

Grade 08: Call of the Wild Language Task

All students must read, understand, and express their understanding of complex, grade-level texts. At the heart of being able to read and understand complex texts is the ability to automatically and fluently decode words and determine how they work together in sentences to produce meaning. Having “language sense” combined with other factors, such as having robust background knowledge and a wide vocabulary, are key determining factors in what makes a student able to read and understand complex texts.¹

The language tasks have been developed to support teachers in developing students’ language sense through repeated exploration of how key sentences from the texts of the ELA Guidebooks 2.0 units are put together to produce meaning. This approach reinforces students’ knowledge of language structures and how those structures produce meaning.²

Each language task is made of at least 20 language links. Each language link is designed to take around 10-15 minutes to conduct. The links can be used with the ELA Guidebooks 2.0 units as a beginning activity with a whole class of students or during targeted, small-group instruction or individual instruction with students who need additional support. Each language link contains text to display or project as a stimulus for student work, teacher directions, and student look-fors. The student look-fors include examples of accurate student responses; however they are not inclusive or exclusive of all possible responses.

The language links focus students on the study of mentor sentences from the unit texts. Mentor sentences were selected for their meaning and their structure. The mentor sentences focus on the main ideas or concepts of the unit texts and present opportunities for students to practice with the complex structures of their grade level. Students study each mentor sentence using the same five lesson protocol. The same five language links are then repeated with a new mentor sentence.

¹ Shanahan, T., Fisher, D., & Frey, N. (2012, March). The Challenge of Challenging Text. *Educational Leadership*, 69(6), 58-62. Retrieved from

<http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/The-Challenge-of-Challenging-Text.aspx>

² Fillmore, L. W., & Fillmore, C. J. (n.d.). What Does Text Complexity Mean for English Learners and Language Minority Students? Retrieved November 12, 2016, from

http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf

These language links focus on the study of 4 mentor sentences from the unit texts. Each language link should take around 10-15 minutes to conduct.

Each mentor sentence is used across five language links that each have a different purpose. The same five language links are then repeated with a new mentor sentence.

1. **What does this sentence mean?**
 - a. Purpose: Students make an initial interpretation of the mentor sentence's meaning.
2. **What do I notice about this sentence?**
 - a. Purpose: Students examine the meaning and structure of the mentor sentence.
3. **What do I know this sentence means?**
 - a. Purpose: Students demonstrate their understanding of the sentence's meaning.
4. **What is the structure of this sentence?**
 - a. Purpose: Students create a sentence frame based on the mentor sentence.
5. **Can I write a quality sentence?**
 - a. Purpose: Students emulate the structure of the mentor sentence in their own sentence.

Throughout this section, notes are provided to identify places of additional skills support for students based on previous grade-level standards. Be sure to keep track during these language links of places where students need additional skills support, and use time during small-group or individual instruction to target those skills.

Call of the Wild

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

Experiencing different relationships with different owners, Buck evolves from a pampered pet to a primitive being prepared to survive.

This sentence means...

2. Prompt students to copy the sentence.
3. Say: "Write and complete the sentence stem underneath the quotation."

Student Look-Fors:

- The sentence means that Buck has changed because of his relationship with different owners.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. "Another way to say this sentence is..."
 - b. "I made meaning of this sentence by..."
 - c. "I looked at..."
 - d. "I noticed that..."

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

Call of the Wild

Mentor Sentence 1: What do I notice about this sentence?

1. Display or project:

Experiencing different relationships with different owners, Buck evolves from a pampered pet to a primitive being prepared to survive.

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. "I noticed...which means..."
 - b. "I knew...so I..."
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. "What are the parts of this sentence?"
 - b. "Can we divide this sentence into two or more sentences? What do we have to remove or change?"
 - c. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - d. "What punctuation do you notice? How does the punctuation help you understand the sentence?"
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. "We noticed...which means..."
 - b. "We knew...so we..."

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- a. "They noticed...which meant..."
- b. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains how Buck has changed.
 - "Experiencing different relationships with different owners" describes Buck.
 - There is a participial phrase at the beginning of the sentence.
 - There is a comma before the subject *Buck*.
 - The participle *pampered* describes *pet*.
 - After the participial phrase, there is an independent clause ("Buck evolves from a pampered pet to a primitive being prepared to survive").
 - This is a complex sentence because it is made up of an independent clause joined by a participial phrase.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to _____.
- b. Noticing _____ helped me understand the sentence because _____.
- c. Knowing _____ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.³ It is acceptable for students not to understand the full meaning of the sentence on this day.

³ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 8, the skills that need to be reinforced in grade 8, and the skills that need to be explicitly taught in grade 8.

MENTOR SENTENCES

Call of the Wild

Mentor Sentence 1: What do I know this sentence means?

1. Display or project:

Experiencing different relationships with different owners, Buck evolves from a pampered pet to a primitive being prepared to survive.

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses.

WHO/WHAT?

Did/will **DO WHAT?**

WHEN did who do what?

WHERE did who do what?

WHY did who do what?

HOW did who do what?

Buck

evolves from a pampered pet to a primitive being

N/A

N/A

to survive

by experiencing different relationships with different owners

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- Buck became more primitive because of his experiences with different owners.
7. After several minutes, ask a few students to share their statements with the class.
 8. Prompt students to revise or adjust their written responses based on what their classmates shared.

Call of the Wild

Mentor Sentence 1: What is the structure of this sentence?

1. Display or project:

Experiencing different relationships with different owners, Buck evolves from a pampered pet to a primitive being prepared to survive.

2. Say: "We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure."
3. Ask: "What have we learned so far about this mentor sentence?" Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. "What does this sentence mean?"
 - b. "What have you noticed about this sentence?"
 - c. "How is it put together?"

Student Look-Fors:

- This sentence means that Buck has changed because of his relationship with different owners.
- Students might say they noticed participial phrases, prepositional phrases, or commas.
- Students should understand that the parts of this sentence are participial phrase + comma + independent clause + period.
- They should understand that the participial phrase answers the question "How does Buck evolve?"

4. Display or project:

Written by Jack London, *The Call of the Wild* is a short adventure novel set during the Klondike Gold Rush of the 1890s.

5. Ask: "How is this sentence similar to the mentor sentence in the way that it is constructed?"

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with a participial phrase followed by a comma and then an independent clause.
- They should also identify that the participial phrase answers the question "How?"

6. Say: "Now let's build a quality sentence about Buck using phrases and clauses."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- Earning the respect of the other dogs, Buck became the lead sled dog.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the participles below."
9. Prompt students to identify other participles which signal how an event occurred. Record those participles. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- Unwilling _____, _____.
- Treated _____, _____.
- Demonstrating _____, _____.

10. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

Call of the Wild

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

Experiencing different relationships with different owners, Buck evolves from a pampered pet to a primitive being prepared to survive.

Learning _____, _____.

Becoming _____, _____.

Surviving _____, _____.

Explain how Buck has changed.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "How has Buck changed?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with participial phrases that answer "how."
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Learning to bury himself in the snow, Buck is able to stay warm when he sleeps.
 - Becoming part of the pack, Buck further distances himself from his days as a pet.
 - Surviving the harsh conditions of the Klondike, Buck becomes a wild creature.
- The participial phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the participial phrase explains how Buck is able to stay warm when he sleeps.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Learning to bury himself in the snow, _____."

Call of the Wild

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

Treating animals with kindness demonstrates that a person is respectful and compassionate.

This sentence means...

2. Prompt students to copy the sentence.
3. Say: "Write and complete sentence stem underneath the sentence."

Student Look-Fors:

- The sentence means that respectful, compassionate people are kind to animals.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. "Another way to say this sentence is..."
 - b. "I made meaning of this sentence by..."
 - c. "I looked at..."
 - d. "I noticed that..."

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

Call of the Wild

Mentor Sentence 2: What do I notice about this sentence?

1. Display or project:

Treating animals with kindness demonstrates that a person is respectful and compassionate.

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. "I noticed...which means..."
 - b. "I knew...so I..."
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. "What are the parts of this sentence?"
 - b. "Can we divide this sentence into two or more sentences? What do we have to remove or change?"
 - c. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - e. "What punctuation do you notice? How does the punctuation help you understand the sentence?"
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. "We noticed...which means..."
 - b. "We knew...so we..."

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- a. "They noticed...which meant..."
- b. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains the character of a person who is kind to animals.
 - "Treating animals with kindness" is the subject of this sentence.
 - There are two adjectives joined by a conjunction, *and*. *And* joins two ideas together. In this sentence, *and* joins the two adjectives *respectful* and *compassionate* together.
 - There is no comma before *and*.
 - There is another conjunction, *that*, but there is no comma before *that*.
 - This is a complex sentence because it is made up of an independent clause and a dependent clause.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to _____.
- b. Noticing _____ helped me understand the sentence because _____.
- c. Knowing _____ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.⁴ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁴ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 8, the skills that need to be reinforced in grade 8, and the skills that need to be explicitly taught in grade 8.

Call of the Wild

Mentor Sentence 2: What do I know this sentence means?

1. Display or project:

Treating animals with kindness demonstrates that a person is respectful and compassionate.

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses.

WHO/WHAT?

treating animals with kindness

Did/will **DO WHAT?**

demonstrates that a person is respectful and compassionate

WHEN did who do what?

N/A

WHERE did who do what?

N/A

WHY did who do what?

N/A

HOW did who do what?

N/A

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- People who are kind to animals are respectful and compassionate.
7. After several minutes, ask a few students to share their statements with the class.
 8. Prompt students to revise or adjust their written responses based on what their classmates shared.

Call of the Wild

Mentor Sentence 2: What is the structure of this sentence?

1. Display or project:

Treating animals with kindness demonstrates that a person is respectful and compassionate.

2. Say: "We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure."
3. Ask: "What have we learned so far about this mentor sentence?" Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. "What does this sentence mean?"
 - b. "What have you noticed about this sentence?"
 - c. "How is it put together?"

Student Look-Fors:

- This sentence means that respectful and compassionate people are kind to animals.
- Students might say they noticed gerund phrases, prepositional phrases, clauses, or conjunctions.
- Students should understand that the parts of this sentence are an independent clause + dependent clause + period.
- They should understand that the gerund phrase serves as the subject of the sentence.

4. Display or project:

Punishing animals with violence reveals that a person is cruel and unyielding.

5. Ask: "How is this sentence similar to the mentor sentence in the way that it is constructed?"

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an independent clause that includes a gerund phrase followed by a dependent clause.
- They should also identify that the gerund phrase answers the question "What?"

6. Say: "Now let's build a quality sentence about the treatment of animals using phrases and clauses."

7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- Giving affection to animals shows that a person is loving and kind.

8. Say: “Now let’s construct sentences to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the gerunds below.”
9. Prompt students to identify other gerunds which signal what the sentence is about. Record those gerunds. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- Being _____.
- Loving _____.
- Showing _____.

10. Direct students to reflect on their learning. Ask: “How does breaking down this sentence into its parts support your understanding of the sentence?” Answers can be spoken or written.

Call of the Wild

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

Treating animals with kindness demonstrates that a person is respectful and compassionate.

Being _____.

Loving _____.

Showing _____.

Explain what the treatment of animals shows about a person's character.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "What does the treatment of animals show about a person's character?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with gerunds that answer "what."
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Being cruel to animals reveals that a person is ignorant.
 - Loving animals proves that a person is considerate.
 - Showing respect toward all animals demonstrates that a person is noble.
- The gerund phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the gerund phrase explains what poor treatment of animals reveals about a person's character.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Giving affection to animals _____."

Call of the Wild

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

Buck begins to mirror human-like thinking.

This sentence means...

2. Prompt students to copy the sentence.
3. Say: "Write and complete sentence stem underneath the sentence."

Student Look-Fors:

- The sentence means that Buck is beginning to think more like a human.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. "Another way to say this sentence is..."
 - b. "I made meaning of this sentence by..."
 - c. "I looked at..."
 - d. "I noticed that..."

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

Call of the Wild

Mentor Sentence 3: What do I notice about this sentence?

1. Display or project:

Buck begins to mirror human-like thinking.

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. "I noticed...which means..."
 - b. "I knew...so I..."
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. "What are the parts of this sentence?"
 - b. "Can we divide this sentence into two or more sentences? What do we have to remove or change?"
 - c. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - d. "What punctuation do you notice? How does the punctuation help you understand the sentence?"
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. "We noticed...which means..."
 - b. "We knew...so we..."

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- a. "They noticed...which meant..."
- b. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains how Buck's way of thinking has changed.
 - "To mirror" is a direct object of the verb "begins."
 - There are no conjunctions.
 - There is a hyphen in the adjective "human-like."
 - This is a simple sentence because it is made up of one independent clause. It follows a basic sentence pattern with a subject followed by a verb.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to _____.
- b. Noticing _____ helped me understand the sentence because _____.
- c. Knowing _____ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation. Focus on a specific skill your students need.⁵ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁵ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 8, the skills that need to be reinforced in grade 8, and the skills that need to be explicitly taught in grade 8.

MENTOR SENTENCES

Call of the Wild

Mentor Sentence 3: What do I know this sentence means?

1. Display or project:

Buck begins to mirror human-like thinking.

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses.

WHO/WHAT?	Buck
Did/will DO WHAT?	begins to mirror human-like thinking
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	N/A
HOW did who do what?	N/A

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- Buck is starting to think more like a human.
7. After several minutes, ask a few students to share their statements with the class.
 8. Prompt students to revise or adjust their written responses based on what their classmates shared.

Call of the Wild

Mentor Sentence 3: What is the structure of this sentence?

1. Display or project:

Buck begins to mirror human-like thinking.

2. Say: "We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure."
3. Ask: "What have we learned so far about this mentor sentence?" Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. "What does this sentence mean?"
 - b. "What have you noticed about this sentence?"
 - c. "How is it put together?"

Student Look-Fors:

- This sentence means that Buck is beginning to think more like a human.
- Students might say they noticed an infinitive.
- Students should understand that the parts of this sentence are independent clause + period.
- They should understand that the infinitive answers the question "What is Buck beginning?"

4. Display or project:

Jack London liked to write adventure novels.

5. Ask: "How is this sentence similar to the mentor sentence in the way that it is constructed?"

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, consists of an independent clause with an infinitive as a direct object.
- They should also identify that the infinitive answers the question "What?"

6. Say: "Now let's build a quality sentence about animal cognition."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor

sentence.

Student Look-Fors:

- Buck begins to connect different ideas together.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the infinitives below."
9. Prompt students to identify other infinitives which signal what the subject is doing. Record those infinitives. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- _____ to manipulate _____.
- _____ to reason _____.
- _____ to think _____.

10. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

Call of the Wild

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

Buck begins to mirror human-like thinking.

_____ to manipulate _____.

_____ to reason _____.

_____ to think _____.

Explain how animals learn.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "What do animals learn?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with subjects that answer "who/what."
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Buck begins to manipulate his owners.
 - Buck continues to reason throughout the novel.
 - Animals can learn to think like humans.
- The infinitive should have a clear relationship with the verb that precedes it. For example in the first look-for above, the infinitive explains what Buck begins to do.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Buck starts to apply reasoning skills."

Call of the Wild

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

Given his characterization of Buck, Jack London should not be considered a “nature faker” as his portrayal of Buck is consistent with current research of animal cognition.

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

Student Look-Fors:

- The sentence means that Jack London proves he is not a “nature faker” because Buck’s character follows current research about animal thinking.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. “Another way to say this sentence is...”
 - b. “I made meaning of this sentence by...”
 - c. “I looked at....”
 - d. “I noticed that...”

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

Call of the Wild

Mentor Sentence 4:: What do I notice about this sentence?

1. Display or project:

Given his characterization of Buck, Jack London should not be considered a “nature faker” as his portrayal of Buck is consistent with current research of animal cognition.

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. “I noticed...which means...”
 - b. “I knew...so I...”
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. “What are the parts of this sentence?”
 - b. “Can we divide this sentence into two or more sentences? What do we have to remove or change?”
 - c. “What phrases or clauses do you notice? How do those help you understand this sentence?”
 - d. “Are there any conjunctions in this sentence? What do those conjunctions mean?”
 - e. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. “We noticed...which means...”
 - b. “We knew...so we...”

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- a. "They noticed...which meant..."
- b. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains why Jack London should not be considered a "nature faker."
 - "Given his characterization of Buck" describes Jack London.
 - There is a participial phrase at the beginning of the sentence.
 - There is a comma before the subject *Jack London*.
 - After the participial phrase, there is an independent clause ("Jack London should not be considered a 'nature faker'").
 - This is a complex sentence because it is made up of an independent clause joined by a participial phrase and a dependent clause.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to _____.
- b. Noticing _____ helped me understand the sentence because _____.
- c. Knowing _____ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.⁶ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁶ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 8, the skills that need to be reinforced in grade 8, and the skills that need to be explicitly taught in grade 8.

Call of the Wild

Mentor Sentence 4: What do I know this sentence means?

1. Display or project:

Given his characterization of Buck, Jack London should not be considered a “nature faker” as his portrayal of Buck is consistent with current research of animal cognition.

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: “We have been analyzing this mentor sentence. Now we are going to look again at its meaning.”
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses.

WHO/WHAT?

Jack London

Did/will **DO WHAT?**

should not be considered a “nature faker”

WHEN did who do what?

N/A

WHERE did who do what?

N/A

WHY did who do what?

his portrayal is consistent with current research on animal cognition

HOW did who do what?

given his characterization of Buck

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- People should not think Jack London is a "nature faker" because he followed current research on animal thinking when creating Buck.
7. After several minutes, ask a few students to share their statements with the class.
 8. Prompt students to revise or adjust their written responses based on what their classmates shared.

Call of the Wild

Mentor Sentence 4: What is the structure of this sentence?

1. Display or project:

Given his characterization of Buck, Jack London should not be considered a “nature faker” as his portrayal of Buck is consistent with current research of animal cognition.

2. Say: “We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure.”
3. Ask: “What have we learned so far about this mentor sentence?” Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. “What does this sentence mean?”
 - b. “What have you noticed about this sentence?”
 - c. “How is it put together?”

Student Look-Fors:

- This sentence means that Jack London proves he is not a “nature faker” because Buck’s character follows current research about animal thinking.
- Students might say they noticed participial phrases, prepositional phrases, clauses, commas, or conjunctions.
- Students should understand that the parts of this sentence are participial phrase + comma + independent clause + dependent clause + period.
- They should understand that the participial phrase answers the question “How should Jack London not be considered a ‘nature faker’?”

4. Display or project:

Demonstrating animal reasoning, Jack London uses his writing as a way to prove that humans and animals are not that different.

5. Ask: “How is this sentence similar to the mentor sentence in the way that it is constructed?”

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with a participial phrase followed by a comma, an independent clause, and a dependent clause.
- They should also identify that the introductory phrase answers the question "How?"

6. Say: "Now let's build a quality sentence about Jack London using phrases and clauses."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- Considered a "nature faker," Jack London had to prove that animals have emotional and cognitive reasoning skills.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the participles below."
9. Prompt students to identify other participles which signal how an event occurred. Record those participles. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- Portraying _____,
- Focusing _____,
- Backed _____.

10. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

Call of the Wild

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Given his characterization of Buck, Jack London should not be considered a “nature faker” as his portrayal of Buck is consistent with current research of animal cognition.

Portraying _____, _____.

Focusing _____, _____.

Backed _____, _____.

Explain how Jack London proves he is not a “nature faker.”

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “How does Jack London prove he is not a “nature faker”?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with participial phrases that answer “how.”
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Portraying animals with reasoning skills, Jack London describes Buck as a smart dog with strong instincts and a cunning nature.
 - Focusing on Buck’s abilities, Jack London reveals that the animal protagonist thinks and feels like a human.
 - Backed by recent scientific studies, Jack London’s writing supports the belief that animals possess reasoning capabilities.
- The participial phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the participial phrase explains how Jack London’s writing supports the belief that animals possess reasoning capabilities..

MENTOR SENTENCES

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Using his writing about animals, _____.”