Day 4 Form (four MC and one multiselect; no EBSR). Discussion: saved prompt images. No student data or novel passage is reproduced. The novel is U.S. public domain; modern editions may contain protected additions. Text reference: gutenberg.org/ebooks/215. Benchmark reference: fldoe.org/file/7539/elabeststandardsfinal.pdf.