

About This Book

AUTHOR

Jack London



born "John Griffith Chaney" 1876-1916

One of the most popular American authors and journalists of his time.

Summarv

Buck, a big, strong dog is kidnapped from his home in California. It's 1897, and people want big, strong dogs to pull sleds to the Arctic where gold was found. A man from Canada buys Buck to be on his dog sled team. Buck meets wild dogs and sees snow for the first time. He fights the lead dog, Spitz so he can become lead dog. The dogs travel far, and get sold because they are weak. The new owners use a whip on Buck, but a man named John Thornton saves Buck. Buck feels real love for John Thornton. Buck changes into a wild dog and is torn between Thornton and the howls from the forest. Yeehat Indians kill John, and Buck attacks them. With John gone, Buck is no longer tied to any man. In the end, Buck follows the call to run free with wolves.



Genre: Adventure Fiction

A fiction text is a story that is made up and did not really happen.

An adventure fiction text is a story that is made up and has something exciting or dangerous happen to the character. In some adventure fiction stories, the main character can become the hero.

Fiction Story Elements

Characters - the people or animals in a story

Setting - where a story takes place

Theme - the big idea or lesson learned in a story

Plot - all of the events that happen in a story

Problem - something that goes wrong in a story

Climax - the rise of action, or turning point in a story

Solution - how a problem is solved in a story

Instructional Tip



Work with students to create an anchor chart including each of the story elements. Then as the story is read, encourage students to identify and add each of the story elements to the chart.



Background Building

Background

In 1896, gold was discovered in Klondike, Canada, in the sub-Arctic. This led to a gold rush. People were flocking to the area in search of gold. One of these people is the author of The Call of the Wild, Jack London. He published the book, The Call of the Wild, in 1903 based on his own experience of traveling from California to the Yukon Territory to look for gold. The location of the Yukon Territory, between Alaska and what is now Canada, along with the cold, harsh wilderness of the land made travel long, hard and dangerous for people and animals. Many people traveled on foot, through the ice and snow-covered trails and over frozen, snow-covered mountains. They had to use quickly-built boats to float down rough, partly-frozen lakes and rivers with rapids. Some used large dogs, with thick fur to help pull sleds containing the supplies they needed to survive for the two months of traveling.



Instructional Tip:



Display a map of North America and highlight the area south-southeast of the San Francisco Bay that includes San Jose, California. Explain that this is the Santa Clara Valley, where Buck and many of the prospectors who left to go look for gold live at the beginning of the book. Then circle the Klondike River area in Canada and explain that this is where gold was found in 1896. Draw a possible route that people may have taken from the Santa Clara Valley to Klondike, Canada. Use this website, **Klondike Gold Rush** or have students do an internet search on the topic of the Klondike Gold Rush. Discuss the routes people took to find gold, adding any information or images they find to the map.



About This Chapter

Summary

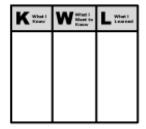
Chapter 1 introduces the reader to Buck, a 4 year-old, half St. Bernard, half Scotch shepherd dog. Buck lives in California on Judge Miller's land. He is free to run and roam around as he pleases. Buck feels like a king. Everyone enjoys spending time with Buck and he feels safe until one night when something bad happens to Buck. Buck is taken from his home by Manuel, the gardener's helper. Manuel needed money. Gold was found in Canada, and dogs like Buck were worth money to gold hunters. Buck didn't know what was happening when he was given to the stranger. Buck was surprised, confused and mad. This chapter is important to understanding what Buck's life is like before he is taken, which is needed for a comparison to the way his life is about to change. The cruel way that Buck is choked with the rope when he is sold is a hint to the harsh treatment of dogs that he will experience throughout the story.



Character Introduction

		CHARACTERS		
Buck	Manuel	sons	grandsons	Buck's mother
Judge Miller	stranger	daughters	Buck's father	

Introduce the characters that are part of Chapter 1.



Character KWL Chart: Create a character KWL chart including 4 columns and 10 rows (one for the column headers and one for each character). Label the columns in this order: Characters, What I Know, What I Want to Know, What I Learned. Place the Character Cards in the Characters column on each row, with Buck's Character Card on the first row. Complete the first two columns. For example, in the 'What I Know' column for Buck, write 'large dog who lives in California'. Tell students that Buck is the main character and the title of the chapter is 'Trouble Ahead'. Ask students what else they want to know about Buck and write this in the 'What I Want to Know' column for Buck. Continue for each of the characters. After reading the chapter, complete the last column by asking students to give details of what they learned about each character.



- Activate Prior Knowledge

- Ask students to talk about dogs that they know and describe their features; size, type of coat, personality and what the dog may be good at doing. Then, have students do an online search of the features of a St. Bernard and a Scotch shepherd. Compare and contrast the features and discuss what these dogs may be good at doing.
- Explain that Buck, the main character, has a father who is a huge St. Bernard and a mother who is a Scotch shepherd. Ask students to write down what they think Buck is like based on the information they found out about those two types of dogs.
- Tell students that Buck has a good life until something bad happens to him. Talk about the qualities that the students write down and ask them how they think Buck can handle something bad happening to him.



Words to Know

Vocabulary Words come directly from the text and are explicitly taught in Activity 1. Literacy Words are words that are specifically related to literacy instruction. These words are used and defined throughout literacy activities. Power Words are words that are highly useful for communicating in social and academic settings. These words are sometimes considered "core" or "essential" words.

Vocabulary	Words		Literacy W	ords	* Power Words
danger gold	king north	strong trouble	author book chapter character	cover event illustration/picture* illustrator	plot read* setting title



Construction Lesson at a Glance

	Activity 1	Activity 2	Activities 3-4		
Instructional Activities	Build Vocabulary	Read and Discuss	Read and Answer		
Suggested Pacing	1 - 2 class sessions	1 - 3 class sessions	1 - 2 class sessions		
ULS Materials and Resources	Word Definition Cards (Text Only or Symbol-Supported) Making Meaning With Words Making Meaning With Words Answer Cards	Word Definition Cards (Text Only or Symbol-Supported) Chapter 1 Reading Pages (Text Only or Symbol-Supported) Discussion Questions (Included in Lesson Plan)	Comprehension Questions Multiple-Choice (Levels 4-1) Note: For Level 4, two versions of the questions are provided. One for use with Text Only Reading Pages and one for use with Symbol-Supported Reading Pages. Short Answer (All Levels) Answer Keys (Included in Lesson Plan)		
	SymbolStix PRIME L³ Skills: Language Arts Skills				
Additional Materials	Klondike Gold Rush (https://www.nps.gov/klgo/learn/goldrush.htm) http://wordcentral.com				



- Analyze clues within the context of a story, play or poem to understand the meaning of an unknown word or phrase.
- Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to clarify a word's meaning, part of speech, pronunciation, synonym or etymology.
- Use newly learned words and phrases in writing and when speaking.



Instructional Routine



Introduce





Before starting this instructional routine, use the Book and Chapter Overview pages to build background, activate prior knowledge and introduce characters.

- Introduce the activity by asking a focus question about unknown words. For example, ask, "When we are reading, what can we do if we see a word we do not know—ask someone for help, stop and look it up in a dictionary or keep reading to look for clues?" Discuss students' responses and tell students that it is important to find out the meaning of words we do not know so that we can understand what we are reading. Depending on when and where we are reading, all three of these are smart ways to learn new words.
- Tell students that they will learn new vocabulary words and definitions to help them understand the chapter by using context clues in the chapter and a dictionary. Say, "We are going to find the meaning of new words by using clues in the chapter and a dictionary. Today, your job is to find the word(s) and tell what the word(s) mean."
- Review the learning goal with students: I will use context clues from the text and a dictionary to tell the meaning of words.



2 Model

- Display a Word Definition Card and identify the vocabulary word. Then model using context clues to aid in defining the word. For example, display the Word Definition Card for 'strong'. Display page 5 of the chapter (Symbol-Supported pages 6-7) and read the sentences containing the word 'strong' starting with the last sentence in the first paragraph through to the end of the second paragraph. Then reread the sentence, 'Dogs that could work hard.' and say, "Men wanted dogs that could work hard and dogs with strong muscles were in danger of men taking them. Dogs that work hard need to have powerful muscles. Strong must mean powerful." Read the definition on the Word Definition Card and compare it to your derived definition.
- Display the Making Meaning With Words page for 'strong' and model determining if the word is a noun (person, place, thing), verb (action word), or adjective or adverb (describing word) and making the selection. Then model filling out the definition section. You can use the Word Definition Card as a visual.
- Model drawing or selecting a picture that represents the word and/or model writing a sentence using the word. For example, say, "We read in the chapter that dogs with strong muscles are wanted and the definition of strong is 'being able to move heavy things and having great power'. I will write a sentence that is different from the book, but has to do with being strong." Read the sentence as you write, "The strong man picked up a big, heavy box and loaded it onto the truck." Note: These sections of the Making Meaning With Words pages are not included in online data collection.
- Display a printed or online dictionary such as http://wordcentral.com. Model finding the word, the part of speech and the definition, and compare these to the part of speech and definition on your Making Meaning With Words pages.

3 Provide Practice

- **Level 4-** Have the student determine the meaning of each vocabulary word and complete each **Level 3:** section of the activity. Provide support, reference materials and alternative forms of writing as needed.
- **Level 2:** Have the student point to the meaning of a vocabulary word. Have the student complete each section of the activity. Provide Word Definition Cards and visual supports. Have the student select pictures or words in a dictionary to help verify the definition of a word and its part of speech.
- Level 1: Have the student identify a vocabulary word and complete each section of the activity by choosing from a single option or errorless choice. Have the student actively participate in using a dictionary by making a selection. For example, display a Word Defintion Card and say, "Show me the word we are going to look up in the dictionary."





Review

- Review and display targeted vocabulary words in the classroom. Create a word wall using the Word Definition Cards or a word journal using the Making Meaning With Words pages, and have students review and add new words with each activity.
- Prompt students to locate and review meaning of the unit vocabulary words in other situations, lessons or conversations.
- Throughout study of the book, use the vocabulary activities provided with the End of Book Activities to explore word relationships and review word meanings.



V Check Understanding



- **Level 4-** Can the student determine the meaning of a word using context clues? Can the **Level 3:** student use reference materials to verify the definition, pronunciation and part of speech?
- Level 2: Can the student point to the meaning of a word based on context clues? Can the student point to pictures or words in a dictionary to verify a definition and part of speech?
- **Level 1:** Can the student select a picture of a vocabulary word from a single option or errorless choice? Can the student actively participate in using a dictionary by making a selection (may be errorless choice)?



- Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- Answer explicit and inferential questions about the main ideas and details of a story, play or poem, using text evidence to support the answer.
- Recognize figurative language (e.g., similes, metaphors, idioms, analogies, connotative meanings of word) and determine how it affects the meaning, tone and mood of the story.



Instructional Routine







1 Before Reading

- Review the vocabulary words from Activity 1, and then ask a focus question. For example, say,
 "Trouble is one of our vocabulary words. Today, we will read the chapter titled, 'Trouble Ahead'.
 Knowing what we know about the word, 'trouble', what do you think the chapter is going to be
 about—something fun happening to the character or something that causes problems for the
 character?" Discuss students' responses.
- Display Chapter 1 and read the first paragraph on page 5 (Symbol-Supported page 6). Then ask, "Who is Buck and why doesn't he know that trouble is coming?" Guide students to understand that even though the author doesn't say that Buck is a dog in this paragraph, the author says that Buck doesn't know trouble is coming and that dogs can't read newspapers. This tells us that Buck must be a dog, and since he can't read, he doesn't know that trouble is coming. Point out that the answer to this question is not found directly in the text on the page, but you can put together words, phrases or sentences of text on the page with things you know to come up with an answer.
- Explain to students that asking and answering questions as we read can help us better understand the text. Emphasize that answers to questions should be supported by words, phrases or sentences from the text.
- Choose one or two of the provided discussion questions to display and read aloud. Then say,
 "As we read today, we are going to answer questions like these. We will also answer any
 questions you have about the text. Your job is to answer the questions using examples of text
 from the chapter to support your answers."
- Review the learning goal with students: I will answer questions using text to support my answer.



2 During Reading

The provided discussion questions are designed to encourage discussion of important story details from the text, implied meanings, and information that is important to comprehension but may be implied or expected to be previously learned. In order to model using evidence from the text to support answers, it is recommended that at least some of the questions be answered during a teacher-led read aloud. Questions may also be divided up and used at the end of the chapter, during a second reading, or assigned to students to answer as they read in preparation for class discussion.

Model

- Pause during reading to ask discussion questions and model finding text to support answers. For example, after reading the paragraph that describes Buck's home in California on pages 5-6 (Symbol-Supported page 7), model answering discussion question 2, "What is Buck's home like?" Display the pages and think aloud as you find the answer to the question. For example, reread and point out the words and phrases that are descriptions of Buck's home, 'Buck lived in a large home in sunny California', 'lot of land', 'stable', 'grapes growing', 'fruit trees' and 'green grass', and say, "The answer to this question is in these words on the pages. Buck's home in sunny California has a lot of land, a stable, grapes, fruit trees and green grass."
- Continue modeling by answering a question that requires inference. For example, after reading page 6 (Symbol-Supported pages 8-10), model answering discussion question 3, "What kind of life does Buck have with the Judge?" Display the page(s) and then point to and read the two paragraphs that start with the sentence, "Buck ruled over the land." Then say, "This says that Buck ruled over the land, other dogs didn't count, he did fun things with the Judge's children and he went wherever he wanted. This sounds like a good life to me. Highlight these phrases and explain that from the text we can infer, or think, Buck has a good life based on these statements.

Provide Practice

- During reading, continue to ask discussion questions and solicit answers from students. Also encourage students to ask and answer questions of their own.
- Level 4: Have the student independently identify evidence from the story to answer questions about the explicit and inferential meaning of the text.
- **Level 3:** Have the student independently use text from the story to answer explicit and inferential questions about the text.
- Level 2: Have the student point to or select pictures or text from the story to answer an explicit or inferential question. Picture supports such as the Communication Board or Character Cards may be used as needed.
- **Level 1:** Have the student point to or select pictures or text from the story to answer or support an answer to an inferential question (may be single option or errorless choice).



After Reading

- Revisit the learning goal by having students recall how they answered questions (by using examples from the text). Discuss why it is important to base answers to questions on evidence from the text.
- Continue discussing the chapter by examining author's craft. For example, reread the paragraph starting with the sentence, "Buck ruled over the land," on page 6 (Symbol-Supported pages 8-9) and explain that, "Buck was the king," is a metaphor. Have students identify what a king is from the definition (a man born to rule a country). Have students list words that describe a king (powerful, ruler). Reread the first sentence and compare Buck ruling over the land to a king ruling a country. Then discuss why the author makes this comparison. Finally, have students describe the feelings evoked by the author's language.

✓ Check Understanding



- **Level 4:** Can the student independently identify evidence from the story to answer questions about the explicit and inferential meaning of the text?
- **Level 3:** Can the student independently use text from the story to answer explicit and inferential questions about the text?
- Level 2: Can the student point to or select pictures or text from the story to answer an explicit or inferential question? How?
- **Level 1:** Can the student point to or select pictures or text from the story to answer or support an answer to an inferential question through an active participation response (e.g., voice output device, eye gaze choice board)?



The first set of page numbers indicate where to ask the discussion question in the text only version of the book. SS indicates where to ask the discussion question in the symbol-supported version.

- 1. What type of dogs are wanted? Why? (pg 5) (SS pg 7)
- 2. What is Buck's home like? (pgs 5-6) (SS pg 7)
- 3. What kind of life does Buck have with the Judge? How do you know? (pg 6) (SS pgs 8-10)
- 4. What type of dog is Buck? How do you know? (pgs 6-7) (SS pg 10)
- 5. What does it mean that Buck carried himself like a king? (pg 7) (SS pg 11)
- 6. What is gold fever? (pg 7) (SS pg 11)
- 7. Why does Manuel need money? (pg 7) (SS pg 12)
- 8. What is happening when Manuel takes Buck? Why does he take him at that time? (pg 7) (SS pgs 12-13)
- 9. Why does Manuel take Buck to the train station? (page 8) (SS page 13)
- 10. What does Manuel give the stranger? Why? (pg 8) (SS pg 14)
- 11. Why is Buck surprised? (pg 8) (SS pg 15)
- 12. How does Buck react when the rope tightens? (pg 9) (SS pgs 16-17)
- 13. Where does Buck get thrown? Why? (pg 9) (SS pg 17)
- 14. Why is the chapter titled, "Trouble Ahead?" How does Buck's life change in this chapter?



- Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- Answer explicit and inferential questions about the main ideas and details of a story, play or poem, using text evidence to support the answer.
- Analyze the structures and order of events of a story, play or poem to determine how structures affect the meaning or style (e.g., flashback in a novel, soliloquy in a play, sonnet for poem).



Instructional Routine







1 Introduce

- Introduce this activity by asking a focus question about Chapter 1. For example, ask, "What
 was the trouble that happened to Buck—he gets taken from his home or he falls into a lake?"
 Discuss students' responses.
- Tell students they will now answer other questions about Chapter 1. Remind students that answers to questions can be found in the chapter and should be supported by words, phrases or sentences from the text. Explain that some answers will be stated directly in the text, and for some answers, they will have to infer or think about what is in the text to know an answer. Say, "I am going to ask you questions about the chapter. Your job is to answer the questions. You can use the chapter to help you."
- Review the learning goal with students: I will answer questions using text to support my answer.

2 Model

- Display the chapter and the Multiple-Choice Comprehension Questions (vary the level displayed according to student needs). Read and model answering one explicit and one inferential question aloud by referring back to the text to find your answer to each question. For the inferential questions, model how to use text to reason and compose an answer. Emphasize text that supports the answers and compare the answer choices to the text to select the correct answer. Read through all answer choices to model ruling out wrong answers.
- Model marking or selecting your answer on the Multiple-Choice Comprehension Questions page.





Provide Practice

Choose the most appropriate activity format on the basis of each student's skills and needs.

- **Level 4:** Have the student independently identify evidence from the story to answer questions about the explicit and inferential meaning of the text.
- **Level 3:** Have the student independently use text from the story to answer explicit and inferential questions about the text.
- **Level 2:** Have the student point to or select pictures or text from the story to answer an explicit or inferential question. Picture supports such as the Communication Board or Character Cards may be used as needed.
- **Level 1:** Have the student point to or select pictures or text from the story to answer or support an answer to an inferential question (may be single option or errorless choice).



Review

- Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out how the text supports answers to questions.
- Continue discussing the chapter by examining how the last paragraph on page 9 (Symbol-Supported pages 16-17) contributes to the plot. For example, reread the paragraph, and have students describe how Buck is feeling in the paragraph. Then have them recall how the author describes Buck in the beginning of the chapter. Discuss the change in Buck's life, and explain that this paragraph reveals the change that will continue to happen to Buck in the rest of the book.



√ Check Understanding



- **Level 4:** Can the student independently identify evidence from the story to answer questions about the explicit and inferential meaning of the text?
- Level 3: Can the student independently use text from the story to answer explicit and inferential questions about the text?
- Level 2: Can the student point to or select pictures or text from the story to answer an explicit or inferential question? How?
- **Level 1:** Can the student point to or select pictures or text from the story to answer or support an answer to an inferential question through an active participation response (e.g., voice output device, eye gaze choice board)?



Questions and Answers

*SS indicates the page numbers in the Symbol-Supported version. The page numbers without SS reference the Text Only version of the chapter.

Explicit Questions

Inferential Questions

- 1. Who is the main character in this chapter?
 - Judge Miller, the landowner
 - (Buck, the dog)
 - Manuel, the gardener
- 2. Which sentence tells about the home in sunny California?
 - (Grapes, fruit trees and green grass grow there.)
 - It is in the north.
 - There is a pond on the land.
- 3. Which sentence tells about Manuel?
 - He is the caretaker of the dogs for the Judge.
 - He is always happy because he owns a lot of land.
 - (He needs money because he gambles and has bills.)
- 4. Why does Buck growl at the man?
 - to warn the man other people are coming
 - (to show the man he isn't happy)
 - to get the man to play with him
- 5. How does Buck feel when the rope first tightens around his neck?
 - sleepy
 - happy
 - (surprised)

- 6. What would Buck know if he could read the newspaper? (pg 5) (SS pg 6)
 - (Men are looking for strong dogs to go north to find gold.)
 - Manuel is going to kidnap him.
 - He is going to ride a train.
- 7. Which sentence from page 6 tells you that Buck is like a king?
 - "He would lie at the Judge's feet when it was cold." (SS pg 9)
 - ("Buck ruled over the land." (SS pg 8))
 - "Buck went wherever he wanted." (SS pg 10)
- 8. What does this paragraph from page 7 (SS pgs 12-13) make you think? "One night the Judge was at a meeting. His sons were busy too. Manuel walked Buck away from the house. No one saw them leave."
 - Manuel likes Buck.
 - (Manuel doesn't want anyone to know he is taking Buck.)
 - Manuel is going to meet the Judge.
- 9. Which sentence from page 8 tells you that the stranger now has Buck?
 - "The man grabbed him by the throat." (SS pg 16)
 - "Buck growled." (SS pg 14)
 - ("The ends of the rope were given to the man.") (SS pg 14)
- 10. Which two sentences show how Buck's life changes from the beginning of the book to the end?
 - ("Buck went wherever he wanted." (pg 6) (SS pg 10) and "He was thrown onto the train." (pg 9) (SS pg 17))
 - "He was born here four years ago." (pg 6) (SS pg 8) and
 "The stranger nodded." (pg 8) (SS pg 14)
 - "There were fruit trees and green grass." (pg 6) (SS pg 8) and "The rope got tight again." (pg 9) (SS pg 16)



Questions and Answers

- *1. What is this chapter about?
 - snow
 - (trouble)
 - fun
- 2. What kind of dogs are in danger?
 - (strong)
 - weak
 - small
- 3. Where are thousands of men rushing to go?
 - south
 - east
 - (north)
- 4. Who lives in a large home in sunny California?
 - (Buck)
 - train conductor
 - stranger
- 5. What type of fever do people have in 1897?
 - yellow
 - (gold)
 - low

- 6. Who takes Buck to a train station?
 - stranger
 - Judge
 - (Manuel)
- 7. Why does Manuel take Buck to the man at the train station?
 - Buck is old.
 - (Manuel needs money.)
 - Manuel is nice.
- 8. What does Buck do to show the man he isn't happy?
 - smile
 - scratch
 - (growl)
- 9. What is the rope used for?
 - (choke Buck)
 - whip Buck
 - play games
- *10. What is important to know about this chapter?
 - Manuel is a gardener.
 - Buck is a king.
 - (Buck is in danger.)

^{*} Indicates inferential questions.



- Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- Answer explicit and inferential questions about the main ideas and details of a story, play or poem, using text evidence to support the answer.



Instructional Routine

1 Introduce









- Introduce this activity by asking a focus question about Chapter 1. For example, ask, "Who is Manuel and what does he do to Buck?" Discuss students' responses and model using their responses to write a short answer to the question. Sample: "Manuel is the gardener's helper and he sells Buck to get money, and this can be found on page 7 (SS pages 12-13)."
- Tell students they will now answer other short answer questions about Chapter 1. Remind students that answers to questions can be found in the chapter and should be supported by words, phrases or sentences from the text. Explain that for some questions, the answers will be found directly in the text, but for other questions, they will have to infer or think about what is in the text to know an answer. Say, "I am going to ask you questions about the chapter. Your job is to answer the questions. You can use the chapter to help you."
- Review the learning goal with students: I will answer questions using text to support my answer.

2 Model

- Display the chapter and the Short Answer Comprehension Questions. Read and model answering
 one explicit and one inferential question aloud by referring back to the text to find your answer to
 each question. For the inferential questions, model how to use text to reason and compose an
 answer. Emphasize the text that supports the answers.
- Model using the emphasized evidence from the text to write your answer on the Short Answer Comprehension Questions page, including the page number(s) where the answer can be found.





Provide Practice

Choose the most appropriate activity support and guidance on the basis of each student's skills and needs. Some students may work independently, some may use shared or partner writing. Hand-over-hand assistance or dictation may also be appropriate.

- **Level 4:** Have the student independently identify evidence from the story to answer questions about the explicit and inferential meaning of the text.
- Level 3: Have the student independently use text from the story to answer explicit and inferential questions about the text.
- Level 2: Have the student point to or select pictures or text from the story to answer an explicit or inferential question. Picture supports such as the Communication Board or Character Cards may be used as needed.
- **Level 1:** Have the student point to or select pictures or text from the story to answer or support an answer to an inferential question (may be single option or errorless choice).



Review

 Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out how the text supports answers to questions.



√ Check Understanding



- **Level 4:** Can the student independently identify evidence from the story to answer questions about the explicit and inferential meaning of the text?
- Level 3: Can the student independently use text from the story to answer explicit and inferential questions about the text?
- **Level 2:** Can the student point to or select pictures or text from the story to answer an explicit or inferential question? How?
- **Level 1:** Can the student point to or select pictures or text from the story to answer or support an answer to an inferential question through an active participation response (e.g., voice output device, eye gaze choice board)?

P Questions and Answers

Example answers are provided below, however, these are not the only correct answers that are possible. A rubric is provided to score each short answer. The data collected when a student completes these questions online is for completion only. If accuracy data is wanted, use the provided rubric to score each short answer.

- 1. What made Buck strong? (Being outdoors made Buck strong, and this can be found on pg 7.) (SS pg 11)
- *2. What must have been written in the newspapers?

 (Gold had been found in the Arctic, and this can be found on pg 5.) (SS pg 6)
- 3. What type of dogs do men want to go north? (They want strong, furry and big dogs, and this can be found on pg 5.) (SS pg 7)
- *4. What trouble happens to Buck in this chapter? (He is taken away from his home, and this can be found on pgs 7-9.) (SS pgs 10-17)
- * Indicates inferential questions.
- SS Indicates pages where answer is found in the symbol-supported version of the text.

Short Answer Scoring Guide			
Component	Points Per Question		
Correct Answer	1-2		
Supporting Detail	1		
Page Number(s)	1		
Total Possible	4		