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ELA Series

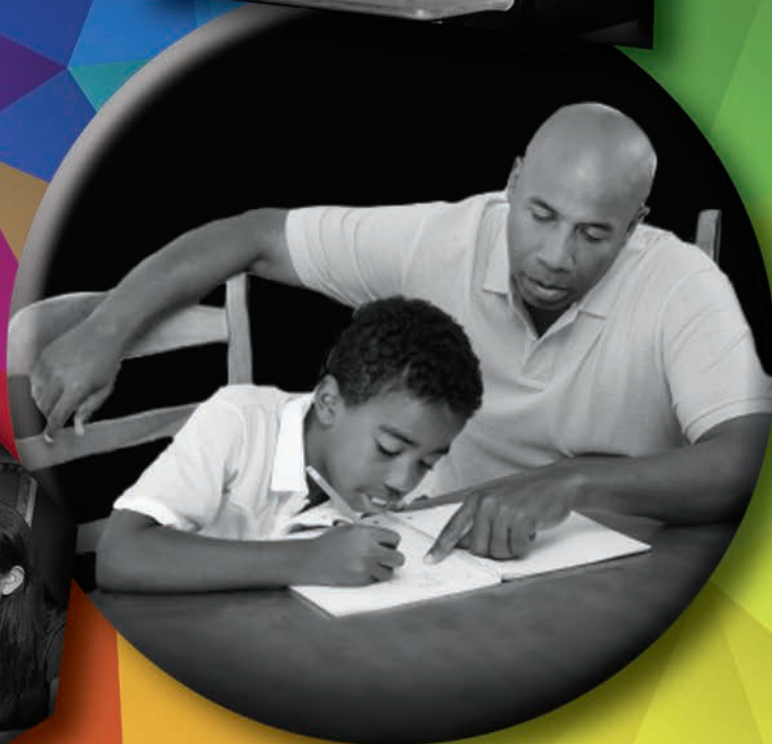
Reading: Literature Learning Stations

GRADES
6 - 8



Center Activities • Whole-Class Instruction • Individual Assignments

- ◆ Alliteration/Rhyme
- ◆ Inferences and Evidence
- ◆ Plot and Setting
- ◆ Tone and Mood
- ◆ Poetry



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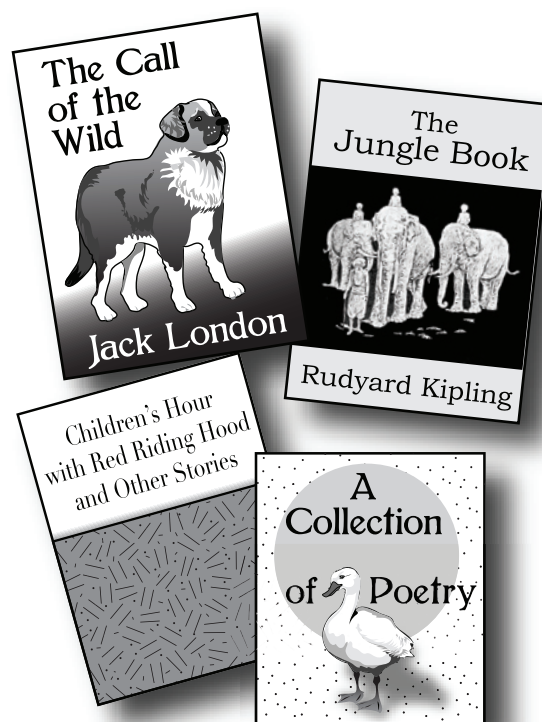
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To the Teacher

In the *English Language Arts* (ELA) series, students in grades six through eight explore reading, writing, and language in a learning station environment. Learning stations engage students in individual or small group activities. Learning stations are an instructional strategy that can be used to target specific skills.

Each book in the ELA series features five or six units of study. Each unit has a teacher page that identifies the goal, states the standards, lists materials and setup for the activities, and provides instructions to be presented to students. Also, there are questions for opening discussion and student reflection. (Note: It is important for the teacher to introduce, model, or review the concepts or skills with the students at the beginning of each unit.)

Books in the ELA Series

- ***Reading: Literature Learning Stations, Grades 6–8***
The units focus on alliteration, rhyme, plot and setting, tone and mood, and poetry.
- ***Reading: Informational Text Learning Stations, Grades 6–8***
The units focus on citing evidence, bias, point of view, propaganda techniques, organizational text structures, and text features.
- ***Writing Learning Stations, Grades 6–8***
The units focus on fact and opinion, characterization, making inferences, proof-reading, and dialogue.
- ***Language Learning Stations, Grades 6–8***
The units focus on punctuation, dictionary usage, figurative language, roots and affixes, and word meaning.

Reading: Literature Learning Stations, Grades 6–8, contains five units of study. Each unit consists of four to five learning station activities. The activity at each station is designed to create interest, provide practice, and stimulate discussion. These units will help students become better readers of literature and poetry as they learn to cite evidence from the text and become aware of point of view; alliteration and rhyme; plot, setting, and characters; and other literary devices. Whenever applicable, media/technology and speaking/listening skills are integrated into the activity. Handouts are provided as supplemental resources.

The units of study in the ELA series are meant to supplement or enhance the regular classroom English Language Arts curriculum. The station activities are correlated to the strands of the English Language Arts Common Core State Standards.

Name: _____ Date: _____

Station One: Finding Evidence

Directions: Read Passage One, an excerpt from *The Call of the Wild* by Jack London. In the first column are statements about the passage. From the passage, cite evidence that supports each statement.

Statement

Evidence

1. In this passage, Jack London used the literary device of foreshadowing.



2. Buck's life as a dog was easy at Judge Miller's place.



3. Judge Miller, Buck's first owner, was a wealthy man.



4. Buck was a mixed-breed dog.



Name: _____ Date: _____

Station Two: Analyzing Text

Directions: Read Passage Two, an excerpt from *The Call of the Wild* by Jack London. Answer each question below and cite textual evidence that supports your answer. The answer to each question is either explicitly stated in the passage, or you will need to make an inference.

Question	Answer
1. What relation was Mercedes to Hal?	
2. Did Hal and Charles follow Mercedes' advice about packing the sled?	
3. What was the condition of his new owner's campsite?	
4. What was the condition of Buck and the other dogs before beginning the trip?	
5. How did Charles and Hal's inexperience affect the trip?	

Name: _____

Date: _____

Station Three: Making a Comparison

Directions: Read Passage Three, an excerpt from *The Call of the Wild* by Jack London. Use the T-Chart to compare the ways John Thornton and Buck showed their love or devotion toward each other. Then answer the question below.

1.	John Thornton	Buck

2. How did Buck's love of John Thornton differ from the love John Thornton had for Buck? Cite textual evidence to support your answer.

Name: _____ Date: _____

Station Four: Making Inferences

Directions: Read Passage Four, an excerpt from *The Call of the Wild* by Jack London. Answer the following questions. Cite textual evidence to support your answers.

1. How did the call from “the depths of the forest” affect Buck?

2. Why did Buck want to befriend the wolf?



3. What was Buck’s internal conflict?

Station Five: Citing Textual Evidence

Directions: Read Passage Five, an excerpt from *The Call of the Wild* by Jack London. Answer each question and cite the best textual evidence that supports your answer.

1. How did Buck know John Thornton was dead?

2. Why was Buck “as never before” ready to obey the call?

3. What were Buck’s final two actions that completed his acceptance of the call?



Answer Keys

*If applicable, answers are provided.

Unit: Literature: Inferences and Evidence

Finding Evidence (p. 4)

Answers will vary but may include:

1. Buck did not read the newspapers, or he would have known that trouble was brewing, not alone for himself, but for every tide-water dog.
2. swam in the swimming tank; went hunting; took long rambles; lay at the Judge's feet before the roaring fire; carried the Judge's grandsons on his back; he was king over all creeping, crawling, flying things of Judge Miller's place, humans included; he had lived the life of a sated aristocrat
3. big house; wide cool veranda; spreading lawns; spacious scale; great stables; rows of vine-clad servants' cottages; demesne
4. father was a St. Bernard, mother was a Scotch shepherd dog.

Analyzing Text (p. 5)

Answers will vary but may include:

1. She was Hal's sister.
2. Yes, Hal and Charles followed the advice of Mercedes. "When they put a clothes-sack on the front of the sled, she suggested it should go on the back; and when they had put it on the back. . . she discovered overlooked articles which could abide nowhere else but in that very sack, and they unloaded again."
3. The campsite was a "slipshod and slovenly affair, tent half stretched, dishes unwashed," and it was all in a "disorder."
4. The dogs were "tired and weak," "jaded and tired," and "dead weary."
5. Charles and Hal "did not know how to do anything." Both of them "were slack in all things, without order or discipline." "It took them half the night to" make camp, and "half the morning to break that camp." They did not know how to pack a sled properly and had to stop and rearrange the load. "Some days they did not make ten miles. On other days they were unable to get started at all." They ran out of dog food.

Making a Comparison (p. 6)

Answers will vary but may include:

1. John Thornton played games; ideal master; treated the dogs "as if they were his own children"; kindly greetings; cheering words; would "sit down and talk"; took "Buck's head roughly between his hands," and rested "his head upon Buck's," then shake Buck "back and forth" Buck adored John Thornton at a distance; "lie by the hour, at Thornton's feet, looking up into his face, dwelling upon it, studying it, following with keenest interest each fleeting expression, every movement or change of feature"; would follow at Thornton's heels. John Thornton had saved his life. "His love was expressed in adoration." He would watch Thornton's every move, and "follow at his heels."
2. John Thornton was the "ideal master." He treated Buck, like he did all his dogs, "like they were his own children."

Making Inferences (p. 7)

1. The call from the forest filled him with "a great unrest and strange desires. It caused him to feel a vague, sweet gladness, and he was aware of wild yearnings and stirrings for he knew not what."
2. The howl of the wolf was like the call of the forest that he had heard before, but this time it was more "distinct and definite." He felt that the wolf was his "wild brother."
3. Buck's internal conflict was the struggle between his desire to go with the wolf, his "wild brother," and his tie to stay with John Thornton.

Citing Textual Evidence (p. 8)

1. Buck knew John Thornton was dead because he "followed his trace into the water, from which no trace led away."
2. Buck was ready to obey the call because John Thornton was dead. "The last tie" to man "was broken."
3. He joined with the wolves in "howling at the moon." He ran with his "wild brother, yelping as he ran."